



Archdiocese of Washington

Office of Youth Ministry/Catholic Youth Organization

**Archdiocesan Religion
Curriculum Guide
Phase II**

**Parish Youth Ministry
Grades 9 to 12**

Working Draft for Pilot

October 29, 2011

Youth Making a Difference

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Archdiocese of Washington
Curriculum Standards Phase II: Adolescent Catechesis
Forming Young Disciples for the New Evangelization

Adolescent Catechesis within the Context of the New Evangelization

*I am the light of the world. Whoever follows me will never walk in darkness,
but will have the light of life.” John 8:12*

Young people search for light, truth, a sense of self, and a vision of what they will become. Searching is a normal stage of adolescent development, by which they become healthy adults physically, socially, and spiritually. Religious educators and youth ministers are privileged to walk with young people through this journey as they develop into active Roman Catholic Christians. In partnership with families throughout the Archdiocese of Washington, the Church provides a healthy and safe space for our young people to develop into faith-filled members. The question before us is how do we as church walk with young people on this journey? How do we provide opportunities for this exploration? How do we challenge and form young people in the faith? How do we share the Good News? How do we catechize youth? And what do we teach?

Blessed John Paul II challenged us to create a Church, which calls our youth to a real adventure. He states, *“This is what is needed: a Church for young people, which will know how to speak to their heart and enkindle, comfort, and inspire enthusiasm in it with the joy of the Gospel and the strength of the Eucharist; a Church which will know how to invite and to welcome the person who seeks a purpose for which to commit his whole existence; a Church which is not afraid to require much, after having given much; which does not fear asking from young people the effort of a noble and authentic adventure, such as that of following the Gospel”* (John Paul II, 1995 World Day of Prayer for Vocations).

Our Archbishop, Donald Cardinal Wuerl affirmed the call of Blessed John Paul II to speak to the heart of young people in his Pastoral Letter on the New Evangelization. *“Like the first disciples, we are called to envision ourselves walking alongside Jesus as the sower of the seeds of a new way of living, of a share in a kingdom that will last forever (cf Mt 13:1-9, 18-23; Mk 4:3; Lk 8:5)*

Archbishop Wuerl reminds us that *“Jesus himself establishes evangelization as of the very nature and essence of the Church when he gives his disciples the commission to evangelize that is, to announce this good news “to all the nations,” and to spread the Gospel by going forth “into the whole world” and to “proclaim the gospel to every creature.”* (Donald Cardinal Wuerl, Archbishop of Washington, Disciples of the Lord: Sharing the Vision, A Pastoral Letter on the New Evangelization, 6.)

Role of Catechetical Leaders: Coordinator of Youth Ministry, Director of Religious Education, Pastor, and Parents

Youth Ministers and all catechetical leaders in partnership with parents are empowered by our archbishop to evangelize, form and nurture young people in the faith. The Archbishop reminds all of us that *“the duty to proclaim the saving truth is not just the responsibility of clergy and religious. On the contrary, the Council (Vatican II: Lumen Gentium)*

highlighted the important role of “every disciple of Christ” in the mission of “spreading the faith.” (Donald Cardinal Wuerl, Archbishop of Washington, Disciples of the Lord: Sharing the Vision, A Pastoral Letter on the New Evangelization, 7.)

Empowering young disciples, drawing young people to responsible participation in the life of the Catholic Community, and fostering spiritual growth is the entire parish, under the leadership of the pastor, in collaboration with the pastoral staff and under the direction of the Coordinator of Youth Ministry.

Parishes and parents come to the Office of Youth Ministry/Catholic Youth Organization seeking guidance and input on how to pass on the rich heritage of our faith and Catholic teaching, while creating an engaging ministry for our youth. Beginning in August 2010, the Secretariat of Education: Office for Religious Education and Catholic Schools Office implemented the New Curriculum for K-8, ***Forming Disciples for the New Evangelization***. In collaboration with the Office for Religious Education, the Office of Youth Ministry/Catholic Youth Organization (Secretariat for Pastoral Ministry and Social Concerns) formed a task group to develop ***Phase II Curriculum Standards for Adolescent Catechesis***. These Standards parallel and flow from the Archdiocesan Curriculum K-8, yet respond to the realities of youth ministry, catechizing young people in a parish youth ministry setting.

Overseeing adolescent catechesis is the responsibility of our entire faith community. On the Archdiocesan level, adolescent catechesis is the shared responsibility of the Secretariat of Education and the Secretariat of Pastoral Ministry and Social Concerns. The Office of Catholic Schools and the Office of Religious Education are under the Secretariat of Education. The Office of Catholic Schools works specifically with our Catholic primary and secondary schools. The Office of Religious Education oversees parish religious education for our children, Grades K through 8. The Office of Youth Ministry/Catholic Youth Organization under the Secretariat for Pastoral Ministry and Social Concerns oversees parish catechesis for our parish youth, Grades 9 through 12. This relationship is an essential element of adolescent catechesis.

As catechetical leaders the Director of Religious Education (DRE) and the Coordinator of Youth Ministry (CYM) must work together. This shared responsibility is played out within the Archdiocese as the DRE takes the primary lead with younger adolescent catechesis (6th – 8th grade) in collaboration with the Coordinator of Youth Ministry. And, the CYM takes the primary lead with older adolescent catechesis (9th – 12th grade) in collaboration with the DRE.

As the number of professional full and part time Coordinators of Youth Ministry increases in the Archdiocese of Washington, parishes are benefiting from a Catechetical Leader and a Coordinator of Youth Ministry (CYM) who share parish catechetical responsibilities. Coordinators of Youth Ministry are charged with the coordination of adolescent catechesis in Renewing the Vision. *“Since catechesis is one of the eight components of youth ministry defined by the U.S. Bishops in Renewing the Vision, youth ministers must serve as catechetical leaders. In this regard they orchestrate the adolescent faith formation efforts of the parish, sometimes alone but often together with the other catechetical leader(s) of the faith community (typically a DRE or CRE). Ideally this relationship will be marked by healthy cooperation and collaboration – and*

mutual respect.” (Effective Models of Adolescent Faith Formation for Parishes, Archdiocese of Cincinnati, p. 7)

For many of our parishes the DRE also serves as the CYM. For parishes that cannot hire a CYM, the parish may wish to form a Youth Ministry Advisory Team of committed adults to oversee youth ministry or designate a volunteer coordinator of youth ministry. In both situations, the team and or volunteer coordinator of youth ministry works under the director of the DRE to create a vision, recruit adult volunteers, and empower and engage youth.

Catechesis as an essential component of Youth Ministry

Catechesis is an essential component of Youth Ministry. Renewing the Vision states: *“The ministry of catechesis helps adolescents develop a deeper relationship with Jesus Christ and the Christian community, and increases their knowledge of the core content of the Catholic faith. The ministry of Catechesis also helps young people enrich and expand their understanding of the Scriptures and the sacred tradition and their applications to life today, and live more faithfully as disciples of Jesus Christ in their daily lives, especially through a life of prayer, justice and loving service. The ministry of catechesis fosters growth in Catholic faith in all three dimensions – trusting (heart), knowing and believing (mind), and doing (will).”* (Renewing the Vision, USCCB 1994, p. 29)

In order to meet the challenge of adolescent catechesis in a youth ministry setting, catechesis must be intentional and systematic. Intentional and systematic catechesis for adolescents means creating and implementing a vision of catechesis, which is reflective of Catholic identity, an understanding of the culture, and the developmental needs of young people. Effective Youth Ministry Practices in Catholic Parishes, a research project sponsored by the Center for Ministry Development and Saint Mary’s Press in collaboration with the National Federation for Catholic Youth Ministry found that successful “faith formation with adolescents most often begins with real life issues and connects faith to life. Faith Formation is at the heart of youth ministry. To be effective and engaging with youth, faith formation includes:

- Ø Being facilitated by open-minded, authentic, faith filled qualified adults
- Ø Engaging youth’s energies
- Ø Community building
- Ø Peer sharing, witness and leadership
- Ø Celebrating Catholic Identity
- Ø Seizing teachable moments
- Ø Being experiential, active and innovative
- Ø Not feeling like school
- Ø Adolescent catechesis which is cognitive and behavioral”

In Renewing the Vision: A Framework for Catholic Youth Ministry (RTV), the United States Conference of Catholic Bishops sets forth three goals for youth ministry:

1. To empower young people to live as disciples of Jesus Christ in our world today.
2. To draw young people to responsible participation in the life, mission, and work of the Catholic faith community.

3. To foster the total personal and spiritual growth of each young person. (RTV, USCCB, 1997)

Aim of the *Phase II Curriculum Standards for Adolescent Catechesis* Guide

The aim of the guide is to assist the parish, youth ministry catechetical leaders, catechists, and parents in furthering the faith formation of young people as they move from childhood to adolescents. Building on the Curriculum Standards K-8, simply put the guide is intended to facilitate the parish and the youth ministry teams in the planning process, provide information and support to parents in their primary role as formers of the faith, assist the youth ministry catechist in knowing what to focus on in the lesson plan, and assist the teen in building on what they learned K-8 and in fostering their individual faith development.

The Format of the Standards and Indicators

How are the indicators formatted?

- **Core items that must be covered in all parishes are in bold print.**
- *Enrichment items that are optional and can be covered if there is time are in italics.*

What is meant by words being underlined?

- **Underlining** means this is a vocabulary word to know. These words and their definitions will be available on the Archdiocesan Website (Office for Religious Education and Office of Youth Ministry/Catholic Youth Organization) on the curriculum page in a Glossary. When a simpler age appropriate definition is needed it is within the indicator itself.

Note: The Full Texts of the prayers and practices for Catholics to teach are found in the online glossary and also in a downloadable document online: Appendix 2, *KEY PRACTICES AND PRAYERS FOR CATHOLICS*.

Utilizing the *Phase II Curriculum Standards for Adolescent Catechesis* Guide

The key to implementation of *Phase II Curriculum Standards for Adolescent Catechesis* is integrating the standards and indicators into youth ministry, intentional catechesis, and integrating catechesis into the lived experience of teens. The Challenge of Adolescent Catechesis: Maturing in Faith, states, “*The primary aim of adolescent catechesis is to sponsor youth towards maturity in the Catholic Christian faith as a living reality. . . . Creating sessions, which evangelize, catechize, and empower teens in ministry.*” (NFCYM, 1986)

Just as in Phase I: Grades 1 – 8, the Fourteen Curriculum Standards flows from the Four Pillars of the Catechism of the Catholic Church and the Six Key Elements of Catholic Life. In addition, *Phase II Curriculum Standards for Adolescent Catechesis* flow from Renewing the Vision and the USCCB Curriculum Framework for Adolescent Catechesis.

The USCCB Curriculum Framework for Adolescent Catechesis is “*designed to provide systematic content to guide the catechetical formation of young people of high school age in the various catechetical contexts in which it takes place. In particular, this Adaptation is now offered to guide the use of the Curriculum Framework in parish religious education programs, and in catechetical formation that is a constitutive part of youth ministry programs.*” (Adaptation of Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age for use in parish and youth ministry programs. *Committee on Evangelization and Catechesis United States Conference of Catholic Bishops*, January 2010.)

Unlike Phase I, the Key Elements and Curriculum Standards for adolescents are not grade specific. ***Phase II Curriculum Standards for Adolescent Catechesis*** are designed to be utilized over a four year period within parish youth ministry; recognizing the variety of youth ministry catechetical methods and models. For each element, standards have been developed defining a cumulative body of knowledge and set of competencies. Each indicator demonstrates knowledge, a learned skill, and behavior. These indicators are essential in selection of youth ministry catechetical methodologies, catechetical planning, implementing scope and sequence, and selection of catechetical resources and youth ministry materials. For parishes utilizing a grade specific classroom catechetical model a template is provided.

