



Catholic  
Diocese  
of Peoria

**Religion Curriculum Guide**

for  
Catholic  
Schools

The *Diocese of Peoria Religion Curriculum Guide for Catholic Schools* has been adapted, with permission, from the *Archdiocesan Religion Curriculum Guide, Millennium Edition, Pre-K through Grade 12, Revised, February 2001*, published by the Archdiocese of Indianapolis, Office of Catholic Education.



**MOST REV. DANIEL R. JENKY, C.S.C.**  
OFFICE OF THE BISHOP  
DIOCESE OF PEORIA



OFFICE OF THE BISHOP  
607 N.E. MADISON AVENUE  
PEORIA, ILLINOIS 61603  
PHONE: 309-671-1564  
FAX: 309-671-5079

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Dear Friends in Christ,

I am pleased to promulgate the *Diocese of Peoria Religion Curriculum Guide for Catholic Schools*, which outlines the religion standards and assessment categories that will be used in the elementary schools of the Diocese. It has been developed in response to the need for an update of the religious education guidelines released in 1993. Since then the *Catechism of the Catholic Church* has been published, and the new curriculum guide is built upon the four pillars of the *Catechism*.

Much time and energy has gone into the organization of this new curriculum guide. I want to thank all of those involved in this work, especially the Catholic school teachers and administrators who served on the curriculum committee and the pastors who reviewed it. The new religion curriculum has been adapted, with permission, from the *Archdiocesan Religion Curriculum Guide, Millennium Edition*, published by the Archdiocese of Indianapolis. I am grateful to the curriculum committee for building on the strengths of the document from the Archdiocese of Indianapolis and adding a renewed emphasis on Sacred Scripture and Catholic Social Teaching. The many resources the committee has added to the appendices should also help our Catholic school teachers to bring students to the fullness of the truths of our faith.

I believe that sound catechesis and religious instruction in Catholic schools are essential in the process of the evangelization of young people. This updated religion curriculum will help teachers to hand on the faith in a concise and systematic way. Ultimately, it is my hope that the *Diocese of Peoria Religion Curriculum Guide for Catholic Schools* will assist our elementary schools to help students grow in their concern for the less fortunate and in their relationship with our Lord Jesus Christ.

Sincerely yours in Christ,

A handwritten signature in black ink that reads '+ Daniel R. Jenky C.S.C.'.

✠ Most Reverend Daniel R. Jenky, C.S.C.  
BISHOP OF PEORIA

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## Introduction

“Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, until the end of the ages.” (Matthew 28: 19-20)

The Church “exists in order to evangelize,” that is “the carrying forth of the Good News to every sector of the human race so that by its strength it may enter into the hearts of men and renew the human race.” (GDC #46, EN #18)

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

“Catechetical instruction in the Catholic school should be based on the *Catechism of the Catholic Church* and thoroughly integrated into the curriculum and objectives of the school.” NDC #54, B.9b)

### Acknowledgements

The *Diocese of Peoria Religion Curriculum Guide for Catholic Schools* is the product of many hours of reviewing, writing, and editing. We thank the Catholic school educators listed below who served on the committee that developed the document. Without their help and insight this work could not have been accomplished.

|                            |  |
|----------------------------|--|
| Anita Keck                 | St. Patrick School, Washington         |
| Bev Goethals               | St. Malachy School, Geneseo            |
| Br. William Dygert, C.S.C. | Office of Catholic Schools, Peoria     |
| Charlie Roy                | Notre Dame High School, Peoria         |
| Jerry Sanderson            | Office of Catholic Schools, Peoria     |
| Kelly Svitak               | St. Malachy School, Geneseo            |
| Linda Johnson              | St. Louis School, Princeton            |
| Mary Ann Tully             | St. Mary School, Bloomington           |
| Mary Archer                | Trinity Catholic Academy, LaSalle      |
| Patricia Prall             | Schlarman High School, Danville        |
| Petra Linden               | Immaculate Conception School, Monmouth |
| Winnifred Pratt            | St. Joseph School, Pekin               |

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|                            |                                  |
|----------------------------|----------------------------------|
| Rev. David M. Kipfer       | St. Columba Church, Ottawa       |
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### Purpose of the Curriculum Guide

The purpose of the curriculum guide is to assist principals and teachers in the Catholic elementary schools of the Diocese of Peoria in using the Catechism of the Catholic Church to provide a full, age-appropriate presentation of Catholic teaching. As a tool for the new

evangelization which was called for by Pope John Paul II, this curriculum guide contains clear expectations for religious education standards as well as specific Catholic doctrine relating to each standard. It is intended that this material be used in the development of school curriculum plans and the training of teachers.

This curriculum guide offers instructional direction within the wider task of faith formation in which the family and the entire parish community are engaged. One cannot internalize all the elements of Catholic formation simply by attending a Catholic school. Conversion is a lifelong process. In the Catholic tradition, faith is formed primarily in the family and is supported by the school, parish, and local community. However, it is possible to set standards for Catholic school religious education programs and measure the success of those standards.

### **Organization of the Curriculum Guide**

Achievement standards, which form the basis for this curriculum, are clear, precise statements of what the learner is to do to demonstrate competency at the end of a prescribed period of learning. They are specific and they involve observable behavior. The standards in this guide are the same for each grade level and have been developed around the four pillars of the Catechism of the Catholic Church: Creed (what we believe), Sacraments (how we celebrate), Christian Living (how we live), and Prayer ((how we pray). These standards provide the instructional framework for the content of the Catholic faith.

### **Use of the Curriculum Guide**

Administrators will use this curriculum guide to assist teachers in applying the desired religious education standards and Catholic doctrine to the specific grade levels. Teachers will use this curriculum to direct their lesson planning during the academic year, centering their plans and resources on this framework to assist students in attaining the standards for which all are accountable. The concepts listed in the Scope and Sequence provide a doctrinal summary of material to be covered at each grade level. It should be noted that the content of this curriculum is intended to be cumulative. It is assumed that previous material has been mastered. Parents should be made aware of the religious education standards contained in this guide and asked to reinforce them as well.

### **Contact Expectations**

Faith is primarily formed within the family. Catholic schools support families by providing programs of systematic catechesis. The minimum expectation for teaching religion in a Catholic school in the Diocese of Peoria is 100 minutes per week for PreK and Kindergarten, 150 minutes per week for Primary, and 200 minutes per week for Intermediate and Middle School. Liturgies, prayer services and other special events should not replace formal religion classes. Worship, service opportunities, and family-centered sacramental catechesis are considered essential additions or enhancements to these expectations.

## The Family and Parish Partnership

“Pastors should remember that, in helping parents and educators to fulfill their mission well, it is the Church who is being built up. Moreover this is an excellent occasion for adult catechesis. (GDC #179)

“The Christian community is the origin, locus and goal of catechesis. Proclamation of the Gospel always begins with the Christian community and invites to conversion and the following of Christ.” (GDC #254)

“Parents are the first and most important educators of their own children, and they also possess a fundamental competence in this area: they are educators because they are parents. They share their education mission with other individuals or institutions, such as the Church....” (Pope John Paul II, 1994 Letter to Families, #16)

“The witness of Christian life given by parents in the family comes to children with tenderness and parental respect.... It is deepened all the more when parents comment on the more methodical catechesis which their children later receive in the Christian community and help them to appropriate it. (GDC #226)

### Introduction

Parents contribute to the spiritual growth of their children by nurturing the intellectual, emotional, and physical growth of their children. At baptism, the parish community promises to assist parents in this role (GDC #221). “Parents have the mission of teaching their children to pray and to discuss their vocation as children of God.” (CCC #2226).

The family is the first place where faith is learned, lived, and interpreted (GDC #226-227). The religious behavior of the parents, whatever it may be, can be called an accurate predictor of the religious performance of their children. The *National Catechetical Directory* states that “parents catechize informally but powerfully by example and instruction” (NCD #212) and that “though the influence of peers and of adult catechists is important, catechetical programs are not intended to supplant parents as the primary educators of their children.” (NCD #229)

The parish community, in its turn, assists parents in their role as catechists, especially through liturgical celebrations and the systematic catechesis offered in the parish school or religious education program (GDC #221 and Canon #798). The *Catechism of the Catholic Church* states that “the parish is the Eucharistic community and heart of the liturgical life of Christian families; it is a privileged place for catechesis of children and parents.” (CCC #2226)

These two sources, families and parish, have appropriate roles and responsibilities in complementary ways; together they form a partnership in the responsibility for forming children in the four pillars of the Catholic faith outlined in the *Catechism*: creed, sacraments, Christian life, and prayer. In this light, parents should be made aware of and asked to participate in teaching these standards, thereby enriching their own faith through the process of catechizing their children.

The following pages suggest ways the family and parish can enhance each stage of their partnership throughout a child’s involvement in the Catholic school. The recommendations are organized around the four pillars of the *Catechism of the Catholic Church*.

## **PRESCHOOL**

### **CREED**

Family:

Parents stimulate awareness, awe, and joy for life in the preschool child through nurturing, loving relationships and experiencing life's precious moments together. Noticing the beauty of God's creation in nature with a preschooler can be particularly illuminating.

Parish/School:

The parish community assists parents by providing preschool religious education classes where children can relate the everyday events of their lives to the Gospel. Adult education sessions on parenting, family living, and the basic teachings of Catholic faith can also be offered.

### **SACRAMENT**

Family:

Parents teach young children the meaning of ritual. Participation in family rituals (such as bedtime prayer, seasonal celebrations, family traditions, etc.) by preschoolers forms the basis for their future understanding of worship.

Parish/School:

A sense of belonging to the faith community is fostered by encouraging participation in the social and worship life of the parish and school. Since preschoolers learn through the senses, it is important that the parish and school provide liturgies and prayer experiences that make the best use of colors, sound, and symbols, which foster a sense of belonging. Thus, the child may learn what it means to be part of a worshiping community before he/she is able to grasp the concept.

### **CHRISTIAN LIFE**

Family:

Setting aside time to be with preschoolers to share the events of the day, to hug them, and carefully listen to them are some ways parents nurture the faith of the child by being models of loving service and care. A sense of security and trust in the home are also of vital importance as a basis upon which faith builds. Parents also instill an age-appropriate sense of right and wrong, good and bad.

Parish/School:

Parish service projects designed for family involvement help children form a positive attitude toward Christian service. Programs of support and outreach to families in need model loving service and care for all.

### **PRAYER**

Family:

Families pray simple prayers with children and establish patterns of prayer that are comfortable for them as a family. Spontaneous prayer, meal prayers, bedtime prayers and prayers at special family times are all excellent ways to introduce prayer to the preschool child.

Parish/School:

The most important way the parish community helps parents lead their children to worship is through liturgy. Offering Children's Liturgy of the Word for young children helps them to gradually understand the liturgy and feel included in the worship experience. The parish and school also provide other opportunities for common prayer and popular devotion.



## **PRIMARY**

### **CREED**

Family:

Parents of primary-grade children provide the most powerful influence on forming the faith of their children by living out their own faith with consistency and joy. Children experience God's loving presence in the everyday care and nurturing provided by parents. Families can also engage in primary-age discussions of the Catholic faith.

Parish/School:

The parish and school play a vital catechetical role by relating the beliefs of our tradition to children in a systematic way. Programs designed to assist adults in their personal growth and education in faith are also important.

### **SACRAMENTS**

Family:

Parents educate and prepare the primary-age child for first celebration of the Sacraments of Penance/Reconciliation and Eucharist by connecting daily experiences to Gospel teachings and their experience of these sacraments. Families participate at Sunday Mass with the parish community and discuss the meaning of symbols.

Parish/School:

The parish and school provide parents with catechetical resources, support, and encouragement to enable them to fully prepare their children for first and subsequent celebrations of the sacraments. Sacramental celebrations are family-friendly and support parents in their role as primary educators of their children.

### **CHRISTIAN LIFE**

Family:

Parents influence children through the witness of their lived faith expressed in integrity and service. Children are included in service projects when possible. Issues related to justice, peace, respect for life, and other moral issues are discussed routinely around the dinner table or elsewhere at a level understandable to the primary-age child.

Parish/School:

The parish and school community provide children with the opportunity to share their goods with the less fortunate, especially at Thanksgiving and Christmas time. The community models itself after the Gospel values of peace, justice, and stewardship and provides adult education programs on moral issues.

### **PRAYER**

Family:

Families help children memorize traditional prayers such as the Our Father and Hail Mary through daily repetition. The family prays together regularly at mealtime, bedtime, special seasonal observances, and to commemorate significant life events.

Parish/School:

The parish and school regularly provide families with prayer resources that can be used easily at home. Occasional family prayer services are held to celebrate and encourage families in their role as the domestic church.

## INTERMEDIATE

### CREED

Family:

The willingness of parents to grow in their understanding of the Faith models for their children the belief that spiritual growth is a lifelong process. Parents seek opportunities to share their faith with other adults as well as with their children. Parents take time to answer informal faith questions as they arise with their children, using the *Catechism of the Catholic Church* as needed. Families participate in the life of the parish.

Parish/School:

The parish community provides programs that support the faith and role of parents. Opportunities such as retreats, Scripture study, and adult education sessions on aspects of the Catholic tradition are good examples. Teachers communicate to parents ways in which the systematic presentation of the faith can be reinforced at home through family discussion and activities.

### SACRAMENTS

Family:

Parents help to deepen their children's understanding of sacraments by regular participation in sacramental celebrations followed by conversation about the experience. Participation in communal celebrations of the Sacrament of Penance/Reconciliation and weekly Sunday liturgy are particularly important for the intermediate child and his or her family.

Parish/School:

The parish nurtures the child's affinity for ritual by offering regular opportunities for active involvement. The school's religion classes teach children the meaning of symbolic action and how to worship with respect.

### CHRISTIAN LIFE

Family:

Parents help their children learn to make right choices through dialogue about routine decisions. Respect for ourselves and others is communicated when parents show respect and appreciation for their children. Participation in the responsibilities of family life teaches intermediate students the value of Christian service and a wholesome moral life.

Parish/School:

Consistent messages from the parish regarding Christian stewardship (time, talent, and treasure) support and empower families. Formal opportunities for families to participate in direct service to the poor, elderly, or infirm are available. Education in complex moral issues is provided for parents.

### PRAYER

Family:

Parents speak about the importance of prayer in one's life when their children see them pray. The prayer life of children is enriched by praying at home and at regular celebrations of liturgy and sacraments.

Parish/School:

Teachers broaden the experience of intermediate children by offering a variety of prayer forms including traditional Catholic prayers in the classroom. Large group prayer services help children learn the value of communal prayer (e.g. Way of the Cross, Eucharistic adoration, etc.).

## MIDDLE SCHOOL

### CREED

Family: Parents communicate their values to their children through family participation in the life, mission, and work of the parish community. Frequent reference to Jesus and the Gospels and the Church helps keep them relevant in the life of the young adolescent.

Parish/School: In addition to curriculum-based religion classes, the school provides opportunities for young people to discuss life and faith issues in a Catholic Christian context with a teacher and their peers.

### SACRAMENTS

Family: Parents set standards for family involvement in parish liturgical celebrations including: attending regularly, speaking positively about them, dressing with care, arriving on time and participating fully. Family encouragement for young people to take on the responsibility of liturgical ministries is essential in their decision to do so.

Parish/School: The parish provides opportunities for young people to participate fully in liturgical ministries. Listening, understanding, teaching, and responding pastorally to the sacramental needs of this age group help them feel a sense of belonging.

### CHRISTIAN LIFE

Family: Families who open their hearts to those in need and put their faith into action witness Christian service to the young adolescent. Parents discuss moral decision-making and human sexuality with their children in light of the Catholic tradition.

Parish/School: The parish and school community live and teach the scriptural vision of life that encompasses justice, peace, equality, charity, and stewardship. Special attention needs to be made to assist parents on how to communicate this vision. The parish calls families to conversion and offers catechetical, worship, community, and service opportunities to support this call.

### PRAYER

Family: The family participates in a variety of prayer experiences at home, at church, or on retreat. Prayer is regarded as a natural expression of faith and is frequently experienced in the home. Young adolescent children are given responsibility for planning and implementing special family prayer services.

Parish/School: Students are trained to be prayer leaders and active participants through regular practice in classroom prayer. Parish and school leadership support student prayer by attending services planned by the youth. Families are exposed to a variety of prayer styles at parish and school functions.

# Religion Achievement Standards

“Catechesis based on different age groups is an essential task of the Christian community.... Catechesis, therefore, is given by right on the basis of diverse and complementary age groups, on account of the needs and capacity of its recipients.” (GDC #171)

## CREED (What We Believe)

**1. Present an understanding of the human need for God based on revelation and faith.**

Rationale: For faith to be living, conscious, and active, it is important for students to understand the human desire for God.

**2. Read, understand, interpret, and apply Scripture to life.**

Rationale: Scripture, as a means of revelation, enables Catholics to discover truth about God, the world and themselves. As the Church reflects upon Scripture, faith is strengthened, the soul is nourished and a pure and lasting font of spiritual life is found.

**3. Illustrate a basic understanding of Catholic doctrine and dogma in light of the creed.**

Rationale: Doctrine and dogmas of the Catholic faith, as means of revelation, are essential foundations for life within the Catholic community.

**4. Recognize the Trinity as God.**

Rationale: Trinity is the central mystery of the Christian faith.

**5. Illustrate a basic understanding of Church.**

Rationale: Our understanding of God and our identity as Church develops through history. The Church, the Body of Christ, is the sacrament of salvation.

**6. Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context for sharing faith within and beyond itself.**

Rationale: A relationship with God is not merely a private affair. It is meant to be shared. Along with Scripture, prayer and good teaching, a dynamic faith community is essential to the spiritual formation of its members and to supporting and challenging them in becoming active disciples.

**7. Exercise responsible stewardship for the gift of creation.**

Rationale: Creation is a gift from God for all generations. It is a Catholic’s responsibility to interact with the gift of creation wisely, share its fruits equitably, and to preserve the gift for the future.

## SACRAMENTS (How We Celebrate)

**8. Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist in the life of Catholics.**

Rationale: Persons encounter Christ in the sacraments. The sacraments, most centrally in the Eucharist, are the source and strength of the Catholic community and are essential to the life and mission of the Church and its members.

## **CHRISTIAN LIFE (How We Live)**

### **9. Examine the variety of Christian vocations as a response to the baptismal call.**

Rationale: Through their baptism, God calls all Christians to a discipleship that continues the mission of Jesus.

### **10. Acknowledge and affirm the dignity of the human person and community.**

Rationale: Humanity, created in the image and likeness of God, is to be protected and enriched in all stages of life.

### **11. Apply Catholic principles to interpersonal relationships.**

Rationale: The Gospel call to love one's neighbor is the foundation of Catholic moral activity.

### **12. Know, critique, and apply social justice principles to personal and societal situations.**

Rationale: Catholic morality has to do with the public arena as well as personal life. Catholics are called to discern discrepancies, where they exist, between social realities and Gospel values and to develop strategies to make Gospel values operative.

### **13. Engage in service to the community (i.e. family, parish, local, national and global) in response to the Gospel call.**

Rationale: By virtue of baptism, Catholics are called to discipleship, which is manifest in loving service to others.

### **14. Develop a moral conscience informed by Church teachings.**

Rationale: The Ten Commandments, the Beatitudes, and Church teachings provide a sure guide for moral decision-making. God's grace guides one's decisions for healthy, holy living on the journey of salvation.

## **PRAYER (How We Pray)**

### **15. Know and participate in the Catholic tradition of prayer.**

Rationale: Prayer is essential to the relationship of the Christian to God and the community. Through God's initiative, our exposure to diverse expressions of prayer, including traditional Catholic forms of prayer, can open us to God's presence.

## SCOPE AND SEQUENCE

This section is organized by grade level using the following categories:

**Achievement Standards** are the same for each grade level. They provide the instructional framework for the content of our faith. They are clear, precise statements of what the learner is to do to demonstrate competency at the end of a learning period around the four pillars of the *Catechism of the Catholic Church*, namely, Creed, Sacrament, Christian Life and Prayer.

**Rationales** provide either a brief description of why the standard needs to be learned, a basic statement of that teaching or both.

**Assessment Categories** note the expectations that would fulfill the teaching described in the achievement standard and rationale.

**Sample Assessment Tasks** note suggested ways to demonstrate and/or evaluate the achievement standard or desired behavior.

## PREKINDERGARTEN

|  |  |
|--|--|
| <b>Achievement Standard 1:</b> Present an understanding of the human need for God based on revelation and faith. |  |
| <b>Rationale:</b>  | For faith to be living, conscious, and active, it is important for students to understand the human desire for God.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"><li>• Recognize God’s love for us through our caring family.</li><li>• Relate that all things are gifts of God. CCC 299, 2402</li></ul>  |
| <b>Sample Assessment Tasks:</b>  | <p>Students identify caring situations from magazine pictures of families.</p> <p>Students and their families contribute pictures and stories for a Thanksgiving quilt mural.</p> <p>Students help make place mats for each family member for a family dinner.</p> |

## PREKINDERGARTEN

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|--|---|
| <b>Achievement Standard 2:</b> Read, understand, interpret, and apply Scripture to life. |   |
| <b>Rationale:</b>  | Scripture, as a means of revelation, enables Catholics to discover truth about God, the world and themselves. As the Church reflects upon Scripture, faith is strengthened, the soul is nourished and a pure and lasting font of spiritual life is found.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"><li>• Demonstrate that the Bible is a special book about God.</li><li>• Recall that Bible stories tell us about creation, God, and the birth of Jesus. CCC 289, 437</li><li>• Recognize that Bible stories tell us about Jesus and can teach us to be kind, loving, and helpful. CCC 124, 134</li></ul> |
| <b>Sample Assessment Tasks:</b>  | Students participate in creating a prayer space where the Bible is enthroned.<br>Students retell Bible stories using flannel board figures.   |



### PREKINDERGARTEN

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| <b>Achievement Standard 3:</b> Illustrate a basic understanding of Catholic dogma and doctrine in light of the creed. |  |
| <b>Rationale:</b>   | Doctrine and dogmas of the Catholic faith, as means of revelation, are essential foundations for life within the Catholic community. |
| <b>Assessment Categories:</b>   | None assigned.   |
| <b>Sample Assessment Tasks:</b>   | N/A  |

## PREKINDERGARTEN

| <b>Achievement Standard 4:</b> Recognize the Trinity as God. |   |
|--|---|
| <b>Rationale:</b>  | Trinity is the central mystery of the Christian faith.  |
| <b>Assessment Categories:</b>                                | <ul style="list-style-type: none"><li>• Recognize God as a loving Father. CCC 239</li><li>• Identify Jesus as God's Son. CCC 444</li><li>• Tell that God made all things because God loves us. CCC 293-295</li><li>• Describe that Jesus is a good friend, full of tenderness and love. CCC 1823</li></ul>  |
| <b>Sample Assessment Tasks:</b>                              | <p>Students prepare and eat popcorn and discuss their five senses as gifts from God, their loving Father.</p> <p>Students participate in the retelling of the Christmas story about Jesus.</p> <p>Students make nature collages and discuss how God made all things.</p> <p>Students listen to a story about friendship, and then make a gift for a friend.</p> |

## PREKINDERGARTEN

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|--|--|
| <b>Achievement Standard 5:</b> Illustrate a basic understanding of Church. |  |
| <b>Rationale:</b>  | Our understanding of God and our identity as Church develops through history. The Church, the Body of Christ, is the sacrament of salvation.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Identify Christmas and Easter as Church celebrations. CCC 1169, 1171</li> <li>• Recognize that the Church is a sacred place. CCC 1186, 2183, 2691</li> <li>• Name the liturgical seasons of Christmas and Easter. CCC 524, 540</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>Students participate in the Christmas liturgy at the parish that is especially prepared for family celebration.</p> <p>Students take a tour of the church building and hear an explanation about special places and objects.</p> <p>Parents are invited to come to class and make family Advent wreaths with their children.</p> <p>Students name a family member or friend who belongs to another church.</p> <p>Parents are invited to come to class to make Easter baskets with their children, which are then blessed by the parish priest.</p> |

## PREKINDERGARTEN

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| <p><b>Achievement Standard 6:</b> Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context for sharing faith within and beyond itself.</p> |  |
| <b>Rationale:</b>  | <p>A relationship with God is not merely a private affair. It is meant to be shared. Along with Scripture, prayer and good teaching, a dynamic faith community is essential to the spiritual formation of its members and to supporting and challenging them in becoming active disciples.</p>     |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Tell how our parish community is like a family. CCC 2179</li> <li>• Demonstrate how we respect others at liturgy. CCC 1071</li> <li>• Identify the church as a sacred place where the People of God gather. CCC 1186, 2183, 2691</li> </ul>               |
| <b>Sample Assessment Tasks:</b>  | <p>Students draw pictures of their family members on construction paper leaves and then add them to a larger family tree mural.</p> <p>With their families, students attend Sunday liturgy and discuss appropriate behavior.</p> <p>Students draw a picture of all the people in God's family.</p> |

## PREKINDERGARTEN

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| <b>Achievement Standard 7:</b> Exercise responsible stewardship for the gift of creation. |   |
| <b>Rationale:</b>   | Creation is a gift from God for all generations. It is a Catholic's responsibility to interact with the gift of creation wisely, share its fruits equitably, and to preserve the gift for the future. |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Recognize the beauty of God's creation. CCC 32, 341</li><li>• Recall that all of God's creation needs care. CCC 2402, 2415-2418, 2456</li></ul>               |
| <b>Sample Assessment Tasks:</b>   | Students celebrate the beauty of God's creation by planting flowers as part of an Earth Day Celebration.<br>At home, church, or school, students care for a bed of flowers by watering and weeding.   |

## PREKINDERGARTEN

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| <b>Achievement Standard 8:</b> Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist in the life of Catholics. |   |
| <b>Rationale:</b>  | Persons encounter Christ in the sacraments. The sacraments, most centrally in the Eucharist, are the source and strength of the Catholic community and are essential to the life and mission of the Church and its members.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Recognize that we are welcomed into God’s family at baptism. CCC 1213, 1265</li> <li>• Demonstrate participation in parish Sunday liturgy.</li> </ul>  |
| <b>Sample Assessment Tasks:</b>  | <p>With their families, students recall their baptism and look at family pictures.</p> <p>With pictures of their birthday and of their baptism, students decorate a poster that has an outline of a birthday cake on one side and an outline of a church on the other.</p> <p>By celebrating Sunday liturgy with their families and participating in the music, simple prayers, and the sign of peace, students develop a sense of awe/respect for the Eucharist.</p> |

## PREKINDERGARTEN

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| <b>Achievement Standard 9:</b> Examine the variety of Christian vocations as ways to respond to the baptismal call. |  |
| <b>Rationale:</b>   | Through their baptism, God calls all Christians to a discipleship that continues the mission of Jesus.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Relate that priests serve God in a special way. CCC 1562-1568</li><li>• Tell how people in our family and community serve God.</li></ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>Invite the pastor or associate pastor to visit the class and speak with the students.</p> <p>Students listen to a story of how a priest has touched the life of the teacher or one of the student's parents.</p> <p>Students visit the church with their teacher or parent to identify and meet the priest and other parish ministers.</p> <p>Invite parents or other community members to talk with the students about how they serve God.</p> |

## PREKINDERGARTEN

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| <b>Achievement Standard 10:</b> Acknowledge and affirm the dignity of the human person and community. |  |
| <b>Rationale:</b>   | Humanity, created in the image and likeness of God, is to be protected and enriched in all stages of life.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Recognize individual differences as being God-given. CCC 1937, 1946</li><li>• Accept and appreciate themselves as unique creations and special children of God. CCC 1, 270, 1701-1703</li><li>• Point out that they themselves are lovable.</li></ul>  |
| <b>Sample Assessment Tasks:</b>   | Using multiple skin-color paints, students work together to create a handprint banner that reflects the beauty of all skin colors.<br>Students listen to and learn the song “Jesus Loves the Little Children of the World.”<br>Students create a heart-shaped picture of themselves and dictate a sentence about how they are lovable. |



## PREKINDERGARTEN

| <b>Achievement Standard 11:</b> Apply Catholic principles to interpersonal relationships. |   |
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| <b>Rationale:</b>   | The Gospel call to love one's neighbor is the foundation of Catholic moral activity.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Demonstrate that Jesus wants us to share with others. CCC 2447</li><li>• Tell how we love our families.</li><li>• Apply the concept of sharing with others. CCC 2833</li></ul>  |
| <b>Sample Assessment Tasks:</b>   | <p>Students bring vegetables from home, listen to the Gospel story of the loaves and fishes, and then participate in an act of sharing by making a sharing soup.</p> <p>Students bring in photographs of their family members and tell the group about their family.</p> <p>Students create a cheerful greeting card for someone in their family.</p> <p>As a group, students develop a list of ways they can show care for other people.</p> |

## PREKINDERGARTEN

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| <b>Achievement Standard 12:</b> Know, critique and apply social justice principles to personal and societal situations. |   |
| <b>Rationale:</b>   | Catholic morality has to do with the public arena as well as personal life. Catholics are called to discern discrepancies, where they exist, between social realities and Gospel values and to develop strategies to make Gospel values operative.        |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Tell how our parish family works together to help others. CCC 2179</li><li>• Show concern for all people, especially those in need.</li></ul>   |
| <b>Sample Assessment Tasks:</b>   | Students choose pre-cut pictures of food that they would give to the hungry and paste the pictures on a small lunch bag.<br>With their families, students participate in a parish food drive.<br>Demonstrate concern for all people (e.g., lonely, sick). |

## PREKINDERGARTEN

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| <b>Achievement Standard 13:</b> Engage in service to the community (i.e. family, parish, local, national, and global) in response to the Gospel call. |   |
| <b>Rationale:</b>   | By virtue of baptism, Catholics are called to discipleship, which is manifest in loving service to others.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Demonstrate that we love our family by helping at home. CCC 2207</li><li>• Recognize that Jesus wants us to help our family and friends. CCC 2186, 2208</li></ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>Students role-play ways they can help their families at home.</p> <p>For Mother's Day, students decorate a coupon book containing ways they can help at home.</p> <p>Obtain a Maryknoll Magazine and show on a globe where the priests, brothers, and sisters are working in the missions.</p> |

## PREKINDERGARTEN

| <b>Achievement Standard 14:</b> Develop a moral conscience informed by Church teachings. |  |
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| <b>Rationale:</b>  | The Ten Commandments, the Beatitudes and Church teachings provide a sure guide for moral decision-making. God's grace guides one's decisions for healthy, holy living on the journey to salvation.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"><li>• Relate that Jesus tells us to love and respect ourselves and others. CCC 1825, 1944</li><li>• Demonstrate that we show love by how we act.</li><li>• Give examples of right and wrong.</li></ul>                               |
| <b>Sample Assessment Tasks:</b>  | <p>Students act out or pantomime different talents or skills they can do.</p> <p>Students discuss ways of showing love to each other and promise to practice loving behaviors.</p> <p>With their parents, students discuss behaviors that are loving and unloving.</p> |

## PREKINDERGARTEN

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| <b>Achievement Standard 15:</b> Know and participate in the Catholic tradition of prayer. |  |
| <b>Rationale:</b>   | Prayer is essential to the relationship of the Christian to God and the community. Through God’s initiative, our exposure to diverse expressions of prayer, including traditional Catholic forms of prayer, can open us to God’s presence.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Recall that prayer is talking to God. CCC 2590</li> <li>• Realize that songs can be prayers. CCC 1156-1157</li> <li>• Pray before meals and give thanks to God. CCC 2698</li> <li>• Recite and demonstrate the Sign of the Cross. CCC 2157</li> <li>• Say simple prayers in the morning, evening and at mealtime.</li> <li>• Participate in prayer in class, with the family, and at church.</li> </ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>Using imaginary telephones, students practice talking to God.</p> <p>Students sing songs of praise and thanksgiving to God.</p> <p>Students memorize a before-meals prayer.</p> <p>Through daily practice at home and practice in the classroom, students learn the Sign of the Cross.</p> <p>Families are provided with a family book of prayers to use at home.</p> <p>Students routinely share in class prayer and are encouraged to add their own intentions and prayers of praise.</p> |

## GRADE K

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| <p><b>Achievement Standard 1:</b> Present an understanding of the human need for God based on revelation and faith.</p> |   |
| <p><b>Rationale:</b></p>  | <p>For faith to be living, conscious, and active, it is important for students to understand the human desire for God.</p>  |
| <p><b>Assessment Categories:</b></p>  | <ul style="list-style-type: none"> <li>• Be aware of God’s presence in Sacred Scripture, the Sacraments, the community and oneself. CCC 269, 854, 1116, 1373</li> <li>• Show understanding that God is the Creator of all things and that He calls all creation good. CCC 296, 1317-1318</li> <li>• Indicate belief that God made humans and has given them responsibility for the care of the world. CCC 356-358</li> <li>• Comprehend that we are made by God and that we are destined to be with Him forever.</li> <li>• Comprehend that God is all knowing and all loving. CCC 211, 218, 221</li> <li>• Understand that God is everywhere. CCC 220</li> <li>• Describe faith as knowing God even though we cannot see him. CCC 1814</li> <li>• Describe God as Father. CCC 238-239</li> <li>• Comprehend that God made us to know, love, and serve Him and to be happy with Him forever. CCC 31</li> <li>• Understand that Jesus is the Son of God and also the son of Mary. CCC 454, 509, 724</li> <li>• Identify angels as God’s special messengers. CCC 329</li> </ul> |
| <p><b>Sample Assessment Tasks:</b></p>  | <p>Students make a list of natural objects and find pictures of these objects.</p> <p>Students retell the creation story; the teacher uses Psalm 104 to assist students in thanking God for creation.</p> <p>Students describe some of their favorite things in nature that God has created.</p> <p>Students state what a family is and name members of one’s family.</p> <p>Students describe what it means to know, love, and serve God. We know God in creation, through the Bible, and through our relationships with others such as our parents. We show how we love God by loving others. We serve God by serving others.</p>   |

