



## Archdiocese of San Francisco

### Kindergarten to 8<sup>th</sup> Grade Religion Curriculum for Parishes and Schools

#### **Introduction**

It is not unreasonable to expect that graduates of parish religion programs and Catholic elementary schools have an age-appropriate knowledge of the major aspects of the Church's doctrines, moral teachings, sacramental and spiritual life. These guidelines will guide both the Catholic school and parish religious education programs in the design of Religion curriculum, the selection of appropriate textbooks, and the training of catechists. Given the ethnic diversity of the Archdiocese of San Francisco, parishes and schools will need to adapt these guidelines according to local needs.

These concepts were identified in language suited for those adults who are primarily responsible for Religious Education curriculum and instruction. The concepts are to be used in the following manner:

- For use by parish and school personnel in the selection and evaluation of catechetical textbooks
- For use by individual grade level religion teachers and catechists in order to ensure that the concepts, regardless of whatever Religion textbook is in usage at the local school or program, are covered at the grade level of instruction to which they have been assigned.

These concepts, along with effective teaching methodology, are presented in age-appropriate language in the textbooks approved by the Department of Catholic Schools and the Office of Religious Education & Youth Ministry in collaboration with the Archbishop.

It is very important that Principals and Religion Coordinators, Parish Catechetical Leaders, and especially grade level catechists and religion teachers understand the meaning of the concept at each level of religious instruction. Certification through the California Catholic Conference of Bishops for Basic Certification of teachers/catechists is required to help catechists deepen their knowledge and understanding of the faith and how to teach it appropriately.

#### **The Organization of Outcomes**

The *Catechism of the Catholic Church* has proven to be an invaluable resource for those entrusted with catechetical leadership and ministry. Because of the comprehensive nature of the *Catechism*, we have decided to base our Elementary School Religion Curriculum on its

contents. At each grade level, religion learning outcomes have been organized according to the four parts of the *Catechism (Pillars of Faith)*

*Part One/Pillar # 1*     The Profession of Faith

The outcomes reflect students' knowledge of God's salvific and gradual revelation of love to the human race, and the human response of faith. Primary among these outcomes is students' awareness of their Baptismal call to live in the love of the one God who is three Persons: Father, Son, and Holy Spirit.

*Part Two/Pillar # 2*     The Celebration of the Christian Mystery

The outcomes reflect students' knowledge of how the sacramental and liturgical life of the Church makes present the saving action of Christ's Paschal Mystery and the grace of the Holy Spirit.

*Part Three/Pillar # 3*    Life in Christ

The outcomes reflect students' awareness of the ultimate human vocation: living a life of holiness. An emphasis on the Church's moral teachings, the Beatitudes, and the Ten Commandments are reflected at various levels of the elementary curriculum.

*Part Four/Pillar # 4*    Christian Prayer

The outcomes reflect students' awareness of the importance of prayer as an essential means for their growth in the Christian life. The rich heritage of Catholic spirituality and the various prayer forms of the Church are emphasized throughout the curriculum. A special focus is given to the Lord's Prayer as the pre-eminent prayer of Christians.

On the following pages you will find:

- "Exit" learning outcomes for 8<sup>th</sup> grade graduates of elementary schools and faith formation programs. These refer to the general knowledge of Catholic faith graduating students should have gained over the course of their entire elementary careers.
- Grade level outcomes organized according to the four parts of the *Catechism of the Catholic Church*. Please note that not all religion textbook series organize their materials in the same manner. This is acceptable as long as the contents of the textbooks, at each level, correspond to the learning outcomes identified by the Department of Catholic Schools' K-8 Religion Curriculum or the Office of Religious Education and Youth Ministry Curriculum.

Grade level performance indicators identify the learning and formation that has taken place. They direct the observation of catechists and parents on the celebration of faith growth and

deepening of life in the Catholic Church. Each learning community will develop performance indicators appropriate for their grade, cultural and parish environment. Indicators are based on the Kindergarten – Grade 8 outcomes of the Archdiocese of San Francisco.

### **Conclusion**

Religious instruction is at the heart of any Catholic program. For this to be done in a meaningful way, religious instruction must be taught in an environment where the Gospel virtues of faith, hope, and love are “living, conscious, and active” in every area of the curricular and extra-curricular programs. Our Catholic Identity depends on this.

Catechists have been entrusted with a wonderful opportunity to make a significant impact on their students’ lives. In these difficult times, the living-out of Jesus’ message and example is an urgent mandate. For this reason, only those who live the Catholic faith, know and understand the doctrines and Tradition of the Church, and are willing to teach religion in a creative, comprehensive, and meaningful way are qualified to fulfill this important service in an authentic way.

## Religious Education Exit Outcomes

Upon graduation from the 8<sup>th</sup> grade, students will have a basic understanding of the following concepts:

### **Pillar #1: *The Profession of Faith* \***

1. The human person is made in the image and likeness of the Triune **God**, has a basic capacity to experience God's presence, and is capable of knowing **God** through the natural light of reason.
2. **God** reveals "religious and moral truths which humans cannot possibly arrive at by their own powers." These truths belong to the order of Divine **Revelation**.
3. Beginning with his Covenant with the People of Israel, and in gradual stages thereafter, **God** revealed the mystery of His plan of loving goodness. This plan has its origins and fulfillment in the **Incarnation** and mission of **Jesus** Christ.
4. Divine **Revelation** is given in two distinct ways: Sacred Scripture and Tradition. Both of these have been entrusted to the **Church** in order to help the **faithful** see the presence of Christ in every age.
5. Scripture, Tradition, and the Church's **Magisterium** help **Catholics** grow in their understanding of Divine **Revelation** and serve as a guide through all the stages of life.
6. Sacred Scripture is the inspired Word of **God**. Included in this concept are an understanding of the major principles of Catholic biblical interpretation and a basic knowledge of the stories and teachings of the Old and New Testaments.
7. The core beliefs expressed in the **Creed**: the **Trinity**, the salvific life and message of **Jesus** Christ, the nature of the **Church**, **grace**, **sin**, **Redemption** and the afterlife.
8. The **Church**, as the People of **God** and **Body of Christ**, extends Christ's proclamation of the **Kingdom of God** in every age and culture.
9. That **God** is present in and works through all people of good will and that **Christians** are called to respect all person's rights to religious freedom.
10. That each person has unique gifts and is called to use these gifts to build God's Kingdom.\*

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\* Bolded words have definitions in the section -- Dictionary of Terms

## **Pillar #2: *The Celebration of the Christian Mystery***

1. The liturgy is the primary way **Catholics** gather for worship and is a “reflection of and participation in God’s work of **salvation**.” This sacred action surpasses all other activities of the **Church**.
2. Liturgical celebrations are an experience of **Jesus’** Priestly ministry. By participation in the **Church’s** liturgical life, **Catholics** join **Jesus** in worship of the Father through the power of the **Holy Spirit**.
3. Through liturgy **Catholics** participate in the Paschal Mystery of Christ’s suffering, death and **resurrection**. Liturgy is the “foretaste of the Heavenly worship to which all **Christians** are called.”
4. The various signs and symbols, words and actions, music and holy images utilized in sacred places and liturgical functions.
5. The importance of Sunday as the **Lord’s Day**, and the celebration of the **Mass** through the various seasons of the **Liturgical year**.
6. The nature of the seven **Sacraments** as signs of God's **grace** given to the **Church** by Christ. How these **Sacraments** “touch all the stages and all of the important moments of the Christian life.”
7. The meaning and rites of the **Sacraments of Initiation, Sacraments of Healing, and Sacraments at the Service of Communion**.
8. The use of “sacramentals” and other spiritual practices celebrated by **Catholics** universally and those celebrated by the various cultural groups in the Archdiocese of San Francisco.
9. The local **parish** as the primary community in which **Catholics** live out their **faith** in Christ and join in worship of **God**.
10. How to design, implement, and participate in liturgical and other **prayer** services.

## **Pillar #3: *Life in Christ***

1. The human person is endowed with an immortal soul and is destined for eternal happiness with **God** in union with all the **saints**.
2. The human person is given the gift of reason and is capable of understanding the order of things established by **God**. Because of this, the human person is able to find ultimate happiness by “seeking and loving what is true and good.”

3. The human person, by **virtue** of the spiritual powers of intellect and will, is endowed with freedom that finds its fullest expression in recognizing the voice of **God** which urges him/her “to do what is good and avoid what is evil.”
4. That humanity, tempted by the Evil One, abused its freedom at the beginning of history by giving in to the temptation to do evil. Although human persons still desire the good, their nature still bears the wounds of **Original Sin**.
5. Through Christ’s **Incarnation**, death, and **resurrection**, humanity was delivered from **sin** and evil and freed for new life in the **Holy Spirit**.
6. A disciple of Christ is called to mature in **grace**, be capable of acting rightly and doing good, and “attain the perfection of charity which is holiness.”
7. The basic tenets of Catholic Moral Teachings such as: Human Freedom and Christian Beatitude; Freedom and Responsibility; the formation of a Moral **Conscience**; the **Virtues**; **Sin**; Social Justice; Law and **Grace**; the role of the Magisterium.
8. The importance of the **Beatitudes** and the Decalogue in the formation of a Christian moral **conscience**.
9. How the Precepts of the **Church**, and the Corporal and **Spiritual Works of Mercy** help **Christians** grow in holiness and integrity.
10. The centrality of a respect for human life in all its diversity, stages of development, and social contexts.
11. The importance of developing a sense of stewardship over the gift of Creation.
12. The importance of service to the local and global communities as a primary way of modeling Christian discipleship.
13. How **Mary** and the **saints** model **Christian holiness**, justice, mercy, and service.
14. How the major figures of the **Old and New Testaments** model holiness, justice, mercy and service.

**Pillar #4: *Christian Prayer***

1. That **prayer**, in all of its variety and settings, is a primary way of developing a vital and loving relationship with **God**.
2. That **prayer** is a response to **God**’s loving invitation to enter into a relationship with each human person.

3. That **prayer** is directed to **God** the Father, in union with **Jesus** Christ, and is made possible by the **grace** of the **Holy Spirit**.
4. How the holy men and women of the **Old and New Testaments** serve as models of **prayer**.
5. How Christian **prayer** is patterned after the example of **Jesus**: solitary and communal **prayer**; prayers of adoration, praise, **petition** and **intercession**, and thanksgiving.
6. How the “**Our Father**” is a summary of the **Gospel** and the primary **prayer** of the **Church**.
7. How to develop a personal **prayer** life that allows each student to grow in **faith**, hope, and love.

## The Catechetical Outcomes and Performance Indicators

The Catechetical Outcomes and Performance Indicators are the basic expectations for religious formation of youth Grades K-8 in the Archdiocese of San Francisco. This endeavor must be a joint effort between parents, pastors, catechists, Catholic school teachers and the parish community to strengthen the faith life for each child. These expectations give a clear and comprehensive picture of the learning competencies per grade level. In catechetical efforts of instruction and formation the passing on of the faith must be “comprehensive and systematic”. (NDC pg. 260)

We are entrusted with the gift of ministering to our children. The person of the catechist / religion teacher who images Jesus is central. Methodology, textbooks and materials of the highest quality must be used to insure success. Trained **and** dedicated teachers and catechetical leaders of the faith are required to diligently work to provide a comprehensive plan for faith growth. These outcomes form the direction of the Archdiocese of San Francisco in providing this plan. We use as our base the *Catechism of the Catholic Church*. The catechism provides a sound structure for catechesis in our time. This comprehensive planning process completes the Religious Education Curriculum approved for use in the Archdiocese in 2003 by Archbishop William Levada. The Summer 2014 update keeps these guidelines in accord with new learnings and information in faith formation.

The indicators at the end of each grade level are examples to show how students demonstrate the acquired knowledge, experience and daily practice of their faith. Each catechetical minister and program is required to develop indicators for his/her students. These are to be shared with the catechetical team as well as parents. Sample indicators are at the end of each grade level. A sample form for developing the program indicators and assessing student’s progress are found in the back of this document. A systematic and comprehensive planning worksheet is also provided for use in completing a curriculum plan.

### NCEA IFG: ACRE

NCEA ACRE is a psychometrically normed and vetted assessment tool for religious education programs for students in Catholic schools and parishes that measures faith knowledge and practice. NCEA ACRE has been around in some form since the early 1970s. It has been revised several times and has undergone three name changes in the past four decades.

The basic format of NCEA IFG: ACRE

- 1: Part I: Faith Knowledge
- 2: Part II: Personal Beliefs, Attitudes, Practices and Perceptions.



The assessment maintains developmentally appropriate expectations of cognitive and affective maturation across the lifespan, so that rigor increases from fifth grade through twelfth grade.

Questionnaires are available as Level 1 (grade 5), Level 2 (grades 8-9), and Level 3 (grades 11-12).

The purpose of NCEA ACRE is to assess the effectiveness of a religion program. A religion program in its totality includes the printed curriculum used in a teaching-learning session, plus formative experiences in and with the faith community -- for example, Sunday Liturgy. To evaluate the effectiveness of student learning based on your religion program, the religion teacher/catechist needs to assess the students who are the beneficiaries of the teaching sessions. Then, with NCEA ACRE reports on hand, school principals, DREs, religion teachers, and catechists are able to evaluate not only the local curriculum content, but also the teaching strategies used to deliver that curriculum. NCEA ACRE data reports also shed light on those faith formation elements that are not the exclusive domain of the school or parish religion program, for example, physically getting students to the Sacrament of Penance and Sunday Liturgy.

All Catholic Schools in the Archdiocese of San Francisco have implemented this assessment as part of their school program. It is also required as part of the parish program on the first year of preparation of candidates for the Sacrament of Confirmation.

## Prayers

Prayer is listening and talking with God. It is most important that each child has communal prayers that he/she knows and can share with the community, as well as ~~being~~ able to pray in one's own words. While a list is presented here it is by no means ~~is~~ intended to limit the prayers and rituals which can be taught in the program and/or learned by the child. Depending on the spirituality of the parish/school and the culture of the community other prayers may be added and encouraged.

Praying in various languages is helpful for students who culturally pray in a language other than English. Remember to help the students assimilate the prayer life of home and program.

The Church sets before us how we ought to pray. Drawing from the words of Christ, the writings of Scripture and the saints, and the guidance of the Holy Spirit, She supplies us with prayers grounded in Christian tradition. Further, our informal, spontaneous prayers, both vocal and meditative, are informed by and shaped by those prayers that form a basis of Catholic life. Without the Holy Spirit speaking through the Church and through her saints, we would not know how to pray as we ought (CCC, 2650).

The *forms of prayer* revealed in the apostolic and canonical Scriptures remain normative for Christian prayer.

### **I. BLESSING AND ADORATION**

**2626** *Blessing* expresses the basic movement of Christian prayer: it is an encounter between God and man. In blessing, God's gift and man's acceptance of it are united in dialogue with each other. The prayer of blessing is man's response to God's gifts: because God blesses, the human heart can in return bless the One who is the source of every blessing.

### **II. PRAYER OF PETITION**

**2629** The vocabulary of supplication in the New Testament is rich in shades of meaning: ask, beseech, plead, invoke, entreat, cry out, even "struggle in prayer."<sup>102</sup> Its most usual form, because the most spontaneous, is petition: by prayer of petition we express awareness of our relationship with God.

### **III. PRAYER OF INTERCESSION**

**2634** Intercession is a prayer of petition which leads us to pray as Jesus did. He is the one intercessor with the Father on behalf of all men, especially sinners.<sup>112</sup> He is "able for all time to save those who draw near to God through him, since he always lives to make intercession for them."<sup>113</sup> The Holy Spirit "himself intercedes for us . . . and intercedes for the saints according to the will of God."<sup>114</sup>

## **IV. PRAYER OF THANKSGIVING**

**2637** Thanksgiving characterizes the prayer of the Church which, in celebrating the Eucharist, reveals and becomes more fully what she is.

**2638** As in the prayer of petition, every event and need can become an offering of thanksgiving. The letters of St. Paul often begin and end with thanksgiving, and the Lord Jesus is always present in it: "Give thanks in all circumstances; for this is the will of God in Christ Jesus for you"; "Continue steadfastly in prayer, being watchful in it with thanksgiving."<sup>120</sup>

## **V. PRAYER OF PRAISE**

**2639** Praise is the form of prayer which recognizes most immediately that God is God. It lauds God for his own sake and gives him glory, quite beyond what he does, but simply because HE IS. It shares in the blessed happiness of the pure of heart who love God in faith before seeing him in glory. By praise, the Spirit is joined to our spirits to bear witness that we are children of God,<sup>121</sup> testifying to the only Son in whom we are adopted and by whom we glorify the Father. Praise embraces the other forms of prayer and carries them toward him who is its source and goal: the "one God, the Father, from whom are all things and for whom we exist."<sup>122</sup>

### **Kindergarten**

- Sign of Cross
- Glory Be
- Hail Mary
- Guardian Angel Prayer
- Blessing with Holy Water

### **1<sup>st</sup> Grade**

- Our Father
- Hail Mary
- Glory Be to the Father...
- Grace before Meals
- Begin to learn Mass Responses
- Genuflection and ritual
- Christian Meditation

### **2<sup>nd</sup> Grade**

- Ritual and Mass responses
- Simple Act of Contrition
- Christian Meditation

### 3<sup>rd</sup> Grade

- Apostles Creed
- Begin learning ritual and process of the Rosary
- Simple litany responses

### 4<sup>th</sup> Grade

- The Rosary
- Ritual of Stations of the Cross
- Morning Offering

### 5<sup>th</sup> Grade

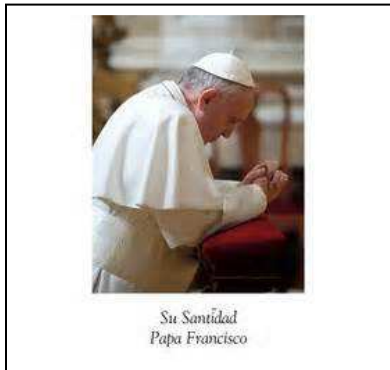
- Prayer of St. Francis
- Ritual and prayers of celebrating the sacraments: Eucharist and Reconciliation
- Prayer to the Holy Spirit
- Christian Meditation

### 6<sup>th</sup> Grade

- Rituals and prayers for each sacrament
- Praying the various forms of prayer including Christian meditation

### 7<sup>th</sup> & 8<sup>th</sup> Grade

- Nicene Creed
- Leading simple prayer celebrations
- Lectio Divina
- Christian Meditation



### *Pope Francis: Prayer opens the door for God* 2013-10-08

“The Lord tells us: ‘the first task in life is this: prayer.’ But not the prayer of words, like a parrot; but the prayer of the heart: gazing on the Lord, hearing the Lord, asking the Lord.”

“And we ourselves, when we don’t pray, what we’re doing is closing the door to the Lord. And not praying is this: closing the door to the Lord, so that He can do nothing. On the other hand, prayer, in the face of a problem, a difficult situation, a calamity, is opening the door to the Lord so that He will come. So that He builds things, He knows to arrange things, to reorganize things. This is what praying is: opening the door to the Lord, so that he can do something. But if we close the door, God can do nothing!

