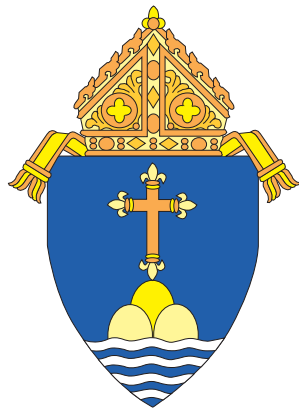


Faith Formation Standards

Pre-School – Grade Eight

Archdiocese of Boston Catholic Schools
Braintree, Massachusetts
September 2016



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September 2016

My Dear Friends in Christ,

Allow me this opportunity to express my gratitude for all you do to share our faith with the young people entrusted to our care. They are the future of the Church.

In order to communicate the teachings of Catholicism, we must adapt the ways in which we teach the faith to best speak to new generations. At the same time, it is essential that we carefully protect the unchanging truth of the teachings. With this in mind, the Archdiocese of Boston made the decision to develop a new set of Faith Formation Standards. This effort provides greater clarity regarding what it is about our faith that we want our children to know and understand.

These standards were created by a group of catechists, principals and teachers. We are blessed by the time and effort they gave to this project and their willingness to share their knowledge and experience. Their work creates a foundation on which our Catholic school teachers can build lessons that will engage our children as they increase their knowledge of God and develop a personal relationship with Jesus.

Because of these new standards, our students will know what it means to be Catholic and will have the resources to build an everlasting faith in God.

For parents, please know that the dedicated faculties and staffs at our Catholic schools seek to support your irreplaceable role as the first and foremost teacher of the faith for your children. Your time praying with your children and accompanying them at the celebration of Mass every Sunday are the gifts that will sustain their faith throughout their lives. Be assured that we stand ready to assist you in this sacred mission and know that our loving God blesses your efforts.

Asking God's blessings upon you and all your loved ones, I am,

Sincerely yours in Christ,

Archbishop of Boston



ARCHDIOCESE OF BOSTON
66 Brooks Drive
Braintree, Massachusetts 02184-3839

September 2016

The Archdiocese of Boston's new Faith Formation Standards were developed to assist all catechists and teachers to pass on the tenets of our faith to the next generation of Catholics. It is with deep gratitude to Martha McCook and her committee members: Christopher Beza, Michael Drahos, Christine Evans, Cathy Fallon, Sr. Suzanne Fondini, mfc, Jorge Hernandez, Linda Short and Dr. Linda Trouville that we publish these standards to be used by our dedicated teachers and catechists, so that they may share our treasured faith with our children.

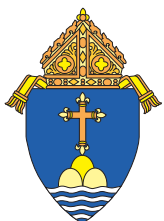
"Go into the whole world and proclaim the gospel to every creature" (Mk 16, 15). The teaching of our faith calls us to continue the teaching mission of the church. These standards represent the commitment of the Archdiocese of Boston to work tirelessly to provide support to those who are finding new paths and methods to bring the saving message of Christ to our children. These standards clearly articulate the minimum of what we want our children to know, understand and be able to do as they grow towards a personal relationship with Jesus.

In order for our standards to be used in a meaningful manner, it takes a partnership between students, parents and those who teach our children. Without the support of parents and their modeling of what it means to be a faith filled Catholic, our program will not succeed. We need to work together to do the best that we can to assist our children in their formation.

These standards attempt to inform, form and transform our children, as they develop their relationship with Christ. It is our prayer that these standards will provide the framework for the development of our faith in each student, so that they, too, may "proclaim the gospel to every creature."

Kathleen P. Mears
Superintendent

Introduction to the 2016 Archdiocese of Boston Faith Formation Standards and Essential Questions



The new Faith Formation Standards for the Archdiocese of Boston are significantly different from the last approved work of 1994. It is standards based, provides sample assessments, sample family activities and cross curricula connections. These standards have been developed for Catholic schools.

In the field of education, a standard is a term which defines a cumulative body of knowledge and a set of competencies providing a basis for quality education. Standards indicate what all students should know, understand and be able to do, but do not indicate how they are to be taught. These standards are spiral in their approach to teaching and learning, which means that key concepts are introduced to students at a young age and covers these key concepts repeatedly, with increasing degrees of complexity and rigor. Each Standard also has an Essential Question that will guide teachers/catechists in framing their teaching and students in their learning.

In addition to the standards there is a Checklist for each grade level to assist teachers/catechists in planning instruction and will be helpful to schools using Curriculum Mapping as well. Teachers/catechists will be able to use the standards to determine what should be covered from their Teacher's Manual as well as what other resources may be needed to meet the standards not available in their current textbooks. This will be a **shift from being text-dependent to standards focused** in planning instruction. Teachers/catechists will determine which resources, textbooks and/or supplementary materials, are needed to meet the standards.

Each standard sets clear expectations for what students should know, understand and be able to do based on the pillars of *The Catechism of the Catholic Church*. The six tasks of catechesis are embedded in all of the standards.

The six tasks of catechesis as outlined in *The National Directory of Catechesis* (NDC) are:

- Catechesis promotes knowledge of faith.
- Catechesis promotes a knowledge and meaning of the liturgy and the Sacraments.
- Catechesis promotes moral formation in Jesus Christ.
- Catechesis teaches the Christian how to pray with Christ.
- Catechesis prepares the Christian to live in community and to participate actively in the life and mission of the Church.
- Catechesis promotes a missionary spirit that prepares the faithful to be present as Christians in society.

These new Standards and Essential Questions establish consistent content for the teaching of the Faith throughout our Archdiocese to ensure that future generations of Catholics are well formed and led into communion and intimacy with Jesus Christ.

