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INTRODUCTION

“The object of catechesis is communion with Christ. Catechesis leads people to enter the mystery of Christ, to encounter him, and to discover themselves the meaning of their lives in him ... The most effective forms of this lifelong catechesis involve the study and praying of Sacred Scripture, a systematic catechesis that gradually leads people deeper into their relationship with Jesus, ... liturgical and sacramental catechesis, initiatives of spiritual formation and thorough examination of the Church’s social teachings.”

National Directory for Catechesis #19

The *Curriculum for Catechesis* reflects the understanding of faith formation presented in the *General Directory for Catechesis* and *National Directory for Catechesis*. These documents place catechesis within the context and process of evangelization. More than an academic activity, catechesis is an ecclesial action which seeks to foster the development of faith “by means of a deeper and more systematic knowledge of the person and message of Jesus Christ” (*Catechesi Tradendae* #19).

The content of the *Curriculum* comes from Sacred Scripture, recent papal and episcopal documents, and the *Catechism of the Catholic Church*. These sources along with the *General Directory for Catechesis* and the *National Directory for Catechesis* are the normative instruments of catechesis that guide the curriculum.

The *Curriculum for Catechesis* is a coherent, sequential, developmentally appropriate presentation of the content of the Catholic faith for all parish, school, and home-based catechesis in the Diocese of Youngstown. The learning objectives state the core content of the Catholic faith and suggest supporting content. The objectives often suggest the instructional strategies the catechist might take be it developing critical thinking skills or engaging in certain performance activities. The delivery of the content rests with the catechist who may combine several grade-level learning objectives or may integrate the learning objectives into other subject areas, i.e., social studies, art, music, economics.

Parents, as first and primary catechists of their children, initiate the catechetical process in the domestic church of the home. Catechetical leaders and catechists assist the parents in the task of passing on the faith with systematic and comprehensive formation. The *Curriculum* includes learning objectives for Church teaching on and moral implications of sexuality. The responsibility to determine appropriate instruction on the physiological and biological aspects of human sexuality is reserved to parents. The *Curriculum* also includes learning objectives intended to protect children and adolescents from abuse.

ORGANIZATION

The signs of catechesis (*General Directory for Catechesis*, #'s 150-155) organize the content of the *Curriculum for Catechesis*. These signs express God's self-communication with the world. They point to a deeper reality about God and draw upon words and deeds of revelation to express a vision of God's love and saving power.

"The communication of the faith in catechesis is an event of grace, realized in the encounter of the word of God with the experience of the person. It is expressed in sensible signs and is ultimately open to mystery. It can happen in diverse ways, not always completely known to us."

General Directory for Catechesis #150

Quality catechesis assists persons to grow in their ability to recognize and respond to God's revelation through these signs:

BIBLICAL SIGNS

- ⇒ Scripture
- ⇒ Old Testament
- ⇒ New Testament

ECCLESIAL SIGNS

- ⇒ Creed
- ⇒ Church
- ⇒ Morality
- ⇒ Witness to Christian Living

LITURGICAL SIGNS

- ⇒ Prayer
- ⇒ Sacraments
- ⇒ Church Year

NATURAL SIGNS

- ⇒ Family and Community
- ⇒ Stewardship of Creation
- ⇒ Arts, Sciences, Technology

Biblical signs are a preeminent expression of God's revelation in the past and a means to keep God's presence before us in today's world. The study of Scripture inspires prayer, fosters informed participation in liturgy, and illuminates Church tradition.

Liturgical signs symbolize God's saving presence with and for the community. Catechesis for the liturgical signs helps students grasp a deeper understanding of ritual and enriches their liturgical experience and participation.

Ecclesial signs are doctrinal and creedal formulations that express the living tradition of

the Church. The Church gives witness to Jesus through its way of life, manner of worship, and service to those in need.

Natural signs reveal the mystery of God's saving power and love through all creation. The prophetic role of the Church is to interpret the signs of the times in light of the Gospel.

The *Curriculum* is developed according to the signs of catechesis presented by theme and grade level. The grade level format enables the catechist to determine what is taught at the a grade level as well as what was taught in the preceding years, and how a specific grade level prepares for subsequent years of instruction. The thematic format helps catechists identify the learning objectives relative to a particular theme. Each format illustrates how the themes are developed throughout the entire curriculum.

The *Curriculum* combines the learning objectives for grades 7 and 8 and for grades 9 through 12. Catechetical leaders can determine the sequence and ordering of these objectives.

Catechists will adapt instruction for the learning objectives to meet individual needs. Developmentally appropriate means of instruction enhance the gifts and talents of the learners and address specific needs. Catechists will adapt the instruction for the variety of ways of learning including those for individuals with disabilities.

CURRICULUM FOR CATECHESIS

Biblical Signs

The student will be able to:

Scripture

Pre-Kindergarten

- PK.1.1 recognize the Bible as a holy book which tells the story of God and His people.
- PK.1.2 identify some biblical characters and stories which illustrate God's love and goodness.

Kindergarten

- K.1.1 explain that Catholics reverence the Bible as the holy book of God's Word.
- K.1.2 recount stories from the Bible which illustrate people's loving response to God.

Grade 1

- 1.1.1 identify the Bible as a holy book written by people chosen by God to tell the story of God's love.
- 1.1.2 know that Bible stories are different from other stories because they are God's Word to people.
- 1.1.3 explain that a Christian is called to listen to God's Word in the Bible and respond in prayer and action.

Grade 2

- 2.1.1 explain that the coming of Jesus is the central event linking the Old and New Testaments.
- 2.1.2 explain how God's Word in the Bible prepares people for the reception of the sacraments of Reconciliation and Holy Eucharist.
- 2.1.3 recognize that the readings at Sunday Mass are taken from the New and Old Testaments.

Grade 3

- 3.1.1 relate major biblical signs, e.g., creation, covenant, exodus, Promised Land, to the life of Jesus and the Church.

CURRICULUM FOR CATECHESIS

Biblical Signs

The student will be able to:

3.1.2 explain the organization of the Bible according to book, chapter, and verse.

3.1.3 give examples of how the Church uses Scripture in prayer and worship.

Grade 4

4.1.1 explain that God's living word is revealed in Sacred Scripture through which God meets and speaks with people.

4.1.2 locate the passages of the Sunday readings in the Bible according to book, chapter, and verse.

4.1.3 give examples of how the Scriptures nourish, strengthen, and guide the life of the Christian.

Grade 5

5.1.1 explain that the Bible is inspired by God.

5.1.2 give examples of how the Church uses Scripture to preach, teach, and celebrate the Good News of Jesus and to foster growth in holiness.

Grade 6

6.1.1 explain that the Bible is God's living Word written by human authors under the inspiration of the Holy Spirit.

6.1.2 explain that the Bible records people's experience of God throughout salvation history.

6.1.3 identify the various types of writings used by the human authors of the Scriptures to communicate God's Word.

6.1.4 give examples of Scripture as a source of Catholic prayer, teaching, and tradition.

6.1.5 relate significant events of God's saving action in Scripture to contemporary situations.

CURRICULUM FOR CATECHESIS

Biblical Signs

The student will be able to:

Grades 7 and 8

- 7/8.1.1 recognize that the Church accepts and reverences all the books of the Old and New Testaments as divinely inspired through the guidance of the Holy Spirit.
- 7/8.1.2 give examples of the unity of the Old and New Testaments showing the fulfillment of God's Word in Christ Jesus.
- 7/8.1.3 appreciate the role of Sacred Scripture in the life of the early Church and the present day faith community, e.g., strengthening faith, expressing worship, motivating service.
- 7/8.1.4 identify the origin and unique characteristics of various translations and paraphrases of the Scriptures.

High School

- HS.1.1 know the structure and major themes of both the Old and New Testaments.
- HS.1.2 compare and contrast the different translations and paraphrases of the Bible, e.g., New Jerusalem, New Revised Standard Version, Revised New American, King James, Good News.
- HS.1.3 distinguish between Catholic and Protestant versions of the Bible and name the books of the Apocrypha.
- HS.1.4 explain the relationship between divine inspiration and the faith community and the historical context in which the Bible was written.
- HS.1.5 explain the concept of inerrancy as God's truth revealed through human authors for the sake of salvation.
- HS.1.6 compare and contrast the concept of Biblical inerrancy from the Catholic and fundamentalist perspectives.
- HS.1.7 understand the role of oral tradition in the faith development of the Jewish and Christian Community.
- HS.1.8 explain how God's covenant extends to creation and all people, especially the monotheistic religions of Christianity, Judaism and Islam.

CURRICULUM FOR CATECHESIS

Biblical Signs

The student will be able to:

- HS.1.9 apply Catholic norms for interpretation of Scripture as found in the Pontifical Biblical Commission document, *Interpretation of the Bible in the Catholic Church*.
- HS.1.10 explain how divine truth is communicated through different literary styles found within the Bible, e.g., poetry, myth, parable, apocalyptic literature, psalms.
- HS.1.11 compare and contrast the development of a sense of God, Messiah, community, and salvation in the Old and New Testaments.
- HS.1.12 relate Sacred Scripture to individual, communal, and global concerns of the contemporary world.

Old Testament

Pre-Kindergarten

- PK.1.3 understand that the Bible tells that God is good and the Creator of all things.

Kindergarten

- K.1.3 know that the Bible contains prayers of praise and thanksgiving to God for the gifts of life and creation.

Grade 1

- 1.1.4 recognize significant biblical characters and their stories, e.g., Adam and Eve, Noah, Moses, Abraham, Sarah.
- 1.1.5 retell the creation accounts to show that God is a loving Father who created and cares for all things.
- 1.1.6 know that people were created to reflect God's image and goodness, to love God in return, and to live in harmony with all creation.

Grade 2

- 2.1.4 relate stories and symbols in the Old Testament which prefigure the sacraments of Reconciliation and Eucharist, e.g., Moses, manna in the desert, Samuel.

CURRICULUM FOR CATECHESIS

Biblical Signs

The student will be able to:

- 2.1.5 explain how God's Word in the Ten Commandments calls people to love and serve God and others.

Grade 3

- 3.1.4 explain how significant biblical characters and stories prefigure the Church as the People of God.
- 3.1.5 give examples from the Old Testament that illustrate God's Word strengthening faith and calling people to community.

Grade 4

- 4.1.4 explain how the Ten Commandments express the covenant relationship between Yahweh and the Chosen People.
- 4.1.5 compare the Old Testament concept of shalom with the New Testament challenge to work for justice and peace.

Grade 5

- 5.1.3 identify the Old Testament roots of the signs and symbols of the seven sacraments.
- 5.1.4 relate the Old Testament understanding of priest to Christ's priesthood, the common priesthood of the baptized, and the ministerial priesthood.

Grade 6

- 6.1.6 explain that the Old Testament is a testimony of God's faithfulness recorded in different literary forms and at different times in the history of Israel.
- 6.1.7 identify the major figures of the Old Testament and their roles in salvation history, e.g., Abraham and Sarah, Isaac, Rebecca.
- 6.1.8 trace the theme of "covenant" throughout the Old Testament, and explain its relationship to the Ten Commandments.
- 6.1.9 explain why the Exodus is the central event of Jewish history, a Passover from slavery to freedom, and a foreshadowing of the Paschal Mystery.

CURRICULUM FOR CATECHESIS

Biblical Signs

The student will be able to:

- 6.1.10 trace the stages of God's revelation as recorded in the Pentateuch from the creation of the world through the formation of the Chosen People.
- 6.1.11 relate the role and significance of kings in Israel's history to the expectation of the Messiah as King.
- 6.1.12 relate the message of the major prophets to modern day prophets and their witness in today's society.

Grades 7 and 8

- 7/8.1.5 identify events in the formation of the Chosen People which prefigure the Church as the People of God.
- 7/8.1.6 explain how God inspired the Old Testament prophets and inspires Catholics today to give prophetic witness.

High School

- HS.1.13 realize that the Old Testament is a written faith testimony recorded in different forms and at different times in the history of Israel.
- HS.1.14 explain the historical and religious significance of the Exodus.
- HS.1.15 interpret the symbolic significance of the first eleven chapters of Genesis using contemporary biblical scholarship.
- HS.1.16 identify the major male and female figures of the Old Testament and discuss their roles in salvation history.
- HS.1.17 compare and contrast the messages of the major prophets.
- HS.1.18 identify types of Psalms and explain their purposes for the Israelites and for Christians.
- HS.1.19 explain the historical and religious significance of the Babylonian Exile.
- HS.1.20 connect the themes of the Book of Job to the experiences of suffering in one's own life.
- HS.1.21 identify the fundamental themes of Wisdom literature.

CURRICULUM FOR CATECHESIS

Biblical Signs

The student will be able to:

- HS.1.22 compare and contrast the various covenants of the Old Testament.
- HS.1.23 trace the development of the understanding of God presented in the Old Testament.

New Testament

Pre-Kindergarten

- PK.1.4 know that the Bible contains stories of Jesus, the Son of God, who is a friend and brother.
- PK.1.5 retell the story of the birth of Jesus.

Kindergarten

- K.1.4 give examples from the Bible that show Jesus teaching people to love God, self, and others.
- K.1.5 retell the Bible stories of the birth and childhood of Jesus.
- K.1.6 know that the Bible contains the Easter story of Jesus who died and rose to give people new life.

Grade 1

- 1.1.7 know that the Bible tells the stories of Jesus who shows the world God's goodness and love.
- 1.1.8 relate Gospel stories of the life of Jesus which teach Christians how to live and pray.
- 1.1.9 relate the biblical accounts of the passion, death, and resurrection of Jesus to people's experiences of life and death.

Grade 2

- 2.1.6 relate New Testament accounts of Jesus' love and compassion to the Church's celebration of the sacraments of Eucharist and Reconciliation.

CURRICULUM FOR CATECHESIS

Biblical Signs

The student will be able to:

- 2.1.7 illustrate the connection between the words and actions of Jesus in the Gospels and the Church's celebration of the Eucharist.
- 2.1.8 show how the works of mercy and the Beatitudes are practical ways Catholics daily live the meaning of Eucharist.

Grade 3

- 3.1.6 give examples from the New Testament accounts of the life of Jesus which model Christian prayer and service.
- 3.1.7 explore the early years of the Church by reading and discussing the lives and works of the apostles in the New Testament.

Grade 4

- 4.1.6 identify the virtues of the Christian life modeled by Jesus in his relationships with people as recorded in the Gospels.
- 4.1.7 relate the Beatitudes and the law of love to the Ten Commandments as guidelines for Christian living.

Grade 5

- 5.1.5 give examples from the New Testament which form the basis of the Church's understanding and celebration of the sacraments.
- 5.1.6 name the four evangelists and explain why the Gospels are the heart of Scripture.
- 5.1.7 reflect on the life and teaching of Jesus, particularly the miracle accounts and parables, and apply their message to the Christian life.

Grade 6

- 6.1.13 give specific examples of Jesus as the fulfillment of the promises and prophecies of the Old Testament.
- 6.1.14 use Matthew's genealogy of Jesus to investigate the concept of Messiah.

CURRICULUM FOR CATECHESIS

Biblical Signs

The student will be able to:

Grades 7 and 8

- 7/8.1.7 explain why the four Gospels hold the central place of importance in Scripture and why the Church affirms their historicity.
- 7/8.1.8 recognize the Gospel accounts of the passion, resurrection, and post-resurrection events as expressions of the early Church's faith experience and understanding of the Risen Christ.
- 7/8.1.9 recognize that the Acts of the Apostles records the beginnings of the Church, the spread of Christianity throughout the Roman Empire, the mission of the apostles, and the basis for the Church's ministry.
- 7/8.1.10 explain the importance of Pentecost for the growth of the early Church.
- 7/8.1.11 give examples of the challenge of the call to discipleship from the Gospels and writings of St. Paul.
- 7/8.1.12 explore the New Testament stories about Mary as a woman of faith.
- 7/8.1.13 compare and contrast the Ten Commandments to the Beatitudes as guidelines for living the law of love.
- 7/8.1.14 identify the message of hope in the Book of Revelation for both the early Church undergoing persecution and the present age.

High School

- HS.1.24 explain the beginning of the Church, the spread of Christianity, the mission of the apostles, and the roots of the Church's ministry as recorded in the Acts of the Apostles.
- HS.1.25 compare and contrast the creation and redemption themes in the biblical accounts of Pentecost and Babel.
- HS.1.26 explain the historical development and identify the major themes of the four Gospels.
- HS.1.27 compare and contrast the synoptic Gospels to the Gospel of John.
- HS.1.28 understand the challenges of the call to discipleship portrayed by each of the evangelists.

CURRICULUM FOR CATECHESIS

Biblical Signs

The student will be able to:

- HS.1.29 relate the message of the miracles, parables, teachings, and major events of the life of Christ to Christian living.
- HS.1.30 understand the significance of the infancy, passion, resurrection, and post-resurrection accounts for communal and personal growth.
- HS.1.31 identify major themes of Paul's theology as reflected in his letters (epistles) to various Christian communities and relate them to Christian living.
- HS.1.32 apply the message of hope expressed in the Book of Revelation to the present day.
- HS.1.33 give examples of Mary as first disciple of Jesus from the Gospel of Luke and the Acts of the Apostles.

CURRICULUM FOR CATECHESIS

Liturgical Signs

The student will be able to:

Prayer

Pre-Kindergarten

- PK.2.1 experience prayer as listening and talking to God with words, silence, movement, gesture, art, or song.
- PK.2.2 discover that one can pray anywhere, at any time, and for many reasons.
- PK.2.3 pray the Sign of the Cross, a simple mealtime prayer, and a bedtime prayer.

Kindergarten

- K.2.1 experience prayer as listening and talking to God with words, silence, movement, gesture, art, or song.
- K.2.2 discover that one can pray anywhere, at any time, and for many reasons.
- K.2.3 identify family as the first prayer community.
- K.2.4 pray the Sign of the Cross, Our Father, Hail Mary, and mealtime prayers.
- K.2.5 contribute to prayers of thanksgiving and intercession especially when praying with one's family.
- K.2.6 participate in the celebration of the Mass.

Grade 1

- 1.2.1 pray the Sign of the Cross, Hail Mary, Our Father, Glory Be, and mealtime prayers.
- 1.2.2 create prayers to thank and praise God and ask for forgiveness.
- 1.2.3 participate in liturgical celebrations and prayer services.
- 1.2.4 participate in guided meditation and reflection.
- 1.2.5 experience the Mass as the Catholic faith community gathered to share God's presence and to worship God.

