



Archdiocese of Indianapolis

RELIGION CURRICULUM - Millennium Edition

February, 2001

Dear Pastors, Administrators of Religious Education, Principals, Teachers and Catechists of all ages:

The Mission Statement for Lifelong Faith Formation calls all catechetical and educational leaders to provide programs that transmit Catholic beliefs, traditions, and values and foster the development of a living, conscious, and active faith.

The curriculum for religious education/schools was designed in light of this mission. The authors of this curriculum included religious educators from parishes and schools in the Archdiocese of Indianapolis. The project began in response to the local need for a curriculum framework in the area of religious education.

The starting point for this document was a series of interviews with the catechists in the Catholic schools and religious education programs followed by the development of the guide around the four pillars of the *Catechism of the Catholic Church*.

The Religion Subject Area Committee calls all elementary and secondary level school teachers and parish catechists to accountability for the use of the curriculum through which children and youth can deepen their knowledge of the Catholic faith and continue to grow in wisdom, age, and grace.

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It highlights specific suggestions for each to enhance this partnership and organizes these suggestions for each level of the program around the four pillars of the *Catechism of the Catholic Church*. Two suggested ways to use this section are:

- To share the appropriate pages with parents at the beginning of the school or program year.
- To review these same pages with faith formation and school commissions to help them to evaluate how the parish and school are doing in their respective roles so suggestions for improvement can be made.

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This section lists the standards in two formats. The first format lists the standards together with their rationale on pages 27 to 30. The second format lists the standards by grade level on pages 31 to 56.

- It is recommended that families receive a copy of the complete scope and sequence at the beginning of the program year.
- A sample of the simplified Archdiocesan brochure for Pre-K through Grade Twelve is included at the back of this curriculum packet. Copies are available for order from the Office of Catholic Education.(OCE)

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

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Each curriculum packet should also include:

- *A copy of the ARCHDIOCESAN SCOPE AND SEQUENCE* brochure (Pre-K to 8) for sharing with Families to reinforce the Partnership with Families ; a new one page insert summarizing the 9-12 High School standards has been copied onto the back page. More can be ordered from OCE.
- *A form for all who use this guide to provide input, corrections or suggestions for the next scheduled revision in 2005.*

INTRODUCTION

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

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

INTRODUCTION

PURPOSE OF THIS CURRICULUM

The first mission of evangelization is to enrich and deepen our own Catholic Faith so that we have confidence about the tremendous gift that is ours to share - (Archbishop Buechlein's column in The Criterion December, 2000)

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

The purpose of this curriculum is to assist pastors, parish life coordinators, administrators of religious education, principals, catechists, and teachers in the Archdiocese of Indianapolis in using the *Catechism of the Catholic Church* to provide a full, age-appropriate presentation of Catholic teaching for archdiocesan Catholic schools and parish religious education programs. As a tool for the new evangelization called for by Pope John Paul II, this Archdiocesan Religion Curriculum Guide contains clear expectations for religious education standards as well as specific Catholic doctrine relating to each achievement standard. It is intended that this material be used in the development of local religious education curriculum plans and for the training of catechists.

The Christian home is the place where children receive the first proclamation of the faith. For this reason, the family home is rightly called "the domestic church," a community of grace and prayer, a school of human virtues and of Christian charity (CCC, #1666).

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

According to the *National Catechetical Directory*, the purpose of catechesis is to "make a person's faith become living, conscious and active through the light of instruction" (NCD, #32). This is accomplished when the parish, in conjunction with the family, provides a comprehensive formational program that includes the catechetical tasks of sharing the message, community-building, worship experiences and service opportunities. The purpose of this document is to provide direction and accountability for the content of our faith tradition. It is the curriculum to be used within the larger faith formation program in a parish.

ORGANIZATION OF THIS CURRICULUM

Achievement standards, which form the basis of this curriculum, are clear, precise statements of what the learner is to do to demonstrate competency at the end of a prescribed learning period. They are specific, and they involve observable behavior. The standards are the same for each grade and have been developed around the four pillars of the *Catechism of the Catholic Church*: Creed (What We Believe), Sacraments (How We Celebrate), Christian Living (How We Live), and Prayer (How We Pray). These standards will provide the instructional framework for the content of our faith.

USE OF THIS CURRICULUM

Administrators will use this curriculum to assist catechists and teachers in applying the desired religious education standards and Catholic doctrine to the specific grade levels.

Catechists and teachers will use this curriculum to direct their lesson planning for the year, centering their plans and resources around this curriculum to assist students in attaining the standards for which all are accountable. The concepts listed in the Scope and Sequence provide a doctrinal summary of material to be covered at each grade level.

It should be noted that the content of this curriculum is intended to be cumulative. Items from one year are not repeated in subsequent years in the same way. It is assumed that the previous material has been mastered and that *Faith 2000* will be used to measure the progress of learning over the course of the curriculum.

Parents should be made aware of these standards and asked to reinforce them as well. The document, *Rooted in Jesus Christ*, provides parents with a complete scope and sequence to them in understanding what is being taught at every grade level. We recommend that this document be used as a handout at the beginning of the program year.

CONTACT EXPECTATIONS

Faith is primarily formed within the family, with Catholic schools and parish religious education programs supporting families by providing programs of systematic catechesis according to the following guidelines:

For Catholic Schools

- The **minimum** expectation for the teaching of this religion curriculum in a Catholic school is 100 minutes per week for Preschool and Primary, 150 minutes per week for Intermediate, 180 minutes per week for Junior High and 200 minutes per week for Senior High students. Note: Convocations/special events should **not** replace the religion classes.

For Parish Religious Education Programs

- For parish programs of religious education, the **minimum** requirement is 30 hours of catechesis per program year for Preschool through High School levels.

The very important elements of worship experiences, service opportunities and family-centered sacramental catechesis are considered essential additions or enhancements to these expectations.

MISSION STATEMENT ARCHDIOCESE OF INDIANAPOLIS

*We, the Church in central and southern Indiana, called to
Faith and salvation in Jesus Christ in the Roman
Catholic tradition, strive to live the Gospel by:*

*Worshiping God in word and sacrament
Learning, teaching and sharing our faith
Serving human needs*

*We commit ourselves to generosity and to the responsible
Use of our spiritual and material resources.*

MISSION STATEMENT LIFELONG FAITH FORMATION

Rooted in Jesus Christ and responding to our baptismal call to know, love, and serve God and others, we, the catechetical and religious education leaders of the Archdiocese of Indianapolis, seek to form ourselves and others in Catholic beliefs, traditions, and values in order to model and to foster a mature faith that is living, conscious, and active.

We commit ourselves to develop the personal, spiritual, physical, technological, and financial resources necessary to fulfill this mission in innovative, responsible, and effective ways.

THE FAMILY AND PARISH PARTNERSHIP

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

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

THE FAMILY AND PARISH PARTNERSHIP

INTRODUCTION

The witness of Christian life given by parents in the family comes to children with tenderness and parental respect....It is deepened all the more when parents comment on the more methodical catechesis which their children later receive in the Christian community and help them to appropriate it. (GDC, #226 and CT, #68)

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

The family is the first place where faith is learned, lived, and interpreted (GDC, #226-27). The religious behavior of the parents, whatever it may be, can be called an accurate predictor of religious performance of children. The *National Catechetical Directory* tells us that "parents catechize informally but powerfully by example and instruction" (NCD, #212) and that "though the influence of peers and of adult catechists is important, catechetical programs are not intended to supplant parents as the primary educators of their children" (NCD, #229).

The parish community, in its turn, assists parents in their role as catechists, especially through liturgical celebrations and a program of systematic catechesis (GDC, #221). The catechism states that "the parish is the Eucharistic community and the heart of the liturgical life of Christian families; it is a privileged place for catechesis of children and parents" (CCC, #2226).

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

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

PRESCHOOL

Creed

Family:

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

Parish/School:

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

Sacrament

Family:

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

Parish/School:

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

Christian Life

Family:

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

Parish/School:

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

Prayer

Family:

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

Parish/School:

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

PRIMARY

Creed

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

Parish/School: The parish plays a vital catechetical role by relating the stories and beliefs of our tradition to children in a systematic way. Just as important are the parish programs designed to assist adults in their personal growth and education in faith.

Sacraments

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

Parish/School: The parish provides parents with catechetical resources, support, and encouragement to enable them to fully prepare their children for first and subsequent celebrations of the sacraments. Parish sacramental celebrations are family-friendly and support parents in their role as primary educators of their children.

Christian Life

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

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

Prayer

Family:

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

Parish/School:

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

INTERMEDIATE

Creed

Family:

The willingness of parents to grow in their understanding of faith issues models for their children the belief that growth in faith is a lifelong process. Parents seek opportunities to share their faith with other adults as well as with their children. Parents take the time necessary to answer informal faith questions as they arise or research unknown answers with the child, using Scripture or the *Catechism of the Catholic Church* when appropriate. Families actively participate in the life of the parish.

Parish/School:

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

Sacraments

Family:

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

Parish/School:

The parish nurtures the grade school child's affinity for ritual by offering regular opportunities for active involvement and a sense of inclusion. Catechetical sessions teach children the meaning of symbolic action and how to worship with respect.

Christian Living

Family:

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

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

Prayer

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

Parish/School: Catechists broaden the experience of intermediate children by offering a variety of prayer forms, including traditional Catholic prayers, in the classroom. Large group prayer services help children learn the value of communal prayer (e.g., Way of the Cross, eucharistic adoration, Marian devotions).

JUNIOR HIGH

Creed

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

Parish/School: In addition to curriculum-based catechetical sessions, the parish provides opportunities for young people to discuss life and faith issues in a Catholic Christian context with a catechist and their peers.

Sacraments

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

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

Christian Living

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

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

Prayer

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

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

HIGH SCHOOL

Creed

Family: Parents share the Catholic faith story with older adolescents when they turn to the resources of the Catholic faith to respond to moral dilemmas or other challenges of daily living. Values are also shared during family discussions about current events and movies or TV shows.

Parish/School: The parish community complements family catechesis by offering catechetical programming through which teens can come together with their peers and a catechist to discuss the implications of the Sunday readings for their faith lives.

Sacraments:

Family: Families celebrate the liturgical year as well as special life events with rituals and prayers from the Catholic tradition. Patterns of celebrating are adjusted at this time to meet the unique needs of the older adolescent. Families discuss the meaning of the sacraments on a deeper level as the teen matures.

Parish/School: The parish invites all confirmed youth to participate fully in the liturgical ministries of the parish. Age-appropriate training is provided and efforts are made to provide mentoring when necessary. Families participate together in the liturgical life of the parish.

Christian Living:

Family: Parents make time to listen to and talk with the teenage child. Efforts are made to do things together in order to maintain a healthy, open relationship. Families work at communication skills that are based on respect, appreciation, and support for one another. Parents support the teenager's need for increased responsibility and freedom while sustaining a secure family structure.

Parish/School: The parish provides opportunities for families to organize to address common concerns such as communication skills, the parent/teen relationship, single parent families, responding to a community justice issues and others.

Prayer

Family:

Families incorporate prayer into their daily living both individually and together. Families pray together in times of stress, crisis, joy, and celebration and offer prayers of petition, adoration, thanksgiving, or contrition during mealtime or bedtime prayers. Additional responsibilities are given to the teen in regard to planning and implementing family prayer rituals.

Parish/School:

The parish liturgical year celebrations are family-focused and offer something for every member of the family, especially the teen. Teens are invited and welcomed to parish prayer events. All graduates receive special recognition and a blessing at a regular Sunday liturgy in the spring.

SCOPE AND SEQUENCE

The Church, contemplating the richness of the content of faith, which the Bishops propose to the people of God and which they express like a "symphony" celebrates, lives and proclaims what she believes: "This is our faith, this is the faith of the Church" (GDC, #119).

Archdiocese of Indianapolis
February, 2001

RELIGION ACHIEVEMENT STANDARDS AND RATIONALES

Catechesis based on different ages groups is an essential task of the Christian community....Catechesis, therefore, is given by right on the basis of diverse and complementary age groups, on account of the needs and capacity of its recipients. (GDC, #171, CT, #45)

CREED (What We Believe)

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

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

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

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

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

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

- 4: Recognize the Trinity as God.**

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

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

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

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

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

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

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

SACRAMENTS (How We Celebrate)

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

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

CHRISTIAN LIVING (How we live)

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

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

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

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

- 11: Apply Catholic principles to interpersonal relations.**

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

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

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

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

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

14: Develop a moral conscience informed by Church teachings.

Rationale: The ten commandments, the beatitudes and Church teachings provide a sure guide for moral decision-making. God's grace guides one's decisions for healthy, holy living on the journey to salvation.

PRAYER (How We Pray)

15: Know and participate in the Catholic tradition of prayer.

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

RELIGION ACHIEVEMENT STANDARDS LISTED BY GRADE LEVEL

PRESCHOOL

CREED	
Faith (#1)	<ul style="list-style-type: none"> ○ We recognize God's love for us through experiences of being loved by others, especially within our families.
Scripture (#2)	<ul style="list-style-type: none"> ○ The Bible is a special book about God. ○ Bible stories tell us about creation, our loving God, and the birth of Jesus.
Doctrine & Dogma (#3)	
Trinity (#4)	<ul style="list-style-type: none"> ○ We experience God as a loving Father. ○ Jesus is God's Son.
Church (#5)	<ul style="list-style-type: none"> ○ Our Church celebrates Christmas and Easter. ○ The church building is a sacred place where we must act appropriately.
Community (#6)	<ul style="list-style-type: none"> ○ Our parish community is like a family.
Creation (#7)	<ul style="list-style-type: none"> ○ We recognize the beauty of God's creation.

SACRAMENTS	
Sacraments (#8)	<ul style="list-style-type: none"> ○ We are welcomed into God's family at baptism.

PRESCHOOL continued...

CHRISTIAN LIVING	
Discipleship (#9)	<ul style="list-style-type: none"> ○ Priests serve God in a special way.
Human Dignity (#10)	<ul style="list-style-type: none"> ○ We recognize life as sacred because it is God-given.
Human Interaction/ Sexuality (#11)	<ul style="list-style-type: none"> ○ Jesus wants us to share with others.
Social Justice (#12)	<ul style="list-style-type: none"> ○ Our parish family works together to help others.
Christian Service (#13)	<ul style="list-style-type: none"> ○ We show our love of our family by helping at home.
Moral Conscience (#14)	<ul style="list-style-type: none"> ○ Jesus tells us to love and respect ourselves and others.

PRAYER	
Catholic Tradition of Prayer (#15)	<ul style="list-style-type: none"> ○ Prayer is talking to God. ○ Songs can be prayers. ○ We pray before meals and give thanks to God. ○ Sign of the Cross

KINDERGARTEN

CREED	
Faith (#1)	<ul style="list-style-type: none"> ○ All things are gifts of God.
Scripture (#2)	<ul style="list-style-type: none"> ○ The Bible tells us about creation, the life of Jesus, and that caring for others is living God's love.
Doctrine & Dogma (#3)	
Trinity (#4)	<ul style="list-style-type: none"> ○ God made all things because God loves us. ○ Mary and Joseph were Jesus' parents on earth. ○ Jesus is a good friend full of tenderness and love.
Church (#5)	<ul style="list-style-type: none"> ○ Our Church celebrates the liturgical seasons of Advent, Christmas, Lent, and Easter.
Community (#6)	<ul style="list-style-type: none"> ○ We respect others at liturgy. ○ The church building is a sacred place where the People of God gather.
Creation (#7)	<ul style="list-style-type: none"> ○ We recognize that all of God's creation needs care.

SACRAMENTS	
Sacraments (#8)	<ul style="list-style-type: none"> ○ We participate in the liturgy.

KINDERGARTEN continued.

CHRISTIAN LIVING	
Discipleship (#9)	<ul style="list-style-type: none"> ○ People in our church community serve God in many ways.
Human Dignity (#10)	<ul style="list-style-type: none"> ○ We accept and appreciate ourselves as unique creations and special children of God. ○ We are lovable.
Human Interaction/ Sexuality (#11)	<ul style="list-style-type: none"> ○ We love our families. ○ We love our neighbors. ○ We share with others. ○ We care for other people.
Social Justice (#12)	<ul style="list-style-type: none"> ○ We show concern for all people, especially those in need.
Community Service (#13)	<ul style="list-style-type: none"> ○ We help our family and friends.
Moral Conscience (#14)	<ul style="list-style-type: none"> ○ We show love by how we act. ○ We know the difference between right and wrong actions.

PRAYER	
Catholic Tradition of Prayer (#15)	<ul style="list-style-type: none"> ○ We say simple prayers in the morning, evening, and at mealtime. ○ We sometimes pray spontaneous prayers. ○ We pray together as a class, school community, family, and Church.

GRADE ONE

CREED	
Faith (#1)	<ul style="list-style-type: none"> ○ God loves us and wants us to respond to that love.
Scripture (#2)	<ul style="list-style-type: none"> ○ God speaks to us through the Bible.
Doctrine & Dogma (#3)	<ul style="list-style-type: none"> ○ God the Father is the Creator of all. ○ Jesus is the Son of God, Second person in the Trinity. ○ The Holy Spirit is the Spirit of God, Third person in the Trinity. ○ The Catholic Church is a family of believers. ○ Mary is the mother of God.
Trinity (#4)	<ul style="list-style-type: none"> ○ God wants us to be happy by living as he taught us. ○ God always forgives us. ○ Jesus, the Son of God, teaches us about God the Father. ○ The Holy Spirit can help us to live together in peace.
Church (#5)	<ul style="list-style-type: none"> ○ Our Church celebrates the liturgical seasons of Advent, Christmas, Lent, Easter, and ordinary time.
Community (#6)	<ul style="list-style-type: none"> ○ We are Catholic Christians. ○ Our church building is a special and sacred place. ○ Our parish is a community.
Creation (#7)	<ul style="list-style-type: none"> ○ Creation is a gift of God. ○ We care about our world and other people.

SACRAMENTS	
Sacraments (#8)	<ul style="list-style-type: none"> ○ In baptism, we become members of God's family. ○ Jesus shares himself with us in a special meal. ○ At Mass, we come together to celebrate.

GRADE ONE continued...

CHRISTIAN LIVING	
Discipleship (#9)	<ul style="list-style-type: none"> ○ Jesus shows us how to live.
Human Dignity (#10)	<ul style="list-style-type: none"> ○ We care for all people of different cultures and races at every stage of life.
Human Interaction/ Sexuality (#11)	<ul style="list-style-type: none"> ○ We love our family.
Social Justice (#12)	<ul style="list-style-type: none"> ○ We care for the poor and the suffering.
Community Service (#13)	<ul style="list-style-type: none"> ○ We are helpful and loving to our parents, teachers, and friends.
Moral Conscience (#14)	<ul style="list-style-type: none"> ○ We live good lives with the help of the Holy Spirit.

PRAYER	
Catholic Tradition of Prayer (#15)	<ul style="list-style-type: none"> ○ Prayer is listening to and talking with God. ○ Jesus teaches us how to pray. ○ Sign of the Cross ○ The Lord's Prayer ○ Hail Mary ○ Mealtime, morning and night prayers

GRADE TWO

CREED	
Faith (#1)	<ul style="list-style-type: none"> ○ We believe in the Father, Jesus Christ and the Holy Spirit. ○ God is present in each of us, in community, in Scripture and in the sacraments.
Scripture (#2)	<ul style="list-style-type: none"> ○ The Bible is made up of the Old Testament and New Testament.
Doctrine & Dogma (#3)	<ul style="list-style-type: none"> ○ Jesus died for us on the cross. ○ Jesus rose from the dead on Easter Sunday to give us new life. ○ The Holy Spirit was sent by Jesus to be with us always. ○ The Catholic Church is a community of Jesus' followers.
Trinity (#4)	<ul style="list-style-type: none"> ○ God the Father loves us even when we hurt others. ○ Jesus brings us God's forgiveness. ○ The Holy Spirit helps us make good choices.
Church (#5)	<ul style="list-style-type: none"> ○ The Catholic Church celebrates its faith through the sacraments. ○ In Baptism, we become members of the Church.
Community (#6)	<ul style="list-style-type: none"> ○ We belong to a parish family. ○ The Church gathers at Mass to celebrate the life of Jesus. ○ The tabernacle in a Catholic Church is where the Eucharist is kept after the celebration of Mass.
Creation (#7)	<ul style="list-style-type: none"> ○ As Christians we promise to care about all God's creation.

SACRAMENTS	
Sacraments (#8)	<ul style="list-style-type: none"> ○ Sacraments are celebrations and signs of Jesus' love. ○ Baptism gives us new life. ○ In the sacrament of penance/reconciliation we say we are sorry for our sins and receive God's forgiveness. ○ The Eucharist was begun by Jesus at the Last Supper as a sacrificial meal. ○ In the Eucharist, bread and wine are changed into the body and blood of Christ.

GRADE TWO continued...

CHRISTIAN LIVING	
Discipleship (#9)	<ul style="list-style-type: none"> ○ We live lovingly in our family. ○ We respect our parents.
Human Dignity (#10)	<ul style="list-style-type: none"> ○ We love ourselves as gifts of God. ○ We respect all humanity.
Human Interaction/ Sexuality (#11)	<ul style="list-style-type: none"> ○ We treat others the way Jesus treated others.
Social Justice (#12)	<ul style="list-style-type: none"> ○ We share what we have with others.
Community Service (#13)	<ul style="list-style-type: none"> ○ The Eucharist is a sacrament of love and service. ○ We follow Jesus by loving and serving others. ○ We cooperate in school, church, and community projects.
Moral Conscience (#14)	<ul style="list-style-type: none"> ○ We can choose to do good. ○ We sin when we choose to do wrong or not to do good.

PRAYER	
Catholic Tradition of Prayer (#15)	<ul style="list-style-type: none"> ○ At Mass, we gather together as God's family. ○ Liturgy of the Word ○ Liturgy of the Eucharist ○ Prayer of Sorrow ○ Mass responses

GRADE THREE

CREED	
Faith (#1)	<ul style="list-style-type: none"> ○ God takes care of us and is always faithful to us.
Scripture (#2)	<ul style="list-style-type: none"> ○ The Bible is organized into books, chapters, and verses. ○ We meet Jesus in the Word of God.
Doctrine & Dogma (#3)	<ul style="list-style-type: none"> ○ God loves us like a parent. ○ Jesus came to bring us God's Word. ○ The Holy Spirit is with us to help us pray. ○ The Catholic Church is one, holy, catholic and apostolic.
Trinity (#4)	<ul style="list-style-type: none"> ○ God is Father, Son, and Holy Spirit. ○ Jesus is a person who lived historically and is alive now. ○ The Holy Spirit is the gift of God and Jesus Christ who enables the life of the Church on earth.
Church (#5)	<ul style="list-style-type: none"> ○ Jesus began his new Church on earth. ○ The apostles were twelve followers whom Jesus chose to help him begin his Church. ○ The season of Advent prepares us for Christmas and for the second coming of Christ. ○ Lent is a special time for praying, sacrificing, and sharing because of Jesus' suffering. ○ Christians celebrate Jesus' rising from the dead on Easter Sunday.
Community (#6)	<ul style="list-style-type: none"> ○ Our church community includes the pope, clergy, religious and lay people. ○ The Church continues Jesus' ministries of community, word, worship, and service. ○ The Church is the communion of saints.
Creation (#7)	<ul style="list-style-type: none"> ○ Life is precious in plants, animals and persons. ○ As Christians we accept responsibility for caring for God's creation.

GRADE THREE continued...

SACRAMENTS	
Sacraments (#8)	<ul style="list-style-type: none"> ○ Baptism, confirmation and Eucharist are sacraments of initiation. ○ Penance/reconciliation and anointing of the sick are sacraments of healing. ○ Matrimony and holy orders are the sacraments of service.

CHRISTIAN LIVING	
Discipleship (#9)	<ul style="list-style-type: none"> ○ Holy orders is a sacrament of special service and commitment to the Church.
Human Dignity (#10)	<ul style="list-style-type: none"> ○ When we care about people, especially those who are unable to help themselves, we are recognizing their human dignity.
Human Interaction/ Sexuality (#11)	<ul style="list-style-type: none"> ○ All life is a gift of God which must be respected. ○ Through the parables, Jesus tells us to love ourselves and one another.
Social Justice (#12)	<ul style="list-style-type: none"> ○ Whatever we do for people in need, we do for Jesus. ○ We share in Jesus' mission to bring a message of love, justice, and hope to the poor and victims of injustice.
Community Service (#13)	<ul style="list-style-type: none"> ○ We are called to share in Jesus' ministry of love and service.
Moral Conscience (#14)	<ul style="list-style-type: none"> ○ The Ten Commandments help us live good lives. ○ Jesus sums up the commandments for us in his law of love.

PRAYER	
Catholic Tradition of Prayer (#15)	<ul style="list-style-type: none"> ○ God hears our prayers. ○ When we listen to God's Word in Scripture, we hear God speaking to us today. ○ Spontaneous prayer ○ Liturgical prayer ○ Apostles' Creed

GRADE FOUR

CREED	
Faith (#1)	<ul style="list-style-type: none"> ○ God gives us grace to help us live good lives. ○ Created in God's image, we have the ability to think, to make choices, and to love.
Scripture (#2)	<ul style="list-style-type: none"> ○ The Bible teaches us about God's goodness within ourselves and our world. ○ The Bible teaches us about choices and how to live good lives.
Doctrine & Dogma (#3)	<ul style="list-style-type: none"> ○ God is merciful and forgiving. ○ Jesus came to bring God's forgiveness to everyone. ○ The Holy Spirit guides us to choose good rather than evil. ○ All members of the Church are members of the Body of Christ.
Trinity (#4)	<ul style="list-style-type: none"> ○ God, the Father, Son and Holy Spirit, is always with us. ○ Jesus teaches us how to live. ○ The Holy Spirit helps us live as Jesus did.
Church (#5)	<ul style="list-style-type: none"> ○ The Church is a light to the world. ○ As members of the Church, we learn from others and teach others the way to the reign of God. ○ The Church is called to be a community. ○ The eucharistic celebration (Mass) on Holy Thursday reminds us of the Last Supper.
Community (#6)	<ul style="list-style-type: none"> ○ The Church is made up of people who follow Jesus (apostles, saints, us). ○ As the Church, the body of Christ, we celebrate the Eucharist. ○ The Church cares for those in need and works to build a better world.
Creation (#7)	<ul style="list-style-type: none"> ○ God is the giver of all life, and all that God creates is good. ○ As Christians we are thankful for the gifts we have been given and share generously with others. ○ All of God's creation is to be respected.

SACRAMENTS	
Sacraments (#8)	<ul style="list-style-type: none"> ○ In the sacrament of penance/reconciliation, the Church celebrates that we receive God's grace and forgiveness and that Christian life is a journey of conversion. ○ The Eucharist is the source and strength of the Catholic community and is essential to the life and mission of the Catholic Church.

GRADE FOUR continued...

CHRISTIAN LIVING	
Discipleship (#9)	<ul style="list-style-type: none"> ○ Through baptism, Jesus calls us to live a life of service, welcoming and helping others, especially those in need. ○ Jesus is the example of Christian life and love. ○ Participation in our family and parish communities gives us support for living the Christian way of life. ○ Mary and the saints offer us examples of good Christian lives.
Human Dignity (#10)	<ul style="list-style-type: none"> ○ Differences in personalities, races, and nationalities are good for the whole of the human family.
Human Interaction/ Sexuality (#11)	<ul style="list-style-type: none"> ○ Jesus teaches us about the greatest commandments of all: to love God with our whole heart and to love our neighbor as we love ourselves. ○ We recognize that authority is necessary for human community. ○ God cares deeply how we treat others.
Social Justice (#12)	<ul style="list-style-type: none"> ○ God wants us to resist envy and greed. ○ The beatitudes show us how to trust God, forgive, and have mercy for others.
Community Service (#13)	<ul style="list-style-type: none"> ○ We show our love for God when we help those in need. ○ Caring for others means considering their needs. ○ The corporal and spiritual works of mercy are ways of showing our love for Jesus who cares for the poor.
Moral Conscience (#14)	<ul style="list-style-type: none"> ○ The virtues of faith, hope, and love help us live good lives. ○ God gives us gifts of freedom and conscience. ○ The Holy Spirit and the Church help us choose what is right. ○ The Ten Commandments teach us how to love God and others. ○ Sin is choosing to turn away from God, harming our relationship to God, ourselves and others.

PRAYER	
Catholic Tradition of Prayer (#15)	<ul style="list-style-type: none"> ○ Christians forgive those who hurt them, bear wrongs patiently, and pray for everyone, the living and the dead.

GRADE FIVE

CREED	
Faith (#1)	<ul style="list-style-type: none"> ○ The purpose of a Christian's life is to know, love, and serve God.
Scripture (#2)	<ul style="list-style-type: none"> ○ God is present in the Bible, the inspired Word of God. ○ The promise of love and partnership God made with Moses and the Hebrew people is a covenant. ○ The Gospels tell us about the life of Jesus, both as divine and human. ○ The four Gospel writers are named Matthew, Mark, Luke, and John.
Doctrine & Dogma (#3)	<ul style="list-style-type: none"> ○ God is with us everywhere, especially through other people and the Church. ○ God came into our world to save us. ○ Jesus is the visible sign of God's love. ○ The Holy Spirit gives us courage. ○ The Church reveals the presence of the risen Christ.
Trinity (#4)	<ul style="list-style-type: none"> ○ There is one God: Father, Son, and Holy Spirit. ○ The mystery of the Trinity is at the core of our faith. ○ God created all things. God cares for us as a loving Father. ○ Jesus Christ, the Son of God, is true God and true human. ○ The Holy Spirit came to the disciples at Pentecost.
Church (#5)	<ul style="list-style-type: none"> ○ The Church – one, holy, catholic and apostolic - is the People of God, called together by the Holy Spirit. ○ The Church is the sacrament of Christ in the world. ○ The Church celebrates its birthday on Pentecost.
Community (#6)	<ul style="list-style-type: none"> ○ The Church is a celebrating community. ○ The Church celebrates the presence and actions of Christ in our lives through the seven sacraments. ○ The Church celebrates liturgical feasts and seasons. ○ At Mass, we gather as a community to be reconciled, to give thanks, and to celebrate. ○ The pope is the leader of the Catholic Church throughout the world.
Creation (#7)	<ul style="list-style-type: none"> ○ God continues to create all things for us to enjoy, use, share, care for, and respect.

GRADE FIVE continued...

SACRAMENTS	
Sacraments (#8)	<ul style="list-style-type: none"> ○ The seven sacraments are special gifts by which we share in God's presence. ○ Baptism gives new life, cleanses sin, and joins us to the Christian community. ○ Confirmation strengthens us in the Holy Spirit. ○ The Eucharist is a sacrificial banquet in which Christ is really present to us. ○ The Eucharist re-enacts the sacrifice of Christ. ○ Penance/reconciliation is the bestowal of God's forgiveness through the ministry of the Church. ○ The sacrament of anointing of the sick bestows grace upon a Christian experiencing serious illness or infirmity ○ Matrimony joins together man and woman in an unbreakable covenant signifying the union of Christ and His Church. ○ The sacrament of holy orders confers the ordained with the grace of the Holy Spirit required for his sacramental ministry.

CHRISTIAN LIVING	
Discipleship (#9)	<ul style="list-style-type: none"> ○ Through Baptism all followers of Jesus are called to the ministry of service. ○ Some people are called to the priesthood or religious life, others to married or single life. ○ Members of our parish community, especially our family, can help support us in living a Catholic Christian life.
Human Dignity (#10)	<ul style="list-style-type: none"> ○ God created persons of different races and cultures, but all are one in God. ○ We must have an appreciation for racial, ethnic, and age differences.
Human Interaction/Sexuality (#11)	<ul style="list-style-type: none"> ○ We need to examine our choices in light of the Christian message. ○ Christians give love, respect, and appreciation to others. ○ We are to live as faithful followers of Jesus. ○ We are capable of intimacy and trust of others. ○ Life is precious, especially as it is found in one's own body and that of others.

GRADE FIVE continued...

CHRISTIAN LIVING	
Social Justice (#12)	<ul style="list-style-type: none"> ○ Jesus reached out to the poor, the lonely, and the suffering. ○ Jesus heals others through us. ○ The Church teaches that we must work for a more just and fair world. ○ The sacraments provide us with God's healing and nourishment.
Community Service (#13)	<ul style="list-style-type: none"> ○ We reach out to those who suffer. ○ The Church teaches that we must help the poor and needy. ○ We should work to protect life and promote love of neighbor.
Moral Conscience (#14)	<ul style="list-style-type: none"> ○ The Holy Spirit enables us to grow and act in a Christian manner. ○ We are responsible for our own actions. ○ Our conscience helps us know what is right and do what we believe is right.

PRAYER	
Catholic Tradition of Prayer (#15)	<ul style="list-style-type: none"> ○ The Psalms are prayers found in the Old Testament that Jesus liked to pray. ○ Christians pray daily to talk to God and to listen to God's will. ○ Sacramental ritual prayers ○ Spontaneous and meditation prayers ○ Liturgical responses ○ Rosary

Grade Six

CREED	
Faith (#1)	<ul style="list-style-type: none"> ○ The Bible tells us that God and God's goodness prevail over sin and evil. ○ God chose to send Jesus to us for our salvation. ○ We are called to be God's chosen ones. ○ Faith is a gift from God.
Scripture (#2)	<ul style="list-style-type: none"> ○ There are 46 books in the Old Testament and 27 books in the New Testament. ○ The experience of God's people is recorded in the Scriptures. ○ The Old Testament contains the roots of our faith. ○ The Old Testament is fulfilled in Jesus Christ.
Doctrine & Dogma (#3)	<ul style="list-style-type: none"> ○ God the Father creates out of love. ○ Jesus is the Messiah who came to serve and liberate. ○ The Holy Spirit is the breath of life and the fire of love.
Trinity (#4)	<ul style="list-style-type: none"> ○ God is revealed to us in the Bible. ○ The mystery of the Holy Trinity, Father, Son and Holy Spirit was revealed in the person, words, and works of Jesus Christ. ○ The Holy Spirit inspired the authors of the Bible. ○ The Holy Spirit is always present and active in the lives of people.
Church (#5)	<ul style="list-style-type: none"> ○ The Church was born on the day of Pentecost. ○ The Church is rooted in many signs and symbols of the Old Testament. ○ God dwells within the Church, the body of Christ. ○ The Pope is the leader of the Roman Catholic Church.
Community (#6)	<ul style="list-style-type: none"> ○ The Church is the Body of Christ, Head (Jesus Christ) and members. ○ God's people are called to continual reform and renewal.
Creation (#7)	<ul style="list-style-type: none"> ○ Sin can destroy God's good creation. ○ We are called to overcome evil and to be responsible stewards.