## GRADE K

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| <b>Achievement Standard 2:</b> Read, understand, interpret, and apply Scripture to life. |  |
| <b>Rationale:</b>  | Scripture, as a means of revelation, enables Catholics to discover truth about God, the world and themselves. As the Church reflects upon Scripture, faith is strengthened, the soul is nourished and a pure and lasting font of spiritual life is found.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Identify the Bible as a sacred book that reveals God’s love for us. CCC 104</li> <li>• Know the story of creation. (Genesis).</li> <li>• Identify the names of Adam and Eve as the names of the first man and woman created by God. CCC 375, 2361</li> <li>• Identify Mary as person who received a message from the Angel Gabriel that she would be the Mother of Jesus, Son of God. CCC 484, 490</li> <li>• Identify Joseph as the foster father of Jesus. CCC 488, 497, 503</li> <li>• Identify that Mary’s cousin Elizabeth was the mother of John the Baptist. CCC 495</li> <li>• Identify Jesus as the Son of God. CCC 454</li> <li>• Understand that Jesus as a boy lived with a family in Nazareth and grew in wisdom and strength just like other children. CCC 531-534</li> <li>• Know that Jesus was filled with the Holy Spirit and had a mission to announce the Good News through teaching &amp; healing. CCC 695, 763</li> <li>• Know that Jesus taught people about how God cares for them by using stories. CCC 546</li> <li>• Understand that Jesus prayed and taught His friends how to pray. CCC 2607</li> <li>• Know that Jesus had power to heal others and raise people from the dead. CCC 646</li> <li>• Know that Jesus had many friends who followed His way.</li> <li>• Know that Jesus told people that they should ask God for what they need. CCC 2761</li> <li>• Understand that Jesus loved even those who killed Him. CCC 2605</li> <li>• Describe Jesus’ resurrection from the dead and how He appeared to His friends after His resurrection. CCC 641, 642</li> <li>• Know that Jesus was taken to Heaven to be with God, His Father. CCC 659-666</li> <li>• Understand that Jesus loves little children. CCC 699, 1244</li> </ul> |
| <b>Sample Assessment Tasks:</b>  | <p>In a drawing, students depict a favorite Bible story.</p> <p>Students sing “The Bible is the Word of God” to the tune of “London Bridge.”</p> <p>Students pray the “Hail Mary” in response to the story of the Annunciation.</p> <p>Students name the characters in the story about Jesus birth (Luke 2:1-20): Mary, Joseph, angels, shepherds, the Infant Jesus.</p> <p>Students draw a picture of Jesus blessing the little children (Mark 10:13-16).</p> <p>Students draw a picture of the Last Supper (Luke 22).</p> <p>Students retell the story of Zacchaeus (Luke 19:1-10).</p>  |

## GRADE K

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| <p><b>Achievement Standard 3:</b> Illustrate a basic understanding of Catholic doctrine and dogma in light of the creed.</p> |   |
| <p><b>Rationale:</b></p>   | <p>Doctrine and dogmas of the Catholic faith, as means of revelation, are essential foundations for life within the Catholic community.</p>   |
| <p><b>Assessment Categories:</b></p>   | <ul style="list-style-type: none"> <li>• Articulate that Jesus is the Son of God and came to bring us God’s Word. CCC 724</li> <li>• Understand that God loves us like a parent. CCC 239</li> <li>• Identify Mary as the Mother of Jesus the Son of God. CCC 509, 975</li> <li>• Know that Jesus died on the cross for us. CCC 619-623</li> <li>• Know that Jesus rose from the dead on Easter Sunday to give us new life. CCC 639-640</li> <li>• Know that God’s Holy Spirit dwells in us. CCC 733</li> <li>• Know that as Catholics we believe in the Father, the Son (Jesus) and the Holy Spirit. CCC 232, 234, 237</li> </ul> |
| <p><b>Sample Assessment Tasks:</b></p>   | <p>Listen to a Gospel account of the Lord’s passion and ask students to describe what it feels like when others hurt you.</p> <p>Students act out scenes of forgiving one another.</p> <p>Create a prayer ritual that thanks God for His Holy Spirit living in each of us.</p> <p>Students engage in a breathing exercise that helps them see how air is all around us and helps us live. Compare the Holy Spirit to the air breathing life into us.</p>  |



**GRADE K**

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| <b>Achievement Standard 4:</b> Recognize the Trinity as God. |   |
| <b>Rationale:</b>  | Trinity is the central mystery of the Christian faith.  |
| <b>Assessment Categories:</b>                                | <ul style="list-style-type: none"><li>• Know that as Catholics we believe in the Father, the Son (Jesus) and the Holy Spirit. CCC 232</li><li>• Know that the Holy Spirit can help us make good choices so we can live together in peace. CCC 1742</li><li>• Know that the Holy Spirit is the spirit of God and was sent by Jesus to be with us forever. CCC 731</li></ul>  |
| <b>Sample Assessment Tasks:</b>                              | <p>Students draw a shamrock to illustrate that God reveals Himself as Three Persons.</p> <p>Students make the Sign of the Cross when they pray, naming the Three Persons of the Holy Trinity.</p> <p>Students memorize and pray the “Glory Be” prayer.</p> <p>Students squeeze toothpaste out of a tube, reflecting on the difficulty of retracting hurtful things they say to others and asking the Holy Spirit to guide them in speaking kind things to others.</p> |

## GRADE K

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| <b>Achievement Standard 5:</b> Illustrate a basic understanding of Church. |   |
| <b>Rationale:</b>  | Our understanding of God and our identity as Church develops through history. The Church, the Body of Christ, is the sacrament of salvation.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Identify the Church as a community of those who believe in God and teach us to understand how God reveals Himself to us.</li> <li>• Explore an understanding of the Catholic Church as a family of believers and a community of Jesus’ followers. CCC 946-948</li> <li>• Understand that the church is a place where people gather to praise, thank and worship. CCC 1070</li> <li>• Know that the Sacrament of Baptism is the way in which Catholics become members of the Church. CCC 855</li> <li>• Know that we learn about God through the Church. CCC 854</li> <li>• Identify the name Catholic as the name of the Church of which we are members. CCC 830-838</li> <li>• Know that the Church as many holy members, some of whom are called “saints.” CCC 1717</li> <li>• Know the difference between Church as the People of God and the church building where we worship God. CCC 751-752</li> <li>• Know that we go to the parish church to celebrate Mass. CCC 2179</li> <li>• Understand that the parish is one’s home within the Church. CCC 2179</li> <li>• Identify the pastor as the leader of the parish. CCC 2179</li> <li>• Know the name of the parish.</li> </ul> |
| <b>Sample Assessment Tasks:</b>  | <p>Students discuss ways to celebrate Advent and Lent.</p> <p>During Lent, students go to church to pray the Way of the Cross for Children.</p> <p>Students listen to a story about the patron saint for who the parish is named. Students draw pictures of the patron saint and/or an event from the saint’s life.</p>   |

## GRADE K

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| <p><b>Achievement Standard 6:</b> Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context of sharing faith within and beyond itself.</p> |   |
| <p><b>Rationale:</b></p>  | <p>A relationship with God is not merely a private affair. It is meant to be shared. Along with Scripture, prayer and good teaching, a dynamic faith community is essential to the spiritual formation of its members and to supporting and challenging them in becoming active disciples.</p>  |
| <p><b>Assessment Categories:</b></p>  | <ul style="list-style-type: none"> <li>• Express the importance of prayer in one’s life.</li> <li>• Understand that Jesus prayed and taught His friends how to pray. CCC 2602, 2765</li> <li>• Exhibit an understanding that prayer is listening to and speaking with God. CCC 2656</li> <li>• Show awareness that God is holy and loving. CCC 2591</li> <li>• Know that we can pray alone and with others.</li> <li>• Understand that we can ask God for what we need. CCC 2559</li> <li>• Understand that we can pray together with Mary and the saints. CCC 2673</li> <li>• Recite prayers from memory or with the entire class.</li> <li>• Participate in classroom prayer services and rituals.</li> <li>• Recite the “Sign of the Cross,” “Hail Mary,” “Our Father,” and the prayers before and after meals.</li> <li>• Understand that prayer has different forms such as praise, asking for help, giving thanks, and asking for forgiveness.</li> </ul> |
| <p><b>Sample Assessment Tasks:</b></p>  | <p>Participate in a tour of the Church, noting the location of the Tabernacle and other sacred spaces.</p> <p>Participate in music and ritual actions in Mass.</p> <p>Demonstrate genuflecting and bowing in church as a sign of reverence.</p> <p>Students tell the difference between praying for what we want and what we need.</p>  |

**GRADE K**

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| <b>Achievement Standard 7:</b> Exercise responsible stewardship for the gift of creation. |  |
| <b>Rationale:</b>   | Creation is a gift from God for all generations. It is a Catholic's responsibility to interact with the gift of creation wisely, share its fruits equitably, and to preserve the gift for the future.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Know that as Christians we accept responsibility for all of God's creation and promise to care for it. CCC 2415-2418</li><li>• Identify that creation is a gift from God. CCC 341</li><li>• Know that all life is precious because it comes from God. CCC 2260</li><li>• Understand that we show our love for Jesus by following Him through our actions. CCC 2196</li></ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Students write a poem or song about God's gift of nature.</p> <p>Students plant bulbs in the fall for a sign of new life at Easter time.</p> <p>Students take responsibility for part of God's creation (e.g. keeping the playground clean, caring for a pet, etc.).</p>  |

**GRADE K**

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| <b>Achievement Standard 8:</b> Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist in the lives of Catholics. |   |
| <b>Rationale:</b>   | Persons encounter Christ in the sacraments. The sacraments, most centrally in the Eucharist, are the source and strength of the Catholic community and are essential to the life and mission of the Church and its members.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Know that in Baptism we become members of God’s family and receive new life. CCC 804</li> <li>• Identify the essential elements of Baptism. CCC 1234-1245</li> <li>• Describe the Sacrament of Baptism as the first sacrament which allows Catholics to receive other sacraments. CCC 1212, 1244</li> <li>• Understand that God forgives us when we say we are sorry. CCC 1434, 1437, 1452</li> <li>• Describe sacraments as special signs of God’s love for us. CCC 1084, 1131</li> <li>• Know that during Mass the parish family receives Jesus in Holy Communion. CCC 1374-1375</li> <li>• Identify the consecrated bread and wine at Mass as God’s Son Jesus present with us in His Body and Blood.</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Students discuss the signs and symbols used in the Sacrament of Baptism.</p> <p>Students visit the parish church and identify the baptistery.</p> <p>Students review the meaning of various traffic signs. Discuss some of the signs of God’s love present in the parish church.</p>   |

**GRADE K**

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| <b>Achievement Standard 9:</b> Examine the variety of Christian vocations as ways to respond to the baptismal call. |  |
| <b>Rationale:</b>   | Through their baptism, God calls all Christians to a discipleship that continues the mission of Jesus.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Understand that God calls us as His own to be loved and to love. CCC 1604</li> <li>• Articulate that in the Sacrament of Baptism we belong to God in a special way. CCC 1272-1274</li> <li>• Know that marriage is a special sacrament of the Church that helps parents to raise their children in the life of God and the Church. CCC 2201</li> <li>• Know that the Church has special ministers who serve others. CCC 934-944</li> <li>• Identify the priest as a minister of the Church who has a special role in leading people in prayer and worship. CCC 1548-1553</li> <li>• Know that God calls us each day to love and serve Him. CCC 358, 1721</li> <li>• Identify parents, teachers, and other adults in the community as God’s helpers in our lives.</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>The pastor visits the classroom to discuss the meaning of minister and his role in the Church. Students draw pictures showing how a priest lives a life of service for the Church.</p> <p>Students discuss ways to help at home and tell specific ways they can show respect for their parents and others as Jesus would.</p> <p>Students listen to the story of Samuel (1 Samuel 2:1-10) and discuss the meaning of the word “call.”</p>   |

## GRADE K

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| <b>Achievement Standard 10:</b> Acknowledge and affirm the dignity of the human person and community. |   |
| <b>Rationale:</b>   | Humanity, created in the image and likeness of God, is to be protected and enriched in all stages of life.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Recognize that we care for people of different races and cultures. CCC 1913-1915</li><li>• Understand that God loves and cares for all people. CCC 458</li><li>• Understand that we have neighbors who know about God in different ways than we do. CCC 838</li></ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Create a collage of people from different cultural, ethnic and racial backgrounds.</p> <p>Discuss how our neighbors come from many different places and practice different ways of loving God.</p> <p>Discuss how all people deserve our respect because they are created and loved by God.</p>            |

## GRADE K

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| <b>Achievement Standard 11:</b> Apply Catholic principles to interpersonal relationships. |  |
| <b>Rationale:</b>   | The Gospel call to love one’s neighbor is the foundation of Catholic moral activity.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Understand that we are called to treat others the way Jesus treated others. CCC 2055</li> <li>• Recall that Jesus tells us to love one another through the parables he told. CCC 546</li> <li>• Know that we have healthy bodies when we take proper care of them. CCC 2288, 2289</li> <li>• Exhibit understanding of obedience to others who care for our safety and well being. CCC 2288</li> <li>• Distinguish between good and bad habits. CCC 1735</li> <li>• Know the two great rules of God and their meaning. CCC 2055</li> <li>• Explain the meaning of “sin.” CCC 1854</li> <li>• Define the meaning of “forgiveness” and know when we need to be forgiven. CCC 1424</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Students talk about examples of right and wrong actions.</p> <p>Students discuss ways to respond to unfairness.</p> <p>Students identify examples of people whom they should obey.</p> <p>Students talk about the importance of practicing good habits and eliminating bad habits.</p> <p>Read and discuss the story of the two great laws (Luke 10:25-28).</p> <p>Students draw pictures of various activities (swimming, eating healthy foods, biking, etc.) that help us to have healthy bodies.</p>   |



**GRADE K**

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| <b>Achievement Standard 12:</b> Know, critique, and apply social justice principles to personal and societal situations. |  |
| <b>Rationale:</b>  | Catholic morality has to do with the public arena as well as personal life. Catholics are called to discern discrepancies, where they exist, between societal realities and Gospel values, and to develop strategies to make Gospel values operative.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"><li>• Demonstrate an understanding of how we care for the poor and suffering. CCC 1914</li><li>• Express that we belong to a Church that loves and serves people who are poor and suffering even though they might not belong to the Church. CCC 786</li></ul>                                   |
| <b>Sample Assessment Tasks:</b>  | Students participate in a clothing drive, Lenten rice bowl program, food pantry, etc.<br>Students make cards for shut-ins or those in nursing homes.<br>Students discuss the Christian response to poverty.<br>Students identify people who have spoken out on behalf of justice (e.g. Dorothy Day, Martin Luther King Jr., etc.). |

## GRADE K

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| <b>Achievement Standard 13:</b> Engage in service to the community (e.g. family, parish, local, national and global) in response to the Gospel call. |   |
| <b>Rationale:</b>  | By virtue of baptism, Catholics are called to discipleship that is manifest in loving service to others.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"><li>• Indicate how we cooperate in school, church, and community projects. CCC 1913-1917</li><li>• Demonstrate how we share in Jesus' ministry by loving and serving others. CCC 459</li><li>• Know that the parish is a place where we help one another pray, celebrate, and assist others. CCC 2179</li></ul> |
| <b>Sample Assessment Tasks:</b>  | Students brainstorm ways they can show God's love in the areas of home, school and church.<br>Students collect food and clothing for others.<br>Students discuss how the parish helps others.   |

## GRADE K

| <b>Achievement Standard 14:</b> Develop a moral conscience informed by Church teachings. |   |
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| <b>Rationale:</b>  | The Ten Commandments, the Beatitudes, and Church teaching provide a sure guide for moral decision-making. God's grace guides one's decisions for healthy, holy living on the journey to salvation.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"><li>• Explain that we sin when we choose not to do good. CCC 1757-1761</li><li>• Exhibit respect for others. CCC 1825</li><li>• Know that God gave us the ability to choose freely to do what is good and avoid what is wrong. CCC 1732</li><li>• Know that Jesus taught us how to love others. CCC 516</li></ul>         |
| <b>Sample Assessment Tasks:</b>  | <p>Students identify choices they have made, and tell whether they were good choices or not.</p> <p>The teacher lists on a chart the activities that students do that show love for others.</p> <p>Students role play actions that show respect for others.</p> <p>Students discuss the meaning of "conscience" and how they know "right" from "wrong."</p> |

## GRADE K

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| <b>Achievement Standard 15:</b> Know and participate in the Catholic tradition of prayer. |   |
| <b>Rationale:</b>   | Prayer is essential to the relationship of the Christian to God and the community. Through God’s initiative, our exposure to diverse expressions of prayer, including traditional Catholic forms of prayer, can open us to God’s presence.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Explain that at Mass we gather together as God’s family and pray the responses. CCC 1348</li> <li>• Explain that listening to God’s Word in Scripture is one way God speaks to us today. CCC 1349</li> <li>• Express an understanding that when we enter the church we bless ourselves with holy water, make the Sign of the Cross, and genuflect towards the tabernacle. CCC 1185, 1378</li> <li>• Identify special objects in church (e.g. altar, cross, tabernacle, sanctuary light, Easter candle, baptismal font, statues of saints, image of Mary, Stations of the Cross, holy water fonts, etc.).</li> <li>• Understand that the Mass is a sacred meal given to us by Jesus. CCC 2177</li> <li>• Identify the proclamation of the Gospel at Mass as hearing God’s Word spoken to us. CCC 126, 571</li> <li>• Identify the time of the consecration at Mass when the priest raises the bread and wine and they become the Real Presence of Jesus. CCC 1413</li> <li>• Identify the time during Mass when people receive Jesus in Holy Communion.</li> <li>• Know that Sunday is a special day when we gather in the church to thank and praise God and worship Him as Creator and Father of all. CCC 2174</li> <li>• Know that the Church celebrates the life of Jesus throughout the year, especially during the seasons of Advent/Christmas and Lent/Easter. CCC 1095</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Students pray quietly to God each day.</p> <p>Students identify the colors of the Church year worn by the ministers at Mass.</p> <p>Students make Advent wreaths, crosses, and other sacramentals to better understand and celebrate the Church’s liturgical seasons.</p>  |

## GRADE 1

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| <b>Achievement Standard 1:</b> Present an understanding of the human need for God based on revelation and faith. |  |
| <b>Rationale:</b>  | For faith to be living, conscious, and active, it is important for students to understand the human desire for God.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Be aware of God’s presence in Sacred Scripture, the Sacraments, the community and oneself. CCC 269, 854, 1116, 1373</li> <li>• Show understanding that God is the Creator of all things and that He calls all creation good. CCC 296, 1317-1318</li> <li>• Indicate belief that God made humans and has given them responsibility for the care of the world. CCC 356-358</li> <li>• Comprehend that we are made by God and that we are destined to be with Him forever.</li> <li>• Comprehend that God is all knowing and all loving. CCC 211, 218, 221</li> <li>• Understand that God is everywhere. CCC 220</li> <li>• Describe faith as a gift given to help us believe what God has revealed. CCC 153</li> <li>• Comprehend that God made us to know, love, and serve Him and to be happy with Him forever. CCC 31</li> <li>• Understand that Heaven is happiness with God that lasts forever. CCC 54, 326</li> <li>• Know that God takes care of us when we are happy or sad.</li> </ul> |
| <b>Sample Assessment Tasks:</b>  | <p>Students retell the creation story; the teacher uses Psalm 104 to assist students in thanking God for creation.</p> <p>Students describe some of their favorite things in nature that God has created.</p>  |

## GRADE 1

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| <b>Achievement Standard 2:</b> Read, understand, interpret, and apply Scripture to life. |  |
| <b>Rationale:</b>  | Scripture, as a means of revelation, enables Catholics to discover truth about God, the world and themselves. As the Church reflects upon Scripture, faith is strengthened, the soul is nourished and a pure and lasting font of spiritual life is found.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Identify the Bible as a sacred book that reveals God’s love for us.</li> <li>• Identify the Gospels as the Good News about Jesus, the Son of God. CCC 514-515</li> <li>• Identify Mary as the person who received message from the Angel Gabriel that she would be the Mother of Jesus, Son of God. CCC 484, 490</li> <li>• Identify Mary’s cousins Elizabeth and Zechariah as the parents of John the Baptist. CCC 495</li> <li>• Describe the birth of Jesus in Bethlehem as recorded in the Gospel of Luke. CCC 525</li> <li>• Understand that Jesus as a boy lived with a family in Nazareth and grew in wisdom and strength just like other children. CCC 531-534</li> <li>• Know that Jesus was filled with God’s Holy Spirit and had a mission to announce the Good News through teaching and healing.</li> <li>• Know that Jesus taught people about how God cares for them by using stories. CCC 546</li> <li>• Understand that Jesus prayed and taught His friends how to pray. CCC 2607</li> <li>• Know that Jesus had power to heal others and raise people from the dead.</li> <li>• Know that Jesus had many friends who followed His way.</li> <li>• Describe how Jesus ate with His closest friends on the night before He died. CCC 610-614</li> <li>• Describe Jesus’ resurrection from the dead and how He appeared to His friends after His resurrection. CCC 638-644, 1019</li> <li>• Know that Jesus was taken to Heaven to be with God, His Father. CCC 659-666</li> </ul> |
| <b>Sample Assessment Tasks:</b>  | <p>In a drawing, students depict a favorite Bible story.</p> <p>Students sing “The Bible is the Word of God” to the tune of “London Bridge.”</p> <p>Students act out one of the parables that Jesus told.</p> <p>Students pray the “Hail Mary” in response to the story of the Annunciation.</p> <p>Students name the characters in the story about Jesus birth (Luke 2:1-20): Mary, Joseph, angels, shepherds, the Infant Jesus.</p> <p>Students listen to the story of the Presentation in the Temple, His life in Nazareth, and going to Jerusalem (Luke 2:32-52).</p> <p>Students retell the story of Zacchaeus (Luke 19:1-10).</p> <p>Students draw a picture of the Last Supper (Luke 22).</p> <p>The teacher discusses with students how Jesus forgave the people who killed him (Luke 23:33-56).</p> <p>Students act out the story of the Road to Emmaus (Luke 24:13-35).</p> <p>Students listen to the story of the Ascension (Luke 24:36-53). Students pray Psalm 150 to praise God for His greatness.</p>   |

## GRADE 1

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| <b>Achievement Standard 3:</b> Illustrate a basic understanding of Catholic doctrine and dogma in light of the creed. |   |
| <b>Rationale:</b>   | Doctrine and dogmas of the Catholic faith, as means of revelation, are essential foundations for life within the Catholic community.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Articulate that Jesus is the Son of God and came to bring us God’s Word. CCC 724</li> <li>• Understand that God loves us like a parent.</li> <li>• Identify Mary as the Mother of Jesus the Son of God. CCC 509, 975</li> <li>• Know that Jesus died on the cross for us. CCC 619-623</li> <li>• Know that Jesus rose from the dead on Easter Sunday to give us new life. CCC 639-640</li> <li>• Know that God’s Holy Spirit dwells in us. CCC 733</li> <li>• Know that as Catholics we believe in the Father, the Son (Jesus) and the Holy Spirit. CCC 232, 234, 237</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Listen to a Gospel account of the Lord’s passion and ask students to describe what it feels like when others hurt you.</p> <p>Students discuss problems they are experiencing and act out scenes of forgiving one another.</p> <p>Students create a collage showing the different people that make up their parish family.</p> <p>Students do a word search of the people who make up the Church family (priests, Pope, nuns, families, deacons, teachers, etc.).</p>  |

## GRADE 1

| <b>Achievement Standard 4:</b> Recognize the Trinity as God. |  |
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| <b>Rationale:</b>  | Trinity is the central mystery of the Christian faith.   |
| <b>Assessment Categories:</b>                                | <ul style="list-style-type: none"><li>• Know that as Catholics we believe in the Father, the Son (Jesus) and the Holy Spirit. CCC 232</li><li>• Know that the Holy Spirit can help us make good choices so we can live together in peace. CCC 1742</li><li>• Know that the Holy Spirit is the spirit of God and was sent by Jesus to be with us forever. CCC 731</li></ul> |
| <b>Sample Assessment Tasks:</b>                              | <p>Students draw a picture of a triangle and illustrate with images of the Father, Son, and Holy Spirit.</p> <p>Students make the Sign of the Cross when they pray, naming the Three Persons of the Holy Trinity.</p> <p>Students memorize and pray the “Glory Be” prayer.</p> <p>Students discuss the meaning of the name “Holy Trinity.”</p>                             |



## GRADE 1

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| <b>Achievement Standard 5:</b> Illustrate a basic understanding of Church. |   |
| <b>Rationale:</b>  | Our understanding of God and our identity as Church develops through history. The Church, the Body of Christ, is the sacrament of salvation.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Know that the Catholic Church celebrates its faith through the sacraments. CCC 815</li> <li>• Identify the Church as a community of those who believe in God and teach us to understand how God reveals Himself to us.</li> <li>• Explore an understanding of the Catholic Church as a family of believers and a community of Jesus’ followers. CCC 946-948</li> <li>• Understand that the church is a place where people gather to praise, thank and worship. CCC 1070</li> <li>• Know that the Sacrament of Baptism is the way in which Catholics become members of the Church. CCC 855</li> <li>• Know that we learn about God through the Church. CCC 854</li> <li>• Identify the name Catholic as the name of the Church of which we are members. CCC 830-838</li> <li>• Know that the Church as many holy members, some of whom are called “saints.” CCC 1717</li> <li>• Know that Jesus established the Church and commanded His followers to help the Church grow. CCC 849</li> <li>• Know that the Holy Spirit helps the Church grow and helps the Church serve the world. CCC 737, 768</li> <li>• Know that Jesus gave the Church the mission to spread to all people the Good News of God’s love. CCC 782</li> <li>• Know the difference between Church as the People of God and the church building where we worship God. CCC 751-752</li> </ul> |
| <b>Sample Assessment Tasks:</b>  | <p>Students create a Jesse tree or a plate wreath for Advent.</p> <p>Students dress up as saints for All Saints Day.</p> <p>During Lent, students go to the church to pray the Stations of the Cross.</p> <p>Students celebrate Pentecost as the birthday of the Church by eating birthday cake.</p>  |

## GRADE 1

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| <p><b>Achievement Standard 6:</b> Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context of sharing faith within and beyond itself.</p> |  |
| <p><b>Rationale:</b></p>  | <p>A relationship with God is not merely a private affair. It is meant to be shared. Along with Scripture, prayer and good teaching, a dynamic faith community is essential to the spiritual formation of its members and to supporting and challenging them in becoming active disciples.</p>   |
| <p><b>Assessment Categories:</b></p>  | <ul style="list-style-type: none"> <li>• Understand that we are Catholic Christians. CCC 830</li> <li>• Understand that we belong to a parish family that gathers together at Mass to celebrate the life of Jesus. CCC 1341</li> <li>• Identify that the Church community includes the Pope, clergy, religious, and lay people. CCC 856-865</li> <li>• Exhibit an understanding that prayer is listening to and speaking with God. CCC 2656</li> <li>• Show awareness that God is holy and loving. CCC 2591</li> <li>• Know that we can pray alone and with others.</li> <li>• Understand that we can ask God for what we need. CCC 2559</li> <li>• Know that we can pray together with Mary and the saints. CCC 2673</li> </ul> |
| <p><b>Sample Assessment Tasks:</b></p>  | <p>Recite prayers from memory with the class (Glory Be; Hail Mary; Our Father; simple acts of faith, hope, and love; before and after meal prayers; a simple morning offering; and an act of contrition).</p> <p>Participate in classroom prayer services or rituals.</p> <p>Participate in a tour of the Church, noting the location of the Tabernacle and other sacred spaces.</p> <p>Participate in music and ritual actions in Mass.</p> <p>Demonstrate genuflecting and bowing in church as a sign of reverence.</p> <p>Students tell the difference between praying for what we want and what we need.</p> <p>Celebrate the Feast of All Saints and All Souls Day.</p>   |

## GRADE 1

| <b>Achievement Standard 7:</b> Exercise responsible stewardship for the gift of creation. |  |
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| <b>Rationale:</b>   | Creation is a gift from God for all generations. It is a Catholic's responsibility to interact with the gift of creation wisely, share its fruits equitably, and to preserve the gift for the future.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Know that as Christians we accept responsibility for all of God's creation and promise to care for it. CCC 2415-2418</li><li>• Identify that creation is a gift from God. CCC 341</li><li>• Know that all life is precious because it comes from God. CCC 2260</li><li>• Understand that we show our love for Jesus by following Him through our actions. CCC 2196</li></ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Students write a poem or song about God's gift of nature.</p> <p>Students plant bulbs in the fall for a sign of new life at Easter time.</p> <p>Students take responsibility for part of God's creation (e.g. keeping the playground clean, caring for a pet, etc.).</p>  |

## GRADE 1

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| <p><b>Achievement Standard 8:</b> Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist in the lives of Catholics.</p> |   |
| <p><b>Rationale:</b></p>   | <p>Persons encounter Christ in the sacraments. The sacraments, most centrally in the Eucharist, are the source and strength of the Catholic community and are essential to the life and mission of the Church and its members.</p>  |
| <p><b>Assessment Categories:</b></p>   | <ul style="list-style-type: none"> <li>• Know that in Baptism we become members of God’s family and receive new life. CCC 804</li> <li>• Know that the sacraments are celebrations and signs of Jesus’ love for us. CCC 1114, 1210</li> <li>• Know that Jesus shares His life with us in a special meal called the Eucharist which is celebrated at Mass. CCC 1329, 1347</li> <li>• Identify the consecrated bread and wine at Mass as God’s Son Jesus present with us in His Body and Blood. CCC 1333</li> <li>• Identify the essential elements of Baptism. CCC 1235-45</li> <li>• Describe the Sacrament of Baptism as the first sacrament which allows Catholics to receive other sacraments. CCC 1212</li> <li>• Know that when we are baptized, we become Christians – followers of Jesus Christ. CCC 1997</li> </ul> |
| <p><b>Sample Assessment Tasks:</b></p>   | <p>Students discuss the signs and symbols used in the Sacrament of Baptism.</p> <p>Students visit the parish church and identify the baptistery.</p> <p>Students listen to the story of Nicodemus (John 3:1-21).</p>  |

## GRADE 1

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| <b>Achievement Standard 9:</b> Examine the variety of Christian vocations as ways to respond to the baptismal call. |  |
| <b>Rationale:</b>   | Through their baptism, God calls all Christians to a discipleship that continues the mission of Jesus.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Understand that God calls us as His own to be loved and to love. CCC 1604</li> <li>• Articulate that in the Sacrament of Baptism we belong to God in a special way. CCC 1272-1274</li> <li>• Know that marriage is a special sacrament of the Church that helps parents to raise their children in the life of God and the Church. CCC 2201</li> <li>• Know that the Church has special ministers who serve others. CCC 934-944</li> <li>• Identify the priest as a minister of the Church who has a special role in leading people in prayer and worship. CCC 1548-1553</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Students list the ministers they see in the parish church (lectors, servers, musicians, ministers of the Eucharist, ushers, etc.).</p> <p>Students discuss ways to help at home and tell specific ways they can show respect for their parents and others as Jesus would.</p> <p>A priest visits the classroom and tells the students about his special calling to serve others.</p>  |

## GRADE 1

| <b>Achievement Standard 10:</b> Acknowledge and affirm the dignity of the human person and community. |  |
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| <b>Rationale:</b>   | Humanity, created in the image and likeness of God, is to be protected and enriched in all stages of life.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Recognize that we care for people of different races and cultures. CCC 1913-1915</li><li>• Demonstrate that we love ourselves as children of God. CCC 370, 2782-2785</li><li>• Understand that God loves and cares for all people. CCC 458</li><li>• Know that Jesus was a Jew who followed Jewish traditions &amp; customs and God's commandment to love others. CCC 724</li><li>• Understand that we have neighbors who know about God in different ways than we do. CCC 838</li></ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Create a collage of people from different cultural, ethnic and racial backgrounds.</p> <p>Discuss how our neighbors come from many different places and practice different ways of loving God.</p> <p>Discuss how all people deserve our respect because they are created and loved by God.</p>   |

## GRADE 1

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| <b>Achievement Standard 11:</b> Apply Catholic principles to interpersonal relationships. |  |
| <b>Rationale:</b>   | The Gospel call to love one’s neighbor is the foundation of Catholic moral activity.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Understand that we are called to treat others the way Jesus treated others. CCC 2055</li> <li>• Recall that Jesus tells us to love one another through the parables he told. CCC 546</li> <li>• Know that we have healthy bodies when we take proper care of them. CCC 2288, 2289</li> <li>• Exhibit understanding of obedience to others who care for our safety and well being. CCC 2288</li> <li>• Distinguish between good and bad habits. CCC 1735</li> <li>• Know the two great rules of God and their meaning. CCC 2055</li> <li>• Explain the meaning of “sin.” CCC 1854</li> <li>• Define the meaning of “forgiveness” and know when we need to be forgiven. CCC 1424</li> <li>• Know that God will always forgive us when we are sorry. CCC 1424, 1434</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Students act out the parable of the Good Samaritan (Luke 11:29-37)</p> <p>Students talk about examples of right and wrong actions.</p> <p>Students discuss ways to respond to violence.</p> <p>Students identify examples of people whom they should obey.</p> <p>Students discuss the meaning of sin and forgiveness.</p> <p>Students talk about the importance of practicing good habits and eliminating bad habits.</p> <p>Read and discuss the story of the two great laws (Luke 10:25-28).</p> <p>Students participate in activities (hiking, jogging, eating nutritious snacks, etc.) that help them to have healthy bodies.</p>  |