CURRICULUM FOR CATECHESIS

Liturgical Signs

The student will be able to:

Grade 2

- 2.2.1 understand that listening is an important part of personal and communal prayer.
- 2.2.2 use an examination of conscience and create prayers of sorrow.
- 2.2.3 pray the Sign of the Cross, Our Father, Hail Mary, Glory Be, mealtime prayers, and Act of Contrition.
- 2.2.4 assist in the preparation of and participate in prayer services and liturgical celebrations, e.g., writing intercessions, preparing the environment, selecting hymns.
- 2.2.5 explain that the Mass is our greatest prayer as Catholics.
- 2.2.6 identify the parts of the Liturgy of the Word and the Liturgy of the Eucharist, and know the responses of the assembly.

Grade 3

- 3.2.1 express an understanding of how and why we pray.
- 3.2.2 create examples of prayers of thanksgiving, praise, petition, and sorrow.
- 3.2.3 experience various devotions and prayers, e.g., Advent wreath blessing, rosary, mealtime prayers, morning and evening prayers.
- 3.2.4 discuss the importance of praying for the living and the dead.
- 3.2.5 assist in planning and participate in the prayer of the Catholic community, e.g., Mass, communal reconciliation service, Stations of the Cross.
- 3.2.6 pray the Apostles Creed as an expression of the faith of the Catholic Church.
- 3.2.7 pray a psalm from Morning or Evening Liturgy of the Hours.
- 3.2.8 understand the Mass as sacrament and sacrifice.
- 3.2.9 identify ways the laity serve the Church in liturgical roles, e.g., servers, lectors, extraordinary ministers of the Eucharistic.

CURRICULUM FOR CATECHESIS

Liturgical Signs

The student will be able to:

Grade 4

- 4.2.1 use selected psalms of the Liturgy of the Hours as expressions of prayers of thanksgiving, praise, petition, sorrow, and other emotions.
- 4.2.2 use movement, gesture, song, drama, and art as expressions of prayer.
- 4.2.3 experience various traditional devotions of the Church, especially those unique to the parish.
- 4.2.4 know the responses of the assembly at Mass and use them appropriately.
- 4.2.5 participate in guided meditation using various scriptural prayers, e.g., Our Father, the Psalms, the Magnificat.

Grade 5

- 5.2.1 compose prayer that is an expression of love and trust in God.
- 5.2.2 understand the Mass as the Catholic faith community gathered to share God's presence in Word and Eucharist.
- 5.2.3 explain how the Church uses the Lectionary to proclaim God's Word.
- 5.2.4 pray the Rosary meditating on the events in the lives of Jesus and Mary expressed in the 20 Mysteries.
- 5.2.5 pray the Canticle of Zechariah and the Magnificat from the Liturgy of the Hours.
- 5.2.6 explain the meaning of postures and gestures used in communal and personal prayer.

Grade 6

- 6.2.1 assist in the preparation of and participate in the Liturgy of the Hours.
- 6.2.2 develop personal prayer using the Psalms and other Scripture passages.
- 6.2.3 discuss how God speaks to the Church through the Old Testament readings used in the Lectionary.

CURRICULUM FOR CATECHESIS

Liturgical Signs

The student will be able to:

- 6.2.4 participate in various liturgical ministries, e.g., planners, lectors, servers, music ministers.

Grades 7 and 8

- 7/8.2.1 give examples to show that Scripture, particularly the Gospels, is a source of personal and liturgical prayer.
- 7/8.2.2 compose a personal prayer based on a Scripture passage that expresses love and trust in God.
- 7/8.2.3 give examples of all the forms of prayer used at Mass, i.e., adoration, petition, contrition, thanksgiving.
- 7/8.2.4 participate in the Mass fully, consciously, and actively.
- 7/8.2.5 explain the role of the various liturgical ministries, e.g., lector, extraordinary minister of the Eucharist, server, greeter, musician, and discern how one may participate in these ministries.
- 7/8.2.6 identify the scriptural roots of traditional devotions of the Church, e.g., Stations of the Cross, Marian devotions, novenas.
- 7/8.2.7 use gesture, movement, song, or art to pray.
- 7/8.2.8 incorporate various expressions of prayer based on a gospel theme into a prayer service or day of retreat.

High School

- HS.2.1 research the Church's living tradition of prayer, giving several examples from the mystics, various cultures, spirituality of the saints, and contemporary forms of prayer.
- HS.2.2 explore the significance of traditional devotions in the life of the Church, e.g., Eucharistic devotions, Stations of the Cross, Marian devotions, veneration of the saints.
- HS.2.3 give examples of the use of Scripture as a primary source of personal and liturgical prayer.

CURRICULUM FOR CATECHESIS

Liturgical Signs

The student will be able to:

- HS.2.4 explain that all prayer, both personal and communal, deepens the relationship with God and expresses the call to live in greater harmony with neighbor.
- HS.2.5 explain and give examples of the various liturgical rites of the Church as the celebrations of the Christian mystery.
- HS.2.6 explain why the Eucharist is the source and summit of Christian life, i.e., the most intimate expression of prayer.
- HS.2.7 reflect on God's call to serve in various ministerial roles in the Eucharistic celebration.
- HS.2.8 compare and contrast discernment in the Catholic tradition with ordinary decision-making.
- HS.2.9 realize that growth in faith is a continuous process requiring a lifelong commitment.

Sacraments

Pre-Kindergarten

- PK.2.4 recognize that Baptism is a welcome into the family of God.
- PK.2.5 use a simple ritual to express gratitude for God's love experienced through family and friends.
- PK.2.6 use a simple ritual to express sorrow to God and others.

Kindergarten

- K.2.7 become familiar with the symbols used in Baptism and relate these to the celebration of one's own Baptism.
- K.2.8 discover and cite examples of God's love and presence in family, school, and faith community.
- K.2.9 reflect on personal actions and use a simple ritual to express sorrow to God and others.

CURRICULUM FOR CATECHESIS

Liturgical Signs

The student will be able to:

Grade 1

- 1.2.6 give examples of God's love and presence in family, school, and faith community and express gratitude.
- 1.2.7 know that sacraments are special ways the Church celebrates God's presence in the life of the Catholic.
- 1.2.8 explain how the Sacrament of Baptism cleanses original sin, gives God's life, and makes a person a member of the Catholic Church.
- 1.2.9 use the Lord's Prayer and the Parable of the Prodigal Son to reflect on God's forgiveness and the need to forgive others.

Grade 2

- 2.2.7 explain that the seven sacraments are signs of grace given to the Church by Christ to increase divine life in the Christian.
- 2.2.8 name the seven sacraments and relate them to important moments of the Christian life.
- 2.2.9 explain how we remember the Last Supper in the Eucharist.
- 2.2.10 reflect on the Sacrament of the Eucharist as nourishment for the life of the Catholic.
- 2.2.11 express the belief that Jesus is truly present in the Eucharist under the form of bread and wine.
- 2.2.12 demonstrate a knowledge of the words, actions, and interior attitudes associated with the sacrament of Eucharist, e.g., spoken "Amen," manner of receiving both species, participation in songs and silent reflection.
- 2.2.13 express the belief that through the Church, Jesus forgives sins in the Sacrament of Penance (Reconciliation).
- 2.2.14 demonstrate a knowledge of the words, actions, and interior attitudes associated with the sacrament of Penance (Reconciliation), e.g., examine conscience, confess sins, express sorrow, perform penance.

CURRICULUM FOR CATECHESIS

Liturgical Signs

The student will be able to:

Grade 3

- 3.2.10 name the sacraments of initiation, healing, and at the service of communion.
- 3.2.11 discuss the different names the Church uses for the sacrament of the Eucharist: Breaking of the Bread, Holy Sacrifice of the Mass, Eucharistic Assembly, Holy Communion and Most Blessed Sacrament.
- 3.2.12 discuss the different names the Church uses for the sacrament of Penance (Reconciliation): sacrament of conversion, sacrament of confession, sacrament of forgiveness.
- 3.2.13 relate the sacraments of Eucharist and Penance (Reconciliation) to daily conversion and growth in the life of Christ expressed in actions such as fasting, prayer, almsgiving, works of charity and justice, and concern for the poor.

Grade 4

- 4.2.6 relate the action and power of the Holy Spirit to the graces of the seven sacraments.
- 4.2.7 explain how Baptism, Confirmation, and Eucharist call all Catholics to a life of holiness and mission in the Church and the world.
- 4.2.8 explain how the sacraments of initiation and the sacraments at the service of communion call each Catholic to a vocation, i.e., married life, single life, priesthood, permanent diaconate, and religious consecration.
- 4.2.9 explain why the Eucharist is the central sacrament and how it is loved and lived by Catholics.
- 4.2.10 relate the need for ongoing forgiveness and conversion in the Christian life to the regular celebration of the sacrament of Penance (Reconciliation).

Grade 5

- 5.2.7 identify the symbols and actions appropriate to each of the seven sacraments.
- 5.2.8 explain that the seven sacraments are signs of grace through which one shares in the life of Jesus and the Christian community.

CURRICULUM FOR CATECHESIS

Liturgical Signs

The student will be able to:

- 5.2.9 explain how the sacraments of initiation begin and sustain life in Christ and membership in the faith community.
- 5.2.10 recognize that through the Eucharistic prayer the bread and wine are transformed into the Body and Blood of Christ.
- 5.2.11 explain how the sacraments of Reconciliation and Anointing of the Sick continue Jesus' ministry of healing through the Church.
- 5.2.12 explain how the sacraments at the service of communion work together to build up the Church.
- 5.2.13 give examples of sacramentals and explain how they are signs of faith in the life of the Catholic community.

Grade 6

- 6.2.5 explore the Old Testament signs, symbols and rituals which prefigure the Church's seven sacraments.
- 6.2.6 compare and contrast the concepts of the Passover and covenant to the Lord's Supper and the Eucharist.
- 6.2.7 relate the symbols used in the sacrament of Confirmation to images of the Spirit found in the Old Testament.
- 6.2.8 explain how the sacraments, through the power of the Holy Spirit, celebrate the presence of Christ in the faith community.

Grades 7 and 8

- 7/8.2.9 explain how the seven sacraments relate to important moments and all stages of life.
- 7/8.2.10 explain how the sacraments of initiation begin a person's new life in Christ, strengthen the Christian for a life of service in the Church and the world, and nourish the person to bear witness to the Catholic faith.
- 7/8.2.11 explain how the sacraments at the service of communion confer a particular mission in the Church and serve to build up the people of God.

CURRICULUM FOR CATECHESIS

Liturgical Signs

The student will be able to:

- 7/8.2.12 relate the sacraments of Reconciliation and Anointing of the Sick to the continuation of Jesus' ministry of healing.
- 7/8.2.13 recognize that in the celebration of the Eucharist, Jesus is present in the assembly, the Word, the priest, and the Eucharistic species, and that participation sends the assembly forth as a Eucharistic people.
- 7/8.2.14 define "transubstantiation" as the word that expresses the change of bread and wine, while the appearance of bread and wine remain, into the reality of the Body and Blood of Christ.
- 7/8.2.15 identify ways in which the Church expresses belief in the real presence of Jesus in the reserved Blessed Sacrament, e.g., genuflection, reverent bow, tabernacle, sanctuary lamp, Benediction.
- 7/8.2.16 compare the process of the Rite of Christian Initiation of Adults to one's own initiation in the Catholic Church.
- 7/8.2.17 relate mystagogy to lifelong faith formation.

High School

- HS.2.10 trace the historical background of the seven sacraments including their roots in the ministry of Jesus and significant developments up to the Second Vatican Council.
- HS.2.11 trace the renewal of the rites of the seven sacraments since the Second Vatican Council.
- HS.2.12 explain the rites, symbols and effects of the seven sacraments which communicate the life and mystery of God and express the faith of the celebrating community.
- HS.2.13 explain how the sacraments of initiation immerse one into the Paschal Mystery and the life of the Church.
- HS.2.14 compare Matrimony and Holy Orders as sacraments at the service of communion.
- HS.2.15 recognize in the Sacrament of Matrimony, the gift of human sexuality involves both privileges and responsibilities, e.g., mutual respect, fidelity, openness to children.

CURRICULUM FOR CATECHESIS

Liturgical Signs

The student will be able to:

- HS.2.16 explain how the Church continues Jesus' ministry through the sacraments of healing.
- HS.2.17 discuss the relationship between the Eucharistic celebration, the Passover and the Last Supper.
- HS.2.18 examine the stages of the Rite of Christian Initiation of Adults and explain why it is normative for all Christian initiation.
- HS.2.19 understand that the Church is the sacrament of salvation.
- HS.2.20 understand that in the celebration of Eucharist, Jesus is present in the assembly, the Word, the priest, and the Eucharistic species.
- HS.2.21 explain that the real presence of Jesus in the Eucharist continues in each person and give examples of its power to transform all life.
- HS.2.22 examine the *Constitution on the Sacred Liturgy* and the *Catechism of the Catholic Church* to understand the real presence of Jesus in the Blessed Sacrament.
- HS.2.23 understand grace, sanctifying and actual, as the gift of God's life that invites all to a free response in faith expressed in prayer, action, and witness.
- HS.2.24 explain how sacramentals make holy the events of everyday life.

Church Year

Pre-Kindergarten

- PK.2.7 relate the birth of Jesus to the celebration of Christmas.
- PK.2.8 experience celebrations of feast days and holy days significant in the parish community.
- PK.2.9 relate signs of new life in creation to the Church's celebration of Easter.

Kindergarten

- K.2.10 relate the celebration of Christmas and Easter to events in the life of Jesus, and name some traditions the Church uses to prepare for these feasts.

CURRICULUM FOR CATECHESIS

Liturgical Signs

The student will be able to:

- K.2.11 experience celebrations of feast days and holy days significant in the parish community.

Grade 1

- 1.2.10 identify and experience the traditions and symbols of Advent, Lent, and Holy Week that prepare the Church for the celebration of Christmas and Easter.
- 1.2.11 explain why the Church celebrates the feasts of the Holy Family and Mary, Mother of God.

Grade 2

- 2.2.15 understand how the traditions and symbols of Advent, Lent, Holy Week, and Triduum prepare the Church for the celebration of Christmas and Easter.
- 2.2.16 explain how the Church celebrates every Sunday as the “Day of the Lord” and why attendance at Sunday Mass is an obligation for Catholics.

Grade 3

- 3.2.14 name the seasons of the liturgical year.
- 3.2.15 explain why the Church celebrates All Saints Day and All Souls Day.
- 3.2.16 explain how Ascension Sunday and Pentecost Sunday relate to the mission of the Church.

Grade 4

- 4.2.11 explain the importance of the holy days of the Immaculate Conception and the Assumption and other Marian feasts.
- 4.2.12 relate the life of a patron saint to one’s own life.
- 4.2.13 relate Ordinary Time in the liturgical year to one’s responsibility to make every day holy.
- 4.2.14 explain how participation in Sunday Mass is not only an obligation but also an expression of the individual and communal need to gather and worship God.

CURRICULUM FOR CATECHESIS

Liturgical Signs

The student will be able to:

Grade 5

- 5.2.14 explain why the Church celebrates Pentecost, Corpus Christi, and Trinity Sunday.
- 5.2.15 compare and contrast the seasons of Advent and Lent with the secular preparations for Christmas and Easter.
- 5.2.16 explain how the life of the patron saint of the parish challenges the community to live out the charism of the saint.
- 5.2.17 explain why the Church celebrates All Souls Day and link the practice of prayers for the dead to the Church's belief in purgatory.

Grade 6

- 6.2.9 explain why the Church celebrates Epiphany and Christ the King and relate them to the Old Testament concept of the messianic kingdom.
- 6.2.10 relate the Scripture, traditions, and symbols of the liturgical cycle to one's journey of faith.
- 6.2.11 explore the feasts of saints celebrated in the liturgical year and explain how their lives give witness to the Church.

Grades 7 and 8

- 7/8.2.18 explain the seasons of the Church year and their signs, e.g., colors, symbols, Lectionary cycle, music.
- 7/8.2.19 suggest ways to celebrate Advent as preparation for the Christmas season.
- 7/8.2.20 use the Lenten readings of the Lectionary to reflect on one's call to conversion and baptismal commitment.
- 7/8.2.21 explain how prayer, fasting, almsgiving, and other Lenten practices prepare one for Easter.
- 7/8.2.22 relate the Triduum, Easter, Ascension, and Pentecost to central events in the life of Christ and the early Church, and explain how these celebrations renew the faith of the Church and the individual.

CURRICULUM FOR CATECHESIS

Liturgical Signs

The student will be able to:

- 7/8.2.23 use accounts of saints, e.g., martyrs, religious, other holy men and women, to illustrate the continuing action of the Holy Spirit in the life of the Church.

High School

- HS.2.25 relate the liturgical seasons of the Church year to the natural rhythms of creation.
- HS.2.26 explain why Sunday is the principal day for the celebration of the Eucharist and the preeminent day of the liturgical assembly.
- HS.2.27 research the charisms of the patron saint of the school/parish and give examples of his/her impact on the life of the community.
- HS.2.28 explain how the Lenten practices of prayer, fasting, and almsgiving help one to live a Christian life.
- HS.2.29 give examples of how the Triduum celebrations give meaning to the human experience of suffering, death, and resurrection.
- HS.2.30 explain how the dogmas of the Immaculate Conception, Mary Mother of God, Mary's Perpetual Virginity, and the Assumption reveal Mary's role in salvation history.

CURRICULUM FOR CATECHESIS

Ecclesial Signs

The student will be able to:

Creed

Pre-Kindergarten

- PK.3.1 know that God makes all people.
- PK.3.2 know that God makes everything and it is good.
- PK.3.3 name Jesus as friend and brother.
- PK.3.4 name Mary as Mother of Jesus.

Kindergarten

- K.3.1 know God as the Father, who makes all things.
- K.3.2 know Jesus as God's Son, a friend who shows people how to live.
- K.3.3 recognize the Holy Spirit as God's loving presence in everyone.
- K.3.4 name Mary as Mother of God.

Grade 1

- 1.3.1 name God as Father and Creator.
- 1.3.2 name Jesus as God's Son, who died and rose to save all people.
- 1.3.3 recognize the Holy Spirit as God's loving presence helping and guiding everyone.
- 1.3.4 know that God's plan for people is to be happy with him in heaven.
- 1.3.5 name Mary as Mother of God and all people.

Grade 2

- 2.3.1 name the Trinity as God: Father, Son, and Holy Spirit.
- 2.3.2 know that the Apostles' Creed is a statement of what Catholics believe.

CURRICULUM FOR CATECHESIS

Ecclesial Signs

The student will be able to:

- 2.3.3 understand that people have freedom to accept or reject God's plan to live with him forever.
- 2.3.4 know that Jesus, Son of God, was born of Mary into a human family through the power of the Holy Spirit.

Grade 3

- 3.3.1 describe the Holy Trinity as three persons in one God and use various symbols in the Catholic tradition to illustrate this belief.
- 3.3.2 know that Jesus, Savior and Redeemer of the world, suffered, died, was buried, rose from the dead, and ascended into heaven.
- 3.3.3 understand that grace is participation in God's life now and forever.