The Standards invite all teachers/catechists and learners to understand the meaning of discipleship in Jesus Christ and to respond fully to that call through full participation in the life of the Church.

Parents/Guardians will benefit as well since standards communicate shared expectations for learning. The standards and suggested Family Activities enable parents/guardians to support at home what is being taught in class.

STANDARDS AND ESSENTIAL QUESTIONS

GRADE ____ STANDARD 1:

Who is Jesus and what do we believe about Him? Understand, believe and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic Tradition and human experience.

ESSENTIAL QUESTION: Who is Jesus and what do we believe about Him?

GRADE ____ STANDARD 2:

Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God's grace, instituted by Christ and entrusted to the Church. **Liturgy:** Understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist, the source and summit of Christian life.

ESSENTIAL QUESTION: How do the sacraments and liturgy help us to grow in our relationship with Jesus?

GRADE ____ STANDARD 3:

Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.

ESSENTIAL QUESTION: How does living a moral life help us to live a life of discipleship in Jesus?

GRADE ____ STANDARD 4:

Sacred Scripture: Read, comprehend and articulate salvation history as conveyed in God's revelation through scripture.

ESSENTIAL QUESTION: How does understanding scripture help us to grow in knowledge and love of Jesus?

GRADE ____ STANDARD 5:

Jesus shows us how to pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.

ESSENTIAL QUESTION: How does prayer deepen our relationship with the Holy Spirit and draw us closer to Jesus?

GRADE ____ STANDARD 6:

Jesus Christ's Mission Continues in the Church: Understand the Church as the mystical Body of Christ; the community of believers carrying out Jesus' mission in the world. **Parish Life:** Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors and organization.

ESSENTIAL QUESTION: How does knowledge of the mystical body of Christ and participation in the life of our parish help us to carry out Jesus' mission in the world?

GRADE ____ STANDARD 7:

Responding to the call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific call within the life of the Church.

ESSENTIAL QUESTION: What is Jesus calling each one of us to do in the life of the Church?

Learning Outcomes indicate what a student needs to be able to do or to understand. The outcomes are measurable indicators identified for each of the standards. The underlined terms in the outcomes describe the basic content for each grade level providing the references to *The Catechism of the Catholic Church* (CCC) and are linked to the Glossary. The CCC references are essential for the teacher/catechist to know in order for students to effectively achieve the Learning Outcomes.

Possible Assessments provide suggestions about what the student can demonstrate to show mastery of the Learning Outcome. They are not lesson plans, but a variety of means to help the teacher/catechist to ascertain that the student is achieving mastery. It is up to each teacher/catechist to attend to each student's learning style and ability. Prayer forms and practices are included as one way of assessing the Learning Outcomes. This also helps the student to see that learning is not only intellectual but also a deepening of his/her relationship with God.

Sample Activities and Cross-Curricula Activities are resources that can be used to enhance learning by the teacher/catechist, parents/guardians to enhance the student's faith formation. They serve to reinforce the Learning Outcomes and show the connection to other areas of life or academic disciplines.

Many **Prayers and Formulas** are included as additional supplemental resources for teachers/catechists.

The Glossary provides form, etymology, usage, definitions, a pronunciation guide as needed and cross references for highlighted words in the Learning Outcomes and other key vocabulary or Biblical references. The chief cross-references are *The Catechism of the Catholic Church* and Sacred Scripture.

Additional Resources:

The Office of Child Advocacy provides current information on Archdiocesan mandated **Safe Environment Programs for Children and Parents** at their website:

www.bostoncatholic.org/chiladvocacy.aspx

The Respect Life Education Office provides resources to support the Archdiocesan mandated ***Created for Love: God's Plan for Life, Love, Relationships and Marriage*** curriculum for grades six through eight at their website: www.respectlifeeducation.com

*Special
Thanks*



This initiative is made possible through the leadership generosity of Barbara Roche, in loving memory of her husband, Patrick Roche.

PRE-SCHOOL (AGE 3) K0 AND PRE-KINDERGARTEN (AGE 4) K1

PRE-SCHOOL, STANDARD ONE: Who Is Jesus and What Do We Believe About Him? Understand, believe, and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.