SACRAMENTS	
Sacraments (#8)	<ul style="list-style-type: none"> ○ Sacraments are symbols and realities instituted by Jesus Christ that make God's grace present to us. ○ Sacramental actions of the Church originated in Jewish rituals. ○ Eucharist is central to Catholic life. ○ The sacred is experienced in the liturgical year, sacramentals, symbols, and rituals. ○ Through our baptism, we are called to follow Jesus.

Grade Six continued...

CHRISTIAN LIVING	
Discipleship (#9)	<ul style="list-style-type: none"> ○ Christians are to be missionaries, bringing the Good News to the ends of the earth.
Human Dignity (#10)	<ul style="list-style-type: none"> ○ We are all children of the covenant God made with Abraham. ○ The varied ethnic cultures make significant contributions to the Church.
Human Interaction/ Sexuality (#11)	<ul style="list-style-type: none"> ○ We show we are God's People by living the commandments, the sign of the covenant. ○ The Holy Spirit calls all people to conversion and faithfulness. ○ The Scriptures help guide us in the moral pathways of the reign of God. ○ Human sexuality is a precious gift from God. ○ Jesus Christ, the model of chastity, calls every baptized person to lead a chaste life.
Social Justice (#12)	<ul style="list-style-type: none"> ○ Our God is a God of freedom. ○ The Bible explores the mysteries of life: suffering, injustice, and death. ○ The prophets spoke out against injustice and suffering. ○ We see that the way to the reign of God is a way of justice and peace.
Community Service (#13)	<ul style="list-style-type: none"> ○ Jesus is the center of God's plan for the world.
Moral Conscience (#14)	<ul style="list-style-type: none"> ○ We receive a heritage of faith from those who have gone before us. ○ We receive wisdom and understanding from God's Spirit in the Church to know how to act. ○ We learn how to live good lives through the teachings of Scripture. ○ God sends prophets into our midst to call us to the justice and mercy of God's reign. ○ All people are called to be faithful to God's love.

PRAYER	
Catholic Tradition of Prayer (#15)	<ul style="list-style-type: none"> ○ Worship belongs to God alone. ○ The eucharistic liturgy is the community's central act of worship. ○ Prayer provides a deepening awareness of our covenant relationship with God. ○ Understand the elements of the Lord's Prayer. ○ The psalms are an example of prayers in the Old Testament.

GRADES SEVEN & EIGHT

CREED	
Faith (#1)	<ul style="list-style-type: none"> ○ God knows us and calls us by name. ○ God is revealed to us through Jesus. ○ The Christian faith is a personal response to Jesus and requires a relationship with Jesus.
Scripture (#2)	<ul style="list-style-type: none"> ○ The Bible is a collection of many books written under God's inspiration. ○ The Scriptures teach us about the person of Jesus and the meaning of following Jesus and living the Good News. ○ Key themes of the Good News are found in Scripture. ○ Jesus teaches about God, prayer, justice and peace, service, and moral life. ○ Reading Scripture can be prayer.
Doctrine & Dogma (#3)	<ul style="list-style-type: none"> ○ As Catholics, we can recall and explain the Nicene Creed. ○ Jesus' dying, rising, and sending of the Spirit to live forever with God's people is called the Paschal Mystery. ○ We celebrate Jesus returning to God the Father on the Feast of the Ascension. ○ Catholics honor Mary as the mother of God.
Trinity (#4)	<ul style="list-style-type: none"> ○ The Father, the Son, and the Spirit as one God is called the Holy Trinity. ○ God came into our world to save us. ○ Jesus is both divine and human. ○ We celebrate the Holy Spirit's coming to the disciples on Pentecost Sunday.
Church (#5)	<ul style="list-style-type: none"> ○ Church is the People of God and the body of Christ. ○ Jesus' mission and ministry are continued today through the ministries of word, worship, community-building, and service. ○ Our beliefs are sound and are rooted in Scripture and Tradition.
Community (#6)	<ul style="list-style-type: none"> ○ Catholics are involved in the life, mission, and work of the parish community and family. ○ Some Catholics are called to liturgical ministries. ○ Catholics support the Church financially. ○ We come to know God through the faith community. ○ New adult members are welcomed into the Church through a faith-formation process called the Rite of Christian Initiation of Adults (RCIA).

GRADES SEVEN & EIGHT continued....

CREED	
Creation (#7)	<ul style="list-style-type: none"> ○ We care for the world and all that is in it by respecting and protecting it. ○ As Christians we examine the distribution and use of resources in light of the theology of stewardship. ○ We promote stewardship.

SACRAMENTS	
Sacraments (#8)	<ul style="list-style-type: none"> ○ Sacraments signify and make present God's grace. ○ Catholics gather in the Eucharist to hear God's Word and celebrate God's presence with us. ○ Catholics confess their sins and celebrate God's forgiveness in the sacrament of penance/reconciliation. ○ The Eucharistic celebration (Mass) in part reminds us of the Last Supper. ○ The Eucharist is the sacrifice of the body and blood of the Lord.

CHRISTIAN LIVING	
Discipleship (#9)	<ul style="list-style-type: none"> ○ There are a variety of Christian vocations that reflect our baptismal call to discipleship. ○ Priesthood is a unique role in the Church. ○ Religious life is a special type of discipleship.
Human Dignity (#10)	<ul style="list-style-type: none"> ○ Life is sacred from conception to natural death. ○ Injustices are caused by discrimination and prejudice. ○ Our Church is enriched through diverse cultural expressions. ○ Pro-life activities are encouraged and fostered in the Church.
Human Interaction/ Sexuality (#11)	<ul style="list-style-type: none"> ○ Jesus told us that the greatest commandments of all are to love God with our whole heart and to love our neighbors as ourselves. ○ Jesus taught us that relationships should be based on a life of service to others. ○ We develop skills for being a friend and for handling peer pressure and specific problems. ○ We learn to develop responsible relationships with an emphasis on honesty, love, and respect. ○ Skills such as listening, self-disclosure, and compromise are necessary for communication with adults and peers. ○ Sexuality is integral to one's personal identity. ○ Catholic Christians have specific sexual moral values.

GRADES SEVEN & EIGHT continued....

CHRISTIAN LIVING	
Social Justice (#12)	<ul style="list-style-type: none"> ○ The Scriptures teach us the importance of working for justice, peace, equality, and stewardship in our lives. ○ The Beatitudes challenge us to continual conversion in our personal and social lives.
Community Service (#13)	<ul style="list-style-type: none"> ○ Jesus lived and taught us about carrying a cross and living a life of loving service. ○ Service is an essential element of discipleship. ○ Service is action rooted in and flowing from prayer.
Moral Conscience (#14)	<ul style="list-style-type: none"> ○ The dignity of the human person is the foundation of Catholic Christian morality. ○ We identify moral values in the teachings of Jesus. ○ As we grow in faith we build a strong and realistic concept of self with an emphasis on growing autonomy and self-determination. ○ The context of moral decision-making within the Catholic Christian tradition is human dignity, God's grace, the virtues and the Holy Spirit. ○ We can habitually know and do what is good with the help of the theological and cardinal virtues. ○ Christ invites us to deny self and take up the cross.

PRAYER	
Catholic Tradition of Prayer (#15)	<ul style="list-style-type: none"> ○ We develop our relationship with God through personal prayer. ○ We pray for openness and generous response to God's call in our lives. ○ We reflect on how the Gospel affirms and challenges our thoughts and actions. ○ We know and participate in the Rite of Reconciliation ○ Prayer of imagination, especially in the context of meditation, is part of our prayer life. ○ We pray for vocations. ○ We know and participate in Catholic devotions such as Eucharistic adoration

HIGH SCHOOL

CREED	
Faith (#1)	<ul style="list-style-type: none"> ○ Recognize that God's creative love is reflected in our human need for truth and happiness. (CCC, #27-38) ○ Analyze human longings for ultimate fulfillment. (CCC, #27-35) ○ Examine how God's covenant with humanity was progressive and in stages. (CCC, #51; 54-64) ○ Recognize that Jesus is the fullness of God's revelation. (CCC, #51-53;65-67).
Scripture (#2)	<ul style="list-style-type: none"> ○ Define revelation as the sharing of God's existence and identify through human experiences. (CCC, #50-53; 84-90; 109-110) ○ Identify the Bible as the story of God's revelation to people as well as the Church's role in the transmission of divine revelation. (CCC, #74-87; 131-133) ○ Demonstrate and understand various methods of biblical interpretation. (CCC, #109-119; 128-130) ○ Apply ideas of Scripture to daily life. (CCC, #115-119)
Doctrine & Dogma (#3)	<ul style="list-style-type: none"> ○ Recall and explain the articles (teachings) of the . and the Nicene Creed. (CCC, #190-191; 167) ○ Identify the key doctrines and dogma of Catholic tradition. (CCC, #253-256) ○ Define dogma, doctrine, creed, Tradition, magisterium, and infallibility. (CCC, #14; 39-95; 80-95; 888-892; 2033) ○ Explain how the Apostles' Creed and the Nicene Creed have shaped our tradition. (CCC, #142-148) ○ Demonstrate how the Nicene Creed is an essential for Christian living. (CCC, #142-184) ○ Describe the interrelationship between personal faith (I believe) and ecclesial faith. (We believe) (CCC, #142-143; 166-169)
Trinity (#4)	<ul style="list-style-type: none"> ○ Illustrate the understanding of Trinity as distinct persons of Father, Son, and Holy Spirit. (CCC, #232-237; 241, 244, 246, 261-267) ○ Summarize the historical development of the doctrine of the Trinity. (CCC, #232-260) ○ Identify the titles of Jesus. (CCC, #430-451) ○ Defend the Catholic understanding of the necessity of the mystery of the Incarnation. (CCC, #456-463) ○ Explain the Paschal Mystery in relation to our understanding of redemption. (CCC, #571-682) ○ Define the titles, symbols, and missions of the Holy Spirit. (CCC, #691-701; 731-747) ○ Identify the meaning of the term <i>Mystery of Faith</i> in the Catholic Tradition. (CCC, #142-184)

HIGH SCHOOL continued...

CREED	
Church (#5)	<ul style="list-style-type: none"> ○ Explain the names, images and symbols used for Church (CCC, #748-757; 781-801) ○ Recognize that the Church is the vehicle through which God's plan is revealed for all humanity. (CCC, #758-769) ○ Define the Church as the universal sacrament of salvation for humanity. (CCC, #774-776) ○ Name and describe the four marks of the Church. (CCC, #813-865) ○ Defend the Catholic belief of Mary as Mother of God and Mother of the Church. (CCC, #484-507; 963-975) ○ Explain the relationship of the Roman Catholic Church to other Christian Churches and other faiths. (CCC, #820-822).
Community (#6)	<ul style="list-style-type: none"> ○ Define the concept of "Christian Faithful". (CCC, #897-913) ○ Explain the role of hierarchy in the life of the Church. (CCC, #874-896) ○ Identify the belief in the Communion of Saints. (CCC, #828; 946-959; 1003;1009; 1474-1477) ○ Explain the Christian involvement in the life, mission, and work of the Church, family and community as a means of fulfillment of God's plan of salvation. (CCC, #51; 2201-2206; 2232-2233; 1877-1889; 1939-1948) ○ Explore the meaning of death for the Christian believer. (CCC, #1005-1019) ○ Define the Eucharist as the most visible expression of Church as community (CCC, #1322, 1396) ○ Relate that the Church is a community of God's people called to continual reform and renewal. (CCC, #670; 820-821, 827;1428)
Creation (#7)	<ul style="list-style-type: none"> ○ Examine the Catholic understanding of the hierarchy of creatures and the interdependence of creation. (CCC, #325-349) ○ Explore various concept of the expression of "God creator" and the Catholic understanding of the origins of humanity. (CCC, #279-314) ○ Define the Christian understanding of "Sabbath". (CCC, #345-349) ○ Define the Catholic understanding of human work. (CCC, #2426-2436) ○ Teach the Christian responsibility to share, time, talent and treasure. (CCC, #1351)

HIGH SCHOOL continued...

SACRAMENTS	
Sacraments (#8)	<ul style="list-style-type: none"> ○ Define liturgy and its importance in the life of the Catholic Church and the individual Catholic. (CCC, #1066-1109) ○ Define the term "<i>sacrament</i>" and explain how the sacraments are "instituted" by Christ. (CCC, #1113-1130) ○ Explore how sacraments always involve symbols--both word and matter--in their celebration (CCC, #1145-1162) ○ Identify the liturgical seasons of the year. (CCC, #1163-1173) ○ Describe the sacraments of initiation as foundational to Christian life; include name of sacraments, essential signs, effects, biblical basis and history of sacraments. (CCC, #1210-1274) ○ List the elements of the liturgical celebration of the Eucharist. (CCC, #1345-1355) ○ Note how the liturgical celebration of the Eucharist is thanksgiving, memorial, and Eucharistic presence of Christ. (CCC, #1356-1381) ○ Describe the sacraments of healing as a renewal in the Christian life: include names and essential signs of the sacraments, history, of the sacraments, effects, and biblical basis for each. (CCC, #1533-1658) ○ Describe the sacraments at the service of communion toward the salvation of others: include the names and essential signs of the sacraments, history of the sacraments, effects, and biblical basis for each. (CCC, #1533-1658)

CHRISTIAN LIVING	
Discipleship (#9)	<ul style="list-style-type: none"> ○ Describe how the sacraments of initiation give one a share in the priestly, prophetic and kingly office. (CCC, #901- 913) ○ Specify how lay people share in the common priesthood of all believers. (CCC, #1268; 1141; 1120) ○ Describe the role of the laity, hierarchy, those in consecrated life in the Christian Faithful (CCC, #871-933) ○ Describe the term "<i>vocation</i>" and identify vocation as a call from God – not just a choice. (CCC, #1;3;873;931;1700) ○ Describe the difference between the priesthood of the believers and the ministerial priesthood. (CCC, #1547) ○ Describe baptism as source of Christian experience of a call from God. (CCC, #1213ff)

HIGH SCHOOL continued...

CHRISTIAN LIVING	
Human Dignity (#10)	<ul style="list-style-type: none"> ○ Observe and critique North American culture in light of Catholic values. ○ Demonstrate ways in which the Catholic experience of faith has been, is shaped by culture, and stands against culture. ○ Identify the varied cultures and contributions they make within the Church, including spirituality, traditions, popular world views and ethics. (CCC, #813-822; 830-38) ○ Acknowledge individuals who make/have made contributions to the Church. (CCC, #1716-1729; 2012-2016) ○ The reality of sin dictates the need for addressing the thing divides us from God. (CCC, #1730-1892) ○ Explain the Catholic understanding of justification, grace and merit. (CCC, #1987-2011) <p>Our justification comes from the grace of God. (CCC, #1996-2011).</p>
Human interaction/ Sexuality (#11)	<ul style="list-style-type: none"> ○ Identify and apply Catholic principles to our understanding of interpersonal relationships. (CCC, #357; 362; 1700; 1879;2284-2298) ○ Recognize the relationships between love of God, love of self, and love of others. (CCC, #850;1822; 2658; 2667; 2055; 2667; 2069) ○ Explain the role of parents and family in interpersonal relations. (CCC, #2196-2257) ○ Articulate an understanding of human sexuality. (CCC, #2331-2390) ○ Define the human responsibility to bear witness to the truth. (CCC, #2464-2492)
Social Justice (#12)	<ul style="list-style-type: none"> ○ Describe the communal character of the human being. (CCC, #1878-1885) ○ Define the Catholic understanding of authority, the common good and the role they play in the life of the human being. (CCC, #2419-2442) ○ •Explain the understanding of stewardship and the ownership of goods. (CCC, #2401-2449; 2535-2547)
Community Service (#13)	<ul style="list-style-type: none"> ○ •Explain the responsibility of people to participate in society. (CCC, #1913-1917) ○ •Describe the responsibilities of civil authority and citizens. (CCC, #2234-2243) ○ •Articulate that service is an essential element of discipleship. (CCC, #1905-1917,1939-1942)

HIGH SCHOOL continued...

CHRISTIAN LIVING	
Moral Conscience (#14)	<ul style="list-style-type: none"> ○ Define the Catholic understanding of the morality of human actions. (CCC, #1749-1775; 1928-1938) ○ Describe the Catholic understanding of the natural law. (CCC, #1776-1794) ○ Explain the position of the Church on the Sources of morality and the morality of human acts. (CCC, #1749-1775) ○ Define sin and differentiate between the various kinds of sin. (CCC, #1846-1869) ○ Explain the Catholic understanding of justification, grace and merit. (CCC, #1987-2011) ○ Describe the role of the magisterium of the Church in the moral life of individuals. (CCC, #2032-2040)

PRAYER	
Catholic Tradition of Prayer (#15)	<ul style="list-style-type: none"> ○ Explain how Catholics use the Psalms as content of prayer. (CCC, #2585-2589) ○ Describe the forms of prayer. (CCC, #2626-2643)

RELIGION CURRICULUM STANDARDS

This section is organized for use by catechists and teachers by grade level using the following categories:

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

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

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

Assessment tasks note suggested ways for the program participant to learn, reinforce, demonstrate or evaluate the learning or desired behavior.

PRESCHOOL & KINDERGARTEN
RELIGION CURRICULUM

PRESCHOOL & KINDERGARTEN Religion Curriculum

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

PRESCHOOL & KINDERGARTEN Religion Curriculum

Achievement Standard 2: Read, understand, interpret, and apply Scripture to life.	
Rationale:	Scripture, as a means of revelation, enables Catholics to discover truth about God, the world and themselves. As the Church reflects upon Scripture, faith is strengthened, the soul is nourished and a pure and lasting font of spiritual life is found.
Assessment Categories:	<ul style="list-style-type: none"> •Demonstrate that the Bible is a special book about God. (PS) •Recall that Bible stories tell us about creation, God, and the birth of Jesus. (PS, K) •Recognize that Bible stories tell us about Jesus and can teach us to be kind, loving, and helpful. (K)
Sample Assessment Tasks:	<p>Students participate in creating a prayer space where the Bible is enthroned.</p> <p>Students retell Bible stories using flannel board figures.</p> <p>Students create a poster showing Jesus on one side and magazine pictures of people showing kindness and love on the other side.</p>

PRESCHOOL & KINDERGARTEN Religion Curriculum

Achievement Standard 3: Illustrate basic understanding of Catholic dogma and doctrine in light of the creed.	
Rationale:	Doctrine and dogmas of the Catholic faith, as means of revelation, are essential foundations for life within the Catholic community.
Assessment Categories:	
Sample Assessment Tasks:	

PRESCHOOL & KINDERGARTEN Religion Curriculum

Achievement Standard 4: Recognize the Trinity as God.	
Rationale:	Trinity is the central mystery of the Christian faith.
Assessment Categories:	<ul style="list-style-type: none"> •Recognize God as a loving Father.(PS) •Identify Jesus as God's Son. (PS) •Tell that God made all things because God loves us. (K) •Describe who Mary and Joseph were. (K) •Illustrate how Jesus is a good friend, full of tenderness and love. (K)
Sample Assessment Tasks:	<p>Students prepare and eat popcorn and discuss their five senses as gifts from God, their loving Father.</p> <p>Students participate in the retelling of the Christmas story about Jesus, Mary, and Joseph.</p> <p>Students make nature collages and discuss how God made all things.</p> <p>Students listen to a story about friendship, and make a friendship bracelet, out of cardboard rolls, for a friend.</p>

PRESCHOOL & KINDERGARTEN Religion Curriculum

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

PRESCHOOL & KINDERGARTEN Religion Curriculum

<p>Achievement Standard 6: Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context for sharing faith within and beyond the itself.</p>	
<p>Rationale:</p>	<p>A relationship with God is not merely a private affair. It is meant to be shared. Along with Scripture, prayer and good teaching, a dynamic faith community is essential to the spiritual formation of its members and to supporting and challenging them in becoming active disciples.</p>
<p>Assessment Categories:</p>	<ul style="list-style-type: none"> •Tell how our parish community is like a family. (PS) •Demonstrate how we respect others at liturgy. (K) •Identify the church as a sacred place where the People of God gather. (K)
<p>Sample Assessment Tasks:</p>	<p>Students draw pictures of their family members on construction paper leaves and add them to a larger parish family tree mural.</p> <p>With their families, students attend Sunday liturgy and discuss respectful behavior.</p> <p>Students visit the sanctuary and hear about the liturgical ministers who gather there and what they do.</p> <p>Students draw a picture of all the people in God’s family, including priests, brothers, and sisters.</p>

PRESCHOOL & KINDERGARTEN Religion Curriculum

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

PRESCHOOL & KINDERGARTEN Religion Curriculum

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

PRESCHOOL & KINDERGARTEN Religion Curriculum

Achievement Standard 9: Examine the variety of Christian vocations as ways to respond to the baptismal call.	
Rationale:	Through their baptism, God, calls all Christians to a <i>discipleship</i> that continues the mission of Jesus.
Assessment Categories:	<ul style="list-style-type: none"> •Relate that priests serve God in a special way. (PS) •Tell how people in our church community serve God. (K)
Sample Assessment Tasks:	<p>Invite the pastor, associate pastor, parish life coordinator or pastoral associate to visit the class and introduce themselves.</p> <p>Students listen to a story of how a priest or other minister has touched the life of the catechist or one of the student's parents.</p> <p>Students visit the church building with their catechist or parent on Sunday morning to identify and meet the priest and other parish ministers.</p> <p>Invite other priests, brothers, or sisters to talk with the class share how they hope to continue the mission of Jesus in their ministry.</p>

PRESCHOOL & KINDERGARTEN Religion Curriculum

Achievement Standard 10: Acknowledge and affirm the dignity of the human person and community.	
Rationale:	Humanity, created in the image and likeness of God, is enriched through diverse cultural and individual expressions.
Assessment Categories:	<ul style="list-style-type: none">•Recognize individual differences as being God-given. (PS)•Accept and appreciate themselves as unique creations and special children of God. (K)•Point out that they themselves are lovable. (K)
Sample Assessment Tasks:	<p>Using multiple skin-color paints, students work together to create a handprint banner that reflects the beauty of all skin colors.</p> <p>Students listen to and learn the song "Jesus Loves the Little Children of the World."</p> <p>Students create a heart-shaped picture of themselves and dictate a sentence about how they are lovable.</p>

PRESCHOOL & KINDERGARTEN Religion Curriculum

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

PRESCHOOL & KINDERGARTEN Religion Curriculum

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

PRESCHOOL & KINDERGARTEN Religion Curriculum

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

PRESCHOOL & KINDERGARTEN Religion Curriculum

Achievement Standard 14: Develop a moral conscience informed by Church teachings.	
Rationale:	The ten commandments, the beatitudes and Church teachings provide a sure guide for moral decision-making. God's grace guides one's decisions for healthy, holy living on the journey to salvation.
Assessment Categories:	<ul style="list-style-type: none">•Relate that Jesus tells us to love and respect ourselves and others. (PS)•Demonstrate that we show love by how we act. (K)•Give examples of right and wrong. (K)
Sample Assessment Tasks:	<p>Students act out or pantomime different talents or skills they can do with their bodies.</p> <p>Students discuss ways of showing love to each other, create a poster listing these actions (in drawings), and promise to practice loving behaviors.</p> <p>With their parents, students discuss behaviors that are loving and unloving.</p>

PRESCHOOL & KINDERGARTEN Religion Curriculum

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

PRIMARY
RELIGION CURRICULUM

PRIMARY Religion Curriculum

Achievement Standard 1: Present an understanding of the human need for God based on revelation and faith.	
Rationale:	For faith to be living, conscious, and active, it is important for students to understand the human desire for God.
Assessment Categories:	<ul style="list-style-type: none"> •Identify ways that God shows love for us and how we can respond. (Gr. 1) •Recognize that we believe in the Father, Jesus Christ, and Holy Spirit. (Gr. 2) •Be aware of God's presence in ourselves, the community, Scripture, and the sacraments. (Gr. 2) •Show how God takes care of us and is always faithful to us. (Gr. 3)
Sample Assessment Tasks:	<p>Students participate in a story of creation using simple props, fabric, etc., to show God's special gifts.</p> <p>Students draw their image of three people who are special in their life.</p> <p>Students make a "Where is God?" collage.</p> <p>Students make a rainbow banner entitled "God's Promise."</p> <p>Students write a "Dear God" letter that is mailed home to their parents.</p>

PRIMARY Religion Curriculum

Achievement Standard 2: Read, understand, interpret, and apply Scripture to life.	
Rationale:	Scripture, as a means of revelation, enables Catholics to discover truth about God, the world and themselves. As the Church reflects upon Scripture, faith is strengthened, the soul is nourished and a pure and lasting font of spiritual life is found.
Assessment Categories:	<ul style="list-style-type: none"> •Know that the Bible contains God’s word for God’s people (Gr. 1) •Point out ways that God speaks to us through the Bible. (Gr. 1) •Indicate that the Bible is made up of Old Testament and New Testament. Gr. 2) •Locate passages in the Bible according to books, chapters, and verses. (Gr. 3) •Demonstrate how we come to know Jesus in the Word of God. (Gr. 3)
Sample Assessment Tasks:	<p>Students sing "The Bible is the Word of God" to the tune of "London Bridge."</p> <p>Using a children’s Bible, students read and locate selections from the prophets and the Gospel writers.</p> <p>In a drawing, students tell a Bible story.</p> <p>Students color a picture of Jesus and the children.</p> <p>Students develop a Bible game such as Bible Bingo, using chapter and verse references.</p> <p>Students act out a parable that Jesus told.</p>

PRIMARY Religion Curriculum

Achievement Standard 3: Illustrate basic understanding of Catholic dogma and doctrine in light of the creed.	
Rationale:	Doctrine and dogmas of the Catholic faith, as means of revelation, are essential foundations for life within the Catholic community.
Assessment Categories:	<ul style="list-style-type: none"> •Recognize God in creation. (Gr. 1) •Articulate that Jesus is the Son of God and came to bring us God's Word. (Gr. 1,2,3) •Recognize that the Holy Spirit is the Spirit of God and was sent by the Father and Jesus to be with us always. (Gr. 1,2) •Explore the Catholic Church as a family of believers and a community of Jesus' followers. (Gr. 1,2) •Recall that Mary is the Mother of God. (Gr. 1) •Relate the fact that Jesus died for us on the cross. (Gr. 2) •Recognize that Jesus rose from the dead on Easter Sunday to give us new life. (Gr. 2) •Show how God loves us like a Father. (Gr. 3) •Demonstrate that the Holy Spirit is with us to help us pray. (Gr. 2,3) •Explain the marks of the Catholic Church: one, holy, catholic, and apostolic. (Gr. 3)
Sample Assessment Tasks:	<p>Students make a "See What God Made" tube telescope out of a cardboard paper towel roll.</p> <p>Students watch a video or read a story about the relationship between a loving parent and a child.</p> <p>Students draw pictures of family members helping each other.</p> <p>Students do a word search of people who make up the church family. (e.g., families, priests, pope.)</p> <p>Students listen to a Gospel account of the Lord's passion.</p> <p>Students plant a seed in soil and add a "He is Risen" cross to depict new life.</p> <p>Students discuss problems that they face in their lives and act out scenes of forgiveness.</p> <p>Students create a mural showing the different kinds of people that make up their parish family.</p> <p>Students learn and pray the Nicene Creed and discuss its meaning.</p>

PRIMARY Religion Curriculum

Achievement Standard 4: Recognize the Trinity as God.	
Rationale:	Trinity is the central mystery of the Christian faith.
Assessment Categories:	<ul style="list-style-type: none"> •Relate that God wants us to be happy and always forgives us. (Gr. 1) •Examine how Jesus, the Son of God, teaches us about God. (Gr. 1) •Recognize that the Holy Spirit can help us make good choices so we can live together in peace. (Gr. 1,2) •Explain that God the Father loves us even when we hurt others. (Gr. 2) •Recognize that Jesus brings us God's forgiveness. (Gr. 2) •Identify God as Father, Son, and Holy Spirit. (Gr. 3) •Recall that Jesus is a person who lived historically and is alive now. (Gr. 3) •Explain that the Holy Spirit is the gift of God the Father and Jesus that enables the life of the Church on earth. (Gr. 3)
Sample Assessment Tasks:	<p>With the help of their parents, students recall a time when they were forgiven and relate this to God's love.</p> <p>Students pray and memorize the Glory Be to the Father.</p> <p>Students create an ending for a situational story in which a choice is necessary.</p> <p>Students squeeze toothpaste out of a tube and reflect on the impossibility of retracting hurtful things they say to others.</p> <p>Students role-play a parable about forgiveness.</p> <p>Students draw a picture in the shape of a triangle with images of God the Father, Jesus, and the Holy Spirit.</p> <p>Students listen to a Gospel story that tells about how Jesus lived.</p> <p>Students make a "Gifts of the Spirit" bulletin board showing ways the Spirit is alive in their families and parish.</p>

PRIMARY Religion Curriculum

Achievement Standard 5: Illustrate a basic understanding of Church.	
Rationale:	Our understanding of God and our identity as Church develops through history. The Church, the Body of Christ, is the sacrament of salvation.
Assessment Categories:	<ul style="list-style-type: none"> •Celebrate the liturgical seasons of Advent, Christmas, Lent, Easter, and ordinary time. (Gr. 1) •Indicate that the Catholic Church celebrates its faith through the sacraments. (Gr. 2) •Recognize that in baptism we become members of the Church. (Gr. 2) •Point out that Jesus began his new Church on earth and chose twelve apostles to help him. (Gr. 3) •Know that the season of Advent prepares us for Christmas and the second coming of Christ and recognize that Lent is a special time for praying, sacrificing, and sharing. (Gr. 3) •Identify that Christians celebrate Jesus' rising from the dead on Easter Sunday. (Gr. 3)
Sample Assessment Tasks:	<p>Students write a story pretending they were in the stable in Bethlehem, describing what they saw and heard.</p> <p>Students create a Jesse Tree or a paper plate wreath for Advent.</p> <p>During Lent, students go to the church as a group or a family and pray the Way of the Cross.</p> <p>Students and their families develop an awareness of the Passover meal to show the relationship of Judaism and Christianity.</p> <p>As a group, students discuss ways to celebrate Advent or Lent.</p> <p>Students take a nature walk to look at signs of new life and connect it to the resurrection of Jesus.</p> <p>Students make a New Life book out of drawings and items collected in nature.</p> <p>With the help of their families, students list all of the sacramental celebrations in which they have participated.</p> <p>Students attend a baptism and discuss the various roles or re-enact the various roles in the sacrament of Baptism.</p>

PRIMARY Religion Curriculum

<p>Achievement Standard 6: Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context for sharing faith within and beyond the itself.</p>	
<p>Rationale:</p>	<p>A relationship with God is not merely a private affair. It is meant to be shared. Along with Scripture, prayer and good teaching, a dynamic faith community is essential to the spiritual formation of its members and to supporting and challenging them in becoming active disciples.</p>
<p>Assessment Categories:</p>	<ul style="list-style-type: none"> •Recognize that we are Catholic Christians. (Gr. 1) •Describe how the church is a special and sacred place. (Gr. 1) •Illustrate ways our parish is a community. (Gr. 1) •Point out that we belong to a parish family that gathers at Mass to celebrate the life of Jesus. (Gr. 2) •Explain that the tabernacle in a Catholic Church is where the Eucharist is kept after the celebration of Mass. (Gr. 2) •Identify that our church community includes the pope, clergy, religious, and lay people. (Gr. 3) •Demonstrate how the Church continues Jesus' ministries of community, word, worship, and service. (Gr. 3) •Study lives of saints. •Describe the Church as the communion of saints. (Gr. 3)
<p>Sample Assessment Tasks:</p>	<p>Students create a poster of individual illustrations of what it means to be Catholic.</p> <p>Students participate in a tour of the church building, taking note of the tabernacle and other sacred spaces.</p> <p>Students discuss the different ways people help in the parish.</p> <p>Students celebrate Mass regularly with their families and discuss how the parish family is like their own.</p> <p>Students create a TV show about the different people and/or activities that make up the Catholic Church, and then show the program on a cardboard TV set.</p> <p>Students photograph or video various ministries being performed around the parish on a Sunday morning.</p> <p>With their families, students research the life of a saint and prepare a costume to be worn during an "All Saints Day" parade.</p> <p>Students ask parents to share stories about those family and friends who have helped them grow in their faith.</p>

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Achievement Standard 7: Exercise responsible stewardship for the gift of creation.	
Rationale:	Creation is a gift from God for all generations. It is a Catholic's responsibility to interact with the gift of creation wisely, share its fruits equitably, and to preserve the gift for the future.
Assessment Categories:	<ul style="list-style-type: none"> •Identify that creation is a gift of God. (Gr. 1) •Explain that as Christians we accept responsibility for all God's creation and promise to care for it. (Gr. 1,2,3) •Emphasize that life is precious in plants, animals, and persons. (Gr. 3)
Sample Assessment Tasks:	<p>Students make a "God Made Everything Good" banner as a group.</p> <p>Students take responsibility for part of God's creation, e.g., care for a pet or clean up a yard.</p> <p>Students write a poem, a prayer, or a song about God's gift of nature.</p> <p>Students make badges for each other that identify the wearer as a person who cares for all living things.</p> <p>Students create finger puppets to act out a play written about God's precious gift of life.</p> <p>Students plant bulbs in the fall for a sign of new life at Easter time.</p>