Grade 4

- 4.3.1 reflect upon the relationships of the persons of the Trinity as a model for loving relationships within the family, Church, and world.
- 4.3.2 demonstrate an understanding of the faith statements in the Apostles' and Nicene Creeds.

Grade 5

- 5.3.1 describe how three persons of the Trinity are present in the signs, rites, and effects of the seven sacraments.
- 5.3.2 explain the essential characteristics of the Church, i.e., one, holy, catholic and apostolic.
- 5.3.3 identify the Church as the communion of saints.

Grade 6

- 6.3.1 cite accounts from the Old Testament that reveal God's unconditional love.
- 6.3.2 identify figures from the Old Testament who foreshadow Jesus as messiah and prophet, e.g., Adam, Moses, David, Isaiah.

CURRICULUM FOR CATECHESIS

Ecclesial Signs

The student will be able to:

- 6.3.3 reflect on the Old Testament images of God's Spirit and explain how they reveal the person and action of the Holy Spirit in the Church and world.
- 6.3.4 explain Mary's unique role in salvation history.

Grades 7 and 8

- 7/8.3.1 discuss the relationship and works of the three Persons of the Trinity.
- 7/8.3.2 recognize the Incarnation as a core doctrine of Christian faith.
- 7/8.3.3 discuss the Church's belief in the communion of saints, the forgiveness of sins, and life everlasting.
- 7/8.3.4 explain why the Church is identified as one, holy, catholic, and apostolic.

High School

- HS.3.1 explain the trinitarian nature of the Catholic faith.
- HS.3.2 reflect on the mystery of Jesus Christ as fully human and fully divine.
- HS.3.3 discuss the implications of the doctrine of the Incarnation.
- HS.3.4 explore the Paschal Mystery as the central event for all Christianity.
- HS.3.5 trace the historical development of core doctrine through creeds, councils, and papal statements.
- HS.3.6 discuss the Nicene and Apostles' Creeds as expressions of unity and faith.
- HS.3.7 examine ways the Church is one, holy, catholic, and apostolic.
- HS.3.8 explain the Church's teaching on life everlasting, resurrection of the body, final purification, heaven, and hell.
- HS.3.9 compare and contrast Catholic eschatology with that of other religious traditions.

CURRICULUM FOR CATECHESIS

Ecclesial Signs

The student will be able to:

Church

Pre-Kindergarten

- PK.3.5 name the Church as God's family.
- PK.3.6 explain that the church building is a holy place.

Kindergarten

- K.3.5 compare a loving family to God's family, the Church.
- K.3.6 explain why the church building is a holy place where God's family gathers to worship and pray.

Grade 1

- 1.3.6 tell how people become members of the Catholic Church.
- 1.3.7 describe the Church as the family of God that gathers in a parish.
- 1.3.8 give examples of ways members of the Church share their gifts and talents for the good of others.

Grade 2

- 2.3.5 explain that the Church is a loving community of baptized people who share faith and gifts in service to others.
- 2.3.6 identify the church building as a holy temple, the dwelling place of God, and the sacred place where the People of God gather in community.
- 2.3.7 name sacred vessels, vestments, and spaces of the church building and explain how they are used in the prayer of the Church.

Grade 3

- 3.3.4 state the Church's belief that Mary is the first disciple of Jesus and Mother of the Church.

CURRICULUM FOR CATECHESIS

Ecclesial Signs

The student will be able to:

- 3.3.5 relate membership in a local parish and diocese to membership in the Roman Catholic Church throughout the world.
- 3.3.6 identify the various roles in the hierarchy of the Roman Catholic Church, e.g., pope, bishop, pastor, laity.
- 3.3.7 use the image of the Body of Christ to explain how the Church lives out its mission of teaching the Gospel, sanctifying the world, and serving the poor.

Grade 4

- 4.3.3 explain how Mary, full of grace, is the model of Christian holiness.
- 4.3.4 name the precepts of the Church which Catholics are bound to observe as minimum duties and responsibilities as Church members.
- 4.3.5 explain how all members of the Catholic Church are responsible for sharing their faith with others.
- 4.3.6 explore ways the Church helps Catholics live the call to holiness.

Grade 5

- 5.3.4 relate Mary's response in faith to God to the Christian's call to obedience to God's will.
- 5.3.5 tell the story of Our Lady of Guadalupe and discuss why she is the patroness of the Americas.
- 5.3.6 recognize that the Church was instituted by Jesus, handed on to the apostles, and continues under the guidance of the Holy Spirit.
- 5.3.7 explain how the local parish and diocese are the ordinary context in which people experience the universal Church.
- 5.3.8 distinguish the unique roles of bishops, priests, deacons, brothers, sisters, and laity within the Church as the People of God.

CURRICULUM FOR CATECHESIS

Ecclesial Signs

The student will be able to:

Grade 6

- 6.3.5 give examples of how Christians evangelize by spreading the Good News of Jesus through word and action.
- 6.3.6 explore the roles of leadership in the Church and their roots in the Old Testament.
- 6.3.7 compare and contrast the Church of the New Testament to the chosen people of the Old Testament.

Grades 7 and 8

- 7/8.3.5 discuss the Church's teaching on infallibility.
- 7/8.3.6 explain the role of the Magisterium in the life of the Church.
- 7/8.3.7 trace the development of the Church as a living tradition from the Apostles through the Second Vatican Council.
- 7/8.3.8 explain the Pope's unique role of service and authority in the Church as the Successor of St. Peter, Bishop of Rome, Vicar of Christ, Servant of the Servants of God, and Pastor of the Universal Church.
- 7/8.3.9 discuss how the Church, under the guidance of the Holy Spirit, exists to bring about the reign of God on earth.
- 7/8.3.10 explain why the precepts of the Church are essential to one's spiritual and moral life.
- 7/8.3.11 investigate the history of the diocese and one's parish.
- 7/8.3.12 relate evangelization to the essential mission of the Church and the responsibility of each baptized Christian.
- 7/8.3.13 relate the baptismal call to holiness to one's discernment of a life vocation in the lay, ordained, or consecrated life.
- 7/8.3.14 survey major Christian denominations and non-Christian religions and identify common elements for ecumenical dialogue and interfaith relationships.

High School

- HS.3.10 reflect upon the Church as the Communion of Saints.

CURRICULUM FOR CATECHESIS

Ecclesial Signs

The student will be able to:

- HS.3.11 examine how married, single, consecrated, or ordained life is a call to holiness and a means to personal and spiritual fulfillment.
- HS.3.12 analyze the complementary gifts and responsibilities of the ordained, the laity and those in the consecrated life.
- HS.3.13 distinguish the diocesan priesthood from the religious priesthood in structure and witness.
- HS.3.14 compare and contrast monastic and apostolic forms of religious life.
- HS.3.15 highlight the contributions of religious men and women according to the charisms of their respective communities.
- HS.3.16 discuss the missionary mandate of the Church.
- HS.3.17 give a rationale for the Church's mission to evangelize and for the participation of each Catholic in that mission using *Evangelii Nuntiandi*.
- HS.3.18 explore the baptismal call to ministry and give examples of emerging ministries of lay women and men in the Church.
- HS.3.19 trace the history of the Church as a living tradition from the Apostolic Age to the present day.
- HS.3.20 examine various images and models of the Church as expressed in *Lumen Gentium*.
- HS.3.21 identify the major events in the history of the Catholic Church in the United States.
- HS.3.22 compare various Christian denominations and give examples of ecumenical dialogue today.
- HS.3.23 compare and contrast various non-Christian religions and give examples of interfaith dialogue today.
- HS.3.24 examine the teaching authority of the Magisterium in the life of the Catholic Church using *Ut Unum Sint*.

CURRICULUM FOR CATECHESIS

Ecclesial Signs

The student will be able to:

- HS.3.25 describe the structure and ministries of the parish and their relationship to the diocesan Church.
- HS.3.26 give reasons for Mary's role as Mother of the Church and preeminent model of faith.
- HS.3.27 understand that Canon Law provides "the norms for good order in the visible society of the Church."
- HS.3.28 examine the Church's teachings about indulgences.

Morality

Pre-Kindergarten

- PK.3.7 identify actions that are good or bad.
- PK.3.8 retell stories that show Jesus' love for others.
- PK.3.9 identify persons who love and care for him or her.

Kindergarten

- K.3.7 give examples of actions that are good or bad.
- K.3.8 understand that God wants people to love God, self, and others.
- K.3.9 give examples of how to show respect for those who love and care for him or her.
- K.3.10 discuss how some actions may hurt others and role play examples of sorrow and forgiveness.

Grade 1

- 1.3.9 recognize that Jesus' example shows people how to make good choices.
- 1.3.10 explain God's law of love.
- 1.3.11 identify consequences of both good and bad actions.

CURRICULUM FOR CATECHESIS

Ecclesial Signs

The student will be able to:

Grade 2

- 2.3.8 understand that conscience is God's law in the human heart calling a person to love, do good, and avoid evil.
- 2.3.9 use the Ten Commandments and the law of love in an examination of conscience.
- 2.3.10 explain that God made people free to make choices that have either good or bad consequences.
- 2.3.11 understand that sin is a turning away from God which affects others as well as the individual.

Grade 3

- 3.3.8 explain how the Ten Commandments and the law of love assist in making moral choices.
- 3.3.9 give examples of Christian virtues and explain their role in making good decisions.
- 3.3.10 identify the saints as models of Christian virtues.
- 3.3.11 understand the importance of supporting others in making good choices.
- 3.3.12 explain how a person's witness of Christian virtues helps others make good choices.

Grade 4

- 4.3.7 explain how the Ten Commandments, the law of love, and the Beatitudes assist a person in forming a good conscience.
- 4.3.8 show how the Ten Commandments are the foundation of other laws that build up the human community.
- 4.3.9 explore how God's law calls the Christian to respond to the social injustices in the world.
- 4.3.10 define mortal and venial sin.

CURRICULUM FOR CATECHESIS

Ecclesial Signs

The student will be able to:

- 4.3.11 discuss the role of freedom and responsibility in avoiding or committing personal sin.
- 4.3.12 discuss how to use technology responsibly and morally.
- 4.3.13 discuss choices that respect God's gift of life and human sexuality.

Grade 5

- 5.3.9 discuss the role of grace and the gifts of the Holy Spirit in forming a good conscience and making moral decisions.
- 5.3.10 discuss how to use technology responsibly and morally.
- 5.3.11 define social sin, e.g., racism, violence, materialism.
- 5.3.12 discuss the role of freedom and responsibility in responding to social sin.
- 5.3.13 give examples of saints or contemporary witnesses who have lived the Gospel mandate of nonviolence in a heroic way.
- 5.3.14 know the Church's teaching on the sanctity of human life, from conception to natural death, and the Christian duty to protect all life.
- 5.3.15 relate the Christian virtue of chastity to developing healthy relationships and good habits that respect God's gift of sexuality.

Grade 6

- 6.3.8 examine the role of Scripture, the witness and advice of others, and the inspiration of the Holy Spirit in forming one's conscience.
- 6.3.9 discuss the moral implications of technology.
- 6.3.10 relate personal and social sin to the Old Testament concept of Covenant fidelity.
- 6.3.11 identify personal and practical ways the Christian uses Gospel values in response to social injustices.
- 6.3.12 explain what the Church teaches about the goodness of human sexuality.

CURRICULUM FOR CATECHESIS

Ecclesial Signs

The student will be able to:

- 6.3.13 explain how prayer and the sacraments help a person live a mature, loving, and chaste life.
- 6.3.14 give examples from Scripture and Tradition that form the basis of the Church's teaching on the consistent ethic of life.
- 6.3.15 explain how persons in authority are called to exercise their God-given duty to guide and serve those in their care.

Grades 7 and 8

- 7/8.3.15 recognize the role of freedom, conscience, and personal responsibility in making moral decisions.
- 7/8.3.16 give examples of how the theological and cardinal virtues are guides for conduct and moral decision making.
- 7/8.3.17 discuss how personal use of technology can affect relationships.
- 7/8.3.18 identify a process of prayer and discernment for making moral decisions in the face of conflicting values.
- 7/8.3.19 discuss what it means to be chaste.
- 7/8.3.20 explain how the gift of human sexuality involves both privileges and responsibilities, e.g., abstinence, respect, modesty.
- 7/8.3.21 summarize the Church's teaching on the sacredness of human life from the moment of conception to natural death.
- 7/8.3.22 compare and contrast personal sin and social sin.
- 7/8.3.23 analyze passages from Scripture that are the foundation for the Church's social teaching.

High School

- HS.3.29 discuss the Ten Commandments, the Beatitudes, and the law of love as the foundation of Christian morality.

CURRICULUM FOR CATECHESIS

Ecclesial Signs

The student will be able to:

- HS.3.30 explain the interrelationship among the different expressions of the moral law: eternal, natural, revealed, civil, and ecclesiastical.
- HS.3.31 apply to case studies the sources of morality: object, intention, and circumstances.
- HS.3.32 describe how commitment to moral living is an acceptance of God's grace.
- HS.3.33 reflect on the moral implications of his/her personal use of technology.
- HS.3.34 reflect on how the virtues, gifts, and fruits of the Holy Spirit empower a person to live as a mature Catholic.
- HS.3.35 explain how the seven major themes of the Church's social teaching are rooted in Scripture, are integral to an adult Catholic lifestyle, and speak to contemporary issues.
- HS.3.36 apply the Catholic social teaching on the consistent ethic of life to current issues, e.g., abortion, capital punishment, euthanasia, cloning.
- HS.3.37 use Catholic social teaching to evaluate the impact of globalization on the economic and social interdependence of developed and developing countries.
- HS.3.38 explain the Church's Tradition regarding peacemaking and pacifism, especially as discussed in *The Challenge of Peace*.
- HS.3.39 evaluate capitalism and a market economy as practiced in the United States in light of *Centesimus Annus*.
- HS.3.40 explain the doctrine of original sin as the source of evil in the world.
- HS.3.41 examine the relationship between freedom and personal responsibility.
- HS.3.42 link the spiritual need to atone for personal sin, including reparation, to a deepening acceptance of personal responsibility.
- HS.3.43 explain how a well-formed conscience, which takes seriously the Church's moral teaching and Scripture, helps resolve various moral dilemmas and frees one to live the law of love.
- HS.3.44 explain the nature of social sin and give examples of its consequences.

CURRICULUM FOR CATECHESIS

Ecclesial Signs

The student will be able to:

- HS.3.45 develop a personal process of prayer and discernment for making any moral decision.
- HS.3.46 understand that God's gift of sexuality involves privileges and responsibilities, promotes self respect, and enhances interpersonal relationships.
- HS.3.47 investigate ethical principles in career choices, e.g., business, medicine, law.

Witness to Christian Living

Pre-Kindergarten

- PK.3.10 demonstrate loving ways to show care for family and friends.

Kindergarten

- K.3.11 know that God wants people to help each other by following Jesus' example.
- K.3.12 demonstrate loving ways to show care for family and friends.

Grade 1

- 1.3.12 identify persons in the family and neighborhood who need help, e.g., the sick, lonely, elderly, poor.
- 1.3.13 recognize that we are all called to serve God by serving others.

Grade 2

- 2.3.12 explain how one's participation in Eucharist on Sunday is lived throughout the week by acts of service and generosity.
- 2.3.13 give examples of service activities that can be shared with family, neighborhood, school, and parish.

Grade 3

- 3.3.13 work as a group to plan and participate in service activities.

CURRICULUM FOR CATECHESIS

Ecclesial Signs

The student will be able to:

- 3.3.14 identify in the Church and community those who give witness to God through loving service to others.

Grade 4

- 4.3.14 define stewardship as sharing one's time, talent and treasure and identify examples in the family, parish, school, and community.
- 4.3.15 relate the Church's mission to participation in service opportunities.
- 4.3.16 discuss how Christ's law of love motivates a Catholic to live the spiritual and corporal works of mercy.

Grade 5

- 5.3.16 give examples of how a life of prayer and stewardship contribute to the good of the Church and strengthen the entire community.
- 5.3.17 explain how the graces of the sacraments strengthen a Catholic to live the spiritual and corporal works of mercy.
- 5.3.18 discuss how a person's willingness to serve others is a response to God's call to discipleship.

Grade 6

- 6.3.16 explain how stewardship is freely giving one's gifts and talents in loving service to others.
- 6.3.17 identify ways of living the corporal and spiritual works of mercy in contemporary situations.
- 6.3.18 relate the Church's social teaching to acts of charity, justice, and peace.
- 6.3.19 develop and implement a personal plan for stewardship of time, talent, and treasure.

Grades 7 and 8

- 7/8.3.24 explain how Catholics participate in the Church's mission through the corporal and spiritual works of mercy.

CURRICULUM FOR CATECHESIS

Ecclesial Signs

The student will be able to:

- 7/8.3.25 discern a personal plan of stewardship to share time, talents, and material resources with the parish community.
- 7/8.3.26 initiate and participate as a group in the apostolic work of the Church.

High School

- HS.3.48 recognize that God's grace empowers all works of charity, justice, and peace.
- HS.3.49 relate personal Christian living to stewardship of time, talent, and treasure.
- HS.3.50 reflect on the Christian vocation, rooted in baptism, to serve God and neighbor.
- HS.3.51 discern ways of living the corporal and spiritual works of mercy.
- HS.3.52 investigate and select service opportunities based on the Gospels.
- HS.3.53 relate one's essential responsibility to live a life of discipleship to the Church's mission to build the Kingdom of God.

CURRICULUM FOR CATECHESIS

Natural Signs

The student will be able to:

Family and Community

Pre-Kindergarten

- PK.4.1 identify ways family members give and receive love and affirmation according to God's plan.
- PK.4.2 give examples of how one's God-given gifts and talents can be used for the good of the family.

Kindergarten

- K.4.1 discuss how Christian love and affirmation shared in the family is extended to others in the school, parish, and neighborhood.
- K.4.2 describe how God's people share their gifts and talents for the good of others.

Grade 1

- 1.4.1 explain how people are called to follow Jesus within the family and community.
- 1.4.2 explain how good rules created by parents, caregivers, and teachers reflect God's love.
- 1.4.3 recognize that all people are made in God's image and likeness.

Grade 2

- 2.4.1 give examples of how people demonstrate their love for Jesus through their roles and responsibilities within the family.
- 2.4.2 discuss various ways to act on emotions that build loving relationships.
- 2.4.3 discuss how rules serve the good of the family, school, and community.

Grade 3

- 3.4.1 recognize that one's choices have consequences, good or bad.
- 3.4.2 identify qualities that sustain loving relationships among family members, friends, and classmates.