ESSENTIAL QUESTION: Who is Jesus and what do we believe about Him?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
PS/PK.01.01 Show basic understanding that God made me and loves me. (CCC 198–204, 284)	Say the word “God.” Identify God as the one who made me and loves me. Name people who love me.	<i>Family Activities.</i> Identify God as the One who made each member of the family. Thank God every day for the gift of life. Use the name of God with reverence, referring to God often during the day as the One who loves and cares for us.
PS/PK.01.02 State that I am God’s child.	Say that I am God’s child. Show understanding that God cares for me, and loves me by giving examples of care and love. In the prayer circle, thank God for making me God’s child.	<i>Health.</i> Recognize that our bodies are a gift from God. Make a list of ways to take care of the body. Describe how these ways are important for <i>health</i> . Note that hand washing is important after using the toilet and engaging in play activities, and before eating. <i>Family Activities.</i> Identify health practices regarding cleanliness, and practice with child how to accomplish these practices. Name utensils used for cleaning: e.g., toothbrush, washcloth, soap, towel.
PS/PK.01.03 Show that I respect others in my class as children of God.	Exhibit a basic respect for classmates by sharing and solving problems in a positive way. Resist fighting or bullying as a way to assert power. Wait for other children to speak in the learning circles. Pray for another student in the prayer circle. Thank God for friends.	<i>Social Skills.</i> Describe how to respect classmates. With puppets, solve problems that the child may have with his/her siblings, friends, and classmates. Identify how hurting people is unacceptable behavior. State how to share with others and be happy. Practice sharing objects with group activities.
PS/PK.01.04 Express basic understanding that God made all of us different from each other.	Exhibit a basic awareness that we are different from each other. Understand that difference is a gift from God. Express how our special gifts help all of us to work and play better together.	<i>Community.</i> Read stories about families of different races and cultures. State how these families take care of each other and are happy. State how these families are alike. State how these families are different.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
PS/PK.01.05 State that God is the creator of the sun, moon, and stars. (CCC 279–281)	Identify God as the one who made the sun, moon and stars. State meaning of “creator.” In the prayer circle, thank God for making the sun, moon and stars.	<i>Family Activities.</i> Observe the sun, moon, and stars. Thank God for the sun, moon, and stars. Instruct how God is the light.
PS/PK.01.06 State that God is the creator of the trees, plants, and flowers.	State that God made the trees, plants, and flowers. Name the plant forms in pictures. In the prayer circle, thank God for making the plants identified in the pictures. How do plants help us?	<i>Science.</i> Arrange pictures of specific plants into categories: trees, bushes, flowers, grass. In the science center, place plastic models of plant forms in the sandbox and create a garden using the forms. <i>Family Activities.</i> Identify plants in the home or yard. Thank God for the gift of plants.
PS/PK.01.07 State that God is the creator of the animals.	Name a pet or favorite animal. State that God made all animals. In the prayer circle, thank God for the animals we named.	<i>Literacy.</i> Using pictures of animals or animal toys, play an imaginative game with the animals. Name the animals. <i>Science/Math.</i> Group the animals based on specific characteristics (e.g., legs, wings, fins). Identify where the animals live given their characteristics. <i>Literacy.</i> Tell a nonfiction story about animals.
PS/PK.01.08 State that God is the creator of the mountains, hills, deserts, rivers, lakes, and oceans.	State that God made all the mountains, hills, deserts, rivers, lakes, and oceans. In the prayer circle, thank God for the beauty of our home, the Earth.	<i>Science.</i> Using different colors of Play-Doh, make forms of mountains, hills, lakes, fields, etc., and arrange on a tray. Name the forms. Name the colors used for the forms. Have the child tell a story about what was made. <i>Literacy.</i> Using pictures of mountains, hills, deserts, rivers, lakes, and oceans, identify each.
PS/PK.01.09 Show understanding that God made all that is.	State that God made everything. Exhibit comfort in talking about God as the creator of all that is.	<i>Literacy.</i> Using a trade book about the oceans, tell a story about the sea. <i>Literacy.</i> Read the story of creation from a children’s Bible (Genesis 1).

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
PS/PK.01.10 Describe God as good and loving.	Show a basic acceptance that God is good and loving. Explain that God loves me like a parent, guardian, or teacher. State that God wishes only what is good for me. Articulate that I do not have to be afraid of God, because God is good and loving. In the prayer circle, thank God for His care.	<i>Music.</i> Play a song that describes God as good and loving. Show pictures of a loving God. <i>Literacy.</i> Have the child tell a story about someone he/she loves.
PS/PK.01.11 Describe how God cares for His creation.	Using various pictures of nature, children, family activities, etc., share how God takes care of creation. Identify how God takes care of people through the help of others. State that we can ask God to help us anytime. In the prayer circle, thank God for caring for me when (_____).	<i>Family Activities.</i> Take out the family picture album. Look at the pictures and tell family history stories. Take out a particular favorite picture, frame and place in child's bedroom. <i>Science.</i> State how to care for creation.
PS/PK.01.12 State that we can learn about God in creation . (CCC 282–299, 301, 315–320)	Define the five senses. Express how we use our senses to experience everything around. Express how seeing what God made fills us with wonder and joy. How can we protect everything around us? In the prayer circle, identify a particular object in creation that helps me to think about God. Say thanks to God for the gift of this object.	<i>Physical Education.</i> Have the child take a deep breath and be quiet. <i>Literacy.</i> Using single-color objects, identify the color. <i>Science.</i> Explore activities that help the child use the senses.
PS/PK.01.13 Show understanding that God is with me all the time.	State that God is with me all the time. Identify different objects (cross, Bible, candle, etc.) that remind us of God's presence. In the prayer circle, thank God for being with me.	<i>Family Activities.</i> When the child is getting ready for bed, talk about the things that happened during the day. Thank God with the child for taking care of the family. When in bed, sing a lullaby or play music softly to assure that the child is aware of God's love for him/her.
PS/PK.01.14 State that God is greater than all creation.	Use simple words to describe God's greatness. Play a word game starting with "God is bigger than a (dinosaur, elephant, horse, mountain, ocean, etc.).	<i>Math.</i> Differentiate size. State which is longer and which is shorter.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
PS/PK.01.15 State that God made me to be happy with God, in this life and after I die . Life (CCC 2258–2261, 2270–2273, 2297, 2320) Death (CCC 1005–1019)	Describe what it means to be alive. Describe what it means to die. State that I will live with God after I die. Tell the story of a friend, relative, or pet who died. Describe how I felt when someone I loved died. State that even after someone dies, God takes care of him/her. State that God takes care of us and wants us to be with Him always. State that knowing God loves us and cares for us makes us happy. In the prayer circle, ask God to care for all the people who are sad.	<i>Science.</i> Differentiate between living and nonliving things. Using pictures of single objects, identify which of the objects are living and which are not.
PS/PK.01.16 State that God’s only Son is Jesus . (CCC 514–515, 547–550, 557–560)	Using a nativity scene or the Advent calendar, tell the story of Jesus’s birth. Identify God as the Father of Jesus.	<i>Family Activities.</i> Talk about Jesus as God’s Son. State how when we go to church on Sunday, we learn about Jesus.
PS/PK.01.17 Show basic understanding that God’s Son Jesus loved people, especially children.	Identify Jesus as God’s Son, who came to earth to teach people how to love and care for each other. After listening to the story of Jesus blessing little children (Matthew 19: 13–15), identify a picture of Jesus blessing little children of many cultures.	<i>Social Studies.</i> Identify children from other cultures. <i>Literacy.</i> Tell the story of Jesus blessing little children (Matthew 19, 13–15). Show a picture of Jesus blessing little children of many cultures.
PS/PK.01.18 Show basic understanding that Jesus died for us.	After listening to the story of Jesus’s death, using very little detail and a crucifix, identify the cross or crucifix in the classroom, home, or church.	<i>Science.</i> Using leaf herbs, observe how the plant looks when it is alive. Observe how the plant looks when it dies. After the plant is completely dried, rub the leaves and sniff their odor. State how these leaves are used in cooking. State how objects after they die are used for other living things.
PS/PK.01.19 Show belief that God the Father raised Jesus from the dead.	After listening to the story of Jesus’s rising from the dead, using a simply designed picture of the resurrection, express how surprised and happy Jesus’s Mother and friends felt.	<i>Literacy.</i> Read a story about a chrysalis becoming a butterfly. Draw a picture of a butterfly on a paper plate, cut out and arrange art on bulletin board.