## RELIGIOUS EDUCATION CURRICULUM CONCEPTS

### Kindergarten

By the end of Kindergarten, students will have an age-appropriate understanding of the concepts in each of the following areas:

#### **Catechism of Catholic Church, Pillar #1-- The Profession of Faith (CCC #26-1065)**

1. **God** is the creator of the world; the world is good and is God's gift to us (CCC# 32, 54, 279-314)
2. **God, Our Father**, loves every person and wants them to be happy (CCC# 232-248, 260, 374-379)
3. **God** made every person special and gives each person feelings and talents (CCC# 356-357, 374)
4. **God** sent us **Jesus**, His Son, to be our friend and teacher (CCC# 456-460)
5. **Mary**, our Mother, and Joseph raised **Jesus** (CCC# 522-534)
6. The **Holy Spirit** helps us to love others like **Jesus** did (CCC# 733-741)
7. We belong to the **Catholic Church**, our family of **faith**; the **parish** is the local **Church** (CCC# 781-791)
8. The **Bible** is God's Word to us and teaches us about **God**. It is holy and should be treated with respect and reverence (CCC# 101-104)

#### **Catechism of Catholic Church, Pillar #2-- The Celebration of the Christian Mystery (CCC #1066-1690)**

1. Signs of God's love in nature (CCC# 1147)
2. Families are signs of God's love (CCC# 1655-1657)
3. Friends are signs of God's love (CCC# 1148-1149)

4. **Sacraments** are important signs of God's love (CCC# 1114-1130)
5. **Baptism** welcomes us into God's family, the **Church** (CCC# 1229-1233)
6. The **Mass** is our celebration of **Jesus** (CCC# 1356-1358)

**Catechism of Catholic Church, Pillar #3--Life in Christ** (CCC #1691-2550)

1. **God** made the world good (CCC# 198, 280, 338, 341)
2. All people are made in God's image and likeness are a created good (CCC# 374, 1700-1705)
3. **God** gives us family and friends to love and who love us (CCC# 1655-1657)
4. **Jesus** teaches us in many ways how to show our love for others (CCC# 535-556, 1716-1717)
5. **Jesus** shows us how to make **good choices** and how to avoid bad choices (CCC# 1730-1742)
6. The **Bible** tells stories about holy people who love **God** (CCC# 107)
7. The **saints** show us how to love **God** and love others--especially poor, sick, or weak people (CCC# 2030)
8. **Catholics** care for God's creation (CCC# 2415-2418)

**Catechism of Catholic Church, Pillar #4-- Christian Prayer** (CCC #2558-2856)

1. **Prayer** is how we listen to and talk with **Jesus** (CCC# 2559-2565, 2616))
2. Kindergarten students will begin learning and frequently pray the following:
  - a. The **Sign of the Cross**
  - b. The **Our Father**
  - c. The **Hail Mary**
  - d. **Prayer** to the **Guardian Angel**
  - e. Blessing with **Holy water**
  - f. **Grace** before and after meals
  - g. **Mass** responses

3. Kindergarten students will celebrate the **Liturgical Year**, in class and with the entire **parish** community (CCC# 1168-1173)

**Kindergarten Prayers:**

Sign of the Cross

Glory Be

Hail Mary

Guardian Angel Prayer

Blessing with Holy Water

## Curriculum Outcomes & Performance Indicators

### Kindergarten

#### Catechism of Catholic Church, Pillar #1 -- *Profession of Faith*

- Exit Outcome 1: *Describe the gradual stages of God's revelation*

- Indicators:

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Draw a picture of each day of creation
- ❖ Act out a Bible story of their choice
- ❖ Reverence the bible as a book of God's Word enthroned in a special place
- ❖ Use the flannel board to retell a Bible story in his/her own words that shows how God loves us
- ❖ Listen attentively to Bible stories

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Create a special place for the Bible and show reverence toward the book as God's Word
- ❖ Design a family covenant to share positive behavior within the family
- ❖ Read from the Bible on a regular basis

- Exit Outcome 2: *Read, understand and pray the Sacred Scripture as the inspired Word of God*

- Indicators:

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Share their favorite Bible story from their own personal Bible
- ❖ Listen to age appropriate stories that describe the beauty of God's world
- ❖ Tell of signs of God's special love for them as they experience love and friendship in their young lives
- ❖ Create a "God's World of Nature" habitat as they bring these gifts to class



How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Color pictures and tell stories from the Bible coloring book
- ❖ Make a chart for taking care of the family pet
- ❖ Attend Liturgy of the Word for Children at their Sunday Mass
- ❖ Watch Bible videos and tell the family about what they have learned from the video

- **Exit Outcome 3: Know the basic teachings of the Church as identified in the Creed and Traditions; and show how these teachings are applied and lived out in the individual's life**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Listen to stories of different cultures and their religious celebrations
- ❖ Make some foods and crafts that will be used during a “Christmas Around the World” celebration
- ❖ Illustrate a picture of themselves to be included in a classroom collage entitled, “Children of God”
- ❖ Listen to and participate in the reenactment of the Gospel story of Jesus blessing the children (Matthew 19:13-15)
- ❖ Hear stories that describe good things that saints have done
- ❖ Prepare for the blessing of animals on the feast of St. Francis
- ❖ Choose a saint, dress a cardboard cut out of that saint, and tell something special about him/her

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Make a family cross for use in the family prayer space
- ❖ Attend Sunday Mass
- ❖ Put up a picture of the his/her patron saint in his/her room

- **Exit Outcome 4: Interpret one's life and faith as gifts from God and recognize that both gifts must be cultivated and nurtured for eternal life**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Dramatize a play about good people going to heaven

- ❖ Outline good deeds that can be done on a weekly basis to cultivate good habits
- ❖ Create a praise song on thanking God

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Performs good works for other family members
- ❖ Identify gifts he/she has to share with others
- ❖ Prays for those who are ill and need help

**Catechism of Catholic Church, Pillar#2 -- The Celebration of the Christian Mystery**

- **Exit Outcome 5: Identify how liturgy is the primary way Catholics worship God**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Make visits to the church frequently-explain the primary symbols: Baptismal font, ambo, altar, cross and tabernacle
- ❖ Participate in the Ash Wednesday prayer and wear something purple
- ❖ Participate in a classroom “Palm Sunday” service with scripture and procession
- ❖ Learn the finger play “Here is the Church”
- ❖ Draw or design a simple diorama of God’s family gathered at Church

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Actively participate in the Mass by listening to the readings and saying the parts of the Mass
- ❖ Have a blessing birthday plate used for each family members’ birthday
- ❖ Make the Sign of the Cross

- **Exit Outcome 6: Demonstrate knowledge of the liturgical seasons and the importance of Sunday as the Lord's Day and other practices in the liturgical life of the Church**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Create a family Sunday chart of things that they can do to make Sunday special. (I.e. Family breakfast, go to Mass, read a story together, visit family friends, do an act of kindness)
- ❖ Identify the colors of the liturgical season
- ❖ Make a liturgical calendar

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Do a weekly family faith sharing on the Sunday readings
- ❖ Learn at Halloween about the his/her patron saint as a role model for life
- ❖ Attend Mass on Sunday
- ❖ As part of Lenten fasting clean his/her closets and give their extra clothes to St. Vincent de Paul
- ❖ Fast from sweets and give money to the poor

- **Exit Outcome 7: Interpret one's life and faith as gifts from God and recognize that both gifts must be cultivated and nurtured for eternal life**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Name and identify their five senses as ways to appreciate God's creation
- ❖ Discuss together the need to take care of things we are given
- ❖ Listen and sing: *Jesus Loves the Little Children* or another song in which Jesus' love for them is expressed
- ❖ Observe actions of kindness and caring among one another and write a note to that person

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Talk about what love of God and being part of God's family – the Church – means to each
- ❖ Tell stories of faith about people in your parish community

- ❖ Draw a picture of people in the Body of Christ and use it for prayer
- ❖ Participate with adults in the extended family sharing about their favorite saints

○ **Exit Outcome 8: Describe the seven sacraments, their symbols and ritual**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Identify symbols/pictures of Baptism and Eucharist
- ❖ Talk about stories of Jesus in which he used signs as water, light, food to show his love
- ❖ Bring in a picture of a family sacramental celebration and share with the class
- ❖ Discuss the various uses of water in their lives and understand that in Baptism water is used as a sign of God's love
- ❖ Create a bulletin board for the classroom in which they place their own pictures around a picture of Jesus

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Bless self with holy water
- Share the importance of special family meals such as Thanksgiving, Christmas, Easter and Birthdays

**Catechism of Catholic Church, Pillar #3 -- Life in Christ**

○ **Exit Outcome 9: Demonstrate Christ's redeeming life and our Baptismal response through a well formed conscience**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Role play loving actions and with puppets talk about why these actions please God
- ❖ Listen to the story of the Good Samaritan and identify with him
- ❖ Show kind words and deeds in their interaction with one another
- ❖ Discuss what it means to be a friend and follower of Jesus
- ❖ Trace their hand, cut it out, and write on it: "I will help \_\_\_\_\_" Have them fill in the blank.

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Create a time in the week to have each family member tell about their saint name
- ❖ Make a family wreath of good deeds for the meal table
- ❖ Have a discussion about how we can be helpful-good people
- ❖ Go over Baptismal pictures and tell about what happened
- ❖ Go to Church for a Baptism

- **Exit Outcome 10: Describe the reality of original sin, evil in the world and how our wounded nature is redeemed through the Paschal Mystery**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Use playground happenings as examples of forgiveness and draw a picture of how one feels after they are forgiven
- ❖ Tell about God, the loving Father, and how we might be like the Son
- ❖ Tell how they are like God when they forgive and show sorrow
- ❖ Role play apologies, forgiving words, and gestures and practice saying the words: “I am sorry!” and “I forgive you!”

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Take responsibility to say “I’m sorry” when he/she does something wrong
- ❖ Create a family evening of forgiveness

- **Exit Outcome 11: List and describe the Ten Commandments and apply them to a personal life of virtue to today’s world**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Use Jesus’ rules for the classroom and home
- ❖ Make mural of the two great commandments
- ❖ Role play these commandments
  - Going to Church on Sunday
  - Honoring our parent
  - Being honest
  - Being truthful

- ❖ Participate in classroom projects: Walking to a nearby nursing home to visit or sing to residents
- ❖ Contribute to mission efforts or “Operation Rice Bowl”, etc
- ❖ Create a cheerful card for someone who is ill

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Do something special for Mom and Dad on a regular basis to thank them for what they do for you
- ❖ Have a family rules sheet and talk about how these rules help
- ❖ Use Operation Rice Bowl during Lent
- ❖ Collect clothes and food for the poor

- **Exit Outcome 12: Give examples of works of mercy and actions on behalf of justice and stewardship as Disciples of Christ**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Use the *Giving Tree* story and draw what they can do to be like the giving tree
- ❖ Make cards for homeless or elders
- ❖ Bring food for the food closet
- ❖ Have a class service project

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Help your child to use the Sunday collection basket
- ❖ Collect saints stories that tell about them doing works of justice and have the child retell the stories
- ❖ Visit the St. Vincent de Paul Store and take clothing and toys there

## Catechism of Catholic Church, Pillar#4 -- Christian Prayer

- **Exit Outcome 13: Develop and practice forms of prayer including adoration, blessings, petition, intercession, thanksgiving and praise**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Pray the Our Father with gestures
- ❖ Recite prayers line by line after the catechist

- ❖ Respond to a class litany
- ❖ Listen to the world and explore the meaning of the words used in traditional prayer
  - Making the Sign of the Cross
  - Praying the Hail Mary
  - Recite the Our Father

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Pray morning and evening prayer
- ❖ Begin and end prayer with the Sign of the Cross
- ❖ Put together a prayer book with pictures of those who need to be prayed for and use at night or before meals

○ **Exit Outcome 14: Demonstrate the skills needed for a personal and communal life of prayer integrating the traditions of the home**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Tell why Easter is the greatest Sunday in the year
- ❖ Make a bulletin board with a family prayer, petition or thanksgiving
- ❖ Discuss the meaning of the Advent Wreath in their class
- ❖ Tell about Advent and Lent traditions in the home

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Make an Advent Wreath for use in the home
- ❖ Take time to pray
- ❖ Use sacramentals for prayer time
- ❖ Join into family prayer traditions and times
- ❖ Go with the family to regular Sunday Mass

○ **Exit Outcome 15: Demonstration skills needed to pray using Scripture and meditation**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Read a story about Jesus, share a response prayer with class, and talk about what they learned.
- ❖ Go into their heart space and meditate
- ❖ Use a prayer “ Jesus, I love you” repeated in quiet/silence for a short time

- ❖ Enter into a scripture story about Jesus and ask: “What would I ask Jesus for?”

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Read Sunday’s gospel together as a family and share what the readings mean
- ❖ Reverently hold the Bible and have a special place for it at the home
- ❖ Complete a list a favorite Bible stories
- ❖ Have the child own a children’s Bible



## RELIGIOUS EDUCATION CURRICULUM CONCEPTS

### Grade 1

By the end of Grade 1, students will have an age-appropriate understanding of the concepts in each of the following areas:

#### **Catechism of Catholic Church, Pillar #1--The Profession of Faith (CCC #26-1065)**

1. **God** is our loving Father and is the creator of all things (CCC# 32, 54, 279-314)
2. We can meet **God** through our five senses (CCC# 32-33)
3. **God** knows each of us and shows His love for us in many ways (CCC# 50-53)
4. **Jesus** is the Son of **God** (CCC# 65)
5. Because **Mary** is the mother of **Jesus**, she is the Mother of **God**; she is our mother, too (CCC# 963)
6. **Jesus** saves us from **sin** by his birth, life, death and **resurrection** (CCC# 595-679)
7. **Jesus** is human like us; he is our friend and brother (CCC# 456-487)
8. **Jesus** wants us to be with Him forever, on earth and in **Heaven** (CCC# 659-679)
9. **Catholics** are **Christians** (CCC# 787-795)
10. The **Holy Spirit** helped **Jesus’ Apostles** to begin the **Catholic Church** (CCC# 767-768)
11. The **Bible** is the Word of **God**, it teaches us about **God** and how to live as **Christians** (CCC# 101- 104)

**Catechism of Catholic Church, Pillar #2 -- The Celebration of the Christian Mystery** (CCC 1066-1690)

1. The **Sacraments** are signs of God's love for us (CCC# 1114-1130)
2. The **Sacraments** are how **Catholics** worship **God** and celebrate their **faith** in **Jesus** (CCC# 1084-1085)
3. **Baptism** welcomes us into **God's** family, the **Church** (CCC# 1229-1233)
4. Signs, symbols, words and actions of the Baptismal **rite** (CCC# 1234-1243)
5. At the **Mass** we listen to God's Word and celebrate **Jesus'** presence in the **Eucharist** (CCC# 1345-1390)
6. When a Catholic goes to **Confession**, his/her sins are forgiven (CCC# 1446-1449)

**Catechism of Catholic Church, Pillar #3 -- Life in Christ** (CCC #1691-2550)

1. **Jesus** was kind and fair to others, he want us to be the same way (CCC# 1716-1717)
2. **Jesus** wants us to take care of the creation that **God** gave us (CCC# 2415-2418)
3. **God** gave **Moses** the **Ten Commandments** to teach us what is right (CCC# 1961-1964)
4. We are **free to choose** to do good or to do harm (CCC# 1730-1742)
5. Sometimes we **sin** (CCC# 409, 396-401, 405, 407, 1739, 1849)
6. Sometimes we need to feel sorry for the bad choices we make (CCC# 1776-1782)
7. **God** forgives us and shows us mercy (CCC# 1440-1442)
8. The **Holy Spirit** helps us to live good lives and to be followers of **Jesus** (CCC# 1987-2005)

**Catechism of Catholic Church, Pillar #4 -- Christian Prayer (CCC #2558-2856)**

1. **Jesus** taught us how to talk with **God** (CCC# 2599-2615)
2. **Catholics** like to pray to **God** in many ways (CCC# 2625-2643)
3. **Mary** prays for us (CCC# 494, 2673-2679))
4. The **parish** is where **Catholics** meet to pray together (CCC# 2179)
5. **Prayer** helps us to be holy (CCC# 2014, 2807-2815)
6. **Jesus** taught us a special **prayer**: The **Our Father** (2759-2856)
7. Grade 1 students will begin learning and frequently pray the following:
  - a. The **Sign of the Cross**
  - b. The **Our Father**
  - c. The Hail **Mary**
  - d. **Prayer** to the **Guardian Angel**
  - e. **Blessing** with **Holy water**
  - f. **Grace** before and after meals
  - g. **Mass** responses
8. Grade 1 students will celebrate each season of the **Liturgical year**, in class and with the **parish** community (CCC# 1168-1173)

**1<sup>st</sup> Grade Prayers:**

Our Father  
Hail Mary  
Glory Be  
Grace before Meals  
Begin to know Mass responses  
Genuflection & Rituals  
Christian Meditation

## Curriculum Outcomes & Performance Indicators

### Grade 1

#### Catechism of the Catholic Church, Pillar # 1 -- Profession of Faith

○ **Exit Outcome 1:** Describe the gradual stages of God’s revelation

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Create a mural of the creation story and retell the story using symbols of creation
- ❖ Develop a covenant between different members of the class and explain the meaning
- ❖ Participate in groups and write down what each group knows about Jesus. Share the lists to see what new things are learned
- ❖ Read the bible story about Jesus’ birth and develop a picture book of thanksgiving on Jesus’ birth

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Have a regular time for quiet and reading the Bible
- ❖ Share family stories about favorite stories of Jesus in the Bible
- ❖ Share rules for crossing the street and how as a community we follow these rules

○ **Exit Outcome 2:** Read, understand and pray the Sacred Scripture as the inspired Word of God

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Illustrate through drawing a Gospel story from the Sunday Gospel
- ❖ Find passages in the Bible
- ❖ Share spontaneous prayer or draw a picture of the Scripture story
- ❖ Start a picture book of favorite Bible stories

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Put a prayer note to God in his/her prayer space
- ❖ Share his/her favorite Bible story
- ❖ Make a list of family prayer quotes from the Bible

- **Exit Outcome 3: Know the basic teachings of the Church as identified in the Creed and Traditions; and show how these teachings are applied and lived out in the individual's life**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Use body gestures while singing a liturgical song
- ❖ Cut out pictures of favorite meals
- ❖ Associate the Sacrament of the Eucharist with the Last Supper and with the reception of First Eucharist
- ❖ Identify and practice ways to celebrate Mass
- ❖ Give the response to the Baptismal promises based on the Creed
- ❖ Make pictures to thank God for everyone created
- ❖ Make paper crosses and compare them to the sign of the Cross
- ❖ Listen to and act out the story of the disciples receiving the Holy Spirit
- ❖ Draw a cartoon of him/herself being loving, brave and happy
- ❖ Look at pictures of Churches from around the world
- ❖ Draw a picture of Mary after looking a Marian artwork