CURRICULUM FOR CATECHESIS

Natural Signs

The student will be able to:

Grade 4

- 4.4.1 identify the causes and predict the possible consequences of conflict in everyday situations.
- 4.4.2 describe the qualities of a good friend and explain how healthy friendships strengthen and support the Christian way of life.

Grade 5

- 5.4.1 develop strategies for peacefully resolving conflicts with family and friends.
- 5.4.2 explore ways that families can nurture and strengthen their role as the “domestic church,” e.g., loving sacrifice, communication skills, family rituals, traditions.
- 5.4.3 explore how good laws contribute to the common good of the community.

Grade 6

- 6.4.1 recognize the unique abilities and differences among all God’s people, each of whom is created in his image.
- 6.4.2 define “sacrifice” as an essential quality of love.
- 6.4.3 relate good laws to personal freedom and responsibility.
- 6.4.4 cite examples of attitudes and behaviors that reflect responsible living in society.

Grades 7 and 8

- 7/8.4.1 recognize the value of good laws in promoting freedom and justice in the world.
- 7/8.4.2 identify the civic responsibilities of Catholics as faithful citizens.
- 7/8.4.3 use contemporary examples to illustrate that sacrifice is an essential quality of love of God and others.
- 7/8.4.4 compare the need for lifelong study of and formation in the Catholic faith to the ongoing process of human growth and maturity.

CURRICULUM FOR CATECHESIS

Natural Signs

The student will be able to:

- 7/8.4.5 explain how the principle of the inherent equality and dignity of each person challenges the Christian to combat prejudice and discrimination.
- 7/8.4.6 develop a variety of nonviolent responses to resolve problems and conflicts.

High School

- HS.4.1 relate personal priorities, values, and goals to those of Christ expressed in the law of love and the Beatitudes.
- HS.4.2 recognize that true self love is a discernment of God's will which includes self-acceptance, self-worth, self-respect, and self-confidence.
- HS.4.3 recognize the value of law as a protection of freedom.
- HS.4.4 critique contemporary cultural issues in light of the Gospel, e.g., preferential option for the poor, concern for the marginalized, respect for persons with disabilities, and nonviolent conflict resolution.
- HS.4.5 research the lives of people who are examples of Christian disciples, e.g., Pope John Paul II, Mother Teresa, Jean Donovan, Cardinal Bernardin, Dorothy Day, Oscar Romero, Martin Luther King, local witnesses.
- HS.4.6 recognize that altruism is an essential quality of Christian love.
- HS.4.7 formulate a personal plan of action to advocate for the rights of persons with disabilities in school, parish, and community life.
- HS.4.8 identify the values that are important for forming and maintaining healthy relationships, e.g., forgiveness, chastity, fidelity, compassion, respect.
- HS.4.9 compare and contrast the sacred nature of sexuality with the contemporary culture's portrayal of sex.
- HS.4.10 identify the spiritual, biological, and psychological benefits of abstinence.
- HS.4.11 explain how the hope of the Gospel message promotes a culture of life and enables one to challenge the culture of death.
- HS.4.12 develop and practice nonviolent conflict resolution skills.

CURRICULUM FOR CATECHESIS

Natural Signs

The student will be able to:

- HS.4.13 explore the possibilities of involvement in the political process based on the Church's challenge to faithful citizenship.

Stewardship of Creation

Pre-Kindergarten

- PK.4.3 use one's senses to explore God's creation.
- PK.4.4 know that all life is a gift from God and demands care and respect.

Kindergarten

- K.4.3 explain how the five senses help people to appreciate God's creation.
- K.4.4 identify practical ways to care for all God's creation.

Grade 1

- 1.4.4 recognize a good steward as one who cares for God's creation.
- 1.4.5 explain why God's gifts are meant to be shared with others.

Grade 2

- 2.4.4 explain why participation in activities such as Arbor Day and Earth Day are expressions of Christian stewardship.
- 2.4.5 show how the uniqueness of a person's God-given talents and abilities finds expression in human work.

Grade 3

- 3.4.3 give reasons to support the value of all life as God's most precious gift.
- 3.4.4 show how respect and care for the environment express love for God the Creator.

CURRICULUM FOR CATECHESIS

Natural Signs

The student will be able to:

Grade 4

- 4.4.3 relate environmental issues to God's plan for creation and give examples of good stewardship.
- 4.4.4 list ways to protect and preserve the local environment.

Grade 5

- 5.4.4 show how proper use of the earth's resources is an expression of justice and global interdependence.
- 5.4.5 explain how the natural elements of each of the sacraments are signs of God's presence in creation.

Grade 6

- 6.4.5 give a rationale based on Scripture and Catholic social teaching for the call to stewardship of creation.
- 6.4.6 design and implement a plan of action that addresses environmental issues which threaten God's creation.

Grades 7 and 8

- 7/8.4.7 apply the principles of the Church's social teachings to contemporary issues.
- 7/8.4.8 explain that the earth's resources are destined for all people and give examples of ways to distribute more equitably the gifts of creation.
- 7/8.4.9 relate the right use of material possessions to the call to live simply in the spirit of the Gospel.
- 7/8.4.10 explain why the interdependence of all creation obligates one to care for the environment.

High School

- HS.4.14 explain the mission of the laity as leaven, salt, and light, transforming the world, e.g., work, politics, and culture.

CURRICULUM FOR CATECHESIS

Natural Signs

The student will be able to:

- HS.4.15 explain sacramentality as the presence of God found in nature, culture, and life experiences.
- HS.4.16 celebrate how the created world in all its richness and diversity is ordered to the glory of God.
- HS.4.17 contrast the Christian perspective about suffering and death with that of contemporary cultural practices and customs.
- HS 4.18 explore the relationship between economy and ecology.
- HS.4.19 formulate a personal plan for environmental stewardship based on respect for the integrity of creation and the obligation to protect and preserve the environment.
- HS.4.20 evaluate critically how materialism and consumerism influence personal attitudes and behaviors.

Arts, Science, and Technology

Pre-Kindergarten

- PK.4.5 use art or music to retell a Bible story.

Kindergarten

- K.4.5 use a variety of art forms to communicate the message of God's love.

Grade 1

- 1.4.6 discuss how God the Creator is revealed through the greatness and beauty of nature and art.
- 1.4.7 compare Christian family values to the portrayal of family values on television.

Grade 2

- 2.4.6 discuss how the religious art in the parish church expresses various Catholic beliefs.

CURRICULUM FOR CATECHESIS

Natural Signs

The student will be able to:

- 2.4.7 show how television commercials influence a person's perception of needs and wants.

Grade 3

- 3.4.5 use drama, music, or art to thank God for the joy and beauty of creation.
- 3.4.6 compare and contrast the Gospel values of nonviolence, respect, and cooperation to the values portrayed in toys, games, television, and movies.

Grade 4

- 4.4.5 evaluate forms of advertising in light of the Christian values of honesty, justice, prudence, and the dignity of the person.
- 4.4.6 identify positive contributions of science and technology which promote human dignity.

Grade 5

- 5.4.6 give examples of how different cultures have used various art forms to express their religious beliefs.
- 5.4.7 find examples from art, music, and cultural traditions that celebrate diversity.
- 5.4.8 develop a set of criteria based on Gospel values to evaluate various forms of media.

Grade 6

- 6.4.7 give examples of God's goodness revealed through nature, culture, the arts, and life experiences.
- 6.4.8 explain how science and technology benefit humanity when used in conformity with God's plan.

Grades 7 and 8

- 7/8.4.11 evaluate the use of science and technology to promote human dignity and God's plan for creation.

CURRICULUM FOR CATECHESIS

Natural Signs

The student will be able to:

- 7/8.4.12 find examples of art, music, and cultural traditions that illustrate diversity within the parish community.
- 7/8.4.13 explain how the arts, as distinctively human forms of expression, arise from God-given talent and human effort.
- 7/8.4.14 evaluate how individuals and communities are influenced by the media culture.
- 7/8.4.15 examine the celebrity culture of sports, the arts, entertainment, and business as it relates to Gospel values.

High School

- HS.4.21 research examples of Catholic art and music and relate them to the era in which they were created.
- HS.4.22 critically examine the relationship between science and theology in addressing life issues.
- HS.4.23 reflect on how technology enriches or diminishes Christian life.
- HS.4.24 critique the values imparted by the media in terms of their compatibility with the Gospel message.
- HS.4.25 discern how one's Christian values are supported or challenged by the media culture.
- HS.4.26 develop a personal code of ethics for using communications technology.
- HS.4.27 explore the appropriate and creative uses of technology and other forms of social communications as tools for evangelization.

CURRICULUM FOR CATECHESIS

Pre-Kindergarten

The student will be able to:

Biblical Signs

Scripture

PK.1.1 recognize the Bible as a holy book which tells the story of God and His people.

PK.1.2 identify some biblical characters and stories which illustrate God's love and goodness.

Old Testament

PK.1.3 understand that the Bible tells that God is good and the Creator of all things.

New Testament

PK.1.4 know that the Bible contains stories of Jesus, the Son of God, who is a friend and brother.

PK.1.5 retell the story of the birth of Jesus.

Liturgical Signs

Prayer

PK.2.1 experience prayer as listening and talking to God with words, silence, movement, gesture, art, or song.

PK.2.2 discover that one can pray anywhere, at any time, and for many reasons.

PK.2.3 pray the Sign of the Cross, a simple mealtime prayer, and a bedtime prayer.

Sacraments

PK.2.4 recognize that Baptism is a welcome into the family of God.

PK.2.5 use a simple ritual to express gratitude for God's love experienced through family and friends.

PK.2.6 use a simple ritual to express sorrow to God and others.

Church Year

PK.2.7 relate the birth of Jesus to the celebration of Christmas.

CURRICULUM FOR CATECHESIS

Pre-Kindergarten

The student will be able to:

- PK.2.8 experience celebrations of feast days and holy days significant in the parish community.
- PK.2.9 relate signs of new life in creation to the Church's celebration of Easter.

Ecclesial Signs

Creed

- PK.3.1 know that God makes all people.
- PK.3.2 know that God makes everything and it is good.
- PK.3.3 name Jesus as friend and brother.
- PK.3.4 name Mary as Mother of Jesus.

Church

- PK.3.5 name the Church as God's family.
- PK.3.6 explain that the church building is a holy place.

Morality

- PK.3.7 identify actions that are good or bad.
- PK.3.8 retell stories that show Jesus' love for others.
- PK.3.9 identify persons who love and care for him or her.

Witness to Christian Living

- PK.3.10 demonstrate loving ways to show care for family and friends.

Natural Signs

CURRICULUM FOR CATECHESIS

Pre-Kindergarten

The student will be able to:

Family and Community

PK.4.1 identify ways family members give and receive love and affirmation according to God's plan.

PK.4.2 give examples of how one's God-given gifts and talents can be used for the good of the family.

Stewardship of Creation

PK.4.3 use one's senses to explore God's creation.

PK.4.4 know that all life is a gift from God and demands care and respect.

Arts, Science, and Technology

PK.4.5 use art or music to retell a Bible story.

CURRICULUM FOR CATECHESIS

Kindergarten

The student will be able to:

Biblical Signs

Scripture

- K.1.1 explain that Catholics reverence the Bible as the holy book of God's Word.
- K.1.2 recount stories from the Bible which illustrate people's loving response to God.

Old Testament

- K.1.3 know that the Bible contains prayers of praise and thanksgiving to God for the gifts of life and creation.

New Testament

- K.1.4 give examples from the Bible that show Jesus teaching people to love God, self, and others.
- K.1.5 retell the Bible stories of the birth and childhood of Jesus.
- K.1.6 know that the Bible contains the Easter story of Jesus who died and rose to give people new life.

Liturgical Signs

Prayer

- K.2.1 experience prayer as listening and talking to God with words, silence, movement, gesture, art, or song.
- K.2.2 discover that one can pray anywhere, at any time, and for many reasons.
- K.2.3 identify family as the first prayer community.
- K.2.4 pray the Sign of the Cross, Our Father, Hail Mary, and mealtime prayers.
- K.2.5 contribute to prayers of thanksgiving and intercession especially when praying with one's family.
- K.2.6 participate in the celebration of the Mass.

CURRICULUM FOR CATECHESIS

Kindergarten

The student will be able to:

Sacraments

- K.2.7 become familiar with the symbols used in Baptism and relate these to the celebration of one's own Baptism.
- K.2.8 discover and cite examples of God's love and presence in family, school, and faith community.
- K.2.9 reflect on personal actions and use a simple ritual to express sorrow to God and others.

Church Year

- K.2.10 relate the celebration of Christmas and Easter to events in the life of Jesus, and name some traditions the Church uses to prepare for these feasts.
- K.2.11 experience celebrations of feast days and holy days significant in the parish community.

Ecclesial Signs

Creed

- K.3.1 know God as the Father, who makes all things.
- K.3.2 know Jesus as God's Son, a friend who shows people how to live.
- K.3.3 recognize the Holy Spirit as God's loving presence in everyone.
- K.3.4 name Mary as Mother of God.

Church

- K.3.5 compare a loving family to God's family, the Church.
- K.3.6 explain why the church building is a holy place where God's family gathers to worship and pray.

Morality

- K.3.7 give examples of actions that are good or bad.
- K.3.8 understand that God wants people to love God, self, and others.

CURRICULUM FOR CATECHESIS

Kindergarten

The student will be able to:

- K.3.9 give examples of how to show respect for those who love and care for him or her.
- K.3.10 discuss how some actions may hurt others and role play examples of sorrow and forgiveness.

Witness to Christian Living

- K.3.11 know that God wants people to help each other by following Jesus' example.
- K.3.12 demonstrate loving ways to show care for family and friends.

Natural Signs

Family and Community

- K.4.1 discuss how Christian love and affirmation shared in the family is extended to others in the school, parish, and neighborhood.
- K.4.2 describe how God's people share their gifts and talents for the good of others.

Stewardship of Creation

- K.4.3 explain how the five senses help people to appreciate God's creation.
- K.4.4 identify practical ways to care for all God's creation.

Arts, Science, and Technology

- K.4.5 use a variety of art forms to communicate the message of God's love.

CURRICULUM FOR CATECHESIS

Grade One

The student will be able to:

Biblical Signs

Scripture

- 1.1.1 identify the Bible as a holy book written by people chosen by God to tell the story of God's love.
- 1.1.2 know that Bible stories are different from other stories because they are God's Word to people.
- 1.1.3 explain that a Christian is called to listen to God's Word in the Bible and respond in prayer and action.

Old Testament

- 1.1.4 recognize significant biblical characters and their stories, e.g., Adam and Eve, Noah, Moses, Abraham, Sarah.
- 1.1.5 retell the creation accounts to show that God is a loving Father who created and cares for all things.
- 1.1.6 know that people were created to reflect God's image and goodness, to love God in return, and to live in harmony with all creation.

New Testament

- 1.1.7 know that the Bible tells the stories of Jesus who shows the world God's goodness and love.
- 1.1.8 relate Gospel stories of the life of Jesus which teach Christians how to live and pray.
- 1.1.9 relate the biblical accounts of the passion, death, and resurrection of Jesus to people's experiences of life and death.

Liturgical Signs

Prayer

- 1.2.1 pray the Sign of the Cross, Hail Mary, Our Father, Glory Be, and mealtime prayers.

CURRICULUM FOR CATECHESIS

Grade One

The student will be able to:

- 1.2.2 create prayers to thank and praise God and ask for forgiveness.
- 1.2.3 participate in liturgical celebrations and prayer services.
- 1.2.4 participate in guided meditation and reflection.
- 1.2.5 experience the Mass as the Catholic faith community gathered to share God's presence and to worship God.

Sacraments

- 1.2.6 give examples of God's love and presence in family, school, and faith community and express gratitude.
- 1.2.7 know that sacraments are special ways the Church celebrates God's presence in the life of the Catholic.
- 1.2.8 explain how the Sacrament of Baptism cleanses original sin, gives God's life, and makes a person a member of the Catholic Church.
- 1.2.9 use the Lord's Prayer and the Parable of the Prodigal Son to reflect on God's forgiveness and the need to forgive others.

Church Year

- 1.2.10 identify and experience the traditions and symbols of Advent, Lent, and Holy Week that prepare the Church for the celebration of Christmas and Easter.
- 1.2.11 explain why the Church celebrates the feasts of the Holy Family and Mary, Mother of God.

Ecclesial Signs

Creed

- 1.3.1 name God as Father and Creator.
- 1.3.2 name Jesus as God's Son, who died and rose to save all people.
- 1.3.3 recognize the Holy Spirit as God's loving presence helping and guiding everyone.
- 1.3.4 know that God's plan for people is to be happy with him in heaven.

CURRICULUM FOR CATECHESIS
Grade One

The student will be able to:

- 1.3.5 name Mary as Mother of God and all people.

Church

- 1.3.6 tell how people become members of the Catholic Church.
- 1.3.7 describe the Church as the family of God that gathers in a parish.
- 1.3.8 give examples of ways members of the Church share their gifts and talents for the good of others.

Morality

- 1.3.9 recognize that Jesus' example shows people how to make good choices.
- 1.3.10 explain God's law of love.
- 1.3.11 identify consequences of both good and bad actions.

Witness to Christian Living

- 1.3.12 identify persons in the family and neighborhood who need help, e.g., the sick, lonely, elderly, poor.
- 1.3.13 recognize that we are all called to serve God by serving others.

Natural Signs

Family and Community

- 1.4.1 explain how people are called to follow Jesus within the family and community.
- 1.4.2 explain how good rules created by parents, caregivers, and teachers reflect God's love.
- 1.4.3 recognize that all people are made in God's image and likeness.

Stewardship of Creation

- 1.4.4 recognize a good steward as one who cares for God's creation.
- 1.4.5 explain why God's gifts are meant to be shared with others.

CURRICULUM FOR CATECHESIS

Grade One

The student will be able to:

Arts, Science, and Technology

- 1.4.6 discuss how God the Creator is revealed through the greatness and beauty of nature and art.

- 1.4.7 compare Christian family values to the portrayal of family values on television.

CURRICULUM FOR CATECHESIS

Grade Two

The student will be able to:

Biblical Signs

Scripture

- 2.1.1 explain that the coming of Jesus is the central event linking the Old and New Testaments.
- 2.1.2 explain how God's Word in the Bible prepares people for the reception of the sacraments of Reconciliation and Holy Eucharist.
- 2.1.3 recognize that the readings at Sunday Mass are taken from the New and Old Testaments.

Old Testament

- 2.1.4 relate stories and symbols in the Old Testament which prefigure the sacraments of Reconciliation and Eucharist, e.g., Moses, manna in the desert, Samuel.
- 2.1.5 explain how God's Word in the Ten Commandments calls people to love and serve God and others.