## GRADE 1

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| <b>Achievement Standard 12:</b> Know, critique, and apply social justice principles to personal and societal situations. |   |
| <b>Rationale:</b>  | Catholic morality has to do with the public arena as well as personal life. Catholics are called to discern discrepancies, where they exist, between societal realities and Gospel values, and to develop strategies to make Gospel values operative.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of how we care for the poor and suffering. CCC 1914</li> <li>• Memorize: “Whatever we do for people in need, we do for Jesus.” (Matt. 25:45) CCC 2463</li> </ul>  |
| <b>Sample Assessment Tasks:</b>  | <p>Students participate in a clothing drive, Lenten rice bowl program, food pantry, etc.</p> <p>Students make cards for shut-ins or those in nursing homes.</p> <p>Students discuss the Christian response to poverty.</p> <p>Students identify people who have spoken out on behalf of justice (e.g. Dorothy Day, Martin Luther King Jr., etc.).</p> |



## GRADE 1

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| <b>Achievement Standard 13:</b> Engage in service to the community (e.g. family, parish, local, national and global) in response to the Gospel call. |   |
| <b>Rationale:</b>  | By virtue of baptism, Catholics are called to discipleship that is manifest in loving service to others.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"><li>• Indicate how we cooperate in school, church, and community projects. CCC 1913-1917</li><li>• Demonstrate how we share in Jesus' ministry by loving and serving others. CCC 459</li><li>• Know that the parish is a place where we help one another pray, celebrate, and assist others. CCC 2179</li></ul> |
| <b>Sample Assessment Tasks:</b>  | Students brainstorm ways they can show God's love in the areas of home, school and church.<br>Students collect food and clothing for others.<br>Students discuss how the parish helps others.   |

## GRADE 1

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| <b>Achievement Standard 14:</b> Develop a moral conscience informed by Church teachings. |  |
| <b>Rationale:</b>  | The Ten Commandments, the Beatitudes, and Church teaching provide a sure guide for moral decision-making. God's grace guides one's decisions for healthy, holy living on the journey to salvation.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"><li>• Explain that we sin when we choose not to do good. CCC 1757-61</li><li>• Know that the Ten Commandments help us to live good lives. CCC 2067</li><li>• Know that God gave us the ability to choose freely to do what is good and avoid what is wrong. CCC 1732</li></ul> |
| <b>Sample Assessment Tasks:</b>  | Students keep a journal for one week of all the good deeds they have done.<br>Students listen to the story of Moses receiving the Ten Commandments on Mt. Sinai.   |

## GRADE 1

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| <b>Achievement Standard 15:</b> Know and participate in the Catholic tradition of prayer. |  |
| <b>Rationale:</b>   | Prayer is essential to the relationship of the Christian to God and the community. Through God’s initiative, our exposure to diverse expressions of prayer, including traditional Catholic forms of prayer, can open us to God’s presence.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Explain that at Mass we gather together as God’s family and pray the responses. CCC 1145</li> <li>• Explain that listening to God’s Word in Scripture is one way God speaks to us today. CCC 103, 104, 135</li> <li>• Express an understanding that when we enter the church we bless ourselves with holy water, make the Sign of the Cross, and genuflect towards the tabernacle. CCC 1185, 1378</li> <li>• Identify special objects in church (e.g. altar, cross, tabernacle, sanctuary light, Easter candle, baptismal font, statues of saints, image of Mary, Stations of the Cross, holy water fonts, etc.). CCC 1153-1155</li> <li>• Understand that the Mass is a sacred meal given to us by Jesus. CCC 1067-1068</li> <li>• Identify the proclamation of the Gospel at Mass as hearing God’s Word spoken to us. CCC 571</li> <li>• Identify the time of consecration at Mass as the moment when the priest raises the bread and wine and they become the Real Presence of Jesus. CCC 1375-1377</li> <li>• Know that we call Jesus the Lamb of God who takes away sins. CCC 608</li> <li>• Identify the time during Mass when people receive Jesus in Holy Communion.</li> <li>• Know that every Sunday is a special day when we gather in the church to give thanks to God and worship Him as Creator and Father of all. CCC 1166-1167</li> <li>• Know that the Church celebrates the life of Jesus throughout the liturgical year, especially during Advent/Christmas and Lent/Easter. CCC 1168-1173</li> <li>• Identify symbols of the seasons of the Church liturgical year. CCC 1095, 1189</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Students pray quietly to God each day.</p> <p>Students identify the colors of the Church year worn by the ministers at Mass.</p> <p>Students match the following symbols and seasons: wreath with Advent, ashes with Lent, bread &amp; wine with Passover/Last Supper, palms with Passion (Palm) Sunday, cross with Good Friday, Easter candle with Easter and the Risen Christ, etc.</p>   |

## GRADE 2

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| <b>Achievement Standard 1:</b> Present an understanding of the human need for God based on revelation and faith. |  |
| <b>Rationale:</b>  | For faith to be living, conscious, and active, it is important for students to understand the human desire for God.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Be aware of God’s presence in Sacred Scripture, the Sacraments, the community and oneself. CCC 105</li> <li>• Know that God is all holy, all wise, all knowing, and all loving. CCC 218</li> <li>• Know the Church’s belief in the Real Presence of Jesus in the Holy Eucharist. CCC 1374</li> <li>• Know the meaning of the term “faith.” CCC 26</li> <li>• Know that human beings are made in the image of God and are meant to live with Him forever. CCC 355</li> </ul> |
| <b>Sample Assessment Tasks:</b>  | <p>Students listen to Psalm 65 and list ways in which God takes care of creation.</p> <p>Students listen to John 5:1-30. The teacher discusses with students how Jesus understood His relationship to God.</p> <p>Students make a picture showing the congregation showing respect for the Holy Eucharist during Mass.</p> <p>The teacher leads the students in a discussion of what it means to live forever.</p>   |

## GRADE 2

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| <b>Achievement Standard 2:</b> Read, understand, interpret, and apply Scripture to life. |   |
| <b>Rationale:</b>  | Scripture, as a means of revelation, enables Catholics to discover truth about God, the world and themselves. As the Church reflects upon Scripture, faith is strengthened, the soul is nourished and a pure and lasting font of spiritual life is found.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Demonstrate how we come to know Jesus in the Word of God. CCC 241</li> <li>• Identify the Gospels as stories about who Jesus is and what He taught us. CCC 515</li> <li>• Recognize that Jesus lived and died to show us how to live in the Kingdom of God. CCC 459</li> <li>• Understand that Jesus' last meal with His disciples was a special sharing of His love. CCC 610</li> <li>• Know that Jesus forgave those who hurt Him. CCC 1441</li> <li>• Identify Jesus Christ as the Son of God, one with the Father and the Holy Spirit. CCC 240, 243</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>In a drawing, students depict a favorite Bible story.</p> <p>Students sing "The Bible is the Word of God" to the tune of "London Bridge."</p> <p>Students act out one of the parables that Jesus told.</p> <p>Students locate the four Gospels near the end of the Bible: Matthew, Mark, Luke, and John.</p> <p>Students listen to and discuss the meaning of the story of the Washing of the Feet (Luke 13:1-5).</p> <p>Students listen to and discuss the meaning of the story of the Passover Meal (Luke 22:14-20).</p> <p>Students listen to and discuss the meaning of the story of how Jesus forgave the men who killed Him (Luke 23:33-56).</p> <p>Students listen to and discuss the meaning of the story of the Resurrection (Luke 24:1-12).</p> <p>Students listen to and discuss the meaning of the story of the Road to Emmaus (Luke 24:13-35).</p> <p>Students listen to and discuss the meaning of the story of the Ascension (Luke 24:36-53), and pray Psalm 150 to praise God for His greatness.</p> |

## GRADE 2

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| <b>Achievement Standard 3:</b> Illustrate a basic understanding of Catholic doctrine and dogma in light of the creed. |  |
| <b>Rationale:</b>   | Doctrine and dogmas of the Catholic faith, as means of revelation, are essential foundations for life within the Catholic community.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Articulate that Jesus is the Son of God and came to bring us God’s Word. CCC 441-445</li> <li>• Understand that God loves us like a parent. CCC 219</li> <li>• Identify Mary as the Mother of Jesus the Son of God. CCC 509</li> <li>• Know that Jesus died on the cross for us. CCC 619</li> <li>• Know that Jesus rose from the dead on Easter Sunday to give us new life. CCC 638</li> <li>• Recognize that the Holy Spirit is the Spirit of God and was sent by Jesus to be with us always. CCC 245, 730</li> <li>• Know that God’s Holy Spirit dwells in us and helps us to pray. CCC 243, 741</li> <li>• Know that as Catholics we believe in the Father, the Son (Jesus) and the Holy Spirit. CCC 232</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Listen to a Gospel account of the Lord’s passion and ask students to describe what it feels like when others hurt you.</p> <p>Students act out scenes of forgiving one another.</p> <p>Students create a collage showing the different kinds of people that make up the parish family.</p> <p>Students do a word search of people who make up the church family (priests, nuns, Pope, families, etc.).</p>  |

## GRADE 2

| <b>Achievement Standard 4:</b> Recognize the Trinity as God. |  |
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| <b>Rationale:</b>  | Trinity is the central mystery of the Christian faith.   |
| <b>Assessment Categories:</b>                                | <ul style="list-style-type: none"><li>• Know that as Catholics we believe in the Father, the Son (Jesus) and the Holy Spirit. CCC 232</li><li>• Know that the Holy Spirit can help us make good choices so we can live together in peace. CCC 813</li><li>• Know that the Holy Spirit is the Spirit of God and was sent by Jesus to be with us forever. CCC 729</li><li>• Know that Jesus is a person who lived historically and is alive now. CCC 464, 643, 656</li><li>• Know that the Holy Spirit is sent to us as a gift from God to guide us in all we do. CCC 767, 768</li><li>• Know the meaning of the term “Holy Trinity.” CCC 261, 266</li></ul> |
| <b>Sample Assessment Tasks:</b>                              | <p>Students memorize and pray the “Glory Be” prayer.</p> <p>Students squeeze toothpaste out of a tube, reflecting on the difficulty of retracting hurtful things they say to others and asking the Holy Spirit to guide them in speaking kind things to others.</p> <p>Students use the Sign of the Cross to identify the Three Persons of the Holy Trinity.</p>   |

## GRADE 2

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| <b>Achievement Standard 5:</b> Illustrate a basic understanding of Church. |  |
| <b>Rationale:</b>  | Our understanding of God and our identity as Church develops through history. The Church, the Body of Christ, is the sacrament of salvation.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Know that the Catholic Church celebrates its faith through the sacraments. CCC 1123</li> <li>• Understand that the Catholic Church is a family of believers and a community of Jesus' followers. CCC 832, 752</li> <li>• Know that a church is a place where people gather to praise, thank, and worship God. CCC 756</li> <li>• Recognize that the Sacrament of Baptism is the way in which people become members of the Church. CCC 1267</li> <li>• Know that we learn about God through the Church.</li> <li>• Recognize the name Catholic as the name of the Church of which we are members. CCC 831</li> <li>• Understand that the Church has many holy people, some of whom are called saints. CCC 2013</li> <li>• Know that Jesus established the Church and commanded His followers to help the Church grow. CCC 874</li> <li>• Know that the Holy Spirit is the Spirit of God helping the Church to grow and helping the Church serve the world.</li> <li>• Know that Jesus gave the Church the mission to spread to all people the message of God's love. CCC 737</li> <li>• Know the difference between a church as a building where we worship God and the Church as the People of God, the community of believers. CCC 752, 756</li> <li>• Know that the saints helps us understand how to love and serve God and one another. CCC 2013</li> </ul> |
| <b>Sample Assessment Tasks:</b>  | <p>Students discuss ways to celebrate Advent and Lent.</p> <p>During Lent, students go to church to pray the Way of the Cross for Children.</p> <p>Students listen to a story about the patron saint for who the parish is named. Students draw pictures of the patron saint and/or an event from the saint's life.</p> <p>Students celebrate the Church's birthday on the Feast of Pentecost.</p>   |



## GRADE 2

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| <p><b>Achievement Standard 6:</b> Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context of sharing faith within and beyond itself.</p> |  |
| <p><b>Rationale:</b></p>  | <p>A relationship with God is not merely a private affair. It is meant to be shared. Along with Scripture, prayer and good teaching, a dynamic faith community is essential to the spiritual formation of its members and to supporting and challenging them in becoming active disciples.</p>   |
| <p><b>Assessment Categories:</b></p>  | <ul style="list-style-type: none"> <li>• Recognize that we are Catholic Christians. CCC 1676</li> <li>• Recognize that we belong to a parish family who gathers together at Mass to celebrate the life of Jesus. CCC 2179</li> <li>• Identify that the Church community includes the Pope, clergy, religious, and lay people. CCC 2179</li> <li>• Understand that prayer is listening to and speaking with God. CCC 2653</li> <li>• Know that God is holy and loving. CCC 1</li> <li>• Know that we can pray alone and with others. CCC 2691</li> <li>• Understand that we can ask God for what we need. CCC 2631</li> <li>• Know that we can pray together with Mary and the saints. CCC 2673-2679</li> <li>• Understand why we have prayers of adoration during Mass and before the Blessed Sacrament. CCC 1418, 2628</li> <li>• Recognize that participating in Mass is essential to living the Christian life. CCC 2181</li> <li>• Know that the priest closes Mass by sending us forth to do good works in the world.</li> <li>• Know the meaning of the term “holy.” CCC 2013</li> </ul> |
| <p><b>Sample Assessment Tasks:</b></p>  | <p>Students discuss different ways that people help the parish.</p> <p>Students discuss the different ministries that are performed around the parish on a Sunday morning.</p> <p>Students recite the following prayers: Glory Be; Hail Mary; Our Father; simple acts of faith, hope, and love; before and after meal prayers; and an act of contrition.</p> <p>Students celebrate the Feast of All Saints and All Souls Day.</p> <p>Students genuflect to the tabernacle as a sign of reverence for God truly present in the Blessed Sacrament.</p> <p>Students discuss examples of how we can pray alone and how we can pray with others.</p>  |

## GRADE 2

| <b>Achievement Standard 7:</b> Exercise responsible stewardship for the gift of creation. |  |
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| <b>Rationale:</b>   | Creation is a gift from God for all generations. It is a Catholic's responsibility to interact with the gift of creation wisely, share its fruits equitably, and to preserve the gift for the future.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Know that as Christians we accept responsibility for all of God's creation and promise to care for it. CCC 307</li><li>• Identify that creation is a gift from God. CCC 295</li><li>• Know that all life is precious because it comes from God. CCC 357</li><li>• Understand that we show our love for Jesus by following Him through our actions. CCC 520-521</li></ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Students write a poem or song about God's gift of nature.</p> <p>Students plant bulbs in the fall for a sign of new life at Easter time.</p> <p>Students take responsibility for part of God's creation (e.g. keeping the playground clean, caring for a pet, etc.).</p>  |

## GRADE 2

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| <p><b>Achievement Standard 8:</b> Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist in the lives of Catholics.</p> |   |
| <p><b>Rationale:</b></p>   | <p>Persons encounter Christ in the sacraments. The sacraments, most centrally in the Eucharist, are the source and strength of the Catholic community and are essential to the life and mission of the Church and its members.</p>  |
| <p><b>Assessment Categories:</b></p>   | <ul style="list-style-type: none"> <li>• Know that in Baptism we become members of God’s family and receive new life. CCC 1267</li> <li>• Identify the essential elements of Baptism. CCC 1234-1245</li> <li>• Describe the Sacrament of Baptism as the first sacrament which allows Catholics to receive other sacraments. CCC 1269</li> <li>• Explain that the sacraments are celebrations and signs of Jesus’ love.</li> <li>• Know that when we are baptized we become followers of Jesus: Christians. CCC 1229</li> <li>• Recognize the Sacrament of the Eucharist as Jesus sharing Himself with us in a special meal called the Mass. CCC 1337-1340</li> <li>• Understand that as we celebrate the Eucharist during Mass, the bread and wine are changed into the body and blood of Jesus. CCC 1373-1377, 1413</li> <li>• Understand that the Sacrament of Penance/Reconciliation is a way for us to tell God we are sorry for our sins and to experience God’s forgiveness. CCC 1440</li> <li>• Know the meaning of the following terms: Real Presence, consecrate, priest, Mass, penance, reconciliation, forgiveness, sin, and healing.</li> </ul> |
| <p><b>Sample Assessment Tasks:</b></p>   | <p>Students discuss the signs and symbols used in the Sacrament of Baptism.</p> <p>Students memorize the words of Baptism: “I baptize you in the Name of the Father, and of the Son, and of the Holy Spirit.”</p> <p>Students visit the parish church and identify the baptistery.</p> <p>Students listen to the story of Nicodemus (John 3:1-21).</p> <p>Students identify the words spoken by the priest during the consecration.</p>   |

## GRADE 2

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| <b>Achievement Standard 9:</b> Examine the variety of Christian vocations as ways to respond to the baptismal call. |  |
| <b>Rationale:</b>   | Through their baptism, God calls all Christians to a discipleship that continues the mission of Jesus.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Understand that God calls us as His own to be loved and to love. CCC 30</li> <li>• Articulate that in the Sacrament of Baptism we belong to God in a special way. CCC 1269</li> <li>• Know that the Church has special ministers who serve others. CCC 873-932</li> <li>• Identify the priest as a minister of the Church who has a special role in leading people in prayer and worship. CCC 1552-1553</li> <li>• Recognize that our parents/guardians help us to live the way Jesus wants us to live. CCC 2232-2233</li> <li>• Know that God calls each of us to serve Him in a special way. CCC 873</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Students list the ministers who serve at Mass: lectors, altar servers, musicians, ministers of the Eucharist, ushers, etc.</p> <p>The pastor visits the classroom to discuss the meaning of minister and his role in the Church. Students draw pictures showing how a priest lives a life of service for the Church.</p> <p>Students discuss ways to help at home and tell specific ways they can show respect for their parents and others as Jesus would.</p> <p>Students listen to John 15:11-17 and describe ways that we can love one another.</p>   |

## GRADE 2

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| <b>Achievement Standard 10:</b> Acknowledge and affirm the dignity of the human person and community. |   |
| <b>Rationale:</b>   | Humanity, created in the image and likeness of God, is to be protected and enriched in all stages of life.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Recognize that we care for people of different races and cultures. CCC 1825</li> <li>• Understand that God loves and cares for all people. CCC 516, 604, 776, 2658</li> <li>• Understand that we have neighbors who know about God in different ways than we do. CCC 1934-1935</li> <li>• Know that we must respect ourselves and others as human persons belonging to the family of God. CCC 1004, 1907</li> <li>• Understand how the Ten Commandments guide us in how to love God and love others. CCC 2052</li> <li>• Know that God forgives sins when we are truly sorry no matter how serious they are. CCC 1847</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Create a collage of people from different cultural, ethnic and racial backgrounds.</p> <p>Discuss how our neighbors come from many different places and practice different ways of loving God.</p> <p>Discuss how all people deserve our respect because they are created and loved by God.</p> <p>Read and discuss the story of the Good Shepherd (John 10:7-16).</p> <p>Students restate the Ten Commandments in positive language.</p> <p>Read and discuss the story of the Prodigal Son (Luke 15:11-24). Students act out the story. Discuss how the father treated the son when he returned.</p>  |

## GRADE 2

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| <b>Achievement Standard 11:</b> Apply Catholic principles to interpersonal relationships. |  |
| <b>Rationale:</b>   | The Gospel call to love one’s neighbor is the foundation of Catholic moral activity.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Understand that we are called to treat others the way Jesus treated others. CCC 459, 1823, 1970</li> <li>• Recall that Jesus tells us to love one another through the parables he told. CCC 546</li> <li>• Know that we have healthy bodies when we take proper care of them. CCC 2288-2291</li> <li>• Exhibit understanding of obedience to others who care for our safety and well being.</li> <li>• Distinguish between good and bad habits.</li> <li>• Know the two great rules of God and their meaning. CCC 1844, 2055</li> <li>• Explain the meaning of “sin.” CCC 1849-1850</li> <li>• Define the meaning of “forgiveness” and know when we need to be forgiven.</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Students act out the parable of the Good Samaritan (Luke 11:29-37).</p> <p>Students talk about examples of right and wrong actions.</p> <p>Students discuss ways to respond to violence.</p> <p>Students discuss ways to make good choices about self-care.</p> <p>Students identify examples of people we must obey.</p> <p>Read and discuss the story of the Two Great Laws (Luke 10:25-28).</p>  |

## GRADE 2

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| <b>Achievement Standard 12:</b> Know, critique, and apply social justice principles to personal and societal situations. |   |
| <b>Rationale:</b>  | Catholic morality has to do with the public arena as well as personal life. Catholics are called to discern discrepancies, where they exist, between societal realities and Gospel values, and to develop strategies to make Gospel values operative.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"><li>• Demonstrate an understanding of how we care for the poor and suffering. CCC 886, 1033, 1435, 1825, 2208, 2405, 2443-2449</li><li>• Express that we belong to a Church that loves and serves people who are poor and suffering even though they might not belong to the Church. CCC 2443-2449</li></ul>        |
| <b>Sample Assessment Tasks:</b>  | <p>Students participate in a clothing drive, Lenten rice bowl program, food pantry, etc.</p> <p>Students make cards for shut-ins or those in nursing homes.</p> <p>Students discuss the Christian response to poverty.</p> <p>Students identify people who have spoken out on behalf of justice (e.g. Dorothy Day, Martin Luther King Jr., etc.).</p> |

## GRADE 2

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| <b>Achievement Standard 13:</b> Engage in service to the community (e.g. family, parish, local, national and global) in response to the Gospel call. |  |
| <b>Rationale:</b>  | By virtue of baptism, Catholics are called to discipleship that is manifest in loving service to others.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Indicate how we cooperate in school, church, and community projects.</li> <li>• Demonstrate how we share in Jesus' ministry by loving and serving others.</li> <li>• Know that the parish is a place where we help one another pray, celebrate, and assist others. CCC 2179</li> <li>• Understand that there are many Christians who are baptized and belong to other churches. CCC 1271</li> <li>• Know that all baptized people have the special seal of God's love. CCC 1216</li> <li>• Know that the permanent mark of baptism means that we are baptized only once no matter what the church in which we were baptized. CCC 1271</li> <li>• Recognize that many people believe in God even though they are not baptized and that God loves them. CCC 2728</li> </ul> |
| <b>Sample Assessment Tasks:</b>  | <p>Students brainstorm ways they can show God's love in the areas of home, school and church.</p> <p>Students collect food and clothing for others.</p> <p>Students discuss how the parish helps others.</p>   |



## GRADE 2

| <b>Achievement Standard 14:</b> Develop a moral conscience informed by Church teachings. |  |
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| <b>Rationale:</b>  | The Ten Commandments, the Beatitudes, and Church teaching provide a sure guide for moral decision-making. God's grace guides one's decisions for healthy, holy living on the journey to salvation.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"><li>• Explain that we sin when we choose not to do good. CCC 1850</li><li>• Recognize that the Ten Commandments help us to live good lives. CCC 2052-2055</li><li>• Know that God gave us the ability to choose freely to do what is good and avoid what is wrong. CCC 396, 1777</li><li>• Know that we can lead good lives with the help of the Holy Spirit. CCC 1695</li><li>• Know that Jesus sums up the commandments in His law of love. CCC 2055</li></ul> |
| <b>Sample Assessment Tasks:</b>  | Students identify choices they have made, and tell whether they were good choices or not.<br>Students memorize Jesus' law of love.<br>Students keep track of all the good deeds they do in one week.   |

## GRADE 2

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| <b>Achievement Standard 15:</b> Know and participate in the Catholic tradition of prayer. |   |
| <b>Rationale:</b>   | Prayer is essential to the relationship of the Christian to God and the community. Through God’s initiative, our exposure to diverse expressions of prayer, including traditional Catholic forms of prayer, can open us to God’s presence.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Explain that at Mass we gather together as God’s family and pray the responses. CCC 1348</li> <li>• Explain that listening to God’s Word in Scripture is one way God speaks to us today. CCC 1100-1101</li> <li>• Know the difference between spontaneous prayer and liturgical prayer. CCC 2659-2662, 2697-2699</li> <li>• Express an understanding that when we enter the church we bless ourselves with holy water, make the Sign of the Cross, and genuflect towards the tabernacle. CCC 1185, 1378</li> <li>• Identify special objects in church (e.g. altar, cross, tabernacle, sanctuary light, Easter candle, baptismal font, statues of saints, image of Mary, Stations of the Cross, holy water fonts, etc.).</li> <li>• Understand that the Mass is a sacred meal given to us by Jesus.</li> <li>• Identify the proclamation of the Gospel at Mass as hearing God’s Word spoken to us.</li> <li>• Identify the time of consecration at Mass when the priest raises the bread &amp; wine and they become the Real Presence of Jesus. CCC 1374</li> <li>• Identify the time during Mass when people receive Jesus in Holy Communion.</li> <li>• Know that Sunday is a special day when we gather in the church to thank God and worship Him as Creator and Father of all.</li> <li>• Know that the Church celebrates the life of Jesus throughout the year and in a special way during Advent/Christmas and Lent/Easter. CCC 1168-1173</li> <li>• Identify the symbols of the seasons of the Church Year. CCC 1095, 1189</li> <li>• Know that we call Jesus the Lamb of God who takes away sin. CCC 523, 536</li> <li>• Know the difference between Advent and Lent. CCC 524, 1438</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Students pray quietly to God each day.</p> <p>Students participate in the Mass.</p> <p>Students learn the prayer responses for Mass.</p> <p>Students identify the colors of the Church year worn by the ministers at Mass.</p> <p>Students make Advent wreaths, crosses, and other sacramentals to better understand and celebrate the Church’s liturgical seasons.</p> <p>Students match the following symbols and seasons: wreath with Advent, ashes with Lent, bread &amp; wine with Passover/Last Supper, palms with Passion (Palm) Sunday, cross with Good Friday, Easter candle with Easter and the Risen Christ, etc.</p>   |

### GRADE 3

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| <b>Achievement Standard 1:</b> Present an understanding of the human need for God based on revelation and faith. |   |
| <b>Rationale:</b>  | For faith to be living, conscious, and active, it is important for students to understand the human desire for God.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Identify ways that God shows love for us and how we can respond.</li> <li>• Show how God takes care of us and is always with us.</li> <li>• Know the Church’s belief in the Real Presence of Jesus in the Holy Eucharist. CCC 1374</li> <li>• Know the meaning of the term “faith.” CCC 26</li> <li>• Show awareness of God’s presence in ourselves, the community, Sacred Scripture, and the sacraments.</li> </ul> |
| <b>Sample Assessment Tasks:</b>  | <p>Students participate in a story of creation using simple props, fabric, etc. to show God’s special gifts.</p> <p>Students draw their image of three people who are special in their life.</p> <p>Students make a “Where is God?” collage.</p> <p>Students make a rainbow banner entitled “God’s promise.”</p> <p>Students write a “Dear God” letter that is mailed home to their parents.</p>  |

### GRADE 3

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| <b>Achievement Standard 2:</b> Read, understand, interpret, and apply Scripture to life. |   |
| <b>Rationale:</b>  | Scripture, as a means of revelation, enables Catholics to discover truth about God, the world and themselves. As the Church reflects upon Scripture, faith is strengthened, the soul is nourished and a pure and lasting font of spiritual life is found.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"><li>• Identify the Bible as a sacred book that reveals God’s love for us. CCC 101-133</li><li>• Locate passages in the Bible according to books, chapters, and verses.</li><li>• Demonstrate how we come to know Jesus in the Word of God.</li></ul>  |
| <b>Sample Assessment Tasks:</b>  | <p>In a drawing, students depict a favorite Bible story.</p> <p>Using a children’s Bible, students read and locate selections from the prophets and the Gospel writers.</p> <p>Students color a picture of Jesus and the children.</p> <p>Students develop a Bible game such as Bible Bingo, using chapter and verse references.</p> <p>Students act out a parable that Jesus told.</p> |

### GRADE 3

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| <b>Achievement Standard 3:</b> Illustrate a basic understanding of Catholic doctrine and dogma in light of the creed. |  |
| <b>Rationale:</b>   | Doctrine and dogmas of the Catholic faith, as means of revelation, are essential foundations for life within the Catholic community.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Articulate that Jesus is the Son of God and came to bring us God’s Word. CCC 238-242</li> <li>• Show how God loves us like a Father. CCC 199-201, 232-234</li> <li>• Demonstrate that the Holy Spirit is with us to help us pray. CCC 243-245</li> <li>• Explain the marks of the Catholic Church: one, holy, catholic, and apostolic. CCC 811-865</li> <li>• Know that Jesus rose from the dead on Easter Sunday to give us new life. CCC 638</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Students watch a video or read a story about the relationship between a loving parent and a child.</p> <p>Students draw pictures of family members helping each other.</p> <p>Students plant a seed in soil and add a “He is Risen” cross to depict new life.</p> <p>Students create a mural showing the different kinds of people that make up their parish family.</p> <p>Students learn and pray the Nicene Creed and discuss its meaning.</p>   |

### GRADE 3

| <b>Achievement Standard 4:</b> Recognize the Trinity as God. |   |
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| <b>Rationale:</b>  | Trinity is the central mystery of the Christian faith.  |
| <b>Assessment Categories:</b>                                | <ul style="list-style-type: none"><li>• Identify God as Father, Son, and Holy Spirit. CCC 253-255</li><li>• Know the meaning of the term “Holy Trinity.” CCC 261, 266</li><li>• Recall that Jesus is a person who lived historically and is alive now. CCC 464, 643, 656</li><li>• Explain that the Holy Spirit is the gift of God the Father and Jesus that enables the life of the Church on earth. CCC 683-688</li></ul> |
| <b>Sample Assessment Tasks:</b>                              | <p>Students pray and memorize the <i>Glory Be to the Father</i>.</p> <p>Students draw a picture in the shape of a triangle with images of God the Father, Jesus, and the Holy Spirit.</p> <p>Students listen to a Gospel story that tells about how Jesus lived.</p> <p>Students make a “Gifts of the Spirit” bulletin board showing ways the Spirit is alive in their families and parish.</p>                             |

### GRADE 3

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| <b>Achievement Standard 5:</b> Illustrate a basic understanding of Church. |  |
| <b>Rationale:</b>  | Our understanding of God and our identity as Church develops through history. The Church, the Body of Christ, is the sacrament of salvation.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Point out that Jesus began his new Church on earth and chose twelve apostles to help him. CCC 551-553, 1506</li> <li>• Know that the season of Advent prepares us for Christmas and the second coming of Christ and recognize that Lent is a special time for praying, sacrificing, and sharing. CCC 524, 1095, 1168-1171</li> <li>• Understand that the Church is a community of those who believe in God and that the Church teaches us to understand how God reveals Himself to us.</li> <li>• Understand that the Catholic Church is a family of believers and a community of Jesus' followers. CCC 832, 752</li> <li>• Recognize that the Sacrament of Baptism is the way in which people become members of the Church. CCC 1267</li> <li>• Identify that Christians celebrate Jesus' rising from the dead on Easter Sunday. CCC 638-640</li> <li>• Recognize the name Catholic as the name of the Church of which we are members. CCC 831</li> <li>• Know that Jesus gave the Church the mission to spread to all people the message of God's love. CCC 737</li> <li>• Know the difference between a church as a building where we worship God and the Church as the People of God, the community of believers. CCC 752, 756</li> </ul> |
| <b>Sample Assessment Tasks:</b>  | <p>Students write a story pretending they were in the stable in Bethlehem, describing what they saw and heard.</p> <p>Students create a Jesse Tree or a paper plate wreath for Advent.</p> <p>During Lent, students go to the church as a group or a family and pray the Way of the Cross.</p> <p>Students and their families develop an awareness of the Passover meal to show the relationship of Judaism and Christianity.</p> <p>As a group, students discuss ways to celebrate Advent or Lent.</p> <p>Students take a nature walk to look at signs of new life and connect it to the resurrection of Jesus.</p> <p>Students make a New Life book out of drawings and items collected in nature.</p> <p>With the help of their families, students list all of the sacramental celebrations in which they have participated.</p> <p>Students attend a baptism and discuss the various roles or re-enact the various roles in the sacrament of Baptism.</p>  |

### GRADE 3

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| <p><b>Achievement Standard 6:</b> Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context of sharing faith within and beyond itself.</p> |  |
| <p><b>Rationale:</b></p>  | <p>A relationship with God is not merely a private affair. It is meant to be shared. Along with Scripture, prayer and good teaching, a dynamic faith community is essential to the spiritual formation of its members and to supporting and challenging them in becoming active disciples.</p>   |
| <p><b>Assessment Categories:</b></p>  | <ul style="list-style-type: none"> <li>• Identify that our church community includes the pope, clergy, religious, and lay people. CCC 871-933</li> <li>• Demonstrate how the Church continues Jesus’ ministries of community, word, worship, and service.</li> <li>• Study lives of saints.</li> <li>• Describe the Church as the communion of saints. CCC 946-948</li> <li>• Know that we can pray alone and with others. CCC 2691</li> <li>• Know that the Church continues Jesus’ ministries of community, word, worship, and service.</li> <li>• Understand why we have prayers of adoration during Mass and before the Blessed Sacrament. CCC 1418, 2628</li> <li>• Recognize that participating in Mass is essential to living the Christian life. CCC 2181</li> <li>• Know that the priest closes Mass by sending us forth to do good works in the world.</li> <li>• Know the meaning of the term “holy.” CCC 2013</li> </ul> |
| <p><b>Sample Assessment Tasks:</b></p>  | <p>Students create a poster of individual illustrations of what it means to be Catholic.</p> <p>Students discuss the different ways people help in the parish.</p> <p>Students celebrate Mass regularly with their families and discuss how the parish family is like their own.</p> <p>Students create a TV show about the different people and/or activities that make up the Catholic Church.</p> <p>Students research the life of a saint and prepare a costume to be worn during an “All Saints Day” parade.</p> <p>Students ask parents to share stories about those family and friends who have helped them grow in their faith.</p>  |