Expectations for youth with special needs

Just as in Phase I, Phase II can and should be adapted via accommodations and/or modifications for youth with disabilities. The adaptations will be based on the learning needs of the teen and may include (but not limited to) opportunities for access to specialized instruction, specialized materials, or materials designed for the teens’ developmental, not chronological, age. In order to obtain more information and support for this process, please contact:

Department of Special Needs Ministry
Office of Youth Ministry
Office for Religious Education

Child Protection: Safe Environment Training

Archdiocesan policy requires that a session on Safe Environment is offered to all youth in our parish programs at the start of each program year. The parish programs used the *Virtus: Teaching Touching Safety Program*. More information, including a brief summary parent brochure explaining the *Virtus* program can be found on the Archdiocesan website and should be shared by youth ministers and members of the youth ministry team leaders at the beginning of each year.

Catechetical Models for Adolescent Catechesis

Bible Study – Advent, Lenten or yearlong bible studies are usually offered in a small group setting utilizing an adult facilitator. Scripture study creates a strong sense of community and an opportunity for youth to integrate scripture and catholic teaching into their life.

Catechumenal model – Is based on the evangelical, spiritual, and formational principle of the RCIA and the celebration of minor and major rites. Sessions follow the liturgical year and utilize an adult mentor/sponsor.

Diocesan, Regional, National or International Events – Youth Day, Mount 2000, Steubenville, National Catholic Youth Conference, and World Youth Day are excellent opportunities for youth to connect to the larger Roman Catholic Church, experience worship, listen to witness talks, and attend catechetical sessions. Large group events can serve to enhance a catechetical program but must be preceded and followed by parish programming.

Guest Speakers/Apologetics – Youth participate in a series of workshops offered through out the year or on a monthly basis.

Home Study – Teens are provided with materials for self-study. Participants can use text, reading list, webinars, etc.

Interactive Liturgical – Provides a connection between Eucharistic Liturgy and catechesis. Utilizes lectionary based catechesis, the homily, adult witness talks, and fellowship night. A core team of adult and peer leaders works to create an interactive Life Night that explores a variety of youth and faith themes.

Lectionary Based Catechesis – Teens gather each week to reflect on the Sunday readings and church teaching, which flow from the specific scripture. Materials are based on the weekly readings and intertwine liturgical year with curriculum guidelines.

Mentoring – Youth are partnered with an adult who serves as a spiritual mentor through catechesis and or formation.

Mini courses – Similar in design to a community college seminar session. Offerings can occur fall, winter, and spring with sessions running two to six weeks in length. Sessions utilize mini course curriculum on a variety of faith themes.

Multi-parish collaborative programs – Neighboring parishes and/or Catholic High Schools join together to offer a variety of catechetical opportunities: Speakers, parent-teen forums, bible study, mini courses, retreats, outreach opportunities, and fellowship.

Retreats– Twilight, day, overnight, and weeklong retreats explore the personal call to a relationship with God and support faith development through church teaching, peer witness and scripture. Utilizing multiple retreats to enhance a catechetical plan is essential for success.

Summer Sessions – Provide summer opportunities for youth. Programs traditionally have significant hands on learning components, usually running two weeks in length with daily fellowship, prayer, outreach, faith sharing, and catechetical sessions. Many programs take on a teen vacation bible school atmosphere.

Technology based – The increasing numbers of online curricula and youth ministry websites provide opportunities for youth to utilize the Internet as a possible form of catechesis.

Traditional youth group – An informal gathering of teens on a weekly or monthly basis. Gatherings usually include community building, fellowship, evangelization, and prayer. Speakers, scripture study, role - play, and “rap” sessions are the typical catechetical tools.

Weeklong work camps – are excellent opportunities to connect young people to the social justice teachings of the Church and Jesus’ call to serve. Work camps traditionally utilize teams of youth for cleaning, repairing, performing acts of ministry, volunteering at social service agencies during the day, with prayer and worship, evangelization talks, and catechesis in the evening. It is important to connect the youth to the social ministry/outreach programs in the parish prior to, and following, work camp experiences.

Weekly classroom – Gathers youth on a consistent basis utilizing a text or published interactive lesson plan.

Criteria for the Selection of Adolescent Catechesis Textbooks and Resources

1. Those adolescent catechesis models which use textbook series and stand-alone texts must select from those that have been designated to be in conformity with the *Catechism of the Catholic Church* by the USCCB Ad Hoc Committee to Oversee the Use of the Catechism.
2. Adolescent catechesis models which do not use approved textbooks or stand alone texts are to employ a primary reference/resource which has been designated to be in conformity with the *Catechism of the Catholic Church* by the USCCB Ad Hoc Committee to Oversee the Use of the Catechism. The primary resource is utilized in conjunction with additional Catholic Youth Ministry Resources.
3. Additional resources must meet the following criteria: Doctrinal soundness, catechetical creativity, and cultural adaptability. These resources that are Catholic printed and electronic media resources employed in adolescent catechesis which addresses questions of faith and morals must have received appropriate ecclesiastical approval.
5. Other youth ministry materials, without ecclesiastical approval, may only be used as secondary resources in the design and implementation of adolescent catechesis models.

Integrated Planning and Preparation

Four sample templates have been developed as potential models for parishes. These templates are not intended as a mandated format but as a tool in the planning process taking into account a four year model and the variety of youth ministry models.

1. **Youth Group/Life Night Template** (A and B) create a four year plan for integrating the Standards, Indicators and the USCCB Framework Core Courses into a weekly youth group/life night model. In utilizing the template the catechetical planning team can use a primary resources/reference and youth ministry catechetical resources in meeting the standards and or a stand alone text.
2. **Mini Semester Template** creates a four year plan for mini semester sessions. Mini semesters are held for a consecutively for weeks utilizing a blend of workshop/classroom/interactive youth ministry. Catechetical planning team selects textbooks or primary resources/reference and youth ministry catechetical resources in which the standards are met.
3. **Integration into Comprehensive Youth Ministry Template** creates a yearly plan in which the catechetical planning team integrates catechesis into a variety of youth ministry components integrating all standards. Catechetical planning team selects textbooks or primary resources/reference and youth ministry catechetical resources in which the standards are met.
4. **Grade Specific Template** created for parishes in which adolescent catechesis is conducted by grade.

Personal Faith Inventory

Recognizing that youth ministry formation is closer in nature to an adult formation experience where attendance varies from week to week, topic to topic, and dependent on family and school obligations; the Phase II Curriculum Standards recommend the use of a personal faith inventory for assessment. Faith inventories provide an opportunity for the youth minister and the young person in partnership to develop a personal plan for spiritual enrichment, deepening of knowledge of the faith, mentorship, and opportunities for hands on discipleship. Yearly results of the personal faith inventory are not reported to the Archdiocese but are to be utilized as an effective tool in empowering a young person as a disciple of Jesus.

Pilot Process

The Office of Youth Ministry/Catholic Youth Organization is pleased to announce that the Archdiocese has been selected by the National Initiative on Adolescent Catechesis (NIAC) to serve as a partner for **Transforming Adolescent Catechesis**. As partners with the National Initiative, the Archdiocese will benefit from the expertise of NIAC, NIAC staff and resources, and NIAC parish youth ministry training. For the pilot year, NIAC will partner with selected pilot parishes in the implementation of Phase II.

Beginning in fall 2011 at Catechetical Day: Pastors, Coordinators of Youth Ministry, Directors of Religious Educators, and Youth Ministry Volunteers will receive the Phase II Curriculum Guide. During the orientation process parishes across the Archdiocese will be invited to apply to become a “pilot parish”. Following catechetical day six parishes will be selected based on location, parish size, and population served.

Every pilot parish will be contacted and invited to a diocesan training session and assigned a local coach who will serve as a mentor during the pilot process. Coaches will be available to provide additional parish training and guidance as needed. Online webinars will be available to parish youth ministry core teams along with onsite diocesan training day.

At the conclusion of the pilot process, pilot parishes will be invited to share insights and feedback to review and amend Phase II prior to diocesan wide implementation in the fall of 2012. NIAC resources and diocesan coaches will be available to all parishes during the implementation year.

Appendix

1. Key Elements and Curriculum Standards
2. Curriculum Standards, USCCB Framework, Key Pillars, and Renewing the Vision
3. Youth Group/Life Night Template and Curriculum Standards
4. Youth Group/Life Night Template and Interwoven Elements
5. Mini Semester Template
6. Grade Specific Template
7. Interwoven Comprehensive Youth Ministry Template
8. Key Element I: Knowledge of the Faith
9. Key Element II: Liturgical Education: Helping to Celebrate
10. Key Element III: Moral Formation
11. Key Element IV: Prayer
12. Key Element V: Education for Living in the Christian Community
13. Key Element VI: Evangelization and Apostolic Life
14. Adaptation of the Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age for Parish and Youth Ministry Programs
15. Parents Guide to High School Level
16. Family and Parish Partnership
17. Pilot Application
18. USCCB Subcommittee on the Catechism, Conformity Listing of Catechetical Texts and Series. <http://www.usccb.org/about/evangelization-and-catechesis/subcommittee-on-catechism/conformity-review/upload/Currentlist-10-17-2011.pdf>

Key Element	ADW Curriculum Standards
Knowledge of the Faith	1. CREED: Understand, believe and proclaim the Triune God and redeeming God as revealed in creation, and human experience, in Apostolic Tradition and Sacred Scripture, and as entrusted to the teaching office of the Church.
	2. SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God's revelation through Sacred Scripture.
Liturgical Education: Helping to Celebrate	3. SACRAMENTS: Understand and participate in the sacraments of the Church as effective signs of God's grace, instituted by Christ and entrusted to the Church.
	4. LITURGY: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist as the source and summit of Christian life.
Moral Formation	5. CONSCIENCE: Develop a moral conscience informed by Church teachings
	6. CHRISTIAN LIVING: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love Prayer
Prayer	7. PRAYER: Know and participate in the Catholic tradition of prayer and acknowledge prayer as the primary way we deepen our knowledge of God in the community.
Education for Living in the Christian Community	8. CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church's origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.
	9. ECUMENISM: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with other Catholic (Eastern), Orthodox, and Christian churches.
	10. CATHOLIC PRINCIPLES AND RELATIONSHIPS: Apply Catholic principles to interpersonal relations.
	11. VOCATION: Understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.
Evangelization and the Apostolic Life	12. CATHOLIC SOCIAL TEACHING: Know critique and apply social justice and stewardship principles to societal situations in a way that acknowledges and affirms the dignity of the human person and community.
	13. INTER-RELIGIOUS DIALOGUE: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Jews, Muslims, and all faith traditions.
	14. MISSIONARY VOCATION: Demonstrate an appreciation for Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service.