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<p>Achievement Standard 8: Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the lives of Catholics.</p>	
Rationale:	Persons encounter Christ in the sacraments. The sacraments, most centrally the Eucharist, are the source and strength of the Catholic community and are essential to the life and mission of the Church and its members.
Assessment Categories:	<ul style="list-style-type: none"> •Point out that in baptism we become members of God's family and receive new life. (Gr. 1,2) •Explain that sacraments are celebrations and signs of Jesus' love. (Gr. 1,2) •Recall that Jesus shares himself with us in a special meal. (Gr. 1) •Indicate that the sacrament of penance/reconciliation is a way to say we are sorry for our sins and receive God's forgiveness. (Gr. 2) •Indicate that the sacrament of Eucharist was begun by Jesus at the Last Supper. (Gr. 2) •Reflect how we celebrate the Eucharist at Mass as the bread and wine are changed into the body and blood of Christ. (Gr. 2) •Explain that baptism, confirmation, and Eucharist are sacraments of initiation. (Gr. 3) •Identify the sacraments of penance/reconciliation and anointing of the sick as sacraments of healing. (Gr. 3) •Recognize that matrimony and holy orders are sacraments of service. (Gr. 3)
Sample Assessment Tasks:	<p>Students look at a picture of each sacrament and explain how Jesus shows his love in this sacrament.</p> <p>Students role play a baptism and talk about the signs and symbols of the sacrament.</p> <p>Students watch an age appropriate video related to the sacraments (see Appendix #5, Some Helpful Resources for ideas).</p> <p>Students discuss how each of us is initiated into the various groups we join and relate the experience to the sacraments of initiation.</p> <p>Students read a story about healing and discuss what it means to be healed and relate to the sacraments.</p> <p>With the help of their parents or other relatives, students list ways the sacrament of matrimony is sacrament of service.</p> <p>Students invite a priest, brother or sister to discuss the role of the Eucharist in their life of service to the Church.</p>

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Achievement Standard 9: Examine the variety of Christian vocations as ways to respond to the baptismal call.	
Rationale:	Through their baptism, God, calls all Christians to a <i>discipleship</i> that continues the mission of Jesus..
Assessment Categories:	<ul style="list-style-type: none">•Relate how Jesus shows us how to live. (Gr. 1)•Demonstrate that we live lovingly in our family and respect our parents. (Gr. 2)•Explain that holy orders is a sacrament of special service and commitment to the Church. (Gr. 3)
Sample Assessment Tasks:	<p>Students make a mobile or paper chain depicting stories from Jesus' life.</p> <p>Students cut out pictures of people in families (single persons, couples, one-parent families, two-parent families, etc.) doing things to help each other continue the mission of Jesus.</p> <p>Students discuss ways to help at home and make a promise of a specific way they can show more respect for their parents and others as Jesus would.</p> <p>List the roles of parish leaders and discuss the unique role the priest plays in the community.</p> <p>Students discuss and then list the roles that priests, brothers, and sisters play in the community.</p>

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Achievement Standard 10: Acknowledge and affirm the dignity of the human person and community.	
Rationale:	Humanity, created in the image and likeness of God, is enriched through diverse cultural and individual expressions.
Assessment Categories:	<ul style="list-style-type: none"> •Recognize that we care for people of different cultures and races. (Gr. 1) •Demonstrate that we love ourselves as gifts of God. (Gr. 2) •Apply respect for all of humanity to concrete situations. (Gr. 3) •Examine how caring for people, especially those different from ourselves is a mark of holiness. (Gr. 3)
Sample Assessment Tasks:	<p>Students create a collage on poster board of people from different cultural, ethnic, and racial backgrounds.</p> <p>Students draw a package with themselves inside, as the gift.</p> <p>Students discuss what it means to be created in God's image.</p> <p>Students interview their parents about their own ethnic heritage, then share the information using a globe to show the location of their countries of origin.</p> <p>Read the Scripture story of the loaves and fishes and discuss how it relates to caring for others, especially those different from ourselves (e.g., race/creed).</p> <p>Students view a video of priests, brothers, and/or sisters serving as missionaries in other countries.</p>

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Achievement Standard 11: Apply Catholic principles to interpersonal relations.	
Rationale:	The Gospel call to love one's neighbor is the foundation of Catholic Christian moral activity.
Assessment Categories:	<ul style="list-style-type: none"> •Show how we love our family. (Gr. 1) •Point out that we treat others the way Jesus treated others. (Gr. 2) •Emphasize that all life is a gift of God that must be respected. (Gr. 3) •Recall that, through the parables, Jesus tells us to love one another (Gr. 3)
Sample Assessment Tasks:	<p>Family members make a list of the things each person does for the rest of the family, emphasizing special talents.</p> <p>Families or students hold hands during morning prayer, meal prayer and bedtime prayer.</p> <p>Students learn a song about ways to treat others with respect.</p> <p>Students create and celebrate a prayer service about God's gift of life, including the song, "We are Children of the World."</p> <p>Students act out the parable of the Good Samaritan.</p> <p>Students write a parable story showing ways we can love our friends and family.</p> <p>Students talk about examples of right and wrong actions.</p> <p>Students discuss ways to respond to violence (e.g., words/actions/damaging property).</p>

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Achievement Standard 12: Know, critique and apply social justice principles to personal and societal situations.	
Rationale:	Catholic morality has to do with the public arena as well as personal life. Catholics are called to discern discrepancies, where they exist, between social realities and Gospel values, and to develop strategies to make Gospel values operative.
Assessment Categories:	<ul style="list-style-type: none"> •Demonstrate how we show concern for the poor and the suffering. (Gr. 1) •Indicate how we share what we have with others. (Gr. 2) •Memorize that "whatever we do for people in need we do for Jesus." (Gr. 3) •Explain that we share in Jesus' mission to bring the message of love, justice, and hope to the poor and victims of injustice. (Gr. 3)
Sample Assessment Tasks:	<p>Students participate in a clothing drive, Lenten rice bowl program, Christmas giving tree, or food pantry collection.</p> <p>Students draw cards for shut-ins and ask an adult to help deliver them.</p> <p>Students invite a member of the parish social justice committee to visit and discuss causes/effects of poverty in their community and the world.</p> <p>Students read and reflect on Gospel stories of Jesus caring for the poor and outcasts, and relate to Matt. 25.</p> <p>Teacher reads a story about discrimination (e.g., <i>The Story of Ruby Bridges</i> by Robert Cole).</p> <p>Students discuss Christian response to poverty or discrimination.</p> <p>Students relate a time they have experienced discrimination.</p> <p>Students identify key people who have spoken out on behalf of justice (e.g., Dorothy Day, Martin Luther King).</p>

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Achievement Standard 13: Engage in service to the community (e.g., family, parish, local, national, and global) in response to the Gospel call.	
Rationale:	By virtue of baptism, Catholics are called to discipleship that is manifest in loving service to others.
Assessment Categories:	<ul style="list-style-type: none"> •Describe how we are helpful and loving to our parents, teachers, and friends. (Gr. 1) •Recall that the Eucharist is a sacrament of love and service. (Gr. 2) •Indicate how we cooperate in school, church, and community projects. (Gr. 2) •Demonstrate how we share in Jesus' ministry by loving and serving others. (Gr. 2,3)
Sample Assessment Tasks:	<p>Students develop a picture story of themselves helping other people.</p> <p>Students make a bread and wine mosaic that includes their families and parish community around the table.</p> <p>Students write a love note to God telling what they'll do for another person this week.</p> <p>Students brainstorm ways they can show God's love in the areas of home, school, and at church.</p> <p>In small groups, students develop posters showing ways to be kind to parents, teachers, and friends.</p> <p>Teacher reads the students a story or shows a video of religious and their service to the Church.</p>

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Achievement Standard 14: Develop a moral conscience informed by Church teachings.	
Rationale:	The ten commandments, the beatitudes and Church teachings provide a sure guide for moral decision-making. God's grace guides one's decisions for healthy, holy living on the journey to salvation.
Assessment Categories:	<ul style="list-style-type: none"> •Demonstrate how we live good lives with the help of the Holy Spirit. (Gr. 1) •Point out that we have a choice to do good. (Gr. 2) •Explain that we sin when we choose not to do good. (Gr. 2) •Recognize that the Ten Commandments help us live good lives. (Gr. 3) •Recall that Jesus sums up the commandments for us in his law of love. (Gr. 3)
Sample Assessment Tasks:	<p>Students keep a diary for one week of all the good deeds they do.</p> <p>Students tell stories about choices that they made; identify which were good choices and which were not (e.g., how television or advertising has an effect on their decisions.).</p> <p>Students talk about what conscience means and how they learn right and wrong.</p> <p>Students draw a picture of how they feel when they choose not to do good.</p> <p>Students listen to the Bible story of Moses receiving the Ten Commandments on Mt. Sinai.</p> <p>Students memorize Jesus' law of love, and recite it for their parents at home.</p>

PRIMARY Religion Curriculum

Achievement Standard 15: Know and participate in the Catholic tradition of prayer.	
Rationale:	Prayer is essential to the relationship of the Christian to God and the community. Through God's initiative, our exposure to diverse expressions of prayer, including traditional Catholic forms of prayer, can open us to God's presence.
Assessment Categories:	<ul style="list-style-type: none"> •Recognize that prayer is listening to and talking with God. (Gr. 1) •Show how Jesus teaches us how to pray. (Gr. 1) •Recite the Sign of the Cross, the Lord's Prayer, and the Hail Mary. (Gr. 1) •Discuss why morning, mealtime and night prayers are important. (Gr. 1) •Explain that at Mass we gather as God's family and pray the responses. (Gr. 2) •Relate what happens at the Liturgy of the Word and the Liturgy of the Eucharist. (Gr. 2) •Recite a Prayer of Sorrow. (Gr. 2) •Observe that God hears our prayers. (Gr. 3) •Explain that listening to God's Word in Scripture is one way God speaks to us today. (Gr. 3) •Show the difference between spontaneous prayer and liturgical prayer. (Gr. 3) •Explain the Apostles' Creed. (Gr. 3)
Sample Assessment Tasks:	<p>Students pray quietly to God daily.</p> <p>Students read Scripture stories about Jesus praying.</p> <p>Students pray spontaneously as a class or a family.</p> <p>Students participate in Mass as a family and discuss the readings either before or after the liturgy.</p> <p>Students learn the prayer responses for Mass with help from their parents.</p> <p>Students write intercessions for a group or family prayer service.</p> <p>Students re-read the Gospel from Sunday's liturgy and discuss how it relates to their life this week.</p> <p>Students pray the Nicene Creed (liturgical) with their family daily until it is memorized.</p> <p>Students interview various adults, asking them to explain their understanding of the Apostles' Creed.</p> <p>Teacher invites a priest, brother, or sister to share how they pray.</p>

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Achievement Standard 1: Present an understanding of the human need for God based on revelation and faith.	
Rationale:	For faith to be living, conscious and active, it is important for students to understand the human desire for God.
Assessment Categories:	<ul style="list-style-type: none"> •Recall that grace from God helps us live good lives. (Gr. 4) •Make choices that show love for people created in God's image. (Gr. 4) •Demonstrate that the purpose of a Christian life is to know, love, and serve God. (Gr. 5) •Use the Bible to find examples of God's goodness prevailing over sin and evil. (Gr. 6) •Relate that God sent Jesus to us for our salvation. (Gr. 6) •Recognize that we are God's chosen ones. (Gr. 6) •Demonstrate personal synthesis of knowledge and faith. (Gr. 6)
Sample Assessment Tasks:	<p>With their families, students discuss the media's presentation of a "good life" in comparison with living our life with the grace of God.</p> <p>Students talk about the meaning of grace.</p> <p>Students create a collage/poster that includes many examples of people created in God's image.</p> <p>Students, as a group, adopt a service project to serve the local community.</p> <p>Students search for examples of sin and evil in the Old Testament and New Testament Scriptures and make comparisons and contrasts.</p> <p>Students create a picture book depicting scenes from the life of Jesus to share with younger children.</p> <p>Students dramatize a skit showing the meaning of the Ten Commandments or beatitudes.</p> <p>Students interview volunteers in various parish ministries to learn more about practicing faith.</p> <p>Students interview a priest, brother, or sister and report their findings.</p>

INTERMEDIATE Religion Curriculum

Achievement Standard 2: Read, understand, interpret, and apply Scripture to life.	
Rationale:	Scripture, as a means of revelation, enables Catholics to discover truth about God, the world and themselves. As the Church reflects upon Scripture, faith is strengthened, the soul is nourished and a pure and lasting font of spiritual life is found.
Assessment Categories:	<ul style="list-style-type: none"> •Recognize that the Bible teaches about God's goodness within ourselves and our world. (Gr. 4) •Demonstrate making life choices consistent with biblical teachings. (Gr. 4) •Discuss how God is present in the Bible, the inspired Word of God. (Gr. 5) •Recall that the promise of love and partnership God made with Moses and the Hebrew people is a covenant. (Gr. 5) •Research the life of Jesus as both divine and human, as told in the Gospels. (Gr. 5) •Name the four Gospel writers: Matthew, Mark, Luke, and John. (Gr. 5) •Recognize the 46 books of the Old Testament and the 27 books of the New Testament. (Gr. 6) •Examine the experience of God's people as recorded in the Old Testament. (Gr. 6) •Trace how the Old Testament, which contain the roots of our faith, is fulfilled in Jesus Christ. (Gr. 6)
Sample Assessment Tasks:	<p>Students create symbols of God's goodness after reading from selected Bible passages.</p> <p>Students act out every-day situations using Christian principles from Scripture.</p> <p>Students practice and proclaim Scripture readings during liturgy.</p> <p>Students participate in a "Find this Passage" speed competition game.</p> <p>Students working in cooperative learning groups locate Gospel passages relating the life of Jesus.</p> <p>With their families, students read sections of each of the four Gospels.</p> <p>Students contrast the plight of the Hebrew people with other people in world history (e.g., African slaves in America).</p> <p>Students locate references in the Old Testament to the coming of the Messiah.</p>

INTERMEDIATE Religion Curriculum

Achievement Standard 3: Illustrate basic understanding of Catholic dogma and doctrine in light of the creed.	
Rationale:	Doctrine and dogmas of the Catholic faith, as means of revelation, are essential foundations for life within the Catholic community.
Assessment Categories:	<ul style="list-style-type: none"> •Show God's mercy and forgiveness as offered through Jesus. (Gr. 4) •Recall that the Holy Spirit guides us to choose good over evil. (Gr. 4) •Explain how all members of the Church are members of the body of Christ. (Gr. 4) •Identify God as with us everywhere, especially through other people and the Church. (Gr. 5) •Recall that God came into our world to save us. (Gr. 5) •Recognize Jesus as the visible sign of God's love. (Gr. 5) •Demonstrate courage received through the Holy Spirit. (Gr. 5) •Witness the presence of the risen Christ in the Church. (Gr. 5) •Discuss how God creates out of love. (Gr. 6) •State that Jesus is the Messiah who came to serve and liberate. (Gr. 6) •Illustrate that the Holy Spirit is the breath of life and the fire of love. (Gr. 6)
Sample Assessment Tasks:	<p>Students plan for and participate in a parish communal reconciliation service.</p> <p>Students create a collage or a collection of articles showing people of different countries practicing their Catholic faith.</p> <p>Students read the Gospels to identify ways Jesus interacted with other people (e.g., Mary, the Apostles, the lepers, etc.)</p> <p>Students create an evangelistic public service announcement proclaiming that Jesus came to save us.</p> <p>With the help of their parents, students research and write a report about the life of a Christian martyr.</p> <p>Students become a pen pal with a parish RCIA candidate or catechumen.</p> <p>Students act out the passion of Jesus.</p> <p>Students research and find Scriptural images for the Holy Spirit.</p>

INTERMEDIATE Religion Curriculum

Achievement Standard 4: Recognize the Trinity as God.	
Rationale:	Trinity is the central mystery of the Christian faith.
Assessment Categories:	<ul style="list-style-type: none"> •Recognize God is always with us. (Gr. 4) •Identify from Jesus how to live. (Gr. 4) •Distinguish how the Holy Spirit helps us live as Jesus did. (Gr. 4) •Develop the belief in one God: Father, Son, and Holy Spirit. (Gr. 5) •Illustrate how the mystery of the Trinity is the core of our faith. (Gr. 5) •Identify how God created all things and cares for us as a loving Father. (Gr. 5) •State that Jesus Christ, the Son of God, is true God and true human. (Gr. 5) •Dramatize how the Holy Spirit came to the disciples at Pentecost. (Gr. 5) •Explain that God is revealed to us in the Bible. (Gr. 6) •Discuss the mystery of the Holy Trinity in the person, words, and works of Jesus Christ. (Gr. 6) •Identify the authors of the Bible who were inspired by the Holy Spirit. (Gr. 6) •Point out that the Holy Spirit is always present and active in the lives of people. (Gr. 6)
Sample Assessment Tasks:	<p>Students ask their parents about times when they felt especially close to God.</p> <p>Students research and present information on the life of Jesus.</p> <p>Students draw images for the Trinity.</p> <p>Students interview someone from another Christian tradition or church about their belief in the Trinity.</p> <p>Students work together in discussing how God is present in the world through nature, people, and events and create an illustrated booklet to show the discussion.</p> <p>Students research and identify Scriptural passages relating to Pentecost, then dramatize the story.</p> <p>Students find examples in Scripture where God was revealed to people.</p> <p>Students choose one of the authors of the Old Testament upon which to research and report.</p>

INTERMEDIATE Religion Curriculum

Achievement Standard 5: Illustrate a basic understanding of Church.	
Rationale:	Our understanding of God and our identity as Church develops through history. The Church, the Body of Christ, is the sacrament of salvation.
Assessment Categories:	<ul style="list-style-type: none"> •Recognize the Church is a light to the world. (Gr. 4) •Learn from others and teach others the way to the kingdom of God, as members of the Church. (Gr. 4) •Identify the parish, deanery, archdiocesan, and universal Church as community. (Gr. 4) •Recall the Last Supper in the eucharistic celebration on Holy Thursday. (Gr. 4) •Reflect on the Church - one, holy, catholic, and apostolic - as the People of God, called together by the Holy Spirit. (Gr. 5) •Explain how the Church is the sacrament of Christ in the world. (Gr. 5) •Relate that the Church was born on the feast of Pentecost. (Gr. 5,6) •Recognize the roots of the Church in the many signs and symbols of the Old Testament Scriptures. (Gr. 6) •Identify God within the Church, the body of Christ. (Gr. 6)
Sample Assessment Tasks:	<p>Students find examples in print media of the Church in action.</p> <p>Students learn and/or write songs that talk about the reign of God.</p> <p>As a class, students develop a timeline and oral history of their parish or archdiocese as a community of faith.</p> <p>Students recreate the Last Supper.</p> <p>Students read and recite the Nicene Creed and present an example of their understanding of "one," "holy," "catholic," and "apostolic" in words, actions, or pictures.</p> <p>Students learn the mission statement for their parish and write one for the group.</p> <p>As a family, celebrate the birthday of the Church on the Feast of Pentecost with cake and a retelling of the story.</p> <p>Students prepare and actively participate in a liturgy with children and families.</p>

INTERMEDIATE Religion Curriculum

Achievement Standard 6: Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context for sharing faith within and beyond the itself.	
Rationale:	<p>A relationship with God is not merely a private affair. It is meant to be shared. Along with Scripture, prayer and good teaching, a dynamic faith community is essential to the spiritual formation of its members and to supporting and challenging them in becoming active disciples.</p>
Assessment Categories:	<ul style="list-style-type: none"> •Examine the followers of Jesus who make up the Church (apostles, saints, us). (Gr. 4) •Indicate that as the Church, the body of Christ, we celebrate the Eucharist. (Gr. 4) •Describe examples of how the Church cares for those in need and works to build a better world. (Gr. 4) •Participate in the Church as a celebrating community. (Gr. 5) •Celebrate the presence and actions of Christ in our lives through the seven sacraments. (Gr. 5) •List the liturgical feasts and seasons of the Church. (Gr. 5) •Identify that at Mass the community is reconciled, gives thanks, and celebrates. (Gr. 5) •Explain and celebrate the pope as the leader of the Catholic Church throughout the world. (Gr. 6) •Relate that the Church is a community of God's people called to continual reform and renewal. (Gr. 6)
Sample Assessment Tasks:	<p>Students invite a member of the St. Vincent de Paul Society or a soup kitchen to discuss their work in relation to Jesus.</p> <p>Families celebrate liturgy together, participate fully, and then discuss ways the Mass can reconcile people.</p> <p>Students share family pictures or videos of a sacramental celebration and explain the significance of the symbols used in the ritual.</p> <p>Students draw a liturgical calendar and illustrate the different feasts in seasons in different colors.</p> <p>Students locate and read current news stories about the pope.</p> <p>Students invite a speaker to talk about Vatican Council II and its call to reform and renewal.</p>

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Achievement Standard 7: Exercise responsible stewardship for the gift of creation.	
Rationale:	Creation is a gift from God for all generations. It is a Catholic's responsibility to interact with the gift of creation wisely, share its fruits equitably, and to preserve the gift for the future.
Assessment Categories:	<ul style="list-style-type: none"> • Identify the abundance and goodness of God's creation. (Gr. 4) • Explore the responsibility of Catholic Christians to be generous with others. (Gr. 4) • Engage in problem solving to promote responsible stewardship of God's creation. (Gr. 4) • Demonstrate the meaning of ownership in light of Catholic traditions. (Gr. 5) • Identify ways in which sin can destroy God's creation. (Gr. 6) • Recognize that holiness includes overcoming evil and being responsible stewards for all creation. (Gr. 6)
Sample Assessment Tasks:	<p>Students create a collage/poster or a display that reflects the abundance of God's creation.</p> <p>Students, as a group, provide services or material goods to a food pantry or homeless shelter.</p> <p>Students, working in cooperative learning groups, discuss and problem solve an environmental issue and relate it to God's creation.</p> <p>Students use a journal to record ways they have shown responsibility for God's creation.</p> <p>Students discuss with their families and write a news story about local stresses on the environment.</p> <p>Students participate in recycling efforts in their home, parish, or school.</p> <p>Students listen to "Circle of Life" (<i>Lion King</i>) and discuss interdependence of all God's creation.</p>

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<p>Achievement Standard 8: Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</p>	
Rationale:	<p>Persons encounter Christ in the sacraments. The sacraments, most centrally the Eucharist, are the source and strength of the Catholic community and are essential to the life and mission of the Church and its members.</p>
Assessment Categories:	<ul style="list-style-type: none"> •Participate in the sacrament of penance/reconciliation, the journey of conversion, which brings forgiveness and reunites us with God and the Church. (Gr. 4,5) •Celebrate Eucharist, which symbolizes the kingdom of God, brings us peace, and reconciles us. (Gr. 4,5,6) •Recognize the grace of God through the special gifts and symbolic actions of the sacraments. (Gr. 5,6) •Tell how baptism calls us to new life, cleanses us of sin, and joins us to the Christian community. (Gr. 5,6) •Recognize that confirmation strengthens us in the Holy Spirit. (Gr. 5) •Identify the presence and the sacrifice of Christ in the community meal of the Eucharist. (Gr. 5) •Witness Christ's healing presence in our lives through the sacrament of anointing of the sick. (Gr. 5) •Discuss the sacrament of matrimony, the grace-filled covenant between man and woman. (Gr. 5) •Recognize the call to serve God's people through the ordained ministries of holy orders. (Gr. 5) •Recall that sacramental actions of the Church originated in Jewish rituals. (Gr. 6) •Examine how the sacred is experienced in the liturgical year, sacramentals, symbols, and rituals. (Gr. 6)
Sample Assessment Tasks:	<p>With their families, students participate in a parish celebration of the sacrament of penance/reconciliation.</p> <p>Students create mobiles or stained-glass windows of the signs and symbols of one of the sacraments.</p> <p>Students invite a recent confirmand to visit class and explain the symbols of confirmation.</p> <p>Students ask their parents to tell them family stories of experiencing the sacrament of anointing.</p> <p>Students interview adults about their understanding of what <i>covenant</i> means in the sacrament of marriage.</p> <p>Students interview adults about their understanding of the Eucharist as the source and strength of their Catholic life.</p> <p>Students invite a priest or a seminarian to class to lead a discussion about the ordained life of service.</p> <p>Students visit a synagogue and learn about Jewish rituals.</p> <p>Students research and then write a report on Catholic sacramentals, symbols, rituals, or the liturgical year.</p> <p>Students invite a religious priest, brother, or sister to class for presentation the role of the Eucharist in the religious life of their community.</p>

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Achievement Standard 9: Examine the variety of Christian vocations as ways to respond to the baptismal call.	
Rationale:	Through their baptism, God, calls all Christians to a <i>discipleship</i> that continues the mission of Jesus.
Assessment Categories:	<ul style="list-style-type: none"> •Illustrate that through baptism Jesus calls us to a life of service. (Gr. 4,5) •Propose good Christian lifestyles by using the examples of Jesus, Mary, and the saints. (Gr. 4) •Recognize that the role of family and community is to support our living a Christian way of life. (Gr. 4,5) •Examine calls to religious life. (Gr. 5) •Relate how Christians are to be missionaries bringing Good News to the ends of the earth. (Gr. 6)
Sample Assessment Tasks:	<p>Students plan and carry out service projects to help those in need in the parish community.</p> <p>Following a visit to class by persons from various ministries within the parish, students choose a ministry they admire and depict it in drawing or writing while sharing how they believe it continues the mission of Jesus.</p> <p>After discussing it at home, students describe ways in which their family helps one another live a Christian way of life.</p> <p>As a group, make a visit to a nearby religious order's motherhouse or monastery to learn about religious life.</p> <p>With the help of the archdiocesan Mission Office, write letters to missionaries and ask them to write back and tell about their work.</p> <p>Use the Internet to access flyers and holy cards from a religious community's web sites.</p>

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Achievement Standard 10: Acknowledge and affirm the dignity of the human person and community.	
Rationale:	Humanity, created in the image and likeness of God, is enriched through diverse cultural and individual expressions.
Assessment Categories:	<ul style="list-style-type: none"> •Recognize that differences in race and nationalities are good for the whole of the human family. (Gr. 4) •Identify that God created persons of different races and cultures, but all are one in God. (Gr. 5) •Exhibit an appreciation for gender, racial, ethnic, and religious differences. (Gr. 5) •Tell that we are children of the covenant God made with Abraham. (Gr. 6) •Identify significant contributions to the Church by varied ethnic cultures. (Gr. 6)
Sample Assessment Tasks:	<p>With the help of their parents, students research their own genealogy to identify an ethnic community to which they belong.</p> <p>As a group, students choose one ethnic community and prepare a celebration from this culture to share with another group.</p> <p>Students create symbols of Easter from different cultures within the Church.</p> <p>Students read about the life of Abraham in the Old Testament.</p> <p>Students listen to liturgical music from different cultures.</p> <p>Students identify and define types, causes, effects of, and solutions to discrimination.(e.g., slavery and anti-Semitism)</p>

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Achievement Standard 11: Apply Catholic principles to interpersonal relations.	
Rationale:	The Gospel call to love one's neighbor is the basis for all human interactions.
Assessment Categories:	<ul style="list-style-type: none"> •Examine the greatest commandments - to love God with our whole heart and others as ourselves. (Gr. 4) •Recognize that authority is necessary for human community. (Gr. 4) •Demonstrate responsible expressions of sexuality. (Gr. 4) •Relate that God cares deeply how we treat others. (Gr. 4) •Examine choices in light of the Christian message. (Gr. 5) •Demonstrate Christian love, respect and appreciation of others as a faithful follower of Jesus. (Gr. 5) •Indicate that we are capable of intimacy and trust of others (Gr. 5) •Verify that life is precious at all its stages from conception to natural death. (Gr. 5) •Demonstrate how we are God's people by living the commandments. (Gr. 6) •Recognize that God's Spirit calls people to conversion and faithfulness. (Gr. 6) •Analyze the Scriptures as a guide in moral pathways to the reign of God. (Gr. 6) •Defend human sexuality as a precious gift of God. (Gr. 6) •Recognize that we are called to a chaste life.
Sample Assessment Tasks:	<p>Students write a short story that demonstrates love of neighbor and self.</p> <p>As a small group, students develop a flow chart outlining Church authority structures.</p> <p>In the family home, choose a TV show and answer the question, "Are the characters in the show acting according to Gospel values of justice and the dignity of all persons?" Use Scripture to illustrate.</p> <p>Using puppets, students perform an original play for younger children demonstrating good Christian choices.</p> <p>Students listen to a popular song and share whether it indicates appropriate intimacy and trust of others.</p> <p>Students view a video on the beginning of human life and discuss how human life and sexuality are sacred or holy.</p> <p>Students survey adults in their lives and ask for specific examples of conversion.</p> <p>Students invite high school students to speak about chastity to the group. Students identify abuses of life (e.g., abortion, euthanasia, capital punishment, child abuse, pollution, etc.)</p>

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Achievement Standard 12: Know, critique, and apply social justice principles to personal and societal situations.	
Rationale:	Catholic morality has to do with the public arena as well as personal life. Catholics are called to discern discrepancies, where they exist, between social realities and Gospel values and to develop strategies to make Gospel values operative.
Assessment Categories:	<ul style="list-style-type: none"> •Demonstrate that God wants us to fight against envy and greed. (Gr. 4) •Illustrate how the beatitudes show us to trust God, forgive, and have mercy for others. (Gr. 4) •Recognize that Jesus reached out to the poor, lonely, and suffering and heals others through us. (Gr. 5) •Examine ways of working for a more just and fair world. (Gr. 5) •Realize God's healing and nourishment through the sacraments. (Gr. 5) •Demonstrate how our God is a God of freedom. (Gr. 6) •Examine the prophets regarding the mysteries of life: suffering, injustice, death. (Gr. 6) •Recognize the way to the reign of God through justice and peace. (Gr. 6)
Sample Assessment Tasks:	<p>In small groups, students role-play a story from Scripture that demonstrates the evils of envy and greed.</p> <p>Students create a poster exhibiting their understanding of the beatitudes through pictures.</p> <p>Students explore various charitable and justice activities and discuss these activities as prayer in action.</p> <p>Students read about current events and discuss how God works through people to achieve a more just world.</p> <p>Students demonstrate in a creative way how God heals through the sacraments.</p> <p>Students view a contemporary music video or television program and use it to discuss how its value compares with Catholic social teachings.</p> <p>Students research Scriptural references from the prophets to suffering, injustice, and death.</p> <p>Students create appropriate endings to fictional stories describing issues of justice or peace.</p> <p>Students discuss ways to show respect and justice toward each other.</p> <p>Students explore nonviolence responses to frustration and needs.</p> <p>Students discuss types—causes, effects and alternatives—to war and other acts of violence.</p>

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<p>Achievement Standard 13: Engage in service to the community (e.g., family, parish, local, national, and global) in response to the Gospel call).</p>	
Rationale:	By virtue of baptism, Catholics are called to discipleship, which is manifest in loving service to others.
Assessment Categories:	<ul style="list-style-type: none"> •Demonstrate our love for God by helping those in need. (Gr. 4) •Illustrate how caring for others means considering their needs. (Gr. 4) •Recall that the corporal and spiritual works of mercy show our love for Jesus. (Gr. 4) •Explain that the Church teaches us to reach out to those who suffer, especially the poor and needy. (Gr. 5) •Recognize Jesus as the center of God's plan for the world. (Gr. 6)
Sample Assessment Tasks:	<p>Students plan and carry out service projects to help their families and neighbors.</p> <p>With their families, students volunteer at a local community agency that serves the poor and those treated unjustly (i.e., victims of violence, the homeless and addicted).</p> <p>Students make a banner for the parish or school identifying the corporal and spiritual works of mercy.</p> <p>Students research local and world figures and organizations that serve the poor locally and in third world countries.</p> <p>Students research Church documents (e.g., <i>The Catechism of the Catholic Church</i>) and Scripture for indications that Jesus is the center of God's plan for the world.</p> <p>Students identify key people in the church who have spoken out on behalf of justice (e.g., Dorothy Day, Martin Luther King, Jr., Dietrich Bonhoeffer, Maximillian Kolbe, St. Teresa Benedicta of the Cross)</p>

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Achievement Standard 14: Develop a moral conscience informed by Church teachings.	
Rationale:	The ten commandments, the beatitudes and Church teachings provide a sure guide for moral decision-making. God's grace guides one's decisions for healthy, holy living on the journey to salvation.
Assessment Categories:	<ul style="list-style-type: none"> •Demonstrate the virtues of faith, hope, and love. (Gr. 4) •Dramatize our God-given gifts of freedom and conscience. (Gr. 4) •Indicate that the Holy Spirit and Church teachings help us choose what is right. (Gr. 4,5,6) •Illustrate how the Ten Commandments teach us how to love God and others. (Gr. 4) •Recognize that sin is choosing to turn away from God, which harms our relationship with God, ourselves, and others. (Gr. 4) •Demonstrate the steps in making responsible moral decisions. (Gr. 5) •Illustrate how an informed conscience helps us know what is right and do what we believe is right. (Gr. 5) •Recognize our heritage of faith from those who have gone before us. (Gr. 6) •Describe how to live good lives as taught in the Scriptures. (Gr. 6) •Recognize that God sends prophets to call us to justice and mercy. (Gr. 6) •Demonstrate the call to be faithful to God's love. (Gr. 6)
Sample Assessment Tasks:	<p>Students role-play the difference between informed conscience and whim.</p> <p>Students brainstorm ways to demonstrate faith, hope, and love in their lives.</p> <p>Students read and act out the story of Adam and Eve.</p> <p>Students rewrite the Ten Commandments in their own language.</p> <p>Students list specific examples of sin and discuss the harm created by the sin.</p> <p>Students write and sign a pledge to take responsibility for their own actions at home, church, and school.</p> <p>Students watch the movie "Pinocchio" and discuss the role of conscience in our lives.</p> <p>Students interview their parents and grandparents to record lived examples of faith.</p> <p>Students read about prophets in the Old Testament.</p> <p>Students identify major elements of Catholic social teachings.</p> <p>Students interview a priest, brother, or sister, asking them to describe their "call."</p>