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Create a Marina shrine for the home or bedroom
- ❖ Say the Glory Be to the Father after meals during Easter Season and Pentecost Season
- ❖ Collect pictures of favorite family saints and prayers

- **Exit Outcome 4: Interpret one's life and faith as gifts from God and recognize that both gifts must be cultivated and nurtured for eternal life**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Develop a symbol of a personal gift he/she has and put it in the outline of Christ
- ❖ Make a graphic design on things God has given and share it with the class
- ❖ Plant flowers and watch them grow, comparing the care they give in helping other's needs
- ❖ Water and chart plant's growth as they prepare to give it as a gift to someone they love

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Write thank you notes for gifts received
- ❖ Discover why your parish church has the name it does
- ❖ Identify in the family the gifts that each member has and thank them for those gifts

## **Catechism of the Catholic Church, Pillar # 2 -- The Celebration of the Christian Mystery**

- **Exit Outcome 5: Identify how liturgy is the primary way Catholics worship God**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Use body gestures while singing a liturgical song
- ❖ Cut out pictures of favorite meals
- ❖ Associate the Sacrament of the Eucharist with the Last Supper and with the reception of First Eucharist
- ❖ Identify and practice ways of to celebrate Mass

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Create family meals that begin and end with prayer
- ❖ Go to Mass together as a family and afterward go to parish coffee and doughnuts
- ❖ Prepare for the Sunday Mass by reading together the Gospel for that Sunday

- **Exit Outcome 6: Demonstrate knowledge of the liturgical seasons and the importance of Sunday as the Lord's Day and other practices in the liturgical life of the Church**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Follow and fill in an Advent calendar in preparation for Christmas
- ❖ List ways to prepare for Christmas
- ❖ Develop chart of ways to change so he/she can be more like Jesus during Lent
- ❖ Learn the meaning of sacrifice (prayer, fasting and almsgiving), making a forty day chain of ideas
- ❖ Learn the meaning of Alleluia and sing the song
- ❖ Plan an activity to honor saints on their feast days for living lives of love
- ❖ Examine the role of lector, music minister, hospitality and altar server

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Make a litany of saints using family members' names
- ❖ Color his/her prayer space for each liturgical season
- ❖ Draw a picture of each family members patron saint and put it on the refrigerator

- **Exit Outcome 7: Describe the person of Jesus Christ in the Paschal Mystery as the root of every liturgical celebration**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Create a “Baptismal Symbols Booklet” including water, candle, white robe, godparents, oil and a cross
- ❖ Participate in listening to and singing hymns for liturgies and make up movements that go with them

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Have a picture of Jesus and use it for prayer
- ❖ Celebrate Baptismal Day with dinner and dessert
- ❖ Tell the story of Jesus' life, death and resurrection

○ **Exit Outcome 8: Describe the seven sacraments, their symbols and ritual**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Name symbols used at a sacramental celebration s/he attends
- ❖ Role play a Baptism
- ❖ Describe what his/her Baptismal name means

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Celebrate his/her Baptismal name
- ❖ Tell what happens when someone receives communion
- ❖ Share what his/her saints name means

**Catechism of the Catholic Church, Pillar # 3 -- Life in Christ:**

○ **Exit Outcome 9: Demonstrate Christ's redeeming life and our Baptismal response through a well formed conscience**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Students create a Jesus chart for a week indicating "How I acted like Jesus this day"
- ❖ List ways to help with responsibilities at home
- ❖ Memorize and explain the Great Commandment
- ❖ Role play situations in which choices have been made that are like the way Jesus would act
- ❖ Participate in making a class examination of consciences

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Read stories about people who have Christian values



- ❖ Keep up a good deeds list at home
- ❖ Go on the internet and learn about children doing good things for others

○ **Exit Outcome 10: Describe the reality of original sin, evil in the world, and how our wounded nature is redeemed through the Paschal Mystery**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Role play stories of forgiveness from his/her daily life
- ❖ Pick one justice issue to focus on during the year and support through prayer, service and contributions
- ❖ Read a book in which the main characters had to make moral decisions

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Watch TV with the family and identify people who need to ask for forgiveness
- ❖ Talk about three bad situations in the world and light a candle for each

○ **Exit Outcome 11: List and describe the Ten Commandments and apply them to a personal life of virtue to today's world**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Work in teams to write “Jesus Rules” for the classroom and for home based on the two great commandments
- ❖ Make a puppet or a pie plate mask of a saint and tell about the life of that saint, including one significant event of holiness
- ❖ Design an activity that the children can do together as a sign of God’s love – greeting cards for a local nursing home, canned food drive, etc.

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Visit the “Holy Family” web page and make a contribution
- ❖ Visit someone who is sick and bring them a picture to cheer them up
- ❖ Talk about how one lives a good life

○ **Exit Outcome 12:** *Give examples of works of mercy and actions on behalf of justice and stewardship as Disciples of Christ*

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Host a puppet show for the kindergarten on works of mercy
- ❖ Illustrate the corporal works of mercy lived out in daily life
- ❖ Make get well cards for sick parishioners

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Volunteer as a family to help in a soup kitchen
- ❖ Do a weekly kind deed for someone in need
- ❖ Go through toys and at Christmas give to St. Vincent de Paul to give to the poor

**Catechism of the Catholic Church, Pillar # 4 -- *Christian Prayer:***

○ **Exit Outcome 13:** *Develop and practice forms of prayer including adoration, blessing, petition, intercession, thanksgiving and praise*

▪ **Indicator:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Sit in a circle and each share a short line of praise in litany style
- ❖ Be attentive to beginning guided meditations for short periods of time
- ❖ Develop a prayer book with pictures, original prayers and memorized prayers

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Share their prayer booklet they put together with the family and use it at night prayer
- ❖ Teach the family the Sign of the Cross
- ❖ Show reverence while praying
- ❖ Lead prayer for meals

o **Exit Outcome 14:** *Demonstrate the skills needed for a personal and communal life of prayer integrating the traditions of the home*

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Be reverent while spending time in prayer
- ❖ Learn the Guardian angel prayer and give a name to his/her angel
- ❖ Create prayers of praise and thanks and put into a poster
- ❖ Listen to psalms and other various scripture passages that speak of God (rock, eagle, breath, mother hen) and draw a picture of how you see these as examples of God

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Celebrates family cultural prayers with respect and enthusiasm
- ❖ Lead the Our Father during prayer at home
- ❖ Share spontaneous prayer
- ❖ Develop a daily prayer time

o **Exit Outcome 15:** *Demonstrate the skills needed to pray using Scripture and meditation*

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Create a story board using a story from Scripture
- ❖ Develop prayer spaces by finding things in nature to put at table
- ❖ Create an evening prayer book
- ❖ Develop a habit of quiet meditation on a daily basis

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Be responsible for praying at home on daily basis
- ❖ Share prayer book with family members
- ❖ Use sacramentals for pray life
- ❖ Create a personal prayer space in room

## RELIGIOUS EDUCATION CURRICULUM CONCEPTS

### Grade 2

By the end of Grade 2, students will have an age-appropriate understanding of the concepts in each of the following areas:

#### **Catechism of the Catholic Church, Pillar #1 -- *The Profession of Faith*** (CCC #26-1065)

1. **Catholics** believe in one **God** who is three Persons, the Blessed **Trinity** (CCC# 199-202, 238-260)
2. **Jesus** is the Son of **God** and shares our human nature (CCC# 456-486)
3. Through the **Holy Spirit**, **Jesus** is with us today (CCC# 689-690)
4. **Jesus** teaches us about **God** in many ways:
  - a. His life with **Mary** and Joseph (CCC# 525-534)
  - b. His stories and teachings (CCC# 541-546)
  - c. His miracles (CCC# 547-550)
  - d. How he treated others (CCC# 517, 544-545, 547-550, 551, 588, 612, 638, 641, 858)
5. **Jesus** is the **Bread of Life** (CCC# 737, 1338)
6. **Jesus** forgives us our sins (CCC# 457, 606-607)
7. **Jesus** died for us and gives us new life (on earth and in **Heaven**) with his **resurrection** and **Ascension** (CCC# 651-655, 659-670)
8. Through the **Holy Spirit**, the **Catholic Church** continues **Jesus'** work (CCC# 685-686, 689-690, 726-727, 730, 731, 743, 830)
9. The **Catholic Church** is the community of **Jesus'** followers (CCC# 790-792, 830, 951, 946-948, 949, 953, 959)
10. The **parish** is our local **Church** community (CCC# 751-752)

**Catechism of the Catholic Church, Pillar #2 -- The Celebration of the Christian Mystery** (CCC #1066-1690)

1. **Jesus** gives us and is with us in the **Sacraments**.
2. **Jesus** forgave others and calls us to forgive; the **Sacrament of Reconciliation**.
3. The **Mass** celebrates **Jesus' Last Supper**, his death on the cross, and His **resurrection**.
4. At the **Mass Catholics** give thanks to **God** and celebrate **Jesus'** presence in their lives.
5. The **Liturgy of the Word**.
6. The **Liturgy of the Eucharist**; how **Jesus** is present in the **Eucharist**.
7. The **Mass** gives us strength to love and serve **God** and each other.

**Catechism of the Catholic Church, Pillar #3 -- Life in Christ** (CCC #1691-2550)

1. **God** created all people good and free (CCC# 299, 311, 343, 355, 374, 1699-1706, 1704-1707),
2. The first couple (**Adam and Eve**) choose to turn away from God's love; **Original Sin** (CCC# 390-400, 1707)
3. To turn away from God's love and to choose to do wrong is called "**sin**" (CCC# 1849-1853)
4. **God** continues to love us and forgive us our sins (CCC# 410, 1609, 1708-1709, 1846-1848)
5. Beginning with the Jewish people, **God** shows us right from wrong; the **Ten Commandments** (CCC# 2083-2550)
6. **Jesus** teaches us the **Great Commandment** and the Golden Rule (CCC# 1965-1974)
7. The **Church** continues **Jesus'** forgiveness through the **Sacrament of Reconciliation** (CCC# 1395- 1440, 1434, 1446, 1484)

**Catechism of the Catholic Church, Pillar #4 -- *Christian Prayer*** (CCC #2558-2856)

1. Students will prepare for their First Reconciliation through the following:
  - a. Examination of **Conscience** (CCC# 1451-1454)
  - b. Learning the ritual, prayers and responses of **Confession** (CCC# 1455-1460)
  - c. Learning the **Act of Contrition** and its meaning (CCC# 1451)
  - d. Learning the words and meaning of the words of **Absolution** (CCC# 1149)
  - e. Exploring various ways of doing **penance** (CCC# 1459-1460)
2. Students will prepare for their First **Holy Communion** by learning the following:
  - a. **Jesus Last Supper** (CCC# 1323)
  - b. The Parts of the **Mass** (CCC# 1345-1401)
  - c. How to receive **Holy Communion** in a reverent manner (CCC# 1385)
3. Students will learn about the importance of **Mass** attendance on Sunday (CCC# 2041-2042)
4. Students will be able to identify the following items used in the **Church** and in the liturgy: baptistery, **holy water** fonts, candles, **Paschal Candle**, sacred vessels and **vestments**, **altar**, **ambo**, **tabernacle**, **sanctuary lamp**, **Stations of the Cross**, **sacristy**, and those symbols of particular significance to the local **parish**
5. Grade 2 students will begin learning and frequently pray the following:
  - a. The **Sign of the Cross**
  - b. The **Our Father**
  - c. The Hail **Mary**
  - d. **Prayer** to the **Guardian Angel**
  - e. **Blessing** with **Holy water**
  - f. **Grace** before and after meals
  - g. **Act of Contrition**
  - h. **Mass** responses
6. Grade 2 students will celebrate the **Liturgical year**, in class and with the **parish** community (CCC# 1168-1173)

**2<sup>nd</sup> Grade Prayers:**

Ritual and verbal Mass responses  
Simple Act of Contrition  
Christian Meditation

## Curriculum Outcomes & Performance Indicators:

### Grade 2

#### Catechism of the Catholic Church, Pillar # 1 -- Profession of Faith

○ Exit Outcome 1: Describe the gradual stages of God's Revelation

▪ Indicators:

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Create a mural of the creation story and retell the story for another grade
- ❖ Learn a song about God's creation
- ❖ List what he/she knows about God and share with others in the class

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Share a song of creation with the family
- ❖ Show an understanding of God's gifts of creation and reverence for life
- ❖ Analyze what is life giving in each member of the family and thank God for these gifts

○ Exit Outcome 2: Read, understand and pray the Sacred Scripture as the inspired Word of God

▪ Indicators:

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Learn the Sunday's responsorial refrain to prepare for Mass
- ❖ Sing various Scriptural verses
- ❖ Reverence the Bible before using
- ❖ Understand that God speaks to us today through the Bible
- ❖ Locate various passages in the Bible for use in prayer or story telling



How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Create a special place for the Bible and use this place for prayer
- ❖ Tell stories of how God loves us from the Bible
- ❖ Locate passages in the Bible that refer to the Sunday readings

- **Exit Outcome 3: Know the basic teachings of the Church as identified in the Creed and Traditions; and show how these teachings are applied and lived out in the individual's life**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Recite the Apostles Creed
- ❖ Learn what the 12 articles of the Creed are about
- ❖ Illustrate a collage on what we believe in the Church
- ❖ Restate in own words the Apostles Creed
- ❖ Explain the Communion of Saints

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Lead the Apostles Creed for prayer
- ❖ Demonstrate an understand that God has three names
- ❖ Develops a relationship with saints and Mary

- **Exit Outcome 4: Interpret one's life and faith as gifts from God and recognize that both gifts must be cultivated and nurtured for eternal life**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Develop a story booklet of people's faith stories and write prayers to these people asking for their help in his/her faith
- ❖ Draw a picture of the last supper and put the student in the picture
- ❖ Interview students or family as to how they see themselves as the Body of Christ. Write a news story about what they discovered

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Lead prayer with the family
- ❖ Share times that he/she has seen Jesus acting in their lives
- ❖ Tell stories of saints and how they lived their faith
- ❖ Identify faith stories in everyday life

## **Catechism of the Catholic Church, Pillar # 2 -- Celebrating the Christian Mystery**

- **Exit Outcome 5: Identify how liturgy is the primary way Catholics worship God**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Name the items in the sanctuary and why Catholics use them
- ❖ Outline the order of Liturgy of the Word and Eucharist
- ❖ Attend Mass with reverence and active participation

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Attend and participate in Liturgy
- ❖ Respond to the parts of the Mass
- ❖ Talk about Jesus presence in his/her life

- **Exit Outcome 6: Demonstrate knowledge of the liturgical seasons and the importance of Sunday as the Lord's Day and other practices in the liturgical life of the Church**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Assist at creating a sacred space for the symbols of the liturgical year
- ❖ Recite the seasons of the liturgical year
- ❖ Develop prayers that meet the seasonal times
- ❖ Know major feast days of the liturgical season

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Develop prayer times around the liturgical season for the family
- ❖ Identify the liturgical colors and what seasons they belong to
- ❖ Celebrate major saints' feasts

○ **Exit Outcome 7: Describe the person of Jesus Christ in the Paschal Mystery as the root of every liturgical celebration**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Write, illustrate and display his/her understanding of what Eucharist means
- ❖ Describe what happens at the Easter Vigil
- ❖ Explain why Easter is our greatest Feast Day
- ❖ Tell how Jesus' life, death and resurrection fits into the model of his/her daily life

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Celebrate the Easter season with an understanding of new life in Jesus
- ❖ Share stories of how Jesus' life fits into his/her daily life of giving things up, thanksgiving, sharing, and working toward heaven
- ❖ Bless his/her with holy water when going into church
- ❖ Tell New Testament stories of Jesus mission to teach us how to love

○ **Exit Outcome 8: Describe the seven sacraments, their symbols and ritual**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Participate in a demonstration of the mass and discuss its meaning with their parents
- ❖ Make a list of the sacramental symbols and what sacraments they belong to
- ❖ Name the seven sacraments and who ministers them

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Tell what the sacraments are
- ❖ Describe what happens at Baptism, Reconciliation and Sacrament of the Sick
- ❖ Participate in Reconciliation Services provided by the parish

## Catechism of the Catholic Church, Pillar #3 -- Life in Christ

- **Exit Outcome 9: Demonstrate Christ's redeeming life and our Baptismal response through a well formed conscience**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Develop a booklet of the lives of the saints with examples of kindness
- ❖ Name Christian values and practice one each week
- ❖ Tell stories from Scripture in which people needed to make choices and share if they were good or bad and why

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Identify good and bad choices and the reason they are
- ❖ Practice a Christian value and share why that value is important
- ❖ Share how he/she lives the life of Jesus in daily ways

- **Exit Outcome 10: Describe the reality of original sin, evil in the world, and how our wounded nature is redeemed through the Paschal Mystery**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Role play the sacrament of Reconciliation
- ❖ Relate stories from the Bible regarding sinfulness, redemption and forgiveness
- ❖ Analyze what is seen on TV regarding Christian values

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Say that he/she is sorry and the reasons to be sorry
- ❖ Share how the world does not reflect the values of Jesus
- ❖ Tell stories of forgiveness from the Bible
- ❖ Identify people who have Christian values

○ **Exit Outcome 11:** *List and describe the Ten Commandments and apply them to a personal life of virtue to today's world*

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Write an examination of conscience
- ❖ Identify examples of the ten commandments lived in everyday life
- ❖ Begin to understand the Beatitudes and live them in his/her life
- ❖ Identify a virtue to practice in daily life

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Name the ten commandments
- ❖ Identify virtues that the saints lived in their lives
- ❖ Recall what commandments deal with our life with God and which deals with community

○ **Exit Outcome 12:** *Give examples of works of mercy and action on behalf of justice and stewardship as Disciples of Christ*

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Write support letters to their parents and to priests with illustration of good actions
- ❖ Describe works of justice being done in the parish and in his/her family
- ❖ Define what actions he/she will perform to show stewardship of time, talent and treasure

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Give to the support of the Church through parish envelopes
- ❖ Pray for the success of works of justice in the world and family
- ❖ Do a family service project for a season or year

## Catechism of the Catholic Church, Pillar # 4 -- Christian Prayer

- Exit Outcome 13: Develop and practice forms of prayer including adoration, blessing, petition, intercession, thanksgiving and praise

- Indicators:

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Explain the Lord's Prayer as a special prayer Jesus taught
- ❖ Lead prayer with the class
- ❖ Develop a personal prayer habit
- ❖ Quiet one's self for an extended period of time in prayer

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Lead prayers for meals and other times
- ❖ Memorize the Our Father, Hail Mary and Apostles Creed
- ❖ Take time out for prayer without being told
- ❖ Recall how prayer has sustained him/her

- Exit Outcome 14: Demonstrate the skills necessary for a personal and communal life of prayer integrating the traditions of the home

- Indicators:

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Recite the communal responses from Mass
- ❖ Share family traditions of prayer and images
- ❖ Participate in communal and personal prayer

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Repeat stories of faith tradition from the family
- ❖ Give examples of how the family and he/she prays
- ❖ Participates in personal prayer on regular basis

○ **Exit Outcome 15:** *Demonstrate the skills needed to pray using Scripture and meditation*

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Sit and listen to spiritual music
- ❖ Post a Scripture passage at the beginning of each day and reflect throughout the day on it
- ❖ Uses centering as a means of prayer

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Prays with Scripture
- ❖ Try out different prayer forms and share them with the family
- ❖ Recite favorite memorized prayers

## RELIGIOUS EDUCATION CURRICULUM CONCEPTS

### Grade 3

By the end of Grade 3, students will have an age-appropriate understanding of the concepts in each of the following areas:

#### **Catechism of Catholic Church, Pillar #1 -- The Profession of Faith (CCC #26-1065)**

1. **God** is Father, Son, and **Holy Spirit**. (CCC# 232-248)
2. **Jesus** is the Promised One, the **Messiah**
3. **Jesus** is the **Incarnation** of the Son of **God**.
4. **Jesus’ Mission**: The **Kingdom of God**.
5. Through the **Holy Spirit**, **Jesus’ Apostles** begin the **Church** on **Pentecost**.
6. The **Church** is One, Holy, Catholic, and Apostolic.
7. The **parish** is the local **Church**; through the **Holy Spirit** it is a community of Word and Sacrament, **prayer**, and service.
8. **Mary, Jesus’ mother**, is the Mother of the **Church**.
9. An overview of the **Creed** (with a focus on the afterlife).
10. Ministries in the **Church**: **Pope, Cardinal, Bishop, Priest, Deacon, Religious Life**, and the **Laity**.