ADW Curriculum Standards	USCCB Framework for Adolescent Catechesis/Core Courses (Revelation, Jesus, Pascal Mystery, Church, Sacraments, Life in Jesus)	Pillars of the Catechism/Key Elements of Catholic Life (Six Tasks of Catechesis)	Renewing the Vision: Faith Themes 9-12
1. CREED: Understand, believe and proclaim the Triune God and redeeming God as revealed in creation, and human experience, in Apostolic Tradition and Sacred Scripture, and as entrusted to the teaching office of the Church.	Revelation, Jesus, Pascal Mystery and Church	Creed	Jesus
2. SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God's revelation through Sacred Scripture.	Revelation, Jesus, Pascal Mystery, Church	– What We Believe	Gospels, Paul, Hebrew Scriptures
3. SACRAMENTS: Understand and participate in the sacraments of the Church as effective signs of God's grace, instituted by Christ and entrusted to the Church.	Pascal Mystery, Church, Sacraments and Life in Jesus	Sacraments	Sacrament of Faith
4. LITURGY: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist as the source and summit of Christian life.	Pascal Mystery, Church	– How We Celebrate	Sacrament of Faith - Worship
5. CONSCIENCE: Develop a moral conscience informed by Church teachings	Pascal Mystery, Life in Jesus	Christian Living	Morality
6. CHRISTIAN LIVING: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love Prayer	Revelation, Jesus, Pascal Mystery, Church, Sacraments, Life in Jesus	- How We Live	Faith & Identity
7. PRAYER: Know and participate in the Catholic tradition of prayer and acknowledge prayer as the primary way we deepen our knowledge of God in the community.	Jesus, Church, Sacraments, Life in Jesus	Prayer	Prayer
8. CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church's origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints	Church, Sacraments	– How We Pray	Life of Faith
9. ECUMENISM: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with other Catholic (Eastern), Orthodox, and Christian churches.	Sacraments, Church	Christian Living	Evangelization
10. CATHOLIC PRINCIPLES AND RELATIONSHIPS: Apply Catholic principles to interpersonal relations.	Life in Jesus	- How We Live in the Community the Church	Faith & Identity
11. VOCATION: Understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.	Life in Jesus	Christian Living	Lifestyle and Vocation
12. CATHOLIC SOCIAL TEACHING: Know critique and apply social justice and stewardship principles to societal situations in a way that acknowledges and affirms the dignity of the human person and community.	Life in Jesus, Church	Christian Living	Justice & Peace
13. INTER-RELIGIOUS DIALOGUE: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Jews, Muslims, and all faith traditions.	Church	- How We, as Individuals and Community Live in Service to the World	Evangelization
14. MISSIONARY VOCATION: Demonstrate an appreciation for Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service.	Jesus, Church	Christian Living	Evangelization/ Vocation

Template Youth Group/Life Nights and Curriculum Standards								
Session	Standard	Year 1	Standard	Year 2	Standard	Year 3	Standard	Year 4
1	I	Divine Revelation	I and III	Pascal Mystery	II, III, VI, VIII	Mission of the Church	II, III, V, VI, VII, VIII, XII	Life of Jesus
		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>
2	I and VIII	Tradition	I and III	Creation	VIII	Church Instituted by Christ	V	Natural Law/Commandments
		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>
3	II	Sacred Scripture	III	Original Sin	II	Mission of the Apostles	V, VI, VIII, X, XII	Call to Holiness
		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>
4	II and III	Scripture/Life of Church	III	Reconciliation	I and VIII	Marks of the Church	II	Beatitudes
		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>
5	I, V, VI, VIII	Who is Jesus Christ	V and VI	Call to Holiness	III, IV, V, VIII, X	Sacramental Life	V and VI	Morality
		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>
6	I and VIII	Incarnation	III, IV, VII	Eucharistic Life	III	Effects of Sacraments	V and XII	Social Justice
		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>
7	I and V	Created in God's Image	III and IV	Liturgy	III	Baptism	III	Confirmation
		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>
8	VII	Jesus teaches us to pray	III and VII	Holy Spirit	III	Anointing of the Sick	VIII	Discipleship
		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>
10	VII, VIII, X	Discipleship	VI and VIII	Evangelization	VII	Prayer	IV	Holy Orders/Priesthood
		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>
11	V and X	Jesus teaches us to live	VI, VIII, XII	Service to the Poor	XI and XII	Vocation	V, VI, X, XIV	Celebration of Marriage
		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>		<i>Youth Night</i>

Template Youth Group/Life Night

Context: Evangelization/Catechesis

Session	Year 1	Year 2	Year 3	Year 4	Interwoven element
1	Divine Revelation	Pascal Mystery	Mission of the Church	Life of Jesus	
	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	Theology of the Body
2	Tradition	Creation	Church Instituted by Christ	Natural Law/Commandments	
	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	Safe Environment Session
3	Sacred Scripture	Original Sin	Mission of the Apostles	Call to Holiness	
	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	Outreach/ Standard XII
4	Scripture/Life of Church	Reconciliation	Marks of the Church	Beatitudes	
	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	Interfaith/Ecumenical/ Standard XIII
5	Who is Jesus Christ	Call to Holiness	Sacramental Life	Morality	
	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	Pro Life Rally
6	Incarnation	Eucharistic Life	Effects of Sacraments	Social Justice	
	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	Adoration/Prayer
7	Created in God's Image	Liturgy	Baptism	Confirmation	
	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	Retreat(s)
8	Jesus teaches us to pray	Holy Spirit	Anointing of the Sick	Discipleship	
	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	Reconciliation/Liturgies
10	Discipleship	Evangelization	Prayer	Holy Orders/Priesthood	
	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	Work Camp
11	Jesus teaches us to live	Service to the Poor	Vocation	Celebration of Marriage	
	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	<i>Youth Night</i>	Life Issues

Template Mini Semesters Youth Ministry

Context: Evangelization/Catechesis

Mini Semesters	Year 1	Year 2	Year 3	Year 4
1	Divine Revelation	Pascal Mystery	Mission of the Church	Social Justice
	Tradition	Eucharistic Life	Church Instituted by Christ	
	Sacred Scripture	Liturgy	Mission of the Apostles	
	Scripture/Life of Church	Eucharist	Marks of the Church	
2	Who is Jesus Christ	Creation	Life of Jesus	Discipleship
	Incarnation	Original Sin	Natural Law/Commandments	
	Created in God's Image	Reconciliation	Beatitudes	
		Call to Holiness		
3	Jesus teaches us to pray	Sacramental Life	Morality	Prayer
	Jesus teaches us to live	Effects of Sacraments		
		Baptism/Confirmation		
		Anointing/Reconciliation		
		Vocation/Holy Orders/Marriage		
Interwoven Elements:				
Theology of the Body, Safe Environment , Outreach, Interfaith/Ecumenical, Pro Life Rally, Adoration, Reconciliation/Liturgies, Work Camp, Life Issues				

Template Youth Grade Specific/Classroom Model

Standard	Grade 9	Standard	Grade 10	Standard	Grade 11	Standard	Grade 12
I	Divine Revelation	I and III	Pascal Mystery	II, III, VI, VIII	Mission of the Church	II, III, V, VI, VII, VIII, XII	Life of Jesus
I and VIII	Tradition	I and III	Creation	VIII	Church Instituted by Christ	V	Natural Law/Commandments
II	Sacred Scripture	III	Original Sin	II	Mission of the Apostles	V, VI, VIII, X, XII	Call to Holiness
II and III	Scripture/Life of Church	III	Reconciliation	I and VIII	Marks of the Church	II	Beatitudes
I, V, VI, VIII	Who is Jesus Christ	V and VI	Call to Holiness	III, IV, V, VIII, X	Sacramental Life	V and VI	Morality
I and VIII	Incarnation	III, IV, VII	Eucharistic Life	III	Effects of Sacraments	V and XII	Social Justice
I and V	Created in God's Image	III and IV	Liturgy	III	Baptism	III	Confirmation
VII	Jesus teaches us to pray	III and VII	Holy Spirit	III	Anointing of the Sick	VIII	Discipleship
VII, VIII, X	Discipleship	VI and VIII	Evangelization	VII	Prayer	IV	Holy Orders/Priesthood
V and X	Jesus teaches us to live	VI, VIII, XII	Service to the Poor	XI and XII	Vocation	V, VI, X, XIV	Celebration of Marriage

Template Interwoven Comprehensive Youth Ministry

Context: Evangelization/Catechesis

Elements	YM Programming	Interwoven Elements
Knowledge of the Faith	Youth Nights Retreats Bible Study	Youth Night Topics Experiential Follow up Bible Study Service Opportunities
Liturgical Education: Helping to Celebrate	Parish Ministry Retreats Mentors Prayer and Adoration Liturgy/Mass	Breaking Open Process Intentional Catechesis
Moral Formation	Youth Nights Retreats Bible Study	
Prayer	Experiential Events Youth Nights Outreach and Service Retreats	
Education for Living in the Christian Community	Parish Life and Ministries Youth Nights	
Evangelization and the Apostolic Life	Youth Nights Retreats	
Interwoven Elements:		
Theology of the Body, Safe Environment , Outreach, Interfaith/Ecumenical, Pro Life Rally, Adoration, Reconciliation/Liturgies, Work Camp, Life Issues		

	Key Element I: Knowledge of the Faith	RTV	Faith Themes	Framework	CCC
	<u>Standard 1</u>				
	CREED: Understand, believe and proclaim the Triune and redeeming God as revealed in creation and human experience, in Apostolic Tradition and Sacred Scripture, and as entrusted to the teaching office of the Church.	Catechesis	The Life of Faith	I., II., IV.	232, 252,243
	<u>Indicators</u>				
HS.01.01	Show understanding that the mystery of the <u>Holy Trinity</u> is central to the mystery of the Christian faith and of Christian life.	Catechesis Community Life Evangelization	The Mystery of the Trinity	II C.2.a,b	234,261,267
HS.01.02	Show understanding of God as <u>transcendent</u>.	Catechesis		II.C.1.a,b,c	239, 370, 2779
HS.01.03	<i>Articulate understanding that God is holy and completely deserving of our love and worship.</i>	Catechesis			
HS.01.04	<i>Describe how we are attracted to the grandeur and beauty of God as we see this in creation.</i>	Catechesis			295
HS.01.05	State how the desire for God is written in the human heart because we are created by God and for God.	Catechesis		I.A.1	1954-60
HS.01.06	Show understanding that there is no contradiction between <u>faith</u> and <u>reason</u>.	Catechesis	The Life of Faith	I.B.1	39
HS.01.07	<i>Show how faith helps me to face the hardships of suffering, disappointment and tragedy.</i>	Catechesis	The Life of Faith		
HS.01.08	State that God created us in a state of original holiness and justice.	Catechesis	The Sacraments of Initiation	II.D.1, III.A.3	374-79
HS.01.09	State the meaning of <u>original sin</u>.	Catechesis		III.B.2.3	55, 309-314 385-390, 1701
HS.01.10	Recognize that God’s permitting evil is a mystery that God helps us to understand through his Son Jesus Christ.	Catechesis	Profession of Faith: Jesus Christ	III.C.1	385