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Achievement Standard 15: Know and participate in the Catholic tradition of prayer.	
Rationale:	Prayer is essential to the relationship of the Christian to God and the community. Through God's initiative, our exposure to diverse expressions of prayer, including traditional Catholic forms of prayer, can open us to God's presence.
Assessment Categories:	<ul style="list-style-type: none"> •Indicate how Christians are called to forgive those who hurt them or bear wrongs and pray for everyone. (Gr. 4) •Recognize the corporal and spiritual works of mercy. (Gr. 4) •Identify psalms as prayers that Jesus liked to pray. (Gr. 5,6) •Pray daily as a way to talk to God, listen to God and to discover his will. (Gr. 5) •Recognize sacramental ritual prayers. (Gr. 5) •Construct spontaneous and meditation prayers. (Gr. 5) •Memorize liturgical responses. (Gr. 5) •Recite the Rosary with an awareness of the Joyful, Sorrowful, Glorious Mysteries. (Gr. 5) •Know how to pray the Stations of the Cross. (Gr. 5) •Affirm that worship belongs to God alone. (Gr. 6) •Recognize the eucharistic liturgy as the community's central act of worship. (Gr. 6) •Analyze the deepening awareness of the covenanted relationship with God that prayer provides. (Gr. 6) •Identify the elements of the Lord's Prayer. (Gr. 6) •Recognize Scriptural prayer. (Gr. 6)
Sample Assessment Tasks:	<p>Students demonstrate through a prayer service or role-play how Christians should forgive those who hurt us.</p> <p>Students use Scripture to list the corporal and spiritual works of mercy.</p> <p>Students read psalms and imagine which ones may have been favorites of Jesus.</p> <p>Students keep a daily prayer journal.</p> <p>Using the Sacramentary, students become familiar with the rite of Baptism including its movements, symbols and ritual prayers.</p> <p>Students plan and participate in a prayer service using spontaneous and meditative prayers.</p> <p>Students volunteer to help teach first graders liturgical prayers, the Rosary, or the Lord's Prayer.</p> <p>Students invite a priest, PLC, or liturgy coordinator to speak about liturgy as central to the life of the parish.</p> <p>Students visit house of a religious order for men or women.</p> <p>Students invite a priest, brother, or sister to speak on how they pray.</p>

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

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

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Achievement Standard 3: Illustrate basic understanding of Catholic dogma and doctrine in light of the creed.	
Rationale:	Doctrine and dogmas of the Catholic faith, as means of revelation, are essential foundations for life within the Catholic community.
Assessment Categories:	<ul style="list-style-type: none"> •Recall and explain the Nicene Creed. (CCC, #185-1050) •Describe the Paschal Mystery as Jesus' dying, rising, and sending of the Spirit to live forever with God's people. (CCC, #571-664) •Recognize Jesus' going into heaven on the Feast of the Ascension as a celebration of his priesthood. (CCC, #659-664) •Show how Mary is honored by Catholics as the Mother of God. (CCC, #963-972, 487-507)
Sample Assessment Tasks:	<p>Students list the dogmatic truths contained in the Nicene Creed.</p> <p>Students read scriptural accounts of the Paschal Mystery.</p> <p>Students compare and contrast the Gospel accounts of the Ascension in John and Luke/Acts.</p> <p>Students find scriptural accounts of the annunciation; discuss Mary's response; identify times when they have said "yes" in their lives; and discuss how this "yes" has affected the relationship with their family, parish, and community.</p>

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

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

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

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

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<p>Achievement Standard 8: Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</p>	
Rationale:	<p>Persons encounter Christ in the sacraments. The sacraments, most centrally the Eucharist, are the source and strength of the Catholic community and are essential to the life and mission of the Church and its members.</p>
Assessment Categories:	<ul style="list-style-type: none"> •Describe how the sacraments signify and make present God's grace. (CCC, #1113-1130) •Recognize and celebrate God's presence in the gathering and the body and blood of the Lord at the Eucharist. (CCC, #1088, 1322-1405) •Recognize the sacrament of penance/reconciliation as a celebration of God's forgiveness. (CCC, #1422-1484) •Compare and contrast the eucharistic celebration with the Last Supper. (CCC, #1337-1340) •Explain how the Eucharist is a sacrifice. (CCC, #1330, 1362-1372)
Sample Assessment Tasks:	<p>Students identify the purpose of each sacrament and the challenge each sacrament makes to those who receive them.</p> <p>Students prepare for and participate in a liturgy.</p> <p>Students prepare for and participate in a reconciliation service.</p> <p>Students celebrate a seder supper and discuss similarities between seder and Eucharist.</p>

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

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

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

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

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

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

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Achievement Standard 15: Know and participate in the Catholic tradition of prayer.	
Rationale:	Prayer is essential to the relationship of the Christian to God and the community. Through God's initiative, our exposure to diverse expressions of prayer, including traditional Catholic forms of prayer, can open us to God's presence.
Assessment Categories:	<ul style="list-style-type: none"> ▪ Examine our relationship with God through personal prayer. (CCC. #2559-2565, 2626-2643) ▪ Discuss the concept and need for openness and generous response to God's call in our lives. (CCC, #2653-2660) ▪ Identify how the Gospel affirms and challenges our thoughts and actions. (CCC, #2598-2619) ▪ Plan a prayer service with reconciliation as its theme. ▪ Write a spontaneous prayer. ▪ Compose a prayer for vocations. ▪ Define a specific Catholic devotion (See Appendix 2, p.188)
Sample Assessment Tasks:	<p>Students take turns leading prayer.</p> <p>Students invite a parishioner to discuss God's influence in their lives.</p> <p>Students memorize the corporal works of mercy.</p> <p>Students prepare for and participate in a reconciliation service.</p> <p>Students write a prayer about or for someone.</p> <p>Students prepare and participate in school liturgies and identify the various forms of prayer found there.</p> <p>Students discuss different vocations, choose one, and compose a prayer for that vocation.</p> <p>Students tour religious houses and spend time in prayer.</p> <p>Students interview a priest, brother, or sister about their prayer life.</p>

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Achievement Standard 1: Present an understanding of the human need for God based on revelation and faith.	
Rationale:	For faith to be living, conscious, and active, it is important for students to understand the human desire for God.
Assessment Categories:	<ul style="list-style-type: none"> •Recognize that God's creative love is reflected in our human need for truth and happiness. (CCC, #27-38) •Analyze human longings for ultimate fulfillment. (CCC, #27-35) •Examine how God's covenant with humanity was progressive and in stages. (CCC, #51; 54-64) •Recognize that Jesus is the fullness of God's revelation. (CCC, #51-53;65-67)
Sample Assessment Tasks:	<p>Students examine the lives of famous converts to the faith (e.g., St. Augustine, Dorothy Day, Thomas Merton, Cardinal Newman, Mother Seton).</p> <p>Students explore the Gospels for evidence of Jesus as the meaning and purpose in their lives.</p> <p>Students can define atheism, monotheism, polytheism, and agnosticism.</p> <p>Students locate scriptural references of God's creative love and show how they apply specifically in their lives e.g., love, joy, pain, grief, happiness, sorrow.</p> <p>Students write an essay on the meaning of faith and describe a person they have faith in and how this influenced their behavior.</p> <p>Students explain the meaning of <i>covenant</i> as found in both Old and New Testaments and give a practical illustration of this in their lives.</p> <p>Students read the stories of Abraham, Noah, Moses, and Christ then illustrate their understanding of God's covenant with humanity in a creative way.</p> <p>Students interview a married couple to understand their marriage as covenant and commitment.</p> <p>Students interview a priest, or a religious sister or brother to understand religious vocation as covenant and commitment.</p> <p>Students associate the extent to which they will remain faithful to their future spouse or religious community for life.</p>

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Achievement Standard 2: Read, understand, interpret, and apply Scripture to life.	
Rationale:	Scripture, as a means of revelation, enables Catholics to discover truth about God, the world and themselves. As the Church reflects upon Scripture, faith is strengthened, the soul is nourished and a pure and lasting font of spiritual life is found.
Assessment Categories:	<ul style="list-style-type: none"> •Define revelation as the sharing of God's existence and identify through human experiences. (CCC, #50-53; 84-90; 109-110) •Identify the Bible as the story of God's revelation to people as well as the Church's role in the transmission of divine revelation. (CCC, #74-87; 131-133) •Demonstrate and understand various methods of biblical interpretation. (CCC, #109-119; 128-130) •Apply ideas of Scripture to daily life. (CCC, #115-119)
Sample Assessment Tasks:	<p>Students use the lectionary for the proclamation of Scripture.</p> <p>Students create a prayer service incorporating scripture as found in the lectionary.</p> <p>Students compare and contrast behavior stated by the Ten Commandments and behavior in violation of the Ten Commandments.</p> <p>Students identify different literary types found in Scripture, e.g., Poetry/Sayings; Narrative/History.</p> <p>Students illustrate that Scripture teaches us about Jesus Christ and what following Jesus and living the Good News means.</p> <p>Students cite examples of the teachings of Jesus about God, prayer, peace, service, and moral life.</p> <p>Students locate Scripture passages that are the origins of the seven sacraments.</p> <p>Students retell a parable of Jesus using modern-day circumstances.</p> <p>Students trace the following themes in the Bible: salvation, healing, judgment, fidelity.</p> <p>In small groups, students find descriptions of images of God in Scripture, create a visual record, and share it with the class.</p> <p>Students contrast a literalist interpretation with a contextual interpretation of the creation story.</p>

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Achievement Standard 3: Illustrate basic understanding of Catholic dogma and doctrine in light of the creed.	
Rationale:	Doctrine and dogmas of the Catholic faith, as means of revelation, are essential foundations for life within the Catholic community.
Assessment Categories:	<ul style="list-style-type: none"> •Recall and explain the articles (teachings) of the . and the Nicene Creed. (CCC, #190-191; 167) •Identify the key doctrines and dogma of Catholic tradition. (CCC, #253-256) •Define dogma, doctrine, creed, Tradition, magisterium, and infallibility. (CCC, #14; 39-95; 80-95; 888-892; 2033) •Explain how the Apostles' Creed and the Nicene Creed have shaped our tradition. (CCC, #142-148) •Demonstrate how the Nicene Creed is an essential for Christian living. (CCC, #142-184) •Describe the interrelationship between personal faith (I believe) and ecclesial faith. (We believe) (CCC, #142-143; 166-169)
Sample Assessment Tasks:	<p>Compare and contrast the Nicene Creed and Apostles' Creed noting the implications for Catholic beliefs and principles.</p> <p>Using the <i>Catechism of the Catholic Church</i> and or the <i>Catholic Encyclopedia</i>, find definitions of doctrine, dogma, creed, magisterium, Tradition and infallibility.</p> <p>Research three moments in history when belief in Jesus' human and divine nature was controversial (e.g., Arian heresy or monophysitism).</p> <p>Students list the dogmatic beliefs in the Nicene Creed and Apostles' Creed.</p> <p>Students write a personal creed about their beliefs in God and the Church.</p> <p>Students research such groups as Unitarians, Jehovah's Witnesses, Seventh Day Adventists, and Mormons regarding their beliefs about Jesus.</p>

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Achievement Standard 4: Recognize the Trinity as God.	
Rationale:	Trinity is the central mystery of the Christian faith.
Assessment Categories:	<ul style="list-style-type: none"> •Illustrate the understanding of Trinity as distinct persons of Father, Son, and Holy Spirit. (CCC, #232-237; 241, 244, 246, 261-267) •Summarize the historical development of the doctrine of the Trinity. (CCC, #232-260) •Identify the titles of Jesus. (CCC, #430-451) •Defend the Catholic understanding of the necessity of the mystery of the Incarnation. (CCC, #456-463) •Explain the Paschal Mystery in relation to our understanding of redemption. (CCC, #571-682) •Define the titles, symbols, and missions of the Holy Spirit. (CCC, #691-701; 731-747) •Identify the meaning of the term <i>Mystery of Faith</i> in the Catholic Tradition. (CCC, #142-184)
Sample Assessment Tasks:	<p>Students identify ways that God is present to them as Father, Son, and Holy Spirit.</p> <p>Compare and contrast the Passover narrative from Exodus with the Crucifixion and Last Supper narrative as recorded in the Gospels.</p> <p>Identify aspects of the Paschal Mystery in our daily lives and throughout the Church.</p> <p>What does <i>inspiration</i> mean in our daily lives and throughout the Church.</p> <p>Define and give examples of your understanding of the word <i>inspiration</i>.</p> <p>Students use various art forms to demonstrate images and symbols of the Trinity.</p> <p>Students identify the presence of the Trinity in the sacraments, creed, Christian life, and prayer.</p> <p>Students write a short essay on which person of the Trinity to whom they pray.</p>

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Achievement Standard 5: Illustrate a basic understanding of Church.	
Rationale:	Our understanding of God and our identity as Church develops through history. The Church, the Body of Christ, is the sacrament of salvation.
Assessment Categories:	<ul style="list-style-type: none"> •Explain the names, images and symbols used for Church (CCC, #748-757; 781-801) •Recognize that the Church is the vehicle through which God's plan is revealed for all humanity. (CCC, #758-769) •Define the Church as the universal sacrament of salvation for humanity. (CCC, #774-776) •Name and describe the four marks of the Church. (CCC, #813-865) •Defend the Catholic belief of Mary as Mother of God and Mother of the Church. (CCC, #484-507; 963-975) •Explain the relationship of the Roman Catholic Church to other Christian Churches and other faiths. (CCC, #820-822)
Sample Assessment Tasks:	<p>Students list and define the images of the Church, found in the Catechism of the Catholic Church, noting the scriptural origin of each.</p> <p>Define the four marks of the Church and identify the varying degrees of the marks found in other Christian churches.</p> <p>Identify similarities, beliefs, practices, and traditions between the Roman Catholic Church and non Christian religions (i.e. Judaism, Hinduism, Buddhism, Jainism, and Islam).</p> <p>Discuss the multiple rites of the Church and the relationship of Catholicism and Orthodox tradition.</p> <p>Students write a letter to protestant brothers and sisters and defend titles of Mary as Mother of God and Mother of the Church and explain Catholic devotions to Mary.</p> <p>Students identify Old Testament (prophetic Hebrew Scriptures) for reference to the Church, the Body of Christ.</p> <p>Students search through the New Testament (Christian Scriptures) for references to the Church, the Body of Christ.</p> <p>Students choose an issue of faith and write a report outlining its historical development.</p> <p>Students distinguish between articles of Faith and pious practices, (i.e. real presence in the Eucharist vs. First Friday devotions).</p>

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<p>Achievement Standard 6: Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context for sharing faith within and beyond the itself.</p>	
<p>Rationale:</p>	<p>A relationship with God is not merely a private affair. It is meant to be shared. Along with Scripture, prayer and good teaching, a dynamic faith community is essential to the spiritual formation of its members and to supporting and challenging them in becoming active disciples.</p>
<p>Assessment Categories:</p>	<ul style="list-style-type: none"> •Define the concept of "Christian Faithful". (CCC, #897-913) •Explain the role of hierarchy in the life of the Church. (CCC, #874-896) •Identify the belief in the Communion of Saints. (CCC, #828; 946-959; 1003;1009; 1474-1477) •Explain the Christian involvement in the life, mission, and work of the Church, family and community as a means of fulfillment of God's plan of salvation. (CCC, #51; 2201-2206; 2232-2233; 1877-1889; 1939-1948) •Explore the meaning of death for the Christian believer. (CCC, #1005-1019) •Define the Eucharist as the most visible expression of Church as community (CCC, #1322, 1396) •Relate that the Church is a community of God's people called to continual reform and renewal. (CCC, #670; 820-821, 827;1428)
<p>Sample Assessment Tasks:</p>	<p>Make a chart listing the hierarchy, laity and consecrated life of the Roman Catholic Church and their functions.</p> <p>Students research and present the vignette of the life of a saint.</p> <p>Students write an essay on a deceased relative and how they still experience a connection with that person.</p> <p>Compare the Catholic and two other religious interpretations of the concept of death and after-life; clearly noting our Catholic belief.</p> <p>During a prayer service, students put together puzzle pieces to form a Church shape. Each puzzle piece contains the name of the student and gift he/she has which will build Church.</p> <p>Illustrate an understanding of "community" by having students indicate the various communities of which they are a member i.e. family, friends, school and church.</p> <p>Students interview a priest, brother or sister about their relationship with God.</p> <p>Students discuss the importance of Christian community as a support system to help strengthen their convictions and commitment to God, themselves and others.</p>

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Achievement Standard 7: Exercise responsible stewardship for the gift of creation.	
Rationale:	Creation is a gift from God for all generations. It is a Catholic's responsibility to interact with the gift of creation wisely, share its fruits equitably, and to preserve the gift for the future.
Assessment Categories:	<ul style="list-style-type: none"> •Examine the Catholic understanding of the hierarchy of creatures and the interdependence of creation. (CCC, #325-349) •Explore various concept of the expression of "God creator" and the Catholic understanding of the origins of humanity. (CCC, #279-314) •Define the Christian understanding of "Sabbath". (CCC, #345-349) •Define the Catholic understanding of human work. (CCC, #2426-2436) •Teach the Christian responsibility to share, time, talent and treasure. (CCC, #1351)
Sample Assessment Tasks:	<p>Record the events of this past Sunday, compare the contrast them with the Christian interpretation of keeping holy the Lord's Day.</p> <p>Students describe their contribution of time, talent and treasure.</p> <p>Students debate the rights and responsibilities inherent in ownership i.e. right of ownership Vs selfishness.</p> <p>Students write a poem or song illustrating the interdependence on God's creation.</p> <p>Students develop a documentary to promote responsible stewardship.</p> <p>Students organize a school-wide recycling program.</p> <p>Students host a "model" World Congress on the environment.</p> <p>Students explore medical, ethical issues in current news media i.e. genetic engineering, health insurance, right to treatment, and death with dignity.</p> <p>Students compare and contrast stewardship Vs consumerism.</p>

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Achievement Standard 8: Demonstrate the importance of sacraments, with an emphasis on the centrality the Eucharist, in the life of Catholics.	
Rationale:	Persons encounter Christ in the sacraments. The sacraments, most centrally the Eucharist, are the source and strength of the Catholic community and are essential to the life and mission of the Church and its members.
Assessment Categories:	<ul style="list-style-type: none"> •Define liturgy and its importance in the life of the Catholic Church and the individual Catholic. (CCC, #1066-1109) •Define the term "<i>sacrament</i>" and explain how the sacraments are "instituted" by Christ. (CCC, #1113-1130) •Explore how sacraments always involve symbols--both word and matter--in their celebration (CCC, #1145-1162) •Identify the liturgical seasons of the year. (CCC, #1163-1173) •Describe the sacraments of initiation as foundational to Christian life; include name of sacraments, essential signs, effects, biblical basis and history of sacraments. (CCC, #1210-1274) •List the elements of the liturgical celebration of the Eucharist. (CCC, #1345-1355) •Note how the liturgical celebration of the Eucharist is thanksgiving, memorial, and Eucharistic presence of Christ. (CCC, #1356-1381) •Describe the sacraments of healing as a renewal in the Christian life: include names and essential signs of the sacraments, history, of the sacraments, effects, and biblical basis for each. (CCC, #1533-1658) •Describe the sacraments at the service of communion toward the salvation of others: include the names and essential signs of the sacraments, history of the sacraments, effects, and biblical basis for each. (CCC, #1533-1658)
Sample Assessment Tasks:	<p>Make a calendar indicating seasons, and the colors and meaning associated with each.</p> <p>In an oral presentation define "<i>sacrament</i>", how instituted by Christ and why important to Catholic belief and life.</p> <p>Form 7 groups; each group takes responsibility for the name of sacrament, essential signs, biblical basis and history of sacrament.</p> <p>Outline and explain the content of the basic parts of the Mass.</p> <p>In an essay, compare the understanding of Eucharist in another Christian tradition with the Catholic understanding of Eucharist.</p> <p>Students invite an adult, or person close in age to them who has experienced the journey of RCIA to share their conversion and details of their baptism, confirmation and First Eucharist.</p> <p>Students interview a priest/deacon on the symbolism, meaning and challenges in their ordination.</p> <p>Students volunteer to baby-sit or provide some other service for parents in RCIA or other sacramental preparation programs.</p>

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Achievement Standard 9: Examine the variety of Christian vocations as ways to respond to the baptismal call.	
Rationale:	Through their baptism, God, calls all Christians to a <i>discipleship</i> that continues the mission of Jesus.
Assessment Categories:	<ul style="list-style-type: none"> •Describe how the sacraments of initiation give one a share in the priestly, prophetic and kingly office. (CCC, #901- 913) •Specify how lay people share in the common priesthood of all believers. (CCC, #1268; 1141; 1120) •Describe the role of the laity, hierarchy, those in consecrated life in the Christian Faithful (CCC, #871-933) •Describe the term "<i>vocation</i>" and identify vocation as a call from God – not just a choice. (CCC, #1;3;873;931;1700) •Describe the difference between the priesthood of the believers and the ministerial priesthood. (CCC, #1547) •Describe baptism as source of Christian experience of a call from God. (CCC, #1213ff)
Sample Assessment Tasks:	<p>Students invite a panel of each: single man, single woman, priest, brother, sister, deacon, married person or couple. Have a list of pertinent questions regarding their response to their call from God their response to this call; and how they live out their vocation.</p> <p>Students write as essay describing a person they have met from each of the four vocations (single, married, religious, ordained).</p> <p>Students research the laws of the Church for single, married, vowed religious and ordained vocations.</p> <p>Students explore volunteer opportunities or service projects that are compatible with the christian call to share in the mission of Jesus.</p> <p>Student describes how their vocation can or cannot be lived out in their occupation.</p> <p>Locate how one lives the Christian life amidst the many challenges of faith, presented by our world and society.</p> <p>Inquire about the contributions toward social justice by priests, brothers and sisters.</p>

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Achievement Standard 10: Acknowledge and affirm the dignity of the human person and community.	
Rationale:	Humanity, created in the image and likeness of God, is enriched through diverse cultural and individual expressions.
Assessment Categories:	<ul style="list-style-type: none"> •Observe and critique North American culture in light of Catholic values. •Demonstrate ways in which the Catholic experience of faith has been, is shaped by culture, and stands against culture. •Identify the varied cultures and contributions they make within the Church, including spirituality, traditions, popular world views and ethics. (CCC, #813-822; 830-38) •Acknowledge individuals who make/have made contributions to the Church. (CCC, #1716-1729; 2012-2016) •The reality of sin dictates the need for addressing the thing divides us from God. (CCC, #1730-1892) •Explain the Catholic understanding of justification, grace and merit. (CCC, #1987-2011) •Our justification comes from the grace of God. (CCC, #1996-2011)
Sample Assessment Tasks:	<p>Students become aware of the Church's teaching regarding human dignity and community by consulting various Church documents (i.e., council documents, papal encyclopedias, and bishops pastoral statements).</p> <p>Students study some of the problems and needs of the mentally retarded and physically handicapped so as to understand our Christian response and become involved in their lives and the gifts they offer to us.</p> <p>Students understand some of the facts about abortion, child abuse, euthanasia, living wills and recognize and respect and value Christians must give to human life.</p> <p>Students design a multi-media presentation of music, media and cultural influences on the ethics of human relationships.</p> <p>List and define the <i>human and theological virtues</i> and the role they play in character formation and interpersonal relations.</p> <p>Define <i>sin</i> and differentiate between the various kinds of sin.</p> <p>Define <i>grace</i> and indicate its effects.</p> <p>Students celebrate various cultures during holy days and holidays in the classroom or with their families.</p> <p>Students collect newspapers and magazine articles that reflect modern cultures, then compare and contrast them with Catholic values and morality.</p>

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Achievement Standard 11: Apply Catholic principles to interpersonal relations.	
Rationale:	The Gospel call to love one's neighbor is the foundation of Catholic Christian moral activity.
Assessment Categories:	<ul style="list-style-type: none"> •Identify and apply Catholic principles to our understanding of interpersonal relationships. (CCC, #357; 362; 1700; 1879;2284-2298) •Recognize the relationships between love of God, love of self, and love of others. (CCC, #850;1822; 2658; 2667; 2055; 2667; 2069) •Explain the role of parents and family in interpersonal relations. (CCC, #2196-2257) •Articulate the Catholic understanding of human sexuality. (CCC, #2331-2390) •Define the human responsibility to bear witness to the truth. (CCC, #2464-2492)
Sample Assessment Tasks:	<p>Identify various forms of prejudice in interpersonal relations based on sexual orientation, gender, race, ethnic background, economic status and age.</p> <p>Outline a personal plan of action for overcoming one of these prejudices based on the teachings of Church, Scripture, and positive role models.</p> <p>Students create a contemporary writing on...Woman at the well, Mary Magdalene, Peter's Betrayal, the Prodigal Son, the Woman taken in adultery, the Good Samaritan indicating the power of forgiveness in human relationships.</p> <p>List the Ten Commandments and their relationship to the Beatitudes.</p> <p>Select one of the Beatitudes and write an essay using first person to show how that Beatitude is counter-cultural to our every day experience of interpersonal relations.</p> <p>Students listen to Top Ten Songs, evaluate their message of morality, and note the virtues that are present or lacking.</p>

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Achievement Standard 12: Know, critique and apply social justice principles to personal and societal situations.	
Rationale:	Catholic morality has to do with the public arena as well as personal life. Catholics are called to discern discrepancies, where they exist, between social realities and Gospel values, and to develop strategies to make Gospel values operative.
Assessment Categories:	<ul style="list-style-type: none"> •Describe the communal character of the human being. (CCC, #1878-1885) •Define the Catholic understanding of authority, the common good and the role they play in the life of the human being. (CCC, #2419-2442) •Explain the understanding of stewardship and the ownership of goods. (CCC, #2401-2449; 2535-2547)
Sample Assessment Tasks:	<p>Explain the distinction between civil legality and Catholic morality.</p> <p>Develop a case study of a social issue which is legal in the U.S. but immoral in the eyes of Church teachings (i.e. abortion, euthanasia, and death penalty).</p> <p>Students research Church teachings on the following: economy, war and peace, domestic violence, discrimination...for the purpose of class discussion, debate, report writing.</p> <p>Students are helped to form Christian attitudes through discussion, role playing and/or simulation regarding sexism, racism, ageism, nationalism and stereotyping, noting some of the prophets of our day such as John Paul II, Mother Teresa, Dorothy Day, Joseph Cardinal Bernadin, Oscar Romero, Martin Luther King, Jr.</p> <p>Study private property; study common good...in the light of this design a parable illustrating the Church's teachings on private property and common good.</p> <p>Students interview a client or supervisor in institutions such as a nursing home, hospital, home for mentally retarded. What justice issues do you see yourself handling?</p> <p>Review the voting records of candidates on state and federal level and indicate whether or not their record favors Catholic social teaching.</p> <p>Students study different religious groups' contributions to social justice.</p>

HIGH SCHOOL Religion Curriculum

Achievement Standard 13: Engage in service to the community (e.g., family, parish, local, national and global) in response to the Gospel call.	
Rationale:	By virtue of baptism, Catholics are called to discipleship which is manifest in loving service to others.
Assessment Categories:	<ul style="list-style-type: none"> •Explain the responsibility of people to participate in society. (CCC, #1913-1917) •Describe the responsibilities of civil authority and citizens. (CCC, #2234-2243) •Articulate that service is an essential element of discipleship. (CCC, #1905-1917, 1939-1942)
Sample Assessment Tasks:	<p>Students design a prayer service that aligns with a specific service ministry i.e. Thanksgiving food drive, visiting the sick.</p> <p>Students go the St. Vincent DePaul Society for a morning of labor and process that experience upon their return.</p> <p>Students invite a speaker to share service experience emphasizing the connection of service with their baptismal call.</p> <p>Students write petitions for the Liturgy.</p> <p>In an essay, evaluate how Federal, State and Local Governments provide for the common good based on the needs of all people: relate this to Catholic Social Teaching.</p> <p>Name both the spiritual and corporal works of mercy and cite precise examples of practices in their lives.</p> <p>Students research and discuss various religious communities and agencies' contributions of service to the community.</p>

HIGH SCHOOL Religion Curriculum

Achievement Standard 14: Develop a moral conscience informed by Church teachings.	
Rationale:	The ten commandments, the beatitudes and Church teachings provide a sure guide for moral decision-making. God's grace guides one's decisions for healthy, holy living on the journey to salvation.
Assessment Categories:	<ul style="list-style-type: none"> •Define the Catholic understanding of the morality of human actions. (CCC, #1749-1775; 1928-1938) •Describe the Catholic understanding of the natural law. (CCC, #1776-1794) •Explain the position of the Church on the Sources of morality and the morality of human acts. (CCC, #1749-1775) •Define sin and differentiate between the various kinds of sin. (CCC, #1846-1869) •Explain the Catholic understanding of justification, grace and merit. (CCC, #1987-2011) •Describe the role of the magisterium of the Church in the moral life of individuals. (CCC, #2032-2040)
Sample Assessment Tasks:	<p>Students write a personal examination of conscience.</p> <p>Students recognize that the development of an informed adult conscience is based on Catholic Christian moral principals with emphasis on taking responsibility for one's moral values, actions, and lifestyles.</p> <p>Students review the importance of the Sacrament of penance/reconciliation.</p> <p>Cite examples of how an individual sin affects the common good and therefore the sinner is in need of the sacrament of penance and reconciliation which always has a communal dimension.</p> <p>Define original sin, mortal, venial and social sin and sins of omission and commission.</p> <p>Students demonstrate knowledge of the Ten Commandments with reference to their practice in life.</p> <p>Direct the students to cite CCC, #2003; 2004; and 2005, in the <i>Catechism of the Catholic Church</i> and to find the parallel Scripture references.</p> <p>Cite the Scripture passage where Jesus entrusts the keys of the Kingdom to Peter with the words, "I will give you keys of the kingdom of heaven and whatever you bind on earth shall be bound in heaven, and whatever you loose on earth shall be loosed in heaven" (Mt.16:19) for the purpose of understanding how this reflects the magisterium of the Church.</p>

HIGH SCHOOL Religion Curriculum

Achievement Standard 15: Know and participate in the Catholic tradition of prayer.	
Rationale:	Prayer is essential to the relationship of the Christian to God and the community. Through God's initiative, our exposure to diverse expressions of prayer, including traditional Catholic forms of prayer, can open us to God's presence.
Assessment Categories:	<ul style="list-style-type: none"> •Explain how Catholics use the Psalms as content of prayer. (CCC, #2585-2589) •Describe the forms of prayer. (CCC, #2626-2643)
Sample Assessment Tasks:	<p>Students compose a list and review/study various prayers used in the Catholic tradition. Include such prayer experiences as Benediction, Litanies, Rosary, Stations of the Cross. Provide opportunities for students to share in the preparation and attendance at Benediction and or Station of the Cross.</p> <p>Students examine the Liturgy of the Hours (Divine Office) highlighting its basic format.</p> <p>Students plan and/or attend a retreat.</p> <p>Students use a Scripture passage as a source of prayer.</p> <p>Students keep a prayer journal.</p> <p>Students take the responsibility for beginning and ending each class session with a prayer.</p> <p>Students prepare and participate in school liturgies and identify the various forms of prayer found there.</p> <p>Students should know: the Our Father, Hail Mary, Glory Be..., Act of Contrition, Apostles Creed, Acts of Faith, Hope and Charity.</p> <p>Students define the seven petitions of the Lord's Prayer and describe how this prayer is central in the life of the Church (CCC, #2759-2865).</p>

APPENDICES

This Millennium Edition of the archdiocesan curriculum has added the following appendices to further enhance the implementation of this curriculum. All have been printed on white paper so that they can be easily copied and shared as needed for anyone who wants to partner in the forming our children in the faith. Permission is granted to parishes and schools in the Archdiocese of Indianapolis (or to those archdioceses or dioceses who have officially adopted the curriculum by formal agreement) to copy any and all of these appendices as needed.