#### **Catechism of Catholic Church, Pillar #2 -- The Celebration of the Christian Mystery (CCC #1066-1690)**

1. The **Sacraments of Initiation**:
  - **Baptism**
  - **Confirmation**
  - **Eucharist**
2. The **Sacraments of Healing**:
  - **Anointing of the Sick**
  - **Reconciliation**



3. The **Sacraments of Service**:
  - **Matrimony**
  - **Holy Orders**
4. The **Holy Days of Obligation**.
5. The importance of the **Lord's Day**.
6. Marian **feasts** in the **liturgical year**.

**Catechism of Catholic Church, Pillar #3 -- *Life in Christ* (CCC #1691-2550)**

1. **Jesus' Great Commandment**: the Law of Love.
2. The **Beatitudes**: **Jesus'** call for living a good life.
3. **Catholics** are called to love all people.
4. The dignity of the human person as a **Temple of the Holy Spirit**.
5. The **virtues** of **Faith**, Hope and Love.
6. The Precepts of the **Church** as guides for **Catholics**.
7. The Corporal and **Spiritual Works of Mercy**.
8. The **saints** as examples of **Gospel** living.

**Catechism of Catholic Church, Pillar #4 -- *Christian Prayer* (CCC #2558-2856)**

1. In addition to the **prayers** they have already learned, Grade 3 students will begin to learn the following:
  - a. The **Creed**
  - b. **Prayer** to the **Holy Spirit**
  - c. The **Rosary**
  - d. **Stations of the Cross**
2. Students will compose **prayers** of praise, thanksgiving, remorse, and **petition**.
3. Celebrations of the **Liturgical year** will continue in class and with the student body. These should include Marian **feasts**/**Holy Days** and other **saints' feasts**.

4. Grade 3 students will continue learning and frequently pray the following:
  - a. The **Sign of the Cross**
  - b. The **Our Father**
  - c. The Hail **Mary**
  - d. **Prayer** to the **Guardian Angel**
  - e. Blessing with **Holy water**
  - f. **Grace** before and after meals
  - g. **Act of Contrition**
  - h. **Mass** responses
  
5. Grade 3 students will celebrate each season of the **Liturgical year**, in class and with the **parish** community (CCC# 1168-1173)

**3<sup>rd</sup> Grade Prayers:**

Apostles Creed  
Begin learning ritual and process for Rosary  
Simple litany response

## Outcomes & Performance Indicators

### Grade 3

#### Catechism of the Catholic Church, Pillar # 1 -- Profession of Faith

○ **Exit Outcome 1:** Describe the gradual stages of God's Revelation

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Create a mural of the creation story and retell the story using symbols for the seven days of creation
- ❖ Identify what a covenant relationship with God is about
- ❖ Relate stories of Old Testament people who kept their relationship with God
- ❖ Make a diorama of creation
- ❖ Explain the connection between a Seder Meal and the Eucharist

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Practice reverence for and stewardship of created goods by recycling
- ❖ Identify with Old Testament people who kept God's covenant
- ❖ Say a blessing before each meal

○ **Exit Outcome 2:** Read, understand and pray the Sacred Scripture as the inspired Word of God

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Find the first and last pages of the Old Testament and New Testament
- ❖ Explain by example some of God's qualities as revealed such as loving, merciful, just, all-powerful, always was and always will be
- ❖ Create a modern day psalm on creation

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Share a favorite Scripture passage and reflect aloud on its meaning
- ❖ Create a special place in the house for the Bible
- ❖ Use Scriptural intercessions for prayer petitions

- **Exit Outcome 3: Know the basic teachings of the Church as identified in the Creed and Traditions; and show how these teachings are applied and lived out in the individual's life**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Put the Apostles Creed in own words
- ❖ Write the four Marks of the Church and give a brief explanation of each
- ❖ Recall stories of various feasts and titles for Mary
- ❖ Listen to the story of Our Lady of Guadalupe and tell of Mary's visit to Juan Diego in Mexico

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Pray the Apostles Creed together as a family
- ❖ Design and make a Mary Shrine
- ❖ Tell about family faith traditions and celebrate them

- **Exit Outcome 4: Interpret one's life and faith as gifts from God and recognize that both gifts must be cultivated and nurtured for eternal life**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Choose one way each week to show that s/he is a faithful follower of Jesus
- ❖ Explain the meaning of the following Church's feasts: All Saints' Day and All Souls Day
- ❖ Read about a holy person such as Pierre Toussaint, Kateri Tekakwitha, Lorenzo Ruiz, Henriette Dellile, Andrew Dung-Lac or Andrew Kin and write a report on their work to further the mission of the Church
- ❖ Learns a song about the Body of Christ sung at Mass on Sundays

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Visit the cemetery and pray for family members who have died
- ❖ Share the story of one of the new saints in the Church
- ❖ Tell how Jesus' actions of compassion can be lived out in one's own life

○ **Exit Outcome 5: Identify how liturgy is the primary way Catholics worship God**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Sing the Gospel Alleluia before listening to the Gospel reading
- ❖ Read John 1:1-18 and reflect on the images, especially of light, used to describe the meaning of Jesus for the world. Write reflections in a journal
- ❖ Compose a prayer to say what it means to be Christian and light for others.

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Attend Sunday Mass together
- ❖ Participate in the parish Reconciliation Service during Lent
- ❖ Attend a parish healing Mass where the Sacrament of the Sick is celebrated

○ **Exit Outcome 6: Demonstrate knowledge of the liturgical seasons and the importance of Sunday as the Lord's Day and other practices in the liturgical life of the Church**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Design a Liturgical Year Calendar with the major feasts and parish/Archdiocesan saints on it.
- ❖ Celebrate the different liturgical seasons with reverence
- ❖ Identify with his/her patron saint and know about the person

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Have special prayer at meals when it is a family member's patron saint day
- ❖ design a liturgical season altar for the home and place on the altar objects about the season

- ❖ Recite the different parts of the liturgical year and what colors are associated with them

○ **Exit Outcome 7: Describe the person of Jesus Christ in the Paschal Mystery as the root of every liturgical celebration**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Write a news story about how vocations build up the Church and bring God's love to people
- ❖ Name the three sacraments of initiation
- ❖ Write letters to people being received in the Church about how his/her faith is important to them

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Celebrate the Easter Vigil as family together
- ❖ Explain how Jesus' life, death and resurrection is a model for daily life
- ❖ Know his/her Baptismal day and celebrate it

○ **Exit Outcome 8: Describe the seven sacraments, their symbols and ritual**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Participate in a Baptism by role playing and knowing what needs to be done
- ❖ Make a list of the sacramental symbols
- ❖ Name the seven sacraments and who ministers them

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Participate in Sunday Eucharist and receive communion
- ❖ Verbally respond to the parts of the Mass
- ❖ Sing songs that are part of the Catholic tradition

## Catechism of the Catholic Church, Pillar # 3 -- Life in Christ

- **Exit Outcome 9:** *Demonstrate Christ's redeeming life and our Baptismal response through a well formed conscience*

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Read and discuss stories about making good choices
- ❖ Review carefully the way to make an examination of conscience and know the steps to prepare for Reconciliation
- ❖ Make a commandment chart similar to the two tablets of Moses

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Share how to make good choices
- ❖ Practice Christian values and tell how they model Jesus
- ❖ Recite an examination of conscience every day

- **Exit Outcome 10:** *Describe the reality of original sin, evil in the world, and how our wounded nature is redeemed through the Paschal Mystery*

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Forgives and accepts forgiveness
- ❖ Explain easy and difficult choices and how to make decisions
- ❖ Draw a scene from the story of the Good Samaritan and tells how strangers are also our brothers and sisters
- ❖ Analyze news reports regarding Christian values

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Listen to nightly news and tells about Christian values found in stories
- ❖ Locate and read the story of the Prodigal Son
- ❖ Forgive and accepts forgiveness
- ❖ Choose a Beatitude to live out on a regular basis

- **Exit Outcome 11:** List and describe the Ten Commandments and apply them to a personal life of virtue to today's world

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Recite the golden rule
- ❖ Identify the Ten Commandments and puts them in order
- ❖ Read the Beatitudes from scripture

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Name the ten commandments
- ❖ Live a life based on the commandments
- ❖ Ask for forgiveness

- **Exit Outcome 12:** Give examples of works of mercy and action on behalf of justice and stewardship as Disciples of Christ

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Discuss in small groups how to practice the dismissal words of the Mass; "Go in peace to love and serve the world"
- ❖ Compose a litany that embraces the poor, lonely, sick, weak, elderly, handicapped, hungry, etc
- ❖ Listen to the words of St. Teresa of Avila: "Christ has no hands but your hands, no feet but your feet..." Name the gifts and talents that God has given him/her and draw a picture of using them to serve others

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Live out the Corporal Works of Mercy
- ❖ Decide what acts of kindness to do during Lent
- ❖ Create "good news bags" for people in the family and put how they see them during good things



## Catechism of the Catholic Church, Pillar # 4 -- Christian Prayer

- **Exit Outcome 13:** Develop and practice forms of prayer including adoration, blessing, petition, intercession, thanksgiving and praise

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Compose a three sentence prayer
- ❖ Learn a prayer in another language or in sign language
- ❖ Sit in quiet for 5 minutes of prayer
- ❖ Identify different prayer forms

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Lead prayers for meals and other times
- ❖ Take time to pray in morning and evening
- ❖ Pray the Our Father at Mass

- **Exit Outcome 14:** Demonstrate the skills necessary for a personal and communal life of prayer integrating the traditions of the home

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Create petitions for Mass or prayer
- ❖ Share various cultural traditions of prayer from family
- ❖ Participate in prayer

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Share prayer with family
- ❖ Develop a personal prayer time
- ❖ Reflect on God's place in life

- **Exit Outcome 15:** Demonstrate the skills needed to pray using Scripture and meditation

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Pray with scripture
- ❖ Know how to center self for prayer

- ❖ Create sacred space for prayer

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Pray with Scripture
- ❖ Create a prayer space in room
- ❖ Reverence the bible and God's Word

## RELIGIOUS EDUCATION CURRICULUM CONCEPTS

### **Grade 4**

By the end of Grade 4, students will have an age-appropriate understanding of the concepts in each of the following areas:

### **Catechism of the Catholic Church, Pillar #1 -- The Profession of Faith**

(CCC #26-1065)

1. God is living and is “above all things” (CCC# 206-209)
2. God is merciful, gracious and loving (CCC# 210-211)
3. God is Truth and Love (CCC# 215-221)
4. Believing in God has five consequences (CCC# 222-227)
  - a. It means acknowledging God’s greatness and majesty
  - b. It means living in thanksgiving for all God has done for us
  - c. It means knowing the unity and dignity of all people
  - d. It means making good use of created things
  - e. e.It means trusting in God in every circumstance
5. Every person is made in God’s image and likeness (CCC# 356-361)
6. The openness of the human person to truth and beauty, the sense of moral goodness, the freedom and the voice of conscience, the longings for the infinite and happiness are all signs of his/her spiritual soul (CCC# 33)
7. In every human heart is the desire for happiness, which finds its ultimate realization in union with God (CCC# 27, 30, 33)
8. Original Sin and the human struggle with evil (386-390, 396-409) God’s promise of Redemption: The Incarnation (CCC# 410-478)
9. Jesus’ Public Life and proclamation of the Kingdom of God give Christians guidance in the moral life (CCC# 535-560)
10. Jesus’ Redemptive Death and Resurrection (CCC# 599-655)
11. Jesus is the ultimate revelation of God to humanity, and Christ reveals to humanity what it means to be human (CCC# 520-521)
12. The Holy Spirit inspires faith and gives us the gifts we need to live a Christian life (CCC# 683, 687-688, 733-741)

13. The Church is Christ’s instrument for our salvation (CCC# 774-776)
14. The last things: Heaven, Purgatory, Hell, the Last Judgment (CCC# 1020-1050)
15. Mary as a model of Christian faith and moral living (CCC# 494)

**Catechism of the Catholic Church, Pillar #2-- The Celebration of the Christian Mystery** (CCC #1066-1690)

1. The Sacraments deepen our participation in God’s life and helps us to be just and loving persons (CCC# 1212)
2. The fruit of Baptism includes the forgiveness of Original Sin and all personal sins, the birth into new life by which one becomes an adoptive son/daughter of the Father, member of the Body of Christ and a Temple of the Holy Spirit (CCC# 1263-1270)
3. Through Confirmation, the Holy Spirit deepens the grace of Baptism and strengthens Christians to spread and defend the faith by word and actions as true witnesses of Christ (CCC# 1302-1303)
4. The fruit of receiving Holy Communion is an intimate union with Christ Jesus. It preserves, increases, and renews the life of grace received at Baptism. It is the Christian’s nourishment on the journey of faith (CCC# 1391)
5. The Eucharist deepens the unity of the Church and reminds Catholics of their commitment to the poor (CCC# 1396-1397)
6. The Sacrament of Penance restores us to God’s grace and joins us with God in intimate friendship. The spiritual consolation of Confession includes peace and serenity of conscience. The Sacrament of Penance reconciles us with the Church (CCC# 1468-1469)
7. Through Anointing of the Sick people receives the strength and the gift of uniting themselves more closely to Christ’s Passion. Suffering, a consequence of Original Sin, acquires a new meaning; it become a participation in the saving work of Jesus (CCC# 1521)

**Catechism of the Catholic Church Pillar #3 -- Life in Christ** (CCC #1691-2550)

1. The dignity of the human person is based in his/her creation in the image and likeness of God. Every person has the right to be recognized as a free and responsible being. All owe to each other the duty of respect (CCC# 1700, 1738)
2. The human person has a spiritual and immortal soul and, from conception, is destined for holiness and eternal happiness (“beatitude”) with God (CCC# 1703, 1709,1716-1724)
3. Through reason, every person can recognize the voice of God that urges him or her to “do what is good and avoid what is evil.” Everyone is obliged to obey this law, which makes itself heard in conscience and is fulfilled in the love of God and neighbor (CCC# 1705)
4. Humanity, enticed by the Evil One, abused the freedom given it at the beginning of history and succumbed to this temptation and did what was evil (CCC# 1707)
5. By his Passion, Christ delivered us from Satan and from sin. He merited for us life in the Holy Spirit and his grace restores what sin damaged in us (CCC# 1708)
6. The New Law or the Law of the Gospel is the perfection here on earth of the divine law, natural and revealed. It is the work of Christ and is expressed particularly in the Sermon on the Mount. It is also the work of the Holy Spirit and through him it becomes the interior law of charity (CCC# 1965)
7. Since they express man’s fundamental duties toward God and towards his neighbor, the Ten Commandments reveal grave obligations. They oblige always and everywhere. They bring to light the essential duties, and therefore, the fundamental rights inherent in the nature of the human person (CCC# 2070-2071)
8. The Holy Spirit gives us grace to help us grow in spiritual freedom so that we may collaborate with him in his work in the Church and in the world (CCC# 1742)
9. God gave people the power of freedom so that by their own choice, they might seek and love God and attain the holiness and happiness for which they were made (CCC# 1730)
10. It is possible that human persons can choose between good and evil, and thus of growing in perfection or of failing and sinning. This freedom characterizes properly human acts. It is the basis of praise or blame, merit or reproach (CCC# 1732)

11. Sin is an offense against God and is a failure in genuine love for God and neighbor. It wounds the nature of the human person and injures unity among all people. It has been defined as “an utterance, a deed, or a desire contrary to the eternal law” (CCC# 1849)
12. Mortal sin destroys charity in the heart of a person by a grave violation of God’s law; it turns a person away from God, who is his ultimate end and his beatitude, by preferring an inferior good to him. For a sin to be mortal, three conditions must
13. together be met: grave matter, full knowledge, and deliberate consent. The forgiveness of mortal sin necessitates a new initiative of God’s mercy and a conversion of heart, which is normally accomplished within the setting of the Sacrament of Reconciliation (CCC# 1855-1861)
14. Venial sin weakens charity, demonstrates a disordered affection for created goods, and impedes the soul’s progress in the exercise of virtues and moral good. It disposes us little by little to commit mortal sin. It does not set us in direct opposition to the will and friendship of God; it does not break the covenant with God. With God’s grace it is humanly reparable (CCC# 1863)
15. Freedom makes a person responsible for his/her actions to the extent that they are voluntary. This responsibility can be diminished or even nullified by ignorance, inadvertence, duress, fear, habit, inordinate attachments, and other psychological or social factors (CCC# 1734-1735)
16. The morality of human acts depends on the object chosen; the intention for the act; and the circumstances of the action (CCC# 1749-1754)
17. The ends do not justify the means; one may not do evil so that good may result from it (CCC# 1753-1756)
18. There are acts which, in and of themselves, independently of circumstances or intentions, are always gravely illicit by reason of their object; such as blasphemy and perjury, murder and adultery (CCC# 1756)
19. Conscience is a judgment of reason, in union with the will of God, whereby the human person recognizes the moral quality of a concrete act that he/she is going to perform, is in the process of performing, or has already completed. People are obliged to follow faithfully what they know to be just and right (CCC# 1778)
20. The saints serve as models of Christian holiness and morality (CCC# 1717)
21. As part of their moral education, students should be instructed in the following spiritual treasures of the Catholic faith.
  - a. The Great Commandments: Love of God and love of neighbor (CCC# 2055)

- b. The human virtues of prudence, justice, fortitude and temperance (CCC# 1804-1809)
- c. The theological virtues of faith, hope, and love (CCC# 1812-1829)
- d. The Gifts of the Holy Spirit: wisdom, understanding, counsel, fortitude, knowledge, piety, and fear of the Lord (CCC# 1830-1831)
- e. The Sermon on the Mount, especially the Beatitudes (CCC# 1716-1717)
- f. The Ten Commandments (CCC# 2072)
- g. The Precepts of the Church: Attendance at Mass on Sundays, Confession of sins at least once a year, reception of Holy Communion at least during the Easter season; observance of the Holy Days of Obligation; and, observation of prescribed days of fasting and abstinence (CCC# 2041-2043)

**Catechism of the Catholic Church, Pillar #4--Christian Prayer** (CCC #2558-2856)

1. In addition to the prayers they have already learned, Grade 4 students will begin to learn the following:
  - a. The Apostles' Creed
  - b. Prayer to the Holy Spirit
  - c. The Rosary
  - d. Stations of the Cross
  - e. Prayer to the Holy Spirit
  - f. The Memorare
2. Students will compose prayers of praise, thanksgiving, remorse, and petition.
3. Celebrations of the Liturgical year will continue in class and with the parish community. These should include Marian feasts/Holy Days and other saints' feasts.