New Testament

- 2.1.6 relate New Testament accounts of Jesus' love and compassion to the Church's celebration of the sacraments of Eucharist and Reconciliation.
- 2.1.7 illustrate the connection between the words and actions of Jesus in the Gospels and the Church's celebration of the Eucharist.
- 2.1.8 show how the works of mercy and the Beatitudes are practical ways Catholics daily live the meaning of Eucharist.

Liturgical Signs

Prayer

- 2.2.1 understand that listening is an important part of personal and communal prayer.
- 2.2.2 use an examination of conscience and create prayers of sorrow.

CURRICULUM FOR CATECHESIS

Grade Two

The student will be able to:

- 2.2.3 pray the Sign of the Cross, Our Father, Hail Mary, Glory Be, mealtime prayers, and Act of Contrition.
- 2.2.4 assist in the preparation of and participate in prayer services and liturgical celebrations, e.g., writing intercessions, preparing the environment, selecting hymns.
- 2.2.5 explain that the Mass is our greatest prayer as Catholics.
- 2.2.6 identify the parts of the Liturgy of the Word and the Liturgy of the Eucharist, and know the responses of the assembly.

Sacraments

- 2.2.7 explain that the seven sacraments are signs of grace given to the Church by Christ to increase divine life in the Christian.
- 2.2.8 name the seven sacraments and relate them to important moments of the Christian life.
- 2.2.9 explain how we remember the Last Supper in the Eucharist.
- 2.2.10 reflect on the Sacrament of the Eucharist as nourishment for the life of the Catholic.
- 2.2.11 express the belief that Jesus is truly present in the Eucharist under the form of bread and wine.
- 2.2.12 demonstrate a knowledge of the words, actions, and interior attitudes associated with the sacrament of Eucharist, e.g., spoken “Amen,” manner of receiving both species, participation in songs and silent reflection.
- 2.2.13 express the belief that through the Church, Jesus forgives sins in the Sacrament of Penance (Reconciliation).
- 2.2.14 demonstrate a knowledge of the words, actions, and interior attitudes associated with the sacrament of Penance (Reconciliation), e.g., examine conscience, confess sins, express sorrow, perform penance.

Church Year

- 2.2.15 understand how the traditions and symbols of Advent, Lent, Holy Week, and Triduum prepare the Church for the celebration of Christmas and Easter.

CURRICULUM FOR CATECHESIS

Grade Two

The student will be able to:

- 2.2.16 explain how the Church celebrates every Sunday as the “Day of the Lord” and why attendance at Sunday Mass is an obligation for Catholics.

Ecclesial Signs

Creed

- 2.3.1 name the Trinity as God: Father, Son, and Holy Spirit.
- 2.3.2 know that the Apostles’ Creed is a statement of what Catholics believe.
- 2.3.3 understand that people have freedom to accept or reject God’s plan to live with him forever.
- 2.3.4 know that Jesus, Son of God, was born of Mary into a human family through the power of the Holy Spirit.

Church

- 2.3.5 explain that the Church is a loving community of baptized people who share faith and gifts in service to others.
- 2.3.6 identify the church building as a holy temple, the dwelling place of God, and the sacred place where the People of God gather in community.
- 2.3.7 name sacred vessels, vestments, and spaces of the church building and explain how they are used in the prayer of the Church.

Morality

- 2.3.8 understand that conscience is God’s law in the human heart calling a person to love, do good, and avoid evil.
- 2.3.9 use the Ten Commandments and the law of love in an examination of conscience.
- 2.3.10 explain that God made people free to make choices that have either good or bad consequences.
- 2.3.11 understand that sin is a turning away from God which affects others as well as the individual.

CURRICULUM FOR CATECHESIS

Grade Two

The student will be able to:

Witness to Christian Living

- 2.3.12 explain how one's participation in Eucharist on Sunday is lived throughout the week by acts of service and generosity.
- 2.3.13 give examples of service activities that can be shared with family, neighborhood, school, and parish.

Natural Signs

Family and Community

- 2.4.1 give examples of how people demonstrate their love for Jesus through their roles and responsibilities within the family.
- 2.4.2 discuss various ways to act on emotions that build loving relationships.
- 2.4.3 discuss how rules serve the good of the family, school, and community.

Stewardship of Creation

- 2.4.4 explain why participation in activities such as Arbor Day and Earth Day are expressions of Christian stewardship.
- 2.4.5 show how the uniqueness of a person's God-given talents and abilities finds expression in human work.

Arts, Science, and Technology

- 2.4.6 discuss how the religious art in the parish church expresses various Catholic beliefs.
- 2.4.7 show how television commercials influence a person's perception of needs and wants.

CURRICULUM FOR CATECHESIS

Grade Three

The student will be able to:

Biblical Signs

Scripture

- 3.1.1 relate major biblical signs, e.g., creation, covenant, exodus, Promised Land, to the life of Jesus and the Church.
- 3.1.2 explain the organization of the Bible according to book, chapter, and verse.
- 3.1.3 give examples of how the Church uses Scripture in prayer and worship.

Old Testament

- 3.1.4 explain how significant biblical characters and stories prefigure the Church as the People of God.
- 3.1.5 give examples from the Old Testament that illustrate God's Word strengthening faith and calling people to community.

New Testament

- 3.1.6 give examples from the New Testament accounts of the life of Jesus which model Christian prayer and service.
- 3.1.7 explore the early years of the Church by reading and discussing the lives and works of the apostles in the New Testament.

Liturgical Signs

Prayer

- 3.2.1 express an understanding of how and why we pray.
- 3.2.2 create examples of prayers of thanksgiving, praise, petition, and sorrow.
- 3.2.3 experience various devotions and prayers, e.g., Advent wreath blessing, rosary, mealtime prayers, morning and evening prayers.
- 3.2.4 discuss the importance of praying for the living and the dead.

CURRICULUM FOR CATECHESIS

Grade Three

The student will be able to:

- 3.2.5 assist in planning and participate in the prayer of the Catholic community, e.g., Mass, communal reconciliation service, Stations of the Cross.
- 3.2.6 pray the Apostles Creed as an expression of the faith of the Catholic Church.
- 3.2.7 pray a psalm from Morning or Evening Liturgy of the Hours.
- 3.2.8 understand the Mass as sacrament and sacrifice.
- 3.2.9 identify ways the laity serve the Church in liturgical roles, e.g., servers, lectors, extraordinary ministers of the Eucharistic.

Sacraments

- 3.2.10 name the sacraments of initiation, healing, and at the service of communion.
- 3.2.11 discuss the different names the Church uses for the sacrament of the Eucharist: Breaking of the Bread, Holy Sacrifice of the Mass, Eucharistic Assembly, Holy Communion and Most Blessed Sacrament.
- 3.2.12 discuss the different names the Church uses for the sacrament of Penance (Reconciliation): sacrament of conversion, sacrament of confession, sacrament of forgiveness.
- 3.2.13 relate the sacraments of Eucharist and Penance (Reconciliation) to daily conversion and growth in the life of Christ expressed in actions such as fasting, prayer, almsgiving, works of charity and justice, and concern for the poor.

Church Year

- 3.2.14 name the seasons of the liturgical year.
- 3.2.15 explain why the Church celebrates All Saints Day and All Souls Day.
- 3.2.16 explain how Ascension Sunday and Pentecost Sunday relate to the mission of the Church.

CURRICULUM FOR CATECHESIS

Grade Three

The student will be able to:

Ecclesial Signs

Creed

- 3.3.1 describe the Holy Trinity as three persons in one God and use various symbols in the Catholic tradition to illustrate this belief.
- 3.3.2 know that Jesus, Savior and Redeemer of the world, suffered, died, was buried, rose from the dead, and ascended into heaven.
- 3.3.3 understand that grace is participation in God's life now and forever.

Church

- 3.3.4 state the Church's belief that Mary is the first disciple of Jesus and Mother of the Church.
- 3.3.5 relate membership in a local parish and diocese to membership in the Roman Catholic Church throughout the world.
- 3.3.6 identify the various roles in the hierarchy of the Roman Catholic Church, e.g., pope, bishop, pastor, laity.
- 3.3.7 use the image of the Body of Christ to explain how the Church lives out its mission of teaching the Gospel, sanctifying the world, and serving the poor.

Morality

- 3.3.8 explain how the Ten Commandments and the law of love assist in making moral choices.
- 3.3.9 give examples of Christian virtues and explain their role in making good decisions.
- 3.3.10 identify the saints as models of Christian virtues.
- 3.3.11 understand the importance of supporting others in making good choices.
- 3.3.12 explain how a person's witness of Christian virtues helps others make good choices.

Witness to Christian Living

- 3.3.13 work as a group to plan and participate in service activities.

CURRICULUM FOR CATECHESIS

Grade Three

The student will be able to:

- 3.3.14 identify in the Church and community those who give witness to God through loving service to others.

Natural Signs

Family and Community

- 3.4.1 recognize that one's choices have consequences, good or bad.
- 3.4.2 identify qualities that sustain loving relationships among family members, friends, and classmates.

Stewardship of Creation

- 3.4.3 give reasons to support the value of all life as God's most precious gift.
- 3.4.4 show how respect and care for the environment express love for God the Creator.

Arts, Science, and Technology

- 3.4.5 use drama, music, or art to thank God for the joy and beauty of creation.
- 3.4.6 compare and contrast the Gospel values of nonviolence, respect, and cooperation to the values portrayed in toys, games, television, and movies.

CURRICULUM FOR CATECHESIS

Grade Four

The student will be able to:

Biblical Signs

Scripture

- 4.1.1 explain that God's living word is revealed in Sacred Scripture through which God meets and speaks with people.
- 4.1.2 locate the passages of the Sunday readings in the Bible according to book, chapter, and verse.
- 4.1.3 give examples of how the Scriptures nourish, strengthen, and guide the life of the Christian.

Old Testament

- 4.1.4 explain how the Ten Commandments express the covenant relationship between Yahweh and the Chosen People.
- 4.1.5 compare the Old Testament concept of shalom with the New Testament challenge to work for justice and peace.

New Testament

- 4.1.6 identify the virtues of the Christian life modeled by Jesus in his relationships with people as recorded in the Gospels.
- 4.1.7 relate the Beatitudes and the law of love to the Ten Commandments as guidelines for Christian living.

Liturgical Signs

Prayer

- 4.2.1 use selected psalms of the Liturgy of the Hours as expressions of prayers of thanksgiving, praise, petition, sorrow, and other emotions.
- 4.2.2 use movement, gesture, song, drama, and art as expressions of prayer.
- 4.2.3 experience various traditional devotions of the Church, especially those unique to the parish.

CURRICULUM FOR CATECHESIS

Grade Four

The student will be able to:

- 4.2.4 know the responses of the assembly at Mass and use them appropriately.
- 4.2.5 participate in guided meditation using various scriptural prayers, e.g., Our Father, the Psalms, the Magnificat.

Sacraments

- 4.2.6 relate the action and power of the Holy Spirit to the graces of the seven sacraments.
- 4.2.7 explain how Baptism, Confirmation, and Eucharist call all Catholics to a life of holiness and mission in the Church and the world.
- 4.2.8 explain how the sacraments of initiation and the sacraments at the service of communion call each Catholic to a vocation, i.e., married life, single life, priesthood, permanent diaconate, and religious consecration.
- 4.2.9 explain why the Eucharist is the central sacrament and how it is loved and lived by Catholics.
- 4.2.10 relate the need for ongoing forgiveness and conversion in the Christian life to the regular celebration of the sacrament of Penance (Reconciliation).

Church Year

- 4.2.11 explain the importance of the holy days of the Immaculate Conception and the Assumption and other Marian feasts.
- 4.2.12 relate the life of a patron saint to one's own life.
- 4.2.13 relate Ordinary Time in the liturgical year to one's responsibility to make every day holy.
- 4.2.14 explain how participation in Sunday Mass is not only an obligation but also an expression of the individual and communal need to gather and worship God.

CURRICULUM FOR CATECHESIS

Grade Four

The student will be able to:

Ecclesial Signs

Creed

- 4.3.1 reflect upon the relationships of the persons of the Trinity as a model for loving relationships within the family, Church, and world.
- 4.3.2 demonstrate an understanding of the faith statements in the Apostles' and Nicene Creeds.

Church

- 4.3.3 explain how Mary, full of grace, is the model of Christian holiness.
- 4.3.4 name the precepts of the Church which Catholics are bound to observe as minimum duties and responsibilities as Church members.
- 4.3.5 explain how all members of the Catholic Church are responsible for sharing their faith with others.
- 4.3.6 explore ways the Church helps Catholics live the call to holiness.

Morality

- 4.3.7 explain how the Ten Commandments, the law of love, and the Beatitudes assist a person in forming a good conscience.
- 4.3.8 show how the Ten Commandments are the foundation of other laws that build up the human community.
- 4.3.9 explore how God's law calls the Christian to respond to the social injustices in the world.
- 4.3.10 define mortal and venial sin.
- 4.3.11 discuss the role of freedom and responsibility in avoiding or committing personal sin.
- 4.3.12 discuss how to use technology responsibly and morally.
- 4.3.13 discuss choices that respect God's gift of life and human sexuality.

CURRICULUM FOR CATECHESIS

Grade Four

The student will be able to:

Witness to Christian Living

- 4.3.14 define stewardship as sharing one's time, talent and treasure and identify examples in the family, parish, school, and community.
- 4.3.15 relate the Church's mission to participation in service opportunities.
- 4.3.16 discuss how Christ's law of love motivates a Catholic to live the spiritual and corporal works of mercy.

Natural Signs

Family and Community

- 4.4.1 identify the causes and predict the possible consequences of conflict in everyday situations.
- 4.4.2 describe the qualities of a good friend and explain how healthy friendships strengthen and support the Christian way of life.

Stewardship of Creation

- 4.4.3 relate environmental issues to God's plan for creation and give examples of good stewardship.
- 4.4.4 list ways to protect and preserve the local environment.

Arts, Science, and Technology

- 4.4.5 evaluate forms of advertising in light of the Christian values of honesty, justice, prudence, and the dignity of the person.
- 4.4.6 identify positive contributions of science and technology which promote human dignity.

CURRICULUM FOR CATECHESIS

Grade Five

The student will be able to:

Biblical Signs

Scripture

- 5.1.1 explain that the Bible is inspired by God.
- 5.1.2 give examples of how the Church uses Scripture to preach, teach, and celebrate the Good News of Jesus and to foster growth in holiness.

Old Testament

- 5.1.3 identify the Old Testament roots of the signs and symbols of the seven sacraments.
- 5.1.4 relate the Old Testament understanding of priest to Christ's priesthood, the common priesthood of the baptized, and the ministerial priesthood.

New Testament

- 5.1.5 give examples from the New Testament which form the basis of the Church's understanding and celebration of the sacraments.
- 5.1.6 name the four evangelists and explain why the Gospels are the heart of Scripture.
- 5.1.7 reflect on the life and teaching of Jesus, particularly the miracle accounts and parables, and apply their message to the Christian life.

Liturgical Signs

Prayer

- 5.2.1 compose prayer that is an expression of love and trust in God.
- 5.2.2 understand the Mass as the Catholic faith community gathered to share God's presence in Word and Eucharist.
- 5.2.3 explain how the Church uses the Lectionary to proclaim God's Word.
- 5.2.4 pray the Rosary meditating on the events in the lives of Jesus and Mary expressed in the 20 Mysteries.

CURRICULUM FOR CATECHESIS

Grade Five

The student will be able to:

- 5.2.5 pray the Canticle of Zechariah and the Magnificat from the Liturgy of the Hours.
- 5.2.6 explain the meaning of postures and gestures used in communal and personal prayer.

Sacraments

- 5.2.7 identify the symbols and actions appropriate to each of the seven sacraments.
- 5.2.8 explain that the seven sacraments are signs of grace through which one shares in the life of Jesus and the Christian community.
- 5.2.9 explain how the sacraments of initiation begin and sustain life in Christ and membership in the faith community.
- 5.2.10 recognize that through the Eucharistic prayer the bread and wine are transformed into the Body and Blood of Christ.
- 5.2.11 explain how the sacraments of Reconciliation and Anointing of the Sick continue Jesus' ministry of healing through the Church.
- 5.2.12 explain how the sacraments at the service of communion work together to build up the Church.
- 5.2.13 give examples of sacramentals and explain how they are signs of faith in the life of the Catholic community.

Church Year

- 5.2.14 explain why the Church celebrates Pentecost, Corpus Christi, and Trinity Sunday.
- 5.2.15 compare and contrast the seasons of Advent and Lent with the secular preparations for Christmas and Easter.
- 5.2.16 explain how the life of the patron saint of the parish challenges the community to live out the charism of the saint.
- 5.2.17 explain why the Church celebrates All Souls Day and link the practice of prayers for the dead to the Church's belief in purgatory.

CURRICULUM FOR CATECHESIS
Grade Five

The student will be able to:

Ecclesial Signs

Creed

- 5.3.1 describe how three persons of the Trinity are present in the signs, rites, and effects of the seven sacraments.
- 5.3.2 explain the essential characteristics of the Church, i.e., one, holy, catholic and apostolic.
- 5.3.3 identify the Church as the communion of saints.

Church

- 5.3.4 relate Mary's response in faith to God to the Christian's call to obedience to God's will.
- 5.3.5 tell the story of Our Lady of Guadalupe and discuss why she is the patroness of the Americas.
- 5.3.6 recognize that the Church was instituted by Jesus, handed on to the apostles, and continues under the guidance of the Holy Spirit.
- 5.3.7 explain how the local parish and diocese are the ordinary context in which people experience the universal Church.
- 5.3.8 distinguish the unique roles of bishops, priests, deacons, brothers, sisters, and laity within the Church as the People of God.

Morality

- 5.3.9 discuss the role of grace and the gifts of the Holy Spirit in forming a good conscience and making moral decisions.
- 5.3.10 discuss how to use technology responsibly and morally.
- 5.3.11 define social sin, e.g., racism, violence, materialism.
- 5.3.12 discuss the role of freedom and responsibility in responding to social sin.
- 5.3.13 give examples of saints or contemporary witnesses who have lived the Gospel mandate of nonviolence in a heroic way.

CURRICULUM FOR CATECHESIS

Grade Five

The student will be able to:

- 5.3.14 know the Church's teaching on the sanctity of human life, from conception to natural death, and the Christian duty to protect all life.
- 5.3.15 relate the Christian virtue of chastity to developing healthy relationships and good habits that respect God's gift of sexuality.

Witness to Christian Living

- 5.3.16 give examples of how a life of prayer and stewardship contribute to the good of the Church and strengthen the entire community.
- 5.3.17 explain how the graces of the sacraments strengthen a Catholic to live the spiritual and corporal works of mercy.
- 5.3.18 discuss how a person's willingness to serve others is a response to God's call to discipleship.