PRE-SCHOOL (AGE 3) K0 AND PRE-KINDERGARTEN (AGE 4) K1

PRE-SCHOOL, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the church. **Liturgy:** Understand and celebrate the liturgical rites of the church as expressed in the church year and epitomized in the eucharist, the source and summit of Christian life.

ESSENTIAL QUESTION: How do the sacraments and liturgy help us to grow in our relationship with Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
PS/PK.02.01 Exhibits basic understanding that God gives us signs of His love for us. (CCC 1131, 1145–1152, 1189)	State meaning of “sign.” Describe how we have signs that tell us about God in our lives (Sign of the Cross, water, church building, etc.).	<i>Family Activities.</i> Identify signs in the house that remind the family about the presence of God (crucifix, Bible, pictures, statue, etc.). Tell the child about these signs and what they mean. <i>Literacy.</i> Identify signs in the neighborhood that help to protect us (e.g., stop signs/lights, railroad signs, street crossing walks, etc.). Tell why it is important to know what these signs mean.
PS/PK.02.02 Identify Baptism as a sign of incorporation into the Church. (CCC 1214, 1226–1246)	State meaning of “Baptism.” Identify water as a sign of baptism because it washes us and prepares us for our life in God. Identify Baptism as the way we are welcomed into the community of the Church. Identify the baptismal font in the church. Role-play a baptism. In the prayer circle, thank God for giving us the gift of Baptism.	<i>Family Activities.</i> Take out pictures of child’s baptism and tell stories about the baptism. When in church on Sunday, take the child to the baptismal font and tell child that this is the place where he/she was baptized and welcomed into the Church.
PS/PK.02.03 State that Jesus gave His friends a sign of His love by eating with them.	After listening to the story about Jesus’s eating with His friends, use a picture of the Last Supper and identify the bread and cup of wine as special signs by which His friends remembered Jesus. Using a picture of the priest holding up the bread and cup, identify these as signs of Jesus’s life with us. State that we see this special sign when we go with our families to Mass on Sunday. Have children re-enact this part of the Mass using bread and juice.	<i>Family Activities.</i> At Sunday Mass, help the child to see the bread and wine held up by the priest at the time of consecration and the Great Amen. At home, tell the child how Jesus used bread and wine to remind us of how much He loved people. Share the story of the loaves of bread and the fishes that Jesus gave to the people. <i>Mission.</i> Have a penny jar in the classroom, for children to give their pennies for people who are hungry.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
PS/PK.02.04 Show a sense of being loved by parents/guardians, siblings, and other family members.	State that we have a family to love us and help us to grow. Identify ways that our parent/guardian loves and cares for us. Bring a picture of the family to school and place on bulletin board.	<i>Family Activities.</i> Tell the child that “I love you” by loving interaction, positive messages, and consistent care. Take time to listen to the child. In times of difficulty, help the child to talk about a problem and solve it.
PS/PK.02.05 Build capacity to share unselfishly with others.	State what sharing means. Exhibit capacity to share classroom materials with one another. Exhibit capacity to solve problems with peers.	<i>Literacy.</i> Read a story about sharing. Tell a story about sharing something in the family. Identify things that can be shared (toys, crayons) and things that cannot be shared (toothbrush, fork).
PS/PK.02.06 Distinguish between unselfish and selfish acts.	State what it means to be “unselfish” and “selfish.” Construct a list of unselfish acts compared to selfish acts. Articulate why it is important to be unselfish. Explain how it might not be easy to be unselfish. Express how being unselfish makes us happy inside. In the prayer circle, thank God for being unselfish with me.	<i>Family Activities.</i> Create opportunities for the child to share materials with siblings and friends. Talk about how we share as a family. When the child does not want to share, solve the problem with him or her. <i>Health and Safety.</i> Using pictures, tell a story about an adult luring a child to do something dangerous. Use aspects of the safety mandates program for K1 and PS/PK to help a child formulate responses: www.bostoncatholic.org/childadvocacy.aspx .
PS/PK.02.07 Exhibit awareness that I interact with my teachers, classmates, and friends.	Demonstrate how I speak to teachers, classmates, and friends. Describe manners when with others. State how we treat one another with respect.	<i>Literacy.</i> Play a guessing game about relationships, imagining situations that require solving problems. Have the child guess how he/she might solve the problem. Read a story about being in school. Identify how classmates treated each other in the story. Identify the problems and how they were resolved. Acknowledge feelings about the situation.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
PS/PK.02.08 Exhibit awareness that rules teach me how to act.	State meaning of “rule.” With a puppet or doll, play-act how classroom rules are kept. Explain about the unacceptable behaviors.	<i>Literacy.</i> Tell a story about really getting angry. Dramatize by using facial grimaces how it feels to be angry. Describe the feelings verbally. Identify how the character/s addressed their anger. Have the child give examples of when he/she gets angry. Talk about how to address anger and include positive facial expressions to express the solving of anger.
PS/PK.02.09 Identify how we should love God and others.	State meaning of “love” using pictures. Describe how we show love for our family members. Discuss why it is important to be loved and to love. State how God wants us to love one another.	<i>Literacy.</i> Read a story about pets and pet care. State what a pet needs to be happy and healthy. State how to show love for pets, and how pets show affection for people. <i>Community.</i> Read a story or watch a DVD about being a firefighter. Examine what a firefighter does. Identify how sometimes a firefighter saves a human life even when his or her own life is in danger. Identify why it is important to help others.
PS/PK.02.10 State awareness that God forgives us when we say that we are sorry . Forgives (CCC 1449) Sorry/Sorrow (CCC 1451–1454, 1468, 1490)	State what it means to be sorry. Examine what actions require a sign of sorrow. Identify how we feel when we hurt a family member or a friend. Identify how we feel when someone says, “I forgive you.” Identify what “I am sorry” means.	<i>Family Activities.</i> Talk to the child about times you have been sorry about something, and ways to make up. Have the child tell about a time or situation in which he/she felt sorrow.
PS/PK.02.11 Show awareness that I take care of the environment.	Using pictures of the outdoors (park, sidewalk, backyard), identify how I help to keep these places clean. State why it is important to help others to have a clean environment.	<i>Science.</i> Make a worm garden using a small aquatic tank partially filled with plant soil and a green plant. Purchase or dig from the garden about a dozen worms. Tell a story about worms and what they do. Identify what worms need to live. Identify what worms do for soil. Observe worms. Find worm trails. State how worms are important for the environment. <i>Family Activities.</i> Have the child list what he/she does to keep the classroom, bedroom, yard, etc., clean.