4th Grade Prayers:

The Rosary  
Stations of the Cross- ritual  
Morning Offering

## Curriculum Outcomes & Performance Indicators

### Grade 4

#### Catechism of Catholic Church, Pillar # 1 -- *Profession of Faith*

○ **Exit Outcome 1:** *Describe the gradual stages of God's Revelation*

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Role play Moses and the reception of the commandments
- ❖ Compare God's covenant with the Chosen People to Jesus' New Covenant
- ❖ Read Matthew 6:25-34 and write an ending to Jesus' question: "Are not you more important than they?"
- ❖ Write connections on a chart between Sedar supper, the Last Supper and the Sacrifice of the Mass

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Keep rules of the family
- ❖ Share covenant relationships and what they mean
- ❖ Value going to Mass

○ **Exit Outcome 2:** *Read, understand and pray the Sacred Scripture as the inspired Word of God*

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Finds passages in New Testament related to Passion Sunday and Holy Week
- ❖ Creates an echo pantomime reflecting on passages of scripture
- ❖ Plan a songfest celebration using scripturally based songs

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Locate passages in the Bible
- ❖ Journal with scripture passages



- ❖ Sing songs based on what is done for responses at Mass
- ❖ Tell what scripture passages mean

○ **Exit Outcome 3: Know the basic teachings of the Church as identified in the Creed and Traditions; and show how these teachings are applied and lived out in the individual's life**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Name the Pope, Bishop and Pastor
- ❖ Research and discuss these titles of Jesus: Lord, Christ, and Son of God
- ❖ Pinpoint on a map where people make pilgrimages to honor Mary

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Celebrate and know cultural Catholic traditions
- ❖ Say the Apostles Creed
- ❖ Share how Mary is important in the Church

○ **Exit Outcome 4: Interpret one's life and faith as gifts from God and recognize that both gifts must be cultivated and nurtured for eternal life**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Create a collage showing people from various backgrounds, racial, or ethnic groups, made in God's image
- ❖ Research the early Christian martyrs as well as the martyrs of today: choose a favorite and report
- ❖ Design a Baptismal testimony and give to class

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Share part of her/his faith with the family
- ❖ Identify with saints who have meaning for him/her
- ❖ Bless with holy water

## Catechism of the Catholic Church, Pillar # 2 -- *Celebrating the Christian Mystery*

- Exit Outcome 5: *Identify how liturgy is the primary way Catholics worship God*

- Indicators:

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Recite the Holy, Holy, Holy from the Preface of the Mass
- ❖ Give a tour of the Church and give explanation of the environment and sacred things
- ❖ Demonstrate reverence at Mass and prayer
- ❖ List parts of Mass

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Attend Sunday Mass
- ❖ Identify the following: presider, assembly, Liturgy of the Word, Body and Blood of Christ
- ❖ Verbally know the parts of the Mass

- Exit Outcome 6: *Demonstrate knowledge of the liturgical seasons and the importance of Sunday as the Lord's Day and other practices in the liturgical life of the Church*

- Indicators:

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Personalize a prayer cloth using the liturgical colors
- ❖ Re-enact the stations of the cross for younger children
- ❖ Write modern "O Antiphons"

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Design an Advent wreath and its uses
- ❖ Use a prayer center in the home
- ❖ Explain the liturgical seasons

o **Exit Outcome 7: Describe the person of Jesus Christ in the Paschal Mystery as the root of every liturgical celebration**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Paint the passion story using colored eggs
- ❖ Identify what can be learned from two pictures of Jesus- one the Good Shepherd and the other Christ Crucified.
- ❖ Identify in the Eucharistic Liturgy the references to unity and peace

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Share how the Paschal candle is used in the Church
- ❖ Celebrate the liturgical seasons
- ❖ Restate what salvation history is

o **Exit Outcome 8: Describe the seven sacraments, their symbols and ritual**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Create a song naming the sacraments
- ❖ Write a rap song on the sacraments and their symbols
- ❖ Apply the symbols of the sacraments to what they mean

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Tell what it means to be fully initiated in the Church
- ❖ Explain how sacraments give life
- ❖ Celebrate the sacraments of Eucharist and Reconciliation

## Catechism of the Catholic Church, Pillar # 3 -- Life in Christ

- **Exit Outcome 9: Demonstrate Christ's redeeming life and our Baptismal response through a well formed conscience**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Discuss how patience (or honesty, fairness, kindness) fits the definition of a virtue and give examples of success/failure in the practice
- ❖ Design a banner for one of the theological virtues using the traditional symbols and write a sentence, I have faith in...; I have hope in ....; I have love in ....
- ❖ Read Matthew 5:13-16 and brainstorm a list of dilemmas that is often faced. Create a skit from these dilemmas

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Live out of Christian values and can identify them
- ❖ Pray to patron saint
- ❖ Make good choices and identifies bad chooses

- **Exit Outcome 10: Describe the reality of original sin, evil in the world, and how our wounded nature is redeemed through the Paschal Mystery**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Restate a process for conflict resolution skills
- ❖ Analyze advertisement in magazine for products and the values projected
- ❖ Write letters to the editor on the need for Christian values

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Ask for forgiveness and identify why he/she sinned
- ❖ Practice conflict resolution
- ❖ Identify poor values in television shows

o **Exit Outcome 11: List and describe the Ten Commandments and apply them to a personal life of virtue to today's world**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Write the Ten Commands in youth language of today
- ❖ Dramatize a situation in which someone's possessions are stolen and show the consequences of the thief and the property owner
- ❖ Recite the Commandments and be able to explain them in own words

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Ask for forgiveness
- ❖ Recite the Ten commandments
- ❖ List ways the Beatitudes help one live a moral life

o **Exit Outcome 12: Give examples of works of mercy and action on behalf of justice and stewardship as Disciples of Christ**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Develop a way to help the homeless in the area
- ❖ Collect food for the poor or serves at a food kitchen
- ❖ Identify the way the parish/school reaches out to the needs of the community

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Choose clothes or toys to give to the poor
- ❖ Do service in the parish/school
- ❖ Visit a sick or shut in person

## Catechism of the Catholic Church, Pillar # 4 -- Christian Prayer

- **Exit Outcome 13:** Develop and practice forms of prayer including adoration, blessing, petition, intercession, thanksgiving and praise

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Compose a prayer of praise and a prayer of thanksgiving
- ❖ Name different prayer forms
- ❖ Recall the meaning of prayer and learn the acronym PACT to help know the types of prayer (praise, adoration, contrition, and thanksgiving)

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Actively participate in the Mass
- ❖ Use centering prayer on a regular basis
- ❖ Lead prayer at home

- **Exit Outcome 14:** Demonstrate the skills necessary for a personal and communal life of prayer integrating the traditions of the home

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Write prayers of the faithful
- ❖ Create a Marian shrine
- ❖ Sing hymns whose musical style reflects different cultures and languages

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Sing hymns from Church
- ❖ Reflect on scripture and pray with it
- ❖ Reverence family Catholic traditions

○ **Exit Outcome 15: Demonstrate the skills needed to pray using Scripture and meditation**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Sing several Gospel acclamations
- ❖ Create an artist design for a scripture scroll similar to a monk's work such as the book of Kells
- ❖ Identify themes for the Sunday readings

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Read and pray the Sunday readings
- ❖ Pattern prayer in daily life
- ❖ Identify God's presence in everyday life

## RELIGIOUS EDUCATION CURRICULUM CONCEPTS

### Grade 5

By the end of Grade 5, students will have an age-appropriate understanding of the concepts in each of the following areas:

#### **Catechism of Catholic Church, Pillar #1 --The Profession of Faith** (CCC #26-1065)

1. Belief in the **Incarnation** of the Son of **God** is the distinctive sign of Christian **faith**. (CCC# 456-463)
2. By **virtue** of our **Baptism** the **Holy Spirit** gives us the life that originates in the Father and is offered to us in the Son (CCC# 683)
3. On the day of **Pentecost** Christ the Lord pours out the Spirit in abundance (CCC# 731)
4. Through the **Church's Sacraments**, Christ gives us his Holy and sanctifying Spirit to the members of his body (CCC# 739)
5. As a sacrament, the **Church** is the sign of God's love and Christ's instrument for the **salvation** of all people (CCC# 776)
6. **God's** Covenant with the people of Israel was a **preparation** for the new and perfect covenant given by Christ. The New Covenant in Christ's blood calls together all people of all nations and races (CCC# 781)
7. The **Church** has always venerated the Scriptures as well as the Lord's Body. She never ceases to present to the faithful the **Bread of Life**, taken from the one table of God's Word and Christ's Body (CCC# 103)
8. The four marks of the **Church** are: One, Holy, Catholic, and Apostolic (CCC# 811-865)
9. **Catholics** firmly believe that just as Christ is truly risen from the dead and lives forever, so after death the righteous will live for ever with the risen Christ and he will raise them up on the last day (CCC# 989)



10. At the moment of death, every person either enters into the blessedness of **Heaven**—through **Purgatory** or immediately, or into immediate and everlasting damnation (CCC# 1021-1022)
11. **Catholics** believe in the “communion of all the faithful” of Christ. In this communion, the love of **God** and his **saints** is always attentive to our prayers (CCC# 962)
12. The Virgin **Mary** is the Church’s model of **faith** and charity. She is the “Mother of **God**” and spiritual mother to all **Christians** (CCC# 967-972)

### **Catechism of Catholic Church Pillar #2 --The Celebration of the Christian Mystery** (CCC #1066-1690)

1. In the Christian tradition “liturgy” refers to the participation of the People of **God** in the work of **God** (CCC# 1069)
2. Christ now lives and acts in and with his **Church**. He is always present in his **Church** and acts through the **Sacraments** (CCC# 1076, 1088)
3. There are seven **Sacraments** in the **Church**: **Baptism, Confirmation, Eucharist, Penance, Anointing of the Sick, Holy Orders** and **Matrimony** (CCC# 1113)
4. The ordained minister is the sacramental bond that ties the liturgical action to what the **Apostles** said and did and, through them, to the words and actions of Christ, the source and foundation of the **Sacraments** (CCC# 1120)
5. By tradition handed down from the **Apostles**, the **Church** celebrates the Paschal mystery on the **Lord’s Day** or Sunday (CCC# 1166)
6. The celebration of the **saints** and **martyrs** during the **liturgical year** proclaims the Paschal mystery in those who have lived the **Gospel** to a heroic degree (CCC# 1173)

7. Instruction in each of the seven **Sacraments** of the **Catholic Church** should include the following:

**Sacraments of Initiation**

**Baptism:**

**Christian Initiation** is accomplished by three **Sacraments** together: **Baptism**, which is the beginning of new life in Christ; **Confirmation**, which is its strengthening; and the **Eucharist**, which nourishes the disciple in the journey of **faith** (CCC# 1275)

The essential **rite** of **Baptism** consists in immersing the candidate in water or pouring water on his head, while pronouncing the invocation of the Most Holy **Trinity**: the **Father, Son and Holy Spirit** (CCC# 1278)

The graced fruit of **Baptism** includes the forgiveness of **Original Sin** and all personal sins, birth into the new life by which a person becomes an adopted child of the Father, a member of Christ and a **Temple of the Holy Spirit**. By this a person is incorporated into the **Church**, the **Body of Christ** and made a sharer in the Priesthood of Christ (CCC# 1279)

**Confirmation:**

**Confirmation** perfects **Baptismal grace** by the conferring of the **Holy Spirit** in order to deepen our participation in God’s life, strengthen our bond with the **Church** and its mission, and help us to bear witness to Christian **faith** in words and deeds (CCC# 1316)

The essential **rite** of **Confirmation** is anointing the forehead of the baptized with **sacred chrism**, together with the laying on of the minister’s hands with the words “Be sealed with the gift of the **Holy Spirit** (CCC# 1320)

**Eucharist:**

The **Eucharist** is the source and the summit of the Church’s life (CCC# 1407)

The **Eucharistic** celebration always includes: the proclamation of the Word of **God**; thanksgiving to **God** the Father especially for the gift of his Son; the consecration of bread and wine; and participation in the liturgical banquet by receiving the Lord’s body and blood (CCC# 1408)

The **Eucharist** is the memorial of Christ’s **Passover**, the work of **salvation** accomplished by his life, death and **resurrection**. This reality is made present by the liturgical action (CCC# 1409)

## The Sacraments of Healing

### **The Sacrament of Penance and Reconciliation**

The Sacrament of **Penance** consists of the penitent’s repentance, **Confession** of sins to a **Priest**, and the intention to make or do acts of **reparation** recommended by the **Priest** (CCC# 1491, 1494)  
A person seeking reconciliation with **God** and with the **Church** must confess to a **Priest** all the unconfessed grave sins he/she can remember after a careful examination of **conscience**. The **Confession** of venial sins, without being necessary in itself, is nevertheless strongly recommended by the **Church** (CCC# 1493)

### **The Anointing of the Sick**

The purpose of the **Anointing of the Sick** is the conferral of a special **grace** on the Christian experiencing the condition of grave illness/injury or old age (CCC# 1526)

The celebration of this **rite** consists of the anointing of the forehead and hand of the sick person by a **Priest**, accompanied by the liturgical **prayer** of the **Priest** asking for the special **grace** of this sacrament (CCC# 1531)

## The Sacraments at the Service of Community

### **Holy Orders**

Through **Baptism** all the faithful share in the Priesthood of Christ (CCC# 1591) Ordained ministry is conferred and exercised in three degrees: bishops, **presbyters** and **Deacons** (CCC# 1592)

The “laying on of hands” by a bishop confers the Sacrament of **Holy Orders**. Ordination imprints an indelible sacramental character (CCC# 1597, 1600)

### **Matrimony**

The sacrament of **Matrimony** signifies the union of Christ and the **Church**. By its very nature it is ordered to the good of the couple, as well as to the generation and education of children (CCC# 1660-1661)

**Marriage** is based on the consent of the man and woman to give themselves freely to each other (mutually and exclusively) in order to live a covenant of faithful and fruitful love (CCC# 1662)

**Divorce** separates what **God** has joined together. The remarriage of persons for a living, lawful spouse contravenes the plan and law of **God** as taught by Christ. They are not separated from the **Church**, but they cannot receive Eucharistic communion (CCC# 1665)

### Catechism of Catholic Church Pillar #3-- Life in Christ (CCC #1691-2550)

1. The dignity of the human person is based in his/her creation in the image and likeness of **God**. Every person has the right to be recognized as a free and responsible being. All owe to each other the duty of respect (CCC# 1700, 1738)
2. Through reason, every person can recognize the voice of **God** that urges him or her to “do what is good and avoid what is evil.” Everyone is obliged to obey this law, which makes itself heard in **conscience** and is fulfilled in the love of **God** and neighbor (CCC# 1705)
3. By his Passion, Christ delivered us from **Satan** and from **sin**. He merited for us life in the **Holy Spirit** and his **grace** restores what **sin** damaged in us (CCC# 1708)
4. The **Holy Spirit** gives us **grace** to help us grow in spiritual freedom so that we may collaborate with him in his work in the **Church** and in the world (CCC# 1742)
5. **God** gave people the power of freedom so that by their own choice, they might seek and love **God** and attain the holiness and happiness for which they were made (CCC# 1730)
6. **Sin** is an offense against **God** and is a failure in genuine love for **God** and neighbor. It wounds the nature of the human person and injures unity among all people. (CCC# 1849)
7. **Mortal sin** destroys charity in the heart of a person by a grave violation of God’s law; it turns a person away from **God**. For a **sin** to be mortal, three conditions must together be met: grave matter, full knowledge, and deliberate consent. (CCC# 1855-1861)
8. Venial **sin** weakens charity; it does not break the covenant with **God**. With God’s **grace** it is humanly reparable (CCC# 1863)

**Catechism of Catholic Church Pillar #4 -- Christian Prayer** (CCC #2558-2856)

1. **Prayer** is the raising of one’s heart and mind to **God**. It is always a response, inspired by the **Holy Spirit**, to **God’s** loving call (CCC# 2558-2565, 2623-2643))
2. **Jesus’** prayers to the Father serve as a model to **Christians**. In the **Gospels**, these prayers had the following forms: blessing, **petition**, **intercession**, thanksgiving and praise (CCC# 2598-2616)
3. Christian **prayer** is nourished by the Word of **God** and by celebrations of the liturgy (CCC# 2665)
4. The lives of the **saints** serve as inspiration for Christian **prayer**. In our communion with them, the **saints** continue to pray with us to the Father on our behalf. We can and should ask them to intercede for us and for the whole world (CCC# 2683, 2692)
5. The Christian family, based on the sacrament of matrimony, is the first place of education in **prayer** (CCC# 2685)
6. **Church** buildings, as “houses of **God**,” are the proper places for the liturgical **prayer** of the **parish** community. They are also the privileged places for adoration of the real presence of Christ in the Blessed Sacrament (CCC# 2691)
7. Various expressions of **prayer** is encouraged, especially vocal reciting of informal and traditional **prayers**, **meditation**, and **contemplation** (CCC# 2700-2719)
8. **Catholics** are encouraged to participate in the following “rhythms of **prayer**:”
  - a. Sunday celebrations of the **Eucharist** with **parish** community
  - b. **Grace** before and after meals
  - c. Daily morning and evening prayers
  - d. Celebrations of the **liturgical year**, its **Holy Days of Obligations** and various **feasts** (CCC# 2698)
9. The **Lord’s Prayer**, given to us by Christ, is the **prayer** of the **Church**. It is truly the summary of the whole **Gospel** and it serves as a basis for the Christian life (CCC# 2761-2856)