Natural Signs

Family and Community

- 5.4.1 develop strategies for peacefully resolving conflicts with family and friends.
- 5.4.2 explore ways that families can nurture and strengthen their role as the "domestic church," e.g., loving sacrifice, communication skills, family rituals, traditions.
- 5.4.3 explore how good laws contribute to the common good of the community.

Stewardship of Creation

- 5.4.4 show how proper use of the earth's resources is an expression of justice and global interdependence.
- 5.4.5 explain how the natural elements of each of the sacraments are signs of God's presence in creation.

Arts, Science, and Technology

- 5.4.6 give examples of how different cultures have used various art forms to express their religious beliefs.
- 5.4.7 find examples from art, music, and cultural traditions that celebrate diversity.

CURRICULUM FOR CATECHESIS

Grade Five

The student will be able to:

- 5.4.8 develop a set of criteria based on Gospel values to evaluate various forms of media.

CURRICULUM FOR CATECHESIS

Grade Six

The student will be able to:

Biblical Signs

Scripture

- 6.1.1 explain that the Bible is God's living Word written by human authors under the inspiration of the Holy Spirit.
- 6.1.2 explain that the Bible records people's experience of God throughout salvation history.
- 6.1.3 identify the various types of writings used by the human authors of the Scriptures to communicate God's Word.
- 6.1.4 give examples of Scripture as a source of Catholic prayer, teaching, and tradition.
- 6.1.5 relate significant events of God's saving action in Scripture to contemporary situations.

Old Testament

- 6.1.6 explain that the Old Testament is a testimony of God's faithfulness recorded in different literary forms and at different times in the history of Israel.
- 6.1.7 identify the major figures of the Old Testament and their roles in salvation history, e.g., Abraham and Sarah, Isaac, Rebecca.
- 6.1.8 trace the theme of "covenant" throughout the Old Testament, and explain its relationship to the Ten Commandments.
- 6.1.9 explain why the Exodus is the central event of Jewish history, a Passover from slavery to freedom, and a foreshadowing of the Paschal Mystery.
- 6.1.10 trace the stages of God's revelation as recorded in the Pentateuch from the creation of the world through the formation of the Chosen People.
- 6.1.11 relate the role and significance of kings in Israel's history to the expectation of the Messiah as King.
- 6.1.12 relate the message of the major prophets to modern day prophets and their witness in today's society.

CURRICULUM FOR CATECHESIS

Grade Six

The student will be able to:

New Testament

- 6.1.13 give specific examples of Jesus as the fulfillment of the promises and prophecies of the Old Testament.
- 6.1.14 use Matthew's genealogy of Jesus to investigate the concept of Messiah.

Liturgical Signs

Prayer

- 6.2.1 assist in the preparation of and participate in the Liturgy of the Hours.
- 6.2.2 develop personal prayer using the Psalms and other Scripture passages.
- 6.2.3 discuss how God speaks to the Church through the Old Testament readings used in the Lectionary.
- 6.2.4 participate in various liturgical ministries, e.g., planners, lectors, servers, music ministers.

Sacraments

- 6.2.5 explore the Old Testament signs, symbols and rituals which prefigure the Church's seven sacraments.
- 6.2.6 compare and contrast the concepts of the Passover and covenant to the Lord's Supper and the Eucharist.
- 6.2.7 relate the symbols used in the sacrament of Confirmation to images of the Spirit found in the Old Testament.
- 6.2.8 explain how the sacraments, through the power of the Holy Spirit, celebrate the presence of Christ in the faith community.

Church Year

- 6.2.9 explain why the Church celebrates Epiphany and Christ the King and relate them to the Old Testament concept of the messianic kingdom.
- 6.2.10 relate the Scripture, traditions, and symbols of the liturgical cycle to one's journey of faith.

CURRICULUM FOR CATECHESIS

Grade Six

The student will be able to:

- 6.2.11 explore the feasts of saints celebrated in the liturgical year and explain how their lives give witness to the Church.

Ecclesial Signs

Creed

- 6.3.1 cite accounts from the Old Testament that reveal God's unconditional love.
- 6.3.2 identify figures from the Old Testament who foreshadow Jesus as messiah and prophet, e.g., Adam, Moses, David, Isaiah.
- 6.3.3 reflect on the Old Testament images of God's Spirit and explain how they reveal the person and action of the Holy Spirit in the Church and world.
- 6.3.4 explain Mary's unique role in salvation history.

Church

- 6.3.5 give examples of how Christians evangelize by spreading the Good News of Jesus through word and action.
- 6.3.6 explore the roles of leadership in the Church and their roots in the Old Testament.
- 6.3.7 compare and contrast the Church of the New Testament to the chosen people of the Old Testament.

Morality

- 6.3.8 examine the role of Scripture, the witness and advice of others, and the inspiration of the Holy Spirit in forming one's conscience.
- 6.3.9 discuss the moral implications of technology.
- 6.3.10 relate personal and social sin to the Old Testament concept of Covenant fidelity.
- 6.3.11 identify personal and practical ways the Christian uses Gospel values in response to social injustices.
- 6.3.12 explain what the Church teaches about the goodness of human sexuality.

CURRICULUM FOR CATECHESIS

Grade Six

The student will be able to:

- 6.3.13 explain how prayer and the sacraments help a person live a mature, loving, and chaste life.
- 6.3.14 give examples from Scripture and Tradition that form the basis of the Church's teaching on the consistent ethic of life.
- 6.3.15 explain how persons in authority are called to exercise their God-given duty to guide and serve those in their care.

Witness to Christian Living

- 6.3.16 explain how stewardship is freely giving one's gifts and talents in loving service to others.
- 6.3.17 identify ways of living the corporal and spiritual works of mercy in contemporary situations.
- 6.3.18 relate the Church's social teaching to acts of charity, justice, and peace.
- 6.3.19 develop and implement a personal plan for stewardship of time, talent, and treasure.

Natural Signs

Family and Community

- 6.4.1 recognize the unique abilities and differences among all God's people, each of whom is created in his image.
- 6.4.2 define "sacrifice" as an essential quality of love.
- 6.4.3 relate good laws to personal freedom and responsibility.
- 6.4.4 cite examples of attitudes and behaviors that reflect responsible living in society.

Stewardship of Creation

- 6.4.5 give a rationale based on Scripture and Catholic social teaching for the call to stewardship of creation.
- 6.4.6 design and implement a plan of action that addresses environmental issues which threaten God's creation

CURRICULUM FOR CATECHESIS

Grade Six

The student will be able to:

Arts, Science, and Technology

- 6.4.7 give examples of God's goodness revealed through nature, culture, the arts, and life experiences.

- 6.4.8 explain how science and technology benefit humanity when used in conformity with God's plan.

CURRICULUM FOR CATECHESIS

Grade Seven/Eight

The student will be able to:

Biblical Signs

Scripture

- 7/8.1.1 recognize that the Church accepts and reverences all the books of the Old and New Testaments as divinely inspired through the guidance of the Holy Spirit.
- 7/8.1.2 give examples of the unity of the Old and New Testaments showing the fulfillment of God's Word in Christ Jesus.
- 7/8.1.3 appreciate the role of Sacred Scripture in the life of the early Church and the present day faith community, e.g., strengthening faith, expressing worship, motivating service.
- 7/8.1.4 identify the origin and unique characteristics of various translations and paraphrases of the Scriptures.

Old Testament

- 7/8.1.5 identify events in the formation of the Chosen People which prefigure the Church as the People of God.
- 7/8.1.6 explain how God inspired the Old Testament prophets and inspires Catholics today to give prophetic witness.

New Testament

- 7/8.1.7 explain why the four Gospels hold the central place of importance in Scripture and why the Church affirms their historicity.
- 7/8.1.8 recognize the Gospel accounts of the passion, resurrection, and post-resurrection events as expressions of the early Church's faith experience and understanding of the Risen Christ.
- 7/8.1.9 recognize that the Acts of the Apostles records the beginnings of the Church, the spread of Christianity throughout the Roman Empire, the mission of the apostles, and the basis for the Church's ministry.
- 7/8.1.10 explain the importance of Pentecost for the growth of the early Church.
- 7/8.1.11 give examples of the challenge of the call to discipleship from the Gospels and writings of St. Paul.

CURRICULUM FOR CATECHESIS
Grade Seven/Eight

The student will be able to:

- 7/8.1.12 explore the New Testament stories about Mary as a woman of faith.
- 7/8.1.13 compare and contrast the Ten Commandments to the Beatitudes as guidelines for living the law of love.
- 7/8.1.14 identify the message of hope in the Book of Revelation for both the early Church undergoing persecution and the present age.

Liturgical Signs

Prayer

- 7/8.2.1 give examples to show that Scripture, particularly the Gospels, is a source of personal and liturgical prayer.
- 7/8.2.2 compose a personal prayer based on a Scripture passage that expresses love and trust in God.
- 7/8.2.3 give examples of all the forms of prayer used at Mass, i.e., adoration, petition, contrition, thanksgiving.
- 7/8.2.4 participate in the Mass fully, consciously, and actively.
- 7/8.2.5 explain the role of the various liturgical ministries, e.g., lector, extraordinary minister of the Eucharist, server, greeter, musician, and discern how one may participate in these ministries.
- 7/8.2.6 identify the scriptural roots of traditional devotions of the Church, e.g., Stations of the Cross, Marian devotions, novenas.
- 7/8.2.7 use gesture, movement, song, or art to pray.
- 7/8.2.8 incorporate various expressions of prayer based on a gospel theme into a prayer service or day of retreat.

Sacraments

- 7/8.2.9 explain how the seven sacraments relate to important moments and all stages of life.

CURRICULUM FOR CATECHESIS

Grade Seven/Eight

The student will be able to:

- 7/8.2.10 explain how the sacraments of initiation begin a person's new life in Christ, strengthen the Christian for a life of service in the Church and the world, and nourish the person to bear witness to the Catholic faith.
- 7/8.2.11 explain how the sacraments at the service of communion confer a particular mission in the Church and serve to build up the people of God.
- 7/8.2.12 relate the sacraments of Reconciliation and Anointing of the Sick to the continuation of Jesus' ministry of healing.
- 7/8.2.13 recognize that in the celebration of the Eucharist, Jesus is present in the assembly, the Word, the priest, and the Eucharistic species, and that participation sends the assembly forth as a Eucharistic people.
- 7/8.2.14 define "transubstantiation" as the word that expresses the change of bread and wine, while the appearance of bread and wine remain, into the reality of the Body and Blood of Christ.
- 7/8.2.15 identify ways in which the Church expresses belief in the real presence of Jesus in the reserved Blessed Sacrament, e.g., genuflection, reverent bow, tabernacle, sanctuary lamp, Benediction.
- 7/8.2.16 compare the process of the Rite of Christian Initiation of Adults to one's own initiation in the Catholic Church.
- 7/8.2.17 relate mystagogy to lifelong faith formation.

Church Year

- 7/8.2.18 explain the seasons of the Church year and their signs, e.g., colors, symbols, Lectionary cycle, music.
- 7/8.2.19 suggest ways to celebrate Advent as preparation for the Christmas season.
- 7/8.2.20 use the Lenten readings of the Lectionary to reflect on one's call to conversion and baptismal commitment.
- 7/8.2.21 explain how prayer, fasting, almsgiving, and other Lenten practices prepare one for Easter.
- 7/8.2.22 relate the Triduum, Easter, Ascension, and Pentecost to central events in the life of Christ and the early Church, and explain how these celebrations renew the faith of the Church and the individual.

CURRICULUM FOR CATECHESIS

Grade Seven/Eight

The student will be able to:

- 7/8.2.23 use accounts of saints, e.g., martyrs, religious, other holy men and women, to illustrate the continuing action of the Holy Spirit in the life of the Church.

Ecclesial Signs

Creed

- 7/8.3.1 discuss the relationship and works of the three Persons of the Trinity.
- 7/8.3.2 recognize the Incarnation as a core doctrine of Christian faith.
- 7/8.3.3 discuss the Church's belief in the communion of saints, the forgiveness of sins, and life everlasting.
- 7/8.3.4 explain why the Church is identified as one, holy, catholic, and apostolic.

Church

- 7/8.3.5 discuss the Church's teaching on infallibility.
- 7/8.3.6 explain the role of the Magisterium in the life of the Church.
- 7/8.3.7 trace the development of the Church as a living tradition from the Apostles through the Second Vatican Council.
- 7/8.3.8 explain the Pope's unique role of service and authority in the Church as the Successor of St. Peter, Bishop of Rome, Vicar of Christ, Servant of the Servants of God, and Pastor of the Universal Church.
- 7/8.3.9 discuss how the Church, under the guidance of the Holy Spirit, exists to bring about the reign of God on earth.
- 7/8.3.10 explain why the precepts of the Church are essential to one's spiritual and moral life.
- 7/8.3.11 investigate the history of the diocese and one's parish.
- 7/8.3.12 relate evangelization to the essential mission of the Church and the responsibility of each baptized Christian.

CURRICULUM FOR CATECHESIS

Grade Seven/Eight

The student will be able to:

- 7/8.3.13 relate the baptismal call to holiness to one's discernment of a life vocation in the lay, ordained, or consecrated life.
- 7/8.3.14 survey major Christian denominations and non-Christian religions and identify common elements for ecumenical dialogue and interfaith relationships.

Morality

- 7/8.3.15 recognize the role of freedom, conscience, and personal responsibility in making moral decisions.
- 7/8.3.16 give examples of how the theological and cardinal virtues are guides for conduct and moral decision making.
- 7/8.3.17 discuss how personal use of technology can affect relationships.
- 7/8.3.18 identify a process of prayer and discernment for making moral decisions in the face of conflicting values.
- 7/8.3.19 discuss what it means to be chaste.
- 7/8.3.20 explain how the gift of human sexuality involves both privileges and responsibilities, e.g., abstinence, respect, modesty.
- 7/8.3.21 summarize the Church's teaching on the sacredness of human life from the moment of conception to natural death.
- 7/8.3.22 compare and contrast personal sin and social sin.
- 7/8.3.23 analyze passages from Scripture that are the foundation for the Church's social teaching.

Witness to Christian Living

- 7/8.3.24 explain how Catholics participate in the Church's mission through the corporal and spiritual works of mercy.
- 7/8.3.25 discern a personal plan of stewardship to share time, talents, and material resources with the parish community.
- 7/8.3.26 initiate and participate as a group in the apostolic work of the Church.

CURRICULUM FOR CATECHESIS
Grade Seven/Eight

The student will be able to:

Natural Signs

Family and Community

- 7/8.4.1 recognize the value of good laws in promoting freedom and justice in the world.
- 7/8.4.2 identify the civic responsibilities of Catholics as faithful citizens.
- 7/8.4.3 use contemporary examples to illustrate that sacrifice is an essential quality of love of God and others.
- 7/8.4.4 compare the need for lifelong study of and formation in the Catholic faith to the ongoing process of human growth and maturity.
- 7/8.4.5 explain how the principle of the inherent equality and dignity of each person challenges the Christian to combat prejudice and discrimination.
- 7/8.4.6 develop a variety of nonviolent responses to resolve problems and conflicts.

Stewardship of Creation

- 7/8.4.7 apply the principles of the Church's social teachings to contemporary issues.
- 7/8.4.8 explain that the earth's resources are destined for all people and give examples of ways to distribute more equitably the gifts of creation.
- 7/8.4.9 relate the right use of material possessions to the call to live simply in the spirit of the Gospel.
- 7/8.4.10 explain why the interdependence of all creation obligates one to care for the environment.

Arts, Science, and Technology

- 7/8.4.11 evaluate the use of science and technology to promote human dignity and God's plan for creation.
- 7/8.4.12 find examples of art, music, and cultural traditions that illustrate diversity within the parish community.
- 7/8.4.13 explain how the arts, as distinctively human forms of expression, arise from God-given talent and human effort.

CURRICULUM FOR CATECHESIS

Grade Seven/Eight

The student will be able to:

- 7/8.4.14 evaluate how individuals and communities are influenced by the media culture.
- 7/8.4.15 examine the celebrity culture of sports, the arts, entertainment, and business as it relates to Gospel values.

CURRICULUM FOR CATECHESIS

High School

The student will be able to:

Biblical Signs

Scripture

- HS.1.1 know the structure and major themes of both the Old and New Testaments.
- HS.1.2 compare and contrast the different translations and paraphrases of the Bible, e.g., New Jerusalem, New Revised Standard Version, Revised New American, King James, Good News.
- HS.1.3 distinguish between Catholic and Protestant versions of the Bible and name the books of the Apocrypha.
- HS.1.4 explain the relationship between divine inspiration and the faith community and the historical context in which the Bible was written.
- HS.1.5 explain the concept of inerrancy as God's truth revealed through human authors for the sake of salvation.
- HS.1.6 compare and contrast the concept of Biblical inerrancy from the Catholic and fundamentalist perspectives.
- HS.1.7 understand the role of oral tradition in the faith development of the Jewish and Christian Community.
- HS.1.8 explain how God's covenant extends to creation and all people, especially the monotheistic religions of Christianity, Judaism and Islam.
- HS.1.9 apply Catholic norms for interpretation of Scripture as found in the Pontifical Biblical Commission document, *Interpretation of the Bible in the Catholic Church*.
- HS.1.10 explain how divine truth is communicated through different literary styles found within the Bible, e.g., poetry, myth, parable, apocalyptic literature, psalms.
- HS.1.11 compare and contrast the development of a sense of God, Messiah, community, and salvation in the Old and New Testaments.
- HS.1.12 relate Sacred Scripture to individual, communal, and global concerns of the contemporary world.

CURRICULUM FOR CATECHESIS

High School

The student will be able to:

Old Testament

- HS.1.13 realize that the Old Testament is a written faith testimony recorded in different forms and at different times in the history of Israel.
- HS.1.14 explain the historical and religious significance of the Exodus.
- HS.1.15 interpret the symbolic significance of the first eleven chapters of Genesis using contemporary biblical scholarship.
- HS.1.16 identify the major male and female figures of the Old Testament and discuss their roles in salvation history.
- HS.1.17 compare and contrast the messages of the major prophets.
- HS.1.18 identify types of Psalms and explain their purposes for the Israelites and for Christians.
- HS.1.19 explain the historical and religious significance of the Babylonian Exile.
- HS.1.20 connect the themes of the Book of Job to the experiences of suffering in one's own life.
- HS.1.21 identify the fundamental themes of Wisdom literature.
- HS.1.22 compare and contrast the various covenants of the Old Testament.
- HS.1.23 trace the development of the understanding of God presented in the Old Testament.