PRE-SCHOOL (AGE 3) K0 AND PRE-KINDERGARTEN (AGE 4) K1

PRE-SCHOOL, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.

ESSENTIAL QUESTION: How does living a moral life help us to live a life of discipleship in Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
PS/PK.03.01 Identify the Bible as a very special book that tells us about God. (CCC 120)	Identify the Bible and its importance in telling about God. Demonstrate capacity to handle the Bible with care.	<i>Family Activities.</i> Place a children’s Bible in a special place. Allow the child to handle the Bible, and look at the pictures. Read stories about how God made the world (Genesis 1), Adam and Eve (Genesis 2: 18–23), Noah and the animals (Genesis 6: 9–22, 7: 1–5, 7: 17–24, 8: 6–12, 9: 12–17). Read stories about Jesus, using the Church year and Sunday gospel readings as a guide.
PS/PK.03.02 State that the Bible tells us that God created everything and that it was good.	After the class listens to the creation account from Genesis 1 (six days of creation), identify what God created each day and how God said that it was good. Identify the seventh day as a day of rest, and associate the seventh day as Sunday when we go to church with our families. In the prayer circle, express prayers of thanks using each day of creation as objects of our gratitude (e.g., first day — God created the light).	<i>Literacy.</i> Create an “All About Today” activity board. Identify the date, day of the week, weather, temperature, and season. Talk about what we are going to do today. Tell a story about the weather to be experienced that day. <i>Literacy.</i> Read a story about going to Mass on Sunday. Describe what happens on Sunday.
PS/PK.03.03 Describe how God saved Noah , his family, and the animals from the flood and left the rainbow as a sign of God’s promise never to destroy creation. (CCC 58)	After the class hears the account from the children’s Bible of Noah building the ark for His family and the animals (taken from Genesis, chapters 6 to 9), state why Noah built the boat. State how the animals were counted. State how the flood killed people and animals but anyone in Noah’s boat did not drown. State how God placed the rainbow in the sky as a promise not to send the great flood again. Dramatize the story.	<i>Science.</i> Using a story or DVD, describe the natural occurrence of rain, flooding, and the rainbow. Describe how floods can be very dangerous to people and animals. Create a rainbow using different media. <i>Family Activities.</i> Talk about what to do when it rains. Identify where to go in a storm. State family safety rules for stormy weather.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
PS/PK.03.04 Describe Jesus as God’s Son. (CCC 514–515, 547–550, 557–560)	Using pictures of the Nativity of Jesus, share the story of Jesus’s birth as told in Matthew 1: 18–25. Identify Jesus as a very special person who taught us how to love God and others. State Jesus as God’s Son. In the prayer circle, thank God for sending us His Son Jesus.	<i>Literacy.</i> Using hand puppets or dolls, tell the story about the birth of Jesus. In the sacred space of the classroom (during the season of Advent), have an empty crèche. Add straw, animals, and statues progressively in anticipation of the celebration of Jesus’s birthday on Christmas. <i>Music.</i> Learn “Away in a Manger” or other simple Christmas songs. Play religious Christmas music and traditional carols to acclimate the student to the season.
PS/PK.03.05 State initial awareness that God is our Father and we are brothers and sisters in God’s family.	State how God is our Father. Describe how we are brothers and sisters in God’s family. State that my family is part of God’s family. In the prayer circle, pray the first words of the “Our Father,” explaining “heaven” and “holy.” Thank God for our fathers.	<i>Literacy.</i> Tell stories about the father of a family, using different cultural backgrounds. Describe what fathers (or uncles, grandfathers, or male guardians) do. Have the child share a story about his/her father or guardian.
PS/PK.03.06 Identify Mary as the Mother of God. (CCC 484–489, 508–511, 963, 2030)	In the scripture story in Luke about the birth of Jesus, identify Mary as the Mother of God. State how Mary said “Yes” to God when the angel asked her to be Jesus’s mother. Identify the angel as a special messenger of God. In the prayer circle, thank God for our mothers.	<i>Art.</i> Have the children make a paper chain with the first name of each of their mothers written on the chain. Place the chain in the sacred space of the classroom. <i>Literacy.</i> Tell stories about the mother of a family, using different cultural backgrounds. Describe what mothers (or aunts, grandmothers, or female guardians) do. Have the child share a story about his/her mother or guardian.