HS.01.11	State the <u>Incarnation</u> is the mystery of the union of the divine and human natures in Jesus Christ.	Catechesis	Profession of Faith: Jesus Christ	II.C.1.a,b,c	454-496 721-730
HS.01.12	<i>Show understanding that the whole of Jesus' life, death and resurrection is the fulfillment of revelation.</i>	Catechesis	Profession of Faith: Jesus Christ		
HS.01.13	State belief that Jesus died for our sins opening the possibility of eternal union with God	Catechesis	Profession of Faith: Jesus Christ	III.C.2.a,b,c,d, e	254-248
HS.01.14	State belief that Jesus' death saves all people even though they do not know Christ	Catechesis	Profession of Faith: Jesus Christ	III.C.3.a,b,c	595-618
HS.01.15	Recognize that God gives us only one life, unique and unrepeatable, that when we die in God's friendship we live forever in union with God in heaven.	Catechesis	Life of Faith	III.C.3.a,b,c IV.B.6	1803
HS.01.16	<i>Recognize that Mary collaborated with the whole <u>redemptive work</u> of her Son.</i>	Catechesis			969, 964
HS.01.17	<i>Describe how we pray and work for the coming of the Kingdom, but its fullness only comes at the end of time.</i>	Prayer and Worship	Life of Faith: Christian Prayer		2680 2774- 2776 2798- 2900 2857
	<u>Standard 2</u>				
	SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God's revelation through Sacred Scripture.	Catechesis	The Gospels	I., II., III., IV.	
	<u>Indicators</u>				
HS.02.01	Recognize the Holy Spirit as central to opening the eyes of those who read scripture and moving them to have faith in God.	Catechesis	The Gospels	I.B.2	74-95
HS.02.02	Name and describe the two senses of Scripture: literal and spiritual.	Catechesis	The Gospels	I.B.4.a	85-87
HS.02.03	Identify three categories of the spiritual sense of Scripture: <u>allegorical</u> (faith), <u>anagogical</u> (hope) and <u>moral</u> (love/charity).	Catechesis		I.B.4.e,f III.A.1	289, 115- 119

HS.02.04	Show understanding that <u>Apostolic Tradition</u> and Sacred Scripture as entrusted to the teaching ministry of the Church (the <u>Magisterium</u>) make up a single deposit of the Word of God	Catechesis		I. B. 3-4	85-87, 863
HS.02.05	Recognize that to discover the scripture author's intention the reader must take into account the culture, history and literary forms of that time.	Catechesis		I.B.4.d III.A.1	113
HS.02.06	Explain that the author of the Gospel of Luke also wrote the <u>Acts of the Apostles.</u>	Catechesis	Paul and his Letters	I.2.a,b	
HS.02.07	Show familiarity with the geography and principal cities of the <u>Middle Eastern world</u> and <u>Rome.</u>	Catechesis			
HS.02.08	Show familiarity with the <u>Acts of the Apostles.</u>	Catechesis			
HS.02.09	State the literary style of the Acts of the Apostles including <u>Hellenistic (Greek)</u> historiography.	Catechesis			
HS.02.10	State the structure of the Acts of the Apostles.	Catechesis			
HS.02.11	Identify the Holy Spirit received by the disciples at <u>Pentecost</u> as the major figure in the Acts of the Apostles enlivening the establishment of the Church after the ascension of Jesus.	Catechesis		I.B. 3-4 III.C.3.a	696, 731
HS.02.12	Describe the <u>prologue of the Acts of the Apostles</u> as the introduction to Acts and description of the purpose of the account.. (Acts 1:1-14)	Catechesis			
HS.02.13	Describe the preparation period for the mission, the replacement of <u>Judas</u> and <u>Peter's leadership.</u> Jesus' leaving and the role of the Holy Spirit. (Acts 1:13-26)	Catechesis Community Life Evangelization	The Gospels		
HS.02.14	Recount the mission of the first witnesses in Jerusalem led by Peter. (Acts 2: 1-41)	Catechesis Community Life Evangelization		III.C.3.c	
HS.02.15	State the role of the first <u>deacons</u> and which community they were called to serve. (Acts 6:1-7)	Catechesis Community Life Evangelization			
HS.02.16	State the significance of the story of <u>Stephen</u> in the Acts of the Apostles. (Acts 6:8-8:3)	Catechesis Community Life Evangelization			

HS.02.17	Recount the mission in <u>Judea</u> and <u>Samaria</u> led by Peter and Saul's conversion. (Acts 8:4-9:22)	Catechesis Community Life Evangelization			
HS.02.18	Recount the story of Peter's acceptance of <u>Gentiles</u> into baptism and the first missionary journey of Paul. (Acts 11:1-18)	Catechesis Community Life Evangelization			
HS.02.19	Recount the gathering of the <u>Council of Jerusalem</u> and the question about <u>circumcision</u> (Acts 15:1-35)	Catechesis			
HS.02.20	Recount Paul's second missionary journey. (Acts 15:36-18:22)	Catechesis	Paul and his Letters		
HS.02.21	Recount Paul's third missionary journey. (Acts 18:23ff)	Catechesis	Paul and his Letters		
HS.02.22	Describe why <u>letters</u> are incorporated into <u>Sacred Scripture</u>.	Catechesis	Paul and his Letters	III.C.3, IV.A-B	
HS.02.23	Describe how the stories of the early Christian movement help us to understand the beginnings of the Church.	Catechesis Community Life Evangelization		III.C.3, IV. A-B	

	Key Element II: Liturgical Education: Helping to celebrate	RTV	Faith Themes	Framework	CCC
	<u>Standard 3</u>				
	SACRAMENTS: Understand and participate in the sacraments of the Church as effective signs of God's grace, instituted by Christ and entrusted to the Church.	Catechesis Evangelization	Prayer and Worship		
	<u>Indicators</u>				
HS.03.01	Explain how the <u>sacramental life</u> benefits the individual disciple and the community of believers.	Catechesis Evangelization	Prayer and Worship	V.II A5	
HS.03 .02	Understand the <u>Church</u> as the <u>sacrament</u> of Jesus Christ.	Catechesis		V.I A-C	1131, 1257-61
HS.03.03	State why Baptism is necessary for salvation and how a person can be saved without Baptism	Catechesis	The Sacraments of Initiation	V.II A1	1279-80
HS.03.04	Explain the <u>effects of grace</u> of Baptism	Catechesis Evangelization	The Sacraments of Initiation	V.II B2	1303
HS.03.05	<i>Understand the RCLA process as the model of faith formation for new disciples</i>	Community Life	The Sacraments of Initiation	V.II B	1210-11 1232-33
HS.03.06	Explain the initiatory character of the sacrament of Confirmation and why it is normative for the mature disciple.	Leadership Development	The Sacraments of Initiation	V.III E	1302-05
HS.03.07	Explain the meaning and significance of the Gifts of the Holy Spirit in the life of the disciple	Prayer and Worship		V.III C	1303 1930-31
HS.03.08	Examine the Scriptural basis for the Eucharist in both the Old and New Testaments	Catechesis	The Gospels	V.II C1 A-B	1337-44
HS.03.09	Articulate an understanding of the <u>Eucharist</u> as a <u>sacrament</u> and a <u>sacrifice</u>.	Catechesis	The Sacraments of Initiation	V.II C 1C	1368-72

HS.03.10	Explain the connection of the Eucharist with the Last Supper and Jesus' Death and Resurrection	Evangelization	The Sacraments of Initiation	V.II C	1323
HS.03.11	<i>Articulate the meaning of the Paschal Mystery for the individual believer and the church community.</i>	Prayer and Worship		III.IV.	595-618
HS.03.12	<i>Explain the role of the Holy Spirit in the celebration of the Eucharist</i>	Prayer and Worship	The Sacraments of Initiation	III.IV.C	659-667
HS.03.13	State the importance of the Sacrament of Reconciliation and Penance and the necessity for its reception.	Catechesis		V.III A 1-8	1422-96
HS.03.14	State the role of the priest in the Sacrament of Reconciliation and Penance and why it is necessary to confess to the priest.	Community Life		V.III A 6	1461-67
HS.03.15	Explain the <u>ecclesial</u> dimensions of the Sacrament of Reconciliation and Penance	Community Life		V.III A 4	1443-45
HS.03.16	State the meaning of the acts of the Penitent and the importance of Absolution.	Pastoral Care		V.III A 3	1450-58
HS.03.17	Discuss the importance and meaning of the Sacrament of the Anointing of the Sick	Pastoral Care		V.III B	1499-1513
HS.03.18	<i>Explain the meaning of the Sacrament of Holy Orders and the three degrees of the Sacrament.</i>	Catechesis		V.IV A	1555-71
HS.03.19	<i>Explain the difference between the sacramental priesthood and the priesthood of the faithful.</i>	Catechesis		V.II 9 B, V.IV 7 A-B	1268, 1547
HS.03..20	State the nature of <u>Christian marriage</u> and its role in the order of creation.	Catechesis		V.IV B 9	1601-16
HS.03.21	Explain the <u>effects of marriage</u> and why marriage can only be contracted by one man and one woman.	Catechesis		V.IV B 9	1641-58
HS.03.22	Discuss the <u>unity</u> and <u>indissolubility</u> of the sacrament of marriage.	Catechesis		V.IV B 7	1644-45

	<u>Standard 4</u>				
	LITURGY: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist as the source and summit of Christian life.	Prayer and Worship	The Life of Faith: Christian Prayer		
	<u>Indicators</u>				
HS.04.01	Explain the meaning of the parts of the Mass and the role of the Assembly.	Prayer and Worship		V.II C 2	1348-55
HS.04.02	Understand the actions of the <u>Eucharist</u> for example, thanksgiving, praise, anamnesis, sacrifice, and communion.	Prayer and Worship		V.II C 1-6	1341-61
HS.04.03	Explain the meaning and significance of the <u>Liturgical Seasons</u>.	Prayer and Worship			
HS.04.04	State the meaning and importance of the <u>Sacred Triduum</u>.	Prayer and Worship			
HS.04.05	Understand the reasons why weekly participation at Mass is normative for every Roman Catholic.	Catechesis		V.II C 11	2181-82, 2042
HS.04.06	Understand the need for regular reception of the Sacrament of Reconciliation and Penance.	Pastoral Care		V.II C 6	1385

	Key Element III: Moral Formation	RTV	Faith Themes	Framework	CCC
	Standard 5				
	CONSCIENCE: Develop a moral conscience informed by Church teachings	Evangelization and Catechesis	Life of Faith		
	<u>Indicators</u>				
HS.5.01	Address the basic issue of <u>Christian Moral Life</u> "the awareness that every person bears the dignity of being made in the image of God."		Life of Faith	III. IV B	1703-1706
HS.5.02	Explain how we identify these values through the Old law(Ten Commandments) and the New Law (Christ teachings).			IV. II A-C	
HA.5.03	Understand the <u>formation of conscience</u>.			VI. III F	
HS.5.04	Learn to make decisions with one's rightly <u>formed conscience</u>. and to see the moral implication of our actions.				
HS.5.05	<i>Identify the <u>Fruits of the Holy Spirit</u> as a sign of Christian Life and the grace we receive to live a life of holiness.</i>		The Sacraments of Initiation		1832
HS.5.06	Understand the Reality of Sin; effects of original sin; reality of sin, types of sin.				396-406 1855-67
HS.5.07	<i>Identify the seven deadly sins.</i>				1866
HS.5.08	Recognize that to receive God's mercy and forgiveness, we must admit our sins.				1443, 1451-53
HS.5.09	Explain the <u>Cardinal</u> and <u>Theological virtues</u>, how we obtain them and how they help us make moral decision.	Social Justice		VI. III D	

HS.5.10	Understand the foundations and the role of virtue in authentic Christian Living proclaimed by Jesus Christ through the Beatitudes.				1716-1717
HS.5.11	<i>Learn how to apply Christian moral teachings to our contemporary life situations in the complexities of our world today.</i>		Life of Faith	IV. IV A-C	
	<u>Standard 6</u>				
	CHRISTIAN LIVING: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love of neighbor.	Community Life and Leadership			
HS.6.01	Understand that following Jesus as a disciple means putting God above all things.				
HS.6.02	<i>Explain the power of words, in respect to truth, confidences and serving God.</i>			VI.VI B	
HS.6.03	<i>Compare and contrast how technology impacts all aspects of our life and living morally - positively and negatively.</i>				
HS.6.04	Understanding our vocation - a <u>universal call to holiness</u>.			VI.III B	
HS.06.05	Discern how to live the <u>Christian vocation</u> in today's world - be it married/unmarried, service to the church, missionary, religious orders ,consecrated life or priesthood.		Life of Faith	VI.III B-H	
HS.06.06	Understand and experience the variety of Christian prayer (the sacraments, personal, traditions, Eucharist) as a source of grace and strength to live a moral life.		Life of Faith: Christian Prayer		