New Testament

- HS.1.24 explain the beginning of the Church, the spread of Christianity, the mission of the apostles, and the roots of the Church's ministry as recorded in the Acts of the Apostles.
- HS.1.25 compare and contrast the creation and redemption themes in the biblical accounts of Pentecost and Babel.
- HS.1.26 explain the historical development and identify the major themes of the four Gospels.
- HS.1.27 compare and contrast the synoptic Gospels to the Gospel of John.

CURRICULUM FOR CATECHESIS

High School

The student will be able to:

- HS.1.28 understand the challenges of the call to discipleship portrayed by each of the evangelists.
- HS.1.29 relate the message of the miracles, parables, teachings, and major events of the life of Christ to Christian living.
- HS.1.30 understand the significance of the infancy, passion, resurrection, and post-resurrection accounts for communal and personal growth.
- HS.1.31 identify major themes of Paul's theology as reflected in his letters (epistles) to various Christian communities and relate them to Christian living.
- HS.1.32 apply the message of hope expressed in the Book of Revelation to the present day.
- HS.1.33 give examples of Mary as first disciple of Jesus from the Gospel of Luke and the Acts of the Apostles.

Liturgical Signs

Prayer

- HS.2.1 research the Church's living tradition of prayer, giving several examples from the mystics, various cultures, spirituality of the saints, and contemporary forms of prayer.
- HS.2.2 explore the significance of traditional devotions in the life of the Church, e.g., Eucharistic devotions, Stations of the Cross, Marian devotions, veneration of the saints.
- HS.2.3 give examples of the use of Scripture as a primary source of personal and liturgical prayer.
- HS.2.4 explain that all prayer, both personal and communal, deepens the relationship with God and expresses the call to live in greater harmony with neighbor.
- HS.2.5 explain and give examples of the various liturgical rites of the Church as the celebrations of the Christian mystery.
- HS.2.6 explain why the Eucharist is the source and summit of Christian life, i.e., the most intimate expression of prayer.

CURRICULUM FOR CATECHESIS

High School

The student will be able to:

- HS.2.7 reflect on God's call to serve in various ministerial roles in the Eucharistic celebration.
- HS.2.8 compare and contrast discernment in the Catholic tradition with ordinary decision-making.
- HS.2.9 realize that growth in faith is a continuous process requiring a lifelong commitment.

Sacraments

- HS.2.10 trace the historical background of the seven sacraments including their roots in the ministry of Jesus and significant developments up to the Second Vatican Council.
- HS.2.11 trace the renewal of the rites of the seven sacraments since the Second Vatican Council.
- HS.2.12 explain the rites, symbols and effects of the seven sacraments which communicate the life and mystery of God and express the faith of the celebrating community.
- HS.2.13 explain how the sacraments of initiation immerse one into the Paschal Mystery and the life of the Church.
- HS.2.14 compare Matrimony and Holy Orders as sacraments at the service of communion.
- HS.2.15 recognize in the Sacrament of Matrimony, the gift of human sexuality involves both privileges and responsibilities, e.g., mutual respect, fidelity, openness to children.
- HS.2.16 explain how the Church continues Jesus' ministry through the sacraments of healing.
- HS.2.17 discuss the relationship between the Eucharistic celebration, the Passover and the Last Supper.
- HS.2.18 examine the stages of the Rite of Christian Initiation of Adults and explain why it is normative for all Christian initiation.
- HS.2.19 understand that the Church is the sacrament of salvation.
- HS.2.20 understand that in the celebration of Eucharist, Jesus is present in the assembly, the Word, the priest, and the Eucharistic species.

CURRICULUM FOR CATECHESIS

High School

The student will be able to:

- HS.2.21 explain that the real presence of Jesus in the Eucharist continues in each person and give examples of its power to transform all life.
- HS.2.22 examine the *Constitution on the Sacred Liturgy* and the *Catechism of the Catholic Church* to understand the real presence of Jesus in the Blessed Sacrament.
- HS.2.23 understand grace, sanctifying and actual, as the gift of God's life that invites all to a free response in faith expressed in prayer, action, and witness.
- HS.2.24 explain how sacramentals make holy the events of everyday life.

Church Year

- HS.2.25 relate the liturgical seasons of the Church year to the natural rhythms of creation.
- HS.2.26 explain why Sunday is the principal day for the celebration of the Eucharist and the preeminent day of the liturgical assembly.
- HS.2.27 research the charisms of the patron saint of the school/parish and give examples of his/her impact on the life of the community.
- HS.2.28 explain how the Lenten practices of prayer, fasting, and almsgiving help one to live a Christian life.
- HS.2.29 give examples of how the Triduum celebrations give meaning to the human experience of suffering, death, and resurrection.
- HS.2.30 explain how the dogmas of the Immaculate Conception, Mary Mother of God, Mary's Perpetual Virginity, and the Assumption reveal Mary's role in salvation history.

Ecclesial Signs

Creed

- HS.3.1 explain the trinitarian nature of the Catholic faith.
- HS.3.2 reflect on the mystery of Jesus Christ as fully human and fully divine.
- HS.3.3 discuss the implications of the doctrine of the Incarnation.

CURRICULUM FOR CATECHESIS

High School

The student will be able to:

- HS.3.4 explore the Paschal Mystery as the central event for all Christianity.
- HS.3.5 trace the historical development of core doctrine through creeds, councils, and papal statements.
- HS.3.6 discuss the Nicene and Apostles' Creeds as expressions of unity and faith.
- HS.3.7 examine ways the Church is one, holy, catholic, and apostolic.
- HS.3.8 explain the Church's teaching on life everlasting, resurrection of the body, final purification, heaven, and hell.
- HS.3.9 compare and contrast Catholic eschatology with that of other religious traditions.

Church

- HS.3.10 reflect upon the Church as the Communion of Saints.
- HS.3.11 examine how married, single, consecrated, or ordained life is a call to holiness and a means to personal and spiritual fulfillment.
- HS.3.12 analyze the complementary gifts and responsibilities of the ordained, the laity and those in the consecrated life.
- HS.3.13 distinguish the diocesan priesthood from the religious priesthood in structure and witness.
- HS.3.14 compare and contrast monastic and apostolic forms of religious life.
- HS.3.15 highlight the contributions of religious men and women according to the charisms of their respective communities.
- HS.3.16 discuss the missionary mandate of the Church.
- HS.3.17 give a rationale for the Church's mission to evangelize and for the participation of each Catholic in that mission using *Evangelii Nuntiandi*.
- HS.3.18 explore the baptismal call to ministry and give examples of emerging ministries of lay women and men in the Church.
- HS.3.19 trace the history of the Church as a living tradition from the Apostolic Age to the present day.

CURRICULUM FOR CATECHESIS

High School

The student will be able to:

- HS.3.20 examine various images and models of the Church as expressed in *Lumen Gentium*.
- HS.3.21 identify the major events in the history of the Catholic Church in the United States.
- HS.3.22 compare various Christian denominations and give examples of ecumenical dialogue today.
- HS.3.23 compare and contrast various non-Christian religions and give examples of interfaith dialogue today.
- HS.3.24 examine the teaching authority of the Magisterium in the life of the Catholic Church using *Ut Unum Sint*.
- HS.3.25 describe the structure and ministries of the parish and their relationship to the diocesan Church.
- HS.3.26 give reasons for Mary's role as Mother of the Church and preeminent model of faith.
- HS.3.27 understand that Canon Law provides "the norms for good order in the visible society of the Church."
- HS.3.28 examine the Church's teachings about indulgences.

Morality

- HS.3.29 discuss the Ten Commandments, the Beatitudes, and the law of love as the foundation of Christian morality.
- HS.3.30 explain the interrelationship among the different expressions of the moral law: eternal, natural, revealed, civil, and ecclesiastical.
- HS.3.31 apply to case studies the sources of morality: object, intention, and circumstances.
- HS.3.32 describe how commitment to moral living is an acceptance of God's grace.
- HS.3.33 reflect on the moral implications of his/her personal use of technology.
- HS.3.34 reflect on how the virtues, gifts, and fruits of the Holy Spirit empower a person to live as a mature Catholic.

CURRICULUM FOR CATECHESIS

High School

The student will be able to:

- HS.3.35 explain how the seven major themes of the Church's social teaching are rooted in Scripture, are integral to an adult Catholic lifestyle, and speak to contemporary issues.
- HS.3.36 apply the Catholic social teaching on the consistent ethic of life to current issues, e.g., abortion, capital punishment, euthanasia, cloning.
- HS.3.37 use Catholic social teaching to evaluate the impact of globalization on the economic and social interdependence of developed and developing countries.
- HS.3.38 explain the Church's Tradition regarding peacemaking and pacifism, especially as discussed in *The Challenge of Peace*.
- HS.3.39 evaluate capitalism and a market economy as practiced in the United States in light of *Centesimus Annus*.
- HS.3.40 explain the doctrine of original sin as the source of evil in the world.
- HS.3.41 examine the relationship between freedom and personal responsibility.
- HS.3.42 link the spiritual need to atone for personal sin, including reparation, to a deepening acceptance of personal responsibility.
- HS.3.43 explain how a well-formed conscience, which takes seriously the Church's moral teaching and Scripture, helps resolve various moral dilemmas and frees one to live the law of love.
- HS.3.44 explain the nature of social sin and give examples of its consequences.
- HS.3.45 develop a personal process of prayer and discernment for making any moral decision.
- HS.3.46 understand that God's gift of sexuality involves privileges and responsibilities, promotes self respect, and enhances interpersonal relationships.
- HS.3.47 investigate ethical principles in career choices, e.g., business, medicine, law.

Witness to Christian Living

- HS.3.48 recognize that God's grace empowers all works of charity, justice, and peace.
- HS.3.49 relate personal Christian living to stewardship of time, talent, and treasure.

CURRICULUM FOR CATECHESIS

High School

The student will be able to:

- HS.3.50 reflect on the Christian vocation, rooted in baptism, to serve God and neighbor.
- HS.3.51 discern ways of living the corporal and spiritual works of mercy.
- HS.3.52 investigate and select service opportunities based on the Gospels.
- HS.3.53 relate one's essential responsibility to live a life of discipleship to the Church's mission to build the Kingdom of God.

Natural Signs

Family and Community

- HS.4.1 relate personal priorities, values, and goals to those of Christ expressed in the law of love and the Beatitudes.
- HS.4.2 recognize that true self love is a discernment of God's will which includes self-acceptance, self-worth, self-respect, and self-confidence.
- HS.4.3 recognize the value of law as a protection of freedom.
- HS.4.4 critique contemporary cultural issues in light of the Gospel, e.g., preferential option for the poor, concern for the marginalized, respect for persons with disabilities, and nonviolent conflict resolution.
- HS.4.5 research the lives of people who are examples of Christian disciples, e.g., Pope John Paul II, Mother Teresa, Jean Donovan, Cardinal Bernardin, Dorothy Day, Oscar Romero, Martin Luther King, local witnesses.
- HS.4.6 recognize that altruism is an essential quality of Christian love.
- HS.4.7 formulate a personal plan of action to advocate for the rights of persons with disabilities in school, parish, and community life.
- HS.4.8 identify the values that are important for forming and maintaining healthy relationships, e.g., forgiveness, chastity, fidelity, compassion, respect.
- HS.4.9 compare and contrast the sacred nature of sexuality with the contemporary culture's portrayal of sex.

CURRICULUM FOR CATECHESIS

High School

The student will be able to:

- HS.4.10 identify the spiritual, biological, and psychological benefits of abstinence.
- HS.4.11 explain how the hope of the Gospel message promotes a culture of life and enables one to challenge the culture of death.
- HS.4.12 develop and practice nonviolent conflict resolution skills.
- HS.4.13 explore the possibilities of involvement in the political process based on the Church's challenge to faithful citizenship.

Stewardship of Creation

- HS.4.14 explain the mission of the laity as leaven, salt, and light, transforming the world, e.g., work, politics, and culture.
- HS.4.15 explain sacramentality as the presence of God found in nature, culture, and life experiences.
- HS.4.16 celebrate how the created world in all its richness and diversity is ordered to the glory of God.
- HS.4.17 contrast the Christian perspective about suffering and death with that of contemporary cultural practices and customs.
- HS 4.18 explore the relationship between economy and ecology.
- HS.4.19 formulate a personal plan for environmental stewardship based on respect for the integrity of creation and the obligation to protect and preserve the environment.
- HS.4.20 evaluate critically how materialism and consumerism influence personal attitudes and behaviors.

Arts, Science, and Technology

- HS.4.21 research examples of Catholic art and music and relate them to the era in which they were created.
- HS.4.22 critically examine the relationship between science and theology in addressing life issues.
- HS.4.23 reflect on how technology enriches or diminishes Christian life.
- HS.4.24 critique the values imparted by the media in terms of their compatibility with the Gospel message.

CURRICULUM FOR CATECHESIS

High School

The student will be able to:

- HS.4.25 discern how one's Christian values are supported or challenged by the media culture.
- HS.4.26 develop a personal code of ethics for using communications technology.
- HS.4.27 explore the appropriate and creative uses of technology and other forms of social communications as tools for evangelization.

ASSESSMENT IN THE CATECHETICAL PROGRAM

Catechesis seeks to aid the student in developing a relationship with the person of Jesus Christ. While catechesis contains elements that go beyond what can be identified and measured, there is a body of religious knowledge, beliefs, attitudes and perceptions that can be measured and assessed throughout the catechetical process. Catechetical instruction enables students to grow in their knowledge of the Catholic faith, internalize that knowledge, and translate that knowledge into the lived practice of their lives.

The methods of assessment and evaluation should be appropriate to the objectives and to the maturity and ability of the students. This evaluation of student progress can be accomplished through a variety of means. The most appropriate method is often indicated within the objective. For example, there are objectives where a student is to memorize and recite various Catholic prayers. The recitation of these prayers would be the means of determining if the student has mastered the objective. Some objectives require the student to perform a certain action, and the execution of that action would be a means of assessing that objective. For example, in junior high, students are asked to initiate and participate as a group in service experiences. The plan and its implementation would indicate the students are progressing satisfactorily on this objective. The catechist may decide to include another evaluative measure in which each student would reflect on the experience.

Other assessment means would include participation in discussions and projects and performance on quizzes and tests. These methods should be combined with periods of reflection and dialogue, moments of silence and prayer, and both oral and written work. Memorization of select biblical, doctrinal and liturgical texts as well as common prayers of the Catholic Tradition assist in the common doctrinal, cultural and linguistic heritage of the Catholic Faith. Appropriate assessment in catechesis ultimately takes into consideration the student's growing maturity in Catholic faith and hunger for lifelong learning.

By engaging in a variety of assessment methods on an ongoing basis, the catechist is best able to monitor effectively progress toward grade-level objectives. Such a comprehensive assessment plan plays a critical role in the catechetical program by serving three distinct purposes:

1. It lets the individual student determine how well he/she is meeting the objectives of the *Curriculum for Catechesis*.
2. It enables the catechist to determine how well a student is doing in meeting the objectives of the *Curriculum for Catechesis* and to tailor instruction to meet the needs of the student.
3. It permits catechists to examine the program as a whole to determine strengths and areas that need improvement.

Diocesan, school, parish and home-based catechists can find insights in the results from standardized measures that allow them to compare local performance against national norms. While such measures should be seen as providing a snapshot of performance at a particular moment, the results furnish a broader perspective of the program that affirm the catechist in areas of strength and challenge him or her in areas that need improvement.

Through comprehensive and cohesive assessment practices, the diocese, school, and parish move toward reaching the goal of quality catechetical instruction that enables students to grow in their knowledge of the Catholic faith, internalize that knowledge, and translate that knowledge into the lived practice of their lives, and ultimately, deepen their relationship with the person of Jesus Christ.

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UNITED STATES CONFERENCE OF CATHOLIC BISHOPS DVD AND VIDEO PRODUCTIONS

Among the People: Facing Poverty in America. Catholic Campaign for Human Development, 2002.

"Riveting and inspiring, *Among the People: Facing Poverty in America* takes audiences below the poverty line, into an uncertain state where more than 34 million people across this nation are struggling to survive. From migrant farm laborers in the fields of Oregon to ex-convicts on the streets of South Central LA, from drought-relief initiatives along the Rio Grande to welfare-to-work successes in the South Bronx, *Among the People* presents the poignant, compelling and ultimately heartening stories of how grassroots groups and the Catholic Campaign for Human Development are 'striving toward long-term solutions by attacking poverty's causes together.'"—Jacket

Answering God's Call: The Experience of Priesthood. 1997.

"Two different men, sharing the same faith. Two different styles of ministry, facing the same challenges. Viewers are brought into the daily lives of two priests: Fr. Mitch Rozanski, pastor of two parishes in Baltimore, and Fr. Pat Smith, pastor of a church in rural Maryland. As the program interweaves scenes of visits to the sick and parish meetings, the priests' faith journey as well as the challenges they face are revealed. This documentary shows two devoted men bringing God's love to young and old with humor and sensitivity."--Jacket.

Because We Are Disciples. 1992. Narrated by Deborah Benner and Doug Tillet.

Because We Are Disciples celebrates the U.S. Catholic Church as a people of word, worship, service, and community and shows how all may be welcomed into the Church. This video was developed for use with the U.S. Bishop's pastoral letter: *Go and Make Disciples: A National Plan and Strategy for Catholic Evangelization in the United States.*

Beyond the Dream: Immigrants in America. 1988. Narrated by Monsignor John Tracy Ellis, Kevin McCarthy, Susan Sullivan, Elke Sommer, Dom DeLuise, Ricardo Montalban, Elaine Stritch, Gloria DeHaven, and Ray Mancini (Youngstown, Ohio).

"This production examines the expectations, experiences, and influence of the Irish, German, and Italian Catholics who arrived in America during the massive European immigration of 1840-1920. Upon arriving, Catholic immigrants faced an unresponsive federal government, intense discrimination, and a Church not quite ready for this new and different population. For eight decades, the Catholic Church in America worked to meet the social, educational, medical, and political needs of these new Catholic immigrants."--Container.

Blessed are the Peacemakers. 1998.

Blessed Are the Peacemakers shows us three communities and individuals who are taking action to stop the violence on the streets, among young people, and in families.

Catecismo de la iglesia Católica. Catholic Communication Campaign, 1997.

“An invitation to reflect on some themes that are found in the four principal parts of the Catechism: Faith, Sacraments, Commandments, and Prayer. The video teaches and encourages in an easy-to-use, inviting manner, using real-life examples, and may be used for self examination, study, and reflection on the Word of God and its significance for us in today's world.”—Website

Circle of the Spirit: A Saga of Native Americans & the Catholic Church. New Rochelle, NY: Don Bosco Multimedia, c1990. Narrated by Machiste.

“*Circle of the Spirit* is the saga of two northwestern tribes of Native Americans – the Coeur d'Alene of Idaho and the Lummi of Washington. This historical documentary traces the spiritual and economic journeys of these tribes in the Pacific Northwest from their close initial ties with the Jesuits and Catholic settlers in 1837, through the years of misunderstanding and pain, to renewed spiritual bonds and economic advancement today.”—Study guide.