PS/PK.03.07 State that Jesus taught us how to love one another.	Share stories about Jesus and how He taught us how to love. Find a picture of Jesus healing someone. Place the picture in the sacred space of the classroom. In the prayer circle, pray to Jesus, thanking Him for loving me.	<i>Music.</i> Listen to a song about Jesus and sing the refrain. Use gestures to go along with the song. Use a picture of children representing different cultures and races to enhance the meaning of the song.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
PS/PK.04.01 Recognize that we talk and listen to God together with the community.	Identify how we talk and listen to God together in the prayer circle, with our family, and with other people in the church. Explain ways we pray together. In the prayer circle say a prayer of thanks to God for letting us talk to Him.	<i>Community.</i> Tell a story about members of the community who help others: teachers in school, police in a police car, doctors in a hospital, etc. Explain why we need these people to help us live together happily. Place pictures of community helpers and storybooks about them in the library space.
PS/PK.04.02 Recognize that when we make the Sign of the Cross we address God's holy name. (CCC 1235)	Practice making the Sign of the Cross. Practice saying the words. Talk about how we call God the Father, Son, and Holy Spirit.	<i>Family Activities.</i> Make the Sign of the Cross at meal times and before going to bed. Practice making the Sign of the Cross with the child and saying the names of God.
PS/PK.04.03 Show basic understanding that in church we believe God is present in a special way. (CCC 756, 818–822, 1179–1181, 1198–1199)	Describe how the church is a special place where we can listen to and talk to God. When going into church, identify the cross, the altar, and the tabernacle as special signs of God's presence.	<i>Literacy.</i> Identify buildings by their shapes: school, church, hospital, fire station, mall, etc. Place the name of each building next to its shape. Tell a story about who works in each building. Identify the occupations. State why it is important to have these people. <i>Math.</i> Identify shapes of buildings.
PS/PK.04.04 Recognize the interior of the church, especially the sanctuary where we genuflect or bow to show respect for God.	In a visit to the parish church, identify the front of the church as very special. Point out the cross, altar, and tabernacle as special signs of God's presence. State how we are quiet in church to honor God's presence. Practice genuflecting and bowing.	<i>Literacy.</i> Tell a story about going to church with the family. <i>Music.</i> Learn simple melodies to use in the prayer circle as a response to prayer, especially melodies for Alleluia.
PS/PK.04.05 Recognize Christmas as the birthday of Jesus. (CCC 525–526)	Identify Christmas as Jesus's birthday. Using the objects of the crèche, tell the story of Jesus's birth. During the Christmas season, go to church and look at the Christmas scene. Using a black line drawing, color a simple picture of the Christmas scene. In the prayer circle, thank God for giving us His Son Jesus.	<i>Family Activities.</i> Take the child to celebrate the birth of Jesus by going to Mass. Visit the Christmas crèche and name the people, especially the Baby Jesus and Mary and Joseph. At home, display a crèche and talk about the birth of Jesus. Sing "Happy Birthday to You" to Jesus. Listen to traditional religious Christmas carols.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>PS/PK.04.06</p> <p>Recognize Easter as the <u>resurrection</u> of Jesus Christ. (CCC 638)</p>	<p>Identify Easter as celebrating the resurrection of Jesus Christ. Identify the baptismal font, Easter candle, and the oils in church. In the prayer circle, thank God for Jesus’s life with us.</p>	<p><i>Family Activities.</i> Read a story about the Easter egg. Color Easter eggs and place them in a special basket for Easter breakfast. On Easter Sunday, after the celebration of the Mass, take the child to the baptismal font and the Easter candle.</p> <p><i>Science.</i> In the weeks before Easter, grow grass from seed. Using a diagram, show how seeds change into grass. Identify the roots and blades. Identify what is needed to help seeds to grow.</p>
<p>PS/PK.04.07</p> <p>State that Sunday is the Lord’s day when we go to Mass and pray as a family. (CCC 1343, 2174, 2180, 2187–2188, 2190)</p>	<p>Explain how God wants us to use Sunday as a special day for going to church and thanking Him for all the blessings in life. Identify what our family does to get ready to go to church.</p>	<p><i>Family Activities.</i> Take the child regularly to Sunday Mass. Help the child to participate in the Mass by sitting, kneeling, and standing with the community. Point to the priest as leading the community in <i>prayer</i>. When going to receive Holy Communion, have the child accompany you to receive a blessing.</p>

PRE-SCHOOL (AGE 3) K0 AND PRE-KINDERGARTEN (AGE 4) K1

PRE-SCHOOL, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.