### GRADE 3

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| <b>Achievement Standard 7:</b> Exercise responsible stewardship for the gift of creation. |   |
| <b>Rationale:</b>   | Creation is a gift from God for all generations. It is a Catholic’s responsibility to interact with the gift of creation wisely, share its fruits equitably, and to preserve the gift for the future.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Explain that as Christians we accept responsibility for all God’s creation and promise to care for it. CCC 337-349</li> <li>• Know that life is precious in plants, animals, and especially persons. CCC 2288</li> <li>• Understand that we show our love for Jesus by following Him through our actions. CCC 520-521</li> </ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>Students make a “God Made Everything Good” banner as a group.</p> <p>Students take responsibility for part of God’s creation (e.g., care for a pet or clean up a yard).</p> <p>Students write a poem, a prayer, or a song about God’s gift of nature.</p> <p>Students make badges for each other that identify the wearer as a person who cares for all living things.</p> <p>Students create finger puppets to act out a play written about God’s precious gift of life.</p> <p>Students plant bulbs in the fall for a sign of new life at Easter time.</p> |

### GRADE 3

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| <p><b>Achievement Standard 8:</b> Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist in the lives of Catholics.</p> |   |
| <p><b>Rationale:</b></p>   | <p>Persons encounter Christ in the sacraments. The sacraments, most centrally in the Eucharist, are the source and strength of the Catholic community and are essential to the life and mission of the Church and its members.</p>  |
| <p><b>Assessment Categories:</b></p>   | <ul style="list-style-type: none"> <li>• Explain that Baptism, Confirmation, and Eucharist are sacraments of initiation. CCC 1212</li> <li>• Identify the sacraments of Penance/Reconciliation and Anointing of the Sick as sacraments of healing. CCC 1420, 1421</li> <li>• Recognize that Matrimony and Holy Orders are sacraments of service. CCC 1533-1535</li> <li>• Know the meaning of the following terms: Real Presence, consecrate, priest, Mass, penance, reconciliation, forgiveness, sin, and healing.</li> </ul>  |
| <p><b>Sample Assessment Tasks:</b></p>   | <p>Students look at a picture of each sacrament and explain how Jesus shows his love in this sacrament.</p> <p>Students role play a baptism and talk about the signs and symbols of the sacrament.</p> <p>Students discuss how each of us is initiated into the various groups we join and relate the experience to the sacraments of initiation.</p> <p>Students read a story about healing and discuss what it means to be healed (relate this to the sacraments).</p> <p>With the help of their parents or other relatives, students list ways the sacrament of matrimony is sacrament of service.</p> <p>Students invite a priest, brother or sister to discuss the role of the Eucharist in their life of service to the Church.</p> |

### GRADE 3

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| <b>Achievement Standard 9:</b> Examine the variety of Christian vocations as ways to respond to the baptismal call. |  |
| <b>Rationale:</b>   | Through their baptism, God calls all Christians to a discipleship that continues the mission of Jesus.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Relate how Jesus shows us how to live.</li> <li>• Demonstrate that we live lovingly in our family and respect our parents. CCC 2217-2219</li> <li>• Explain that Holy Orders is a sacrament of special service and commitment to the Church. CCC 1536, 1562-1568</li> <li>• Know that the Church has special ministers who serve others. CCC 873-932</li> </ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>Students make a mobile or paper chain depicting stories from Jesus' life.</p> <p>Students cut out pictures of people in families (single persons, couples, one-parent families, two-parent families, etc.) doing things to help each other continue the mission of Jesus.</p> <p>Students discuss ways to help at home and make a promise of a specific way they can show more respect for their parents and others as Jesus would.</p> <p>List the roles of parish leaders and discuss the unique role the priest plays in the community.</p> <p>Students discuss and then list the roles that priests, brothers, and sisters play in the community.</p> |

### GRADE 3

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| <b>Achievement Standard 10:</b> Acknowledge and affirm the dignity of the human person and community. |   |
| <b>Rationale:</b>   | Humanity, created in the image and likeness of God, is to be protected and enriched in all stages of life.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Recognize that we care for people of different cultures and races. CCC 1825</li><li>• Demonstrate that we must love ourselves as gifts of God. CCC 356-357</li><li>• Apply respect for all of humanity to concrete situations.</li><li>• Examine how caring for people is a mark of holiness, especially those different from ourselves. CCC 2013</li><li>• Understand how the Ten Commandments guide us in how to love God and love others. CCC 2052</li><li>• Know that God forgives sins when we are truly sorry no matter how serious they are. CCC 1847</li></ul>                      |
| <b>Sample Assessment Tasks:</b>   | <p>Students create a collage on poster board of people from different cultural, ethnic, and racial backgrounds.</p> <p>Students discuss what it means to be created in God's image.</p> <p>Students interview their parents about their own ethnic heritage, and then share the information using a globe to show the location of their countries of origin.</p> <p>Read the Scripture story of the loaves and fishes and discuss how it relates to caring for others, especially those different from ourselves.</p> <p>Students view a video of priests, brothers, and/or sisters serving as missionaries in other countries.</p> |

### GRADE 3

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| <b>Achievement Standard 11:</b> Apply Catholic principles to interpersonal relationships. |   |
| <b>Rationale:</b>   | The Gospel call to love one’s neighbor is the foundation of Catholic moral activity.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Point out that we treat others the way Jesus treated others. CCC 543-545</li> <li>• Emphasize that all life is a gift of God that must be respected. CCC 2258-2267</li> <li>• Recall that, through the parables, Jesus tells us to love one another. CCC 546</li> <li>• Exhibit understanding of obedience to others who care for our safety and well being.</li> <li>• Distinguish between good and bad habits.</li> <li>• Know the two great rules of God and their meaning. CCC 1844, 2055</li> <li>• Know the meaning of the terms sin and forgiveness.</li> </ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>Family members make a list of the things each person does for the rest of the family, emphasizing special talents.</p> <p>Students hold hands during morning prayer, meal prayer and other prayer times.</p> <p>Students learn a song about ways to treat others with respect.</p> <p>Students create and celebrate a prayer service about God’s gift of life, including the song, “We are Children of the World.”</p> <p>Students write a parable story showing ways we can love our friends and family.</p> <p>Students talk about examples of right and wrong actions.</p> <p>Students discuss ways to respond to violence (e.g., words/actions/damaging property).</p> |

### GRADE 3

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| <b>Achievement Standard 12:</b> Know, critique, and apply social justice principles to personal and societal situations. |  |
| <b>Rationale:</b>  | Catholic morality has to do with the public arena as well as personal life. Catholics are called to discern discrepancies, where they exist, between societal realities and Gospel values, and to develop strategies to make Gospel values operative.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Demonstrate how we show concern for the poor and the suffering. CCC 1939-1942</li> <li>• Memorize that “whatever we do for people in need, we do for Jesus.” CCC 2463</li> <li>• Explain that we share in Jesus’ mission to bring the message of love, justice, and hope to the poor and victims of injustice. CCC 1929-1933, 2443-2447</li> </ul>  |
| <b>Sample Assessment Tasks:</b>  | <p>Students participate in a clothing drive, Lenten rice bowl program, Christmas giving tree, and/or food pantry collection.</p> <p>Students draw cards for shut-ins.</p> <p>Students invite a member of the parish social justice committee to visit and discuss effects of poverty in their community.</p> <p>Students read and reflect on Gospel stories of Jesus caring for the poor and outcasts (relate to Matt. 25).</p> <p>Teacher reads a story about discrimination (e.g. <i>The Story of Ruby Bridges</i> by Robert Cole).</p> <p>Students discuss Christian response to poverty or discrimination.</p> <p>Students relate a time they have experienced discrimination.</p> <p>Students identify key people who have spoken out on behalf of justice (e.g., Dorothy Day, Martin Luther King).</p> |

### GRADE 3

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| <b>Achievement Standard 13:</b> Engage in service to the community (e.g. family, parish, local, national and global) in response to the Gospel call. |   |
| <b>Rationale:</b>  | By virtue of baptism, Catholics are called to discipleship that is manifest in loving service to others.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Recall that the Eucharist is a sacrament of love and service. CCC 1337</li> <li>• Indicate how we cooperate in school, church, and community projects. CCC 1905-1912</li> <li>• Demonstrate how we share in Jesus’ ministry by loving and serving others. CCC 520</li> <li>• Understand that there are many Christians who are baptized and belong to other churches. CCC 1271</li> <li>• Know that the permanent mark of baptism means that we are baptized only once no matter what the church in which we were baptized. CCC 1271</li> <li>• Recognize that many people believe in God even though they are not baptized and that God loves them. CCC 2728</li> <li>• Identify the corporal works of mercy. CCC 2447</li> </ul> |
| <b>Sample Assessment Tasks:</b>  | <p>Students make a bread and wine mosaic that includes their families and parish community around the table.</p> <p>Students write a love note to God telling what they’ll do for another person this week.</p> <p>Students brainstorm ways they can show God’s love in the areas of home, school, and at church.</p> <p>In small groups, students develop posters showing ways to be kind to parents, teachers, and friends.</p> <p>Students listen to a story or watch a video of religious and their service to the Church.</p>  |

### GRADE 3

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| <b>Achievement Standard 14:</b> Develop a moral conscience informed by Church teachings. |  |
| <b>Rationale:</b>  | The Ten Commandments, the Beatitudes, and Church teaching provide a sure guide for moral decision-making. God's grace guides one's decisions for healthy, holy living on the journey to salvation.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"><li>• Demonstrate how we live good lives with the help of the Holy Spirit. CCC 798-801</li><li>• Recognize that the Ten Commandments help us live good lives. CCC 2052-2054</li><li>• Recall that Jesus sums up the commandments for us in his law of love. CCC 2055</li><li>• Know that God gave us the ability to choose freely to do what is good and avoid what is wrong. CCC 396, 1777</li></ul>  |
| <b>Sample Assessment Tasks:</b>  | <p>Students keep a diary for one week of all the good deeds they do.</p> <p>Students talk about what conscience means and how they learn right and wrong.</p> <p>Students draw a picture of how they feel when they choose not to do good.</p> <p>Students listen to the Bible story of Moses receiving the Ten Commandments on Mt. Sinai.</p> <p>Students memorize Jesus' law of love.</p> <p>Students tell stories about choices that they made and identify which were good choices and which were not.</p> |



### GRADE 3

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| <p><b>Achievement Standard 15:</b> Know and participate in the Catholic tradition of prayer.</p> |   |
| <p><b>Rationale:</b></p>   | <p>Prayer is essential to the relationship of the Christian to God and the community. Through God’s initiative, our exposure to diverse expressions of prayer, including traditional Catholic forms of prayer, can open us to God’s presence.</p>   |
| <p><b>Assessment Categories:</b></p>   | <ul style="list-style-type: none"> <li>• Explain that at Mass we gather together as God’s family and pray the responses. CCC 1348</li> <li>• Observe that God hears our prayers. CCC 2559-2565, 2616</li> <li>• Explain that listening to God’s Word in Scripture is one way God speaks to us today. CCC 2653-2654</li> <li>• Show the difference between spontaneous prayer and liturgical prayer. CCC 2626-2643, 2655</li> <li>• Explain the Apostles’ Creed. CCC 185-197</li> <li>• Describe what happens at the Liturgy of the Word and the Liturgy of the Eucharist. CCC 1346, 1349</li> <li>• Understand that the Mass is a sacred meal given to us by Jesus.</li> <li>• Identify the proclamation of the Gospel at Mass as hearing God’s Word spoken to us.</li> <li>• Identify the time of the consecration at Mass when the priest raises the bread and wine and they become the Real Presence of Jesus. CCC 1374</li> <li>• Identify the seasons of the Church year especially Advent/Christmas and Lent/Easter. CCC 1095, 1163-1173</li> </ul> |
| <p><b>Sample Assessment Tasks:</b></p>   | <p>Students pray quietly to God daily.</p> <p>Students read Scripture stories about Jesus praying.</p> <p>Students pray spontaneously as a class.</p> <p>Students participate in Mass as a family and discuss the readings either before or after the liturgy.</p> <p>Students learn the prayer responses for Mass.</p> <p>Students write intercessions for a group prayer service.</p> <p>Students re-read the Gospel from Sunday’s liturgy and discuss how it relates to their life this week.</p> <p>Students pray the Nicene Creed (liturgical) with their family daily until it is memorized.</p> <p>Students interview various adults, asking them to explain their understanding of the Apostles’ Creed.</p> <p>A priest, brother, or sister is invited to the class to share how they pray.</p>   |

## GRADE 4

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| <b>Achievement Standard 1:</b> Present an understanding of the human need for God based on revelation and faith. |   |
| <b>Rationale:</b>  | For faith to be living, conscious, and active, it is important for students to understand the human desire for God.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Recall that grace from God helps us live good lives. CCC 1996-2005</li> <li>• Make choices that show love for people created in God’s image. CCC 1934-1935</li> <li>• Know the Church’s belief in the Real Presence of Jesus in the Holy Eucharist. CCC 1374</li> <li>• Show awareness of God’s presence in ourselves, the community, Sacred Scripture, and the sacraments.</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>Students discuss the media’s presentation of a “good life” in comparison with living our life with the grace of God.</p> <p>Students talk about the meaning of grace.</p> <p>Students create a collage/poster that includes many examples of people created in God’s image.</p> <p>Students, as a group, adopt a service project to serve the local community.</p> <p>Students search for examples of sin and evil in the Old Testament and New Testament Scriptures and make comparisons and contrasts.</p> <p>Students create a picture book depicting scenes from the life of Jesus to share with younger children.</p> <p>Students dramatize a skit showing the meaning of the Ten Commandments or beatitudes.</p> <p>Students interview volunteers in various parish ministries to learn more about practicing faith.</p> <p>Students interview a priest, brother, or sister and report their findings.</p> |

## GRADE 4

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| <b>Achievement Standard 2:</b> Read, understand, interpret, and apply Scripture to life. |   |
| <b>Rationale:</b>  | Scripture, as a means of revelation, enables Catholics to discover truth about God, the world and themselves. As the Church reflects upon Scripture, faith is strengthened, the soul is nourished and a pure and lasting font of spiritual life is found.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Recognize that the Bible teaches about God’s goodness within ourselves and our world. CCC 101-103, 104, 142-143</li> <li>• Locate passages in the Bible according to books, chapters, and verses.</li> <li>• Demonstrate making life choices consistent with biblical teachings. CCC 117, 131, 1966</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>Students create symbols of God’s goodness after reading from selected Bible passages.</p> <p>Students act out everyday situations using Christian principles from Scripture.</p> <p>Students practice and proclaim Scripture readings during liturgy.</p> <p>Students participate in a “Find this Passage” speed competition game.</p> <p>Students working in cooperative learning groups locate Gospel passages relating the life of Jesus.</p> <p>With their families, students read sections of each of the four Gospels.</p> <p>Students contrast the plight of the Hebrew people with other people in world history (e.g., African slaves in America).</p> <p>Students locate references in the Old Testament to the coming of the Messiah.</p> |

## GRADE 4

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| <b>Achievement Standard 3:</b> Illustrate a basic understanding of Catholic doctrine and dogma in light of the creed. |   |
| <b>Rationale:</b>   | Doctrine and dogmas of the Catholic faith, as means of revelation, are essential foundations for life within the Catholic community.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Show God’s mercy and forgiveness as offered through Jesus. CCC 457-459, 571</li> <li>• Recall that the Holy Spirit guides us to choose good over evil. CCC 734-737</li> <li>• Explain how all members of the Church are members of the body of Christ. CCC 787-791</li> <li>• Know that Jesus rose from the dead on Easter Sunday to give us new life. CCC 638</li> <li>• Explain the marks of the Catholic Church: one, holy, catholic, and apostolic. CCC 811-865</li> <li>• Know the meaning of the terms Paschal Mystery and Incarnation. CCC 461-463, 542, 638</li> </ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>Students plan for and participate in a parish reconciliation service.</p> <p>Students create a collage or a collection of articles showing people of different countries practicing their Catholic faith.</p> <p>Students read the Gospels to identify ways Jesus interacted with other people (e.g., Mary, the Apostles, the lepers, etc.)</p> <p>Students create an evangelistic public service announcement proclaiming that Jesus came to save us.</p> <p>Students research and write a report about the life of a Christian martyr.</p> <p>Students become a pen pal with a parish RCIA candidate or catechumen.</p> <p>Students act out the passion of Jesus.</p> <p>Students research and find Scriptural images for the Holy Spirit.</p> |

## GRADE 4

| <b>Achievement Standard 4:</b> Recognize the Trinity as God. |  |
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| <b>Rationale:</b>  | Trinity is the central mystery of the Christian faith.   |
| <b>Assessment Categories:</b>                                | <ul style="list-style-type: none"><li>• Recognize God is always with us. CCC 207, 214</li><li>• Identify from Jesus how to live. CCC 543-546</li><li>• Distinguish how the Holy Spirit helps us live as Jesus did. CCC 713-715, 1302-1305</li><li>• Understand our belief in the Holy Trinity – one God in three persons – Father, Son, and Holy Spirit. CCC 232-256</li><li>• Recall that Jesus is true God and true man. CCC 464-469</li></ul>   |
| <b>Sample Assessment Tasks:</b>                              | <p>Students ask their parents about times when they felt especially close to God.</p> <p>Students research and present information on the life of Jesus.</p> <p>Students draw images for the Trinity.</p> <p>Students interview someone from another Christian tradition or church about their belief in the Trinity.</p> <p>Students work together in discussing how God is present in the world through nature, people, and events and create an illustrated booklet to represent their discussion.</p> <p>Students research and identify Scriptural passages relating to Pentecost and then dramatize the story.</p> <p>Students find examples in Scripture where God was revealed to people.</p> <p>Students choose one of the authors of the Old Testament upon which to research and report.</p> |

## GRADE 4

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| <b>Achievement Standard 5:</b> Illustrate a basic understanding of Church. |   |
| <b>Rationale:</b>  | Our understanding of God and our identity as Church develops through history. The Church, the Body of Christ, is the sacrament of salvation.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Recognize the Church is a light to the world. CCC 811-812, 849, 2466</li> <li>• Learn from others and teach others the way to the Kingdom of God as members of the Church. CCC 851, 942-943</li> <li>• Identify the parish, vicariate/deanery, diocesan/archdiocesan, and universal Church as community. CCC 936-940, 2179</li> <li>• Recall the Last Supper in the Eucharistic celebration on Holy Thursday. CCC 610-611</li> <li>• Know the four marks of the Church. CCC 811-812</li> <li>• Recognize that the Church was born on Pentecost. CCC 767</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>Students find examples in print media of the Church in action.</p> <p>Students learn and/or write songs that talk about the reign of God.</p> <p>As a class, students develop a timeline and oral history of their parish or diocese as a community of faith.</p> <p>Students recreate the Last Supper.</p> <p>Students read and recite the Nicene Creed and present an example of their understanding of “one,” “holy,” “catholic,” and “apostolic” in words, actions, or pictures.</p> <p>Students learn the mission statement for their parish and write one for the group.</p> <p>As a class or family, celebrate the birthday of the Church on the Feast of Pentecost with cake and a retelling of the story.</p> <p>Students prepare and actively participate in a liturgy with children and families.</p> |

## GRADE 4

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| <p><b>Achievement Standard 6:</b> Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context of sharing faith within and beyond itself.</p> |   |
| <p><b>Rationale:</b></p>  | <p>A relationship with God is not merely a private affair. It is meant to be shared. Along with Scripture, prayer and good teaching, a dynamic faith community is essential to the spiritual formation of its members and to supporting and challenging them in becoming active disciples.</p>  |
| <p><b>Assessment Categories:</b></p>  | <ul style="list-style-type: none"> <li>• Examine the followers of Jesus who make up the Church (apostles, saints, us). CCC 957</li> <li>• Indicate that as the Church, the body of Christ, we celebrate the Eucharist. CCC 1382-1384, 1388</li> <li>• Describe examples of how the Church cares for those in need and works to build a better world. CCC 2419-2421</li> <li>• Understand that the Church has adoration of the Blessed Sacrament both during Mass and outside of Mass. CCC 1378-1379</li> <li>• Recognize the universal call to holiness. CCC 2013</li> <li>• Learn the mysteries of the Rosary. CCC 2708</li> <li>• Recognize that participating in Mass is essential to living the Christian life. CCC 2181</li> </ul> |
| <p><b>Sample Assessment Tasks:</b></p>  | <p>Students invite a member of the St. Vincent de Paul Society or a soup kitchen to discuss their work in relation to Jesus.</p> <p>Families celebrate liturgy together, participate fully, and then discuss ways the Mass can reconcile people.</p> <p>Students share family pictures or videos of a sacramental celebration and explain the significance of the symbols used in the ritual.</p> <p>Students draw a liturgical calendar and illustrate the different feasts and seasons in different colors.</p> <p>Students locate and read current news stories about the Pope.</p> <p>Students invite a speaker to talk about Vatican Council II and its call to renewal.</p>   |

## GRADE 4

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| <b>Achievement Standard 7:</b> Exercise responsible stewardship for the gift of creation. |  |
| <b>Rationale:</b>   | Creation is a gift from God for all generations. It is a Catholic's responsibility to interact with the gift of creation wisely, share its fruits equitably, and to preserve the gift for the future.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Identify the abundance and goodness of God's creation. CCC 2402</li> <li>• Explore the responsibility of Catholic Christians to be generous with others. CCC 2443-2445</li> <li>• Engage in problem solving to promote responsible stewardship of God's creation. CCC 2415-2418</li> </ul>  |
| <b>Sample Assessment Tasks:</b>   | <p>Students create a collage/poster or a display that reflects the abundance of God's creation.</p> <p>Students, as a group, provide services or material goods to a food pantry or homeless shelter.</p> <p>Students, working in cooperative learning groups, discuss and problem solve an environmental issue and relate it to God's creation.</p> <p>Students use a journal to record ways they have shown responsibility for God's creation.</p> <p>Students discuss with their families and write a news story about local stresses on the environment.</p> <p>Students participate in recycling efforts in their home, parish, or school.</p> <p>Students listen to the song entitled "Circle of Life" (<i>Lion King</i>) and discuss the interdependence of all God's creation.</p> |



## GRADE 4

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| <b>Achievement Standard 8:</b> Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist in the lives of Catholics. |   |
| <b>Rationale:</b>   | Persons encounter Christ in the sacraments. The sacraments, most centrally in the Eucharist, are the source and strength of the Catholic community and are essential to the life and mission of the Church and its members.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Explain that Baptism, Confirmation, and Eucharist are sacraments of initiation. CCC 1212</li> <li>• Identify the sacraments of Penance/Reconciliation and Anointing of the Sick as sacraments of healing. CCC 1420, 1421</li> <li>• Recognize that Matrimony and Holy Orders are sacraments of service. CCC 1533-1535</li> <li>• Participate in the Sacrament of Penance/Reconciliation, the journey of conversion, which brings forgiveness and reunites us with God and the Church. CCC 1440-1446</li> <li>• Celebrate Eucharist, which symbolizes the Kingdom of God, brings us peace, and reconciles us. CCC 1436</li> <li>• Recognize the grace of God through the special gifts and symbolic actions of the sacraments. CCC 1127</li> </ul>  |
| <b>Sample Assessment Tasks:</b>   | <p>Students participate in a parish celebration of the Sacrament of Penance/Reconciliation.</p> <p>Students create mobiles or stained-glass windows of the signs and symbols of one of the sacraments.</p> <p>Students invite a recent confirmand to visit class and explain the symbols of confirmation.</p> <p>Students ask their parents to tell them family stories of experiencing the Sacrament of the Anointing of the Sick.</p> <p>Students interview adults about their understanding of what “covenant” means in the Sacrament of Marriage.</p> <p>Students interview adults about their understanding of the Eucharist as the source and strength of their Catholic life.</p> <p>Students invite a priest or a seminarian to class to lead a discussion about the ordained life of service.</p> <p>Students visit a synagogue and learn about Jewish rituals.</p> <p>Students research and then write a report on Catholic sacramentals, symbols, rituals, or the liturgical year.</p> <p>Students invite a religious priest, brother, or sister to class for presentation the role of the Eucharist in the religious life of their community.</p> |

## GRADE 4

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| <b>Achievement Standard 9:</b> Examine the variety of Christian vocations as ways to respond to the baptismal call. |   |
| <b>Rationale:</b>   | Through their baptism, God calls all Christians to a discipleship that continues the mission of Jesus.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Illustrate that through baptism Jesus calls us to a life of service. CCC 1213, 1269-1270</li> <li>• Propose good Christian lifestyles by using the examples of Jesus, Mary, and the saints. CCC 1717, 2030</li> <li>• Recognize that the role of family and community is to support our living a Christian way of life. CCC 1250-1251, 1641-1642</li> <li>• Recognize the Christian vocations of marriage, consecrated and religious life. CCC 914-930, 1603-1604</li> </ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>Students plan and carry out service projects to help those in need in the parish community.</p> <p>Following a visit to class by persons from various ministries within the parish, students choose a ministry they admire and depict it in drawing or writing while sharing how they believe it continues the mission of Jesus.</p> <p>After discussing it at home, students describe ways in which their family helps one another live a Christian way of life.</p> <p>As a group, make a visit to a nearby religious order's motherhouse or monastery to learn about religious life.</p> <p>Students discuss and then list the roles that priests, brothers, and sisters play in the community.</p> <p>Write letters to missionaries and ask them to write back and tell about their work.</p> <p>Use the Internet to access flyers and holy cards from a religious community's web site.</p> |

## GRADE 4

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| <b>Achievement Standard 10:</b> Acknowledge and affirm the dignity of the human person and community. |  |
| <b>Rationale:</b>   | Humanity, created in the image and likeness of God, is to be protected and enriched in all stages of life.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Recognize that differences in race and nationalities are good for the whole of the human family. CCC 1934-1935</li><li>• Apply respect for all of humanity to concrete situations.</li><li>• Recognize that human life needs to be respected and protected from conception to natural death. CCC 2273, 2319</li></ul>  |
| <b>Sample Assessment Tasks:</b>   | <p>With the help of their parents, students research their own genealogy to identify an ethnic community to which they belong.</p> <p>As a group, students choose one ethnic community and prepare a celebration from this culture to share with another group.</p> <p>Students create symbols of Easter from different cultures within the Church.</p> <p>Students read about the life of Abraham in the Old Testament.</p> <p>Students listen to liturgical music from different cultures.</p> <p>Students identify and define types, causes, effects of, and solutions to discrimination.(e.g., slavery and anti-Semitism).</p> |

## GRADE 4

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| <b>Achievement Standard 11:</b> Apply Catholic principles to interpersonal relationships. |   |
| <b>Rationale:</b>   | The Gospel call to love one’s neighbor is the foundation of Catholic moral activity.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Examine the greatest commandments - to love God with our whole heart and others as ourselves. CCC 1970-1973</li> <li>• Recognize that authority is necessary for human community. CCC 1897-1904, 1951</li> <li>• Demonstrate responsible expressions of sexuality. CCC 2331-2332, 2337</li> <li>• Relate that God cares deeply how we treat others. CCC 1931</li> </ul>  |
| <b>Sample Assessment Tasks:</b>   | <p>Students write a short story that demonstrates love of neighbor and self.</p> <p>As a small group, students develop a flow chart outlining Church authority structures.</p> <p>In the family home, choose a TV show and answer the question, “Are the characters in the show acting according to Gospel values of justice and the dignity of all persons?” Use Scripture to illustrate.</p> <p>Using puppets, students perform an original play for younger children demonstrating good Christian choices.</p> <p>Students listen to a popular song and share whether it indicates appropriate intimacy and trust of others.</p> <p>Students view a video on the beginning of human life and discuss how human life and sexuality are sacred or holy.</p> <p>Students survey adults in their lives and ask for specific examples of conversion.</p> <p>Students invite high school students to speak about chastity to the group. Students identify abuses of life (e.g., abortion, euthanasia, capital punishment, child abuse, pollution, etc.).</p> |

## GRADE 4

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| <b>Achievement Standard 12:</b> Know, critique, and apply social justice principles to personal and societal situations. |  |
| <b>Rationale:</b>  | Catholic morality has to do with the public arena as well as personal life. Catholics are called to discern discrepancies, where they exist, between societal realities and Gospel values, and to develop strategies to make Gospel values operative.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Demonstrate that God wants us to fight against envy and greed. CCC 2536-2540, 2554</li> <li>• Illustrate how the beatitudes show us to trust God, forgive, and have mercy for others. CCC 1716-1717, 1725-1729</li> <li>• Explain that we share in Jesus’ mission to bring the message of love, justice, and hope to the poor and victims of injustice. CCC 1929-1933, 2443-2447</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>In small groups, students role-play a story from Scripture that demonstrates the evils of envy and greed.</p> <p>Students create a poster exhibiting their understanding of the beatitudes through pictures.</p> <p>Students explore various charitable and justice activities and discuss these activities as prayer in action.</p> <p>Students read about current events and discuss how God works through people to achieve a more just world.</p> <p>Students demonstrate in a creative way how God heals through the sacraments.</p> <p>Students view a contemporary music video or television program and use it to discuss how its value compares with Catholic social teachings.</p> <p>Students research Scriptural references from the prophets to suffering, injustice, and death.</p> <p>Students create appropriate endings to fictional stories describing issues of justice or peace.</p> <p>Students discuss ways to show respect and justice toward each other.</p> <p>Students explore nonviolent responses to frustration and needs.</p> <p>Students discuss types—causes, effects and alternatives—to war and other acts of violence.</p> |

## GRADE 4

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| <b>Achievement Standard 13:</b> Engage in service to the community (e.g. family, parish, local, national and global) in response to the Gospel call. |  |
| <b>Rationale:</b>  | By virtue of baptism, Catholics are called to discipleship that is manifest in loving service to others.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Demonstrate our love for God by helping those in need. CCC 2447-2449</li> <li>• Illustrate how caring for others means considering their needs. CCC 2447</li> <li>• Recognize that the corporal works of mercy show our love for Jesus. CCC 2447-2448</li> <li>• Identify the spiritual works of mercy. CCC 2447-2448</li> </ul>  |
| <b>Sample Assessment Tasks:</b>  | <p>Students plan and carry out service projects to help their families and neighbors.</p> <p>With their families, students volunteer at a local community agency that serves the poor and those treated unjustly (i.e., victims of violence, the homeless and addicted).</p> <p>Students make a banner for the parish or school identifying the corporal and spiritual works of mercy.</p> <p>Students research local and world figures and organizations that serve the poor locally and in third world countries.</p> <p>Students research Church documents (e.g., <i>The Catechism of the Catholic Church</i>) and Scripture for indications that Jesus is the center of God's plan for the world.</p> <p>Students identify key people in the Church who have spoken out on behalf of justice (e.g., Dorothy Day, Martin Luther King, Jr., Dietrich Bonhoeffer, Maximilian Kolbe, St. Teresa Benedicta of the Cross).</p> |

## GRADE 4

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| <b>Achievement Standard 14:</b> Develop a moral conscience informed by Church teachings. |   |
| <b>Rationale:</b>  | The Ten Commandments, the Beatitudes, and Church teaching provide a sure guide for moral decision-making. God’s grace guides one’s decisions for healthy, holy living on the journey to salvation.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Demonstrate the virtues of faith, hope, and love. CCC 1812-1829</li> <li>• Dramatize our God-given gifts of freedom and conscience. CCC 1776-1789</li> <li>• Indicate that the Holy Spirit and Church teachings help us choose what is right. CCC 1788</li> <li>• Illustrate how the Ten Commandments teach us how to love God and others. CCC 2052-2550</li> <li>• Recognize that sin is choosing to turn away from God, which harms our relationship with God, ourselves, and others. CCC 1849-1853</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>Students role-play the difference between informed conscience and whim.</p> <p>Students brainstorm ways to demonstrate faith, hope, and love in their lives.</p> <p>Students read and act out the story of Adam and Eve.</p> <p>Students rewrite the Ten Commandments in their own language.</p> <p>Students list specific examples of sin and discuss the harm created by the sin.</p> <p>Students write and sign a pledge to take responsibility for their own actions at home, church, and school.</p> <p>Students watch the movie “Pinocchio” and discuss the role of conscience in our lives.</p> <p>Students interview their parents and grandparents to record lived examples of faith.</p> <p>Students read about prophets in the Old Testament.</p> <p>Students identify major elements of Catholic social teachings.</p> <p>Students interview a priest, brother, or sister, asking them to describe their “call.”</p> |

## GRADE 4

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| <b>Achievement Standard 15:</b> Know and participate in the Catholic tradition of prayer. |   |
| <b>Rationale:</b>   | Prayer is essential to the relationship of the Christian to God and the community. Through God’s initiative, our exposure to diverse expressions of prayer, including traditional Catholic forms of prayer, can open us to God’s presence.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Indicate how Christians are called to forgive those who hurt them or bear wrongs and pray for everyone. CCC 2838-2845</li> <li>• Recognize the corporal and spiritual works of mercy. CCC 2447</li> <li>• Identify the mysteries of the Rosary. CCC 2708</li> <li>• Recognize the importance of daily prayer. CCC 2659-2660</li> <li>• Know the Apostles’ Creed. CCC 194, 196, 2558</li> <li>• Know how to pray the Stations of the Cross.</li> <li>• Practice spontaneous and liturgical prayer.</li> </ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>Students demonstrate through a prayer service or role-play how Christians should forgive those who hurt us.</p> <p>Students use Scripture to list the corporal and spiritual works of mercy.</p> <p>Students read psalms and imagine which ones may have been favorites of Jesus.</p> <p>Students keep a daily prayer journal.</p> <p>Using the Sacramentary, students become familiar with the rite of Baptism including its movements, symbols and ritual prayers.</p> <p>Students plan and participate in a prayer service using spontaneous and meditative prayers.</p> <p>Students volunteer to help teach first graders liturgical prayers, the Rosary, or the Lord’s Prayer.</p> <p>Students invite a priest or parish liturgy coordinator to speak about liturgy as central to the life of the parish.</p> <p>Students visit the house of a religious order for men or women.</p> <p>Students invite a priest, brother, or sister to speak on how they pray.</p> |