Archdiocese of Indianapolis Curriculum 2000 – Appendix #1

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

Note: Be Sure to Adjust Schedule for Individual Children, Catechist, Parish and Family Customs

1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th - 8th Grades	9^h -12th Grades
Sign of the Cross	Sign of the Cross	Sign of the Cross The Lord's Prayer Hail Mary	Sign of the Cross Praise Prayer Fruits of the Spirit	Sign of the Cross Praise Prayer Glory Prayer The Lord's Prayer	Sign of the Cross Praise Prayer Glory Prayer The Lord's Prayer Hail Mary	Sign of the Cross Praise Prayer Glory Prayer The Lord's Prayer Hail Mary	Sign of the Cross Praise Prayer Glory Prayer The Lord's Prayer Hail Mary
Hail Mary	Reconciliation Praise Prayer	The Apostles' Creed	Great Commandment The Lord's Prayer	Sacraments Act of Contrition Hail Mary	Act of Contrition Corporal Works of Mercy Holy Days of Obligation	Act of Contrition Corporal Works of Mercy Holy Days of Obligation	Act of Contrition Corporal Works of Mercy Holy Days of Obligation
The Lord's Prayer	Act of Contrition	Sacraments	Beatitudes	Sacraments Apostles' Creed	Apostles' Creed Parts of the Mass	New Commandment Apostles' Creed Parts of the Mass Seven Sacraments	New Commandment Apostles' Creed Parts of the Mass Seven Sacraments
Glory Prayer	Glory Prayer	Great Commandment	Ten Commandments	Sacraments Order of the Mass	Great Commandment	Ten Commandments Corporal Works of Mercy Great Commandment	Ten Commandments Corporal Works of Mercy Great Commandment
Meal Prayers	Hail Mary	Ten Commandments	Apostles' Creed Hail Mary	Seven Sacraments Spiritual Works of Mercy	Sacraments Spiritual Works of Mercy	Sacraments Precepts of the Church	Sacraments Precepts of the Church
	Meal Prayers	Corporal Works of Mercy	Sac. of Reconciliation Act of Contrition	Sacraments Ten Commandments	Corporal Works of Mercy	Spiritual Works of Mercy Gifts of the Spirit	Spiritual Works of Mercy Gifts of the Spirit
	Liturgy of the Word		Sac. of Eucharist	Sacraments Fruits of the Spirit	Ten Commandments	Fruits of the Spirit	Fruits of the Spirit
	Liturgy of Eucharist The Lord's Prayer		Spiritual Works of Mercy	Sacraments Prayer to Holy Spirit	Fruits of the Spirit	Beatitudes Days of Fasting and Abstinence. Stations of the Cross Theological and Cardinal Virtues	Beatitudes Days of Fasting and Abstinence. Nicene Creed Stations of the Cross Theological and Cardinal Virtues

Archdiocese of Indianapolis Curriculum 2000 – Appendix #1

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

ADDITIONAL PRAYERS AND PRACTICES TO BE ENCOURAGED

1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th - 8th Grades	9th -12th Grades
Spontaneous Prayer Morning Prayer Evening Prayer Meal Prayer	Spontaneous Prayer Morning Prayer Evening Prayer Mass Responses Instruction in use of Litanies Rosary Ten Commandments	Spontaneous Prayer Morning Prayer Evening Prayer Mass Responses Instruction in use of Litanies Rosary	Spontaneous Prayer Morning Prayer Evening Prayer Mass Responses Instruction in use of Litanies Rosary	Spontaneous Prayer Morning Prayer Evening Prayer Mass Responses Use of Litanies Rosary/Mysteries Act of Faith Act of Love Act of Hope Stations of the Cross Holy Days	Spontaneous Prayer Morning Prayer Evening Prayer Mass Responses Use of Litanies Rosary/Mysteries Act of Faith Act of Hope Act of Love Stations of the Cross Holy Days Canticle of Zechariah	Spontaneous Prayer Morning Prayer Evening Prayer Mass Responses Use of Litanies Rosary/Mysteries Act of Faith Act of Hope Act of Love Stations of the Cross Stations of the Cross Prayer to the Holy Spirit Peace Prayer Angelus Canticle of Zechariah Canticle of Mary	Spontaneous Prayer Morning Prayer Evening Prayer Mass Responses Use of Litanies Rosary/Mysteries Act of Faith Act of Hope Act of Love Stations of the Cross Prayer to the Holy Spirit Peace Prayer Angelus Canticle of Zechariah Canticle of Mary Canticle of Simeon

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“KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS”

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

“Authentic evangelization flows from prayer. And so that’s where we begin”
Archbishop Buechlein, December 2000,
The Criterion.

Introduction

The following practices and prayers have been collected by the members of the religion curriculum writing committee from sources that are considered in the public domain. The Scripture quotations contained herein are adapted from the *Revised Standard Version of the Bible*, Copyright 1946, 1952, 1971, and the *New Revised Standard Version of the Bible*, Copyright 1989, by the Division of Christian Education of the National Council of the Churches of Christ in the United States of America, and are used by permission. All rights reserved.

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

Index: I. Biblical Texts

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

Index: II: Devotional Practices

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

INDEX: III. Liturgical Practices

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

INDEX IV: Moral Practices

1. Cardinal Virtues
2. Corporal Works of Mercy
3. Precepts of the Church
4. Spiritual Works of Mercy
5. Theological Virtues

INDEX V: Prayers

(See section itself for 24 prayers included)

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“KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS”

I. Biblical Texts

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

1. Blessed are the poor in spirit, for theirs is the kingdom of heaven.
2. Blessed are those who mourn, for they will be comforted.
3. Blessed are the meek, for they will inherit the earth.
4. Blessed are those who hunger and thirst for righteousness, for they will be filled.
5. Blessed are the merciful, for they will receive mercy.
6. Blessed are the pure in heart, for they will see God.
7. Blessed are the peacemakers, for they will be called children of God.
8. Blessed are those who are persecuted for righteousness sake, for theirs is the kingdom of heaven.

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

Blessed be the Lord God of Israel,
for he has looked favorably on his
people and redeemed them.
He has raised up
a mighty savior for us
in the house of his servant David,
as he spoke through the mouth of
his holy prophets from of old,
that we would be saved from our
enemies
and from the hand of all who hate us.
Thus he has shown the mercy
promised to our ancestors,
and has remembered
his holy covenant,
the oath that he swore to our
ancestor Abraham,
to grant us
that we, being rescued from the
hands of our enemies,
might serve him without fear,
in holiness and righteousness
before him all our days.
And you, child, will be called the
prophet of the Most High;
for you will go before the Lord
to prepare his ways,
to give knowledge of salvation
to his people
by the forgiveness of their sins.
By the tender mercy of our God,
the dawn from on high
will break upon us,
to give light to those
who sit in darkness
and in the shadow of death,
to guide our feet
into the way of peace.

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“KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS”

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

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

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

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

5. The Ten Commandments (Exodus 20:1-17; Deuteronomy. 5:6-22; also known as the Decalogue), [2055-56ff]

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

6. Fruits of the Spirit (derived from Vulgate translation of Galations 5:22-23) [1832]

a) Traditional wording

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

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“KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS”

b) Alternate Wording for Fruits of the Spirit (from New Revised Standard Version)

Love
Joy
Peace
Patience
Kindness
Goodness
Faithfulness
Gentleness
Self-control
Modesty
Continenence
Chastity

7. **Gifts of the Spirit** (derived from Isaiah 11:1-3) [CCC, #1830]

a) Traditional wording:

Wisdom
Understanding
Counsel
Fortitude
Knowledge
Piety
Fear of the Lord

b) Alternate Wording for Gifts of the Spirit

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

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

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

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

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

10. **Psalm 23**

The LORD is my shepherd,
I shall not want.
He makes me lie down
in green pastures;
he leads me beside still waters;
he restores my soul.
He leads me in right paths
for his name's sake.
Even though I walk
through the darkest valley,^d
I fear no evil;
for you are with me;
your rod and your staff--
they comfort me.
You prepare a table before me
in the presence of my enemies;
you anoint my head with oil;
my cup overflows.
Surely goodness and mercy
shall follow me
all the days of my life,
and I shall dwell in the house
of the LORD
my whole life long.^g

11. **Psalm 63**

(a traditional part of Morning Prayer or Lauds)
O God, you are my God, I seek you,
my soul thirsts for you;
my flesh faints for you,
as in a dry and weary land
where there is no water.

So I have looked upon you
in the sanctuary,
beholding your power and glory.

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“KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS”

Psalm 63 continued...

Because your steadfast love
is better than life,
my lips will praise you.

So I will bless you as long as I live;
I will lift up my hands and call on your name.
My soul is satisfied as with a rich feast,
and my mouth praises you with joyful lips
when I think of you on my bed,
and meditate on you
in the watches of the night;
for you have been my help,
and in the shadow of your wings
I sing for joy.
My soul clings to you;
your right hand upholds me.
But those who seek to destroy my life
shall go down into the depths
of the earth;
they shall be given over
to the power of the sword,
they shall be prey for jackals.
But the king shall rejoice in God;
all who swear by him shall exult,
for the mouths of liars will be stopped.

12. Psalm 141

(a traditional part of Evening Prayer or
Vespers)

I call upon you, O LORD;
come quickly to me;
give ear to my voice
when I call to you.
Let my prayer be counted
as incense before you,
and the lifting up of my hands
as an evening sacrifice.
Set a guard over my mouth,
O LORD;
keep watch over the door of my lips.
Do not turn my heart to any evil,
to busy myself with wicked deeds
in company with those

who work iniquity;
do not let me eat of their delicacies.
Let the righteous strike me;
let the faithful correct me.
Never let the oil of the wicked
anoint my head,
for my prayer is continually
against their wicked deeds.
When they are given over to those
who shall condemn them,
then they shall learn
that my words were pleasant.
like a rock that one breaks apart
and shatters on the land,
so shall their bones be strewn
at the mouth of Sheol.^c
But my eyes are turned toward you, O
God, my Lord;
in you I seek refuge;
do not leave me defenseless.
Keep me from the trap
that they have laid for me,
and from the snares of evildoers.
Let the wicked
fall into their own nets,
while I alone escape.

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“KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS”

II. Devotional Practices

1.. Benediction- Rite of Eucharistic Exposition and Benediction

(Eucharistic Devotion)

CCC, #1378,1416

a) Traditional format

Exposition

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

- Incensation

Adoration

- Prayers
- Songs [such as "Come Adore, *Tantum Ergo*"] or reading (optional)
- Reverence the Monstrance or Ciborium
- Silence

Benediction-Incensation

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

Reposition

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

b) Alternate format of Benediction

Introductory Rite of Exposition and Benediction of the Holy Eucharist

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

Liturgy of the Word

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

Exposition/Benediction

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

Concluding Rite

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

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“KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS”

Days of Fasting (1434, 1438) and of Abstinence (2015, 1043)

- **Fasting** means limitations on food or drink. Until 1966, in the modern Church the regulations for days of fast allowed the taking of only one full daily meal, plus breakfast and a “collation” (light meal)
- **Abstaining (or abstinence)** means refraining from certain kinds of food or drink, typically meat. From the first century, the Friday of the crucifixion has been traditionally observed as a day of abstaining from flesh meat to honor Christ who sacrificed his flesh on a Friday.
 - a. Universal fasting (those 18–59 years old) and abstinence (those 14 years old and above) days are: Ash Wednesday and Good Friday.
 - b. All Fridays in Lent are days of abstinence only.

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

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

- e) Close the Rosary by praying Hail, Holy Queen.

Hail, holy Queen, mother of mercy, hail, our life, our sweetness, and our hope. To you do we cry, the children of Eve; to you we send up our sighs, mourning and weeping in this land of exile. Turn, then, most gracious advocate, your eyes of mercy toward us; lead us home at last and show us the blessed fruit of your womb, Jesus: Oh clement, Oh loving, Oh sweet Virgin Mary.

- **Mysteries of the Rosary**

Joyful Mysteries

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

Sorrowful Mysteries

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

Glorious Mysteries

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

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“KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS”

3. The Way of the Cross (also known as Stations of the Cross) [CCC, #2669]

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

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“KEY CATHOLIC BIBLICAL TEXTS, PRACTICES AND PRAYERS”

III. Liturgical Practices

1. Celebration of Sunday Mass (CCC, #1166-67; see also Holy Days of Obligation and order of Mass below)

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

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

2. Holy Days of Obligation (CCC, #2043, 180) - observed in the United States

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

1. Christmas, the Nativity of the Lord - December 25
2. Mary, Mother of God - January 1

3. Ascension
4. Assumption - August 15
5. All Saints - November 1
Immaculate Conception - December 8

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

3. Liturgy of the Hours (CCC, #1174-78; also called Roman Breviary, Divine Office)

a) The Church's full cycle of daily prayer, often opened with the *Venite Exsultemus* (Psalm 95). The fulfillment of the obligation to pray at stated times: in the morning, in the evening, and before retiring. Called the Divine Office (sacred duty), it was updated by Vatican II and published as The Liturgy of the Hours in 1971. The book used for its celebration was called the breviary. It is referred to as the *Opus Dei* (Latin: work of God) by the Benedictines.

b). The *Catechism of the Catholic Church* teaches (CCC, #1175) that the Liturgy of the Hours is intended to become the prayer of the whole people of God and encourages the common celebration of the principal hours, like vespers (evening prayer), in common on Sundays and solemn feasts. This prayer ministry is to include all the baptized, either with priests, among themselves, or even individually.

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c). The current order of the revised Liturgy of the Hours is:

First Hour:	Office of Readings (corresponding to ancient Matins)
Second Hour: (Lauds)	Morning Prayer
Third Hour: (Middle Hour)	Daytime Prayer
Fourth Hour: (Vespers)	Evening Prayer
Fifth Hour:	Night Prayer

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

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

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

a) **The Liturgical, or Church, Year** allows us to celebrate and experience the mystery of our redemption in Christ by recalling the great events of salvation history in the celebration of the liturgy.

b) **Advent Season** (CCC, #522-24; 840 and 1040) is the beginning of the liturgical year in the Western Church. The four week season focuses first on preparing us for Jesus' final coming as Lord and Judge at the end of time, and during, the last eight days, on preparing to recall on Christmas, his coming in history.

If Christmas is on a Sunday Advent is a full four weeks. If Christmas is on a Monday, Advent is at its shortest.

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

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

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

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

e) **The Triduum** or Great Three Days:

- begins with the evening Mass of the Lord's Supper on Holy Thursday
- continues through Good Friday celebration of the Lord's Passion on Good Friday,

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- culminates with the Easter Vigil,
- concludes with the Evening Prayer of Easter Sunday.

f) **The Easter Season** (CCC, #1217) begins with celebration of the Easter Vigil on Holy Saturday evening. It is the oldest Christian feast (“feast of feasts” or “Great Sunday”) which celebrates Christ’s resurrection. This season is the centerpiece of the Christian liturgical year. It is also known as “the Great Fifty Days” and refers to the period from Easter Sunday to Pentecost Sunday, a celebration of our participation in Christ’s resurrection. Its last week, Ascension through Pentecost, focuses on the promise of the presence and power of the Holy Spirit.

g) **Ordinary Time** is the name for the thirty-three or thirty-four weeks (depending upon Easter) in the Church year apart from the Advent/Christmas and Lent/Easter seasons. It is that part of the liturgical year when no particular aspect of the Christian mystery is celebrated.

h. Other Feast Days Honoring Christ and the Saints

- **Solemnities** celebrated events, beliefs, and persons of greatest importance and universal significant in salvation history. Their observance begins with evening prayer of the preceding day. Examples of such Solemnities celebrating the mystery of Jesus are March 25, the Annunciation, *Corpus Christi* (Feast of the Body and Blood of Christ) on the Sunday after Trinity Sunday (the Sunday after Pentecost), the Sacred Heart (Friday

after *Corpus Christi*), and the feast of Christ the King (last Sunday in ordinary time.). Examples of Solemnities honoring the sSaints include: Joseph, husband of Mary (March 19), Birth of John the Baptist (June 24) and Peter and Paul, Apostles (June 29).

- **Feasts** are of lesser significance and include such days as The Transfiguration (August 6), Triumph of the Cross (September 14) and Dedication of St. John Lateran, Basilica, the Mother Church of Roman Catholicism and the pope’s Cathedral (November 9) and Our Lady of Guadalupe (December 12).
- **Memorials** are of the least significance . An example is d include such days as the Presentation (November 21). Optional Memorials are important to a local country, Church, or religious community. An example of a memorials is: Our Lady of the Rosary (October 7).

5. Order of the Mass (Eucharist, the Lord’s Supper, Sacrifice of the Mass)

[#1332; cf 1088, 1382, 2192]

A.) Introductory Rites

Entrance (with Song)
Veneration of the Altar and Greeting
Penitential Rite or Rite of Blessing and Sprinkling with Holy Water
Glory to God (*Gloria* - except during Advent and Lent)
Opening Prayer

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B.) Liturgy of the Word

First Reading (usually from the Old Testament or the Acts of the Apostles)
Responsorial Psalm
Second Reading (not on weekdays unless a Feast(from New Testament Letters)
Gospel Acclamation (Alleluia, except during Lent)
Gospel Reading
Homily
Profession of Faith (Creed)
General Intercessions

C.) Liturgy of the Eucharist

Preparation of the Gifts (with music or song)
Eucharistic Prayer (with sung acclamations- Holy, Holy [*Sanctus*], Memorial Acclamation, Great Amen)

Distribution of Communion (with song)

D.) Concluding Rite

Greeting
Blessing
Recessional (with song)

6. Receiving Holy Communion (see also the Seven Sacraments, Eucharist) [CCC, #1382]

- a. To receive Holy Communion, you must be free from mortal sin. You must be sorry for any venial sin committed since your last confession. The penitential rite at the beginning of Mass is an opportunity to express your sorrow.

- b. To honor the Lord, we fast for one hour before receiving Holy Communion. Fasting means going without food and drink, except water and medicine.
- c. Catholics are required to receive Holy Communion at least once a year during Easter time. But it is important to receive Holy Communion often - if possible, at every Mass.
- d. Usually, Catholics are permitted to receive Holy Communion only once a day. There are some exceptions, such as attendance at a wedding or funeral liturgy.

7. Sacrament of Penance

(also Confession, Reconciliation, Conversion, Forgiveness) See also The Seven Sacraments, [CCC, #980,1422,1440]

A. Individual Rite of Reconciliation

- a. Welcome
- b. Reading from Scripture (optional)
- c. Confession of Sins
- d. Priest assigns a penance.
- e. Act of Contrition
- f. Absolution
- g. Closing Prayer

B. Communal Rite of Reconciliation

- a. Greeting
- b. Reading from Scripture
- c. Homily
- d. Examination of Conscience with Lit-any of Contrition and the Lord's Prayer
- e. Individual Confession, assigning of a penance and Absolution
- f. Closing Prayer

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8. **The Seven Sacraments** [CCC, #1210]
 1. Baptism [CCC, #977, 1213ff; 1275, 1278]
 2. Confirmation [CCC, #1285]
 3. Eucharist [CCC, #1322ff; 2177]
 4. Reconciliation [CCC, #1422; 1442-, 1468]
 5. Anointing of the Sick [CCC, #1499, 1520, 1527, 1526-32]
 6. Holy Orders [CCC, #1536]
 7. Marriage [Matrimony, CCC, #1601]

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IV. Moral Practices

1. **Cardinal Virtues** (Prudence, Justice, Fortitude and Temperance)
[CCC, #1805 &1834]

2. **Corporal Works of Mercy** (for the body)[CCC,#2447]

1. Feed the hungry.
2. Give drink to the thirsty.
3. Clothe the naked.
4. Shelter the homeless.
5. Visit the sick.
6. Visit the imprisoned.
7. Bury the dead.

3. **Precepts of the Church** (or Commandments of the Church) [CCC, #2041]

Some of the specific duties expected of Catholic Christians as minimal duties are:

1. Celebrate Christ's resurrection every Sunday and Holy Day of Obligation by taking part in Mass and avoiding unnecessary work.
2. Lead a sacramental life. Receive Holy Communion frequently and the sacrament of reconciliation or penance regularly. We must receive Holy Communion at least once a year at Lent-Easter time. If we have committed serious, or mortal, sin we must confess within a year and before receiving Holy Communion again.
3. Study Catholic teaching throughout one's life, especially in preparing for the sacraments.

4. Observe the marriage laws of the Catholic Church and give religious training to one's children.
5. Strengthen and support the Church: one's own parish; the diocese, the worldwide Church and the Holy Father.
6. Do penance, including not eating meat and fasting from food on certain days of fast and abstinence.
7. Join in the missionary spirit and work of the Church.

4. **Spiritual Works of Mercy** (for the spirit)[CCC, #2447]

1. Counsel the doubtful.
2. Instruct the ignorant.
3. Admonish the sinner.
4. Comfort the sorrowful.
5. Forgive injuries.
6. Bear wrongs patiently.
7. Pray for the living and the dead.

5. **Theological Virtues** (Faith, Hope and Charity (or Love); (CCC, #1813)

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V. Prayers

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

O God, we believe in all that Jesus has taught us about you. We place all our trust in You because of Your great love for us.
3. **Act of Hope**

O God, we never give up on Your love. We have hope and will work for Your kingdom to come and for a life that last forever with You in heaven.

4. **Act of Love**

O God, we love You above all things. Help us to love ourselves and one another as Jesus taught us to do. O my God, I love you above all things, because you are all good and worthy of all my love. I love my neighbor as myself for love of you. I forgive all who have injured me, and I ask pardon of all whom I have injured. Amen
5. **Angelus (The Angel)**

The angel spoke God's message to Mary, and she conceived of the Holy Spirit.
Hail, Mary...

"I am the lowly servant of the Lord: let it be done to me according to your word."
Hail, Mary...

And the Word became flesh, and lived among us.
Hail, Mary...

Pray for us, holy Mother of God, that we may become worthy of the promises of Christ.

Let us pray.
Lord, fill our hearts with your grace: once through the message of an angel you revealed to us the incarnation of your Son; now, through his suffering and death lead us to the glory of his resurrection. We ask this through Christ our Lord. Amen.

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6. Apostles' Creed

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

7. The Divine Praises (often used in
context of **Benediction**)

1. Blessed be God.
2. Blessed be his holy name.
3. Blessed be Jesus Christ, true God
and true man.
4. Blessed be the name of Jesus.
5. Blessed be his most Sacred Heart.
6. Blessed be his most Precious Blood.
7. Blessed be Jesus in the most holy
sacrament of the altar.
8. Blessed be the Holy Spirit, the
Paraclete.
9. Blessed be the great Mother of God,
Mary most holy.
10. Blessed be her holy and immaculate
conception.
11. Blessed be her glorious assumption.
12. Blessed be the name of Mary, virgin
and mother.

13. Blessed be St. Joseph, her most
chaste spouse.

14. Blessed be God in his angels and in
his saints.

8. Nicene Creed

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

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9. Evening Prayer

Lord, watch over us this night.
By your strength,
may we rise at daybreak
to rejoice in the resurrection of
Christ, Your Son,
who lives and reigns forever and
ever. Amen.

10. Glory Prayer (*Gloria Patri*)

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

11. Grace Before Meals

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

12. Grace After Meals

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

13. Hail Mary (*Ave Maria*)

(Also see Practices–Praying the
Rosary and Mysteries of the Rosary
and Prayer, The Angelus)

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

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

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

[Within context of Liturgy, following
prayer by celebrant, we add:]

For the kingdom, the power and the
glory are Yours, now and forever.
Amen.}

15. Memorare (Remember)

a) Remember,
most loving Virgin Mary,
never was it heard
that anyone who turned to you
for help was left unaided.
Inspired by this confidence,
though burdened by my sins,
I run to your protection,
for you are my Mother.
Mother of the Word of God,
do not despise
my words of pleading
but be merciful and
hear my prayer. Amen

b) Remember,
O most gracious Virgin Mary,
that never was in known
that anyone
who fled to your protection,
implored your help,
or sought your intercession
was left unaided.

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Inspired by this confidence,
I fly unto you, O Virgin of virgins,
my Mother.
To you I come;
before you I stand
sinful and sorrowful.
Mother of the Word Incarnate,
despise not my petitions,
but in your mercy
hear and answer me. Amen

Continue to bless me, Lord.
I make this morning offering
in union with the divine intentions
of Jesus Christ
who offers himself daily
in the holy sacrifice of the Mass, and
in union with Mary,
his Virgin Mother and our Mother,
who was always the faithful
handmaid of the Lord. Amen.

6. Morning Offering

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

17. Morning Prayer

Almighty God,
you have given us this day;
strengthen us with your power
and keep us from falling into sin,
so that whatever we say or think
or do may be in your service
and for the sake of your kingdom.
We ask this
through Christ our Lord. Amen

18. Praise Prayer (from Psalm 118)

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

19. Prayer Before a Crucifix

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

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20. Prayer for the Church

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

21. Prayer to the Holy Spirit

Come, Holy Spirit, fill the hearts of your faithful And kindle in them the fire of your love. Send forth your Spirit and they shall be created and you will renew the face of the earth. Lord, by the light of the Holy Spirit you have taught the hearts of your faithful.

In the same Spirit, help us to relish what is right and always rejoice in your consolation. We ask this through Christ our Lord. Amen

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

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

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

23. The Breastplate of St. Patrick

(attributed to St. Patrick)

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

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

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

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

I arise today, through God's strength
to pilot me:
God's might to uphold me, God's
wisdom to guide me,
God's eye to look before me, God's
ear to hear me,

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**The Breastplate of St. Patrick
continued.....**

God's word to speak for me, God's
hand to guard me,
God's way to lie before me,
God's shield to protect me,
God's host to secure me:
against snares of devils,
against temptations of vices,
against everyone who shall wish me
ill, afar and anear, alone and in a
crowd.

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

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

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

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

**24. Sign of the Cross [CCC, #2157; cf.
786]**

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

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

Preschool & Kindergarten

STANDARD 1 <i>Present an understanding of the human need for God based on revelation and faith.</i>	PRECHOOL	KINDERGARTEN
Recognize God's love for us through our caring family (PS)		
Relate that all things are gifts of God (K)		
STANDARD 2 <i>Read, understand, interpret and apply Scripture to life.</i>		
Demonstrate that the Bible is a special book about God (PS)		
Recall that Bible stories tell us about creation, God, and the birth of Jesus (PS, CCC, #)		
Recognize that Bible stories tell us about Jesus and can teach us to be kind, loving and helpful (K)		
STANDARD 3 <i>Illustrate basic understanding of Catholic dogma and doctrine in light of the creed.</i>		
STANDARD 4 <i>Recognize the Trinity as God.</i>		
Recognize God as a loving father (PS)		
Identify Jesus as God's son (PS)		
Tell that God made all things because God loves us (K)		
Describe who Mary and Joseph were (K)		
Illustrate how Jesus is a good friend, full of tenderness and love (K)		
STANDARD 5 <i>Illustrate a basic understanding of Church.</i>		
Identify Christmas and Easter as church celebrations (PS)		
Recognize that the church is a sacred place (PS)		
Name the liturgical seasons of Advent, Christmas, Lent, and Easter (K)		
STANDARD 6 <i>Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context for sharing faith within and beyond the itself.</i>		
Tell how our parish community is like a family (PS)		
Demonstrate how we respect others at liturgy (K)		
Identify the church as a sacred place where the people of God gather (K)		
STANDARD 7 <i>Exercise responsible stewardship for the gift of creation.</i>		
Recognize the beauty of God's creation (PS)		
Recall that all of God's creation needs care (K)		
STANDARD 8 <i>Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</i>		
Recognize that we are welcomed into God's family at baptism (PS)		
Demonstrate participation in parish Sunday liturgy (K)		
STANDARD 9 <i>Examine the variety of Christian vocations as ways to respond to the Baptismal call.</i>		
Relate that priests serve God in a special way (PS)		
Tell how people in our church community serve God (K)		

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

Preschool & Kindergarten

STANDARD 10 <i>Acknowledge and affirm the dignity of the human person and community.</i>	PRESCHOOL	KINDERGARTEN
Recognize individual differences as being God-given (PS)		
Accept and appreciate themselves as unique creations and special children of God (K)		
Point out that they themselves are lovable (K)		
Demonstrate that Jesus wants us to share with others (PS)		
Tell how we love our families (K)		
Relate how we love our neighbors (K)		
Apply the concept of sharing with others (K)		
Show care for other people (K)		

STANDARD 12 <i>Know, critique and apply social justice principles to personal and societal situations.</i>		
Tell how our parish family works together to help others (PS)		
Show concern for all people, especially those in need (K)		

STANDARD 13 <i>Engage in service to the community (e.g. family, parish, local, national and global) in response to the Gospel call.</i>		
Demonstrate we love our family by helping at home (PS)		
Recognize that Jesus wants us to help our family and friends (K)		

STANDARD 14 <i>Develop a moral conscience informed by Church teachings.</i>		
Relate that Jesus tells us to love and respect ourselves and others (PS)		
Demonstrate that we show love by how we act (K)		
Give examples of right and wrong (K)		

STANDARD 15 <i>Know and participate in the Catholic tradition of prayer.</i>		
Recall that prayer is talking to God (PS)		
Realize that songs can be prayers (PS)		
Pray before meals and give thanks to God (PS,K)		
Recite and demonstrate the sign of the cross (PS)		
Say simple prayers in the morning, evening, and at mealtime (K)		
Pray spontaneously on special occasions (K)		
Participate in prayer in class, the family, and at church (K)		

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

Primary

STANDARD 1 <i>Present an understanding of the human need for God based on revelation and faith.</i>	1ST GRADE	2ND GRADE	3RD GRADE
Identify ways that God shows love for us and how we can respond (GR 1)			
Recognize that we believe in the Father, Jesus Christ, and Holy Spirit (GR 2)			
Be aware of God's presence in ourselves, the community, scripture and the sacraments (GR 2)			
Show how God takes care of us and is always faithful to us (GR 3)			

STANDARD 2. <i>Read, understand, interpret and apply Scripture to life.</i>			
Point out ways that God speaks to us through the Bible (GR 1)			
Indicate that the Bible is made up of Old Testament and New Testament (GR2)			
Locate passages in the Bible according to books, chapters and verses (GR 3)			
Demonstrate how we come to know Jesus in the word of God (GR 3)			

STANDARD 3 <i>Illustrate basic understanding of Catholic dogma and doctrine in light of the creed.</i>			
Recognize God in creation (GR 1)			
Articulate that Jesus is the Son of God and came to bring us God's word (GR 1, 2, 3)			
Recognize that the Holy Spirit is the spirit of God and was sent by Jesus to be with us always (GR 1, 2)			
Explore the Catholic Church as a family of believers and a community of Jesus' followers (GR 1, 2)			
Recall that Mary is the mother of God (GR 1)			
Relate the fact that Jesus died for us on the cross (GR 2)			
Recognize that Jesus rose from the dead on Easter Sunday to give us new life (GR 2)			
Show how God loves us like a parent (GR 3)			
Demonstrate that the Holy Spirit is with us to help us pray (GR 2, 3)			
Identify that the Catholic Church is one, holy, catholic, and apostolic (GR 3)			

STANDARD 4 <i>Recognize the Trinity as God.</i>			
Relate that God wants us to be happy and always forgives us (GR 1)			
Examine how Jesus, the Son of God, teaches us about God (GR 1)			
Recognize that the Holy Spirit can help us make good choices so we can live together in peace (GR 1, 2)			
Explain that God loves us even when we hurt others (GR 2)			
Recognize that Jesus brings us God's forgiveness (GR 2)			
Identify God as Father, Son, and Holy Spirit (GR 3)			
Recall that Jesus is a person who lived historically and is alive now (GR 3)			
Explain that the Holy Spirit is the gift of God and Jesus who enable the life of the church on earth (GR 3)			

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

Primary

STANDARD 5 <i>Illustrate a basic understanding of Church.</i>	1ST GRADE	2ND GRADE	3RD GRADE
Celebrate the liturgical seasons of Advent, Christmas, Lent, and Easter (GR 1)			
Indicate that the Catholic Church celebrates its faith through the sacraments (GR 2)			
Recognize that in baptism we become members of the church (GR 2)			
Point out that Jesus began his new church on earth and chose twelve apostles to help him (GR 3)			
Illustrate that the season of Advent prepares us for Christmas and Lent is a special time for praying and sacrificing because of Jesus' suffering (GR 3)			
Identify that Christians celebrate Jesus' rising from the dead on Easter Sunday (GR 3)			

STANDARD 6 <i>Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context for sharing faith within and beyond the self.</i>			
Recognize that we are Catholic Christians (GR 1)			
Describe how the church is a special and sacred place (GR 1)			
Illustrate ways our parish is a community (GR 1)			
Point out that we belong to a parish family who gathers at mass to celebrate the life of Jesus (GR 2)			
Explain that the tabernacle in a Catholic Church is where the Eucharist is kept before and after communion (GR 2)			
Identify that our church community includes the Pope, clergy, religious, and lay people (GR 3)			
Demonstrate how the church continues Jesus' ministries of community, word, worship, and service (GR 3)			
Describe the church as the communion of saints (GR 3)			

STANDARD 7 <i>Exercise responsible stewardship for the gift of creation.</i>			
Identify that creation is a gift of God (GR 1)			
Explain that as Christians we accept responsibility for all of God's creation and promise to care for it (GR 1, 2, 3)			
Emphasize that life is precious in plants, animals, and persons (GR 3)			

STANDARD 8 <i>Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</i>			
Point out that in Baptism, we become members of God's family and receive new life (GR 1, 2)			
Explain that sacraments are celebrations and signs of Jesus' love (GR 1, 2)			
Recall that Jesus shares himself with us in a special meal (GR 1)			
Indicate that the sacrament of penance/reconciliation is a way to say we are sorry for our sins and celebrate God's forgiveness (GR 2)			
Indicate that the sacrament of the Eucharist was begun by Jesus at the last supper (GR 2)			
Reflect how we celebrate the Eucharist at mass as the bread and wine are changed into the body and blood of Jesus (GR 2)			
Explain that Baptism, confirmation, and Eucharist are sacraments of initiation (GR 3)			
Identify the sacraments of penance/reconciliation, and anointing of the sick as sacraments of healing (GR 3)			
Recognize that matrimony and holy orders are sacraments of service (GR 3)			

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

Primary

STANDARD 9 <i>Examine the variety of Christian vocations as ways to respond to the Baptismal call.</i>	1ST GRADE	2ND GRADE	3RD GRADE
Interpret how Jesus shows us how to live (GR 1)			
Demonstrate that we live lovingly in our family and respect our parents (GR 2)			
Explain that holy orders is a sacrament of special service and commitment to the church (GR 3)			

STANDARD 10 <i>AcKnowledge and affirm the dignity of the human person and community.</i>			
Recognize that we care for people of different cultures and races (GR 1)			
Demonstrate that we love ourselves as gifts of God (GR 2)			
Apply respect for all of humanity to concrete situations (GR 3)			
Examine how we are holy when we care about people, especially those different from ourselves (GR 3)			

STANDARD 11 <i>Apply Catholic principles to interpersonal relations.</i>			
Show how we love our family (GR 1)			
Point out that we treat others the way Jesus treated others (GR 2)			
Emphasize that all life is a gift of God which must be respected (GR 3)			
Recall that Jesus tells us to love one another through the parables (GR 3)			

STANDARD 12 <i>Know, critique and apply social justice principles to personal and societal situations.</i>			
Demonstrate an understanding of how we care for the poor and the suffering (GR 1)			
Indicate how we share what we have with others (GR 2)			
Memorize that "whatever we do for people in need we do for Jesus" (GR 3)			
Explain that we share in Jesus' mission to bring the message of love, justice, and hope to the poor and victims of injustice (GR 3)			

STANDARD 13 <i>Engage in service to the community (e.g., family, parish, local, national and global) in response to the Gospel call.</i>			
Describe how we are helpful and loving to our parents, teachers and friends (GR 1)			
Recall that the Eucharist is a sacrament of love and service (GR 2)			
Indicate how we cooperate in school, church and community projects (GR 2)			
Demonstrate how we share in Jesus' ministry by loving and serving others (GR 2, 3)			