10. In addition to the prayers they have already learned, Grade 5 students will begin to learn the following:

- a. The parts of the **Mass** and its major **prayers** and **rituals**
- b. The **rituals** and **prayers** of each sacrament
- c. The Lord's **Prayer**
- d. **Prayer** to the **Holy Spirit**
- e. The **Magnificat**
- f. Students will compose prayers of praise, thanksgiving, remorse, and **petition**
- g. Celebrations of the **Liturgical year** will continue in class and with the **parish** community. These should include Marian **feasts/Holy Days** and other **saints' feasts**

**5<sup>th</sup> Grade Prayers:**

Prayer of St. Francis

Ritual and prayers of celebrating the Sacraments of Reconciliation and Eucharist

Prayer to the Holy Spirit

Christian Meditation

## Curriculum Outcomes & Performance Indicators

### Grade 5

#### Catechism of the Catholic Church, Pillar # 1 -- Profession of Faith

- **Exit Outcome 1:** Describe the gradual stages of God’s revelation

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Choose one scripture passage and journal about how it confirms God’s love
- ❖ Pick favorite stories or parables and dramatize these in a group
- ❖ Develop a list of ways to live out the signs of culture of life in one’s life

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Identify goodness as a role of Christian life
- ❖ Share stories of how God loves him/her
- ❖ Have a loving relationship with God

- **Exit Outcome 2:** Read, understand and pray the Sacred Scripture as the inspired Word of God

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Locate, read, research and interpret various Bible verses
- ❖ Demonstrate to a classmate how to locate a Bible verse
- ❖ Locate, read and reflect on Sunday’s Gospel or the readings of the day and share reflection with another person
- ❖ Journal about a favorite scripture passage and tell how it brings him/her closer to God

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Find the Sunday Gospel in the Bible and spends time in reflection
- ❖ Share books of the Bible and what each means

- ❖ Pray with scripture on a regular basis

- **Exit Outcome 3:** Know the basic teachings of the Church as identified in the Creed and Traditions; and show how these teachings are applied and lived out in the individual's life

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Create an advertisement to inform people of the second coming of Christ and what they can do to prepare
- ❖ Develop a flow chart of the Nicene and Apostles Creed
- ❖ Write a letter to God telling how the plan for creation has impacted his/her life
- ❖ Cite five sources in the scriptures in which Jesus revealed the image of God for us

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Pray the Creed at Mass
- ❖ Articulate what different aspects of the Creed means in his/her life
- ❖ Understand the meaning of the communion of saints and prays for the dead

- **Exit Outcome 4:** Interpret one's life and faith as gifts from God and recognize that both gifts must be cultivated and nurtured for eternal life

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Make a faith box containing what of his/her faith is most important
- ❖ List people who have witnessed to faith in the history of the Church and what they were called to testify to in their faith
- ❖ Develop a talent in order to give to the poor and work for justice

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Do works of justice
- ❖ Practice the virtues of faith, hope and charity
- ❖ Share faith stories of individuals and self
- ❖ Relate what happens in daily life to scripture



## **Catechism of the Catholic Church, Pillar # 2 -- The Celebration of the Christian Mystery**

- **Exit Outcome 5:** Identify how liturgy is the primary way Catholics worship God

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Write an autobiographical story to include the birth of the Church and his/her birth into the Church
- ❖ Defines Body of Christ; People of God; Kingdom here and now
- ❖ Reflect on the family as a domestic Church

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Attend Mass on a regular basis and responds as assembly
- ❖ Prays with reverence
- ❖ Go to the Sacrament of Reconciliation

- **Exit Outcome 6:** Demonstrate knowledge of the liturgical seasons and the importance of Sunday as the Lord's Day and other practices in the liturgical life of the Church

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Anticipate the liturgical seasons and feasts and how to personally celebrate each
- ❖ Create seasonal prayers for the liturgical year
- ❖ Lead groups in prayer

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Fast in an age appropriate way during Lent
- ❖ Not eat meat on Fridays in Lent
- ❖ Celebrates liturgical seasons with the family

- **Exit Outcome 7:** Interpret one’s life and faith as gifts from God and recognize that both gifts must be cultivated and nurtured for eternal life

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Understand sacrifice in an age appropriate way
- ❖ Articulate the role of discipleship in one’s life
  
- ❖ Identify the rights and responsibilities of being fully initiated in the Church
- ❖ Write a welcome letter to new Catholics regarding the meaning of Christ Jesus in his/her life and the importance to daily life

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Celebrate the Easter Vigil with the faith community
- ❖ Offer up one’s disappointments to God
- ❖ Identify with persons of the Old and New Testament and how they lived a life of holiness

- **Exit Outcome 8:** Describe the seven sacraments, their symbols and ritual

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ List the seven sacraments, symbols, and meaning
- ❖ Articulate the meaning of being a sacramental people
- ❖ Know the words and process for Baptism

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Celebrate the sacraments with understanding
- ❖ Know the ritual actions of the Mass
- ❖ Bless one’s self on a regular bases to begin prayer

## Catechism of the Catholic Church, Pillar # 3-- Life in Christ

- **Exit Outcome 9:** Demonstrate Christ’s redeeming life and our Baptismal response through a well formed conscience

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Know several lives of the saints stories
- ❖ Develop a value driven focus for life
- ❖ Identify a scriptural passage to guide one’s life

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Live out acts of justice
- ❖ Actively imitate a patron saint
- ❖ Identify Christian values in how one lives out life

- **Exit Outcome 10:** Describe the reality of original sin, evil in the world and how our wounded nature is redeemed through the Paschal Mystery

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Identify ways of forgiveness in life
- ❖ Create an ad for age group on Christian values
- ❖ Create a power point presentation on the prodigal son
- ❖ Describe various ways people accept forgiveness

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Readily forgives
- ❖ Identify how s/he participates in personal and communal sin
- ❖ Articulate the need for Jesus as redeemer in life

- **Exit Outcome 11:** List and describe the Ten Commandments and apply them to a personal life of virtue to today’s world

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ List the Ten Commandments and meaning for age group

- ❖ Evaluate the need for the beatitudes in today’s society by reviewing TV ads
- ❖ Role play how God is central to a young person’s life

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Respect parents
- ❖ Refrain from curse words
- ❖ Interpret correctly the commandments in relation to life

- **Exit Outcome 12:** Give examples of works of mercy and actions on behalf of justice and stewardship as Disciples of Christ

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Debate the value of justice in the world situations today
- ❖ Illustrate service projects youth can do to help people
- ❖ Compose a litany of the needs of the people of the world

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Visit the St. Vincent de Paul Store and take clothing and toys
- ❖ Give to the support of the Church on a regular basis
- ❖ Formulate ways the family can participate in works of justice

## **Catechism of the Catholic Church, Pillar # 4 -- Christian Prayer**

- **Exit Outcome 13:** Develop and practice forms of prayer including adoration, blessings, petition, intercession, thanksgiving and praise

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Plan and celebrate prayer for the class
- ❖ Create a prayer book of traditional prayers for the First Communion students to have
- ❖ Develop personal intercessory prayers for use in daily life

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Pray morning and evening prayer
- ❖ Use personal time for prayer each day
- ❖ Thank God for the goodness of life and what is given

- **Exit Outcome 14:** Demonstrate the skills needed for a personal and communal life of prayer integrating the traditions of the home

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Examine various cultural traditions in the community and develops prayer for these traditions
- ❖ Lead prayer with comfort and skill
- ❖ Meditate for an extended period of time

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Use sacramentals for personal prayer
- ❖ Meditate regularly
- ❖ Join the Church community in prayer

- **Exit Outcome 15:** Demonstration skills needed to pray using Scripture and meditation

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Apply scripture to prayer
- ❖ Compose psalms for life today
- ❖ Show willingness to spend quality time in prayer

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Value daily prayer and the use of scripture
- ❖ Identify the presence of God in life
- ❖ Affective skills in prayer

## RELIGIOUS EDUCATION CURRICULUM CONCEPTS

### Grade 6

By the end of Grade 6, students will have an age-appropriate understanding of the concepts in each of the following areas:

#### *Catechism of Catholic Church Pillar #1 --The Profession of Faith* (CCC #26-1065)

1. The desire for **God** is written in the human heart, because the human person is made by **God** and for **God** (Sunday celebrations of the **Eucharist** with **parish** community (Sunday celebrations of the **Eucharist** with **parish** community CCC# 27)
2. Through an utterly free decision, **God** has revealed himself and given himself to humanity (CCC# 50)
3. **God** has revealed his plan of loving goodness, formed from all eternity in Christ, for the benefit of all humanity. This plan has been fully revealed by God's sending his Son, **Jesus**, and the **Holy Spirit** (Sunday celebrations of the **Eucharist** with **parish** community CCC# 50)
4. **God** manifested himself to our first parents. He invited them to intimate communion with himself and clothed them with **grace** and justice (CCC# 54)
5. **God's revelation** to humanity was not broken off by our first parents' **sin**. After the Fall **God** continues to give the hope of **salvation** through the promise of **Redemption**; he wishes to give eternal life to all who seek him (CCC# 55)
6. After the unity of the human race was shattered by **sin**, **God** sought to save humanity in various stages (CCC# 56)
  - a. The Covenant with Noah (CCC# 56)
  - b. The Covenant with **Abraham** and the **Patriarchs** (CCC# 59-61)
  - c. **God** Forms the People of Israel (CCC# 62-64)
  - d. The Sinai Covenant
  - e. The Kingdom of Israel
  - f. The **prophets**

- g. The Wisdom Literature of the **Bible**
  - h. The fulfillment of **Revelation** by the Word made Flesh (CCC# 65)
7. Since the New Covenant established by Christ is the fulfillment of **God’s revelation**, no new public **revelation** is to be expected before the **Second coming** (CCC# 66)
  8. Even though God’s **revelation** is complete, it has not been made completely explicit; **Christians’** understanding of its full significance will develop gradually over the course of centuries (CCC# 66)
  9. God’s **revelation** of his plan of **salvation** has been transmitted throughout the ages through **Apostolic Tradition** and Sacred Scripture (CCC# 74-83)
  10. The **Church** has always venerated the Scriptures as God’s Word. In it the **Church** finds nourishment and strength (CCC# 104)
  11. Since the **Holy Spirit** inspired the authors of the **Bible** to write, it can be said that **God** is the author of Sacred Scripture (CCC# 105-107)
  12. The books of the **Bible** teach without error those truths which **God**, for the sake of our **salvation**, wished to be revealed through Sacred Scripture (CCC# 107)
  13. In order to interpret the words of Scripture in the way the **Holy Spirit** intends, **Christians** must be attentive to each book’s style, the biblical authors’ intentions, their original cultural contexts and historical situation in which they wrote, how they correspond to the truths of the other biblical books, and the Church’s interpretation of its words as inspired by the **Holy Spirit** (CCC# 109-119)
  14. Students should be able to identify
    - a. How the books of the **Bible** were assembled into a “canon”
    - b. The various parts of the Old and New Testaments

## **Catechism of Catholic Church Pillar #2--The Celebration of the Christian Mystery** (CCC #1066-1690)

1. The **Chosen People** received from **God** distinctive signs and symbols that marked its liturgical life. They serve as signs of the Covenant, symbols of God's mighty deeds. The **Church** sees in these a prefiguring of the **Sacraments** of the New Covenant (CCC# 1150)
2. In his words and actions **Jesus** gives new meaning to the deeds and signs of the Old Covenant, above all to the **Exodus** and **Passover**, for he himself is the meaning of all these signs (CCC# 1151)
3. In the **Passover** celebration the unleavened bread commemorated God's liberation of the Israelites from slavery; the wine was used as a sign of their hope in the coming of the **Messiah** (CCC# 1334)
4. **Jesus** gave new meaning to the **Passover** bread and wine at his **Last Supper** when he turned them into his body and blood (CCC# 1334, 1339)
5. **Jesus** gave the Jewish **Passover** new meaning in his **Last Supper**: he anticipated his passing over from earthly life to resurrected life with **God** the Father and anticipated the final **Passover** of the **Church** in the glory of **God's** Kingdom at the end of time (CCC# 1340)
6. Sunday is the preeminent day for the liturgical **assembly** to listen to the Word of **God** and take part in the **Eucharist**, thus calling to mind the Passion, **Resurrection**, and glory of the Lord (CCC# 1167)
7. The Priesthood of Aaron and the Levites in the Old Testament prefigured the Priesthood of Christ and those who are called to **Holy Orders** in the **Catholic Church** (CCC# 1539-1545)

## **Catechism of Catholic Church Pillar #3 --Life in Christ** (CCC #1691-2550)

1. Human persons are endowed with immortal and spiritual souls; they are made in God's image and likeness and find their perfection in seeking and loving what is true and good (CCC# 1702-1705)
2. Enticed by the Evil One the first parents abused their freedom at the beginning of human history. Human beings still desire the good, but their nature bears the wound of **Original Sin**; they are inclined to evil and subject to error (CCC# 1707)



3. By his Passion, Christ delivered us from **Satan** and from **sin**. He won for us new life in the **Holy Spirit** and his **grace** restores what **sin** had damaged in us (CCC# 1708)
4. The **Beatitudes** are at the heart of **Jesus**' preaching (CCC# 1716-1717)
5. The **Ten Commandments** and the **Sermon on the Mount** describe for us the paths that lead to the Kingdom of **Heaven** (CCC# 1724)
6. The “theological **virtues**” (**faith**, hope and love) are the foundation of Christian moral activity (CCC# 1812-1813)
7. The “gifts of the **Holy Spirit**” help the disciple to hear and respond to the inspiration of the **Holy Spirit** (CCC# 1831)
8. The common good of society consists of three essential elements:
  - a. Respect for and promotion of the fundamental rights of the person
  - b. The development of the spiritual and temporal goods of society
  - c. The peace and security of society and its members
9. The New Law, or the Law of the **Gospel** is called the “Law of Love” because, through the **grace** of Christ and the inspiration of the **Holy Spirit**, the believer does what is good out of love and not fear (CCC# 1972)
10. The precepts of the **Church** are considered indispensable minimums in the believer's moral and spiritual life (CCC# 2041-2043)

**Catechism of Catholic Church Pillar #4 -- *Christian Prayer*** (CCC #2558-2856)

1. **Abraham**'s heart was attuned to God's merciful presence. He was able to intercede for his companions with bold confidence to **God**. His **prayer** life is instructive to all his spiritual descendents (CCC# 2571-2573)
2. **Moses**' example of intercessory **prayer** on behalf of the People of Israel prefigured the mediation of **Jesus** Christ between **God** and humanity (CCC# 2574)
3. King David's prayers on behalf of his people, his submission to God's will, his praise of **God** and his repentance for his sins is a model of **prayer** (CCC# 2579)

4. In the **Psalms** David, inspired by the **Holy Spirit**, is the first prophet of Jewish and Christian **prayer** (CCC# 2579)
5. In addition to the prayers they have already learned, Grade 6 students will continue to learn the following:
  - a. The parts of the **Mass** and its major prayers and **rituals**
  - b. The **rituals** and prayers of each sacrament
  - c. The Lord’s **Prayer**
  - d. Students will compose prayers of praise, thanksgiving, remorse, and **petition**
  - e. Celebrations of the **Liturgical year** will continue in class and with the **parish** community. These should include Marian **feasts/Holy Days** and other **saints’ feasts**.
6. Students will be able to identify the Precepts of the **Church**:
  - a. You shall attend **Mass** on Sundays and **Holy Days of Obligation**
  - b. You shall confess your sins at least once a year
  - c. You shall receive **Holy Communion** at least during the Easter Season
  - d. You shall keep the **Holy Days of Obligation**
  - e. You shall observe the prescribed days of **fasting** and **abstinence**

#### 6<sup>th</sup> Grade Prayers:

Rituals and prayers for each sacrament

Praying the various forms of prayers including Christian Meditation

## Outcomes & Performance Indicators

### Grade 6

#### Catechism of the Catholic Church, Pillar # 1 -- **Profession of Faith**

- Exit Outcome 1: Describe the gradual stages of God’s revelation

- Indicators:

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Explain divine Revelation as God’s way to teach us about the plan for our happiness
- ❖ Compare and contrast both sources of Revelation on a chart or poster
- ❖ Brainstorm words or phrases that describe images that help us express who God is. Choose one phrase and apply it to their family
- ❖ Name the gifts and fruits of the Holy Spirit
- ❖ Write a song of praise in the style of Hannah or Mary

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Do daily acts of goodness
- ❖ Develop a loving daily relationship with God
- ❖ Develop willingness to work for justice

- Exit Outcome 2: **Read, understand and pray the Sacred Scripture as the inspired Word of God**

- Indicators:

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Define Tradition as our beliefs about God’s loving plan that have been passed down through the Church
- ❖ Identify four ways in which God is revealed in the Book of Exodus
- ❖ Relate stories of the Bible of how led the chosen people through Judges and Kings
- ❖ Identify individual books of the

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Identify scripture passages related to everyday situations
- ❖ Imitate the life of Jesus in everyday relations with people
- ❖ Read the scriptures regularly

- **Exit Outcome 3: Know the basic teachings of the Church as identified in the Creed and Traditions; and show how these teachings are applied and lived out in the individual's life**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Describe the role of each person of the Trinity and write a personal reflection on one of the roles
- ❖ Articulate the significance of All Soul's Day and praying for the Church suffering
- ❖ Research the seven sorrows of Mary and exemplify her courage for contemporary life
- ❖ Research the Catholic Church through the Vatican or the diocesan website

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Develop a relationship with the persons of the Trinity
- ❖ Articulate the Creed
- ❖ Live out discipleship in life
- ❖ Value the virtues as part of daily life

- **Exit Outcome 4: Interpret one's life and faith as gifts from God and recognize that both gifts must be cultivated and nurtured for eternal life**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Develop a time line of major events in life and identify God's role in it
- ❖ Invite family members to list the top ten things they are doing to build the kingdom of God

- ❖ Choose a favorite saint and write about how that person reflects God's goodness to them.