	Key Element IV: Prayer	RTV	Faith Themes	Framework	CCC
	Standard 7				
	PRAYER: Know and participate in the Catholic <i>tradition of prayer and acknowledge prayer as the primary way we deepen our knowledge</i> of God in the community.				
	<u>Indicators</u>				
HS.07.01	Continue to examine and explore our relationship with God through personal prayer.	Catechesis Prayer and Worship	Christian Prayer	VI. B: 2 e 1-6	2566
HS.07.02	Discuss the concept and need for openness to God's presence and call in our lives.	Catechesis Prayer and Worship	Personal Growth	VI. B: 2 e 1-6	
HS.07.03	Examine the prayer of Jesus in the gospels and recognize how he affirms and challenges our thoughts and actions.	Catechesis Prayer and Worship	Jesus Christ	VI. B: 2 e 1-6	2607, 2608
HS.07.04	<i>Plan a prayer service on the theme of faith.</i>	Prayer and Worship	Christian Prayer	VI. B: 2 e 1-6	2700
HS.07.05	<i>Lead a spontaneous prayer at a catechetical or youth ministry gathering.</i>	Prayer and Worship	Christian Prayer	VI. B: 2 e 1-6	2639
HS.07.06	Examine different forms of <u>Catholic prayers and devotions</u> to include: the Rosary, Benediction of the Blessed Sacrament, meditation, Lectio Divina, and Bible study.	Catechesis Prayer and Worship	Christian Prayer	VI. B: 2 e 1-6	2697-2719
HS.07.07	<i>To understand the Book of Psalms as Jesus "prayer book.</i>	Catechesis Prayer and Worship	Christian Prayer	VI. B: 2 e 1-6	2657
HS.07.08	<i>Explain the diverse nature of the Psalms and how they pertain to one's personal life.</i>	Catechesis Prayer and Worship	Old Testament	VI. B: 2 e 1-6	2586
HS.07.09	Recognize and explain the importance of <u>intercessory prayer</u>.	Catechesis Prayer and Worship	Christian Prayer	VI. B: 2 e 1-6	2742
HS.07.10	<i>Compose a prayer of the faithful for a parish mass.</i>	Prayer and Worship	Christian Prayer	VI. B: 2 e 1-6	2629
HS.07.11	Examine the role of Mary in the prayer life of the disciple and the church community.	Catechesis	Catholic Beliefs	VI. B: 2 e 1-6	965, 2030

	Key Element V: Education for Living in the Christian Community	RTV	Faith Themes	Framework	CCC
	<u>Standard 8</u>				
	CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church's origin, mission of evangelization, hierarchical structure, marks, charisma, members and the communion of saints.				
	<u>Indicators</u>				
HS.08.01	Show understanding of the origin, foundation, and manifestation of the <u>Church</u>.	Community Life		IV. I A	759
HS.08.02	Describe how the descent of the <u>Holy Spirit</u> is the presence and inspiration in the life and mission of the Church.			IV. I B-D	731-741, 857-860
HS.08.03	Recognize that the members of the Church have contributed and have undermined the mission throughout her history.			IV. I D-F	657-865
HS.08.04	Describe the role of the Church in spreading the message of Christ.				787-789
HS.08.05	<i>Show general knowledge of church history and the early church.</i>				
HS.08.06	<i>Show an understanding of Apostolic Tradition and the role of the Apostles in the early Church.</i>				
HS.08.07	Recognize that the Church's gifts and growth are evident through all periods of history in the last 2000 years.				
HS.08.08	<i>Explain how the <u>Church is a sign and instrument</u> of communion with God and unity of the human race</i>			IV.IV. A	760

HS.08.09	<i>Recognize that Christ founded the Church with a divine purpose and mission. Jesus endowed the Church with authority, power and responsibility; church transcends history yet is part of history; continues Christ's salvation, preserves and hands on his teaching; scrutinizes "signs of the times" in the light of the Gospels.</i>				763-766
HS.08.10	<i>Understanding of the visible structure of the church. (For example: a hierarchical communion; college of bishops; vocations of life; teaching office of the church - Magisterium, role of pope and bishops, and indefectibility and infallibility; sanctifying office of the Church; governing office of the Church.)</i>				893-896
HS.08.11	Be able to name current pope and bishops of the Archdiocese.				
HS.08.12	<i>Show an understanding of images of the church in the old and new testaments.</i>			IV. II A-B	753-776
HS.08.13	Shows an understanding of the <u>churches mission of evangelization</u> and their baptismal call to evangelize; as in the church documents calling for a new evangelization.	Evangelization		IV.IV. C	
HS.08.14	<i>Show general knowledge of the <u>Marks of the Church</u> "the sole Church of Christ which in the Creed we profess to be one, holy, catholic, and apostolic."</i>				870
HS.08.15	<i>Outline the implicit nature of the Church as one with visible unity in Jesus Christ through the Holy Spirit, one faith, common worship, sacraments, and <u>Apostolic Succession</u>.</i>				815
HS.08.16	<i>Outline the wounds to unity: Heresies of the early church, protestant reformation, schisms.</i>				464-471

HS.08.17	Explain the difference between Orthodox Churches and Eastern Catholic Churches (part of the Catholic Church faithful to the Pope that has their own unique church laws, rites, and spirituality.			Option E: II A-B	
	<u>Standard 9</u>				
	ECUMENISM: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with other Catholic (Eastern), Orthodox, and Christian churches.			IV. III 5	820
	<u>Indicators</u>				
HS.09.01	<i>Describe the <u>universality</u> of the Church and the fullness of Christ's Church which subsists in the Catholic Church.</i>				
HS.09.02	Demonstrate an understanding that ecumenism is an evangelizing work of the church in the task of creating unity and peace in the world.			Option E: C	870
HS.09.03	Show knowledge of the Vatican II document on <u>Ecumenism</u>.				
HS.09.04	<i>Demonstrate an understanding that we work and pray for Christian Unity because Jesus prayed for it at the last supper. (John 17: 21-22)</i>				
	<u>Standard 10</u>				
	CATHOLIC PRINCIPLES AND RELATIONSHIPS: Apply Catholic principles to interpersonal relations.				
HS.10.01	Demonstrate an understanding of <u>human sexuality</u> as being all that makes a person male and female: physical characteristics and responses, psychological characteristics and emotional responses, social relationships and need for intimacy, intellectual aptitude, and spiritual awareness.				

HS.10.02	"Freedom makes man responsible for his acts." Explain human freedom as a directive to leading a moral life.			VI.VI A	1734
HS.10.03	Understand that <u>marriage</u> is the appropriate place for the full expression of the gift of sexuality.				
HS.10.04	<i>Recognize how <u>Chastity</u> strengthens our relationship with God.</i>				
HS.10.05	<i>Recognize the statement " Love on another as I have loved you" as the core to discipleship.</i>				
	<u>Standard 11</u>				
	VOCATION: Understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.				
HS.11.01	Demonstrate an understanding of <u>vocation</u> as a call from God to engage in the mission of the Church.			V.IV A-B	
HS.11.02	Explain that catechists respond to a specific call of the Church to witness and teach the Gospel.				
HS.11.03	Demonstrate an understanding that <u>religious life</u> is a special type of <u>discipleship</u>.				

	Key Element VI: Evangelization and Apostolic Life	RTV	Faith Themes	Framework	CCC
	Standard 12				
	CATHOLIC SOCIAL TEACHING: Know critique and apply social justice and stewardship principles to societal situations in a way that acknowledges and affirms the dignity of the human person and community.	Justice and Service	Life of Faith		
			Life of Faith		
	<u>Indicators</u>		Life of Faith		
HS.12.01	Show an understanding of the Church's concern for others, especially the poor and needy and compare and contrast the church's understanding versus societies.	Justice and Service	Life of Faith	Option C: I and II	
HS.12.02	<i>Demonstrate an understanding of the Churches <u>social justice teachings</u> in the modern era. (For example: Rerum Novarum; Encyclicals of Pope John XXIII, Paul VI, John Paul II and Benedict; Gaudium et Spes; Compendium of the Social Doctrine of the Church; and the Catechism)</i>	Justice and Service	Life of Faith		
HS.12.03	<i>Show an understanding of the <u>principles of Catholic Social Teaching</u> from the Universal Magisterium: moral law, source of civil authority and common good.</i>	Justice and Service	Life of Faith		1899-1927
HS.12.04	Name the major themes of <u>Catholic Social Teaching</u>. (For example: Dignity of human life, call to family, responsibilities and rights, preferential option for the poor, dignity of work and rights of workers, solidarity, and stewardship of God's creation.)	Justice and Service	Life of Faith		1877-1948 2196-2257
HS.12.05	<i>Realize that the protection of life and dignity of every person is rooted in scripture (Mt. 25:45, Acts 9:4)</i>	Justice and Service	Life of Faith		

HS.12.06	Recognize that Jesus embodies what has been revealed in and through <u>creation</u>. That God has entrusted his creation to us; we are stewards charged with procreating and protecting life and using the rest of creation respectfully.	Catechesis	Profession of Faith: Jesus Christ		287, 354
HS.12.07	<i>Show understanding of the fifth commandment: "You shall not kill" and it's implications for respect for human life at all stages.</i>	Catechesis	Life of Faith	VI. II B 5	2258-2301
HS. 12.08	<i>Engage in the social justice ministry of the church. Demonstrate an understanding that service is rooted in and flows from prayer.</i>		Life of Faith		
HS.12.08	Describe actions which degrade human life.		Life of Faith		
HS. 12.09	<i>Participate in the time, talent, and treasure of the parish. (<u>Stewardship</u>)</i>	Community Life	Life of Faith		
HS. 12.10	<i>Demonstrate an active involvement in Jesus' mission and ministry through the ministries of the word, worship, community building and service.</i>		Life of Faith		908-1886

	Standard 13				
	INTER-RELIGIOUS DIALOGUE: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Jews, Muslims, and all faith traditions.				
	<u>Indicators</u>				
HS.13.01	Describe the <u>universality</u> of the Church.		Life of Faith		841-45
HS.13.02	Show that <u>dialogue</u> is an <u>evangelizing</u> work of the Church in the task of creating unity and peace in the world.		Life of Faith		830-31
HS.13.03	Explain that the Church recognizes her common heritage with the Jews, and moved not by any political consideration, but solely by the religious motivation of Christian charity, she [the Church] deplores all hatred, persecutions, and displays of <u>anti-Semitism</u> leveled at any time or from any source against the Jews.		Life of Faith		839-40
HS.13.04	<i>Understanding of the link between the Catholic Church and the Jewish people. (The papal call for dialogue and seeing the Jewish people as our brother and the special choice by God for the Jewish people to be the instrument for the salvation of the world. The first to hear the Word of God, Divine Revelation.)</i>		Life of Faith	IV.III. 6	839
HS.13.05	<i>Show an understanding of the relationship between the Catholic Church and the Jewish people; the patriarchs of the Jewish people as ancestors in faith; the original Chosen people and Christians as the new People of God; the Jewishness of Jesus; Jesus as the fulfillment of the promises of the first Covenant; our shared common elements of moral life and practice.</i>		Life of Faith	Option E. IV A	821
HS.13.06	<i>Show an understanding of fundamental differences between the Catholic Church and the Jewish people.</i>		Life of Faith		
HS.13.07	Recognize the growth of Islam as a world religion, its contributions to culture and world peace.		Life of Faith	Option E IV B	
HS.13.08	<i>Describe the Five Pillars of Islam/ and the basic principles/practices/ beliefs of the Muslim faith.</i>		Life of Faith		