## GRADE 5

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| <b>Achievement Standard 1:</b> Present an understanding of the human need for God based on revelation and faith. |   |
| <b>Rationale:</b>  | For faith to be living, conscious, and active, it is important for students to understand the human desire for God.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Demonstrate that the purpose of a Christian life is to know, love, and serve God. CCC 358</li> <li>• Use the Bible to find examples of God’s goodness prevailing over sin and evil. CCC 395</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>Students discuss the media’s presentation of a “good life” in comparison with living our life with the grace of God.</p> <p>Students talk about the meaning of grace.</p> <p>Students create a collage/poster that includes many examples of people created in God’s image.</p> <p>Students, as a group, adopt a service project to serve the local community.</p> <p>Students search for examples of sin and evil in the Old Testament and New Testament Scriptures and make comparisons and contrasts.</p> <p>Students create a picture book depicting scenes from the life of Jesus to share with younger children.</p> <p>Students dramatize a skit showing the meaning of the Ten Commandments or beatitudes.</p> <p>Students interview volunteers in various parish ministries to learn more about practicing faith.</p> <p>Students interview a priest, brother, or sister and report their findings.</p> |

## GRADE 5

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| <b>Achievement Standard 2:</b> Read, understand, interpret, and apply Scripture to life. |   |
| <b>Rationale:</b>  | Scripture, as a means of revelation, enables Catholics to discover truth about God, the world and themselves. As the Church reflects upon Scripture, faith is strengthened, the soul is nourished and a pure and lasting font of spiritual life is found.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Discuss how God is present in the Bible, the inspired Word of God. CCC 80-83, 103-104, 269</li> <li>• Recall that the promise of love and partnership God made with Moses and the Hebrew people is a covenant. CCC 205-207</li> <li>• Research the life of Jesus as both divine and human as told in the Gospels. CCC 124-125, 127, 460, 476</li> <li>• Name the four Gospel writers: Matthew, Mark, Luke, and John. CCC 76, 515</li> </ul>  |
| <b>Sample Assessment Tasks:</b>  | <p>Students create symbols of God’s goodness after reading from selected Bible passages.</p> <p>Students act out everyday situations using Christian principles from Scripture.</p> <p>Students practice and proclaim Scripture readings during liturgy.</p> <p>Students participate in a “Find this Passage” speed competition game.</p> <p>Students working in cooperative learning groups locate Gospel passages relating the life of Jesus.</p> <p>With their families, students read sections of each of the four Gospels.</p> <p>Students contrast the plight of the Hebrew people with other people in world history (e.g., African slaves in America).</p> <p>Students locate references in the Old Testament to the coming of the Messiah.</p> |

## GRADE 5

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| <b>Achievement Standard 3:</b> Illustrate a basic understanding of Catholic doctrine and dogma in light of the creed. |   |
| <b>Rationale:</b>   | Doctrine and dogmas of the Catholic faith, as means of revelation, are essential foundations for life within the Catholic community.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Identify God as with us everywhere, especially through other people and the Church. CCC 285, 293, 301</li> <li>• Recall that God came into our world to save us. CCC 422</li> <li>• Recognize Jesus as the visible sign of God’s love. CCC 444</li> <li>• Demonstrate courage received through the Holy Spirit. CCC 1830, 1837</li> <li>• Witness the presence of the risen Christ in the Church. CCC 2174</li> </ul>  |
| <b>Sample Assessment Tasks:</b>   | <p>Students plan for and participate in a parish reconciliation service.</p> <p>Students create a collage or a collection of articles showing people of different countries practicing their Catholic faith.</p> <p>Students read the Gospels to identify ways Jesus interacted with other people (e.g., Mary, the Apostles, the lepers, etc.)</p> <p>Students create an evangelistic public service announcement proclaiming that Jesus came to save us.</p> <p>Students research and write a report about the life of a Christian martyr.</p> <p>Students become a pen pal with a parish RCIA candidate or catechumen.</p> <p>Students act out the passion of Jesus.</p> <p>Students research and find Scriptural images for the Holy Spirit.</p> |

## GRADE 5

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| <b>Achievement Standard 4:</b> Recognize the Trinity as God. |  |
| <b>Rationale:</b>  | Trinity is the central mystery of the Christian faith.   |
| <b>Assessment Categories:</b>                                | <ul style="list-style-type: none"> <li>• Develop the belief in one God: Father, Son, and Holy Spirit. CCC 232, 732</li> <li>• Explain that the mystery of the Trinity is the core of our faith. CCC 234</li> <li>• Identify how God created all things and cares for us as a loving Father. CCC 270, 279-280</li> <li>• State that Jesus Christ, the Son of God, is true God and true human. CCC 464-469, 480-482</li> <li>• Dramatize how the Holy Spirit came to the disciples at Pentecost. CCC 731</li> </ul>  |
| <b>Sample Assessment Tasks:</b>                              | <p>Students ask their parents about times when they felt especially close to God.</p> <p>Students research and present information on the life of Jesus.</p> <p>Students draw images for the Trinity.</p> <p>Students interview someone from another Christian tradition or church about their belief in the Trinity.</p> <p>Students work together in discussing how God is present in the world through nature, people, and events and create an illustrated booklet to represent their discussion.</p> <p>Students research and identify Scriptural passages relating to Pentecost and then dramatize the story.</p> <p>Students find examples in Scripture where God was revealed to people.</p> <p>Students choose one of the authors of the Old Testament upon which to research and report.</p> |

## GRADE 5

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| <b>Achievement Standard 5:</b> Illustrate a basic understanding of Church. |   |
| <b>Rationale:</b>  | Our understanding of God and our identity as Church develops through history. The Church, the Body of Christ, is the sacrament of salvation.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Reflect on the Church (one, holy, catholic, and apostolic) as the People of God, called together by the Holy Spirit. CCC 811-812</li> <li>• Explain how the Church is the sacrament of Christ in the world. CCC 1118-1119</li> <li>• Relate that the Church was born on the feast of Pentecost. CCC 1076</li> </ul>  |
| <b>Sample Assessment Tasks:</b>  | <p>Students find examples in print media of the Church in action.</p> <p>Students learn and/or write songs that talk about the reign of God.</p> <p>As a class, students develop a timeline and oral history of their parish or diocese as a community of faith.</p> <p>Students recreate the Last Supper.</p> <p>Students read and recite the Nicene Creed and present an example of their understanding of “one,” “holy,” “catholic,” and “apostolic” in words, actions, or pictures.</p> <p>Students learn the mission statement for their parish and write one for the group.</p> <p>As a class or family, celebrate the birthday of the Church on the Feast of Pentecost with cake and a retelling of the story.</p> <p>Students prepare and actively participate in a liturgy with children and families.</p> |

## GRADE 5

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| <p><b>Achievement Standard 6:</b> Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context of sharing faith within and beyond itself.</p> |   |
| <p><b>Rationale:</b></p>  | <p>A relationship with God is not merely a private affair. It is meant to be shared. Along with Scripture, prayer and good teaching, a dynamic faith community is essential to the spiritual formation of its members and to supporting and challenging them in becoming active disciples.</p>  |
| <p><b>Assessment Categories:</b></p>  | <ul style="list-style-type: none"> <li>• Participate in the Church as a celebrating community. CCC 1070-1071</li> <li>• Celebrate the presence and actions of Christ in our lives through the seven sacraments. CCC 947, 1084, 1210</li> <li>• List the liturgical feasts and seasons of the Church. CCC 1163, 1168, 2177</li> <li>• Identify that at Mass the community is reconciled, gives thanks, and celebrates. CCC 1348, 1358, 1393</li> </ul>   |
| <p><b>Sample Assessment Tasks:</b></p>  | <p>Students invite a member of the St. Vincent de Paul Society or a soup kitchen to discuss their work in relation to Jesus.</p> <p>Families celebrate liturgy together, participate fully, and then discuss ways the Mass can reconcile people.</p> <p>Students share family pictures or videos of a sacramental celebration and explain the significance of the symbols used in the ritual.</p> <p>Students draw a liturgical calendar and illustrate the different feasts and seasons in different colors.</p> <p>Students locate and read current news stories about the Pope.</p> <p>Students invite a speaker to talk about Vatican Council II and its call to renewal.</p> |

## GRADE 5

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| <b>Achievement Standard 7:</b> Exercise responsible stewardship for the gift of creation. |  |
| <b>Rationale:</b>   | Creation is a gift from God for all generations. It is a Catholic's responsibility to interact with the gift of creation wisely, share its fruits equitably, and to preserve the gift for the future.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Demonstrate the meaning of ownership in light of Catholic traditions. CCC 830-831</li> <li>• Identify ways in which sin can destroy God's creation. CCC 415, 705</li> </ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>Students create a collage/poster or a display that reflects the abundance of God's creation.</p> <p>Students, as a group, provide services or material goods to a food pantry or homeless shelter.</p> <p>Students, working in cooperative learning groups, discuss and problem solve an environmental issue and relate it to God's creation.</p> <p>Students use a journal to record ways they have shown responsibility for God's creation.</p> <p>Students discuss with their families and write a news story about local stresses on the environment.</p> <p>Students participate in recycling efforts in their home, parish, or school.</p> <p>Students listen to the song entitled "Circle of Life" (<i>Lion King</i>) and discuss the interdependence of all God's creation.</p> |

## GRADE 5

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| <p><b>Achievement Standard 8:</b> Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist in the lives of Catholics.</p> |  |
| <p><b>Rationale:</b></p>   | <p>Persons encounter Christ in the sacraments. The sacraments, most centrally in the Eucharist, are the source and strength of the Catholic community and are essential to the life and mission of the Church and its members.</p>   |
| <p><b>Assessment Categories:</b></p>   | <ul style="list-style-type: none"> <li>• Participate in the Sacrament of Penance/Reconciliation, the journey of conversion, which brings forgiveness and reunites us with God and the Church. CCC 1427-1429, 1468-1469</li> <li>• Celebrate Eucharist, which symbolizes the Kingdom of God, brings us peace, and reconciles us. CCC 737, 2816, 2861</li> <li>• Recognize the grace of God through the special gifts and symbolic actions of the sacraments. CCC 1127</li> <li>• Tell how Baptism calls us to new life, cleanses us of sin, and joins us to the Christian community. CCC 977, 978, 1262-1263, 1265, 1270</li> <li>• Recognize that Confirmation strengthens us in the Holy Spirit. CCC 1316-1317</li> <li>• Identify the presence and the sacrifice of Christ in the community meal of the Eucharist. CCC 1341, 1329-1330</li> <li>• Witness Christ’s healing presence in our lives through the Sacrament of Anointing of the Sick. CCC 1499, 1505</li> <li>• Discuss the Sacrament of Matrimony, the grace-filled covenant between man and woman. CCC 1601-1602</li> <li>• Recognize the call to serve God’s people through the ordained ministries of Holy Orders. CCC 1536-1537</li> </ul> |
| <p><b>Sample Assessment Tasks:</b></p>   | <p>Students participate in a parish celebration of the Sacrament of Penance/Reconciliation.</p> <p>Students create mobiles or stained-glass windows of the signs and symbols of one of the sacraments.</p> <p>Students invite a recent confirmand to visit class and explain the symbols of confirmation.</p> <p>Students ask their parents to tell them family stories of experiencing the Sacrament of the Anointing of the Sick.</p> <p>Students interview adults about their understanding of what “covenant” means in the Sacrament of Marriage.</p> <p>Students interview adults about their understanding of the Eucharist as the source and strength of their Catholic life.</p> <p>Students invite a priest or a seminarian to class to lead a discussion about the ordained life of service.</p> <p>Students visit a synagogue and learn about Jewish rituals.</p> <p>Students research and then write a report on Catholic sacramentals, symbols, rituals, or the liturgical year.</p> <p>Students invite a religious (priest, brother, sister) to class to discuss the role of the Eucharist in the religious life of their community.</p>   |



## GRADE 5

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| <b>Achievement Standard 9:</b> Examine the variety of Christian vocations as ways to respond to the baptismal call. |  |
| <b>Rationale:</b>   | Through their baptism, God calls all Christians to a discipleship that continues the mission of Jesus.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Illustrate that through baptism Jesus calls us to a life of service. CCC 915</li> <li>• Propose good Christian lifestyles by using the examples of Jesus, Mary, and the saints. CCC 520, 1717, 2030</li> <li>• Recognize that the role of family and community is to support our living a Christian way of life. CCC 2232-2233</li> <li>• Examine calls to religious life. CCC 916, 926</li> </ul>  |
| <b>Sample Assessment Tasks:</b>   | <p>Students plan and carry out service projects to help those in need in the parish community.</p> <p>Following a visit to class by persons from various ministries within the parish, students choose a ministry they admire and depict it in drawing or writing while sharing how they believe it continues the mission of Jesus.</p> <p>After discussing it at home, students describe ways in which their family helps one another live a Christian way of life.</p> <p>As a group, make a visit to a nearby religious order's motherhouse or monastery to learn about religious life.</p> <p>Write letters to missionaries and ask them to write back and tell about their work.</p> <p>Use the Internet to access flyers and holy cards from a religious community's web site.</p> |

## GRADE 5

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| <b>Achievement Standard 10:</b> Acknowledge and affirm the dignity of the human person and community. |  |
| <b>Rationale:</b>   | Humanity, created in the image and likeness of God, is to be protected and enriched in all stages of life.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Identify that God created persons of different races and cultures, but all are one in God. CCC 343-344, 356, 361</li><li>• Exhibit an appreciation for gender, racial, ethnic, and religious differences. CCC 355, 357</li></ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>With the help of their parents, students research their own genealogy to identify an ethnic community to which they belong.</p> <p>As a group, students choose one ethnic community and prepare a celebration from this culture to share with another group.</p> <p>Students create symbols of Easter from different cultures within the Church.</p> <p>Students read about the life of Abraham in the Old Testament.</p> <p>Students listen to liturgical music from different cultures.</p> <p>Students identify and define types, causes, effects of, and solutions to discrimination.(e.g., slavery and anti-Semitism).</p> |

## GRADE 5

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| <b>Achievement Standard 11:</b> Apply Catholic principles to interpersonal relationships. |   |
| <b>Rationale:</b>   | The Gospel call to love one’s neighbor is the foundation of Catholic moral activity.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Examine choices in light of the Christian message. CCC 1731-1734, 1741</li> <li>• Demonstrate Christian love, respect and appreciation of others as a faithful follower of Jesus. CCC 1694, 2045</li> <li>• Indicate that we are capable of intimacy and trust of others. CCC 1878-1879, 2206-2207, 2331-2332</li> <li>• Verify that life is precious at all its stages from conception to natural death. CCC 2258, 2260, 2270</li> </ul>  |
| <b>Sample Assessment Tasks:</b>   | <p>Students write a short story that demonstrates love of neighbor and self.</p> <p>As a small group, students develop a flow chart outlining Church authority structures.</p> <p>In the family home, choose a TV show and answer the question, “Are the characters in the show acting according to Gospel values of justice and the dignity of all persons?” Use Scripture to illustrate.</p> <p>Using puppets, students perform an original play for younger children demonstrating good Christian choices.</p> <p>Students listen to a popular song and share whether it indicates appropriate intimacy and trust of others.</p> <p>Students view a video on the beginning of human life and discuss how human life and sexuality are sacred or holy.</p> <p>Students survey adults in their lives and ask for specific examples of conversion.</p> <p>Students invite high school students to speak about chastity to the group. Students identify abuses of life (e.g., abortion, euthanasia, capital punishment, child abuse, pollution, etc.).</p> |

## GRADE 5

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| <b>Achievement Standard 12:</b> Know, critique, and apply social justice principles to personal and societal situations. |  |
| <b>Rationale:</b>  | Catholic morality has to do with the public arena as well as personal life. Catholics are called to discern discrepancies, where they exist, between societal realities and Gospel values, and to develop strategies to make Gospel values operative.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Recognize that Jesus reached out to the poor, lonely, and suffering and heals others through us. CCC 544, 2444</li> <li>• Examine ways of working for a more just and fair world. CCC 1807</li> <li>• Realize God’s healing and nourishment through the sacraments. CCC 1392-1394, 1420-1421, 1499</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>In small groups, students role-play a story from Scripture that demonstrates the evils of envy and greed.</p> <p>Students create a poster exhibiting their understanding of the beatitudes through pictures.</p> <p>Students explore various charitable and justice activities and discuss these activities as prayer in action.</p> <p>Students read about current events and discuss how God works through people to achieve a more just world.</p> <p>Students demonstrate in a creative way how God heals through the sacraments.</p> <p>Students view a contemporary music video or television program and use it to discuss how its value compares with Catholic social teachings.</p> <p>Students research Scriptural references from the prophets to suffering, injustice, and death.</p> <p>Students create appropriate endings to fictional stories describing issues of justice or peace.</p> <p>Students discuss ways to show respect and justice toward each other.</p> <p>Students explore nonviolent responses to frustration and needs.</p> <p>Students discuss types—causes, effects and alternatives—to war and other acts of violence.</p> |

## GRADE 5

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| <b>Achievement Standard 13:</b> Engage in service to the community (e.g. family, parish, local, national and global) in response to the Gospel call. |  |
| <b>Rationale:</b>  | By virtue of baptism, Catholics are called to discipleship that is manifest in loving service to others.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Explain that the Church teaches us to reach out to those who suffer, especially the poor and needy. CCC 1825, 2443, 2445-2446</li> </ul>  |
| <b>Sample Assessment Tasks:</b>  | <p>Students plan and carry out service projects to help their families and neighbors.</p> <p>With their families, students volunteer at a local community agency that serves the poor and those treated unjustly (i.e., victims of violence, the homeless and addicted).</p> <p>Students make a banner for the parish or school identifying the corporal and spiritual works of mercy.</p> <p>Students research local and world figures and organizations that serve the poor locally and in third world countries.</p> <p>Students research Church documents (e.g., <i>The Catechism of the Catholic Church</i>) and Scripture for indications that Jesus is the center of God's plan for the world.</p> <p>Students identify key people in the Church who have spoken out on behalf of justice (e.g., Dorothy Day, Martin Luther King, Jr., Dietrich Bonhoeffer, Maximilian Kolbe, St. Teresa Benedicta of the Cross).</p> |

## GRADE 5

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| <b>Achievement Standard 14:</b> Develop a moral conscience informed by Church teachings. |   |
| <b>Rationale:</b>  | The Ten Commandments, the Beatitudes, and Church teaching provide a sure guide for moral decision-making. God’s grace guides one’s decisions for healthy, holy living on the journey to salvation.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Indicate that the Holy Spirit and Church teachings help us choose what is right. CCC 1742</li> <li>• Demonstrate the steps in making responsible moral decisions. CCC 1780-1782</li> <li>• Illustrate how an informed conscience helps us know what is right and do what we believe is right. CCC 1786-1789</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>Students role-play the difference between informed conscience and whim.</p> <p>Students brainstorm ways to demonstrate faith, hope, and love in their lives.</p> <p>Students read and act out the story of Adam and Eve.</p> <p>Students rewrite the Ten Commandments in their own language.</p> <p>Students list specific examples of sin and discuss the harm created by the sin.</p> <p>Students write and sign a pledge to take responsibility for their own actions at home, church, and school.</p> <p>Students watch the movie “Pinocchio” and discuss the role of conscience in our lives.</p> <p>Students interview their parents and grandparents to record lived examples of faith.</p> <p>Students read about prophets in the Old Testament.</p> <p>Students identify major elements of Catholic social teachings.</p> <p>Students interview a priest, brother, or sister, asking them to describe their “call.”</p> |

## GRADE 5

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| <b>Achievement Standard 15:</b> Know and participate in the Catholic tradition of prayer. |   |
| <b>Rationale:</b>   | Prayer is essential to the relationship of the Christian to God and the community. Through God’s initiative, our exposure to diverse expressions of prayer, including traditional Catholic forms of prayer, can open us to God’s presence.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Identify psalms as prayers that Jesus liked to pray. CCC 2596-2597</li> <li>• Pray daily as a way to talk to God, listen to God and to discover his will. CCC 2659-2660</li> <li>• Recognize sacramental ritual prayers.</li> <li>• Construct spontaneous and meditation prayers. CCC 2701, 2705, 2708</li> <li>• Memorize liturgical responses. CCC 1153</li> <li>• Recite the Rosary with an awareness of the Joyful, Sorrowful, Luminous, and Glorious Mysteries. CCC 2708</li> <li>• Know how to pray the Stations of the Cross. CCC 1674, 2669</li> </ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>Students demonstrate through a prayer service or role-play how Christians should forgive those who hurt us.</p> <p>Students use Scripture to list the corporal and spiritual works of mercy.</p> <p>Students read psalms and imagine which ones may have been favorites of Jesus.</p> <p>Students keep a daily prayer journal.</p> <p>Using the Sacramentary, students become familiar with the rite of Baptism including its movements, symbols and ritual prayers.</p> <p>Students plan and participate in a prayer service using spontaneous and meditative prayers.</p> <p>Students volunteer to help teach first graders liturgical prayers, the Rosary, or the Lord’s Prayer.</p> <p>Students invite a priest or parish liturgy coordinator to speak about liturgy as central to the life of the parish.</p> <p>Students visit the house of a religious order for men or women.</p> <p>Students invite a priest, brother, or sister to speak on how they pray.</p> |

## GRADE 6

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| <b>Achievement Standard 1:</b> Present an understanding of the human need for God based on revelation and faith. |   |
| <b>Rationale:</b>  | For faith to be living, conscious, and active, it is important for students to understand the human desire for God.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Use the Bible and Catechism of the Catholic Church references to find examples of God’s goodness prevailing over sin and evil.</li> <li>• Relate that God sent Jesus to us for our salvation. CCC 456-460</li> <li>• Recognize that we are God’s chosen ones. CCC 803, 1268</li> <li>• Demonstrate personal synthesis of knowledge and faith.</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>Students discuss the media’s presentation of a “good life” in comparison with living our life with the grace of God.</p> <p>Students talk about the meaning of grace.</p> <p>Students create a collage/poster that includes many examples of people created in God’s image.</p> <p>Students, as a group, adopt a service project to serve the local community.</p> <p>Students search for examples of sin and evil in the Old Testament and New Testament Scriptures and make comparisons and contrasts.</p> <p>Students create a picture book depicting scenes from the life of Jesus to share with younger children.</p> <p>Students dramatize a skit showing the meaning of the Ten Commandments or beatitudes.</p> <p>Students interview volunteers in various parish ministries to learn more about practicing faith.</p> <p>Students interview a priest, brother, or sister and report their findings.</p> |



## GRADE 6

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| <b>Achievement Standard 2:</b> Read, understand, interpret, and apply Scripture to life. |   |
| <b>Rationale:</b>  | Scripture, as a means of revelation, enables Catholics to discover truth about God, the world and themselves. As the Church reflects upon Scripture, faith is strengthened, the soul is nourished and a pure and lasting font of spiritual life is found.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Recognize and/or memorize the 46 books of the Old Testament and the 27 books of the New Testament. CCC 120</li> <li>• Examine the experience of God’s people as recorded in the Old Testament.</li> <li>• Trace how the Old Testament, which contains the roots of our faith, is fulfilled in Jesus Christ. CCC 128-130</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>Students create symbols of God’s goodness after reading from selected Bible passages.</p> <p>Students act out everyday situations using Christian principles from Scripture.</p> <p>Students practice and proclaim Scripture readings during liturgy.</p> <p>Students participate in a “Find this Passage” speed competition game.</p> <p>Students working in cooperative learning groups locate Gospel passages relating the life of Jesus.</p> <p>With their families, students read sections of each of the four Gospels.</p> <p>Students contrast the plight of the Hebrew people with other people in world history (e.g., African slaves in America).</p> <p>Students locate references in the Old Testament to the coming of the Messiah.</p> |

## GRADE 6

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| <b>Achievement Standard 3:</b> Illustrate a basic understanding of Catholic doctrine and dogma in light of the creed. |   |
| <b>Rationale:</b>   | Doctrine and dogmas of the Catholic faith, as means of revelation, are essential foundations for life within the Catholic community.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Discuss how God creates out of love. CCC 293-295</li> <li>• State that Jesus is the Messiah who came to serve and liberate. CCC 436-440</li> <li>• Understand that the Holy Spirit is the breath of life and the fire of love. CCC 696, 703</li> </ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>Students plan for and participate in a parish reconciliation service.</p> <p>Students create a collage or a collection of articles showing people of different countries practicing their Catholic faith.</p> <p>Students read the Gospels to identify ways Jesus interacted with other people (e.g., Mary, the Apostles, the lepers, etc.)</p> <p>Students create an evangelistic public service announcement proclaiming that Jesus came to save us.</p> <p>Students research and write a report about the life of a Christian martyr.</p> <p>Students become a pen pal with a parish RCIA candidate or catechumen.</p> <p>Students act out the passion of Jesus.</p> <p>Students research and find Scriptural images for the Holy Spirit.</p> |

## GRADE 6

| <b>Achievement Standard 4:</b> Recognize the Trinity as God. |  |
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| <b>Rationale:</b>  | Trinity is the central mystery of the Christian faith.   |
| <b>Assessment Categories:</b>                                | <ul style="list-style-type: none"><li>• Explain that God is revealed to us in the Bible. CCC 101-104, 133-134</li><li>• Discuss the mystery of the Holy Trinity in the person, words, and works of Jesus Christ. CCC 202, 478, 516</li><li>• Know that the authors of the Bible were inspired by the Holy Spirit. CCC 105, 304</li><li>• Point out that the Holy Spirit is always present and active in the lives of people. CCC 291, 737, 1695, 1813, 2634</li></ul>  |
| <b>Sample Assessment Tasks:</b>                              | <p>Students ask their parents about times when they felt especially close to God.</p> <p>Students research and present information on the life of Jesus.</p> <p>Students draw images for the Trinity.</p> <p>Students interview someone from another Christian tradition or church about their belief in the Trinity.</p> <p>Students work together in discussing how God is present in the world through nature, people, and events and create an illustrated booklet to represent their discussion.</p> <p>Students research and identify Scriptural passages relating to Pentecost and then dramatize the story.</p> <p>Students find examples in Scripture where God was revealed to people.</p> <p>Students choose one of the authors of the Old Testament upon which to research and report.</p> |

## GRADE 6

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| <b>Achievement Standard 5:</b> Illustrate a basic understanding of Church. |   |
| <b>Rationale:</b>  | Our understanding of God and our identity as Church develops through history. The Church, the Body of Christ, is the sacrament of salvation.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Relate that the Church was born on the feast of Pentecost. CCC 767, 1076</li> <li>• Recognize the roots of the Church in the many signs and symbols of the Old Testament Scriptures. CCC 753-757, 761-763</li> <li>• Identify God within the Church, the body of Christ. CCC 789-796</li> </ul>  |
| <b>Sample Assessment Tasks:</b>  | <p>Students find examples in print media of the Church in action.</p> <p>Students learn and/or write songs that talk about the reign of God.</p> <p>As a class, students develop a timeline and oral history of their parish or diocese as a community of faith.</p> <p>Students recreate the Last Supper.</p> <p>Students read and recite the Nicene Creed and present an example of their understanding of “one,” “holy,” “catholic,” and “apostolic” in words, actions, or pictures.</p> <p>Students learn the mission statement for their parish and write one for the group.</p> <p>As a class or family, celebrate the birthday of the Church on the Feast of Pentecost with cake and a retelling of the story.</p> <p>Students prepare and actively participate in a liturgy with children and families.</p> |

## GRADE 6

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| <b>Achievement Standard 6:</b> Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context of sharing faith within and beyond itself. |   |
| <b>Rationale:</b>  | A relationship with God is not merely a private affair. It is meant to be shared. Along with Scripture, prayer and good teaching, a dynamic faith community is essential to the spiritual formation of its members and to supporting and challenging them in becoming active disciples.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"><li>• Explain and celebrate the Pope as the leader of the Catholic Church throughout the world. CCC 882, 892, 1369</li><li>• Relate that the Church is a community of God's people called to continual reform and renewal. CCC 771, 821, 827, 854</li></ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>Students invite a member of the St. Vincent de Paul Society or a soup kitchen to discuss their work in relation to Jesus.</p> <p>Families celebrate liturgy together, participate fully, and then discuss ways the Mass can reconcile people.</p> <p>Students share family pictures or videos of a sacramental celebration and explain the significance of the symbols used in the ritual.</p> <p>Students draw a liturgical calendar and illustrate the different feasts and seasons in different colors.</p> <p>Students locate and read current news stories about the Pope.</p> <p>Students invite a speaker to talk about Vatican Council II and its call to renewal.</p> |

## GRADE 6

| <b>Achievement Standard 7:</b> Exercise responsible stewardship for the gift of creation. |  |
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| <b>Rationale:</b>   | Creation is a gift from God for all generations. It is a Catholic's responsibility to interact with the gift of creation wisely, share its fruits equitably, and to preserve the gift for the future.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Identify ways in which sin can destroy God's creation. CCC 1045, 1472, 2852</li><li>• Recognize that holiness includes overcoming evil and being responsible stewards for all creation. CCC 943, 1431, 2015, 2402</li></ul>  |
| <b>Sample Assessment Tasks:</b>   | <p>Students create a collage/poster or a display that reflects the abundance of God's creation.</p> <p>Students, as a group, provide services or material goods to a food pantry or homeless shelter.</p> <p>Students, working in cooperative learning groups, discuss and problem solve an environmental issue and relate it to God's creation.</p> <p>Students use a journal to record ways they have shown responsibility for God's creation.</p> <p>Students discuss with their families and write a news story about local stresses on the environment.</p> <p>Students participate in recycling efforts in their home, parish, or school.</p> <p>Students listen to the song entitled "Circle of Life" (<i>Lion King</i>) and discuss the interdependence of all God's creation.</p> |

## GRADE 6

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| <b>Achievement Standard 8:</b> Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist in the lives of Catholics. |   |
| <b>Rationale:</b>   | Persons encounter Christ in the sacraments. The sacraments, most centrally in the Eucharist, are the source and strength of the Catholic community and are essential to the life and mission of the Church and its members.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Celebrate Eucharist, which symbolizes the Kingdom of God, brings us peace, and reconciles us. CCC 737, 2816, 2861</li> <li>• Recognize the grace of God through the special gifts and symbolic actions of the sacraments. CCC 774-776, 1127</li> <li>• Tell how Baptism calls us to new life, cleanses us of sin, and joins us to the Christian community. CCC 978, 1213-1215</li> <li>• Recall that sacramental actions of the Church originated in Jewish rituals. CCC 1150-1152</li> <li>• Examine how the sacred is experienced in the liturgical year, sacramentals, symbols, and rituals. CCC 1145-1152, 1168-1173, 1189, 1668-1670</li> </ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>Students participate in a parish celebration of the Sacrament of Penance/Reconciliation.</p> <p>Students create mobiles or stained-glass windows of the signs and symbols of one of the sacraments.</p> <p>Students invite a recent confirmand to visit class and explain the symbols of confirmation.</p> <p>Students ask their parents to tell them family stories of experiencing the Sacrament of the Anointing of the Sick.</p> <p>Students interview adults about their understanding of what “covenant” means in the Sacrament of Marriage.</p> <p>Students interview adults about their understanding of the Eucharist as the source and strength of their Catholic life.</p> <p>Students invite a priest or a seminarian to class to lead a discussion about the ordained life of service.</p> <p>Students visit a synagogue and learn about Jewish rituals.</p> <p>Students research and then write a report on Catholic sacramentals, symbols, rituals, or the liturgical year.</p> <p>Students invite a religious priest, brother, or sister to class for presentation the role of the Eucharist in the religious life of their community.</p> |

## GRADE 6

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| <b>Achievement Standard 9:</b> Examine the variety of Christian vocations as ways to respond to the baptismal call. |  |
| <b>Rationale:</b>   | Through their baptism, God calls all Christians to a discipleship that continues the mission of Jesus.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Examine calls to religious life. CCC 914-927</li><li>• Relate how Christians are to be missionaries bringing Good News to the ends of the earth. CCC 900</li></ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>Students plan and carry out service projects to help those in need in the parish community.</p> <p>Following a visit to class by persons from various ministries within the parish, students choose a ministry they admire and depict it in drawing or writing while sharing how they believe it continues the mission of Jesus.</p> <p>After discussing it at home, students describe ways in which their family helps one another live a Christian way of life.</p> <p>As a group, make a visit to a nearby religious order's motherhouse or monastery to learn about religious life.</p> <p>Write letters to missionaries and ask them to write back and tell about their work.</p> <p>Use the Internet to access flyers and holy cards from a religious community's web site.</p> |