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Identify justice actions that the parish is doing for the world
- ❖ Recognize goodness and is thankful for it
- ❖ Relate saints to daily life

## **Catechism of the Catholic Church, Pillar # 2 -- The Celebration of the Christian Mystery**

- **Exit Outcome 5: Identify how liturgy is the primary way Catholics worship God**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Create a classroom Jesse Tree and tells the story of the person represented by each symbol
- ❖ Reflect on the words for the blessing with ashes for Ash Wednesday
- ❖ Create a pie graph on which each liturgical season is a section and each major feast is indicates
- ❖ Identify sacramentals in life

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Celebrate the liturgical seasons with the family
- ❖ Pray traditional prayers
- ❖ Attend mass on a regular basis

- **Exit Outcome 6:** *Demonstrate knowledge of the liturgical seasons and the importance of Sunday as the Lord’s Day and other practices in the liturgical life of the Church*

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Research the Prince of Peace through the eyes of the Prophet Isaiah (especially 11:6-9) and create a logo with some images found there
- ❖ Relate the Easter events to the promise of resurrection
- ❖ Create a classroom or parish liturgical calendar

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Use liturgical symbols and ritual for prayer
- ❖ Identify the liturgical season and how to celebrate

- **Exit Outcome 7:** *Interpret one’s life and faith as gifts from God and recognize that both gifts must be cultivated and nurtured for eternal life*

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Chart the Passover of Israel to Jesus’ redemptive actions and Passover Meal to Eucharist, the Messianic Banquet and our pledge of future glory
- ❖ Explain how we share in the paschal Mystery of Christ by receiving Eucharist
- ❖ Role play modern day ways of living out Jesus’ life, death and resurrection

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Make daily offering to God
- ❖ Attend the Easter Vigil
- ❖ Identify with Christ in one’s life

○ **Exit Outcome 8: Describe the seven sacraments, their symbols and ritual**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Describe the essential parts of the rite of Confirmation and tell how this sacrament perfects the gifts of Baptism in us
- ❖ Write a thanksgiving prayer regarding Jesus in the Eucharist
- ❖ Develop an R.S. V. P. to God the Father who invites each to the supper honoring his Son, Jesus
- ❖ Explore true sorrow for sin through a comparison between the Pharisee and the Tax Collector (Luke 18:9-14) and discuss in small groups how this parable impacts on life
- ❖ Journal why the sacraments are no longer needed in heaven

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Identify the seven sacraments
- ❖ Participate in sacramental rituals
- ❖ Respond to the rights and responsibilities of being a Catholic

**Catechism of the Catholic Church, Part # 3 -- Life in Christ**

○ **Exit Outcome 9: Demonstrate Christ's redeeming life and our Baptismal response through a well-formed conscience**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Choose one virtue, define it and list ways that it can be exercised and nurtured in daily life
- ❖ Create a bumper sticker to show the effective use of one of the cardinal virtues
- ❖ Demonstrate the use of the Corporal Works of Mercy in life
- ❖ Bring in the parish bulletin to name ways that the parish practices the Spiritual or Corporal Works of Mercy

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Identify ways to live out faith, hope and charity
- ❖ Develop an attitude for the Culture of Life
- ❖ Visit the sick and elderly
- ❖ Identify why the Catholic Church is against the death penalty

- **Exit Outcome 10: Describe the reality of original sin, evil in the world and how our wounded nature is redeemed through the Paschal Mystery**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Write a brief essay about freedom: God’s freedom from slavery for Israel, Jesus frees us from sin and the freedom and desire for heaven
- ❖ Define free will and give personal examples of why free will is a gift from God
- ❖ List simple choices made on a daily basis that affect people’s lives

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Take responsibility for personal sin and asking forgiveness
- ❖ Show willingness to forgive others
- ❖ Identify persons working to make the world a just place

- **Exit Outcome 11: List and describe the Ten Commandments and apply them to a personal life of virtue to today’s world**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Contribute to mission efforts or “Operation Rice Bowl”, etc
- ❖ Apply Ten Commandments to daily life
- ❖ Retell the scriptural account of Moses and the Ten Commandments
- ❖ Develop a video on a virtues driven life



How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Collect clothes and food for the poor
- ❖ Keep holy Sunday
- ❖ Not curse
- ❖ Respect neighbors and their possessions
- ❖ Not cheat on tests

o **Exit Outcome 12: Give examples of works of mercy and actions on behalf of justice and stewardship as Disciples of Christ**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Define social sin and explain how all sin affects people
- ❖ Explore the life, words and actions of Mother Teresa of Calcutta and St. Francis of Assisi and show the prime place of charity in the world
- ❖ Discuss how Gospel values make a difference in society and list practical examples
- ❖ Make a list of human rights and freedoms and their corresponding responsibilities
- ❖ Research the term “solidarity” to identify the needs for interconnectedness of peoples

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Perform acts of charity for the poor
- ❖ Work with the St. Vincent de Paul Society in the parish
- ❖ Live a life without prejudice and discrimination
- ❖ Treat people with dignity and respect

## Catechism of the Catholic Church, Pillar # 4 -- *Christian Prayer*

- **Exit Outcome 13:** *Develop and practice forms of prayer including adoration, blessings, petition, intercession, thanksgiving and praise*

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Pray the Nicene Creed
- ❖ Lead scriptural centering prayer
- ❖ Practice various forms of ritual and prayer

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Pray morning and evening prayer
- ❖ Develop a personal prayer life
- ❖ Identify various ways of praying

- **Exit Outcome 14:** *Demonstrate the skills needed for a personal and communal life of prayer integrating the traditions of the home*

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Experience scriptural meditation which engages thoughts, heart, images and response to God
- ❖ Identify with persons in scripture who modeled prayerfulness
- ❖ Identify times and occasions for prayer and choose prayers that are appropriate. Make a prayer book for these times

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Lead prayers and rituals with the family
- ❖ Make a family shrine
- ❖ Teach younger children their prayers
- ❖ Develop personal prayer

o **Exit Outcome 15:** *Demonstration skills needed to pray using Scripture and meditation*

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Read Hannah’s prayer from the book of Samuel and compare themes with the Magnificat
- ❖ Write personal psalms of gratitude and share them at prayer time
- ❖ Identify prayer themes in the psalms and share findings with a partner

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Leads family prayer at meals
- ❖ Articulates the following: Our Father, Hail Mary, Apostles Creed, and Prayer to St. Francis
- ❖ Pray the Nicene Creed at Mass

## RELIGIOUS EDUCATION CURRICULUM CONCEPTS

### Grade 7

By the end of Grade 7, students will have an age-appropriate understanding of the concepts in each of the following areas:

#### **Catechism of Catholic Church Pillar #1--*The Profession of Faith*** (CCC #26-1065)

1. Through an utterly free decision, **God** has revealed himself and given himself to humanity (CCC# 50)
2. **God** has revealed his plan of loving goodness, formed from all eternity in Christ, for the benefit of all humanity. This plan has been fully revealed by God's sending his Son, **Jesus**, and the **Holy Spirit** (CCC# 50)
3. **Catholics** believe the following
  - a. **Jesus of Nazareth** was born a Jew during the time of King Herod the Great and the emperor Caesar Augustus
  - b. Was the son of a daughter of Jerusalem, the Blessed **Mary** and was a carpenter by trade
  - c. He died crucified by the procurator **Pontius Pilate** during the reign of the emperor Tiberius
  - d. He is the eternal Son of **God** made man (CCC# 432)
4. The name "**Jesus**" means "**God** saves." It reflects the fact that through his **Incarnation** he is united to all humanity; at the same time it reflects his divinity (CCC# 430-435)
5. The word "Christ" comes from the Greek translation of the Hebrew "**Messiah**," which means "anointed." This refers to his divine mission (of priest, **prophet** and king) to establish **God's** kingdom on earth, which was fully revealed through his death and **resurrection** (CCC# 436-440)
6. Unlike those who were referred to as "sons of **God**" in the Old Testament, when **Jesus** is referred to as the "Son of **God**" it is in reference to his divine oneness in being with **God** the Father and **Holy Spirit** (CCC# 441-445)

7. The term “Lord” is used by **Christians** in reference to **God** the Father and **Jesus**, his Son, as a means emphasizing their supreme authority over creation and every living thing (CCC# 446-451)
8. **Jesus**, as “God’s Word made Flesh” was sent so that humanity may know **God’s** love and serve as our model of holiness (CCC# 457-458)
9. Belief in the **Incarnation** of the Son of **God** is the distinctive sign of Christian **faith**. It means that **Jesus**, the divine Son of **God**, is became truly man while remaining truly **God** (CCC# 463)
10. **Mary** is the “**Immaculate Conception**.” To become the mother of the Savior, **Mary**, from her **conception**, was full of **grace** and free of **Original Sin** and every personal **sin** her whole lifetime (CCC# 490-493)
11. Since **Mary** is mother to **Jesus**, the Son of **God** incarnate, she is rightly called the “Mother of **God**” (CCC# 495)
12. **Jesus** was conceived in Mary’s womb solely through the power of the **Holy Spirit**. Mary’s virginal **conception** of **Jesus** reflects the truth that **Jesus** is both fully **God** and fully human. Her **perpetual virginity** is the expression of her total commitment to God’s saving plan and to her role as our spiritual mother (CCC# 496-507)
13. Students should be able to identify and understand the meaning of the following events of the Life of Christ:
  - a. The infancy narratives
  - b. **Jesus** early life
  - c. His **Baptism** and temptations in the desert
  - d. The call of the **Apostles** and **disciples**
  - e. His proclamation of the **Kingdom of God**
  - f. His teachings and sayings about the **Kingdom of God**
  - g. The miracles of **Jesus** as signs of the Kingdom
  - h. **Jesus’ Transfiguration**
  - i. The Messianic entry into Jerusalem
  - j. His **Last Supper**, Arrest, and Trial
  - k. The crucifixion
  - l. His **Resurrection** and **Ascension** into **Heaven**
  - m. The sending of the **Holy Spirit**

14. **Jesus' resurrection** is the fulfillment of God's promises in the Old Testament, confirms his divinity, liberates us from **sin** and opens the way for us to eternal life after death (CCC# 653-655)
  
15. **Jesus** will return in glory at the end of time to judge the living and the dead. This judgment will reflect each of our treatment of the "least" of **Jesus'** and our brethren (CCC# 678)

**Catechism of Catholic Church Pillar #2 -- The Celebration of the Christian Mystery** (CCC #1066-1690)

1. The Risen Christ now acts through the **Sacraments** he instituted in order to give us his **grace** (CCC# 1084)
2. Christ's redemptive suffering, death and **resurrection** are celebrated and experience by the faithful in every celebration of the **Sacraments** (CCC# 1085)
3. Christ entrusted his **Apostles** with his work of bringing people to holiness, their successors (the bishops), through the Sacrament of **Holy Orders**, continue this mission in every age (CCC# 1086-1087)
4. Christ is always present in the **Church**, especially in the **Eucharist** (CCC# 1088)
5. **Jesus** gave new meaning to the **Passover** bread and wine at his **Last Supper** when he turned them into his body and blood (CCC# 1334, 1339)
6. **Jesus** gave the Jewish **Passover** new meaning in his **Last Supper**: he anticipated his passing over from earthly life to resurrected life with **God** the Father and anticipated the final **Passover** of the **Church** in the glory of **God's** Kingdom at the end of time (CCC# 1340)
7. Sunday is the preeminent day for the liturgical **assembly** to listen to the Word of **God** and take part in the **Eucharist**, thus calling to mind the Passion, **Resurrection**, and glory of the Lord (CCC# 1167)

**Catechism of Catholic Church Pillar #3 -- Life in Christ** (CCC #1691-2550)

1. Human persons are endowed with immortal and spiritual souls; they are made in God's image and likeness and find their perfection in seeking and loving what is true and good (CCC# 1702-1705)
2. Enticed by the Evil One the first parents abused their freedom at the beginning of human history. Human beings still desire the good, but their nature bears the wound of **Original Sin**; they are inclined to evil and subject to error (CCC# 1707)
3. By his Passion, Christ delivered us from **Satan** and from **sin**. He won for us new life in the **Holy Spirit** and his **grace** restores what **sin** had damaged in us (CCC# 1708)
4. The **Beatitudes** are at the heart of **Jesus'** preaching (CCC# 1716-1717)
5. The **Beatitudes** teach us that true happiness is not found in riches or well-being, in human fame or power, or any human achievement—however beneficial it may be (such as science, technology, or art)—but in **God** alone, the source of every good and of all love (CCC# 1723)
6. The **Sermon on the Mount** describes for us the paths that lead to the Kingdom of **Heaven** (CCC# 1724)
7. The Law of **Moses** is a **preparation** for the **Gospel** in that it shows us what we must do (and must not do). By itself, it cannot save us from **sin**, but it does prepare persons for conversion to and **faith** in Christ (CCC# 1963-1964)
8. The New Law, or the Law of the **Gospel** is called the “Law of Love” because, through the **grace** of Christ and the inspiration of the **Holy Spirit**, the believer does what is good out of love and not fear (CCC# 1972)
9. The **Pope** and the bishops have been entrusted by Christ to teach with authority on matters of **faith** and morals (CCC# 2030-2040)
10. The moral life is a response to God's love. Obeying God's commandments, especially **Jesus' Great Commandment**, are the principal ways we show love to **God** and to others (CCC# 2062-2067)

**Catechism of Catholic Church Pillar #4 -- Christian Prayer** (CCC #2558-2856)

1. **Jesus**, God’s only Son, prayed with a human heart. He learned how to pray from his parents, learned to pray in the words and rhythms of Jewish prayers of his people (CCC# 2599)
2. Because of his oneness with the Father, **Jesus’** prayers had special meaning and occurred before the decisive moments of his **Public Ministry** (CCC# 2599)
3. **Jesus** prayed in a variety of ways: alone and with others, silently and aloud, in **synagogues** and the **Temple**, in private homes and outdoors. He also said prayers of praise, thanksgiving, lamentation, and **petition** (CCC# 2601-2604)
4. The prayers of **Jesus** on the Cross, especially his “last words,” teach us about **faith** and trust in **God** (CCC# 2605-2606)
5. We are encouraged to pray “in **Jesus’** name” and with the confidence that he hears our prayers (CCC# 2614-2616)
6. Mary’s prayers, her trust in **God** and her willingness to do God’s will, serve as a model for **Christians** (CCC# 2617-2619)
7. The Lord’s **Prayer** (the “**Our Father**”) is the summary of the whole **Gospel** and serves as the central **prayer** of the **Church** (CCC# 2761, 2776)
8. As part of their Catholic education, Grade 7 students should be instructed in the following spiritual treasures of the Catholic **faith**.
  - a. The **Great Commandments**: Love of **God** and love of neighbor (CCC# 2055)
  - b. The **Sermon on the Mount**, especially the **Beatitudes** (CCC# 1716-1717)
  - c. The **Our Father**
  - d. The **Magnificat**
  - e. Students will compose prayers of praise, thanksgiving, remorse, and **petition**
  - f. Celebrations of the **Liturgical year** will continue in class and with the **parish** community. These should include Marian **feasts/Holy Days** and other **saints’** feast



**7<sup>th</sup> Grade Prayers:**

Nicene Creed

Leading simple prayer celebrations

Lectio Divina

Christian Meditation

## Curriculum Outcomes & Performance Indicators

### Grade 7

#### Catechism of the Catholic Church, Pillar # 1 --*Profession of Faith*

○ Exit Outcome 1: *Describe the gradual stages of God's Revelation*

▪ Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Identify how God sending Jesus and the Holy Spirit reveals his plan of loving goodness, formed from all eternity and for the benefit of all.
- ❖ Describe goodness in people and themselves and the place s/he has in salvation history
- ❖ Produce a play on the beatitudes as a true means of happiness for a teenager today

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Develop with the family an environmental friendly way of caring for God's earth
- ❖ Identify with Jesus as an example of discipleship
- ❖ Spend time in prayer and meditation each day

○ Exit Outcome 2: *Read, understand and pray the Sacred Scripture as the inspired Word of God*

▪ Indicators:

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Find the major events in Christ's life in scripture and identify the meaning they have for Christians today
- ❖ Trace the meaning of God's promise in the Old Testament to liberate us from sin and give eternal life
- ❖ Identify how the Jewish Passover has new meaning because of Jesus and the Last Supper

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Use scripture as short prayers to say during the day
- ❖ Develop a personal relationship with Jesus and various forms of prayer
- ❖ Practice the “law of love”

- **Exit Outcome 3: Know the basic teachings of the Church as identified in the Creed and Traditions; and show how these teachings are applied and lived out in the individual’s life**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Put the Apostles Creed in own words
- ❖ Write a poem on the meaning of Incarnation
- ❖ Recall stories of various feasts and titles for Jesus
- ❖ Identify with various saints to help look at vocation

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Pray the Apostles Creed together as a family
- ❖ Identify with rituals and traditions of the faith
- ❖ Recall scripture passages that fit with situations in his/her life and uses them as helps to the situation

- **Exit Outcome 4: Interpret one’s life and faith as gifts from God and recognize that both gifts must be cultivated and nurtured for eternal life**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Make a gift box of the ways God has gifted him/her and is thankful for them
- ❖ Brainstorm ways to practice the virtues in life
- ❖ Explain how Jesus is our Saver

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Share the stories of the new saints in the Church
- ❖ Identify how eternal life is possible
- ❖ Apply God’s gifts to us as a means of salvation

## Catechism of the Catholic Church, Pillar #2 -- *Celebration of the Christian Mystery*

o **Exit Outcome 5: Identify how liturgy is the primary way Catholics worship God**

▪ Indicators:

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Participate actively in the assembly at Mass
- ❖ Understand the meaning of redemptive suffering, death and resurrection and can identify times in life this is happening
- ❖ Explain the Sunday readings for Mass and what the homily was about

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Participate in the parish Reconciliation Service during Lent and Advent
- ❖ Read and pray with the Sunday readings
- ❖ Willingly volunteer to be a minister at liturgy

o **Exit Outcome 6: Demonstrate knowledge of the liturgical seasons and the importance of Sunday as the Lord's Day and other practices in the liturgical life of the Church**

▪ Indicators:

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Develop a Liturgical Year Calendar with the major feasts and parish/Archdiocesan saints on it for use by the class
- ❖ Prepare a Passover Meal for the class
- ❖ Know the liturgical season colors and can develop prayers appropriate to the seasons

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Identify with the patron saint of the day through giving examples or in prayer
- ❖ Set up feast day altars for the family
- ❖ Identify his/her life in the Church and Sunday worship as important

○ **Exit Outcome 7: Describe the person of Jesus Christ in the Paschal Mystery as the root of every liturgical celebration**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Write a play to use with younger children on the importance of Baptism in life
- ❖ Identify why Easter is the major event in the life of the Church
- ❖ Compare Passover, Eucharist and Body of Christ

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Identify the Baptismal days of each family member and celebrates them
- ❖ Willing participates in Church
- ❖ Name the parts of the liturgical year

○ **Exit Outcome 8: Describe the seven sacraments, their symbols and ritual**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Participate in celebrating the Sacrament of Reconciliation
- ❖ Synthesize the ritual actions of each sacrament and the role of assembly, priest/deacon and choir
- ❖ Design a banner on one of the sacraments

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Participate in Sunday Eucharist and receiving communion
- ❖ Recognize the symbols for each sacrament
- ❖ Identify the importance of sacraments in one's life

○ **Exit Outcome 9: Demonstrate Christ’s redeeming life and our Baptismal response through a well formed conscience**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Identify good and bad choices and a decision making plan for good choices
- ❖ Develop an examination of conscience to be used each night
- ❖ Discuss right decision making

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Share how to make good choices and what scripture stories can bring to understanding the choices
- ❖ Practice Christian values and virtues
- ❖ Examine conscience every day as part of prayer life

○ **Exit Outcome 10: Describe the reality of original sin, evil in the world, and how our wounded nature is redeemed through the Paschal Mystery**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Willingness to forgive others and accept forgiveness
- ❖ Discuss the wounded side of self and how Jesus can heal
- ❖ Recite an act of contrition