HS.13.09	<i>Show an understanding of the differences between the Catholic faith and Muslims.</i>		Life of Faith		
HS.13.10	<i>Show an understanding of the other major non Christian religious groups in the United States and a basic knowledge of their beliefs and practices.</i>		Life of Faith		
	<u>Standard 14</u>				
	MISSIONARY VOCATION: Demonstrate an appreciation for Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service.				
HS.14.01	Give an example of how you would defend your faith to someone who criticizes your belief in Jesus.		Life of Faith		155
HS.14.02	<i>Show an understanding that truth subsists in the Catholic Church and the Church holds the fullness of Revelation and truth.</i>		Life of Faith		870
HS.14.03	Demonstrate an understanding of church structure; <u>canon law</u> as it pertains to church mission and role in society.		Life of Faith		
HS.14.05	Explain that the <u>Church</u> has special <u>charisms</u> that she receives from the Holy Spirit to accomplish its work.		Life of Faith		
HS.14.06	<i>Engage in the life and mission of the church through full, active, and conscience participation in liturgy and the life of the parish and parish efforts to evangelize.</i>		Life of Faith		
HS.14.07	Shows an understanding of the church's <u>mission</u> of evangelization and their baptismal call to evangelize; as in the church documents calling for a <u>new evangelization</u>.	Evangelization	Life of Faith	IV.IV. C	

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)

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 are the primary educators of their children in the faith and are the first people to teach their children about faith (NDC, 101). 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 most important task of the catechesis of children is to provide, through the witness of adults, an environment in which young people can grow in faith." (NDC, 205)

The parish community, in its turn, assists parents in their role as primary 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). By celebrating the sacraments with their children, parents are already teaching their children not just knowledge about the faith, but lived experience of the faith. The parish is "the living and permanent environment for growth in the faith" (GDC, #158)

When families work together with the parish, the formation of their children is enriched. 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 this way parishes become schools of discipleship preparing people to live their faith fully and share their faith freely. 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 six key elements of Catholic Life and parish indicators of vitality. The six key elements of Catholic life include:

- Knowledge of the Faith
- Liturgical Education
- Moral Formation
- Prayer
- Education for Community Life
- Missionary Life

The Archdiocese of Washington's Indicators of Parish Vitality call our parishes to build a strong sense of community through active involvement of all members of the parish in the church's mission of evangelization and catechesis through worship, education, community life, service and administration.

- **Worship** relates to liturgy, sacraments, renewal efforts, seasonal workshop, devotions, prayer and other such opportunities provided by the parish. Through workshop we are a people formed by Christ into his new Body – his Church. He calls us together so that we might not only profess our faith in him but also worship the Father as Christ's new Body – members and Head. While not diminishing the importance of personal and private prayer, liturgical prayer is meant to be the preeminent way in which we join ourselves to Christ in the worship of the Father.
- **Education** refers to all of the efforts to ensure that ongoing faith formation in the belief and teachings of the Catholic Church are provided to parishioners of all ages. Catholic education in all of its forms has its primary task communication of the person and message of Christ to adults, youth and children. This unfolds through a wide range of efforts, but the goal is always the same. In our Catholic elementary and secondary schools, parish religious education programs, adult faith formation, the Rite of Christian Initiation for Adults, sacramental formation programs, and many forms of youth ministry, campus ministry and evangelizing outreach, the threads of the encounter with Christ and his life-giving message are woven into the fabric of our human experience.
- **Community** relates to parish's efforts to build a sense of community by actively including all members of the parish, by reaching out to Catholics who may have fallen away from active membership in the Church and to those in the local community who do not belong to any church, and by recognizing the diversity of talents and needs of the parishioners.
- **Service** includes serving the poor, the marginalized, elderly, hurting families and other needy people in the community both in and beyond the parish. It is in this area of parish life that peace justice and advocacy for those in need are actively pursued.
- **Administration** involves those elements of the Church's mission that related to the leadership, administration, management and decision-making processes of the parish, as well as to the relationship of the parish to the rest of the Church.

The recommendations that follow should help families and parishes to regularly assess how their witness and example can enhance and strengthen the teaching of the standards in this Archdiocesan Religion Curriculum Guide.

- The family recommendations provided here should be shared with families who register in our parishes and school programs
- The parish recommendations and indicators below should also be shared with various leaders in the parish who assist the pastor in planning and organizing parish life such as the parish staff, parish council or finance committee.

It is hoped that by sharing these recommendations that our families and parishes can be strengthen their partnership by being more intentional in helping those who learn the faith to also live the faith – to come to know, love and serve the Lord in this world and to be happier with him in the next.

HIGH SCHOOL

Catechesis for older children should: assist them in understanding what they experience, see Christian meaning in their lives, learn to act faithfully and lovingly, create a deeper desire to mature in knowledge of the truths of faith and learn about prayer. (See NDC, 206)

Knowledge of the Faith

Indicator: Education and Catechesis

- | | |
|----------------|---|
| 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 including an active youth ministry program through which teens can come together with their peers and a catechist to discuss the implications of the Sunday readings for their faith lives. |

Liturgical Education

Indicator: The congregation is fully, actively and consciously participating in the liturgy

- | | |
|----------------|--|
| 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 a full and active manner in the liturgical life of the parish. Teens are introduced to various forms of Catholic spirituality, especially prayer and Lectio Divina that can be easily integrated into daily life. Vocational awareness programs for teens are offered on a regular basis |

Moral Formation

- | | |
|---------|---|
| Family: | Your teenage child is facing a very different world then you may have grown up in. It is essential that 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. Openness means that your child is willing to share with you what is happening and what they are feeling, not that you agree with everything they say. Let your communication be based on respect, appreciation, and support for one another, while also teaching your child the truth about the Church's moral teaching, their bodies and love. Let your child know they are a beautiful creation of God, made for a wonderful future.

Parish/School: Homilies, participation in programs that apply Catholic Social teaching to issues in the community are opportunities for students to make the connection with the Gospel and discipleship. Regular participation in the sacrament of Reconciliation helps the student develop the practice of examination of conscience and comfort is seeking and offering forgiveness.

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.

Education for Community Life

Family: Teenagers are very concerned about community life, yet parish community life is not always high on their priority list. Keeping a vibrant connection to the parish is important as the teen encounters the new challenges and opportunities of life. Teaching your child to live a life of virtue is more important now than ever. Hopefully you have a solid foundation to build upon, but if not it is never too late to begin. As teens learn to live according to the teachings of Christ they find new strength and freedom in fulfilling God's will for their lives.

Parish/School: Through parish programs teenagers develop a sense of the Catholic character of evangelization through opportunities to give witness to faith in the public square. Teenagers come to appreciate service as integral to the Christian life.

Missionary Life

Family: Take extra time to discuss and expose your children to the various vocational choices they are facing. Help them know what marriage, priesthood or religious life is really like. Provide opportunities for them

to engage other teens in discussions and religious experiences that help them make their faith their own. Help them to continue to attend Mass weekly and regular confession.

Parish/School:

The parish provides opportunities for families to develop a commitment to learn and apply Catholic Social teaching in the home and community including active participation of defense of the faith in the public square and generous response to archdiocesan and national appeals to aid needy and poor people. Teens develop skills and confidence as evangelizers at home in school and in the community.



Forming Disciples for the New Evangelization

Parents' Guide to Parish High School Level - Archdiocesan Religion Curriculum Guide

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, no. 226 and CT, no. 68)

What exactly is this guide *Forming Disciples for the New Evangelization*?

- A document that clearly states what participants in parish youth ministry catechetical programs should be able to *know, understand and do at each grade level*

What is the aim of this guide?

- The primary aim of this guide is to support integrated planning and preparations across all sectors of the church, including parishes, schools and families. This will be done as a part of a diocesan-wide effort to strengthen the teaching of the faith for adults, youth and children. It is directed toward the need to prepare the whole local church (not just children) to overcome the current epidemic of ignorance and doubt about the faith.
- These guidelines focus on the need for mutual collaboration, communication and consultation. They strive to clarify the rolls, responsibilities and mutual accountabilities needed by pastors, catechetical leaders and all who assist in efforts to put adults, youth and children into communion and intimacy with Jesus Christ through life-long catechesis in and through the Catholic Church. These guidelines are focused to help all of parishes and schools as they both revise and plan their future catechetical efforts. Although this second phase of the guide focuses on the formation of adolescents, these standards will also provide a framework for future efforts in the faith formation of adults.

How is it organized?

- Around the ***Six Key Elements*** of a lived Catholic Faith while always remembering that the context for catechesis is *evangelization*. The six key elements of a Catholic faith lives are: Knowledge of the faith; Liturgical and Sacraments; Morality; Prayer; Education for Living in the Christian Community; Evangelization and Apostolic Life. These are also known as the six tasks of Catechesis.

For Each Element

- There are standards or broad headings. All these standards should be covered in every program for adults, youth and children.

For Each Standard

- Each standard in turn has age appropriate indicators or knowledge, skills or behavior.
- These indicators should drive instruction and guide or focus use of any text or resources.

How are the indicators formatted?

- **Core items that must be covered in all parish youth ministry are in bold print.**
- *Enrichment items that are optional and can be covered if there is time are in italics.*

What is meant by words being underlined?

- **Underlining** means this is a vocabulary word to know. These words and their definitions will be available on the Archdiocesan Website on the curriculum page in a Glossary. When a simpler age appropriate definition is needed it is within the indicator itself.

Full Texts of the prayers and practices for Catholics to teach your teen are found in the online glossary and also in a downloadable document online: Appendix 2, ***KEY PRACTICES AND PRAYERS FOR CATHOLICS***.

CHILD PROTECTION: SAFE ENVIRONMENT TRAINING

Archdiocesan policy requires that a session on Safe Environment is offered to all teens in our parish youth ministry at the start of each program year. The parish programs use the ***Virtus: Teaching Touching Safety Program***. More information, including a brief summary parent brochure explaining the *Virtus* program can be found on the Archdiocesan website and should be shared by parish youth ministry catechetical leaders with families at the beginning of each year.



Forming Disciples for the New Evangelization

Parents' Guide to Parish High School Level - Archdiocesan Religion Curriculum Guide

Key Element I: Knowledge of the Faith

– What We Believe

“Sacred Scripture has a preeminent position in catechesis because Sacred Scripture “presents God’s own Word in unalterable form” and “makes the voice of the Holy Spirit resound again and again in the words of the prophets and apostles.” The Catechism of the Catholic Church is intended to complement Sacred Scripture. Together with Sacred Tradition, Sacred Scripture constitutes the supreme rule of faith.” (NDC no. 24)

At-Home Ideas:

At this age, these are things you can do as a family to strengthen the teaching of the ***Knowledge of the Faith*** in your home: *Parents communicate their values to their teens 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 adolescent. Teens are ready to learn more complex teachings of the Church and Christian living.*

Standard 1 **CREED:** Understand, believe and proclaim the Triune and redeeming God as revealed in creation and human experience, in Apostolic Tradition and Sacred Scripture, and as entrusted to the teaching office of the Church.