STANDARD 14 <i>Develop a moral conscience informed by Church teachings.</i>			
Demonstrate how we live good lives with the help of the Holy Spirit (GR 1)			
Point out that we have a choice to do good (GR 2)			
Explain that we sin when we choose not to do good (.GR 2)			
Recognize that the Ten Commandments help us live good lives (GR 3)			
Recall that Jesus sums up the commandments for us in his law of love (GR 3)			

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

Primary

STANDARD 15 <i>Know and participate in the Catholic tradition of prayer</i>	1ST GRADE	2ND GRADE	3RD GRADE
Recognize that prayer is listening to and talking with God (GR 1)			
Show how Jesus teaches us how to pray (GR 1)			
Recite the Sign of the Cross, the Lord's Prayer, and the Hail Mary (GR 1)			
Discuss why morning, mealtime, and night prayers are important (GR 1)			
Explain that at mass we gather together as God's family and pray the responses (GR 2)			
Relate what happens at the Liturgy of the Word and the Liturgy of the Eucharist (GR 2)			
Recite a prayer of sorrow (GR 2)			
Observe that God hears our prayers (GR 3)			
Explain that listening to God's word in scripture is one way God speaks to us today (GR 3)			
Show the difference between spontaneous prayer and liturgical prayer (GR 3)			
Explain the Apostles' Creed (GR 3)			

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

Intermediate

STANDARD 1 <i>Present an understanding of the human need for God based on revelation and faith.</i>	4TH GRADE	5TH GRADE	6TH GRADE
Recall that grace from God helps us live good lives (GR 4)			
Make choices and show love as a creation in the image of God who loves us (GR 4)			
Demonstrate that the purpose of a Christian life is to know, love and serve God (GR 5)			
Use the Bible to find examples of God's goodness prevailing over sin and evil (GR 6)			
Relate that God sent Jesus to us for our salvation (GR 6)			
Recognize that we are God's chosen ones (GR 6)			
Demonstrate personal synthesis of knowledge and faith (GR 6)			

STANDARD 2. <i>Read, understand, interpret and apply Scripture to life.</i>			
Recognize that the Bible teaches about God's goodness within ourselves and our world (GR 4)			
Demonstrate making life choices consistent with biblical teachings (GR 5)			
Discuss how God is present in the Bible, the inspired word of God (GR 5)			
Recall that the promise of love and partnership God made with Moses and the Hebrew people is a covenant (GR 5)			
Research the life of Jesus as both divine and human, as told in the Gospels (GR 5)			
Name the four Gospel writers: Matthew, Mark, Luke, and John (GR 5)			
Recognize the 46 books of the Old Testament and the 27 books of the New Testament (GR 6)			
Examine the experience of God's people as recorded in the Old Testament (GR 6)			
Trace how the Old Testament, which contain the roots of our faith, are fulfilled in Jesus Christ (GR 6)			

STANDARD 3 <i>Illustrate basic understanding of Catholic dogma and doctrine in light of the creed.</i>			
Show God's mercy and forgiveness as offered through Jesus (GR 4)			
Recall that the Holy Spirit guides us to choose good over evil (GR 4)			
Explain how all members of the church are members of the Body of Christ (GR 4)			
Identify God as with us everywhere, especially through other people and the church (GR 5)			
Recall that God came into our world to save us (GR 5)			
Recognize Jesus as a visible sign of God's love (GR 5)			
Demonstrate courage received through the Holy Spirit (GR 5)			
Witness the presence of the risen Christ in the church (GR 5)			
Discuss how God creates out of love (GR 6)			
State that Jesus is the messiah who came to serve and liberate (GR 6)			
Illustrate that the Holy Spirit is the breath of life and the fire of love (GR 6)			

STANDARD 4 <i>Recognize the Trinity as God.</i>			
Recognize God is always with us (GR 4)			
Identify from Jesus how to live (GR 4)			
Distinguish how the Holy Spirit helps us live as Jesus did (GR 4)			
Develop the belief in one God: Father, Son, and Holy Spirit (GR 5)			
Illustrate how the mystery of the Trinity is the core of our faith (GR 5)			
Identify how God created all things and cares for us as a loving father (GR 5)			
State that Jesus Christ, the Son of God, is true God and true human (GR 5)			
Dramatize how the Holy Spirit came to the disciples at Pentecost (GR 5)			
Explain that God is revealed to us in the Bible (GR 6)			
Discuss the mystery of the Holy Trinity in the person, words and works of Jesus Christ (GR 6)			
Identify the authors of the Bible who were inspired by the Holy Spirit (GR 6)			
Point out that the Holy Spirit is always present and active in the lives of people (GR 6)			

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

Intermediate

STANDARD 5 <i>Illustrate a basic understanding of Church.</i>	4TH GRADE	5TH GRADE	6TH GRADE
Recognize that C is a light to the world (GR 4)			
Learn from others and teach others the way to the reign of God, as members of the church (GR 4)			
Identify the church as community (GR 4)			
Recall the Last Supper in the eucharistic celebration on Holy Thursday (GR 4)			
Reflect on the church - one, holy, catholic and apostolic - as the people of God, called together by the Holy Spirit (GR 5)			
Explain how the church is the sacrament of Christ in the world (GR 5)			
Relate that the church was born on the feast of Pentecost (GR 5, 6)			
Recognize the roots of the church in the many signs and symbols of the Old Testament (GR 6)			
Identify God within the church, the Body of Christ (GR 6)			

STANDARD 6 <i>Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context for sharing faith within and beyond the itself.</i>			
Examine the followers of Jesus who make up the church (apostles, saints, us) (GR 4)			
Indicate that as the Church, the Body of Christ, we celebrate the Eucharist (GR 4)			
Describe examples of how the church cares for those in need and works to build a better world (GR 4)			
Participate in the church as a celebrating community (GR 5 & 6)			
Celebrate the presence and actions of Christ in our lives through the seven sacraments (GR 5)			
List the liturgical feasts and seasons of the church (GR 5)			
Identify that at Mass the community is reconciled, gives thanks and celebrates (GR 5)			
Explain and celebrate the Pope as the leader of the Catholic Church throughout the world (GR 6)			
Relate that the church is a community of God's people called to continual reform and renewal (GR 6)			

STANDARD 7 <i>Exercise responsible stewardship for the gift of creation.</i>			
Identify the abundance and goodness of God's creation (GR 4)			
Explore the responsibility of Catholic Christians to be generous with others (GR 4)			
Engage in problem solving to promote responsible stewardship of God's creation. (GR 4)			
Demonstrate the meaning of ownership in light of Catholic tradition (GR 6)			
Identify ways in which sin can destroy God's creation (GR 6)			
Recognize that Christians are called to overcome evil and to be responsible stewards (GR 6)			
Recognize that holiness includes overcoming evil and being responsible stewards for all creation (GR 6)			

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

Intermediate

STANDARD 8 <i>Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</i>	4TH GRADE	5TH GRADE	6TH GRADE
Participate in the sacraments of penance/reconciliation, the journey of conversion, which brings forgiveness and reunites us with God and the church (GR 4, 5)			
Receive Eucharist, which symbolizes the reign of God, brings us peace, and reconciles us (GR 4, 5, 6)			
Recognize the grace of God through the special gifts and symbolic actions of the sacraments (GR 5, 6)			
Tell how Baptism calls us to new life, cleanses sin, and joins us to the Christian community (GR 5, 6)			
Recognize that confirmation strengthens us in the Holy Spirit (GR 5)			
Identify the presence and the sacrifice of Christ in the community meal of the Eucharist (GR 5)			
Witness Christ's healing presence in our lives through the sacrament of anointing of the sick (GR 5)			
Discuss the sacrament of matrimony, the grace-filled covenant between man and woman (GR 5)			
Recognize the call to serve God's people through the ordained ministries of holy orders (GR 5)			
Recall that sacramental actions of the church originated in Jewish rituals (GR 6)			
Examine how the sacred is experienced in the liturgical year, sacramentals, symbols, and rituals (GR 6)			

STANDARD 9 <i>Examine the variety of Christian vocations as ways to respond to the Baptismal call.</i>			
Illustrate that through Baptism, Jesus calls us to a life of service (GR 4,5)			
Propose good Christian lifestyles by using the examples of Jesus, Mary and the saints (GR 4)			
Recognize that the role of family and community is to support our living a Christian way of life (GR 4, 5)			
Examine calls to vowed religious life (GR 5)			
Relate how Christians are to be missionaries bringing good news to the ends of the earth (GR 6)			

STANDARD 10 <i>Acknowledge and affirm the dignity of the human person and community.</i>			
Recognize that differences in race and nationalities are good for the whole of the human family (GR 4)			
Identify that God created persons of different races and cultures, but all are one in God (GR 5)			
Exhibit an appreciation for racial and ethnic differences (GR 5)			
Tell that we are children of the covenant God made with Abraham, and Sarah (GR 6)			
Identify significant contributions to the church by varied ethnic cultures (GR 6)			

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

Intermediate

STANDARD 11 <i>Apply Catholic principles to interpersonal relations.</i>	4TH GRADE	5TH GRADE	6TH GRADE
Examine the greatest commandment - to love God with our whole heart and others as ourselves (GR 4)			
Recognize that authority is necessary for human community (gr4)			
Demonstrate responsible expressions of sexuality (GR 4)			
Relate that God cares deeply how we treat others (GR 4)			
Examine choices in light of the Christian message (GR 5)			
Demonstrate Christian love, respect and appreciation of others as a faithful follower of Jesus (GR 5)			
Indicate that we are capable of intimacy and trust of others (GR 5)			
Verify that life is precious, especially the human body of oneself and others (GR 5)			
Demonstrate how we are God's people by living the commandments (GR 6)			
Recognize that God's Spirit calls people to conversion and faithfulness (GR 6)			
Analyze the scriptures as a guide in moral pathways to the reign of God (GR 6)			
Defend human sexuality as a precious gift of God (GR 6)			
Recognize that we are called to a chaste life (GR 6)			

STANDARD 12 <i>Know, critique and apply social justice principles to personal and societal situations.</i>			
Demonstrate that God wants us to fight against envy and greed (GR 4)			
Illustrate how the Beatitudes show us to trust God, forgive and have mercy for others (GR 4)			
Recognize that Jesus reached out to the poor, lonely and suffering and heals others through us (GR 5)			
Examine ways of working for a more just and fair world (GR 5)			
Realize God's healing and nourishment through the sacraments (GR 5)			
Demonstrate how our God is a God of freedom (GR 6)			
Examine the prophets regarding the mysteries of life, suffering, injustice, and death (GR 6)			
Recognize the way to the reign of God through justice and peace (GR 6)			

STANDARD 13 <i>Engage in service to the community (e.g., family, parish, local, national and global) in response to the Gospel call.</i>			
Demonstrate our love for God by helping those in need (GR 4)			
Illustrate how caring for others means considering their needs (GR 4)			
Recall that the corporal and spiritual works of mercy show our love for Jesus (GR 4)			
Explain that the church teaches us to reach out to those who suffer, especially the poor and needy (GR 5)			
Recognize Jesus as the center of God's plan for the world (GR 6)			

STANDARD 14 <i>Develop a moral conscience informed by Church teachings.</i>			
Demonstrate the virtues of faith, hope and love (GR 4)			
Dramatize our God-given gifts of freedom and conscience (GR 4)			
Indicate that the Holy Spirit and the church help us choose what is right (GR 4, 5, 6)			
Illustrate how the Ten Commandments teach us how to love God and others (GR 4)			
Recognize that sin is choosing to turn away from God which harms our relationship with God, ourselves, and others (GR 4)			
Demonstrate how we accept responsibility for our actions (GR 5)			
Illustrate how an informed conscience helps us know what is right and do what we believe is right (GR 5)			
Recognize our heritage of faith from those who have gone before us (GR 6)			
Describe how to live good lives as taught in the Scriptures (GR 6)			
Recognize that God sends prophets to call us to justice and mercy (GR 6)			
Demonstrate the call to be faithful to God's love (GR 6)			

RELIGION STANDARD GUIDELINES

Intermediate

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

STANDARD 15 <i>Know and participate in the Catholic tradition of prayer</i>	4TH GRADE	5TH GRADE	6TH GRADE
Indicate how Christians forgive those who hurt them or bear wrongs and pray for everyone (GR 4)			
Recognize the corporal and spiritual works of mercy (GR 4)			
Identify psalms as prayers that Jesus liked to pray (GR 6)			
Pray daily as a way to talk to God and listen to God's will (GR 5)			
Recognize sacramental ritual prayers (GR 5)			
Construct spontaneous and meditation prayers (GR 5)			
Memorize liturgical responses (GR 5)			
Recite the Rosary (GR 5)			
Affirm that worship belongs to God alone (GR 6)			
Recognize the eucharistic liturgy as the community's central act of worship (GR 6)			
Analyze the deepening awareness of the covenanted relationship with God that prayer provides (GR 6)			
Identify the elements of the Lord's Prayer (GR 6)			
Recognize scriptural prayer (GR 6)			

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

STANDARD 1 <i>Present an understanding of the human need for God based on revelation and faith.</i>	6TH GRADE	7TH GRADE	8TH GRADE
Use Bible to find examples of God's goodness over sin/evil			
Relate that God sent Jesus to us for our salvation			
Recognize that we are God's chosen ones			
Recognize the ways in which God knows us and calls us by name			
Analyze that God is revealed to us through Jesus			
Tell how the Catholic faith is a personal response to Jesus and requires a relationship with Jesus			
Demonstrate personal synthesis of knowledge and faith			

STANDARD 2. <i>Read, understand, interpret and apply Scripture to life.</i>			
Recognize the 46 books of the Old Testament and the 27 books of the New Testament			
Examine the experience of God's people as recorded in the Old Testament			
Trace how the old testament, which contains the roots of our faith, are fulfilled in Jesus Christ			
Recognize the Bible as a collection of many books written under God's inspiration			
Illustrate that Scripture teaches us about the person of Jesus and what following Jesus and living the good news means			
Identify that key themes of the good news are found in Scripture			
Examine the teaching of Jesus about God, prayer, justice and peace, service and moral life			
Recognize that reading Scripture can be prayer			

STANDARD 3 <i>Illustrate basic understanding of Catholic dogma and doctrine in light of the creed.</i>			
Discuss how God creates out of love.			
State that Jesus is the Messiah who came to serve and liberate			
Illustrate that the Holy Spirit is the breath of life and the fire of love			
Recall and explain the Nicene Creed			
Explain the Paschal Mystery as Jesus' dying, rising and sending of the Holy Spirit to live forever with God's people			
Recognize the Feast of the Ascension as a celebration of Jesus' going to heaven			
Show how Mary is honored by Catholics as the Mother of God			

STANDARD 4 <i>Recognize the Trinity as God.</i>			
Explain that God is revealed to us in the Bible			
Discuss the mystery of the Holy Trinity revealed in the person, words, and works of Jesus Christ			
Identify the authors of the Bible who were inspired by the Holy Spirit			
Point out that the Holy Spirit is always present and active in the lives of people			
Illustrate the Holy Trinity as one God the Father, the Son, and Holy Spirit			
Examine and discuss ways God comes into our world to save us			
Identify and demonstrate ways in which Jesus is both God and human			
Recognize Pentecost as a celebration of the coming of the Holy Spirit to the disciples			

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

STANDARD 5 <i>Illustrate a basic understanding of Church.</i>	6TH GRADE	7TH GRADE	8TH GRADE
Relate that the church was born on the Feast of Pentecost			
Recognize the roots of the church in the many signs and symbols of the Old Testament			
Identify God within the church, the Body of Christ			
Discuss the people of God as church			
Explore the ministries of word, worship, community building, and service as the continuation of Jesus' mission and ministry today			
Tell that Catholic beliefs are sound and rooted in tradition			

STANDARD 6 <i>Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context for sharing faith within and beyond the itself.</i>			
Defend the pope as the leader of the Catholic Church throughout the world			
Relate that the church is a community of God's people called to continual reform and renewal			
Recall our involvement in the life, mission and work of the parish community and family			
Indicate how Catholics are called to liturgical ministries			
Discuss the responsibility of Catholics to financially support church ministries			
Recognize the faith community as a way of coming to know God			
Recognize rite of Christian Initiation of Adults (RCIA) as a faith-formation process in which new members are welcomed into the church			
Recognize that holiness includes overcoming evil and being responsible stewards for all creation			

STANDARD 7 <i>Exercise responsible stewardship for the gift of creation.</i>			
Identify ways in which sin can destroy God's creation			
Recognize that Christians are called to overcome evil and to be responsible stewards			
Explore all the ways that God has asked us to care for the world			
Recognize the theology of stewardship as it relates to distribution and use of resources			
Promote responsible stewardship			

STANDARD 8 <i>Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</i>			
Receive Eucharist, which symbolizes the reign of God, brings us peace, and reconciles us			
Recognize the grace of God through the special gifts and symbolic actions of the sacraments			
Tell how Baptism calls us to new life, cleanses sin, and joins us to the Christian community			
Recall that sacramental actions of the church originated in Jewish rituals			
Examine how the sacred is experienced in the liturgical year, sacramentals, symbols and rituals			
Describe how the sacraments signify and make present God's grace			
Recognize and celebrate God's presence in the gathering at the Eucharist			
Recognize the sacrament of reconciliation as the celebration of God's forgiveness			
Compare and contrast the Eucharistic celebration to the Last Supper			

RELIGION STANDARD GUIDELINES

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

STANDARD 9 <i>Examine the variety of Christian vocations as ways to respond to the Baptismal call.</i>	6TH GRADE	7TH GRADE	8TH GRADE
Relate how Christians are to be missionaries bringing good news to the ends of the earth			
Identify Christian lifestyles that reflect our baptismal call to discipleship			

STANDARD 10 <i>Acknowledge and affirm the dignity of the human person and community.</i>			
Tell that we are children of the covenant God made with Abraham and Sarah			
Identify significant contributions to the church by various ethnic cultures			
Recognize life as sacred from conception to death			
Analyze how discrimination and prejudice lead to injustice			
Explore and discuss diverse cultural expression that enrich our church			

STANDARD 11 <i>Apply Catholic principles to interpersonal relations.</i>			
Demonstrate how by living the commandments we are God's people			
Recognize that God's Spirit calls people to conversion and faithfulness			
Analyze the scriptures as a guide in moral pathways to the reign of God			
Defend human sexuality as a precious gift of God			
Recognize that we are called to a chaste life			
Demonstrate Jesus' commandment to love God with our whole hearts and our neighbors as ourselves			
Show how relationships based on a life of service to others reflect Christ's teachings			
Recognize the need to develop skills for building friendship and handling peer pressure			
Point out that honesty, love and respect are components of responsible relationships.			
Show how listening, self disclosure, and compromise are necessary communication skills			
Discuss sexuality as integral to personal identity			
Examine and discuss moral values of Christians			

STANDARD 12 <i>Know, critique and apply social justice principles to personal and societal situations.</i>			
Demonstrate how our God is a God of freedom			
Examine the prophets regarding the mysteries of life, suffering, injustice, and death			
Recognize the way to the kingdom of God through justice and peace			
Show how scriptural vision of life encompasses justice, peace, equality and stewardship			
Discuss the Beatitudes and show their relationship to Christian conversion			
Respond to the challenge of world hunger, poverty, war/peace, inequality, discrimination, and environmental issues			

STANDARD 13 <i>Engage in service to the community (e.g., family, parish, local, national and global) in response to the Gospel call.</i>			
Recognize Jesus as the center of God's plan for the world			
Explore Jesus' life as an example of living our life in service			
Articulate that service is an essential element of discipleship			
Recognize service as prayer in action			

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CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

STANDARD 14 <i>Develop a moral conscience informed by Church teachings.</i>	6TH GRADE	7TH GRADE	8TH GRADE
Indicate that in the church the Holy Spirit helps us choose what is right			
Recognize our heritage of faith from those who have gone before us			
Describe how to live good lives as taught in the Scriptures			
Recognize that God sends prophets to call us to justice and mercy			
Demonstrate the call to be faithful to God's love			
Recognize that the foundation of Catholic morality is based upon Christ's humanity			
Identify moral values in the teaching of Christ			
Recognize as we grow in faith we build a strong and realistic concept of self			
Recognize that the basis of moral decision making within the Catholic Church is conscience, sin, and reconciliation			
Identify the four sources for moral maturity as mind, heart, family/people and the Catholic tradition			
Name the theological and cardinal virtues			

STANDARD 15 <i>Know and participate in the Catholic tradition of prayer</i>			
Identify psalms as prayers that Jesus liked to pray			
Affirm that worship belongs to God alone			
Recognize the Eucharistic liturgy as the community's central act of worship			
Explain how prayer provides a deepening awareness of the covenanted relationship with God			
Identify the elements of the Lord's Prayer			
Recognize scriptural prayer			
Examine our relationship with God through personal prayer			
Discuss the concept and need for openness to God's call in our lives			
Identify how the gospel affirms and challenges our thoughts and actions			
Plan a Rite of Reconciliation			
Write a spontaneous prayer			
Compose a prayer for vocations			

Archdiocese of Indianapolis Curriculum 2000 – Appendix 3

CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

Junior High

STANDARD 1 <i>Present an understanding of the human need for God based on revelation and faith.</i>	7TH GRADE	8TH GRADE
Recognize the ways in which God knows us and calls us by name		
Analyze that God is revealed to us through Jesus		
Tell how the Catholic Christian faith is a personal response to Jesus and requires a relationship with Jesus		
STANDARD 2 <i>Read, understand, interpret and apply Scripture to life.</i>		
Recognize the Bible as a collection of many books written under God's inspiration		
Illustrate that Scripture teaches us about the person of Jesus and what following Jesus and living the good news means		
Identify the key themes of the good news that are found in Scripture		
Examine the teachings of Jesus about God, prayer, justice and peace, service, and moral life		
Recognize that reading Scripture can be prayer		
STANDARD 3 <i>Illustrate basic understanding of Catholic dogma and doctrine in light of the creed.</i>		
Recall and explain the Nicene Creed		
Describe the Paschal Mystery as Jesus' dying, rising, and sending of the spirit to live forever with God's people		
Recognize Jesus' going into heaven on the Feast of the Ascension as a celebration of his priesthood		
Show how Mary is honored by Catholics as the Mother of God		
STANDARD 4 <i>Recognize the Trinity as God.</i>		
Illustrate the Holy Trinity as one God, the Father, the Son, and the Holy Spirit		
Examine and discuss ways God comes into our world to save us		
Identify and demonstrate ways in which Jesus is both God and human		
Recognize Pentecost as a celebration of the coming of the Holy Spirit to the disciples		
STANDARD 5 <i>Illustrate a basic understanding of Church.</i>		
Discuss the people of God as church and the Body of Christ		
Explore the ministries of word, worship, community building and service as the continuation of Jesus' mission and ministry today		
Tell that Catholic beliefs are sound and rooted in tradition		
STANDARD 6 <i>Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context for sharing faith within and beyond the itself.</i>		
Recall our involvement in the life, mission, and work of the parish community and family		
Indicate how Catholics are called to liturgical ministries		
Discuss the responsibility of Catholics to financially support church ministries		
Recognize the faith community as a way of coming to know God		
Recognize Rite of Christian Initiation (RCIA) as a faith formation process in which new members are welcomed into the church		
STANDARD 7 <i>Exercise responsible stewardship for the gift of creation.</i>		
Explore all the ways that God has asked us to care for the world		
Recognize the theology of stewardship as it relates to distribution and use of resources		
Promote responsible stewardship		
STANDARD 8 <i>Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</i>		
Describe how the sacraments signify and make God's grace present God's grace to us		
Recognize and celebrate God's presence in the gathering and the Body and Blood of the Lord at the Eucharist		
Recognize the sacrament of penance/reconciliation as a celebration of God's forgiveness		
Compare and contrast the eucharistic celebration to the Last Supper		
Explain how the Eucharist is a sacrifice		

Archdiocese of Indianapolis Curriculum 2000 – Appendix 3

CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

Junior High

STANDARD 9 <i>Examine the variety of Christian vocations as ways to respond to the Baptismal call.</i>	7TH GRADE	8TH GRADE
Identify Christian vocations that reflect our baptismal call to discipleship		
Identify the uniqueness of the ordained priesthood		
Examine the role of religious in the church		

STANDARD 10 <i>Acknowledge and affirm the dignity of the human person and community.</i>		
Recognize life as sacred from conception to natural death		
Analyze how discrimination and prejudice lead to injustice		
Explore and discuss diverse cultural expressions that enrich our Church		
Describe pro-life activities of the church		

STANDARD 11 <i>Apply Catholic principals to interpersonal relations.</i>		
Demonstrate Jesus' commandment to love God with our whole hearts and our neighbors as ourselves		
Show how relationships based on a life of service to others reflects Christ's teachings		
Recognize the need to develop skills for building friendship and handling peer pressure		
Point out that honesty, love, and respect are components of responsible relationships		
Show how listening, self disclosure, and compromise are necessary communication skills		
Discuss sexuality as integral to personal identity		
Examine and discuss sexual moral values of all Christians		

STANDARD 12 <i>Know, critique and apply social justice principals to personal and societal situations.</i>		
Show how the Scriptural vision of life encompasses justice, peace, equality, and stewardship		
Discuss the Beatitudes and show their relationship to Christian conversation		
Respond to the challenge of world hunger, poverty, war/peace, inequality, discrimination, and environmental and anti-life issues		

STANDARD 13 <i>Engage in service to the community (e.g., family, parish, local, national and global) in response to the Gospel call.</i>		
Explore Jesus' life as an example of carrying the cross and living a life of service		
Articulate that service is an essential element of discipleship		
Recognize service as action rooted in and flowing from prayer		

STANDARD 14 <i>Develop a moral conscience by Church teachings.</i>		
Recognize that the foundation of Catholic morality is based upon Christ's humanity		
Identify moral values in the teachings of Jesus		
Recognize as we grow in faith we build a strong and realistic concept of self		
Recognize that the basis of moral decision-making within the Catholic Church is conscience, sin, and reconciliation		
Name the theological and cardinal virtues		
Examine Christ's invitation to deny self and take up the cross		

STANDARD 15 <i>Know and participate in the Catholic traditions of prayer.</i>		
Examine our relationship with God through personal prayer		
Discuss the concept and need for openness and generous response to God's call in our lives		
Identify how the Gospel affirms and challenges our thoughts and actions		
Plan a prayer service with a reconciliation theme		
Write a spontaneous prayer		
Compose a prayer for vocations		
Describe a specific Catholic devotion (See Appendix #2)		

RELIGION STANDARD GUIDELINES

High School Grades

Archdiocese of Indianapolis Curriculum 2000 – Appendix 3

CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

Standard 1 Present an understanding of the human need for God based on revelation and faith.	9th Grade	10th Grade	11th Grade	12th Grade
Recognize that God's creative love is reflected in our human need for truth and happiness (CCC, # 27-28; 33; 36; 44-45)				
Analyze human longings for ultimate fulfillment (CCC, # 27-35)				
Examine how God's covenant with humanity was progressive and in stages (CCC, # 51; 54-64)				
Recognize that Jesus is the fullness of God's revelation (CCC, # 51-53; 65-67)				
Standard 2 Read, understand, interpret and apply Scripture to life.				
Define revelation as the sharing of God's existence and identify through human experiences (CCC, # 50-53; 84-90; 109)				
Identify the Bible as the story of God's revelation to people as well as the church's role in the transmission of divine revelation (CCC, # 74-87; 131-133)				
Demonstrate and understand various methods of biblical interpretation (CCC, # 109-112; 128-130; 287)				
Apply ideas of Scripture to daily life (CCC, # 115-119)				
Standard 3 Illustrate basic understanding of Catholic dogma and doctrine in light of the creed.				
Recall and explain the articles (teachings) of the Apostles' Creed and the Nicene Creed (CCC, # 190-191; 167)				
Identify the key doctrines and dogma of the Catholic Tradition (CCC, # 253-256)				
Define dogma, doctrine, creed, tradition, Magisterium, and infallibility (CCC, # 14; 39-43; 80-90; 888-892)				
Explain how the Apostles' Creed and the Nicene Creed have shaped our tradition (CCC, # 142-148)				
Demonstrate how the Nicene Creed is an essential for Christian living (CCC, # 142-184)				
Describe the interrelationship between personal faith (I believe) and ecclesial faith (we believe) (CCC, # 142-143; 166-167; 169)				
Standard 4 Recognize the Trinity as God.				
Illustrate the understanding of trinity as distinct persons of Father, Son and Holy Spirit (CCC, # 232-238; 241, 244, 246, 261-267)				
Summarize the historical development of the doctrine of the Trinity (CCC, # 232-260)				
Identify the titles of Jesus (CCC, # 430-451)				
Defend the Catholic understanding of the necessity of the mystery of the Incarnation (CCC, # 456-463)				
Explain the death, resurrection, ascension and coming again of Jesus in relation to our understanding of redemption (CCC, # 571-682)				
Define the titles, symbols, and mission of the Holy Spirit (CCC, # 691-701; 733-738)				
Identify the meaning of the term mystery of faith in the Catholic tradition (CCC, # 142-184)				
Standard 5 Illustrate a basic understanding of Church.				
Explain the names, images, and symbols used for "church" (CCC, # 745-757; 781-801)				
Recognize that the church is the vehicle through which God's plan is revealed for all humanity (CCC, # 758-769)				
Define the church as the universal sacrament of salvation for humanity (CCC, # 774-776)				
Name and describe the four marks of the church (CCC, # 813-865)				
Defend the Catholic belief of Mary as Mother of God and Mother of the Church (CCC, # 484-507; 963-972)				
Explain the relationship of the Roman Catholic Church to other Christian churches and other faiths				

Archdiocese of Indianapolis Curriculum 2000 – Appendix 3

CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

High School Grades

STANDARD 6 <i>Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context for sharing faith within and beyond the itself.</i>	9th Grade	10th Grade	11th Grade	12th Grade
Define the concept of "Christian faithful" (CCC, # 871-933)				
Explain the role of hierarchy in the life of the church (CCC, # 874-896)				
Identify the belief in the communion of saints (CCC, # 828; 946-959; 1003; 1009; 1474-1477)				
Explain the Christian involvement in the life, mission, and work of the church, family, and community as a means of fulfillment of God's plan of salvation (CCC, # 51; 2201-2206; 2232-2233; 1877-1889; 1939)				
Explore the meaning of death for the Christian believer (CCC, # 1005-1019)				
Define the Eucharist as the most visible expression of church as community (CCC, # 1322; 1396)				
Relate that the church is a community of God's people called to continual reform and renewal				

Standard 7 <i>Exercise responsible stewardship for the gift of creation.</i>				
Examine the catholic understanding of the hierarchy of creatures and the inter-dependence of creation (CCC, # 325-349)				
Explore various concepts of the expression of "God creator" and the Catholic understanding of the origins of humanity (CCC, # 279-314)				
Define the Christian understanding of "sabbath" (CCC, # 345-349)				
Define the Catholic understanding of human work (CCC, # 2426-2436)				
Teach the Christian responsibility to share, time, talent, and treasure (CCC, # 1351)				

Standard 8 <i>Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</i>				
Define liturgy and its importance in the life of the Catholic Church and the individual Catholic (CCC, # 1066-1109)				
Define the term "sacrament" and explain how the sacraments are "instituted" by Christ (CCC, # 1066-1130)				
Explore how sacraments always involve symbols—both word and matter—in their celebration (CCC, # 1145-1162)				
Identify the liturgical seasons of the year (CCC, # 1163-1173)				
Describe the sacraments of initiation as foundational to Christian life; include name of sacraments, essential signs, effects, biblical basis and history of sacraments (CCC, # 1210-1173)				
List the elements of the liturgical celebration of the Eucharist (CCC, # 1356-1381)				
Note how the liturgical celebration of the Eucharist is thanksgiving, memorial, and Eucharistic presence of Christ (CCC, # 1356-1381)				
Describe the sacraments of healing as a renewal in the Christian life: include names, essential signs, history, effects and biblical basis for each (CCC, # 1533-1658)				
Describe the sacraments at the service of communion toward the salvation of others: include the names, essential signs, history, effects, and biblical basis for each (CCC, # 1533-1658)				

Archdiocese of Indianapolis Curriculum 2000 – Appendix 3

CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

High School Grades

Standard 9 <i>Examine the variety of Christian vocations as ways to respond to the baptismal call.</i>	9th Grade	10th Grade	11th Grade	12th Grade
Describe how the sacraments of initiation give one a share in the priestly, prophetic, and kingly office (CCC, # 901-913)				
Specify how lay people share in the common priesthood of all believers (CCC, # 1268; 1141; 1120)				
Describe the role of the laity, hierarchy, those in consecrated life in the Christian faithful (CCC, # 871-933)				
Describe the term 'vocation' and identify vocation as a call from God—not just a choice (CCC, # 1; 3; 54; 542-543; 825; 836; 1694; 2231)				
Describe the difference between the priesthood of the believers and the ministerial priesthood. (CCC, # 1547)				
Describe Baptism as source of Christian experience of a call from God				

Standard 10 <i>Acknowledge and affirm the dignity of the human person and community.</i>				
Observe and critique North American culture in light of Catholic values				
Demonstrate ways in which the Catholic experience of faith has been and is shaped by culture and also stands against culture				
Identify the varied cultures and contributions they make to the Church, including spirituality, traditions, popular world views, and ethics (CCC, # 820, 822)				
Acknowledge individuals who make/have made contributions to the church (CCC, # 1716-1872; 2012-2016)				
The reality of sin dictates the need for addressing the things that divide us from God				
Explain the Catholic understanding of justification, grace, and merit (CCC, # 1987-2011)				
Our justification comes from the grace of God (CCC, # 1987-2011)				

Standard 11 <i>Apply Catholic principles to interpersonal relations.</i>				
Identify and apply Catholic principles to our understanding of interpersonal relationships				
Recognize the relationships between love of God, love of self, and love of others				
Explain the role of parents and family in interpersonal relations (CCC, # 2196-2257)				
Articulate an understanding of human sexuality (CCC, # 2331-2390)				
Define the human responsibility to bear witness to the truth (CCC, # 2464-2492)				

Standard 12 <i>Know, critique and apply social justice principles to personal and societal situations.</i>				
Describe the communal character of the human being (CCC, # 1978-1885)				
Define the Catholic understanding of authority, the common good, and the role they play in the life of the human being (CCC, # 2419-2442)				
Explain the understanding of stewardship and the ownership of goods (CCC, # 2401-2449; 2535-2547) i.e., private vs. common good.				