**GRADE 6**

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| <b>Achievement Standard 10:</b> Acknowledge and affirm the dignity of the human person and community. |  |
| <b>Rationale:</b>   | Humanity, created in the image and likeness of God, is to be protected and enriched in all stages of life.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Tell that we are children of the covenant God made with Abraham. CCC 706</li><li>• Identify significant contributions to the Church by varied ethnic cultures.</li></ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>With the help of their parents, students research their own genealogy to identify an ethnic community to which they belong.</p> <p>As a group, students choose one ethnic community and prepare a celebration from this culture to share with another group.</p> <p>Students create symbols of Easter from different cultures within the Church.</p> <p>Students read about the life of Abraham in the Old Testament.</p> <p>Students listen to liturgical music from different cultures.</p> <p>Students identify and define types, causes, effects of, and solutions to discrimination.(e.g., slavery and anti-Semitism).</p> |

## GRADE 6

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| <b>Achievement Standard 11:</b> Apply Catholic principles to interpersonal relationships. |   |
| <b>Rationale:</b>   | The Gospel call to love one’s neighbor is the foundation of Catholic moral activity.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Demonstrate how we are God’s people by living the commandments.</li> <li>• Recognize that God’s Spirit calls people to conversion and faithfulness. CCC 1433</li> <li>• Analyze the Scriptures as a guide in moral pathways to the reign of God. CCC 141</li> <li>• Defend human sexuality as a precious gift of God. CCC 2362</li> <li>• Recognize that we are called to a chaste life. CCC 2337, 2395</li> </ul>   |
| <b>Sample Assessment Tasks:</b>   | <p>Students write a short story that demonstrates love of neighbor and self.</p> <p>As a small group, students develop a flow chart outlining Church authority structures.</p> <p>In the family home, choose a TV show and answer the question, “Are the characters in the show acting according to Gospel values of justice and the dignity of all persons?” Use Scripture to illustrate.</p> <p>Using puppets, students perform an original play for younger children demonstrating good Christian choices.</p> <p>Students listen to a popular song and share whether it indicates appropriate intimacy and trust of others.</p> <p>Students view a video on the beginning of human life and discuss how human life and sexuality are sacred or holy.</p> <p>Students survey adults in their lives and ask for specific examples of conversion.</p> <p>Students invite high school students to speak about chastity to the group. Students identify abuses of life (e.g., abortion, euthanasia, capital punishment, child abuse, pollution, etc.).</p> |

## GRADE 6

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| <b>Achievement Standard 12:</b> Know, critique, and apply social justice principles to personal and societal situations. |  |
| <b>Rationale:</b>  | Catholic morality has to do with the public arena as well as personal life. Catholics are called to discern discrepancies, where they exist, between societal realities and Gospel values, and to develop strategies to make Gospel values operative.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Demonstrate how our God is a God of freedom. CCC 1741</li> <li>• Examine the prophets regarding the mysteries of life: suffering, injustice, death. CCC 1502</li> <li>• Recognize the way to the reign of God through justice and peace. CCC 2046, 2820</li> </ul>  |
| <b>Sample Assessment Tasks:</b>  | <p>In small groups, students role-play a story from Scripture that demonstrates the evils of envy and greed.</p> <p>Students create a poster exhibiting their understanding of the beatitudes through pictures.</p> <p>Students explore various charitable and justice activities and discuss these activities as prayer in action.</p> <p>Students read about current events and discuss how God works through people to achieve a more just world.</p> <p>Students demonstrate in a creative way how God heals through the sacraments.</p> <p>Students view a contemporary music video or television program and use it to discuss how its value compares with Catholic social teachings.</p> <p>Students research Scriptural references from the prophets to suffering, injustice, and death.</p> <p>Students create appropriate endings to fictional stories describing issues of justice or peace.</p> <p>Students discuss ways to show respect and justice toward each other.</p> <p>Students explore nonviolent responses to frustration and needs.</p> <p>Students discuss types—causes, effects and alternatives—to war and other acts of violence.</p> |

**GRADE 6**

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| <b>Achievement Standard 13:</b> Engage in service to the community (e.g. family, parish, local, national and global) in response to the Gospel call. |   |
| <b>Rationale:</b>  | By virtue of baptism, Catholics are called to discipleship that is manifest in loving service to others.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Recognize Jesus as the center of God’s plan for the world. CCC 112, 662</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>Students plan and carry out service projects to help their families and neighbors.</p> <p>With their families, students volunteer at a local community agency that serves the poor and those treated unjustly (i.e., victims of violence, the homeless and addicted).</p> <p>Students make a banner for the parish or school identifying the corporal and spiritual works of mercy.</p> <p>Students research local and world figures and organizations that serve the poor locally and in third world countries.</p> <p>Students research Church documents (e.g., <i>The Catechism of the Catholic Church</i>) and Scripture for indications that Jesus is the center of God’s plan for the world.</p> <p>Students identify key people in the Church who have spoken out on behalf of justice (e.g., Dorothy Day, Martin Luther King, Jr., Dietrich Bonhoeffer, Maximillian Kolbe, St. Teresa Benedicta of the Cross).</p> |

## GRADE 6

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| <b>Achievement Standard 14:</b> Develop a moral conscience informed by Church teachings. |   |
| <b>Rationale:</b>  | The Ten Commandments, the Beatitudes, and Church teaching provide a sure guide for moral decision-making. God’s grace guides one’s decisions for healthy, holy living on the journey to salvation.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Indicate that the Holy Spirit and Church teachings help us choose what is right. CCC 79, 1695, 2032-2043</li> <li>• Recognize our heritage of faith from those who have gone before us. CCC 60-61, 84, 957, 2030</li> <li>• Describe how to live good lives as taught in the Scriptures. CCC 131, 141</li> <li>• Recognize that God sends prophets to call us to justice and mercy. CCC 64, 672, 2100, 2543, 2595</li> <li>• Demonstrate the call to be faithful to God’s love.</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>Students role-play the difference between informed conscience and whim.</p> <p>Students brainstorm ways to demonstrate faith, hope, and love in their lives.</p> <p>Students read and act out the story of Adam and Eve.</p> <p>Students rewrite the Ten Commandments in their own language.</p> <p>Students list specific examples of sin and discuss the harm created by the sin.</p> <p>Students write and sign a pledge to take responsibility for their own actions at home, church, and school.</p> <p>Students watch the movie “Pinocchio” and discuss the role of conscience in our lives.</p> <p>Students interview their parents and grandparents to record lived examples of faith.</p> <p>Students read about prophets in the Old Testament.</p> <p>Students identify major elements of Catholic social teachings.</p> <p>Students interview a priest, brother, or sister, asking them to describe their “call.”</p> |

## GRADE 6

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| <b>Achievement Standard 15:</b> Know and participate in the Catholic tradition of prayer. |   |
| <b>Rationale:</b>   | Prayer is essential to the relationship of the Christian to God and the community. Through God’s initiative, our exposure to diverse expressions of prayer, including traditional Catholic forms of prayer, can open us to God’s presence.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Identify psalms as prayers that Jesus liked to pray. CCC 2596-2597</li> <li>• Affirm that worship belongs to God alone. CCC 2114, 2132</li> <li>• Recognize the Eucharistic liturgy as the community’s central act of worship. CCC 1324</li> <li>• Analyze the deepening awareness of the covenant relationship with God that prayer provides. CCC 2567</li> <li>• Identify the elements of the Lord’s Prayer. CCC 2762-2766</li> <li>• Recognize Scriptural prayer. CCC 2653-2654</li> </ul>  |
| <b>Sample Assessment Tasks:</b>   | <p>Students demonstrate through a prayer service or role-play how Christians should forgive those who hurt us.</p> <p>Students use Scripture to list the corporal and spiritual works of mercy.</p> <p>Students read psalms and imagine which ones may have been favorites of Jesus.</p> <p>Students keep a daily prayer journal.</p> <p>Using the Sacramentary, students become familiar with the rite of Baptism including its movements, symbols and ritual prayers.</p> <p>Students plan and participate in a prayer service using spontaneous and meditative prayers.</p> <p>Students volunteer to help teach first graders liturgical prayers, the Rosary, or the Lord’s Prayer.</p> <p>Students invite a priest or parish liturgy coordinator to speak about liturgy as central to the life of the parish.</p> <p>Students visit the house of a religious order for men or women.</p> <p>Students invite a priest, brother, or sister to speak on how they pray.</p> |

**GRADE 7 & 8**

**NOTE: The standards for Gr. 7 & 8 have been combined to allow flexibility for schools that have Confirmation preparation in these grade levels.**

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| <b>Achievement Standard 1:</b> Present an understanding of the human need for God based on revelation and faith. |   |
| <b>Rationale:</b>  | For faith to be living, conscious, and active, it is important for students to understand the human desire for God.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Recognize the ways in which God knows us and calls us by name. CCC 2156-2159</li> <li>• Analyze that God is revealed to us through Jesus. CCC 238-242</li> <li>• Tell how the Catholic faith is a personal response to Jesus and requires a relationship with Jesus. CCC 426-429, 2562-2565</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>Students brainstorm their gifts and talents and relate them to God.</p> <p>Students talk about humans' need for God as compared to their need for false gods.</p> <p>Students find parables in the Scriptures that demonstrate how Jesus shows us God.</p> <p>Students find scriptural passages that show Christ's actions.</p> <p>Students compare and contrast social issues faced by Christ and today's issues (e.g., lepers vs. AIDS sufferers).</p> |

**GRADE 7 & 8**

**NOTE: The standards for Gr. 7 & 8 have been combined to allow flexibility for schools that have Confirmation preparation in these grade levels.**

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| <b>Achievement Standard 2:</b> Read, understand, interpret, and apply Scripture to life. |  |
| <b>Rationale:</b>  | Scripture, as a means of revelation, enables Catholics to discover truth about God, the world and themselves. As the Church reflects upon Scripture, faith is strengthened, the soul is nourished and a pure and lasting font of spiritual life is found.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Recognize the Bible as a collection of many books written under God’s inspiration. CCC 101-133</li> <li>• Understand that Scripture teaches us about the person of Jesus and what following Jesus and living the Good News mean.</li> <li>• Identify that key themes of the Good News are found in Scripture.</li> <li>• Examine the teachings of Jesus about God, prayer, justice &amp; peace, service and moral life.</li> <li>• Recognize that reading Scripture can be prayer. CCC 2653-2654</li> <li>• Recognize that the Bible contains many different literary forms, styles, and sources. CCC 109-110, 289</li> </ul> |
| <b>Sample Assessment Tasks:</b>  | <p>Students study the books of the Bible for the purpose of identifying different literary forms.</p> <p>Students locate themes in Scripture that identify Christ’s mission (feeding the multitudes, performing miracles, engaging in corporal and spiritual works of mercy).</p> <p>Working within groups, students create a collage that illustrates the beatitudes in today’s world, and they explain the Beatitudes’ application in our society.</p> <p>Students select a favorite psalm and communicate it through a creative medium (recitation, pantomime, art, drama, prose, etc.).</p>  |



**GRADE 7 & 8**

**NOTE: The standards for Gr. 7 & 8 have been combined to allow flexibility for schools that have Confirmation preparation in these grade levels.**

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| <b>Achievement Standard 3:</b> Illustrate a basic understanding of Catholic doctrine and dogma in light of the creed. |  |
| <b>Rationale:</b>   | Doctrine and dogmas of the Catholic faith, as means of revelation, are essential foundations for life within the Catholic community.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Recall and explain the Nicene Creed. CCC 185-1050</li> <li>• Describe the Paschal Mystery as Jesus’ dying, rising, and sending the Spirit to live forever with God’s people. CCC 571-664</li> <li>• Recognize Jesus’ going into heaven on the Feast of the Ascension as the inauguration of His kingdom. CCC 662-664</li> <li>• Show how Mary is honored by Catholics as the Mother of God. CCC 963-972, 487-507</li> </ul>                         |
| <b>Sample Assessment Tasks:</b>   | <p>Students list the dogmatic truths contained in the Nicene Creed.</p> <p>Students read scriptural accounts of the Paschal Mystery.</p> <p>Students compare and contrast the Gospel accounts of the Ascension in John and Luke/Acts.</p> <p>Students find scriptural accounts of the Annunciation; discuss Mary’s response; identify times when they have said “yes” in their lives; and discuss how this “yes” has affected the relationship with their family, parish, and community.</p> |

**GRADE 7 & 8**

**NOTE: The standards for Gr. 7 & 8 have been combined to allow flexibility for schools that have Confirmation preparation in these grade levels.**

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| <b>Achievement Standard 4:</b> Recognize the Trinity as God. |  |
| <b>Rationale:</b>  | Trinity is the central mystery of the Christian faith.   |
| <b>Assessment Categories:</b>                                | <ul style="list-style-type: none"> <li>• Illustrate the Holy Trinity as one God – the Father, the Son, and the Holy Spirit. CCC 232-260</li> <li>• Examine and discuss ways God comes into our world to save us. CCC 279-412</li> <li>• Identify and demonstrate ways in which Jesus is both God and human. CCC 464-478, 456-460</li> <li>• Recognize Pentecost as a celebration of the coming of the Holy Spirit to the disciples. CCC 731-741, 1076</li> <li>• Study the infancy narratives in the New Testament.</li> </ul> |
| <b>Sample Assessment Tasks:</b>                              | <p>Students show their understanding of the Holy Trinity through illustration (intersection of circles).</p> <p>Students cite one example in the Old Testament that shows the necessity of Christ’s coming.</p> <p>Students identify examples in society that show a need for the second coming.</p> <p>Students list from Scripture the qualities of Christ that show his divinity and humanity.</p> <p>Students show how they can exemplify the qualities of Christ.</p> <p>Students reflect on the story of Pentecost.</p>  |

**GRADE 7 & 8**

**NOTE: The standards for Gr. 7 & 8 have been combined to allow flexibility for schools that have Confirmation preparation in these grade levels.**

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| <b>Achievement Standard 5:</b> Illustrate a basic understanding of Church. |  |
| <b>Rationale:</b>  | Our understanding of God and our identity as Church develops through history. The Church, the Body of Christ, is the sacrament of salvation.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Discuss the People of God as Church and the body of Christ. CCC 781-798</li> <li>• Explore the ministries of word, worship, community building, and service as the continuation of Jesus’ mission and ministry today. CCC 898-913</li> <li>• Tell that Catholic beliefs are sound and rooted in tradition. CCC 51-133</li> </ul>  |
| <b>Sample Assessment Tasks:</b>  | <p>Students share their perceptions of Church and compare these perceptions with the apostolic perception.</p> <p>Students invite a panel of parish ministers to discuss different ministries of the parish and how they relate to Christ’s teachings of service.</p> <p>Students interview a priest in order to examine the essential role of the priest and the hierarchy in the Church.</p> <p>Students trace elements of Catholic tradition back to their Jewish heritage (e.g., Eucharistic meal/seder meal, tabernacle, sacrifice of Christ/Passover).</p> |

**GRADE 7 & 8**

**NOTE: The standards for Gr. 7 & 8 have been combined to allow flexibility for schools that have Confirmation preparation in these grade levels.**

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| <p><b>Achievement Standard 6:</b> Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context of sharing faith within and beyond itself.</p> |   |
| <p><b>Rationale:</b></p>  | <p>A relationship with God is not merely a private affair. It is meant to be shared. Along with Scripture, prayer and good teaching, a dynamic faith community is essential to the spiritual formation of its members and to supporting and challenging them in becoming active disciples.</p>  |
| <p><b>Assessment Categories:</b></p>  | <ul style="list-style-type: none"> <li>• Recall our involvement in the life, mission, and work of the parish community and family. CCC 897-913, 2214-2231</li> <li>• Indicate how Catholics are called to liturgical ministries. CCC 903</li> <li>• Discuss the responsibility of Catholics to financially support Church ministries. CCC 1351</li> <li>• Recognize the faith community as a way of coming to know God. CCC 751-776, 2179</li> <li>• Recognize the Rite of Christian Initiation of Adults (RCIA) as a faith formation process in which new members are welcomed into the Church. CCC 1229-1233</li> </ul>   |
| <p><b>Sample Assessment Tasks:</b></p>  | <p>Students make a chart showing all the ways their parish shows its likeness to Christ.</p> <p>Students invite leaders of parish organizations to come and discuss their organizations' activities and their organization's role in challenging them to live out their baptismal call to discipleship and service.</p> <p>Students organize a fundraiser to support parish ministries (if this is in keeping with the parish's stewardship customs).</p> <p>Students identify needs within their communities and provide appropriate service to help meet these needs.</p> <p>Students engage in age-appropriate service to their school, parish, missions, and civic community.</p> <p>Students interview a candidate or catechumen in their parish's RCIA process or invite them to come to class and share their faith journey.</p> <p>Students attend Sunday liturgy with their family and keep a journal of ways the parish participates in the RCIA process with the candidates and catechumens.</p> |

**GRADE 7 & 8**

**NOTE: The standards for Gr. 7 & 8 have been combined to allow flexibility for schools that have Confirmation preparation in these grade levels.**

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| <b>Achievement Standard 7:</b> Exercise responsible stewardship for the gift of creation. |   |
| <b>Rationale:</b>   | Creation is a gift from God for all generations. It is a Catholic's responsibility to interact with the gift of creation wisely, share its fruits equitably, and to preserve the gift for the future.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"><li>• Explore all the ways that God has asked us to care for the world. CCC 337-349</li><li>• Recognize the theology of stewardship as it relates to distribution and use of resources. CCC 2402-2404</li><li>• Promote responsible stewardship.</li></ul>  |
| <b>Sample Assessment Tasks:</b>   | <p>Students pantomime ways that people care for God's creation.</p> <p>Students, in small groups, identify a current event regarding an environmental issue and lead a class discussion referring to related Church teachings.</p> <p>Students help organize and actively participate in a recycling program in their home, school, parish, or community.</p> <p>Students discuss that to be holy is to care for the earth and its resources as gifts from God.</p> |

**GRADE 7 & 8**

**NOTE: The standards for Gr. 7 & 8 have been combined to allow flexibility for schools that have Confirmation preparation in these grade levels.**

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| <b>Achievement Standard 8:</b> Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist in the lives of Catholics. |   |
| <b>Rationale:</b>   | Persons encounter Christ in the sacraments. The sacraments, most centrally in the Eucharist, are the source and strength of the Catholic community and are essential to the life and mission of the Church and its members.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Describe how the sacraments signify and make present God’s grace. CCC 1113-1130</li> <li>• Recognize and celebrate God’s presence in the gathering and the body and blood of the Lord at the Eucharist. CCC 1088, 1322-1405</li> <li>• Recognize the Sacrament of Penance/Reconciliation as a celebration of God’s forgiveness. CCC 1422-1484</li> <li>• Compare and contrast the Eucharistic celebration with the Last Supper. CCC 1337-1340</li> <li>• Explain how the Eucharist is a sacrifice. CCC 1330, 1362-1372</li> <li>• Know that the Sacrament of Confirmation both confirms and strengthens the grace received at Baptism. CCC 1285-1289</li> <li>• Identify the signs and rite of the Sacrament of Confirmation. CCC 1293-1301</li> <li>• Identify the effects of the Sacrament of Confirmation. CCC 1285, 1302-1305</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Students identify the purpose of each sacrament and the challenge each sacrament makes to those who receive them.</p> <p>Students prepare for and participate in a liturgy.</p> <p>Students prepare for and participate in a reconciliation service.</p> <p>Students celebrate a seder meal and discuss similarities between the seder meal and the Eucharist.</p>   |

**GRADE 7 & 8**

**NOTE: The standards for Gr. 7 & 8 have been combined to allow flexibility for schools that have Confirmation preparation in these grade levels.**

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| <b>Achievement Standard 9:</b> Examine the variety of Christian vocations as ways to respond to the baptismal call. |   |
| <b>Rationale:</b>   | Through their baptism, God calls all Christians to a discipleship that continues the mission of Jesus.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Identify Christian vocations that reflect our baptismal call to discipleship. CCC 897-913</li> <li>• Identify the uniqueness of the priesthood. CCC 874-879, 1536-1589</li> <li>• Examine the role of religious in the Church. CCC 914-933</li> <li>• Examine the role of the laity in the Church. CCC 864, 898-900, 942, 2442</li> </ul>                                  |
| <b>Sample Assessment Tasks:</b>   | <p>Students identify the four walks of vocations (single, married, religious, ordained).</p> <p>Students invite a panel of speakers to discuss lay, religious and ordained vocations in the Church and how each vocation is an attempt to live out the baptismal call to discipleship.</p> <p>Students contact the Diocesan Vocations Office for information on vocations to the priesthood and religious life.</p> |

**GRADE 7 & 8**

**NOTE: The standards for Gr. 7 & 8 have been combined to allow flexibility for schools that have Confirmation preparation in these grade levels.**

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| <b>Achievement Standard 10:</b> Acknowledge and affirm the dignity of the human person and community. |   |
| <b>Rationale:</b>   | Humanity, created in the image and likeness of God, is to be protected and enriched in all stages of life.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Recognize life as a sacred gift from God from conception to natural death. CCC 2258-2317, 356-368, 1701-1709</li> <li>• Analyze how discrimination and prejudice lead to injustice (e.g., gender, racial, or religious).</li> <li>• Explore and discuss diverse cultural expressions that enrich our Church.</li> <li>• Describe pro-life activities and teachings of the Church. CCC 2267, 2270-2279,</li> </ul>  |
| <b>Sample Assessment Tasks:</b>   | <p>Students view the video, “Life Before Death.”</p> <p>Students discuss a historical or current event and identify key people in the Church who have spoken out on behalf of justice (e.g., the Holocaust, slavery, civil rights, war).</p> <p>After working with their families to identify their own cultural heritage, students use that heritage to prepare a presentation describing their customs/celebrations in the Catholic Church.</p> <p>Students report on the Catholic Church in other countries, focusing on similarities and differences (e.g., Eastern and Western Catholic Churches).</p> <p>Students report on the counter cultural pro-life agenda of the Church.</p> |



**GRADE 7 & 8**

**NOTE: The standards for Gr. 7 & 8 have been combined to allow flexibility for schools that have Confirmation preparation in these grade levels.**

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| <b>Achievement Standard 11:</b> Apply Catholic principles to interpersonal relationships. |  |
| <b>Rationale:</b>   | The Gospel call to love one’s neighbor is the foundation of Catholic moral activity.   |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Demonstrate Jesus’ commandment to love God with our whole hearts and our neighbors as ourselves.</li> <li>• Show how relationships based on a life of service to others reflects Christ’s teachings. CCC 2443-2449, 2196-2550</li> <li>• Recognize the need to develop skills for building friendship and handling peer pressure.</li> <li>• Point out that honesty, love, and respect are components of responsible relationships.</li> <li>• Show how listening, self-disclosure, and compromise are necessary communication skills.</li> <li>• Discuss sexuality as integral to personal identity. CCC 2332</li> <li>• Examine and discuss sexual moral values of all Christians. CCC 2331-2391</li> <li>• Recognize that we are all called to a chaste life. CCC 2348-2350</li> </ul> |
| <b>Sample Assessment Tasks:</b>   | <p>Students develop a project that will apply the two great commandments.</p> <p>Students find scriptural examples of Christ’s service during his ministry.</p> <p>Students conduct group meetings to resolve problems.</p> <p>Students select one person’s relationship with Christ (e.g., John the Baptist, Mary or Martha, Peter, Judas) and portray their interaction in contemporary terms.</p> <p>Students discuss important communication skills with their parents.</p> <p>Students invite high school students to share their experiences regarding personal identity.</p> <p><i>Note: prior to teaching lessons that address the topic of human sexuality, a parent meeting should be held to review lesson objectives.</i></p>  |

**GRADE 7 & 8**

**NOTE: The standards for Gr. 7 & 8 have been combined to allow flexibility for schools that have Confirmation preparation in these grade levels.**

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| <b>Achievement Standard 12:</b> Know, critique, and apply social justice principles to personal and societal situations. |   |
| <b>Rationale:</b>  | Catholic morality has to do with the public arena as well as personal life. Catholics are called to discern discrepancies, where they exist, between societal realities and Gospel values, and to develop strategies to make Gospel values operative.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Show how the scriptural vision of life encompasses justice, peace, equality, and stewardship. CCC 1877-1942</li> <li>• Discuss the Beatitudes and corporal and spiritual works of mercy and show their relationship to conversion. CCC 1716-1724</li> <li>• Respond to the challenge of world hunger, poverty, war/peace, inequality, discrimination, environmental and anti-life issues. CCC 2258-2317</li> </ul>   |
| <b>Sample Assessment Tasks:</b>  | <p>Students write reports or prepare a talk on justice, peace, equality or stewardship, citing scriptural references and/or related Catholic social teachings as taught by the popes and U.S. bishops to support their opinions.</p> <p>Students keep a journal for one week about people living the Beatitudes. They should use observed behavior and media examples.</p> <p>Students develop a plan of action for responding to a social challenge in their community.</p> <p>Students examine Supreme Court cases and identify what Catholic social teachings would suggest as a solution.</p> <p>Students view a contemporary music video or television program and use it to discuss how its values compare with Catholic social teachings.</p> <p>Students examine nonviolent responses to frustration and needs.</p> <p>Students study the web sites of men and women in church ministry and write a report.</p> |

**GRADE 7 & 8**

**NOTE: The standards for Gr. 7 & 8 have been combined to allow flexibility for schools that have Confirmation preparation in these grade levels.**

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| <b>Achievement Standard 13:</b> Engage in service to the community (e.g. family, parish, local, national and global) in response to the Gospel call. |  |
| <b>Rationale:</b>  | By virtue of baptism, Catholics are called to discipleship that is manifest in loving service to others.   |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Explore Jesus’ life as an example of carrying the cross and living a life of service. CCC 852</li> <li>• Articulate that service is an essential element of discipleship. CCC 1905-1917, 1939-1942</li> <li>• Recognize service as action rooted in and flowing from prayer. CCC 1397</li> </ul>  |
| <b>Sample Assessment Tasks:</b>  | <p>Students identify an action of Christ and make a commitment to exemplify this action in their lives.</p> <p>Students examine the life of a disciple (scriptural or contemporary), identifying specific examples of service.</p> <p>Students perform a service project, journal about the experience, and reflect how the service is rooted in and flows from their prayer (such as concern for the hungry, victims of violence, the homeless, and addicted).</p> <p>Students volunteer to help at a religious house doing whatever tasks are needed.</p> <p>Students volunteer their service to aid priests, brothers, or sisters.</p> <p>In their choice of service, students reflect on how this could make an impact on their adult lives.</p> |

**GRADE 7 & 8**

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| <b>Achievement Standard 14:</b> Develop a moral conscience informed by Church teachings. |   |
| <b>Rationale:</b>  | The Ten Commandments, the Beatitudes, and Church teaching provide a sure guide for moral decision-making. God’s grace guides one’s decisions for healthy, holy living on the journey to salvation.  |
| <b>Assessment Categories:</b>  | <ul style="list-style-type: none"> <li>• Recognize that the foundation of Catholic morality is based upon Christ’s humanity.</li> <li>• Identify moral values in the teachings of Jesus. CCC 1716, 1823, 1933,1970, 2055, 2113, 2196, 2218, 2262, 2336, 2443, 2449</li> <li>• Recognize that as we grow in faith we build a strong and realistic concept of self.</li> <li>• Recognize that the basis of moral decision-making within the Catholic Church is conscience, sin, and reconciliation. CCC 1730-1794</li> <li>• Name the theological and cardinal virtues. CCC 1803-1832, 2087-2094</li> <li>• Examine Christ’s invitation to deny self and take up the cross. CCC 2015, 2029</li> </ul> |
| <b>Sample Assessment Tasks:</b>  | <p>Students find examples of self-denial in Christ’s life.</p> <p>Students create a fable based on a moral teaching of Christ.</p> <p>As an Advent activity, families write short letters of affirmation to each other.</p> <p>As a Lenten activity, students choose a form of penance or self denial.</p> <p>In small groups, students role-play a contemporary justice situation.</p> <p>Students relate incidents that are consistent with Christian values.</p> <p>Students listen to a speaker on the topic of moral maturity, sacrifice, and self denial in Christian life.</p> <p>Students consult the <i>Catechism of the Catholic Church</i> to identify virtues. (CCC, #1803ff)</p>       |

**GRADE 7 & 8**

**NOTE: The standards for Gr. 7 & 8 have been combined to allow flexibility for schools that have Confirmation preparation in these grade levels.**

|   |   |
|---|---|
| <b>Achievement Standard 15:</b> Know and participate in the Catholic tradition of prayer. |   |
| <b>Rationale:</b>   | Prayer is essential to the relationship of the Christian to God and the community. Through God’s initiative, our exposure to diverse expressions of prayer, including traditional Catholic forms of prayer, can open us to God’s presence.  |
| <b>Assessment Categories:</b>   | <ul style="list-style-type: none"> <li>• Examine our relationship with God through personal prayer. CCC 2559-2565, 2626-2643</li> <li>• Discuss the concept and need for openness and a generous response to God’s call in our lives. CCC 2653-2660</li> <li>• Identify how the Gospel affirms and challenges our thoughts and actions. CCC 2598-2619</li> <li>• Plan a prayer service with reconciliation as its theme.</li> <li>• Write a spontaneous prayer.</li> <li>• Compose a prayer for vocations.</li> <li>• Define a specific Catholic devotion. CCC 1674</li> </ul>  |
| <b>Sample Assessment Tasks:</b>   | <p>Students take turns leading prayer.</p> <p>Students invite a parishioner to discuss God’s influence in their lives.</p> <p>Students memorize the corporal works of mercy.</p> <p>Students prepare for and participate in a reconciliation service.</p> <p>Students write a prayer about or for someone.</p> <p>Students prepare and participate in school liturgies and identify the various forms of prayer found there.</p> <p>Students discuss different vocations, choose one, and compose a prayer for that vocation.</p> <p>Students tour religious houses and spend time in prayer.</p> <p>Students interview a priest, brother, or sister about their prayer life.</p> |

# APPENDICES

The following appendices are designed to further enhance the implementation of this curriculum guide. The appendices can be easily copied and shared with parents so they can work together with school teachers in forming their children in the faith.