Come to the Water: The Adult Journey to Baptism. Catholic Communication Campaign, 2005.

"A fascinating group of adults come together to seek adult baptism into the Catholic Church at St. James Cathedral in Seattle. This program follows both catechumens and candidates in the year-round RCIA process of adult education and initiation into the Catholic community, culminating with their baptism at the Easter Vigil."--Jacket.

A Culture of Life and the Penalty of Death: Based on a Statement of the United States Conference of Catholic Bishops. 2006.

"A Culture of Life and the Penalty of Death stands as a call for the nation to abandon the use of the death penalty and move one step closer to building a culture of life. People like Bud Welch whose daughter died in the Oklahoma City bombing and David Kaczynski, brother of the Unibomber, are some of the voices that have joined with the bishops in this campaign to end the use of death penalty. The stories and narrative highlight the flaws in the death penalty and movingly advocate that Catholics oppose the death penalty in order to build a culture of life."--Website.

Encuentro 2000 : Muchos Rostros en la Casa de Dios. 2002.

"En este atractivo video descubra las abundantes riquezas presentes, aunque a veces desconocidas, en nuestras comunidades culturalmente diversas. Escuche a líderes parroquiales, diocesanos y nacionales compartir sus opiniones sobre la manera de responder al llamado de lograr la unidad en nuestra diversidad. Acepte el desafío de Pentecostés de construir comunidades que gozan con la diversidad de lenguas y culturas, al tiempo que proclaman la misma fe y el único reino de Dios."—Catalog

Faithful Citizenship: A Matter of Conscience. Catholic Communication Campaign, 2008

Three ten-minute segments show how everyone can faithfully participate in the political process. Each segment helps Catholic learn how they can form their consciences in order to make important public choices. The three segments are (1) English for adults ("A matter of conscience"), (2) Spanish for adults ("Un asunto do consciencia"), and (3) English for teens ("Go make a difference").

For All the People. Washington, DC: Oblate Media and Communication Corp., 1986.

This video explains the concerns that motivated the National Conference of Catholic Bishops to write the landmark pastoral letter, *Economic Justice for All*.

For Justice: A Video Magazine. Catholic Campaign for Human Development, 1987.

“The quest ‘to establish justice for all’ initiated by the founders of our nation, still goes on. While many enjoy the blessings of liberty and prosperity, for some it is still only a dream. The U.S. Catholic Bishops, in their pastoral letter on the economy, propose *A New American Experiment*. It is democratic in style and Christian in its purpose to respect the dignity and encourage the participation of all.”—Study guide.

Global Solidarity: A Framework for Parishes. 1998.

"Helping believers connect the Gospel to the world in which we live is one of the greatest challenges parishes face. As our world grows increasingly interdependent, the suffering of our sisters and brothers in other lands touches us more immediately and deeply. As members of the universal church, Catholics are uniquely called to respond. The US Bishops' statement, *Called to Global Solidarity: International Challenges for US Parishes*, offers support for parishes to act on the Gospel mandate to care for all of God's people, wherever they live."--Container.

Helping People Help Themselves. Catholic Campaign for Human Development, 1999.

Employing the powerful biblical imagery of water, *Helping People Help Themselves* travels across the country and chronicles the spirit of Catholic social teaching, lived out through the Catholic Campaign for Human Development. The journey starts in Texas where low income residents working together have succeeded in bringing water to over 50,000 homes. Then travel to Iowa where Ag Connect pairs beginning farmers with those retiring in an effort to stabilize rural communities. In Portland, Oregon, meet parishioners who are partnering with residents of a neighboring migrant labor camp to improve community life for all. Finally, in New York meet the workers at Cooperative Home Care Associates, a home health care agency that has helped hundreds of low-income women trade public assistance for high quality jobs.—Catalog

Hope for a Renewed Earth: Our Challenge – Our Catholic Tradition – Our Response. CTNA Telecommunications, Inc., 1994. Narrated by Walter Grazer.

“*Hope for a Renewed Earth* covers the major environmental concerns of the Catholic Church. This program includes comments from bishops and a brief review of scripture and the Church's tradition. Viewers see how the Church's concern for the environment is part of its history.”—Catalog

I Am Only a Child: Putting Children and Families First in Our Homes, Nation, and World. Committee on Social Development and World Peace, 1992.

"*I Am Only a Child* is a reflection on the situation of children in our nation and in the world."—Catalog

I Am Joseph Your Brother: From Darkness to Light to Partnership. 2001

"Pope John Paul II called his March 2000 pilgrimage to the Holy Land a personal journey. But it was also the climax of another journey that has lasted for half a century – the journey of the Catholic Church's recognition of, and reconciliation with, the Jewish people.

I Am Joseph Your Brother is a story of self-examination and soul searching. It is the revolutionary story of estranged brothers and sisters beginning to speak with one another, leading to deeper understanding and genuine mutual respect."—Jacket

In the Footsteps of Jesus: Catholic Social Teaching at Work Today. 2003.

Part I: Overview of themes -- Part II: Discussion of themes with excerpts from 1999 Jubilee Justice Gathering. "This video provides a comprehensive overview of the seven themes of Catholic social teaching and a brief scriptural and historical context for its development. Teenagers, young adults, small faith communities, and those interested in social justice will be challenged to respond to the core question of how God is calling you to follow in the footsteps of Jesus and put his teachings to practice in the world."—Catalog

Jesus Decoded. 2006.

Narrated by Sam Graves ; [commentary by] Robert Randolph Coleman, Richard B. Hays, Maria Pascuzzi, Francis Moloney. "Readers of Dan Brown's best-selling novel *The Da Vinci Code* have been faced with startling questions that challenge basic Catholic beliefs about Jesus and the Church [This] hour-long documentary that provides accurate information about the person of Jesus, his followers, their belief in his divinity, the formation of the New Testament, and the important role women played in his ministry and the spread of the Gospel message"--Container.

John Paul II: A Light for the Nations. Catholic Communication Campaign, 1996. Narrated by Martin Sheen.

"Since his elevation to the papacy in 1978, Pope John Paul II has reshaped its image and the Church through his worldwide travels, statesmanship, and personal charisma. Produced on the occasion of the 50th anniversary of his priesthood, *John Paul II: A Light for the Nations* is an intimate portrait of the life and ministry of the Holy Father as seen through the eyes of childhood friends and church leaders."—Website

Many Faces in God's House. Catholic Communication Campaign, 2002.

"Discover the riches in our diverse communities through this colorful and inspiring video. Local and national leaders share their insights on responding to the call to bring unity in our diversity. Use this video to start or continue conversations on multiculturalism, to embrace diversity in your local community, and to train leaders in multicultural ministry."-
-Catalog.

Marketplace Prophets: Voices for Justice in the 20th Century. Catholic Communication Campaign, 1991. Narrated by Doris McMillan.

Marketplace Prophets is a thought-provoking account of the challenges of economic justice that face the Church and the world as we approach the twenty-first century. Commemorating the one-hundredth anniversary of the historic encyclical, *Rerum Novarum (On the Condition of Workers)* of Pope Leo XIII. The video presentation focuses on the Church's continuing efforts to advance social justice in the marketplace, both domestically and internationally."—Study guide

The Mouse's Tale. Catholic Relief Services, 1993.

"*The Mouse's Tale* is an animated cartoon exploring the issues surrounding international food production and its relationship to hunger, and famine. This provocative video will

serve as a spirited discussion starter for youth and adult groups alike.” Voices: Anne Phelan, Gary Files, Ric Stone—Website

My Soul Proclaims: The Voices of Catholic Women. 1993. Narrated by Betsy Ames.

“*My Soul Proclaims* captures the historical and contemporary contributions of Catholic women to the Church and society and presents examples of vibrant faith: Dorothy Day, Blessed Katharine Drexel, Jeanne Rodriguez, and more women of faith.”—Catalog

Ordinary Women, Extraordinary Lives. 2004.

"This program presents interviews of six deacons' wives. These diverse interviews address their challenges, questions, joys, and concerns during deacon formation and ministry."—Jacket

Picturing Mary: A World Icon – an Inspiration to Artists. New York, NY: Thirteen/WNET; The Edge Facilities Ltd, c2006. Narrated by Jane Seymour and James Keach.

"Mary was with Jesus from birth to death. Though there are few mentions of her in the New Testament, she is one of the most portrayed faces in history. She has inspired some of the finest and most enduring achievements in painting, sculpture, architecture, poetry, and music. This moving program takes viewers on an artistic journey spanning almost two thousand years and crossing four continents. Includes English and Spanish versions."--Container.

Renewing the Mind of the Media: Overcoming the Exploitation of Sex and Violence in Communications. A message from the US Catholic Bishops, 1999.

"Have you ever felt disturbed by words and images in the media? Do you feel powerless before those in control of news and entertainment media? This video addresses such questions especially as they relate to the gratuitous violence and misuse of sexuality in the media. The US Catholic bishops present this video as a companion piece to its document by the same name in order to provide a starting point for further reflection."—Jacket

The Richest Dog in the World. 1993.

"*The Richest Dog* is an animated tale that grabs attention and educates. It covers the challenges facing the world's poor. This film should be used as a sequel to *The Mouse's Tale* as it further develops issues already outlined." Voices: Anne Phelan, Gary Files, Ric Stone.—Catalog

The Source. 1998

"The history, sites, and sounds of Lourdes where Mary, the mother of Jesus appeared to Bernadette Soubirous in 1858, is the basis for exploring healing, faith, conversion, and reconciliation in today's society. This inspiring video program provides a wonderful opportunity to learn more about the shrine, one of the most popular pilgrimage sites in modern Christianity."--Jacket.

Stewardship: A3-D Way of Life. c1996. Hosted by Bonita Cornute.

[v. 1.] "Not for Adults Only" -- [v. 2.] "The Money-back Guarantee"

“This program explains how stewardship is a way of life, integral to the life of a Christian. It helps viewers reflect upon what it means to give of one's time, talent, and treasure. Through the program, participants will encounter stewardship efforts that have worked in different parts of the country and will be challenged to apply stewardship to their own lives, as well as to their parish or diocesan community.”—Catalog

A Time to Build. 1991.

A Time to Build is a story of survival and hope as Catholics in Poland, Hungary, Lithuania and Czechoslovakia experience new religious freedoms after 40 years of communist oppression.—Jacket

To Last a Lifetime: Making Marriage Work. State of Art, Inc., 1999.

Drawing upon the experience of four couples, *To Last a Lifetime* examines the challenge of making a marriage work and shows how faith-based marriage preparation, marriage mentoring, and marriage mending are helping couples to grow in love and understanding for each other.”—Jacket

When You Preach, Remember Me. 1993.

"A short, discussion-starter video about how preaching can help break the cycle of domestic violence. Experts on domestic violence, priests who have preached on the topic, and women who have experienced it talk about violence against women in the home, its root causes, and its disastrous effects."—Catalog

Who Are My Sisters and Brothers?: Understanding and Welcoming Immigrants and Refugees. 1996.

“This video provides an up-close and personal look at some of the human faces behind the immigration debate in our nation. Parishes in Miami, Florida, Green Bay, Wisconsin, and Greensboro, North Carolina demonstrate how their communities are reaching out to people on the move around the world.”—Website

Walking God’s Paths: Christians and Jews in Candid Conversation. 2003.

“We all started together, and look to finish in the same place—in the kingdom of God. Yet, along the way, Christians and Jews find themselves separated by deep misunderstandings about each other's beliefs. In this thought-provoking video, scholars from both the Catholic and Jewish traditions openly discuss the roots of animosity between the faiths—and how the two can relate in positive ways.”—Website

Yo Trabajo la Tierra: I Work the Land. 1991.

"Yo Trabajo la Tierra es una meditación visual sobre la dignidad del trabajo y la serenidad de la fe. Casi sin diálogo este íntimo retrato de una familia obrera nos revela los labores y los placeres del trabajo verenal en el Midwest norteamericano. Con un bello filmaje y un sencillo relato esta experiencia visual de 13 minutos reafirma el valor espiritual de todo esfuerzo humano. Una contemplación de los menos visibles de Norteamérica que nos enriquece a todos. *I Work the Land* is a visual meditation about the dignity of work and the serenity of faith. With almost no dialogue, this intimate portrait of a farm-working family reveals the toils and pleasures of summer work in the American Midwest. Beautifully filmed and simply told, this 13-minute visual experience reaffirms the spiritual worth of all human toil. A contemplation of America's least visible that enriches us all."--Container.

These resources are available to borrow from the Office of Religious Education, Library & Media Center. www.doylib.org

SELECT WEBSITES FOR CATHOLIC FAITH FORMATION

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| Diocese of Youngstown | www.cathdoy.org |
| Library & Media Resources-Office of Religious Education | www.doylib.org |
| United States Conference of Catholic Bishops | www.usccb.org |
| Catholic Conference of Ohio | www.ohiocathconf.org |
| Vatican: The Holy See | www.vatican.va |
| American Catholic | www.americancatholic.org |
| Blest Are We | www.blestarewe.com |
| Boston College C21 Online Network | http://www.bc.edu/sites/c21online/ |
| Byzantines dot net: Your Link to Byzantine Catholics on the Net! | www.byzantines.net |
| <i>Campaign to Reduce Poverty in America</i> | www.catholiccharitiesusa.org/poverty |
| <i>Caring for God's Creation</i> | www.usccb.org/sdwp/ejp |
| Catechist Magazine Online Resources | www.peterli.com/cat/index.shtm |
| Catholic Campaign for Human Development | www.povertyusa.org |
| Catholic Charities USA | www.catholiccharitiesusa.org |
| <i>Catholic Coalition on Climate Change</i> | www.catholicsandclimatechange.org |
| <i>Catholic Peacebuilding Network</i> | http://cpn.nd.edu |
| Catholic Relief Services | www.crs.org |
| CatholicWeb.com | www.catholicweb.com |
| Center for Applied Research in the Apostolate | www.cara.georgetown.edu |
| Center for Liturgy at Saint Louis University | www.liturgy.slu.edu |
| Center for Media Literacy | www.medialit.org |
| <i>Center for Ministry Development</i> | www.cmdnet.org |
| Cornerstone Media, Inc. | www.cornerstonemedia.org |
| Child Welfare Information Gateway | www.childwelfare.gov/ |
| Creighton University Online Ministries | www.creighton.edu/collaborativeministry/online.html |
| CyberFaith: Catholic Resources for People of Faith | www.cyberfaith.com |
| Echoes of Faith | www.echoesoffaith.com |
| Education for Justice/Center of Concern | www.educationforjustice.org |
| Every Day Catholic | www.everydaycatholic.org |

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| Faith First | www.faithfirst.com |
| Faithful Citizenship | www.faithfulcitizenship.org |
| Franciscan Radio | www.franciscanradio.org |
| Generations of Faith | www.generationsoffait.org |
| Good Ground Press Online Retreats | www.goodgroundpress.org |
| Gospel for All Ages | www.gospelforallages.com |
| Greymoor Ecumenical and Interreligious Institute | http://www.geii.org |
| HomeFaith.com | www.homefaith.com |
| Ideas for the Whole Community | http://wholecommunityblogspot.com |
| Justice for Immigrants: A Journey of Hope | www.justiceforimmigrants.org |
| Lectio Divina | www.ocarm.org/lectio/lecteng.htm |
| Lifelong Catechesis | http://your.harcourtreligion.com/lifelong_catechesis/index.html |
| LifeLong Faith | www.lifelongfaith.com |

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| Liturgy of the Hours | www.liturgyhours.org |
| Loyola University New Orleans Institute for Ministry | www.lim.loyno.edu |
| Lutheran-Catholic Covenant | www.lccovenant.org |
| Maryknoll Office for Global Concerns | www.maryknollogc.org |
| Mexican American Cultural Center | www.macsa.org |
| National Apostolate for Inclusion Ministry | www.nafim.org |
| National Association for Lay Ministry | www.nalm.org |
| National Association of Catechetical Media Professionals | www.nacmp.org |
| National Association of Catholic Youth Ministry Leaders | http://www.nacym.org/index.htm |
| National Association of Pastoral Musicians | www.npm.org |
| National Catholic Partnership on Disability | www.ncpd.org |
| National Catholic Young Adult Ministry Association | http://www.ncyama.org |
| National Conference for Catechetical Leadership | www.nccl.org |
| National Council on Disability | www.ncd.gov |
| National Cursillo Center | www.cursillo.org |
| National Federation for Catholic Youth Ministry | www.nfcym.org |
| National Institute on Media and the Family | www.mediafamily.org |
| National Issues Forums | www.nifi.org |
| National Pastoral Life Center | www.nplc.org |
| Network for Inclusive Catholic Educators | http://ipi.udayton.edu/nice |
| North American Forum for Small Christian Communities | www.nafsec.org |

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| Notre Dame Center for Pastoral Liturgy | www.liturgy.nd.edu |
| <i>Once Catholic</i> | www.oncecatholic.org |
| Oregon Catholic Press Publications | www.ocp.org |
| Our Sunday Visitor | www.osv.com |
| Pauline Center for Media Studies | www.paulinecenterformediastudies.org |
| Paulist National Catholic Evangelization Association | www.pncea.org |
| <i>Pax Christi USA</i> | www.paxchristiusa.org |
| Religion & Ethics News Weekly | www.pbs.org/wnet/religionandethics/index_flash.html |
| Religion Teacher's Journal | www.religionteachersjournal.com |
| Religious Education Now | www.religiousednow.com |
| <i>Renew International</i> | www.renewintl.org |
| <i>Sacred Space: Daily Prayer Online</i> | www.jesuit.ie/prayer |
| Saint Mary's Press Online Resources | www.smp.org/highschool.cfm |
| Saint Paul's Tube: Promoting Knowledge of Religious Faith | www.stpaulstube.com |
| Search Institute | www.search-institute.org |
| Society of Saint John Chrysostom | www.byzantines.net/stjohnchrysostom |
| Southern Poverty Law Center | www.splcenter.org |
| Spirituality of Work | www.actapublications.com/spiritwork.html |
| Stepping Stones Online | www.littlerockscripture.org/en/newsletter.html |
| <i>Taize Community</i> | www.taize.fr |
| Teaching Tolerance | www.teachingtolerance.org |
| U.S. Catholic Magazine Online | http://uscatholic.org |
| <i>University of Notre Dame Satellite Theological Education Program</i> | http://step.nd.edu |
| Virtual Learning Community for Faith Formation | http://vlc.udayton.edu |
| Whole Community Catechesis | www.wholecommunitycatechesis.com |
| Young Neighbors in Action | www.youngneighbors.org |
| Youth Ministry Network | www.ymnetwork.net |