Archdiocese of Indianapolis Curriculum 2000 – Appendix 3

CATECHIST/TEACHER CHECK LIST BY GRADE LEVEL

RELIGION STANDARD GUIDELINES

High School Grades

Standard 13 <i>Engage in service to the community (i.e., family, parish, local, national and global) in response to the Gospel call.</i>	9th Grade	10th Grade	11th Grade	12th Grade
Explain the responsibility of people to participate in society (CCC, # 1913-1917)				
Describe the responsibilities of civil authority and citizens (CCC, # 2234-2243)				
Articulate that service is an essential element of discipleship				

Standard 14 <i>Develop a moral conscience informed by Church teachings.</i>				
Define the Catholic understanding of the morality of human actions (CCC, # 1749-1770; 1929-1938)				
Describe the Catholic understanding of the natural law (CCC, # 1776-1794)				
Explain the position of the Church on the sources of morality and the morality of human acts (CCC, # 1749-1775)				
Define sin and differentiate between the various degrees of sin (CCC, # 1846-1869)				
Explain the Catholic understanding of justification, grace, and merit (CCC, # 1987-2011)				
Describe the role of the Magisterium of the Church in the moral life of individuals (CCC, # 2032-2040)				

Standard 15 <i>Know and participate in the Catholic tradition of prayer.</i>				
Explain how Catholics use the Psalms as content of prayer (CCC, # 2585-2589)				
Describe the forms of prayer (CCC, # 2929-2643)				

Archdiocese of Indianapolis Curriculum 2000 – Appendix #4

RECOMMENDED PROCESS FOR CHOOSING CATECHETICAL TEXTS

“Along with those instruments dedicated to the orientation and general planning of catechetical activity, ...there are other instruments of more immediate use in catechetical activity. In the first place, mention must be made of textbooks, which are placed directly in the hands of catechumens and those being catechized...The basic criterion for these work aids should be that of twofold fidelity to God and to man, a fundamental principle for the whole Church. This implies an ability to marry perfect doctrinal fidelity with a profound adaptation to man's needs, taking into consideration the psychology of age and the socio-cultural context in which he lives. (GDC, #283)”

"Textbooks are aids offered to the Christian community that is engaged in catechesis. No text can take the place of a live communication of the Christian message; nevertheless, the texts do have great value in that they make it possible to present a fuller exposition of the witnesses of Christian tradition and of principles that foster catechetical activity. (GCD, #170)"

INTRODUCTION AND SOME PRELIMINARY CAUTIONS:

Choosing Textbooks Involves Balancing Content and Good Methodology

When it comes to choosing textbooks, the selection committee should be careful not to reduce the process to emphasize **either** content **or** method. Choosing texts for use in religious education or faith formation in parish and schools is a **“both/and”** proposition. Catechesis includes both systematic formal instruction and sound catechetical methodology. The document introducing the *editio typica* or official edition of the *Catechism of the Catholic Church* also notes the equal importance of its complementary document on pastoral principles for teaching the faith, the *General Directory for Catechesis*. Both documents were issued in 1997.

Sometimes textbooks are chosen for their extensive content only to discover later that there may be too much information to cover in the time available. In these cases, teachers and volunteer catechist need to determine what is essential and what is included for enrichment. Such decisions can become a major problem if non-Catholic teachers are asked to teach religion in a Catholic school. This Millennium Edition of the Archdiocesan Religion Curriculum has been designed to aid catechists and teachers in effective lesson planning no matter what texts or tools are chosen.

Archdiocese of Indianapolis Curriculum 2000 – Appendix #4

RECOMMENDED PROCESS FOR CHOOSING CATECHETICAL TEXTS

Choosing textbooks is about conformity with the *Catechism of the Catholic Church*

All parishes and schools in the archdiocese are expected to review only those catechetical series found to be in conformity with the *Catechism of the Catholic Church* by the Office for the Catechism of the United States Catholic Conference. A copy of the most recent list can be obtained from the Office for the Catechism, 3211 Fourth Street, NW, Washington, D.C. 20017, 202-541-3032 or by checking their website at:

<http://www.nccbuscc.org/catechism/document/index.htm>

Copies of the most recent list are also included periodically with *The Good Word*, a publication for Catholic School Administrators and for Parish Administrators of Religious Education issued by the Office of Catholic Education, Archdiocese of Indianapolis.

The exception to this recommendation is found in the case of those textbooks to be used with adolescents. At this time (November 2000), not many texts are found on the above-mentioned list for adolescent catechesis. If one is considering a text that has been found by your textbook selection committee to be aligned with our archdiocesan curriculum, the committee should check with the publisher to see if the text has been voluntarily submitted for review by the Office for the Catechism. If not, it would be appropriate to ask why not and note your concern. If it has, you may use the text on interim basis.

Due to the work of the Office of the Catechism, we already know what texts have appropriate content. The textbook selection committee's task is to determine whether the particular series being reviewed emphasizes the standards found in the archdiocesan religion curriculum, contains age appropriate methodology and would meet the particular needs of the parish/school community.

Choosing textbooks is also about alignment with this *Archdiocesan Religion Curriculum*

The textbook selection committee needs to realize that we teach the archdiocesan Religion Curriculum and not any particular textbook. Textbooks should be seen as *one tool* for teachers, catechists and the family to use when teaching the archdiocesan curriculum. The archdiocesan religion subject area committee developed a checklist for catechists and teachers (Appendix # 3) to assist them in determining when various elements of the archdiocesan curriculum are covered. This checklist would also be a helpful tool for the committee to use in reviewing the content of a text and its alignment with this archdiocesan curriculum.

The purpose of this appendix then is to help the parish and school program administrators use a more consistent and balanced process in choosing catechetical resources.

Archdiocese of Indianapolis Curriculum 2000 – Appendix #4

RECOMMENDED PROCESS FOR CHOOSING CATECHETICAL TEXTS

Choosing textbooks is a pastoral decision

The *General Directory for Catechesis* (GDC) describes catechesis and the teaching of religion as essential moments in the evangelization activity of the Church (GDC, #63).

The text then has the potential to be a tool in inviting both Catholic and non-Catholics alike to both understand and consider further involvement in parish life. In *Our Hearts Were Burning Within Us*, the bishops of the United States declare:

“The Parish Is the Curriculum...This includes for example, “the quality of the liturgies, the extent of shared decision making, the priorities of the parish budget, the degree of commitment to social justice, the quality of other catechetical programs,” (#118)

This pastoral focus is another reason that the Catholic school administrator should see the parish administrator of religious education as a resource in the religion textbook selection process. The parish administrator of religious education often brings the wider perspective of the parish pastoral team. The parish and school religious education programs are both ministries of the parish. Their choice of textbooks needs to reflect sensitivity to the pastoral policies regarding sacramental preparation and the liturgical, apostolic and cultural life of the parish.

Finally, a consideration of the cultural circumstances of the parish should also include awareness of the languages spoken by families participating in the programs. The committee would want to weigh whether resources can be made available for families in their own language so as to strengthen the family and parish partnership.

Archdiocese of Indianapolis Curriculum 2000 – Appendix #4

RECOMMENDED PROCESS FOR CHOOSING CATECHETICAL TEXTS

THE RECOMMENDED PROCESS FOR CHOOSING CATECHETICAL TEXTBOOKS:

The recommended process for choosing catechetical textbooks involves the following steps:

- Select the committee members
- Provide the committee with an orientation
- Use the resources developed by the Office of Catholic Education.

I. Select the committee members

Since religious education is a total parish responsibility (GDC, #78, 105), it is highly recommended that when there is a parish school, the parish administrator of religious education and the principal work together on the textbook selection process. Most of the major series have a parish and school edition and publishers can offer significant savings when both programs use the same series. Some parishes have chosen to use different publishers and series for different grades. This decision makes sense when done to align each grade level to the archdiocesan curriculum. In general this practice is discouraged. If this decision is made, the committee would need to address whether the decision may cause confusion for families or potentially increase the financial cost to the parish.

Although each committee member will not possess all of the expertise/experience listed below, the committee should include the following:

- Parents
- Experience and competency in catechesis and pastoral practice (most often the Parish Administrator of Religious Education)
- Experience in educational administration (most often the Catholic School Principal or Department Chair in a High School)
- Skill in evaluation of textbooks
- Knowledge of moral and faith development of children/youth
- Understanding of pedagogical methods
- Theological knowledge
- Understanding of the cultural/racial adaptations and inclusiveness in the catechetical process
- Experience as a catechist or teacher.

Archdiocese of Indianapolis Curriculum 2000 – Appendix #4
RECOMMENDED PROCESS FOR CHOOSING CATECHETICAL TEXTS

II. Provide the committee with an orientation.

The orientation should:

- Use the National Conference of Catechetical Leadership (NCCL) resource and the introductory material from this appendix.
- Give information regarding the nature and scope of the committee's work and the time commitment needed for the project.
- Help the committee become aware of the related catechetical documents of the church.
- Explain the importance of the correlation to the *Catechism of the Catholic Church* and the archdiocesan curriculum.
- Review the resources from the archdiocese to help them as they implement this process. These resources are described below.

Use the National Conference of Catechetical Leadership (NCCL) resource

The revised edition of *How to Choose Catechetical Textbooks* was written by Silvia DeVillers and Jim Deboy for the National Conference of Catechetical Leadership (NCCL) and revised in 1996. The booklet can be ordered directly from NCCL, 3021 Fourth Street, NE, Washington, DC 20017.1102 or by calling 202-636-3826 or through their web site at:

<http://www.nccl.org.html>

All members of a textbook selection committee should have their own copy of the booklet to read as part of their preparation for the process. This resource will help to make them aware of the methodological and pastoral concerns necessary to the process.

Help the committee become aware of the related catechetical documents of the Church

The textbook selection committee should also have available for their use copies of the resources referenced in the NCCL booklet. Most of the documents are found in the book, *The Catechetical Documents*, with Commentary and Index, published by Liturgy Training Publications. Committee members should also have access to the *General Directory For Catechesis*.

A suggested method for studying the catechetical documents referenced.

When reviewing the NCCL booklet with the committee, the textbook selection committee chair should request that:

Archdiocese of Indianapolis Curriculum 2000 – Appendix #4

RECOMMENDED PROCESS FOR CHOOSING CATECHETICAL TEXTS

- Each person on the committee become the group “expert” on one of the catechetical documents or a part of the document referenced in the NCCL booklet such as *Guidelines for Doctrinally Sound Catechetical Materials* or *The Rite of Christian Initiation of Adults*.
- Each “expert” have a copy of the selected selected document.
- They then look up the references made to the related document in the NCCL booklet.
- The questions asked regarding the series as a whole, the individual textbooks, assistance for the catechist and resources for parents and family involvement be answered in light of their reading of the document chosen.
- When the committee review texts together each committee member can be a resource for the others when questions arise around their document’s perspective.

This suggestion could help the committee members to become more familiar with the important catechetical documents without overwhelming them.

III. Use the resources developed by the archdiocese

The following items have been attached to help textbook selection committees better weigh the content concerns in the process:

- **Attachment #1:** A copy of Archbishop Buechlein’s June 28, 1999, *Report on the Pastoral Service Provided by the NCCB Ad Hoc Committee for the Use of the Catechism*. This text reviews ten trends of deficiencies the committee found in it’s review of texts.
- **Attachment #2:** A *Summary Evaluation Worksheet*. This sheet has been directly correlated to the NCCL booklet *How To Choose Catechetical Textbooks* so as to allow more than one series to be reviewed by the committee side by side for comparison’s sake.
- **Attachment #3:** *Cross References of the GCD to the GDC*. This provides a correlation of references from the *General Catechetical Directory* of 1971 (used in NCCL booklet on *How to Choose Catechetical Textbooks*) to the *General Directory for Catechesis* of 1997.

Archdiocese of Indianapolis Curriculum 2000 – Appendix #4

RECOMMENDED PROCESS FOR CHOOSING CATECHETICAL TEXTS

In the addition to these items, the committee may also want to use selected key pages from **Appendix # 4** *The Catechist/Teacher Check List By Grade Level* to assist in it's review of how well the particular texts align with our archdiocesan curriculum.

The archdiocesan Office of Catholic Education would like to encourage parishes to send them a copy of the results of any text correlations done. The department for catechesis is developing a file of those series that have already been reviewed, and, if contacted, would be willing to share a copy of the compilations of one or two "finalist" series that a committee may be considering for adoption. Due to the length of these reviews, only one or two can be shared, so be sure to narrow choices before requesting copies.

Note that if an area of the curriculum is weak but the overall approach of the text is sound, the committee may want to recommend that the text or series be used but supplemented by other complementary resources. Factors involved such a decision might include the:

- Experience and training of those catechists and teachers who will use the text.
- Amount of supplemental material that might be needed to determine if it would be worthwhile to use the text.
- The financial and supplementary resources available to the catechists and teachers. (See **Appendix # 5** for some resources found to be helpful by our committee members who revised this edition of our archdiocesan curriculum.)

It is hoped that this appendix, the NCCL booklet and the attached resources will help break down the textbook selection process into manageable steps, provide some consistency, and save time and effort for administrators of religious education and principals.

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RECOMMENDED PROCESS FOR CHOOSING CATECHETICAL TEXTS

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*“Report On The Pastoral Service Provided By The NCCB Ad Hoc Committee For
The Use Of The Catechism”*

Archbishop Daniel M. Buechlein, O.S.B.
Archdiocese of Indianapolis
28 June 1999

I am delighted to be part of your program today. Most of you know by now that catechesis and the *Catechism of the Catholic Church* have become an especially important part of my life in recent years. While it has become so for all bishops, my work as chair of the Bishops’ Committee on the use of the Catechism in the United States is like a second job for me. I have been looking forward to this opportunity to share with you some of my hopes and concerns for religious education and catechesis in our Archdiocese which are not unlike those across our nation.

In Chapter 6, verse 34 of the Gospel according to St. Mark we read: “And Jesus saw many people and he was moved with compassion because they were like sheep without a shepherd and so he began to teach them many things.” He began to teach them many things. I want to highlight two important facts about this citation. First, teaching is an eminently pastoral activity. Often enough we don’t include teaching as integral to our vision of what is pastoral. Secondly, note that St. Mark remarks that Jesus taught them “many things.”

The central point of my talk this morning is this: Concern for the doctrinal content of catechesis, faith formation, as well as methodology, how we teach it, is an eminently pastoral concern. Jesus began to teach them *many things*. This is an important pastoral concern in a culture which tends to value not so much *what is true* , but rather *what pleases*. I want to make the point that the power of Divine truth is itself transformational—not just how it is taught.

Recall that the original inspiration for the *Catechism of the Catholic Church* was the perceived need for a common language in service to the unity of our faith and, that, in the global context of the cultural diversity and *religious illiteracy* of our day. Our afternoon speaker, Father DiNoia, and others sometimes refer to the problematic contemporary context of a “creedless Christianity” and a “contentless Catechetics” from which we are trying to advance the mission of a new evangelization and our pastoral catechetical mission. The publication of the

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Catechism has brought about a new moment in the Church, a moment in which our National Conference of Bishops has recognized an opportunity for a genuine

pastoral renewal of our catechetical mission, somewhat like the liturgical renewal after the Second Vatican Council, and for episcopal leadership of that mission. It is the work of the committee I chair to contribute to that renewal and leadership, and I speak in that pastoral spirit this morning. I want to share what I have learned in the last five years or so.

Among the variety of tasks assigned to our committee I will emphasize one. With the assistance of theological and catechetical experts, the Ad Hoc Committee of bishops reviews catechetical texts and series of texts to ensure that they are in accord with copyright prescriptions and are in conformity with the content of the Catechism. (I will mention the other tasks of our committee at the end of my presentation.) At this point in time we have completed the reviewed thirty texts and series of texts. Incidentally, from start to finish, approximately four hundred hours are consumed in the process of reviewing a catechetical series.

The Ad Hoc Committee’s experience of working closely with the publishers has been positive. In fact, publishers express their gratitude to the Committee for its assistance and we bishops prize the positive relationship we are forging.

It is a truism to say that our effort at the inculturation of religious language and belief is a complex pastoral challenge in our contemporary culture and that it is not always understood. Some social analysts call our era postmodernist, an era wherein the communication of rational argument takes second or third place to the two-dimensional telegenic personality who makes room for everyone. Sentiment often outweighs reason.

A timely illustration of this phenomenon was cited by Anglican theologian Louis R. Tarsitano who wrote in the journal *Touchstone* that “our present era of postmodernism knows nothing about rational argument; contests are determined by what Tarsitano calls “the plausible person.” According to him, “The plausible person is the analog of the two-dimensional image on a television screen, a moving picture of a role that stirs the emotions of the viewers.” He says the plausible person “is a spectacle and an entertainment: not a communicator of ideas, but sentiments.”

As a striking illustration, Tarsitano compared the ironic juxtaposition of the funerals of Princess Diana and Mother Teresa. He describes how Prime Minister Tony Blair “in a sea of plausible persons” read St. Paul’s hymn to charity with style,

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and then downplayed its potentially offensive Christian presuppositions “by sentimentalizing to the pop eulogy of Elton John. He put St. Paul’s words into their proper postmodern context, where one song is as good as another, as long as it

makes the audience feel something good about itself.” Tarsitano says “Diana’s funeral was the model of postmodern events, as celebrities, the ultimate in plausible persons, mourned for one of their own. Sung during the procession, the words of the ancient Burial Office were reduced to part of the show.” He asserts that every effort seemed to be made not to draw unseemly attention to such questions as the possible existence of an absolute truth in Jesus Christ.

Tarsitano writes: “In contrast, the funeral of Mother Teresa the following week was anything but a postmodern ‘concert with a corpse.’ A simple chorus of novice nuns served as the choir, singing with a religious seriousness missing in the technically exquisite music that framed Elton John’s performance at Diana’s event. The bishops and priests who conducted the service made little effort to appear plausible or to reassure the postmoderns that they were only kidding about the resurrection and the life in Christ.”

Somehow, Tarsitano’s perhaps overdrawn notion of the primacy of plausibility vis-à-vis absolute truth strikes a chord. The motive of plausibility, the motive not to offend or to exclude, is, of course, an important pastoral motive, good in itself, but not at the expense of truth. Authentic inculturation of truth cannot be achieved if plausibility is the presumed first principle. Let me repeat that: Authentic inculturation of truth cannot be achieved if plausibility is *the presumed first principle*.

There is evidence that the fullness of doctrine in the resources we use for the presentation of Divine truth has suffered in recent times. I can illustrate what happens when the primacy of plausibility is applied to published resources in catechesis from the experience of our committee. We have discerned a pattern of doctrinal deficiencies that have been rather common in those series that have been submitted to us. While these series often treat certain doctrinal themes well, we have noted a trend of doctrinal incompleteness and imprecision. I am convinced this is due in large part to the prevailing cultural primacy of plausibility. Responsibility for this situation is shared by all of us, not just the publishers. Incidentally, I fear that

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these deficiencies can be found to prevail in much of our preaching and teaching and not just in our resources.

Before I speak of the deficiencies our committee has observed I want to note some contemporary challenges cited in n. 30 of the *General Directory for Catechesis*. I will simply list several:

- The conciliar concept of Tradition is much less influential than Revelation as an inspiration for catechesis.
- The interrelation of Scripture, Tradition and the Magisterium does not yet harmoniously enrich catechesis.
- It is necessary to arrive at a more balanced presentation of the entire truth of the mystery of Christ.
- There are certain doctrinal lacunae about God and humanity and grace and sin.
- It is still easy to fall into a ‘content vs. method’ dualism.

See if you recognize some of these “challenges” cited in the *GDC* as I now list the trend of deficiencies we have found in our review of texts.

1) There is an insufficient attention to the Trinity and the Trinitarian structure of Catholic beliefs and teachings.

Catechetical texts fail at times to present the Trinity as the central mystery of the Christian faith as will be so beautifully described by Father DiNoia. The language used in referring to the Persons of the Trinity contributes to a lack of clarity. This is most evident in the reluctance to use “Father” for the first person of the Trinity, and, at times, to substitute “Parent God” for God the Father. Particularly, descriptions of the relationship between Jesus and the Father are often weak or, indeed, lacking. There are times when the word “God” is placed in a sentence where one would expect to find “Father” or “God the Father” since the reference is precisely to the relationship between the first and second persons of the Trinity. When plausibility causes some to allow gender sensitivity to obscure the central Trinitarian doctrine of the Christian Faith we have a grave problem.

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- 2) There is an obscured presentation of the centrality of Christ in salvation history and insufficient emphasis on the divinity of Christ.**

Texts fall short in presenting Jesus as the culmination of the Old Testament and the fulfillment of God’s plan for our salvation. The indispensable place of the Incarnation in the plan of salvation is not always sufficiently presented. Jesus the Savior is often overshadowed by a more accessible Jesus the teacher, model, friend and brother. It is a matter of imbalance.

There is an imbalance in the instruction on the divinity and humanity of Jesus Christ. At times, we detect a negative undertone in speaking of the divine nature of Christ, as if divinity is equated with being “distant and unreal,” perhaps cold and unfriendly. Apparently a plausible effort not to intimidate is a primary motive. In Father DiNoia’s word, a more “cozy” Jesus is sought.

- 3) Another trend is an indistinct treatment of the ecclesial context of Catholic beliefs and magisterial teachings.**

Catechetical materials do not always clearly present the Church as established by Christ to continue his presence and his mission in the world. The teaching function of the Church and its apostolic nature, as well as the role of the hierarchy, especially the leadership of bishops and priests in teaching the Word of God are often under-treated. The mark of unity in the Church is at times eclipsed by an over-emphasis on the Church’s catholicity and diversity. The plausible motive to present the Church uniquely as a warm and welcoming community eclipses the magisterial and missionary role.

- 4) There is an inadequate sense of a distinctively Christian anthropology.**

By and large catechetical texts do not seem to integrate the fundamental notions that human persons are religious by nature, that the desire for God is written in the human heart, and that the human person is inherently spiritual and is not reducible to the merely material. Neither are the texts generally clear that it is precisely in Christ that we have been created in the image and likeness of God. Nor do they emphasize that Christ has restored to us the divine image of God, an image disfigured by sin. Rather, too often, the impression is left that the human person is the first principle and final end of his or her existence. The plausible and important notion of self-esteem and self-fulfillment tend to overshadow the true and full nature of the human person. Again—a question of balance.

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- 5) There is a trend that gives insufficient emphasis to God’s initiative in the world, with a corresponding overemphasis on human action.**

Texts do not adequately emphasize that human action is intended to follow upon God’s initiative and action in the world. When the methodological starting point is predominately human experience, the texts leave the impression that our human initiative is the prerequisite for divine action. God’s initiative at times appears subordinate to human experience and human action. Unless or until we act, God does not. A plausible age-appropriate or experiential methodology that slights the fullness of the truth of the faith is not good methodology.

- 6) There is often an insufficient recognition of the transforming effects of grace.**

Rather often grace is described as God’s love and not much more is said. It is not clearly presented that the preparation of the human person for the reception of grace is itself already a work of grace. It is not generally treated as God’s initiative that introduces humanity into the intimacy of Trinitarian life and makes us his adopted children. The texts are generally weak in treating the particular efficacy of the grace proper to each sacrament. Is the mystery of grace too intimidating or, perhaps, too self-effacing to be culturally plausible?

- 7) We have found an inadequate presentation of the sacraments.**

Often the sacraments are not presented within the Paschal Mystery, that is, as the means by which we share in the new life of Christ through the outpouring of the Holy Spirit. Sacraments are often presented as important events in human life in which God becomes a part, rather than as effective signs of divine life in which we humans participate. Consequently this leads to a deficient understanding of the divine action and the graced transformation that is at the heart of each of the sacraments. We experience conversion by the power of God’s grace—we cooperate in—but don’t effect—it. Particularly, many of our catechetical texts on the sacraments of the Eucharist or Holy Orders evidence deficiency because these texts usually do not present the ecclesial centrality of the Eucharist and also the essential character and role of the ordained minister in the life of the ecclesial community.

The plausible concern about inclusivity and the emphasis on human experience can result in a distortion of sacramental theology.

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8) We have seen a pattern of deficiency in the teaching about original sin and about sin in general.

In general, the texts we review do not clearly teach that original sin is the loss of original holiness and justice, transmitted by our first parents, and that it wounds the human nature of all people. Too often the texts do not address how the doctrine of original sin informs other doctrines, for example, grace, baptism, sin and redemption. For some, hearing about sin and the evil spirit is definitely not culturally plausible.

9) We have found a meager exposition of Christian moral life.

At times overemphasis on personal identity and self-respect gives the impression that these are the primary “sources” of morality. Too often the source of morality found in God’s revealed law, as taught by the Church and grounded in natural law, are not adequately treated. Where texts could and should present the binding force of the Church’s moral teaching in certain areas, often they do not. In addition, instruction on what is necessary for the formation of a correct conscience is either inadequately or mistakenly presented. The distaste for certain moral principles and injunctions in our culture is strong; hence there has been a noticeable plausible silence.

10) Finally, we have found an inadequate presentation of eschatology.

The eschatological aspect of Catholic doctrine is often sparse. The transcendent, transtemporal and transhistorical nature of the Kingdom is not always present. The general judgment, the concept of hell and the eschatological dimensions of the Beatitudes as well as the moral and sacramental orders are not always adequately taught. Contemporary society tends to consider such teachings as passé and therefore not plausible.

Once again, let me underscore my remark that in each of these areas of concern, the Committee presents concrete suggestions to the publishers who have made and continue to make the texts more complete and more faithful to the *Catechism of the Catholic Church*. I want to emphasize again that the publishers are very cooperative. For this we are all grateful.

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The *General Directory for Catechesis* states that inculturation of the faith “is a profound and global process and a slow journey. It is not simply an external adaptation designed to make the Christian message more attractive or superficially decorative.” I plead the case for the importance of doctrine and sound theology in the pastoral life of the Church. It is important to distinguish theology and doctrine from sociology and political ideology. The truth of Church doctrine cannot depend on the primacy of plausibility no matter how socially or politically correct or incorrect it is purported to be. Among other things, as Cardinal Francis George asserts, doctrine is neither liberal nor conservative. Nor is it bound by the canons of plausibility.

Our shared pastoral mission is to teach and to live the Divine Truth with the greatest fidelity and yet do so in such a way that speaks to the minds and hearts of the human family in our times. Our pastoral concern for plausibility must be balanced by our deeper pastoral commitment to proclaim the fullness of the truth. We must remember that Divine Truth transforms and calls us to conversion. The *Catechism of the Catholic Church* is a gift that presents, reliably, the essence of our doctrine for our times. Sound catechetical methodology, authentic liturgical prayer, enthusiastic evangelization and the generous ministry of charity are of a single pastoral fabric. The golden thread is Divine Truth.

And now I would like to add a footnote for our consideration in the teaching and catechesis of religious education in our Archdiocese. We call catechesis, religious education here, “Faith Formation” with the intention of emphasizing that the goal of religious education is something more than intellectual. Actually, that is the intent of the authentic meaning of the term “catechesis.” I want us to carefully reflect that in emphasizing formation in the faith we must not underestimate the importance of embracing the intellectual component of that process. Without content, the notion of formation could be a fragile shell.

Secondly, I want to say that, as is the case of all other dioceses around the country, as soon as it is expedient, I want us to use only those catechetical texts and catechetical series that have been declared in conformity with the *Catechism of the Catholic Church*. I will ask Mickey Lentz and Harry Dudley to make this published list available to you after our Committee’s Fall meeting. At that time we will need to figure out a reasonable time-frame for converting to these series.

At the present time, the texts and series which have been reviewed are primarily those for elementary level education. This is true because, as publishers tell us and as you know, catechesis for adolescents is all over the lot.

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That leads me to mention three other tasks of our Bishop’s Ad Hoc Committee for the Use of the Catechism.

1) A feasibility report has been published that proposes a possible scope and sequence for the presentation of the Doctrinal elements of the *Catechism* at the elementary level of religious education. This draft document is now in the hands of all the bishops and is to be made available for consultation over the next year. I will see that Mickey [Lentz] and Harry [Dudley] have a copy of this document and pursue this consultation here.

2) A new task force of catechetical experts is at work on the development of a possible scope and sequence of doctrinal elements to be considered for the teaching and faith formation at the adolescent level.

3) Finally, I have just appointed a Task Force of Bishops representing our national committees on catechesis, education, doctrine, evangelization and the *Catechism* to pursue the feasibility of developing a national adult catechism. It would be a catechism that unfolds the *Catechism of the Catholic Church* in the face of the unique features of our culture here in the United States—valuable for parents as well as young adults and teachers of all age groups—including RCIA.

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To “RECOMMENDED PROCESS FOR CHOOSING CATECHETICAL TEXTS”

*“Cross References of the General Catechetical Directory (GCD)
to the General Directory for Catechesis (GDC)**

Reference to Outline and Page Number of the NCCL Booklet	General Catechetical Directory (GCD)	General Directory for Catechesis (GDC)
I.. The Series as a whole p. 13	#46	# 18, #148-155
	#20	#127, 167, 171
	#120	#284
II. Individual Textbooks p. 15		
A. Format	#8	#24,#109, #156
	#74	#152, 116-117
	#75	#157
	#76	#159
	Chapter 5	Part V, Chapter 4
B. Content		
Message, p. 16	#51	#124, 97. 108, 115, 130
	#47	#121,99
	#40	#98
	#41	#99
Community, p. 18	#65	#129,42-45
	#66	#77-79
	#28	#46, 86
Worship, p. 19	#25	#27,85
Christian Living and Service, p, 21	#85	#184, 157
	#129	#274,183, 109

** Based on References in **How to Choose Catechetical Textbooks: Process and Criteria** Revised Edition, Published by NCCL, Washington, DC 1996*

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Reference to Outline and Page Number of the NCCL Booklet	General Catechetical Directory (GCD)	General Directory for Catechesis (GDC)
Assistance for the Catechist, p. 22	#119	#284, 130-32, 160
	#121	#283-84
Resources for Parent/Family & Parish Involvement p. 22	#130	#274-78
	#59	#226-27
	#104	#281
Additional Resources, p. 25	#122	#160
	#124	#284
	#114	#246

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Attachment #3
To "RECOMMENDED PROCESS FOR CHOOSING CATECHETICAL TEXTS"

"Worksheets for Evaluation of Catechetical Texts"

Publisher #

	<i>Text or Series Name</i>	<i>Copyright Date</i>
1)	_____	_____
2))	_____	_____
3)	_____	_____
4))	_____	_____
5))	_____	_____

This form was set up to match the outline of *How to Choose Catechetical Textbooks* written by Silvia DeVillers and Jim DeBoy for the National Conference of Catechetical Leadership (NCCL) and revised in 1996. It is organized so that the first column is parallel to the form found on pages 11-26 of the text. It is hoped that this will facilitate the committee's evaluation of several texts or series side by side. A copy of the book should be used with this form as the text has not been reproduced fully out of respect for the copyright. It is recommended that each member of the search committee have their own copy of the book and read it as part of their orientation to the process.

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To “Recommended Process for Choosing Catechetical Texts”

3 = Fulfills the criteria exceptionally well
2 = Adequately fulfills the criteria
1= Partially fulfills the criteria but needs supplementary resources
0= Does not fulfill the criteria

Publisher	#1	#2	#3	#4	#5
Copyright Date					
I. The Series as a Whole					
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
Comments:					
II. Individual Textbooks					
A. Format					
1.					
2.					
3.					
4.					
5.					
6.					
Comments:					

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3 = Fulfills the criteria exceptionally well
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0= Does not fulfill the criteria

Publisher	#1	#2	#3	#4	#5
B Content					
1) Message					
1.					
2.					
3.					
4.					
5.					
6.					
Comments					
B Content					
2) Community					
7.					
8.					
•					
•					
•					
•					
9.					
•					
•					
•					
•					
Comments					

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0= Does not fulfill the criteria

Publisher	#1	#2	#3	#4	#5
B Content					
3) Worship					
10.					
•					
•					
•					
•					
•					
11.					
12.					
•					
•					
•					
Comments:					
B Content					
4) Christian Living & Service					
13.					
14.					
15.					
16.					
•					
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•					
•					
17.					
18.					
Comments:					

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0= Does not fulfill the criteria

Publisher	#1	#2	#3	#4	#5
C. Assistance for The Catechist					
1.					
2.					
3.					
4.					
5.					
6.					
Comments:					
D. Resources for Parent/Family and Parish Involvement					
1.					
•					
•					
•					
2.					
3.					
4.					
5.					
Comments:					

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1= Partially fulfills the criteria but needs supplementary resources
0= Does not fulfill the criteria

Publisher	#1	#2	#3	#4	#5
E. Additional Resources					
1.					
2.					
•					
•					
•					
3.					
Comments:					

Summary: Of all texts/series reviewed we recommend the following:

The Major strengths of this text/series are:

The Major weaknesses of this text/series are:

Our basic rationale for strongly recommending this text/series is:

 Signature

 Date

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“SOME HELPFUL RESOURCES”

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

Introduction

Many dioceses, parishes and regions have their own media or resource centers that can offer even more than is mentioned here. Some of the deaneries in the archdiocese have deanery centers with a wealth of resources available for parishes in their regions: Batesville, Connersville, New Albany, Seymour, Tell City and Terre Haute. Consult the Archdiocesan Directory and Yearbook for current phone numbers and information.

Marian College houses the Archdiocesan Catholic Identity Collection in the Mother Theresa Hackelmeier Memorial Library. For more information on that collection, contact the coordinator, Barb Mathauer, at 317-955-6007 or visit the web site at:

<http://www.marian.edu/library/index.html>

The archdiocesan newspaper, *The Criterion*, also offers timely articles of interest about the local church and topics of Catholic thought and life.