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Ability to watch a movie or newscast and identify the goodness or evil that is projected
- ❖ Seek advice to difficult situations
- ❖ Forgive family members

○ **Exit Outcome 11: List and describe the Ten Commandments and apply them to a personal life of virtue to today’s world**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Name the Beatitudes and gives their meaning
- ❖ Develop a Ten Commandment guide to teen life today

- ❖ Design a poster on how to show God’s love to others by keeping the Great Commandment

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Identify the commandments as it applies to his/her life
- ❖ Show willingness to work for forgiveness and peace in situations
- ❖ Cite examples of people who work for forgiveness today

- **Exit Outcome 12: Give examples of works of mercy and action on behalf of justice and stewardship as Disciples of Christ**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Identify ways to practice the Spiritual and Corporal Works of Mercy
- ❖ Search the web as to ways the Pope and Church work on behalf of justice
- ❖ Interview persons from St. Vincent de Paul and Catholic Charities and how they see themselves doing discipleship

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Gives time to the poor and justice endeavors
- ❖ Organize a food drive for St. Vincent de Paul
- ❖ Write to a shut in and visits him/her

- **Exit Outcome 13: Develop and practice forms of prayer including adoration, blessing, petition, intercession, thanksgiving and praise**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Pray the Jesus Prayer
- ❖ Develop prayers of praise, thanksgiving, lamentation, and petition
- ❖ Recite the Nicene Creed

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Lead times of prayer at home
- ❖ Develop a prayer time on a regular basis
- ❖ Identify with Mary as our Mother

○ **Exit Outcome 14:** *Demonstrate the skills necessary for a personal and communal life of prayer integrating the traditions of the home*

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Create prayers for Prayers of the Faithful for Sunday Mass
- ❖ Share various cultural traditions of prayer and their importance in the community
- ❖ Lead the Rosary

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Reflect a life of prayer
- ❖ Celebrate the feast of Our Lady of Guadalupe
- ❖ Identify various ways of prayer

○ **Exit Outcome 15:** *Demonstrate the skills needed to pray using Scripture and meditation*

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Create sacred space and time for prayer
- ❖ Formulate a Liturgy of the Word experience for the class
- ❖ Rewrite the Magnificat as how s/he would pray it today

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Pray with Scripture on a regular basis
- ❖ Lead faith sharing questions related to scripture for the family
- ❖ Compose prayers



## RELIGIOUS EDUCATION CURRICULUM CONCEPTS

### Grade 8

By the end of Grade 8, students will have an age-appropriate understanding of the concepts in each of the following areas:

#### **Catechism of Catholic Church Pillar #1-- *The Profession of Faith* (CCC #26-1065)**

1. The **Holy Spirit** is in the **Church** and communicates to us, through **Baptism**, the life that originates in the Father and is offered to us in the Son (CCC# 683)
2. The **Church's** mission is a sacrament of the work of Christ and the **Holy Spirit** (CCC# 738)
3. Through the **Sacraments**, Christ communicates his Holy and sanctifying Spirit to the members of his Body, the **Church** (CCC# 739)
4. The word “**Church**” comes from the Greek for “convocation” or “**assembly**.” In the Old Testament this word was used to describe the People of **God** assembled in **prayer** (CCC# 751)
5. In Christian usage, the word “**Church**” refers to a) the liturgical **assembly** convened, above all, by the **Eucharist**, b) the local community, and c) the universal community of believers (CCC# 752)
6. The **Church** is both divine and human, it is a visible community but at its depth it is the Mystical **Body of Christ** on earth (CCC# 771)
7. Upon entering the **Church** through **Baptism**, one receives a share in Christ's Priestly, prophetic, and royal offices (CCC# 783-786)
8. Christ is the head of the Body, which is the **Church** (CCC# 787-792)
9. The **Church** is marked by four characteristics:
  1. “**One**” The **Holy Spirit** unites all members of the **Church**, in all their diversity, into one communion of love, **faith** and service. The unity of **Christians** is a reflection of the unity among the persons of the **Trinity** (CCC# 813-822)

2. **“Holy”** United with Christ, the **Church** is made holy by his Spirit. The sanctity of the **Church** is limited and imperfect,
  3. although the **saints** serve as models of holiness to which all Christian aspire (CCC# 823-829)
  4. **“Catholic”** In the **Church** is the fullness of the means of **salvation**. This call to membership in the People of **God** goes out to all people of all races and cultures (CCC# 830-838)
  5. **“Apostolic”** The **Church** was founded by the **Apostles** chosen by Christ himself, with the **Holy Spirit** the **Apostles’** successors (the **Pope** and the bishops) hands on the teaching of the **faith** received from Christ. Like the **Apostles** all members of the **Church** are “sent out” into the world for its sanctification (CCC# 857-865)
10. The **Church** exists on three levels: a) the living here on earth, b) those who have died and are now in **Purgatory** preparing for the eternal encounter with **God** in **heaven**, and c) the **saints** in **heaven** who are united with **God** and who continue to pray for us. This is known as the “communion of **saints**” (CCC# 954-959)
  11. The Blessed Mother, because she is the mother of **Jesus**, because of the role she played aiding the **Church’s** beginnings, because she is the first and pre-eminent disciple is called the “Mother of the **Church**” (CCC# 964-972)
  12. The mission of the **Church** in all times is to announce to humanity God’s forgiveness through Christ and to call all people to conversion and **faith** in **God** (CCC# 981-983)

**Catechism of Catholic Church Pillar #2 -- The Celebration of the Christian Mystery** (CCC #1066-1690)

1. Christ now lives and acts in and with his **Church**. He is always present in his **Church** and acts through the **Sacraments** (CCC# 1076, 1088)
2. Christ’s redemptive suffering, death and **resurrection** are celebrated and experience by the faithful in every celebration of the **Sacraments** (CCC# 1085)
3. Christ entrusted his **Apostles** with his work of bringing people to holiness, their successors (the bishops), through the Sacrament of **Holy Orders**, continue this mission in every age (CCC# 1086-1087)

4. There are seven **Sacraments** in the **Church: Baptism, Confirmation, Eucharist, Penance, Anointing of the Sick, Holy Orders** and Matrimony (CCC# 1113)
5. Sunday is the preeminent day for the liturgical **assembly** to listen to the Word of **God** and take part in the **Eucharist**, the source and summit of the Christian life (CCC# 1167)
6. In the **liturgical year** the various aspects of the one Paschal mystery unfold. This is also the case with the cycle of **feasts** surrounding the mystery of the **Incarnation** (Annunciation, **Christmas**, and **Epiphany**) (CCC# 1171)
7. The celebration of the **saints** and **martyrs** during the **liturgical year** proclaims the Paschal mystery in those who have lived the **Gospel** to a heroic degree (CCC# 1173)

### **Catechism of Catholic Church Pillar #3-- *Life in Christ* (CCC #1691-2550)**

1. Human persons are endowed with immortal and spiritual souls; they are made in God's image and likeness and find their perfection in seeking and loving what is true and good (CCC# 1702-1705)
2. Enticed by the Evil One the first parents abused their freedom at the beginning of human history. Human beings still desire the good, but their nature bears the wound of **Original Sin**; they are inclined to evil and subject to error (CCC# 1707)
3. By his Passion, Christ delivered us from **Satan** and from **sin**. He won for us new life in the **Holy Spirit** and his **grace** restores what **sin** had damaged in us (CCC# 1708)
4. The **Beatitudes** teach us that true happiness is not found in riches or well-being, in human fame or power, or any human achievement—however beneficial it may be (such as science, technology, or art)—but in **God** alone, the source of every good and of all love (CCC# 1723)
5. The **Sermon on the Mount** describes for us the paths that lead to the Kingdom of **Heaven** (CCC# 1724)
6. The **Pope** and the bishops have been entrusted by Christ to teach with authority to teach the faithful the truth to be believed, the charity to practice, and the happiness with **God** to hope for (CCC# 2030-2040)

7. The moral life is a response to God’s love. Obeying **God’s** commandments, especially **Jesus’ Great Commandment**, are the principal ways we show love to **God** and to others (CCC# 2062-2067)
8. Social Justice can be achieved by first respecting the **God-given** dignity and equality of each person (CCC# 1928-1929, 1934-1935)
9. It is the **Church’s** role to remind all people, especially those in authority over others, of the legitimate rights of the human person --especially the right to life as well as the means necessary for living it with dignity (CCC# 1930-1931)
10. Although legislation can help alleviate the damage done by fear, prejudice, and un-Christian attitudes, only the **conversion of hearts** in which people recognize each other as “neighbors” can lead to the establishment of just and harmonious societies (CCC# 1931)
11. A key characteristic of a **just person** is their compassion for the disadvantaged (CCC# 1932)
12. “Liberation” is incompatible with hatred of one’s enemy as a person, but not with hatred of the evil that he/she does as an enemy (CCC# 1933)
13. **Economic social disparity** between individuals and societies undermines social justice and peace among peoples. **Christians** are called to build **just societies** by addressing these inequalities and by building “solidarity” among all people (CCC# 1938-1942)
14. Students will learn about and develop ways of enacting the following:
  - a. **The Corporal Works of Mercy**
    - Feed the hungry
    - Give drink to the thirsty
    - Cloth the naked
    - Visit those in prison
    - Shelter the homeless
    - Visit the sick
    - Bury the dead
  - b. **The Spiritual Works of Mercy**
    - Admonish sinners
    - Teach the ignorant

- Give advice to the doubtful
- Comfort those who suffer
- Be patient with others
- Forgive injuries
- Pray for the living and the dead

**Catechism of Catholic Church Pillar #4 -- Christian Prayer** (CCC #2558-2856)

1. Through his **prayer** life, **Jesus** teaches us how to pray: alone and with others, silently and aloud, in **synagogues** and the **Temple**, in private homes and outdoors. He also said prayers of praise, thanksgiving, lamentation, and **petition** (CCC# 2601-2604, 2626-2643)
2. Mary’s prayers, her trust in **God** and her willingness to do God’s will, serve as a model for **Christians** (CCC# 2617-2619)
3. Through **prayer** the Christian grows in **faith**, hope and charity (CCC# 2656-2658)
4. In the “communion of **saints**” we learn how to pray in various ways from the example of holy men and women throughout our history, and we have confidence that the **saints** pray for us in **Heaven** (CCC# 2683-2684)
5. Christian **prayer** can take many forms:

**Vocal Prayer**

Saying traditional prayers that all **Catholics** remember or engaging in informal conversation with **God**

**Meditation**

Thinking about and reflecting on how **God** is present to us in the many situations in which we find ourselves,

**Contemplation**

Simply being quiet and listening to **God** or enjoying being in God’s presence

6. Sometimes it is very difficult to pray. It requires effort, especially when we are distracted, feel that **God** is not listening to us, or when **God** does not answer our prayers in the way we would like (CCC# 2725-2737)

7. **Prayer** is a vital necessity for the Christian life; it allows the **Holy Spirit** to help us be free of **sin** so that we can love and serve **God** and others (CCC# 2744-2745)
8. The Lord’s **Prayer** (the “**Our Father**”) is the summary of the whole **Gospel** and serves as the central **prayer** of the **Church** (CCC# 2761, 2776)
9. In addition to the prayers they have already learned, Grade 8 students will continue to learn the following
  - a. Students will compose prayers of praise, thanksgiving, remorse, and **petition**
  - b. Celebrations of the **Liturgical year** will continue in class. These should include Marian **feasts/Holy Days** and other **saints’ feasts**
  - c. The parts of the **Mass** and its major prayers and **rituals**
  - d. Students will take a leadership role in the planning and celebration of liturgies as well as morning/afternoon **prayer**

### 8<sup>th</sup> Grade Prayer:

Nicene Creed  
Leading simple prayer celebrations  
Lectio Divina  
Christian Meditation

## Outcomes & Performance Indicators

### Grade 8

#### Catechism of the Catholic Church, Pillar # 1 --Profession of Faith

○ **Exit Outcome 1:** Describe the gradual stages of God's Revelation

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Describe the goodness of God's creation and how Catholics are called to work to support that goodness in the world even in light of original sin
- ❖ Write a story about our first parents and how they abused their freedom
- ❖ Develop the pros and cons of living a virtue-filled life

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Practice good stewardship of created goods
- ❖ Deepen in a sense of the goodness of individuals
- ❖ Work for peace when there are disagreements

○ **Exit Outcome 2:** Read, understand and pray the Sacred Scripture as the inspired Word of God

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Compare the meaning of “just people” with the beatitudes
- ❖ Read and analyze scripture texts
- ❖ Pray about situations that affects him/her and the world

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Describe passages of scripture in relationship to life's situations
- ❖ Develop a prayer attitude with scripture
- ❖ Become familiar with using the Bible

- **Exit Outcome 3: Know the basic teachings of the Church as identified in the Creed and Traditions; and show how these teachings are applied and lived out in the individual's life**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Describe the work of the Holy Spirit in the Church
- ❖ Identify as the Body of Christ and the unity that is possible through Christ
- ❖ Define the four marks of the Church: one, holy, catholic and apostolic

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Pray the creed during Mass with reverence and understanding
- ❖ Willingly participate in Church ministry and activities
- ❖ Understand the communion of saints

- **Exit Outcome 4: Interpret one's life and faith as gifts from God and recognize that both gifts must be cultivated and nurtured for eternal life**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Describe faith as gift in own words and situations
- ❖ Recognize the presence of grace in one's life and how to cooperate with God's grace
- ❖ Compare different saints' understanding of eternal life

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Offer thankfulness to God for the gift of faith in his/her life
- ❖ Connect the presence of God in life
- ❖ Practice graciousness



## **Catechism of the Catholic Church, Pillar # 2 -- Celebrating the Christian Mystery**

- **Exit Outcome 5: Identify how liturgy is the primary way Catholics worship God**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Participate in planning a liturgical season liturgy
- ❖ Create a welcoming environment for the Church
- ❖ Identify the parts of the Mass and the role of the assembly in each part of the Mass

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Willingly attend Sunday Mass
- ❖ Participate in the Sacrament of Reconciliation
- ❖ Show reverence at liturgy

- **Exit Outcome 6: Demonstrate knowledge of the liturgical seasons and the importance of Sunday as the Lord's Day and other practices in the liturgical life of the Church**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Organize a prayer experience for the Feast of St. Francis as the saint for the Archdiocese of San Francisco
- ❖ Create a saints calendar for younger children in the program
- ❖ Write invitations to the sick for an Anointing of the Sick service during the Lenten season

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Celebrate saints' days and feasts
- ❖ Understand the words Incarnation, Annunciation, Christmas and Epiphany
- ❖ Explain why keeping the Lord's Day is important

o **Exit Outcome 7: Describe the person of Jesus Christ in the Paschal Mystery as the root of every liturgical celebration**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Identify with Jesus and discipleship
- ❖ Define Paschal Mystery
- ❖ Outline the structure for a liturgical celebration

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Develop a personal relationship with Jesus and takes time to foster it
- ❖ Identify various martyrs in the Church and how they modeled the life of Jesus
- ❖ Recognize suffering as a value in life through Jesus

o **Exit Outcome 8: Describe the seven sacraments, their symbols and ritual**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Identify how Christ lives and acts in and with the Church through the sacraments
- ❖ Name the seven sacraments, who celebrates them, their symbols and the role of the assembly
- ❖ Recall various pieces of liturgical music appropriate for different sacramental celebrations

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Participate in Sunday Eucharist and receiving communion
- ❖ Volunteer to minister at liturgy
- ❖ Share what s/he wants to do in life and how one can share in the sacramental life of the Church

## Catechism of the Catholic Church, Pillar # 3, Life in Christ

- **Exit Outcome 9: Demonstrate Christ’s redeeming life and our Baptismal response through a well formed conscience**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Describe the just societies theory, the economic social disparity between individuals and the meaning of solidarity
- ❖ Write to congress and legislative persons on issues of justice
- ❖ Identify social justice agencies in the area and how their mission supports what the Catholic Church calls the baptized to accomplish

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Develop moral decisions considering the role of justice
- ❖ Live the Corporal Works of Mercy
- ❖ Identify un-Christian attitudes

- **Exit Outcome 10: Describe the reality of original sin, evil in the world, and how our wounded nature is redeemed through the Paschal Mystery**

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Recall how God’s love is a response to the moral life
- ❖ Discuss the meaning of “conversion of heart”
- ❖ Apply the need for forgiveness because of original sin, evil in the world and our call to redemption

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Identify his/her participation in sin and the need for forgiveness
- ❖ Pray for guidance in difficult and sinful situations
- ❖ Describe the evil found in the world and how Jesus gives us another way of living

○ **Exit Outcome 11: List and describe the Ten Commandments and apply them to a personal life of virtue to today's world**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Compare the Sermon on the Mount and the Ten Commandments
- ❖ Recognize people who have lived holy lives
- ❖ Create a virtue chart of people in society today who live out virtues for the good of others

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Measure his/her life in relation to the Ten Commandments
- ❖ Formulate a way to live out virtues in daily life
- ❖ Examine the role of media and the stories presented in relationship to living a life of discipleship

○ **Exit Outcome 12: Give examples of works of mercy and action on behalf of justice and stewardship as Disciples of Christ**

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Discuss in small groups how to practice the dismissal words of the Mass; “Go in peace to love and serve the world”
- ❖ Work with St. Vincent de Paul Society, Knights of Peter Claver, or Knights of Columbus to do works of mercy
- ❖ Participate in a justice rally in the area

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Practice a Corporal Work of Mercy during Lent
- ❖ Identify with the need to speak out for the poor
- ❖ Practice patience

## Catechism of the Catholic Church, Pillar # 4 -- Christian Prayer:

- **Exit Outcome 13:** Develop and practice forms of prayer including adoration, blessing, petition, intercession, thanksgiving and praise

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Formulate vocal and meditative prayers
- ❖ Compose a booklet of various saints and the way they prayed. Include in the booklet personal prayers from the saints
- ❖ Have a living rosary for various classes during May

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Contemplate on a regular basis
- ❖ Identify with traditional prayers of the church
- ❖ Pray in the morning and evening

- **Exit Outcome 14:** Demonstrate the skills necessary for a personal and communal life of prayer integrating the traditions of the home

- **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Define the role of Mary and her trust in God as model for Christians
- ❖ Be comfortable with vocal prayer
- ❖ Meditate with scripture

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Explain the need for prayer in his/her life
- ❖ Recite traditional and family prayers
- ❖ Participate in family prayer time

o **Exit Outcome 15:** *Demonstrate the skills needed to pray using Scripture and meditation*

▪ **Indicators:**

How will the student show that she/he understands this learning?

**Student will:**

- ❖ Develop a scriptural prayer booklet
- ❖ Share guided meditations with younger children
- ❖ Participate in a play on ways to pray from scripture

How do you see examples of this outcome lived out in the family?

**Within the family the child will:**

- ❖ Pray with Scripture on a regular basis
- ❖ Share prayer willingly with the family
- ❖ Recalls meditations that are meaningful to him/her