- Show understanding that the mystery of the Holy Trinity is central to the mystery of the Christian faith and of Christian life.
- Show understanding of God as transcendent.
- *Articulate understanding that God is holy and completely deserving of our love and worship.*
- *Describe how we are attracted to the grandeur and beauty of God as we see this in creation.*
- State how the desire for God is written in the human heart because we are created by God and for God.
- Show understanding that there is no contradiction between [faith](#) and [reason](#).
- *Show how faith helps me to face the hardships of suffering, disappointment and tragedy.*
- State that God created us in a state of original holiness and justice.
- State the meaning of [original sin](#).
- Recognize that God’s permitting evil is a mystery that God helps us to understand through his Son Jesus Christ.
- State that the [Incarnation](#) is the mystery of the union of the divine and human natures in Jesus Christ.
- *Show understanding that the whole of Jesus’ life, death and Resurrection is the fulfillment of revelation.*
- State belief that Jesus died for our sins, thus opening the possibility of eternal union with God.
- State belief that Jesus’ death has the power to save all people even though they do not know Christ.
- Recognize that God gives us only one life, unique and unrepeatable, and that when we die in God’s friendship, we live forever in union with God in heaven.
- *Recognize that Mary collaborated with the whole [redemptive work](#) of her Son.*
- *Describe how we pray and work for the coming of the Kingdom, but its fullness only comes at the end of time.*

Standard 2 **SACRED SCRIPTURE:** Read, comprehend and articulate salvation history as conveyed in God’s revelation through Sacred Scripture.

- Recognize the Holy Spirit as central to opening the eyes of those who read Scripture and moving them to have faith in God.
- Name and describe the two senses of Scripture: literal and spiritual.
- Identify three categories of the spiritual sense of Scripture: [allegorical](#) (faith), [anagogical](#) (hope) and [moral](#) (love/charity).



Forming Disciples for the New Evangelization

Parents' Guide to Parish High School Level - Archdiocesan Religion Curriculum Guide

- Show understanding that [Apostolic Tradition](#) and [Sacred Scripture](#), as entrusted to the teaching ministry of the Church (the [Magisterium](#)), make up a single deposit of the faith.
- Recognize that to discover the Scripture author's intention, the reader must take into account the culture, history and literary forms of that time.
- Explain that the author of the Gospel of Luke also wrote the [Acts of the Apostles](#).
- Show familiarity with the geography and principal cities of the [Middle Eastern world](#) and [Rome](#).
- Show familiarity with the [Acts of the Apostles](#).
- State the literary style of the Acts of the Apostles including [Hellenistic](#) (Greek) historiography.
- State the structure of the [Acts of the Apostles](#).
- Identify the [Holy Spirit](#), received by the disciples at [Pentecost](#), as the major figure in the Acts of the Apostles, enlivening the establishment of the Church after the Ascension of Jesus.
- Describe the [prologue of the Acts of the Apostles](#) as the introduction to Acts and a description of the purpose of the account. (Acts 1:1-14)
- Describe the preparation period for the mission, the replacement of [Judas](#), [Peter's leadership](#), Jesus' Ascension, and the role of the Holy Spirit. (Acts 1:13-26)
- Recount the mission of the first witnesses in Jerusalem led by Peter. (Acts 2: 1-41)
- State the role of the first [deacons](#) and which community they were called to serve. (Acts 6:1-7)
- State the significance of the story of [Stephen](#) in the Acts of the Apostles. (Acts 6:8-8:3))
- Recount the mission in [Judea](#) and [Samaria](#) led by Peter and [Saul's](#) conversion. (Acts 8:4-9:22)
- Recount the story of Peter's acceptance of [Gentiles](#) into baptism (Acts 11:1-18) and the first missionary journey of Paul. (Acts 13:1-15:15)
- Recount the gathering of the [Council of Jerusalem](#) and the question about [circumcision](#). (Acts 15:1-35)
- Recount Paul's second missionary journey. (Acts 15:36-18:22)
- Recount Paul's third missionary journey. (Acts 18:23ff)
- Describe why [letters](#) are incorporated into [Sacred Scripture](#).
- Describe how the stories of the early Christian movement help us to understand the beginnings of the Church.

Key Element II: Liturgy and Sacraments

- How We Celebrate

"Faith and worship are as closely related to one another as they were in the early Church: faith gathers the community for worship, and worship renews the faith of the community... In her Liturgy, the Church celebrates what she professes and lives above all the Paschal Mystery, by which Christ accomplished the work of our salvation." (NDC no. 32)

At-Home Ideas:

At this level, these are things you can do as a family to strengthen the teaching of the **Liturgy and Sacraments** in your home: *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. Children learn how to fully and actively engage in the liturgy whether they are participating in a ministry or are in the pew.*

Standard 3

SACRAMENTS: Understand and participate in the sacraments of the Church as effective signs of God's grace, instituted by Christ and entrusted to the Church.

- Recognize that the benefits of the sacramental life are personal and [ecclesial](#).
- State the conditions for Baptism being necessary for [salvation](#).
- State the conditions for being saved without baptism.
- Recognize the Rite of Christian Initiation of Adults (RCIA) as a faith-formation process in which new members are welcomed into the church.
- Recognize confirmation as a Sacrament of Initiation carrying an [indelible character](#) sealing the [confirmands](#) with the gifts of the Holy Spirit.



Forming Disciples for the New Evangelization

Parents' Guide to Parish High School Level - Archdiocesan Religion Curriculum Guide

- State requirements for validly receiving the Sacrament of Confirmation and the essential elements of the sacrament.
- State and describe the [gifts of the Holy Spirit](#).
- Recognize and explain why the bishop is the ordinary minister of the Sacrament of Confirmation.
- State the meaning of [transubstantiation](#) in the Holy Eucharist.
- Show understanding that Christian marriage is a sign of Christ's love for the Church.
- Demonstrate understanding of the effects of Christian marriage.
- State understanding of the permanence of sacramental marriage.
- Show understanding that because Christ is at work in the sacraments, they are effective independent of the disposition or holiness of the priest.
- Explain that the bishop ordains priests and deacons as co-workers with him in serving the people of God.

Standard 4 **LITURGY:** Understand and celebrate the liturgical rites of the Church as expressed in the liturgy year and epitomized in the Eucharist as the source and summit of Christian life.

- Show understanding of all parts of the Mass and the role of the assembly.
- Show understanding of the seasons and colors of the liturgical year.
- Recognize different areas of the church and their significance such as altar, the tabernacle, the ambo, the baptismal font or the confessional.
- Show understanding of public devotions in parish life, especially Eucharistic adoration and [benediction](#).
- Name the special signs of the bishop: the miter, crozier, pectoral cross and ring.
- Explain that the Church professes that the Eucharist is: thanksgiving and praise to the Father; the sacrificial memorial of Christ and his Body; the representation of Christ's suffering, death, and resurrection; the presence of Christ by the power of his Word and of his Spirit.

Key Element III: Morality - How We Live

"Christ is the norm of morality." Christian morality consists in following Jesus Christ, in abandoning oneself to him, in letting oneself be transformed by his grace and renewed by his mercy, gifts which come to us in the living communion of his Church." (NDC no. 42)

At-Home Ideas:

At this level, these are things you can do as a family to strengthen the teaching of **Morality** in your home: *During the teen years they are confronted with serious questions about life, love and chastity. More than ever, they need to know they have a solid foundation they can lean on when pressure is pushing them in a different direction. Their faith and relationship with their parents ought to fill this need. Although parents feel like they are being listened to less and less, studies show that children are listening and often act on what they have heard from their parents (this is especially true in the area of chastity). Parents need to keep discussing Catholic values and moral decision making skills with their children so they have a compass to follow.*

Standard 5 **Conscience:** Develop a moral conscience informed by church teachings.

- Reflect upon and give evidence of being made in God's image and likeness.
- Christian tradition is human dignity, God's grace, the virtues and the Holy Spirit.
- Describe free will as the ability to choose the good and how this choice leads to growth and maturity.
- Explain that as we grow in faith, we build a strong and realistic concept of self with an emphasis on growing autonomy and self-determination.
- State and describe the implications of how conscience is a judgment that helps us see the moral quality of an action.
- Recognize and give examples of acts that are wrong regardless of how good the end or intention.



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- State that God's **sanctifying grace** helps us to seek holiness by our free response to doing God's will in living the Christian life.
- **Recognize that to receive God's mercy and forgiveness, we must admit our sins.**
- **Describe how we can habitually know and do what is good with the help of the Theological and Cardinal Virtues.**
- *Reflect upon the meaning of Christ's invitation to deny self and take up the cross, and how this is reflected in the moral life.*
- Understand the virtue of **temperance** disposes us to avoid every kind of excess.

Standard 6 **Christian Living:** Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love of neighbor.

- *Describe human freedom as a force for growth and maturity.*
- **Describe human sexuality as being all that makes a person male and female: physical characteristics and responses, psychological characteristics and emotional responses, social relationships and need for intimacy, intellectual aptitude and attitude, spiritual awareness, and the ability to participate in procreation.**
- *Describe how friendships grow through chastity.*
- **State marriage's twofold purpose.**
- *Recognize that the Church has a right and duty to teach moral truth.*
- **State the meaning of **justification** as a gift from God and not merited by human endeavor.**
- **Recognize that the Holy Spirit guides Christians to set their hearts on the Kingdom of God rather than on material riches.**
- **Understand that our beliefs are sound and rooted in Apostolic Tradition and Sacred Scripture, as entrusted to the teaching office (**Magisterium**) of the Church.**
- **Explain, defend and give examples of how **Catholic Social Teaching** principles inform and critique both personal and societal situations.**
- **State that we should be aware of how media can shape our values and practices either positively or negatively.**
- *Explain how we should limit exposure to media that promotes vices and choose those that help us to learn virtues.*

Key Element IV: Prayer

- How We Pray

"God tirelessly calls each person to that mysterious encounter known as prayer" (CCC no. 1075). His initiative comes first; the human response to his initiative is itself prompted by the grace of the Holy Spirit... In prayer, the Holy Spirit not only reveals the identity of the Triune God to human persons but also reveals the identity of human persons to themselves. (NDC no. 34)

At-Home Ideas:

At this level, these are things you can do as a family to strengthen the teaching of **Prayer** in your home: *Teens are socially aware. Sometimes this means being hesitant to do or be seen doing spiritual activities. Talk to your teen about involvement in the Church and community life and why it is important to you that they participate. Realize that their feelings are valid while still encouraging them in a positive direction. Their living a virtuous life will be tested in new and varied ways. Help them set healthy boundaries and learn ways to deal with pressures of being a teen.*

Standard 7 **PRAYER:** Know and participate in the Catholic tradition of prayer and acknowledge prayer as the primary way we deepen our knowledge of God in the community.

- **Examine our relationship with God through personal prayer.**
- **Discuss the concept and need for openness to God's call in our lives: vocation.**
- **Identify how the Gospel affirms and challenges our thoughts and actions.**
- **Plan a Rite of Reconciliation.**



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- Write a spontaneous prayer.
- Compose a prayer for vocations.
- Describe a specific Catholic devotion such as a novena.
- Practice the prayer form of [Lectio Divina](#).
- Examine how prayer of imagination, especially in the context of meditation, is part of the prayer life of a Christian
- Demonstrate how and why one participates in the Catholic devotion of Eucharistic adoration.