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

Adult Resources

We recommend that all adults involved in catechetical ministry in parish and school programs become familiar with the complementary *Archdiocesan Adult Faith Formation Resource Guide*. That guide offers a list of resources for adults listed according to the same 15 standards. This list was created by the Archdiocese of Indianapolis, the Diocesan Adult Catechetical Team (DACT) based on the

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“SOME HELPFUL RESOURCES”

members' experiences with the resources named. The list was developed through a sharing process based on “successful” Adult Faith Formation experiences.

“The witness of adults actively continuing their own formation shows children and youth that growth in faith is lifelong and does not end upon reaching adulthood (CT, #43).”

GENERALLY HELPFUL CHURCH DOCUMENTS

It is important for those who spend full time in the ministry of catechesis and education to be aware of and have access to the following resources. They should be available for parish and school library resource areas for catechists, parish staff and school teachers to become familiar with and to use.

From the Archdiocese of Indianapolis

From, the **Office of Catholic Education (OCE)**, 317-2356-1430 or 800-382-9836. Call for a current price list.

1. *Religion Curriculum, Millennium Edition* Preschool – Primary—Intermediate - Junior High—High School
2. *Rooted in Jesus Christ, Faith Formation Scope and Sequence* (a summary handout of Religion Curriculum Scope and Sequence for use with catechists and parents)
3. *Adult Faith Formation Curriculum & Resources*
4. *Catechist Certification Participation Record* for the *Echoes of Faith Program*.
5. *A Catechist Plants the Seed; spreads the word; shows the way; shares the faith* (handout for use with catechist recruitment and reflection)
6. *Catholic School and Faith Formation Commission Guide – 1998*
7. *Archdiocesan Guidelines and Policies*
 - a) *Guidelines For Sexuality Education – 1997*
 - b) *The Sacrament of Penance and Reconciliation – 1996*
 - c) *The Sacrament of Confirmation – 1996*

From **The Criterion**, 800-236-9836 or 317-236-1585.

- d) *Booklet by Archbishop Daniel M. Buechlein on the Sacrament of Penance and Reconciliation – 1995 @ no charge*

From **Office of Worship**. 800-382-9836 or 317-236-1483

- e) *Sacramental and Liturgical Policies – 1994 @ no charge*

From **Secretary for Lay Ministry and Pastoral Services**, 800-382-9836 or 317-236-7325

6. *Child Abuse, Sexual Misconduct and Ministry to Minors – 1997 @ no charge*
7. *Preparing Your Parish for the New Millennium – 1999 @ no charge*

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“SOME HELPFUL RESOURCES”

From Universal Church/ Papacy

Catechetical Documents

N.B. Items marked with an asterisk (*) after the title are included in the book, *The Catechetical Documents, A Parish Resource* published by Liturgy Training Publications, LTP; items with two asterisks after the title (**) only have a commentary or introduction without the complete text.

U.S. Editions of the following are available from the United States Catholic Conference (USCC) Publications Service, (202) 541-3000 or by checking their website at: www.nccbuscc.org

8. *Catechism of the Catholic Church* 2nd Edition, United States Catholic Conference, (2000)
9. *General Directory for Catechesis*, United States Catholic Conference (1997)
10. *Rite of Christian Initiation of Adults*, Liturgy Training Publications (1988)**
11. *General Catechetical Directory*, United States Catholic Conference (1971)*
12. *Declaration on Christian Education*, United States Catholic Conference (1965)

From The United States Catholic Conference of Bishops

Catechetical Documents

13. *Our Hearts Were Burning Within Us*, A Pastoral Plan for Adult Faith Formation in the US, United States Catholic Conference (1999)
14. *A Family Perspective In Church and Society* (1988)
15. *Guidelines for Doctrinally Sound Catechetical Materials** (1990)
16. *Basic Teachings for Catholic Religious Education** (1973)
17. *Sharing the Light of Faith*, the National Catechetical Directory* (1978)
18. *To Teach As Jesus Did: A Pastoral Message on Catholic Education** (1972)

From National Catholic Organizations

Catechetical Ministry Resources

From National Conference for Catechetical Leadership (NCCL), (202) 636-3826, or at: www.nccl.org

23. *National Certification Standards for Professional Parish Directors of Religious Education* (NCCL, 1996)
24. *Good News in New Forms*, A Companion to the General Directory for Catechesis, by Michael P. Horan and Jane E. Regan, (NCCL, 1997)

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“SOME HELPFUL RESOURCES”

25. *Catechesis as an Evangelizing Moment*, Singular Challenge to a Maturing Church, by Michael P. Horan (NCEA, 1999)
26. *The Effective DRE*, A Skills Development Series, Loyola Press and NCCL (8 volumes, covering: Communicating Effectively, Forming Ministerial Relationships, Maintaining Professional Balance, Building Community, Understanding Catechesis, Recruiting and Training Volunteer Catechists, Keeping Records and Budgets and Getting Started.)
27. *The Effective DRE, A Theology Series*, Loyola Press and NCCL (9 volumes including: True God, True Man, Christology; That All May Be One, Ecumenism; Companions on the Journey, Mary and Saints; Faith Handing One, Church History; The Church as Communion and Mission, Ecclesiology; Nourished by the Word, Scripture; Means of Grace, Ways of Life, Sacramental Theology; In the Breath of God, Christian Morality; and, Connecting Faith and Life, Theological Reflection.)
28. *The Echoes of Faith Series* – a video and booklet assisted Catechist Formation program developed in partnership with Resources for Christian Living (RCL). This program is a required for those who wish to be certified as an intern catechist and catechist in the Archdiocese of Indianapolis.

Youth Ministry Documents & Resources

From the National Federation of Catholic Youth Ministry (NFCYM) at:

www.nfcym.org

28. *A Vision of Youth Ministry* (1976)
29. *Renewing the Vision: A Renewal for Catholic Youth Ministry* (1997)
30. *Sons and Daughters of the Light* (1997)
32. *Youth Ministry in Rural and Small Town Settings* (NFCYM, 1998)
33. *Building Assets in Congregations* – A practical guide for helping youth grow up healthy, Eugene C. Roehlkepartain, Search Institute
34. *Survival in Youth Ministry*, Robert A. McCarty, St. Mary Press.
35. *Building Youth Ministry in a Parish*, Jerome Finn, St. Mary Press
36. *Common Fire: Lives of Commitment in a Complex World*, Sharon Parks, Beacon Press

Note:

Many teachers and catechists contributed to the following lists and we are well aware of the inconsistency in how they are listed. It became too difficult to look up each an every item for which incomplete information was given, therefore the religion subject area committee decided that this appendix would:

- *Only list those videos with a publisher or production company named unless we felt that the title was popular enough that users could easily find it.*
- *Keep printed resources listed as they were given as long as there was enough information provided that most users could easily find them through libraries, websites or other helpful resources.*

Please feel free to make additional suggestions, corrections or more complete recommendations to the committee for the next revision in 2005.

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“SOME HELPFUL RESOURCES”

Pre-K

Videos:

- A Christmas for Little Children: Sing-along celebration of the birth of Christ
- A Star for Jeremy (Video Vision)
- God’s Loving Care (Brown ROA)
- God’s Special Friends (Brown ROA)
- My Secret Friend: A Guardian Angel Story (Liguori Publications)
- Nicholas: The Boy Who Became Santa (Video Vision)
- Thank You God (Brown ROA)
- The Animated Stories from the New Testament: The King is Born (Video Vision)
- The Greatest Adventures: (Video Vision)
 - Joseph and His Brothers
 - David and Goliath
 - The Easter Story
- The Little Drummer Boy (Video Vision)
- The Littlest Angel (Video Vision)
- The Miracles of Jesus (Video Vision)
- The Story of Jesus – part 2 (Video Vision)

For Families:

Prayer in Your Home (Franciscan Communications)

Gaynell Cronnins Family Life Series (Fisher Productions)

- How to Raise Your Child With Faith
- How to Pray as a Family
- Raise a Faith-Filled Child in a Consumer Society
- How To Raise Your Child with Faith as a Single Parent: Some Suggestions for the Divorced and Widowed.

Printed Resources:

- Catechist Magazine (Peter Li)
- Preaching and Teaching the Gospels to Children (Sean McEntee, Twenty-Third Publications)
- Religion Teacher’s Journal (magazine, Twenty-Third Publications)
- Blessing and Prayers (LTP)
- Stories and Songs of Jesus, (Freeburg, Paul and Walker Christopher, OCP Publications)
- Lectionary for Masses with Children (Liturgical Press)
- Growing in Wisdom Age and Grace. (Joseph Cardinal Bernardin, Sadlier)

For Families:

- Keepers of the Promise (NCCL) – Volume 1, Early Childhood/Pre-school level.

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“SOME HELPFUL RESOURCES”

Primary

Videos:

- Animated Stories of New Testament (Family Entertainment Network)
- Animated Stories of Old Testament (Family Entertainment Network)
- Celebrating Our Faith: Eucharist and Reconciliation (ROA)
- Come on In, Parts I and II (Twenty Third Publication)
- Easter (Paulist)
- How St. Nicholas Became Santa Claus (Pauline Videos)
- Jesus Grows up (Oblate Media)
- Jesus: What He Said; What He Did (Oblate Media)
- Lent (Paulist)
- Lion King (Disney)
- Martin the Cobbler (Billy Budd)
- Pentecost (Paulist)
- Reconciliation (Father Ken)
- Skateboard; A First Reconciliation Film (St. Anthony Messenger)
- The Angels – Lenten Lesson (Ligouri)
- The Eucharist (Father Ken)
- The Greatest Adventure (Hanna Barbara)
- The New Birthday Club – baptism (St. Anthony Messenger)
- Veggie Tales Series: Stories from the Bible Series
The Greatest Adventure

For Families:

Family Time/Prayer Time (Dr. Kathleen Chesto, Twenty-Third Publications)

Gaynell Cronnins Family Life Series (Fisher Productions)

- Preparing Your Child for Reconciliation
- Preparing Your Child for First Eucharist.

Printed Resources:

- Advent is for Children Stories, Activities and Prayers (Julie Kelmer)
- Advent Stories and Activities Meeting Jesus through the Jesse Tree (Anne Newberger)
- Before and After Easter Activities and Ideas for Lent to Pentecost (Debbie Trafton O’Neal)
- Bible Based Drama New Testament (Connie Walters)
- Christian Family Activities (Grace Publications)
- Crafts With Rhymes Growing up God’s Way (Rainbow Books)
- Come and See (Colombian Mission Education Program)
- Children’s Daily Prayer (Elizabeth McMahan Jeep)
- Children’s Way of the Cross (Our Sunday Visitor)
- Designed by God so I must be Special (Our Sunday Visitor)

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“SOME HELPFUL RESOURCES”

Primary continued....

- Fifty Seven Saints (Daughters of St. Paul)
- First Book of Saints (Catholic Book Publishing Co.)
- Good News for Children (Pflaum Gospel)
- Jesus want all of me – Daily Devotional for Children
- Lent is for Children (Julie Keleman)
- 150 Fun Facts in Bible (Bernadette McCarver Snyder)
- Pocket Catholic Dictionary (John A Hardon, S.J.)
- Shining Star Magazine
- St. Paul Family Catechism (Daughters of St. Paul)
- The Bible Made Easy (Mark Water)
- The Children’s Book of Saints (Regina Press)
- The Giving Tree
- The Quiltmaker's Gift
- The Saints Kit (Sister Mary Kathleen Glavich)

For Families:

Parenting for Peace and Justice: Ten Years Later. (McGinnis, Kathleen and James, Maryknoll: Orbis)

Keepers of the Promise (NCCL) – Volume 2, Primary level

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“SOME HELPFUL RESOURCES”

Intermediate

Videos:

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

Printed Resources:

- Bible Puzzles for Special Days (Shining Star)
- Bible Story Bulletin Boards (Shining Star)
- Bible Word Search New Testament (Shining Star)
- Memory Verse Bulletin Boards (Shining Star)
- 115 Sainly Fun Facts (Liguori Publications)
- 150 Fun Facts found in the Bible (Liguori Publications)
- Our Catholic Identify Scripture Workbook (RCL)
- Scripture Bulletin Boards for Every Season (Shining Star)
- 365 Fun Facts for Catholic Kids (Liguori Publications)

For Families:

Keepers of the Promise (NCCL) – Volume 3, Intermediate and Early Adolescent level.

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“SOME HELPFUL RESOURCES”

Junior High

Videos:

- A Passover Seder (Video Vision)
- A Walk Through the Mass (St. Anthony Messenger)
- Advent with St. Nick (Twenty Third Publications)
- Anointing of the Sick (Ikonographics)
- Baptism: Sacrament of Belonging (St. Anthony Messenger)
- Bethlehem Year 2000 (Video Vision)
- Celebrating Our Faith: First Eucharist (Brown ROA)
- Christ Incognito (Insights)
- Confirmation: A Commitment to Life (Ligouri)
- Easter (Paulist)
- Jesus Christ Superstar (Video Vision)
- He Will Send You the Holy Spirit (Ligouri)
- Holy Orders (Ikonographics)
- Jesus of Nazareth (Video Vision)
- Lent (Paulist)
- Lord of Our Healing (Ligouri)
- Martin and the Cobbler (Billy Budd)
- Michelangelo and the Sistine Chapel
- Pentecost (Paulist)
- Peter and Paul (Video Vision)
- Praying the Rosary – Catholic Update (St. Anthony Press)
- Reconciliation (Ikonographics)
- Rick’s Reconciliation (Twenty Third Publications)
- Rome the Eternal City (New Video)
- So Who is this Jesus (Oblate Media)
- Solemn High Mass and Low Mass (Promotone)
- The Church Celebrates the Reconciling God (St. Anthony Press)
- The Forgiveness of Sin (Ikonographics)
- The Fourth Wiseman (Video Vision)
- The Last Supper (Video Vision)
- The Passover (Video Vision)
- The Perfect Present (Brown ROA)
- The Stations of the Cross for Children (Twenty Third Publications)
- The Ten Commandments (MGM)
- Time Travel through the Bible (Envoy)
- Vatican Revealed (New Video)
- What Catholics Believe Series (Ligouri)

Archdiocese of Indianapolis Curriculum 2000 – Appendix #5

“SOME HELPFUL RESOURCES”

Junior High continued...

- What is the Work of the Spirit? (St. Anthony Press)
- Where Jesus walked (Video Vision)
- Who is the Spirit? (St. Anthony Press)

Resources:

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

For Families:

Keepers of the Promise (NCCL) – Volume 3, Intermediate and Early Adolescent level.

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“SOME HELPFUL RESOURCES”

High School

Videos:

- A Case of Conscience (Brown ROA)
- Advent with St. Nicholas (Twenty Third Publications)
- Anointing of the Sick (Ikonographics)
- Baptism: Sacrament of Belonging (St. Anthony Messenger Press)
- Beyond Hate: The Heart of Hatred/Learning to Hate
- Catholic Update Series (St. Anthony Messenger Press)
- Choices (Brown ROA)
- Confirmation: A Commitment of Life (Ligouri Publications)
- Dead Man Walking (MGM)
- He Will Send You the Holy Spirit (Paulist)
- Holy Orders (Ikonographics)
- Infant Baptism: A Gift to the Community (St. Anthony Messenger Press)
- In Remembrance (Evangelical Film)
- Jesus: Among the People (Readers Digest)
- Jesus: The Final Days (Readers Digest)
- Jesus: The Story Begins (Readers Digest)
- Lord of Our Healing (Ligouri)
- Martin the Cobbler (Billy Budd)
- Molly Kelly – Teens and Chastity
- Old Testament Videos – Biography (A&E)
- On the Air Series (Total TV)
- Praying the Rosary – Catholic Update (St. Anthony Messenger Press)
- Rick Nunes Story
- Reconciliation (Ikonographics)
- Romero (Vidmark Entertainment)
- Series – (Twenty Third Publication)
- Sex has a Pricetag (Cyr Productions)
- So who is this Jesus? (Oblate Media)
- The Church Celebrates the Reconciling God (St. Anthony Messenger Press)
- The Forgiveness of Sins (Ikonographics)
- The Perfect Present (Brown ROA)
- The Way of the Cross: Stations on Our Journey of Faith (St. Anthony Messenger Press)
- They Lied to US (Gospel Films)
- Total TV Network
- Understanding the Sacraments (St. Anthony Messenger Press)
- Value for Young People (Twenty Third Publications)
- What Catholics Believe Series (Ligouri Publications)

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“SOME HELPFUL RESOURCES”

High School continued...

- What is the Work of the Spirit? (St. Anthony Messenger Press)
- What Makes us Catholic (St. Anthony Messenger Press)

Recommendation from the Archdiocesan sponsored chastity program - *A Promise to Keep: God's Gift of Human Sexuality*. These videos are available from the Coordinator's office. The program coordinator and her assistant are available to come to present or facilitate discussion on these files within the Archdiocese.

Level 4 (Recommended for Grade 9)

“Smart Love” (one 50-minute session with written material)

This session on “Smart Love” highlights the progression of temptation to participate in “at-risk behaviors” encountered by teens who date one person exclusively for a prolonged period of time.

“Love,” “Purity,” and “Trust” (three 30 minute videos with Student Book and Teacher's Guide)

These videos reinforce virtues essential to understanding healthy Christian sexuality. The exercises and discussions promote chastity, respect, equality, faithfulness and promise-keeping.

Level 5 (Recommended for Grade 10)

“The Difference between Males and Females” (two 25-minute video segments with discussion questions)

Both the video and discussion questions are designed to challenge adolescents to think about the psychological, intellectual and physical differences between males and females. Other major objectives of this section are:

- 1) to provide adolescents with the opportunity to think about and debate the generalizations and stereotypes that are made about males and females.
- 2) to assure adolescents that their brain can and must be “in control” of their sexual behavior.

Level 6

“STD: The Choice is Yours” (20-minute video only)

In this video, Dr. Rick Kiovsky, Director of Department of Family Medicine at IU School of Medicine, presents both statistics and images of the physical consequences of STDs.

Level 7

“Marriage: A Sign of God's Presence” (16-minute video only)

This video provides personal and faith-filled reflections on marriage. The couples presented in this video are speaking from personal experience and the thoughts they share span several generations.

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“SOME HELPFUL RESOURCES”

High School continued...

Printed Resources:

- Catholic Encyclopedia (Rev. Peter M.J. Stravinskias)
- Catholic Teaching Series (The Center for Learning)
- Our Sunday Visitor’s Encyclopedia of Catholic Doctrine.
- The Catholic Source Book
- Teen Catechism (Alfred McBride)
- Understanding the Catechism Series (Charles Chesnavage)
- Where to find it in the Bible (Ken Anderson)

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“SOME HELPFUL RESOURCES”

Catholic & Other Helpful Web Sites

Use of the internet requires discernment. There are both wonderful and bizarre resources on the internet so one has to approach it with caution. The following annotated list of web sites that have been recommended to us and we have noted the source whenever known. We have found the following to be faithful and worthwhile to check out. Many sites link to other sites with similar values and interest. It would be impossible to be completely comprehensive. The best advice is to check websites that are linked to sites that you do respect and have found to be reliable.

Many Roman Catholic parishes and schools now have their own web sites that are linked to the Archdiocesan websites. Look to those for even more possibilities. Some publishers also offer website support for their textbook series. Be sure to ask your representative if this option is available for the series or text you use.

www.archindy.org - This is the official Archdiocese of Indianapolis website. The section for the Office of Catholic Education has many helpful links for those involved in educational and formational ministries.

www.2learn.ca - This site is an example of collaborative teaching, learning and ingenuity (according to: Dan Friedt) <Dan.Friedt@mhcbe.ab.ca> posting on Centernet @ University of Dayton).

www.bernardin.org - This site is noted on the cover of the PBS documentary video on the life and last days of the late Joseph Cardinal Bernardin.

<http://bible.gospel.com.net> - This is a search engine for the Bible. You can search six versions of the Bible in ten languages. You can request footnotes and cross references. Simply type in a word or passage and it will give a listing of where to find it in the Bible. Find the choice you want from the list, click on it and the entire passage is displayed. This site was highlighted in *Libenter*, Volume XV, Issue 2, February 1999, an official publication of the Diocese of Gary.

www.catholic.com - This website, although very basic in design, is the home page of Catholic Apologetics and Evangelism. It is very helpful in answering questions on the Catholic Faith. It includes excerpts from radio programs that can be downloaded, a search engine, and an e-mail address so you can send in questions. This was also highlighted in *Libenter*, Volume XV, Issue 2, February 1999, an official publication of the Diocese of Gary.

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“SOME HELPFUL RESOURCES”

www.catholic.org - This site, although slow-loading, is worth the wait. It is a beautifully designed website with Catholic artwork tied into each menu selection. It is associated with the Catholic Press Association. Its main menu offers well over 40 links to other Catholic interest pages and sites. It also has search engine. This was also highlighted in *Libenter*, Volume XV, Issue 2, February 1999, an official publication of the Diocese of Gary.

www.catholic-church.org/cid - This site says it both lists and is connected to the “most popular” Catholic Internet sites on the web. How that is determined may be explained on the site. It doesn’t hurt to know what others consider to be the “most popular.”

<http://www.catholicgreetings.org/Saints/default.asp> - A website of St. Anthony Messenger Press, this site connects to greetings specifically designed for Catholic feasts and saints.

www.cin.org/ Official website for the Catholic Information Network highlighted in the *Criterion*, Friday, July 28, 2000.

www.clsa.org - web site for the Canon Law Society of America; source of information on canon law and pastoral ministry.

www.congress.la-archdiocese.org/home.htm The newly designed website for the Los Angeles Religious Education Congress site.

www.cyberfaith.com - This is a site designed by William H. Sadlier, Inc. It provides resources on their textbook and general resources of Catholic interest as well as ideas for families.

www.edview.com - Highlights an “Internet Safety Kit” i.e. a library of more than 10 million pages of pre-surfed/ child-safe education approved and reviewed internet materials. In *NCEA Notes* Vol. 31, #3, January 1999, it was noted that the group that developed this site also offers EdView Channel Lock, a password protected software that locks children into the safe haven of the Ed View Smart Zone for about \$100. For more information call Dr. Terry Hitchcock 612-338-0533. This might be an especially good for home schoolers to consider.

www.mcgill/pvt.12al.us/jerryd.cathmob.htm -This is a library in one site. There are over 113 pages and 4,800 links to sites “in the spirit of Vatican II”.

www.nalm.org - This is the “official” site for the National Association of Lay Ministry (NALM) noted in Vol. 16, #1, Winter 1999 issue of their newsletter, *Lay Ministry*.

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“SOME HELPFUL RESOURCES”

www.nccl.org -This is the official site for The National Conference for Catechetical Leadership (NCCL). This organization has been a leader in Catholic religious education in the United States since 1967. It is dedicated to bringing the teaching ministry of Jesus to every Catholic child, youth and adult. The site has information on the organization, catechetical issues, membership, resources, products, job listings in the catechetical field and information on the annual meeting. One resources described is the *Echoes of Faith* program, the official resource for use in Catechist Formation and certification in the Archdiocese.

www.nccbuscc.org -This is the official website of the United States Catholic Bishops Conference and offers many connections to church documents including the Catechism of the Catholic Church.

www.ncea.org -for more information on the NCEA, it's departments and programs.

www.nfcym.org - this is the official site for the National Federation for Catholic Youth Ministry.

www.rclweb.com/html/home.asp -This the official publisher site of Resources for Christian Living (RCL). This company published the NCCL Catechist Formation series, *Echoes of Faith*.

www.sacredspace.i.e. – This is a prayer site developed by the Irish Jesuits to help people to take a quite meditative moment reflecting on a liturgical reading for the day. It teaches how to pray and meditate and shows how computers can be used for good. Highlighted in *The Criterion*, July 28, 2000.

www.theobooks.org This site gives resources on spirituality and ministry including book reviews and provides catechetical materials from an Eastern Catholic Church perspective, *God With Us* publications.

www.vatican.va - This is the official website for the Vatican. It is rich with information and includes major church document links in many languages.

www.ymdirect.com - Youth Ministry Direct provides many resources for Catholic Youth Ministry including Spanish resources.

www.youmagazine.com - You Magazine - magazine for jr. high/high school youth.

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MORE ABOUT FAITH 2000

Religious education programs in both schools and parishes are to include an annual assessment of student outcomes. Data gathered from the assessment is to be used at both the local and diocesan levels to assess the effectiveness of the religion program and guide in program planning. The Office of Catholic Education shall determine the assessment instrument used (Archdiocesan Board of Education Policy, November 19, 1991).

Introduction

This appendix was designed to answer some of the most commonly asked questions about the Faith 2000 assessment program. If you have further questions call the Office of Catholic Education at 317-236-1430 or 800-382-9836, ext. 1430.

Who Developed the Program?

The *Faith 2000* religion assessment program was developed by a committee of the Assessment Task Force of the Archdiocesan Council for Educational Excellence in response to *Rooted In Jesus Christ: the Faith Formation Strategic Plan* of the Archdiocese of Indianapolis. Faith 2000 was designed by Dr. George Elford, president of Catechetical Assessment Program, Inc. (CAP), who also served as a consultant to the committee. Faith 2000 is based on the *Catechism of the Catholic Church* and this archdiocesan religion curriculum.

Catechists and teachers in the Archdiocese of Indianapolis, in advance of seeing the results, rated questions on their importance and difficulty as a part of an accepted method in standard setting. These ratings, which were similar across all four levels, were combined with performance data to identify three tentative standards for each level of the Faith Knowledge Assessments.

- The **Advanced Standard** of **80 percent correct or above** identifies students who merit special recognition for **excellent grasp of Faith knowledge.**
- The **Proficient Standard** of **65 percent correct or above** identifies students **meeting the program's expectations in the area of Faith knowledge.**
- The **Basic Standard** of **50 percent correct or above** indicates a certain **minimum competence in Faith Knowledge.**

These standards are offered as benchmarks or reference points as the percent correct scores reported in the results are reviewed. These standards are likely to be quite different from those applied to classroom tests. For many classroom tests, 70% is often passing and 90-100% represents excellence. These broad survey assessments are, as a rule, more difficult than classroom tests. However, as teachers and catechists continue to teach the proficiencies in the archdiocesan religion curriculum, these standards should rise over time.

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MORE ABOUT FAITH 2000

Is this the only instrument used for elementary and high school religion assessment for the Archdiocese of Indianapolis?

The Office of Catholic Education (OCE) has determined Faith 2000 to be the instrument used for implementation of the Archdiocesan Board of Education (now known as the Archdiocesan Educational Commission, AEC) policy for assessment of religious education programs in schools and parishes. The ACRE assessment from the National Catholic Educational Association (NCEA) is no longer used in the archdiocese.

What is the general timeline for Faith 2000?

The timeline for the administration of Faith 2000 is determined each year by the OCE. The preferred time in the first years of implementation has been the month of February. Within the Archdiocese of Indianapolis, the fee per student survey sheet for processing and reporting by CAP will be assessed in the April archdiocesan bill to parishes. Faith 2000 order forms are mailed to schools and parish programs in the fall. They are returned within a month with a check for the cost of materials required by each school or program. Outside the Archdiocese of Indianapolis, each site will be billed directly by CAP.

What is covered in the Faith 2000 Instrument?

The Faith 2000 assessment covers three areas: Faith Knowledge, Religious Attitudes, and Catholic Practices.

Faith Knowledge Section.

This assessment is a criterion-referenced assessment measuring performance against curriculum standards of the Archdiocese of Indianapolis religion curriculum based upon the *Catechism of the Catholic Church*. This portion of the instrument includes:

- 40 items on Level I (Grade 3)
- 50 items on Level II (Grade 6)
- 60 items on Level III (Grade 8)
- 70 items on Level IV (Grade 11)

Religious Attitudes Section

The religious attitudes questions cover the following nine domains or topic areas: Faith Identity, God as Loving, Values Eucharist, Discipleship, Reverences Values, Social Concern, Social Change, Church as Moral Guide, and Church as Community.

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MORE ABOUT FAITH 2000

Religious Practices Section

The section reviews the following domains or topic areas; Sacramental Practices; Personal Practices, Family or Home Practices, Parish or Catholic School Practices, Serving Others, and Considering Vocations.

What does come in the package when an order of materials arrives?

The package contains:

1. Testing booklets in packs of 10. - These booklets can be used again; no marks should be made on them. Booklets have a format number that corresponds to the grade level. Be sure to have the correct booklet for the grade level of students taking Faith 2000:
 - Form 701 – Level I – Grade 3
 - Form 702 – Level II – Grade 6
 - Form 703 – Level III – Grade 8
 - Form 704 – Level IV – Grade 11
2. Answer Sheets - The answer sheet is also called the Student Survey Form. The *booklet number* (form number listed above) is filled in as the *survey form number* on this sheet. Students should fill in the information requested on the front of the answer sheet **before** distributing the test booklets. Point out the marking instructions at the top of the answer sheets.
3. Header/Control Sheets – One header/control sheet needs to be filled out for each grade level. For example: *one for Teacher, Tom Jone's 3rd grade and one for Catechist Mary Smith's 3rd grade.* Each diocese using the Faith 2000 code is assigned a three digit code to be put on this page. The program administrator needs to be sure that all who administer this assessment know the code and place it on this sheet. Regional codes are assigned by diocese. In the Archdiocese of Indianapolis the regional code is the three digit number assigned by the archdiocese and found in the official directory and yearbook to the right of the parish name.
4. Information sheet for Classroom Assessment Administrator. This provides a step-by-step process for the classroom administrator to follow. It is important to read this carefully. It contains special instructions regarding the administration of the test in third grade and for students with special needs

What does one do with the completed answer and header/control sheets?

Each school and or parish administrator then ensures that the completed answer sheets and their corresponding header/control sheets are mailed to the address noted in the directions.

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MORE ABOUT FAITH 2000

How does one administer Faith 2000?

Allow 60 minutes of actual testing time apart from completing forms and giving directions. Directions for the participants are printed in the booklets. Note that there are also directions for the values and practices sections at the beginning of those sections.

Those administering the Level I test for third grade may choose to read aloud the questions and answer choices to the entire class/group. Note that those students from whom special accommodations are made for any other standardized test, may also have those same accommodations made for Faith 2000.

If you wish, you may administer the Faith 2000 “knowledge” section separately from the “values” and “practices” sections. However, once the values and practices have been completed, the answer sheets should be placed in the sealed envelope for mailing.

You may administer the Faith 2000 program any time before the return deadline. Processing and reporting results will take about six weeks to complete. Individual and group results will be sent to the person designated as contact person on the original order form.

What about the results?

General Reminders In Using Assessment Results

To use the results of assessment effectively, school, parish and diocesan staff should review the assessment materials in advance of the arrival of the results. Informally prepare a list of expectations based on what questions are expected to be easy or difficult for program participants and then compare that list with the actual results.

These assessments have two key purposes:

- to give participants an experience of success, and
- to provide the diocese, program administrator, parents and commission with useful information for planning personal and program improvements.

Here are some ways the assessment results can be used:

Honor successful performance:

- Recognize individuals who meet a certain standard for their mastery of faith knowledge.
- Affirm your catechists, teachers and families.

Review the program

- Discuss patterns in values and practices with students in class.
- Discuss strengths or gaps in your students’ faith knowledge especially where the responses surprised you.
- Look at strengths or gaps in the school, parish or diocesan program.

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- Identify those students in need of special help.
- Consider setting systematic program improvement goals.

A Note About Comparisons

Results should not be compared between school and religious education programs within the same parish or among parishes in the archdiocese. When comparing year-to-year results for the same program remember to take into account that different students are taking the test each year. The only comparison should be done by participants with their own previous results to identify areas of improvement and potential growth.

What kinds of reports will be returned?

The following reports are returned to the program administrators for each site:

A. The Faith Knowledge Graphic Summary

This is also called the Summary Assessment Report (Faith Knowledge). It displays in a graphic format the percent correct score for three groups, the top fourth, middle one half, and lowest fourth for each of the seven domains of faith knowledge noting the number of questions covering that domain. Note that *Religious Terms* items are counted in more than one category. For example, a question about *Sacraments* might be classified also as a question about a religious term. Thus, the number of items in the *faith knowledge* assessment equals the total number reported for only the first six domains.

B. The Student Roster Reports On Faith Knowledge

The student roster report shows each individual student's performance on the seven *faith knowledge* domains and the total section in terms of the percent of questions the student answered correctly. The report notes the total percent correct, the group's average scores for each domain and the group average/total percent correct figure.

Students who identified themselves as non-Catholics on their answer sheets are designated by a < > on this roster. If the number of non-Catholics in a class group reaches seven (7) or more, a separate report will be produced for these students. For diocesan reporting a separate report will be prepared for 100 or more non-Catholic students.

The *faith knowledge* item-by-item report shows how many students knew the correct answer and how many students thought other possible answers were correct.

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C. Religious Knowledge Question-By-Question Reports

These reports display the item numbers, the correct answer or answer key, the number/percent of persons who omitted the item and the number/percent who selected each of the other answers. The asterisk on each question also indicates the correct response.

D. Results Describing The Religious Attitudes

This section reports group results item-by-item and in a graphic format. Group data is only reported for a minimum group size of five (5) to protect confidentiality.

E. The Graphic Summary Report On Religious Attitudes

The Catholic values results are reported in a graphic summary called the Summary Assessment Report (Religious Attitudes) using nine scales and a composite scale. This graphic summary follows a format similar to the *faith knowledge* graphic summary by reporting on three groups of students. Responses are reported in average scores on a scale of one to five.

For every attitude, there is a most preferred response which is a “5” on the scale. The least preferred response is a “1”. The summary report shows the average scores from high (5) to low (1) for each of the same three groups (high, middle, low) cited in the earlier faith knowledge graphic. On this score scale, positive scores would be above 3.0. A high score would be from 4.0 to 4.5 and a very high score would be over 4.5. The highest possible score is a 5.0.

What help is offered for interpreting results?

In addition to a general description of how the program administrator can interpret results, the Archdiocesan Office of Catholic Education is preparing a report template for use in sharing the results with: parents or guardians; catechists and religion teachers, and advisory commissions or boards.