ESSENTIAL QUESTION: How does prayer deepen our relationship with the Holy Spirit and draw us closer to Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
PS/PK.05.01 Describe prayer as talking and listening to God. (CCC 2558–2568, 2579, 2585–2649, 2663–2682, 2742)	Identify meaning of prayer as talking and listening to God. State examples of when I pray. Exhibit a simple capacity to pray in the prayer circle. In the prayer circle, practice silent and informal spoken <i>prayer</i> . Use postures and gestures in praying.	<i>Family Activities.</i> Make up simple prayers with the child that show how we praise, thank, and ask God for what we need. Take time during family prayer to be silent as part of the prayer.
PS/PK.05.02 State that we can pray silently and with others.	Identify silent prayer as listening quietly. Identify spoken prayer as talking to God like we do to our parents or teachers. State that we pray to God together with our family, in the prayer circle, and in church. Practice praying together in the prayer circle by creating simple responses to teacher-led prayers, thanking God and asking for God’s help.	<i>Literacy.</i> Practice skill of listening, using music and guided movement. Read a story about listening. Identify meaning of “listening.” Examine importance of listening in a group, for safety, and in one-to-one conversation. Follow simple instructions for accomplishing an activity.
PS/PK.05.03 Describe how I can talk and listen to God anytime.	Express how I talk to God, even when I am not in the prayer circle or in church.	<i>Science.</i> Go on a listening walk and have the child identify what he/she hears.
PS/PK.05.04 Describe God as a loving Father who wants only what is good for me.	Identify God as a loving parent who cares for me. Tell a story about how my mother/father/guardian helped me when I was in trouble and needed help. State how I felt when my parent/guardian helped me.	<i>Safety.</i> Identify lures to be avoided by children. Using dolls or hand puppets, demonstrate how to say “No!” to a lure. Use the mandated Archdiocesan safety program for PK/PS and K1: www.bostoncatholic.org/childadvocacy.aspx

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
PS/PK.05.05 Identify objects in the classroom that lead to prayer.	Using the sacred space of the classroom, identify objects that lead to thinking about God and praying. State how we remember how God loves and cares for us when we see or respectfully touch a sacred object.	<i>Science.</i> Using a magnifying glass, explore how we can see things we might not otherwise be able to see unless they are magnified. Using leaves, find small leaf veins. Using insects, find the parts of an insect. <i>Family Activities.</i> Identify things at home that are religious objects leading us to think about God.
PS/PK.05.06 State how I can pray as Jesus prayed when I say the words “ Our Father ” to God. (CCC 2759–2865)	State that Jesus taught us how to call God our Father. Practice the “Our Father.”	<i>Family Activities.</i> Father/male guardian and child go on a special trip together to the zoo, a park, a museum. Enjoy conversation together while on the trip. Answer questions. Solve riddles. Tell stories. Enjoy the moments of being together.
PS/PK.05.07 Make the Sign of the Cross . (CCC 1235)	Practice the gestures for the Sign of the Cross. State how the Sign of the Cross is the prayer we use to begin and end all of our prayers.	<i>Family Activities.</i> Practice the Sign of the Cross.
PS/PK.05.08 State how we use holy water to remind us of our belonging to the family of God when we make the Sign of the Cross. (CCC 1667–1668)	Visit the parish church. Locate the holy water font. State how we use water blessed by the priest to make the Sign of the Cross. Identify the holy water in the baptismal font.	<i>Music.</i> Sing an appropriate liturgical song about water. <i>Health.</i> State how we use water for cleanliness. Discuss the importance of drinking only pure water.
PS/PK.05.09 Recite simple prayers used in the community.	Recite simple before- and after-meal prayers. Recite the “guardian angel” <i>prayer</i> . Listen to the “Glory Be” and the “Hail Mary.” Say “Alleluia” when we praise and thank God.	<i>Literacy.</i> Practice articulating prayer words.
PS/PK.05.10 Identify “Amen” as the word we use to end every prayer.	Respond to each prayer with “Amen.” In the prayer circle, say “Amen” when we are finished praying.	<i>Literacy.</i> Read a story. Retell the story in sequence. State what happened at the end.

PRE-SCHOOL (AGE 3) K0 AND PRE-KINDERGARTEN (AGE 4) K1

PRE-SCHOOL, STANDARD SIX: Jesus Christ’s Mission Continues in the Church: Understand the Church as the mystical Body of Christ; the community of believers carrying out Jesus’s mission in the world. **Parish Life:** Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.

ESSENTIAL QUESTION: How does knowledge of the mystical body of Christ and participation in the life of our parish help us to carry out Jesus’s mission in the world?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
PS/PK.06.01 State that the church is our special home. (CCC 756, 818–822, 1179–1181, 1198–1199)	State that we go to church with our parents and we can feel at home there. Explain that when we go to church, we pray.	<i>Literacy.</i> Identify things in your home that can also be found in church. Explain how we pray in our home.
PS/PK.06.02 State that we are given God’s own life when we are baptized .	Using a large picture of an infant baptism, describe how we are welcomed into the Church in the same way. State that baptism means that we were washed with water. Identify the priest or minister of baptism. Identify parents. State what the infant was given after baptism (white garment, candle). In the prayer circle, thank God for welcoming us into the family of the Church.	<i>Family Activities.</i> Describe how a new member of the family is welcomed.
PS/PK.06.03 Recognize that many people are members of the Church.	Using pictures of church communities from around the world, state how many people gather in church and pray.	<i>Literacy.</i> Using a book about children from other cultures, share how children in different parts of the world look and live. Describe what is the same. Describe what is different.
PS/PK.06.04 Identify the parish church where I go to pray with my family and classmates. (CCC 2179)	Identify the building of the parish church as where I go with my family and classmates to pray. Locate pictures of Jesus and Mary. Locate the crucifix in the sanctuary.	<i>Literacy.</i> Show a picture of a ceremony in church. Describe what is happening.
PS/PK.06.05 Identify the pastor as the leader of the parish community. (CCC 1595)	After inviting the pastor or parish leader to visit the class, describe how the pastor leads the community.	<i>Family Activities.</i> After Sunday Mass, greet the pastor and give the child an opportunity to greet the pastor. Walk around the church to point out special areas of the church.