## APPENDIX #1

### GENERAL SCHEDULE FOR TEACHING/LEARNING KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS

*Note: Schedule can be adjusted for individual school, parish and/or family customs.*

| 1 <sup>st</sup> Grade   | 2 <sup>nd</sup> Grade  | 3 <sup>rd</sup> Grade  | 4 <sup>th</sup> Grade   | 5 <sup>th</sup> Grade  | 6 <sup>th</sup> Grade  | 7 <sup>th</sup> - 8 <sup>th</sup> Grades   |
|---|--|--|---|--|--|--|
| <ul style="list-style-type: none"> <li>• Spontaneous Prayer</li> <li>• Sign of the Cross</li> <li>• Lord's Prayer</li> <li>• Hail Mary</li> <li>• Glory Be</li> <li>• Angel of God</li> <li>• Meal Prayers</li> <li>• Morning Prayer</li> <li>• Evening Prayer</li> <li>• Rosary</li> </ul> | <ul style="list-style-type: none"> <li>• Spontaneous Prayer</li> <li>• Sign of the Cross</li> <li>• Lord's Prayer</li> <li>• Hail Mary</li> <li>• Glory Be</li> <li>• Angel of God</li> <li>• Meal Prayers</li> <li>• Act of Contrition</li> <li>• Morning Prayer</li> <li>• Evening Prayer</li> <li>• Rosary</li> <li>• Apostles' Creed</li> <li>• Praise Prayer</li> </ul> | <ul style="list-style-type: none"> <li>• Spontaneous Prayer</li> <li>• Sign of the Cross</li> <li>• Lord's Prayer</li> <li>• Hail Mary</li> <li>• Glory Be</li> <li>• Angel of God</li> <li>• Meal Prayers</li> <li>• Act of Contrition</li> <li>• Morning Prayer</li> <li>• Evening Prayer</li> <li>• Rosary</li> <li>• Apostles' Creed</li> <li>• Praise Prayer</li> </ul> | <ul style="list-style-type: none"> <li>• Spontaneous Prayer</li> <li>• Sign of the Cross</li> <li>• Lord's Prayer</li> <li>• Hail Mary</li> <li>• Glory Be</li> <li>• Angel of God</li> <li>• Meal Prayers</li> <li>• Act of Contrition</li> <li>• Morning Prayer</li> <li>• Evening Prayer</li> <li>• Rosary</li> <li>• Apostles' Creed</li> <li>• Praise Prayer</li> <li>• Stations of the Cross</li> </ul> | <ul style="list-style-type: none"> <li>• Spontaneous Prayer</li> <li>• Sign of the Cross</li> <li>• Lord's Prayer</li> <li>• Hail Mary</li> <li>• Glory Be</li> <li>• Angel of God</li> <li>• Meal Prayers</li> <li>• Act of Contrition</li> <li>• Morning Prayer</li> <li>• Evening Prayer</li> <li>• Rosary</li> <li>• Apostles' Creed</li> <li>• Praise Prayer</li> <li>• Prayer to Holy Spirit</li> <li>• Stations of the Cross</li> <li>• Act of Faith</li> <li>• Act of Love</li> <li>• Act of Hope</li> </ul> | <ul style="list-style-type: none"> <li>• Spontaneous Prayer</li> <li>• Sign of the Cross</li> <li>• Lord's Prayer</li> <li>• Hail Mary</li> <li>• Glory Be</li> <li>• Angel of God</li> <li>• Meal Prayers</li> <li>• Act of Contrition</li> <li>• Morning Prayer</li> <li>• Evening Prayer</li> <li>• Rosary</li> <li>• Apostles' Creed</li> <li>• Praise Prayer</li> <li>• Prayer to Holy Spirit</li> <li>• Stations of the Cross</li> <li>• Act of Faith</li> <li>• Act of Love</li> <li>• Act of Hope</li> </ul> | <ul style="list-style-type: none"> <li>• Spontaneous Prayer</li> <li>• Sign of the Cross</li> <li>• Lord's Prayer</li> <li>• Hail Mary</li> <li>• Glory Be</li> <li>• Angel of God</li> <li>• Meal Prayers</li> <li>• Act of Contrition</li> <li>• Morning Prayer</li> <li>• Evening Prayer</li> <li>• Rosary</li> <li>• Apostles' Creed</li> <li>• Praise Prayer</li> <li>• Prayer to Holy Spirit</li> <li>• Stations of the Cross</li> <li>• Act of Faith</li> <li>• Act of Love</li> <li>• Act of Hope</li> <li>• Peace Prayer</li> <li>• Angelus/Regina Caeli</li> </ul> |

## APPENDIX #1

### GENERAL SCHEDULE FOR TEACHING/LEARNING KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS

*Note: Schedule can be adjusted for individual school, parish and/or family customs.*

| 1 <sup>st</sup> Grade  | 2 <sup>nd</sup> Grade   | 3 <sup>rd</sup> Grade  | 4 <sup>th</sup> Grade   | 5 <sup>th</sup> Grade   | 6 <sup>th</sup> Grade   | 7 <sup>th</sup> - 8 <sup>th</sup> Grades  |
|--|---|--|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Mass Responses</li> </ul> | <ul style="list-style-type: none"> <li>• Mass Responses</li> <li>• Instruction in use of Litanies</li> <li>• Ten Commandments</li> <br/> <li>• Sacrament of Reconciliation</li> <li>• Sacrament of the Eucharist</li> </ul> | <ul style="list-style-type: none"> <li>• Mass Responses</li> <li>• Instruction in use of Litanies</li> <li>• Ten Commandments</li> <li>• Seven Sacraments</li> <li>• Great Commandment</li> <li>• Corporal Works of Mercy</li> </ul> | <ul style="list-style-type: none"> <li>• Mass Responses</li> <li>• Instruction in use of Litanies</li> <li>• Ten Commandments</li> <li>• Seven Sacraments</li> <li>• Great Commandment</li> <li>• Corporal Works of Mercy</li> <li>• Spiritual Works of Mercy</li> <li>• Rosary/Mysteries</li> <li>• Beatitudes</li> <li>• New Commandment</li> <li>• Parts of the Mass</li> <li>• Order of the Mass</li> </ul> | <ul style="list-style-type: none"> <li>• Mass Responses</li> <li>• Use of Litanies</li> <br/> <li>• Ten Commandments</li> <li>• Seven Sacraments</li> <li>• Great Commandment</li> <li>• Corporal Works of Mercy</li> <li>• Spiritual Works of Mercy</li> <li>• Rosary/Mysteries</li> <li>• Beatitudes</li> <li>• New Commandment</li> <li>• Parts of the Mass</li> <li>• Order of the Mass</li> <li>• Holy Days of Obligation</li> </ul> | <ul style="list-style-type: none"> <li>• Mass Responses</li> <li>• Use of Litanies</li> <br/> <li>• Ten Commandments</li> <li>• Seven Sacraments</li> <li>• Great Commandment</li> <li>• Corporal Works of Mercy</li> <li>• Spiritual Works of Mercy</li> <li>• Rosary/Mysteries</li> <li>• Beatitudes</li> <li>• New Commandment</li> <li>• Parts of the Mass</li> <li>• Order of the Mass</li> <li>• Holy Days of Obligation</li> <li>• Days of Fasting and Abstinence</li> <li>• Fruits of the Spirit</li> <li>• Gifts of the Spirit</li> <li>• Canticle of Zechariah</li> </ul> | <ul style="list-style-type: none"> <li>• Mass Responses</li> <li>• Use of Litanies</li> <br/> <li>• Ten Commandments</li> <li>• Seven Sacraments</li> <li>• Great Commandment</li> <li>• Corporal Works of Mercy</li> <li>• Spiritual Works of Mercy</li> <li>• Rosary/Mysteries</li> <li>• Beatitudes</li> <li>• New Commandment</li> <li>• Parts of the Mass</li> <li>• Order of the Mass</li> <li>• Holy Days of Obligation</li> <li>• Days of Fasting and Abstinence</li> <li>• Fruits of the Spirit</li> <li>• Gifts of the Spirit</li> <li>• Canticle of Zechariah</li> <li>• Canticle of Mary</li> <li>• Canticle of Simeon</li> <li>• Precepts of the Church</li> <li>• Theological and Cardinal Virtues</li> </ul> |



## APPENDIX #2

### KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS

*The catechetical process in infancy is eminently educational. It seeks to develop those human resources which provide an anthropological basis for the life of faith, a sense of trust, of freedom, of self-giving, of invocation and of joyful participation. Central aspects of the formation of children are training in prayer and introduction to Sacred Scripture. (GDC, #178)*

#### **Introduction**

This appendix is by no means meant to be exhaustive. When appropriate there are correlations to the *Catechism of the Catholic Church*. It is highly recommended that this resource be shared with all students and their families. Users of this resource should look up the more complete text of the biblical texts in their own bibles and seek further explanations of the practices and other prayers in the *Catechism of the Catholic Church* and other resources available from Catholic publishers and bookstores.

#### **INDEX I: Biblical Texts**

1. The Beatitudes
2. Canticle of Zechariah
3. Canticle of Mary
4. Canticle of Simeon
5. The Ten Commandments
6. Fruits of the Spirit
7. Gifts of the Spirit
8. Great Commandment
9. The New Commandment
10. Psalm 23
11. Psalm 63
12. Psalm 141

#### **INDEX II: Devotional Practices**

1. Benediction
2. Days of Fasting
3. Praying the Rosary & Mysteries of the Rosary
4. The Way of the Cross
5. The Divine Mercy Chaplet

#### **INDEX III: Liturgical Practices**

1. Celebration of Sunday Mass
2. Holy Days of Obligation
3. Liturgy of the Hours
4. The Liturgical Year
5. Order of the Mass
6. Receiving Holy Communion
7. Sacrament of Penance
8. The Seven Sacraments

#### **INDEX IV: Moral Practices**

1. Cardinal Virtues
2. Theological Virtues
3. Corporal Works of Mercy
4. Spiritual Works of Mercy

5. Precepts of the Church

#### **INDEX V: Prayers**

1. Act of Contrition
2. Act of Faith
3. Act of Hope
4. Act of Love
5. Angelus
6. Apostles' Creed
7. Divine Praises
8. Nicene Creed
9. Evening Prayer
10. Glory Be
11. Grace Before Meals
12. Grace After Meals
13. Hail Mary
14. Lord's Prayer
15. Memorare
16. Morning Offering
17. Morning Prayer
18. Praise Prayer
19. Prayer Before a Crucifix
20. Prayer for the Church
21. Prayer to the Holy Spirit
22. Prayer for Peace
23. Breastplate of St. Patrick
24. Sign of the Cross
25. St. Therese Vocation Prayer
26. Regina Caeli
27. St. Michael the Archangel
28. Angel of God
29. Hail, Holy Queen
30. Prayer to St. Joseph
31. Anima Christi
32. Prayer for the Holy Father
33. Prayer Before Recess

## APPENDIX #2

### KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS

## I. Biblical Texts

**1. The Beatitudes** (Matthew 5:1-12; Luke 6:20-23) [CCC, #1716]

Blessed are the poor in spirit, for theirs is the kingdom of heaven.

Blessed are those who mourn, for they will be comforted.

Blessed are the meek, for they will inherit the earth.

Blessed are those who hunger and thirst for righteousness, for they will be filled.

Blessed are the merciful, for they will receive mercy.

Blessed are the pure in heart, for they will see God.

Blessed are the peacemakers, for they will be called children of God.

Blessed are those who are persecuted for righteousness sake, for theirs is the kingdom of heaven.

**2. Canticle of Zechariah (*Benedictus*)**  
[Luke 1:68-79]

Blessed be the Lord, the God of Israel; He has come to His people and set them free. He has raised up for us a mighty Savior, born of the house of His servant David. Through His holy prophets He promised of old that He would save us from our enemies, from the hands of all who hate us. He promised to show mercy to our fathers and to remember His holy Covenant. This was the oath He swore to our father Abraham: to set us free from the hands of our enemies, free to worship Him without fear, holy and righteous in His sight all the days of our life. You, my child shall be called the prophet of the Most High, for you will

go before the Lord to prepare His way, to give his people knowledge of salvation by the forgiveness of their sins. In the tender compassion of our Lord the dawn from on high shall break upon us, to shine on those who dwell in darkness and the shadow of death, and to guide our feet into the way of peace.

**3. Canticle of Mary (*Magnificat*)**  
Luke 1:46-55 [2619]

My soul magnifies the Lord, and my spirit rejoices in God my Savior, for he has looked with favor on the lowliness of his servant. Surely, from now on all generations will call me blessed; for the Mighty One has done great things for me, and holy is his name. His mercy is for those who fear him from generation to generation. He has shown strength with his arm; he has scattered the proud in the thoughts of their hearts. He has brought down the powerful from their thrones, and lifted up the lowly; he has filled the hungry with good things, and sent the rich away empty. He has helped his servant Israel, in remembrance of his mercy, according to the promise he made to our ancestors, to Abraham and to his descendants forever.

**4. Canticle of Simeon (*Nunc Dimittis*)**  
[Luke 2:29-32]

Master, now you are dismissing your servant in peace, according to your word; for my eyes have seen your salvation, which you have prepared in the presence of all peoples, a light for revelation to the Gentiles and for glory to your people Israel.

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### KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS

#### 5. The Ten Commandments

(Exodus 20:1-17; Deuteronomy 5:6-22; known as the *Decalogue*), [2055-56ff]

1. I am the Lord your God; you shall not have strange gods before me.
2. You shall not take the name of the Lord your God in vain.
3. Remember to keep holy the Lord's day.
4. Honor your father and your mother.
5. You shall not kill.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not bear false witness against your neighbor.
9. You shall not covet your neighbor's wife.
10. You shall not covet your neighbor's goods.

#### 6. Fruits of the Spirit

(derived from the Vulgate translation of Galatians 5:22-23) [1832]

a) Traditional wording:

Charity  
Joy  
Peace  
Patience  
Kindness  
Goodness  
Long-suffering  
Humility  
Fidelity  
Modesty  
Continenence  
Chastity

b) Alternate wording:

(New Revised Standard Version)

Love  
Joy  
Peace  
Patience  
Kindness  
Goodness  
Faithfulness

Gentleness  
Self-control  
Modesty  
Continenence  
Chastity

#### 7. Gifts of the Spirit

(Isaiah 11:1-3) [CCC, #1830]

a) Traditional wording:

Wisdom  
Understanding  
Counsel  
Fortitude  
Knowledge  
Piety  
Fear of the Lord

b) Alternate wording:

Wisdom  
Understanding  
Judgment  
Courage  
Knowledge  
Reverence  
Wonder & Awe in the Lord's presence

#### 8. Great Commandment (Luke 10:27)

1. You shall love the Lord your God with all your heart, and with all your soul, with all your strength, and with all your mind.
2. You shall love your neighbor as yourself.

#### 9. The New Commandment (John 15:12)

"This is my commandment, that you love one another as I have loved you."

#### 10. Psalm 23

The LORD is my shepherd,  
I shall not want. He makes me lie down  
in green pastures; he leads me beside  
still waters; he restores my soul. He  
leads me in right paths for his name's

## APPENDIX #2

### KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS

sake. Even though I walk through the darkest valley, I fear no evil; for you are with me; your rod and your staff – they comfort me. You prepare a table before me in the presence of my enemies; you anoint my head with oil; my cup overflows. Surely goodness and mercy shall follow me all the days of my life, and I shall dwell in the house of the LORD my whole life long.

#### 11. Psalm 63

(traditional part of Morning Prayer or *Lauds*)

O God, you are my God, I seek you,  
my soul thirsts for you;  
my flesh faints for you,  
as in a dry and weary land  
where there is no water.  
So I have looked upon you  
in the sanctuary,  
beholding your power and glory.

Because your steadfast love  
is better than life,  
my lips will praise you.  
So I will bless you as long as I live;  
I will lift up my hands and call on your  
name. My soul is satisfied as with a rich  
feast, and my mouth praises you with  
joyful lips.

I think of you on my bed,  
and meditate on you  
in the watches of the night;  
for you have been my help,  
and in the shadow of your wings  
I sing for joy.  
My soul clings to you;  
your right hand upholds me.

But those who seek to destroy my life  
shall go down into the depths  
of the earth;  
they shall be given over  
to the power of the sword,  
they shall be prey for jackals.

But the king shall rejoice in God;  
all who swear by him shall exult,  
for the mouths of liars will be stopped.

#### 12. Psalm 141

(a traditional part of Evening Prayer  
or *Vespers*)

I call upon you, O LORD;  
come quickly to me;  
give ear to my voice when I call to you.  
Let my prayer be counted  
as incense before you,  
and the lifting up of my hands  
as an evening sacrifice.  
Set a guard over my mouth, O LORD;  
keep watch over the door of my lips.  
Do not turn my heart to any evil,  
to busy myself with wicked  
deeds in company with those  
who work iniquity;  
do not let me eat of their delicacies.  
Let the righteous strike me;  
let the faithful correct me.  
Never let the oil of the wicked anoint my  
head, for my prayer is continually  
against their wicked deeds.  
When they are given over to those who  
shall condemn them, then they shall  
learn that my words were pleasant.  
Like a rock that one breaks apart and  
shatters on the land,  
so shall their bones be strewn at the  
mouth of Sheol.  
But my eyes are turned toward you,  
O God, my Lord; in you I seek refuge;  
do not leave me defenseless.  
Keep me from the trap  
that they have laid for me,  
and from the snares of evildoers.  
Let the wicked fall into their own  
nets, while I alone escape.

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### KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS

## II. Devotional Practices

### 1. Benediction- Rite of Eucharistic Exposition and Benediction

CCC, #1378,1416

#### a) Traditional format:

##### Exposition

- Song [such as “O Saving Victim/*O Salutaris*”] (optional)
- Ciborium or monstrance taken from tabernacle (place of reservation) and placed upon altar
- Incensation

##### Adoration

- Prayers
- Songs [such as “Come Adore/*Tantum Ergo*”] or reading (optional)
- Reverence the monstrance or ciborium
- Silence

##### Benediction

- Priest makes Sign of the Cross over people with monstrance or ciborium

##### Reposition

- Sacrament placed back in tabernacle
- The Divine Praises (optional)
- Song or Acclamation (optional)

#### b) Alternate format:

##### Introductory Rite

- Call to worship
- Expression of worship – (song or psalms)

##### Liturgy of the Word

- Incensation of the Scripture (optional)
- Proclamation of the Word
- Response: prayer or song (optional)
- Homily and/or silent meditation

##### Exposition/Benediction

- Exposition of the Blessed Sacrament on the altar
- Incensation of the Blessed Sacrament on the altar
- Song/prayer of exposition
- Priest blesses with the Blessed Sacrament or “Benediction”
- Reposition

##### Concluding Rite

- Canticle (of Zechariah, Mary, or Simeon)
- Prayers of Intercession
- Concluding Prayer
- Blessing and Dismissal
- Divine Praises (optional)

### 2. Days of Fasting and of Abstinence

(Fasting: #1434, 1438)

(Abstinence: #2015, 1043)

- *Fasting* means limitations on food or drink. Until 1966, in the modern Church the regulations for days of fasting allowed the taking of only one full daily meal, plus breakfast and a “collation” (light meal).

- *Abstaining* (or *abstinence*) means refraining from certain kinds of food or drink, typically meat. From the first century Friday, the day of the crucifixion, has been traditionally observed as a day of abstaining from flesh meat to honor Christ who sacrificed his flesh on a Friday.

- a. Universal fasting (those 18–59 years old) and abstinence (those 14 years old and above) days are:

- Ash Wednesday
- Good Friday

- b. Fridays in Lent are days of abstinence

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### KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS

#### 3. Praying the Rosary & Mysteries of the Rosary [CCC, #2678, 2708, cf. 1674]

##### Praying the Rosary

- (a) Hold the crucifix and pray the Apostles' Creed.
- (b) Pray the Lord's Prayer when holding each single bead.
- (c) Pray the Hail Mary on each bead in a group of three or ten. A group of ten Hail Marys is called a decade of the Rosary.
- (d) After each group of Hail Marys, pray the Glory Be.
- (e) Close the Rosary by praying the Hail, Holy Queen.

##### Mysteries of the Rosary

###### Joyful Mysteries

1. The Annunciation
2. The Visitation
3. The Nativity
4. The Presentation
5. Finding Jesus in the Temple

###### Sorrowful Mysteries

1. The Agony in the Garden
2. The Scourging
3. Crowning with Thorns
4. Carrying the Cross
5. The Crucifixion

###### Glorious Mysteries

1. The Resurrection
2. The Ascension
3. The Coming of the Holy Spirit
4. The Assumption
5. Coronation of Mary as Queen of Heaven

###### Luminous Mysteries

1. Baptism of the Lord
2. Wedding Feast at Cana
3. Proclamation of the Kingdom (Sermon on the Mount)
4. Transfiguration
5. Institution of the Eucharist (Last Supper)

#### 4. The Way of the Cross

(also known as Stations of the Cross)  
[CCC, #2669]

1. Jesus is condemned to die.
2. Jesus takes up cross.
3. Jesus falls the first time.
4. Jesus meets his mother.
5. Simon helps Jesus carry cross.
6. Veronica wipes the face of Jesus.
7. Jesus falls the second time.
8. Jesus meets the women of Jerusalem.
9. Jesus falls the third time.
10. Jesus is stripped of his garments.
11. Jesus is nailed to the cross.
12. Jesus dies on the cross.
13. Jesus is taken down from the cross.
14. Jesus is laid in the tomb.

#### 5. The Divine Mercy Chaplet

- (a) On a set of rosary beads, begin with the Sign of the Cross, the Lord's Prayer, the Hail Mary and the Apostles' Creed.
- (b) Beginning the first decade ("Lord's Prayer" bead), say the following:  
*Eternal Father, I offer You the Body and Blood, Soul and Divinity of Your dearly beloved Son, Our Lord Jesus Christ, in atonement for our sins and those of the whole world.*
- (c) On the ten "Hail Mary" beads, say the following:  
*For the sake of His sorrowful Passion, have mercy on us and on the whole world.*
- (d) Repeat steps b & c for all five decades.
- (e) Conclude with (three times):  
*Holy God, Holy Mighty One, Holy Immortal One, have mercy on us and on the whole world.*

## APPENDIX #2

### KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS

## III. Liturgical Practices

### 1. Celebration of Sunday Mass

(see also Holy Days of Obligation and Order of Mass below)  
[CCC, #1166-67]

Sunday celebration of the Lord's Day and his Eucharist is at the heart of the life of the Catholic Church (CCC, #2177-79). Although there has recently been some misunderstanding about the seriousness of this obligation, the precept of the Church specifies it clearly:

- On Sundays and other holy days of obligation the faithful are bound to participate in the Mass [CCC #2180; Code of Canon Law (Can.1247)]
- This obligation is satisfied by participation at a Mass celebrated anywhere in a Catholic Rite either on the holy day or on the evening of the preceding day. (Can. 1248 par. 2).

### 2. Holy Days of Obligation

(observed in the United States)  
[CCC # 2042]

In the United States, six "holy days of obligation" have been designated on which the community is expected to gather for the Celebration of the Eucharist just as it does on Sunday. These days are:

1. Christmas, the Nativity of the Lord - December 25
2. Mary, Mother of God - January 1
3. Ascension – Thursday of the sixth week of Easter
4. Assumption - August 15
5. All Saints - November 1
6. Immaculate Conception - December 8

When January 1, August 15, or November 1 falls on a Saturday or a Monday, the feast is celebrated, but the obligation to participate in the Eucharist is removed. However, the Immaculate Conception and Christmas are always holy days of obligation. In the State of Illinois and most provinces in the United States, the Ascension has been transferred to the following Sunday.

### 3. Liturgy of the Hours

(also called the Breviary; Divine Office)  
[CCC, #1174-78]

- a) The Church's full cycle of daily prayer, often opened with the *Venite Exsultemus* (Psalm 95). The fulfillment of the obligation to pray at stated times: in the morning, in the evening, and before retiring. Called the Divine Office (sacred duty), it was updated by Vatican II and published as *The Liturgy of the Hours* in 1971. The book used for its celebration was called the breviary. It is referred to as the *Opus Dei* (Latin: Work of God) by the Benedictines.
- b) The *Catechism of the Catholic Church* teaches (CCC #1175) that the Liturgy of the Hours is intended to become the prayer of the whole People of God and encourages the common celebration of the principal hours, like vespers (evening prayer), in common on Sundays and solemn feasts. This prayer ministry is to include all the baptized, either with priests, among themselves, or even individually.
- c) The current order of the revised Liturgy of the Hours is:  
First Hour: Office of Readings  
(corresponding to ancient Matins)

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Second Hour: Morning Prayer (Lauds)

Third Hour: Daytime Prayer  
(Middle Hour)

Fourth Hour: Evening Prayer  
(Vespers)

Fifth Hour: Night Prayer

- d) The communal celebration of simpler forms of Morning and Evening Prayer are highly encouraged. These two “Hours” should normally include:

- The singing of a hymn related to the season, feast, or time of day
- The singing or reciting of one or more psalms
- A brief reading from Scripture
- The singing of the Canticle of Zechariah in the morning or the Canticle of Mary in the evening
- Intercessory Prayers - including the Lord’s Prayer

#### 4. The Liturgical Year (CCC, #1163-78)

- a) The Liturgical (or Church) Year allows us to celebrate and experience the mystery of our redemption in Christ by recalling the great events of salvation history in the celebration of the liturgy.
- b) Advent Season (CCC, #522-24; 840; 1040) is the beginning of the liturgical year in the Western Church. The four week season focuses first on preparing us for Jesus’ final coming as Lord at the end of time, and during the last eight days on preparing to recall the first Christmas, his coming in history. If Christmas is on a Sunday, Advent is a full four weeks. If Christmas is on a Monday, Advent is at its shortest.

- c) Christmas Season (CCC, #525-526) is the celebration of Jesus’ birth and epiphany (manifestation) and is second in significance only to the Easter Season. Its feasts include the following:

- Christmas – December 25
- Holy Family – the Sunday after Christmas
- Mary, Mother of God – January 1
- Epiphany – in the U.S., the Sunday after January 1
- Baptism of the Lord – usually the Sunday after Epiphany.

- d) Lent (CCC, #540; 1095; 1478) is the penitential season of six Sundays and weekdays preparing for the feast of Easter. Lent begins on Ash Wednesday and ends with the beginning of the Mass of the Lord’s Supper in the evening on Holy Thursday. Historically and now again with the restoration of the Rite of Christian Initiation of Adults, Lent is the retreat-like final preparation period for those being initiated into the Church and into the Paschal mystery at the Easter Vigil. It is also a time for those already baptized to renew their baptismal commitment.

Holy Week refers to the week beginning with Palm or Passion Sunday and ending with Holy Saturday.

- e) The Triduum:
- begins with the evening Mass of the Lord’s Supper on Holy Thursday
  - continues through the celebration of the Lord’s Passion on Good Friday
  - culminates with the Easter Vigil
  - concludes with the Evening Prayer of Easter Sunday.



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- f) The Easter Season (CCC, #1217) begins with celebration of the Easter Vigil on Holy Saturday evening. It is the oldest Christian feast (“feast of feasts” or “Great Sunday”) which celebrates Christ’s resurrection. This season is the centerpiece of the Christian liturgical year. It is also known as “the Great Fifty Days” and refers to the period from Easter Sunday to Pentecost Sunday, a celebration of our participation in Christ’s resurrection. Its last week, Ascension through Pentecost, focuses on the promise of the presence and power of the Holy Spirit.
- g) Ordinary Time is the name for the 33 or 34 weeks in the Church year (depending upon Easter) that are apart from the Advent/Christmas and Lent/Easter seasons. This is the part of the liturgical year when no particular aspect of the Christian mystery is celebrated. Rather, during Ordinary Time, we focus on the reality that all time is “ordered” by God.
- h) Other Feast days honoring Christ and the Saints
- Solemnities celebrate events, beliefs, and persons of the greatest importance and universal significance in salvation history. Their observance begins with evening prayer of the preceding day. Examples of such solemnities celebrating the mystery of Jesus are March 25 (the Annunciation); Corpus Christi (Feast of the Body and Blood of Christ) on the Sunday after Trinity Sunday (the Sunday after Pentecost); the Sacred Heart (Friday after Corpus Christi); and the feast of Christ the King (last Sunday in ordinary time). Examples of solemnities honoring the Saints include Joseph, husband of Mary (March 19); Birth of John the Baptist (June 24); and Peter and Paul, Apostles (June 29).
  - Feasts are of lesser significance and include such days as the Transfiguration (August 6); Triumph of the Cross (September 14); the Dedication of St. John Lateran, Basilica – the Mother Church of Catholicism and the Pope’s Cathedral (November 9); and Our Lady of Guadalupe (December 12).
  - Memorials are less significant than solemnities and feast days. Optional memorials are important to a local country, Church, or religious community. An example of a memorial is Our Lady of the Rosary (October 7).
- 5. Order of the Mass (Eucharist, the Lord’s Supper, Sacrifice of the Mass)** (CCC, #1332; cf. 1088, 1382, 2192)
- A. Introductory Rites
- Entrance (with song)
  - Veneration of the Altar and Greeting
  - Penitential Rite or Rite of Blessing and Sprinkling with Holy Water
  - Glory to God (*Gloria* - except during Advent and Lent)
  - Opening Prayer
- B. Liturgy of the Word
- First Reading (usually from the Old Testament or the Acts of the Apostles)
  - Responsorial Psalm
  - Second Reading from New Testament Letters (not on weekdays unless a Feast day)

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- Gospel Acclamation (Alleluia, except during Lent)
  - Gospel Reading
  - Homily
  - Profession of Faith (Creed)
  - General Intercessions
- C. Liturgy of the Eucharist
- Preparation of the Gifts (with music or song)
  - Eucharistic Prayer (with sung acclamations – Holy, Holy, Holy [*Sanctus*]; Memorial Acclamation; Great Amen)
  - Distribution of Communion (with song)
- D. Concluding Rite
- Greeting
  - Blessing
  - Recessional (with song)
- 6. Receiving Holy Communion (see also the Seven Sacraments, Eucharist) (CCC, #1382)**
- a. To receive Holy Communion, you must be free from mortal sin. You must be sorry for any venial sin committed since your last confession. The penitential rite at the beginning of Mass is an opportunity to express your sorrow.
  - b. To honor the Lord, we fast for one hour before receiving Holy Communion. Fasting means going without food and drink, except water and medicine.
  - c. Catholics are required to receive Holy Communion at least once a year during Easter time. But it is important to receive Holy Communion often – if possible, at every Mass.
  - d. Catholics may receive Holy Communion twice a day. The second time, however, that one receives Holy Communion, according to current
- Church law, it must be received during a Mass and not outside of Mass.
- 7. Sacrament of Penance (also called Confession, Reconciliation) (CCC, #980,1422,1440)**
- A. Individual Rite of Reconciliation
- a. Welcome
  - b. Reading from Scripture (optional)
  - c. Confession of sins
  - d. Priest assigns a penance
  - e. Act of Contrition
  - f. Absolution
  - g. Closing Prayer
- B. Communal Rite of Reconciliation
- a. Greeting
  - b. Reading from Scripture
  - c. Homily
  - d. Examination of Conscience with Litany of Contrition and the Lord's Prayer
  - e. Individual Confession, assigning of Penance and Absolution
  - f. Closing Prayer
- 8. The Seven Sacraments (CCC, #1210)**
- 1. Baptism (CCC, #977, 1213ff; 1275, 1278)
  - 2. Confirmation (CCC, #1285)
  - 3. Eucharist (CCC, #1322ff; 2177)
  - 4. Reconciliation (CCC, #1422; 1442-1468)
  - 5. Anointing of the Sick (CCC, #1499, 1520, 1527, 1526-32)
  - 6. Holy Orders (CCC, #1536)
  - 7. Marriage (Matrimony, CCC, #1601)

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## IV. Moral Practices

- 1. Cardinal Virtues**  
(CCC, #1805 & 1834)
    1. Prudence
    2. Justice
    3. Fortitude
    4. Temperance
  - 2. Theological Virtues**  
(CCC, #1813)
    1. Faith
    2. Hope
    3. Charity (Love)
  - 3. Corporal Works of Mercy  
(for the body)**  
(CCC, #2447)
    1. Feed the hungry.
    2. Give drink to the thirsty.
    3. Clothe the naked.
    4. Shelter the homeless.
    5. Visit the sick.
    6. Visit the imprisoned.
    7. Bury the dead.
  - 4. Spiritual Works of Mercy  
(for the spirit)**  
(CCC, #2447)
    1. Counsel the doubtful.
    2. Instruct the ignorant.
    3. Admonish the sinner.
    4. Comfort the sorrowful.
    5. Forgive injuries.
    6. Bear wrongs patiently.
    7. Pray for the living and the dead.
  - 5. Precepts of the Church  
(or Commandments of the Church)**  
(CCC, #2041)

Some of the specific duties expected of Catholic Christians at a minimum are:

    1. Celebrate Christ's resurrection every Sunday and Holy Day of Obligation
- by taking part in Mass and avoiding unnecessary work.
2. Lead a sacramental life. Receive Holy Communion frequently and the Sacrament of Reconciliation or Penance regularly. We must receive Holy Communion at least once a year at Lent/Easter time. If we have committed serious, or mortal, sin we must confess within a year and before receiving Holy Communion again.
  3. Study Catholic teaching throughout one's life, especially in preparing for the sacraments.
  4. Observe the marriage laws of the Catholic Church and give religious training to one's children.
  5. Strengthen and support the Church: one's own parish, the diocese, the worldwide Church and the Holy Father.
  6. Do penance, including not eating meat and fasting from food on certain days of fast and abstinence.
  7. Join in the missionary spirit and work of the Church.

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## V. Prayers

### 1. Act of Contrition

- a. My God, I am sorry for my sins with all my heart. In choosing to do wrong and failing to do good, I have sinned against You whom I should love above all things. I firmly intend, with your help, to do penance, to sin no more, and to avoid whatever leads me to sin. Our Savior Jesus Christ suffered and died for us. In his name, my God, have mercy.
- b. Jesus, I am sorry for all of my sins because I have offended you, myself and my neighbor. With your strength, one day at a time, I will live my life as you want me to.
- c. My God, I am sorry for my sins. In choosing to sin and failing to do good, I have sinned against you and your Church. I firmly intend, with the help of your Son to make up for my sins and to love as I should.

### 2. Act of Faith

- a. O my God, I firmly believe that You are one God in three Divine Persons, Father, Son and Holy Spirit; I believe that Your Divine Son became man, and died for our sins, and that He will come to judge the living and the dead. I believe these and all the truths which the Holy Catholic Church teaches, because You have revealed them, who can neither deceive nor be deceived.
- b. O God, we believe in all that Jesus has taught us about you. We place all our trust in You because of Your great love for us.

### 3. Act of Hope

- a. O my God, relying on Your almighty power and infinite mercy and promises, I hope to obtain pardon of my sins, the help of Your grace, and life everlasting, through the merits of Jesus Christ, my Lord and Redeemer.
- b. O God, we never give up on Your love. We have hope and will work for Your kingdom to come and for a life that lasts forever with You in heaven.

### 4. Act of Love

- a. O my God, I love You above all things, with my whole heart and soul, because You are all good and worthy of all my love. I love my neighbor as myself for the love of You. I forgive all who have injured me, and ask pardon of all whom I have injured.
- b. O God, we love You above all things. Help us to love ourselves and one another as Jesus taught us to do.

### 5. The Angelus (The Angel)

- V. The angel of the Lord declared unto Mary.
- R. And she conceived by the Holy Spirit.  
Hail, Mary...
- V. Behold, I am the handmaid of the Lord.
- R. Let it be done to me according to your word.  
Hail, Mary...
- V. And the Word was made flesh.
- R. And dwelt among us.  
Hail, Mary...

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V. Pray for us, O holy Mother of God.  
R. That we may become worthy of the promises of Christ.

Let us pray.

Pour forth, we beseech you, O Lord, your grace into our hearts, that we to whom the Incarnation of Christ, your Son, was made known by the message of an angel, may by His passion and cross be brought to the glory of His resurrection, through the same Christ Our Lord. Amen.

#### 6. Apostles' Creed

I believe in God,  
the Father almighty,  
Creator of heaven and earth.  
I believe in Jesus Christ,  
His only Son, our Lord.  
He was conceived by the power of the Holy Spirit and born of the Virgin Mary.  
He suffered under Pontius Pilate,  
was crucified, died, and was buried.  
He descended to the dead.  
On the third day He rose again.  
He ascended into heaven, and is seated at the right hand of the Father. He will come again to judge the living and the dead.  
I believe in the Holy Spirit,  
the holy Catholic Church,  
the communion of saints,  
the forgiveness of sins,  
the resurrection of the body,  
and life everlasting. Amen.

#### 7. The Divine Praises

(often used in context of Benediction)

Blessed be God.  
Blessed be his holy name.  
Blessed be Jesus Christ, true God and true man.  
Blessed be the name of Jesus.  
Blessed be his most Sacred Heart.  
Blessed be his most Precious Blood.  
Blessed be Jesus in the most holy sacrament of the altar.

Blessed be the Holy Spirit, the Paraclete.  
Blessed be the great Mother of God,  
Mary most holy.

Blessed be her holy and immaculate conception.

Blessed be her glorious assumption.

Blessed be the name of Mary, virgin and mother.

Blessed be St. Joseph, her most chaste spouse.

Blessed be God in his angels and in his saints.

May the heart of Jesus, in the Most Blessed Sacrament, be praised, adored, and loved with grateful affection, at every moment, in all the tabernacles of the world, even to the end of time. Amen.