*Please note that the full texts of the prayers and practices for Catholics to teach your child are found in the online glossary and also in a downloadable document online: Appendix 2 **KEY PRACTICES AND PRAYERS FOR CATHOLICS**.*

Key Element V: Education for Living in the Christian Community - How We Live in the Community, the Church

“We were created as social beings who find fulfillment only in love – for God and for our neighbor. If we are truly to gaze upon him who is the source of our joy, we need to do so as members of the people of God (cf. Spe Salvi no. 14). If this seems counter-cultural, that is simply further evidence of the urgent need for a renewed evangelization of culture.” (Benedict XVI – 16 April 2008 at the Basilica of the National Shrine of the Immaculate Conception)”

At-Home Ideas:

At this age, these are things you can do as a family to strengthen the teaching of ***Education for Living in the Christian Community*** in your home: *Teens are socially aware. Sometimes this means being hesitant to do or be seen doing spiritual activities. Talk to your teen about involvement in the Church and community life and why it is important to you that they participate. Realize that their feelings are valid while still encouraging them in a positive direction. Their living a virtuous life will be tested in new and varied ways. Help them set healthy boundaries and learn ways to deal with pressures of being a teen.*

Standard 8 CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church's origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.

- Show understanding that the Church is a living institution, both human and divine, gifted by the Holy Spirit with a mission to the world throughout history.
- The Church has special charisms that she receives from the Holy Spirit to accomplish its work.
- Recognize that the members of the Church have contributed to and have undermined the mission of the Church throughout her history.
- Show understanding that the Church is a sign to the world of its salvation in Christ.
- Identify that the Pope, as the visible head of the Church, is a world leader to whom people look for inspiration, guidance and hope.
- Describe the origin of the Church at the time of Pentecost.
- Recognize that the Church's gifts and growth are evident through all periods of history in the last 2,000 years.
- Outline the early period of the Church from 30 CE to 313 CE including the Apostolic Age, the role of deacons, Roman persecutions, move from Jewish to Gentile membership, the contributions of the early fathers, and the importance of councils.
- Outline the main events of the Church's Age of Expansion from 313 – 700 CE beginning with the Edict of Toleration, the organization of the Church after the persecutions, the decisions of the ecumenical councils, the expansion of the Church across Europe through missionary activity, and the growth of monasticism.
- Summarize other world events during the Age of Expansion and the evangelization of Europe.
- Explain how the Eastern Catholic Churches, as part of the Catholic Church, are faithful to the Pope and have their own unique church laws, rites and spirituality.



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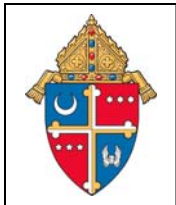
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- *Outline the major events and note outstanding men and women in the Church during the Age of Medieval Europe from 700 to 1500 CE, the Romanization of the papacy and its effects, the contribution of Charlemagne Emperor of the Roman Empire to the peace of Europe, the Crusades, the claiming of land for religion, the Black Death, the architecture and art of Medieval Europe and their influence on the building of cathedrals, the role the Inquisition, the Great Schism resulting in the split between Eastern and Western Christianity, and the rise of the mendicant religious orders as a way to reform the Church*
- *Report on the challenges to the Church in the later Medieval Period, the move of the papacy to France, the Renaissance and Christian humanism.*
- **Show understanding of the causes of the Reformation, the rise of Protestantism and the Counter-Reformation of the Catholic Church to begin the inner work of reform begun in the Council of Trent in the Age of Reform from 1517 to 1891 CE.**
- *Show understanding of the growth of missionary orders in the Church, the establishment of dioceses in the New World, the rise of anti-Catholicism, the rise of Deism and the Age of Enlightenment, the growth of apostolic religious life, and the popes in the Modern Age.*
- **Describe the Age of the Modern Church beginning in 1890 as a sign of hope for society undergoing vast change through the rise and fall of totalitarian governments.**
- **Recount the Vatican II Council as the ecumenical council leading the Catholic Church into a place of spiritual leadership in modern society, addressing particularly the universal call of all to holiness, the vocation and mission of the laity, the work of ecumenism and religious dialogue, the role of bishops in subsidiary, and the current challenges of the Church in the era of global economics and quest for peace.**

Standard 9 **ECUMENISM:** Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with other Catholic (Eastern), Orthodox, and Christian churches.

- *Describe the universality of the Church*
- **Show that ecumenism is an evangelizing work of the Church in the task of creating unity and peace in the world.**
- **Explain how the Lutheran, Episcopal, Baptist, Methodist, and Apostolic churches are some of the churches evolved from the time of the Protestant Reformation, and that some are therefore called Protestant Churches.**
- *State how the Roman Catholic Church respects all faith traditions.*
- **Defend the Pope as the leader of the Catholic Church throughout the world, the successor of the Apostle Peter and a sign of our unity.**
- *Explain that the church is a community of God's people called to continual reform and renewal.*
- *Explain that Catholics are called to work and pray for unity in the Church because Jesus also prayed "that they all may be one". (Jn 17:20-23)*
- *Develop a prayer service for the Week of Prayer for Christian Unity (January 18-25).*
- **Explain that our respect for other Christians and faiths does not mean we deny the fullness of the faith Christ taught is found in the Catholic Church.**
- **State that our respect for other Christians means that we can both recognize what we share in common but that we also need to be honest about how we differ.**
- **Identify that the Eastern Catholic and Orthodox Churches call the leader of their worldwide community a "patriarch", but only the Eastern Catholic Churches acknowledge the Pope as head of the universal Catholic Church with whom their Patriarch is in full union.**
- **Explain how the Eastern Catholic Church's celebration of Confirmation or "[chrismation](#)" is different from the way Roman Catholics celebrate Confirmation.**

Standard 10 **CATHOLIC PRINCIPLES AND RELATIONSHIPS:** Apply Catholic principles to interpersonal relations.



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- Describe how friendships grow through chastity.
- State Marriage's twofold purpose.
- State the conditions for abortion being a grave sin and the need for reconciliation and healing.
- *Understand that good friends will help one to handle problems one faces and handle peer pressure.*
- *Identify that a responsible friend will emphasize honesty, love and respect.*
- Acknowledge that to communicate well with adults and peers involves listening, self-disclosure, and compromise.
- Understand that the virtue of temperance disposes us to avoid every kind of excess.
- Explain that Catholic Christians have specific moral values and teachings about human sexuality.

Standard 11 **VOCATION:** Understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.

- Recognize the Church's understanding of **vocation** as a call from God to engage in the **mission** of the Church.
- State that **catechists** respond to a specific call of the Church to witness and teach the Gospel.
- Understand that religious life is a special type of discipleship.

Key Element VI: Evangelization and Apostolic Life

- ***How we, as Individuals and Community, Live in Service to the World.***

"Only if we are aware of our calling, as individuals and as a community, to be part of God's family as his sons and daughters, will we be able to generate a new vision and muster new energy in the service of a truly integral humanism. The greatest service to development, then, is a Christian humanism that enkindles charity and takes its lead from truth, accepting both as a lasting gift from God." (Benedict XVI, Caritas in Veritate, no. 78)

At-Home Ideas:

At this age, these are things you can do as a family to strengthen the teaching of **Evangelization and Apostolic Life** in your home: *As teens begin to think more deeply about their future, but sure to help discern their vocation by discussing a call to priesthood, religious life and marriage. Help them know if they have a calling and to awaken any desires God may have placed in their hearts. No matter their vocation, let them know that God has a plan for their lives. Families who open their hearts to those in need, and put their faith into action witness Christian service to the young adolescent child. Parents help youth to understand the service they experience in light of Christian teaching and the gospel.*

Standard 12 **CATHOLIC SOCIAL TEACHING:** Know critique and apply social justice and stewardship principles to societal situations in a way that acknowledges and affirms the dignity of the human person and community.

- *Realize that the protection of life and the dignity of every person is rooted in Scripture (Gn 1:26-27, Dt 30:19, 1 Cor 15:2)*
- State how suicide, abortion, the taking of another's life and capital punishment are not options for human life.
- *Describe actions which degrade human life.*
- Show understanding of stewardship as a spiritual commitment of disciples to take responsibility for the global environment and human concerns.
- *Explain why Catholic citizens have the duty to work with civil authority for building up a just society.*
- Recognize that citizens are obliged in conscience not to follow the directives of civil authorities when they are against the moral order.
- *Show understanding that legitimate defense is a grave duty for whoever is responsible for the lives of others or the common good.*



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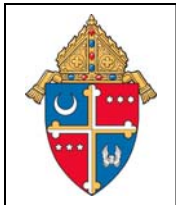
- **Recognize** that those who renounce violence and bloodshed and, in order to safeguard human rights, make use of those means of defense available to the weakest bear witness to evangelical charity, provided that do so without harming the rights and obligations of other men and societies.
- **Show** that Catholic social teaching recognizes three sets of human rights and responsibilities: right to life, economic rights, and political and cultural rights.
- *Show how the scriptural vision of life encompasses justice, peace, equality and stewardship.*
- **Explain** that we are called to transform society by implementing the Church's social teaching.
- *Describe the common good as the sum total of social conditions allowing people to reach their fulfillment.*
- *Outline how the Beatitudes challenge us as disciples to continual conversion in our personal and social lives.*
- **Understand** that service is action rooted in and flowing from prayer.
- **Explain** the need for an effective change of mentality and lifestyle in order to be good stewards of the earth.
- *Define stewardship as responsibility for all God's creation.*
- **Describe** stewardship in terms of using our time, talent and treasure as a response of gratitude to God.
- **Understand** that Jesus' mission and ministry are continued today through the ministries of the Word, worship, community building, and service.
- **Engage** in service to the community (i.e., family, parish, local, national, and global) in response to the Gospel call.
- *Show understanding of stewardship as a spiritual commitment to take responsibility for global environment and human concerns.*

Standard 13 **INTER-RELIGIOUS DIALOGUE:** Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Jews, Muslims, and all faith traditions.

- **Describe** the universality of the Church.
- **Show** that dialogue is an evangelizing work of the Church in the task of creating unity and peace in the world.
- **Explain** that the Church recognizes her common heritage with the Jews, and, moved not by any political consideration but solely by the religious motivation of Christian charity, the Church deplores all hatred, persecutions, and displays of anti-Semitism leveled at any time or from any source against the Jews.
- **Recognize** the growth of Islam as a world religion and its contributions to culture and world peace.
- *Describe the Five Pillars of Islam.*
- *Identify the religious holy days of Eid al-Fitr, at the end of Ramadan, and Eid al-Adha.*
- *Identify the life of present day Judaism as organized around the synagogue and the rabbi.*
- **Report** how anti-Semitism began and why Catholics do not engage in any form of anti-Semitism today.

Standard 14 **MISSIONARY VOCATION:** Demonstrate an appreciation for Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service.

- **Give** an example of how you would defend your faith to someone who criticizes your belief in Jesus.
- *Critique the statement that "religion has no place in public life".*
- **Identify** parish organizations and their role in activities which challenge us to live out our baptismal call to discipleship and service.
- *Recognize* that the members of the Church have both contributed to as well as undermined the mission of the Church throughout its history.



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- Explain that the Church has special charisms that she receives from the Holy Spirit to accomplish her work.
- Examine and become involved in your parish and community's pro-life activities.
- Show understanding of the leadership of Pope John Paul II in the Church and the world through the call for a new evangelization.

The most important task of the catechesis of children is to provide, through the witness of adults, an environment in which young people can grow in faith. (NDC, no. 205)