#### 8. Nicene Creed

We believe in one God, the Father, the Almighty, the maker of heaven and earth, of all that is seen and unseen.  
We believe in one Lord, Jesus Christ, the only Son of God, eternally begotten of the Father, God from God, Light from Light, true God from true God, begotten, not made, one in Being with the Father. Through him all things were made.  
For us men and for our salvation he came down from heaven: by the power of the Holy Spirit he was born of the Virgin Mary, and became man.  
For our sake he was crucified under Pontius Pilate; he suffered, died, and was buried. On the third day he rose again in fulfillment of the Scriptures; he ascended into heaven and is seated at the right hand of the Father. He will come again in glory to judge the living and the dead, and his kingdom will have no end.  
We believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son. With the Father and the Son he is worshiped and glorified. He has spoken through the Prophets. We

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believe in one, holy, catholic, and apostolic Church. We acknowledge one baptism for the forgiveness of sins. We look for the resurrection of the dead, and the life of the world to come. Amen.

#### 9. Evening Prayer

- a. Lord, watch over us this night. By your strength, may we rise at daybreak to rejoice in the resurrection of Christ, Your Son, who lives and reigns forever and ever. Amen.
- b. God, our Father, this day is done. We ask you and Jesus Christ, your Son, that with the Spirit, our welcome guest, you guard our sleep and bless our rest. Amen.

#### 10. Glory Prayer (*Gloria Patri*)

Glory be to the Father,  
and to the Son,  
and to the Holy Spirit;  
As it was in the beginning,  
is now, and ever shall be, world  
without end. Amen.

#### 11. Grace Before Meals

Bless us, O Lord,  
and these Your gifts,  
which we are about to receive  
from Your bounty,  
through Christ our Lord. Amen.

#### 12. Grace After Meals

We give you thanks,  
almighty God, for these and  
all Your blessings  
which we have received from  
your bounty, through Christ our Lord.  
Amen.

#### 13. Hail Mary (*Ave Maria*)

Hail, Mary, full of grace,  
the Lord is with thee;  
blessed are thou among women,  
and blessed is the fruit of thy  
womb, Jesus.  
Holy Mary, Mother of God,  
pray for us sinners  
now and at the hour of our death. Amen

#### 14. The Lord's Prayer (Our Father, *Pater Noster*)

Our Father, who art in heaven, hallowed  
be thy name; thy kingdom come, thy will  
be done on earth, as it is in heaven. Give  
us this day our daily bread; and forgive  
us our trespasses as we forgive those  
who trespass against us; and lead us not  
into temptation, but deliver us from evil.

#### 15. Memorare (Remember)

- a. Remember, O most gracious Virgin Mary, that never was in known that anyone who fled to your protection, implored your help, or sought your intercession was left unaided. Inspired by this confidence, I fly unto you, O Virgin of virgins, my Mother. To you I come; before you I stand sinful and sorrowful. O Mother of the Word Incarnate, despise not my petitions, but in your mercy hear and answer me. Amen.
- b. Remember, most loving Virgin Mary, never was it heard that anyone who turned to you for help was left unaided. Inspired by this confidence, though burdened by my sins, I run to your protection, for you are my Mother. Mother of the Word of God, do not despise my words of pleading but be merciful and hear my prayer. Amen

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#### 16. Morning Offering

- a. Most holy and adorable Trinity, one God in three Persons, I praise you and give you thanks for all the favors you have bestowed on me. Your goodness has preserved me until now. I offer you my whole being and in particular all my thoughts, words, and deeds, together with all the trials I may undergo this day. Give them your blessing. May your divine love animate them and may they serve your greater glory. I make this morning offering in union with the divine intentions of Jesus Christ who offers himself daily in the holy sacrifice of the Mass, and in union with his Virgin Mother and our Mother, who was always the faithful handmaid of the Lord. Amen.
- b. Almighty God, I thank you for your past blessings. Today I offer myself, whatever I do, say, or think, to your loving care. Continue to bless me, Lord. I make this morning offering in union with the divine intentions of Jesus Christ who offers himself daily in the holy sacrifice of the Mass, and in union with Mary, his Virgin Mother and our Mother, who was always the faithful handmaid of the Lord. Amen.
- c. O Jesus, through the Immaculate Heart of Mary, I offer You my prayers, works, joys, and sufferings of this day for all the intentions of Your Sacred Heart, in union with the Holy Sacrifice of the Mass throughout the world, in reparation for my sins, for the intentions of all my relatives and friends, and in particular for the intentions of the Holy Father. Amen.

#### 17. Morning Prayer

Almighty God, you have given us this day; strengthen us with your power and

keep us from falling into sin, so that whatever we say or think or do may be in your service and for the sake of your kingdom. We ask this through Christ our Lord. Amen.

#### 18. Praise Prayer (from Psalm 118)

Give thanks to the Lord,  
for he is good,  
for his mercy endures forever.

#### 19. Prayer before a Crucifix

Good and gentle Jesus, I kneel before you. I see and I ponder your five wounds. My eyes behold what David prophesied about you: "They have pierced my hands and feet; they have counted all my bones." Engrave on me this image of yourself. Fulfill the yearnings of my heart: give me faith, hope, and love, repentance for my sins, and true conversion of life. Amen.

#### 20. Prayer for the Church

Remember, Lord, your holy Church. Deliver us from evil. Make us perfect in your love. Gather us from the four corners of the earth, and make us holy men and women. For the kingdom, the power, and the glory are yours now and forever. Amen.

#### 21. Prayer to the Holy Spirit (Come, Holy Spirit)

Come, Holy Spirit, fill the hearts of your faithful and enkindle in them the fire of your love.

V. Send forth your Spirit and they shall be created.

R. And You shall renew the face of the earth.

Let us pray. O God, who by the light of the Holy Spirit did instruct the hearts of

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the faithful, grant us in the same Spirit to be truly wise, and ever to rejoice in His consolation. Through Christ our Lord. Amen.

#### **22. Prayer for Peace (attributed to St. Francis Assisi)**

Lord, make me an instrument of your peace. Where there is hatred, let me sow love, where there is injury, pardon; where there is doubt, faith; where there is despair, hope; where there is darkness, light and where there is sadness, joy.

O Divine Master, grant that I may not so much seek to be consoled as to console, to be understood as to understand, to be loved as to love; for it is in giving that we receive, it is in pardoning that we are pardoned, and it is in dying that we are born to eternal life. Amen.

#### **23. The Breastplate of St. Patrick (attributed to St. Patrick)**

I arise today through a mighty strength: the invocation of the Trinity, through belief in the Threeness, through confession of the Oneness of the Creator of creation.

I arise today through the strength of Christ with his baptism, through the strength of his crucifixion with his burial, through the strength of his resurrection with his ascension, through the strength of his descent for the judgment of doom.

I arise today through the strength of the love of cherubim, in obedience of angels, in the service of the archangels, in the hope of resurrection to meet with reward, in the prayers of patriarchs, in predictions of prophets, in preachings of apostles, in faiths of confessors, in innocence of holy virgins, in deeds of the righteous.

I arise today, through the strength of heaven: light of sun, brilliance of moon, splendor of fire, speed of lightning, swiftness of wind, depth of sea, stability of earth, firmness of rock.

I arise today, through God's strength to pilot me: God's might to uphold me, God's wisdom to guide me, God's eye to look before me, God's ear to hear me, God's word to speak for me, God's hand to guard me, God's way to lie before me, God's shield to protect me, God's host to secure me: against snares of devils, against temptations of vices, against everyone who shall wish me ill, afar and anear, alone and in a crowd.

I summon today all these powers between me and these evils: against every cruel and merciless power that may oppose my body and my soul, against incantations of false prophets, against black laws of heathenry, against false laws of heretics, against craft of idolatry, against spells of witches, smiths and wizards, against every knowledge that endangers body and soul.

Christ to protect me today against poison, against burning, against drowning, against wounding, so that there may come abundance of reward.

Christ with me, Christ before me, Christ behind me, Christ in me, Christ beneath me, Christ above me, Christ on my right, Christ on my left, Christ in breadth, Christ in length, Christ in height, Christ in the heart of everyone who thinks of me, Christ in every eye that sees me, Christ in every ear that hears me.

I arise today through a mighty strength: the invocation of the Trinity, through belief in the Threeness, through confession of the Oneness of the Creator of creation. Praise to the Salvation of the Lord. Salvation is of Christ the Lord.



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#### 24. Sign of the Cross

(CCC, #2157; cf. 786)

In the name  
of the Father,  
and of the Son,  
and of the Holy Spirit. Amen.

#### 25. St. Therese Vocation Prayer

*(to be said each Tuesday for an increase of vocations to the priesthood & religious life)*

- a. Jesus, our brother, your mission on earth was to seek out the sick, rejected, broken, the sinner and the forsaken. Send our Spirit of mission and ministry to those you have chosen to become priests, brothers, sisters or deacons. We pray that your Kingdom of love may spread into all hearts. May your Kingdom come. Amen.  
*St. Therese, patroness of vocations, pray for us.*
- b. O Mary, St. Therese ever turned to you in love, telling you her desires in simplicity and trust, and begging you to speak of them to Jesus. With her, we ask you to offer our prayers to your Son for an increase in vocations to the priesthood and consecrated life in our diocese. Place within the hearts of men and women a love which is strong enough to lead them to devote their lives to the service of the Church. Help them to respond to your Son's call with a love that will spend itself in service to their brothers and sisters. Amen.  
*St. Therese, patroness of vocations, pray for us.*
- c. St. Therese, you answered the Lord's call to become love in the heart of the Church by entering Carmel, and living the hidden life of contemplative prayer, fasting, and self-offering for the mission of the

Church and the salvation of souls. Through your gracious intercession, grant our prayers for an increase in vocations to the priesthood and consecrated life in our diocese. Beg our Lord to send us laborers who will be true disciples of the Lord – faithful to the service of His Church, the pursuit of holiness, and always eager to place the needs of others before their own. We make this prayer in the name of Jesus Christ our Lord. Amen.

*St. Therese, patroness of vocations, pray for us.*

#### 26. Regina Caeli

*(this prayer replaces the Angelus during the Easter season)*

- V. Queen of heaven, rejoice. Alleluia.  
R. For He whom you were privileged to bear, Alleluia.  
V. Has risen as He said, Alleluia.  
R. Pray for us to God, Alleluia.  
V. Rejoice and be glad, O Virgin Mary, Alleluia.  
R. For the Lord has truly risen, Alleluia.

Let us pray. O God, who gave joy to the world through the resurrection of your Son, our Lord Jesus Christ, grant we beseech you, that through the intercession of the Virgin Mary, His Mother, we may obtain the joys of everlasting life. Through the same Christ our Lord. Amen.

#### 27. St. Michael the Archangel

St. Michael the Archangel, defend us in battle; be our safeguard against the wickedness and snares of the devil. May God rebuke him, we humbly pray, and do thou, O Prince of the heavenly host, by the power of God, cast into hell Satan and all the evil spirits, who wander about the world seeking the ruin of souls. Amen.

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### KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS

#### 28. Angel of God

Angel of God, my guardian dear,  
To whom God's love commits me here;  
Ever this day, be at my side,  
To light and guard, to rule and guide. Amen.

#### 29. Hail, Holy Queen

Hail, holy Queen, mother of mercy, our life,  
our sweetness, and our hope. To thee do we  
cry, poor banished children of Eve. To thee  
do we send up our sighs, mourning and  
weeping in this valley of tears. Turn then,  
most gracious advocate, thine eyes of mercy  
toward us, and after this our exile, show  
unto us the blessed fruit of thy womb, Jesus.  
O clement, O loving, O sweet Virgin Mary.

V. Pray for us, O Holy Mother of God.  
R. That we may be made worthy of the  
promises of Christ.

#### 30. Prayer to St. Joseph

O, St. Joseph, whose protection is so great, so  
strong, so prompt before the throne of God, I  
place in you all my interest and desires. O,  
St. Joseph, do assist me by your powerful  
intercession, and obtain for me from your  
divine Son all spiritual blessings through  
Jesus Christ, our Lord; so that, having  
engaged here below your heavenly power, I  
may offer my thanksgiving and homage to  
the most loving of Fathers. Oh, St. Joseph, I  
never weary contemplating you, and Jesus  
asleep in your arms; I dare not approach  
while He reposes near your heart. Press Him  
in my name and kiss His fine head for me  
and ask Him to return the kiss when I draw  
my dying breath. St. Joseph, patron of  
departing souls, pray for us. Amen.

#### 31. Anima Christi

Soul of Christ, sanctify me.  
Body of Christ, save me.  
Blood of Christ, inebriate me.  
Water from the side of Christ, wash me.

Passion of Christ, strengthen me.  
O good Jesus, hear me.  
Within Your wounds hide me.  
Suffer me not to be separated from You.  
From the malignant enemy defend me.  
In the hour of my death call me.  
And bid me to come to You,  
That with your Saints I may praise You  
Forever and ever. Amen.

#### 32. Prayer for the Holy Father

V. Let us pray for our Holy Father,  
Pope \_\_\_\_\_.

R. May the Lord preserve him, and give  
him life, and make him blessed upon the  
earth, and deliver him not into the hands  
of his enemies.

Let us pray.

Almighty and everlasting God, have mercy  
upon Your servant \_\_\_\_\_, our Holy  
Father, and direct him, according to Your  
loving kindness, in the way of eternal  
salvation; that, of Your gift, he may ever  
desire that which is pleasing unto You and  
may accomplish it with all his might,  
through Christ Our Lord. Amen.

#### 33. Prayer Before Recess

Dear Jesus, as we go out for recess today,  
help everyone to have fun. Help us to  
follow the playground rules, keep us safe,  
and protect us from unkind words and  
actions. If we see someone who feels sad,  
alone or excluded from the group, help us to  
make them feel welcome. May our time  
together at recess and throughout the day be  
full of joy and happy memories. Amen.

## APPENDIX #3

### HELPFUL RESOURCES

*Also helpful are the various catechetical guides for both catechists and, in the case of the catechesis of children, for parents. Audio-visual aids, too are important in catechesis and appropriate discernment should be exercised in their use. The basic criterion for these work aids should be that of twofold fidelity to God and to man, a fundamental principle for the whole Church. This implies an ability to marry perfect doctrinal fidelity with a profound adaptation to man's needs, taking into consideration the psychology of age and the socio-cultural context in which he lives. (GDC #283)*

*...(A)dult formation should serve as the point of reference for catechesis for other age groups. It ought to be the organizing principle, which gives coherence to the various catechetical programs offered by a particular Church. Maturity of faith is the intent of all catechesis from the earliest of years. Thus, all catechesis is geared to a lifelong deepening of faith in Christ. How necessary, then, that the catechetical ministry with adults set an example of the highest quality and vitality. (Our Hearts Were Burning Within Us, p.13)*

### CHURCH DOCUMENTS

It is important for those who spend full time in the ministry of education to be aware of and have access to the following Church documents. They should be readily available in faculty resource areas for school teachers to become familiar with and to use.

#### From the Universal Church:

- The Documents of the Second Vatican Council
- *Catechism of the Catholic Church*, 2nd ed. Washington, D.C.: United States Catholic Conference, 2000.
- *On Catechesis in Our Time (Catechesi Tradendae)*. Pope John Paul II. Washington, D.C.: United States Catholic Conference, 1979.
- *God is Love (Deus Caritas Est)*. Pope Benedict XVI. Washington, D.C.: United States Conference of Catholic Bishops, 2006.
- *Saved by Hope (Spe Salvi)*. Pope Benedict XVI. Washington, D.C.: United States Conference of Catholic Bishops, 2007.
- *General Directory for Catechesis*. Sacred Congregation for the Clergy. Washington, D.C.: United States Catholic Conference, 1998.
- *Guide for Catechists*. Sacred Congregation for the Evangelization of Peoples. Washington, D.C.: United States Catholic Conference, 1993.
- *Adult Catechesis in the Christian Community: Some Principles and Guidelines*. International Council for Catechesis. Washington, D.C.: United States Catholic Conference, 1992.
- *Rite of Christian Initiation of Adults*. Washington, D.C.: United States Catholic Conference, 1988.
- *The Religious Dimension of Education in a Catholic School*. Sacred Congregation for Catholic Education. Washington, D.C.: United States Catholic Conference, 1988.

#### From the United States Conference of Catholic Bishops / United States Catholic Conference:

- *National Directory for Catechesis*. Washington, D.C.: United States Conference of Catholic Bishops, 2005.

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### HELPFUL RESOURCES

- *Sharing the Light of Faith: National Catechetical Directory for Catholics of the United States.* Washington, D.C.: United States Catholic Conference, 1979.
- *To Teach as Jesus Did: A Pastoral Message on Catholic Education.* Washington, D.C.: United States Catholic Conference, 1972.
- *Guidelines for Doctrinally Sound Catechetical Materials.* Washington, D.C.: United States Catholic Conference, 1990.
- *Our Hearts Were Burning Within Us: A Pastoral Plan for Adult Faith Formation.* Washington, D.C.: United States Catholic Conference, 1999.
- *Sons and Daughters of the Light: A Pastoral Plan for Ministering to Young Adults.* Washington, D.C.: United States Catholic Conference, 1996.
- *Renewing the Vision: A Framework for Catholic Youth Ministry.* Washington, D.C.: United States Catholic Conference, 1997.

### BOOKS

Amodei, Michael. *Faith for Our Children: A Practical Guide.* Washington, D.C.: National Catholic Educational Association, 2007.

Biffi, Inos. *An Illustrated Catechism.* Chicago, IL: Liturgy Training Publications, 2007.

Biffi, Inos. *The Life of Mary.* Chicago, IL: Liturgy Training Publications, 2007.

Brumbeau, Jeff. *The Quiltmaker's Journey.* New York: Orchard Books, 2005.

Caruso, Michael P., S.J. (ed.). *Stay with Us, Lord: Prayers and Reflections for Educators.* Washington, D.C.: National Catholic Educational Association, 2005.

Cronin, Patricia H., Ph.D. *Character Development in the Catholic School.* Washington, D.C.: National Catholic Educational Association, 2004.

Dunlap, Judith. *When You Teach in a Catholic School: Handing on the Faith.* Cincinnati, OH: Saint Anthony Messenger Press, 2004.

Earl, Sr. Patricia Helene, IHM, Ph.D. *Building the Builders: Faith Formation in Virtue.* Washington, D.C.: National Catholic Educational Association, 2006.

Fourre, Connie. *Journey to Justice: Transforming Hearts and Schools with Catholic Social Teaching.* Washington, D.C.: National Catholic Educational Association, 2004.

Glavich, Sr. Mary Kathleen, SND. *A Crash Course in Teaching Religion.* New London, CT: Twenty-Third Publications, 2006.

Glavich, Sr. Mary Kathleen, SND. *Acting Out the Miracles and Parables..* New London, CT: Twenty-Third Publications, 1988.

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- Homan, Helen Walker. *St. Therese and the Roses*. San Francisco, CA: Ignatius Press, 1995.
- Horan, Michael P. *Catechesis as an Evangelizing Moment: Singular Challenge to a Maturing Church*. Washington, D.C.: National Catholic Educational Association, 1999.
- Hughes, Ray. *Illustrated Bible Stories for Children*. Southport, CT: Joshua Morris Publishing, Inc., 1988.
- Hunt, Angela Elwell. *The Tale of Three Trees*. Colorado Springs, CO: David C. Cook, 1989.
- Krietemeyer, Ronald. *Leaven for the Modern World: Catholic Social Teaching and Catholic Education*. Washington, D.C.: National Catholic Educational Association, 2000.
- Longtin, Rev. Lucien J., S.J. & Peach, Andrew, Ph.D. *An Introduction to Catholic Ethics*. Washington, D.C.: National Catholic Educational Association, 2003.
- Lovasik, Lawrence. *New Catholic Picture Bible*. New York: Catholic Book Publishing Co., 1988.
- Marxhausen, Joanne. *3 in 1: A Picture of God*. St. Louis: Concordia Publishing House, 2004.
- McGuinness, Julia. *Creative Praying in Groups*. Chicago, IL: Liturgy Training Publications, 2006.
- Mohan, Claire Jordan. *The Young Life of Mother Teresa of Calcutta*. Worcester, PA: Young Sparrow Press, 1996.
- Moore, Eva. *Read & Learn Bible*. New York: Scholastic, Inc., 2005.
- Pfeifer, Carl J., D. Min. & Manternach, Janaan, D. Min. *A No Frills Guide to Catechesis*. Washington, D.C.: National Catholic Educational Association, 2003.
- Reidy, Pamela J. *To Build a Civilization of Love: Catholic Education and Service Learning*. Washington, D.C.: National Catholic Educational Association, 2001.
- Shimabukuro, Gini, Ed. D. *Call to Reflection: A Teacher's Guide to Catholic Identity for the 21<sup>st</sup> Century*. Washington, D.C.: National Catholic Educational Association, 1998.
- Storz, Mark G. & Nestor, Karen R. *They Call Us to Justice: Responding to the Call of the Church and Our Students*. Washington, D.C.: National Catholic Educational Association, 2007.
- Svoboda, Sr. Melanie, S.N.D. *Jesus, I'm a Teacher, Too*. New London, CT: Twenty-Third Publications, 1995.

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- Tarzia, Anthony & Ferri, Julian. *Jesus With Us: The Gift of the Eucharist*. Boston: Pauline Books and Media, 1996.
- The Core Group. *Catholic from the Inside Out: Evangelizing the Culture of Our Parish School*. New York: Garden & Wall, 2003.
- Veerman, David. *101 Questions Children Ask About God*. Carol Stream, IL: Tyndale House Publishers, Inc., 1992.
- Veerman, David. *102 Questions Children Ask About the Bible*. Carol Stream, IL: Tyndale House Publishers, Inc., 1994.
- Veerman, David. *104 Questions Children Ask About Heaven and Angels*. Carol Stream, IL: Tyndale House Publishers, Inc., 1996.
- Vos, Joan Patano & Vos, Timothy J. (eds.). *Celebrating School Liturgies: Guidelines for Planning*. Collegeville, MN: The Liturgical Press, 1991.
- Welch, Sr. Mary Leanne. *A Beginning: Resource Book for Incorporating Values and Church Teachings in the Catholic School Curriculum*. Washington, D.C.: National Catholic Educational Association, 1990.
- Winkler, Jude. *St. Joseph's Illustrated Children's Bible*. New York: Catholic Book Publishing Co., 1993.

### RESOURCES BY GRADE LEVEL

#### Pre-K

##### Audio/Visual:

- A Christmas for Little Children: A Sing-along Celebration of Jesus' Birth (Guiding Light Video)
- A Star for Jeremy (Video Vision)
- My Secret Friend: A Guardian Angel Story (Liguori Publications)
- Nicholas: The Boy Who Became Santa (Video Vision)
- The Animated Stories from the New Testament: The King is Born (Video Vision)
- The Greatest Adventures: (Video Vision)
  - Joseph and His Brothers
  - David and Goliath
  - The Easter Story
- The Little Drummer Boy (Video Vision)
- The Littlest Angel (Video Vision)
- The Miracles of Jesus (Video Vision)
- The Story of Jesus – Part 2 (Video Vision)

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- If I Knew How to Moo: Fun Animal Songs That Build Character (Mary Rice Hopkins & Co.)
- 15 Singable Songs (Mary Rice Hopkins & Co.)
- My Spirit Rejoices: The Story of Mary, Model of Love (Rose of Sharon Media)

#### Print Resources:

- Catechist Magazine (Peter Li)
- Preaching and Teaching the Gospels to Children (Twenty-Third Publications)
- Religion Teacher's Journal (Twenty-Third Publications)
- Blessing and Prayers (Liturgy Training Publications)
- Stories and Songs of Jesus (OCP Publications)
- Lectionary for Masses with Children (Liturgical Press)
- Growing in Wisdom Age and Grace (Sadlier)

### Primary

#### Audio/Visual:

- Animated Stories of New Testament (Family Entertainment Network)
- Animated Stories of Old Testament (Family Entertainment Network)
- Come on In, Parts I & II (Twenty Third Publication)
- Easter (Paulist)
- How St. Nicholas Became Santa Claus (Pauline Videos)
- Jesus Grows up (Oblate Media)
- Jesus: What He Said; What He Did (Oblate Media)
- Lent (Paulist)
- Martin the Cobbler (Billy Budd)
- Pentecost (Paulist)
- Grandma's Bread: A Eucharist Film (Franciscan Communications)
- Skateboard: A First Reconciliation Film (St. Anthony Messenger)
- The Angels – Lenten Lesson (Liguori)
- The Greatest Adventure: Stories from the Bible (Hanna Barbara)
- The Miracle Maker: The Story of Jesus (Lionsgate)
- The New Birthday Club: Baptism (St. Anthony Messenger)
- A Child's First Penance – with Father Joe Kempf (Liguori)
- A Child's First Communion – with Father Joe Kempf (Liguori)
- Veggie Tales Series

#### Print Resources:

- Advent is for Children: Stories, Activities and Prayers (Julie Kelmer)
- Advent Stories and Activities Meeting Jesus through the Jesse Tree (Anne Newberger)
- Before and After Easter Activities and Ideas for Lent to Pentecost (Debbie Trafton O'Neal)
- Bible Based Drama New Testament (Connie Walters)
- Christian Family Activities (Grace Publications)

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- Crafts with Rhymes Growing up God's Way (Rainbow Books)
- Come and See (Colombian Mission Education Program)
- Children's Daily Prayer (Elizabeth McMahon Jeep)
- Children's Way of the Cross (Our Sunday Visitor)
- Designed by God So I Must Be Special (Our Sunday Visitor)
- Fifty Seven Saints (Daughters of St. Paul)
- First Book of Saints (Catholic Book Publishing Co.)
- Good News for Children (Pflaum Gospel)
- Jesus Wants All of Me – Daily Devotional for Children
- Lent is for Children (Julie Keleman)
- 150 Fun Facts in Bible (Bernadette McCarver Snyder)
- Pocket Catholic Dictionary (John A Hardon, S.J.)
- Shining Star Magazine
- St. Paul Family Catechism (Daughters of St. Paul)
- The Bible Made Easy (Mark Water)
- The Children's Book of Saints (Regina Press)
- The Giving Tree (Shel Silverstein)
- The Quiltmaker's Gift
- The Saints Kit (Sister Mary Kathleen Glavich)

### Intermediate

#### Audio/Visual:

- Easter (Paulist)
- Jesus Grows Up (Oblate Media)
- Jesus: What He Said; What He Did (Oblate Media)
- Lent (Paulist)
- Pentecost (Paulist)
- Rick's Reconciliation (Twenty Third Publications)
- So Who is This Jesus (Oblate Media)
- The Church Celebrates the Reconciling God (St. Anthony Messenger)
- The Mass for Children (Twenty Third Publications)
- The Stations of the Cross for Children (Twenty Third Publications)
- The Ten Commandments (Ikonographics)
- What is the Work of the Spirit? (St. Anthony Messenger)

#### Print Resources:

- Bible Puzzles for Special Days (Shining Star)
- Bible Story Bulletin Boards (Shining Star)
- Bible Word Search New Testament (Shining Star)
- Memory Verse Bulletin Boards (Shining Star)
- 115 Saintly Fun Facts (Liguori)



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- 150 Fun Facts found in the Bible (Liguori)
- Our Catholic Identify Scripture Workbook (RCL)
- Scripture Bulletin Boards for Every Season (Shining Star)
- 365 Fun Facts for Catholic Kids (Liguori Publications)

### Middle School

#### Audio/Visual:

- A Man for All Seasons (Turner Home Entertainment)
- A Passover Seder (Video Vision)
- A Walk Through the Mass (St. Anthony Messenger)
- Advent with St. Nick (Twenty Third Publications)
- Anointing of the Sick (Ikonographics)
- Baptism: Sacrament of Belonging (St. Anthony Messenger)
- Bethlehem Year 2000 (Video Vision)
- Christ Incognito (Insights)
- Confirmation: A Commitment to Life (Liguori)
- Divine Mercy – No Escape (Congregation of Marians of the Immaculate Conception)
- Easter (Paulist)
- Great People of the Bible and How They Lived (Reader’s Digest)
- He Will Send You the Holy Spirit (Liguori)
- Holy Orders (Ikonographics)
- Inside the Vatican (National Geographic)
- Jesus of Nazareth (Video Vision)
- Lent (Paulist)
- Lion, the Witch, and the Wardrobe (Disney)
- Lord of Our Healing (Liguori)
- Martin and the Cobbler (Billy Budd)
- Maximilian Kolbe (Sampaolo Films – distributed by Daughters of St. Paul)
- Michelangelo and the Sistine Chapel (View Video)
- Pentecost ( Paulist)
- Peter and Paul (Video Vision)
- Praying the Rosary – Catholic Update (St. Anthony Press)
- Reconciliation (Ikonographics)
- Rick’s Reconciliation (Twenty Third Publications)
- Rome the Eternal City (New Video)
- So Who is this Jesus (Oblate Media)
- Solemn High Mass and Low Mass (Promotone)
- St. Therese of Lisieux: My Vocation is Love (Pauline Books & Media)
- The Church Celebrates the Reconciling God (St. Anthony Press)
- The Forgiveness of Sin (Ikonographics)
- The Fourth Wiseman (Video Vision)

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- The Last Supper (Video Vision)
- The Passover (Video Vision)
- The Stations of the Cross for Children (Twenty Third Publications)
- The Ten Commandments (MGM)
- Time Travel through the Bible (Envoy)
- Vatican Revealed (New Video)
- What Catholics Believe Series (Liguori)
- What is the Work of the Spirit? (St. Anthony Press)
- Where Jesus Walked (Video Vision)
- Who is the Spirit? (St. Anthony Press)

#### Print Resources:

- Catholic Customs and Traditions (Greg Dues)
- Catholic Dictionary (Our Sunday Visitor)
- Catholic Encyclopedia (Our Sunday Visitor)
- Catholic Update (St. Anthony Messenger)
- Chicken Soup series of books
- Journey of Faith (Adult RCIA Series)
- Moments in Catholic History (John Fink)
- Scripture from Scratch (St. Anthony Messenger)
- Seasons and Symbols (Robert Welzer, Helen Huntington)
- The Catholic Answer Book (Peter M.J. Stravinskas)
- Why do Catholics.....? (St. Charlene Alkmose MSC)

### Catholic & Other Helpful Web Sites

[www.catholic.com](http://www.catholic.com): helpful information for answering questions on the Catholic faith; includes excerpts from radio programs that can be downloaded, a search engine, and an e-mail address so you can send in questions.

[www.catholicnews.com](http://www.catholicnews.com): official site of the Catholic News Service.

[www.catholic.org](http://www.catholic.org): associated with the Catholic Press Association; main menu offers well over 40 links to other Catholic interest pages and sites.

[www.catholicpress.org](http://www.catholicpress.org): official site of the Catholic Press Association.

[www.catholiccharitiesusa.org](http://www.catholiccharitiesusa.org): official website of Catholic Charities USA.

[www.catholic-church.org/cid](http://www.catholic-church.org/cid): Catholic Internet Directory – lists the most popular Catholic Internet sites on the web.

[www.catholicgreetings.org/Saints/default.asp](http://www.catholicgreetings.org/Saints/default.asp): a website of St. Anthony Messenger Press, this site connects to e-greetings specifically designed for Catholic feasts and saints.

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### HELPFUL RESOURCES

[www.columban.org](http://www.columban.org): Missionary Society of St. Columban; site includes information about the Columban Mission Program for Gr. K-8.

[www.christdesert.org](http://www.christdesert.org): the brothers at Christ in the Desert Monastery specialize in environmental stewardship, ancient manuscript art, and Catholic web design.

[www.cin.org](http://www.cin.org): official website for the Catholic Information Network.

[www.clsa.org](http://www.clsa.org): Canon Law Society of America; source of information on canon law.

[www.cyberfaith.com](http://www.cyberfaith.com): a site designed by William H. Sadlier, Inc.; provides general resources of Catholic interest as well as ideas for families.

[www.daughtersofstpaul.com/paulinekids](http://www.daughtersofstpaul.com/paulinekids): site of *My Friend*, a Catholic magazine for children.

[www.EWTN.com](http://www.EWTN.com): site of the Eternal Word Television Network; site includes Catholic radio and television programming, Bible searches, Church documents, prayers, EWTN Kids, etc.

[www.findinggod.org](http://www.findinggod.org): site of the daily *3 Minute Retreat* by Loyola Press (see resources menu).

[www.nalm.org](http://www.nalm.org): official site for the National Association of Lay Ministry (NALM).

[www.nccl.org](http://www.nccl.org): official site for the National Conference for Catechetical Leadership (NCCL).

[www.ncea.org](http://www.ncea.org): official site for the National Catholic Educational Association.

[www.nfcym.org](http://www.nfcym.org): - official site for the National Federation for Catholic Youth Ministry.

[www.recongress.org](http://www.recongress.org): website for the Los Angeles Religious Education Congress.

[www.sacredspace.ie](http://www.sacredspace.ie): a prayer site developed by the Irish Jesuits to help people to take a quiet meditative moment reflecting on a liturgical reading for the day.

<http://society.maryknoll.org>: Maryknoll Fathers & Brothers; site includes Maryknoll's K-12 educational resources.

[www.theobooks.org](http://www.theobooks.org): resources on spirituality and ministry including book reviews; also provides catechetical materials from an Eastern Catholic Church perspective (*God With Us* publications).

[www.usccb.org](http://www.usccb.org): official site of the United States Conference of Catholic Bishops; offers many connections to Church documents including the Catechism of the Catholic Church.

[www.vatican.va](http://www.vatican.va): official website for the Vatican; includes major Church document links.

[www.worldmissions-catholicchurch.org/hca/desktopdefault.aspx](http://www.worldmissions-catholicchurch.org/hca/desktopdefault.aspx): official site of the Holy Childhood Association.