PRE-SCHOOL (AGE 3) K0 AND PRE-KINDERGARTEN (AGE 4) K1

PRE-SCHOOL, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in christ through living a specific calling within the life of the church.

ESSENTIAL QUESTION: What is Jesus calling each one of us to do in the life of the Church?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
PS/PK.07.01 Show understanding that God chose to make me a very special person.	Express that God made me to be special, not like any other person in the world. Express how I have special gifts to love God and others. In the prayer circle, thank God for special gifts that I have.	<i>Literacy.</i> Have the child play a game about identifying the senses and what they do for him/her. Express how the senses help the child to appreciate his/her family and the world in which he/she lives. With a hand puppet, locate the senses.
PS/PK.07.02 State that my parents/guardians show their love for God by loving and taking care of me.	Identify my parents/guardians as God’s way of loving and caring for me. Show appreciation for the love of those who care for me. Identify how my parents/guardian tell me about God. In the prayer circle, thank God for my parents/guardians and their care for me.	<i>Family Activities.</i> Tell or read a story about family life. Have the child state what is the same about family life in the story and his/her family. State what is different. Have the child express what he/she likes about living in his/her family.
PS/PK.07.03 State that my teacher tells me about God.	Describe how my teacher/catechist tells me about God. In the prayer circle, thank God for my teacher/ catechist.	<i>Literacy.</i> Have the child look at pictures of the teacher/ catechist and his/her family.

STANDARDS CHECKLIST

PRE-SCHOOL, STANDARD ONE: (AGE 3) K0 AND PRE-KINDERGARTEN (AGE 4) K1		A/S	O	N	D	J	F	M	A	M/J
Who is Jesus and what do we believe about him? Understand, believe and proclaim the triune god as revealed in the person of Jesus Christ, as well as in the signs of creation, sacred scripture, catholic tradition, and human experience.										
ESSENTIAL QUESTION: Who is Jesus and what do we believe about Him?										
PK.01.01	Show basic understanding that God made me and loves me. (CCC 198–204, 284)									
PK.01.02	State that I am God’s child.									
PK.01.03	Show that I respect others in my class as children of God.									
PK.01.04	Express basic understanding that God made all of us different from each other.									
PK.01.05	State that God is the creator of the sun, moon, and stars. (CCC 279–281)									
PK.01.06	State that God is the creator of the trees, plants, and flowers.									
PK.01.07	State that God is the creator of the animals.									
PK.01.08	State that God is the creator of the mountains, hills, deserts, rivers, lakes, and oceans.									
PK.01.09	Show understanding that God made all that is.									
PK.01.10	Describe God as good and loving.									
PK.01.11	Describe how God cares for His creation.									
PK.01.12	State that we can learn about God in creation . (CCC 282–299, 301,315–320)									
PK.01.13	Show understanding that God is with me all the time.									

STANDARDS CHECKLIST

PRE-SCHOOL, STANDARD ONE: (AGE 3) K0 AND PRE-KINDERGARTEN (AGE 4) K1		A/S	O	N	D	J	F	M	A	M/J
Who is Jesus and what do we believe about him? Understand, believe and proclaim the triune god as revealed in the person of Jesus Christ, as well as in the signs of creation, sacred scripture, catholic tradition, and human experience.										
ESSENTIAL QUESTION: Who is Jesus and what do we believe about Him?										
PK.01.14	State that God is greater than all creation.									
PK.01.15	State that God made me to be happy with God in this life and after I die . Life (CCC 2258 –2261, 2270–2273, 2297, 2320) Death (CCC 1005–1019)									
PK.01.16	State that God’s only Son is Jesus . (CCC 514–515, 547–550, 557–560)									
PK.01.17	Show basic understanding that God’s Son Jesus loved people, especially children.									
PK.01.18	Show basic understanding that Jesus died for us.									
PK.01.19	Show belief that God the Father raised Jesus from the dead.									

STANDARDS CHECKLIST

PRE-SCHOOL, STANDARD TWO: (AGE 3) K0 AND PRE-KINDERGARTEN (AGE 4) K1		A/S	O	N	D	J	F	M	A	M/J
Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God's grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.										
ESSENTIAL QUESTION: Who is Jesus and what do we believe about Him?										
PK.02.01	Exhibits basic understanding that God gives us signs of His love for us. (CCC 1131, 1145–1152, 1189)									
PK.02.02	Identify Baptism as a sign of incorporation into the Church. (CCC 1214, 1226–1246)									
PK.02.03	State that Jesus gave His friends a sign of His love by eating with them.									
PK.02.04	Show a sense of being loved by parents/guardians, siblings, and other family members.									
PK.02.05	Build capacity to share unselfishly with others.									
PK.02.06	Distinguish between unselfish and selfish acts.									
PK.02.07	Exhibit awareness that I interact with my teachers, classmates, and friends.									
PK.02.08	Exhibit awareness that rules teach me how to act.									
PK.02.09	Identify how we are to love God and others.									
PK.02.10	State awareness that God forgives us when we say that we are. Forgives (CCC 1449) Sorry/Sorrow (CCC 1451–1454, 1468, 1490)									
PK.02.11	Show awareness that I take care of the environment.									

STANDARDS CHECKLIST

PRE-SCHOOL, STANDARD THREE: (AGE 3) K0 AND PRE-KINDERGARTEN (AGE 4) K1 LIFE IN JESUS CHRIST: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.		A/S	O	N	D	J	F	M	A	M/J
PK.03.01	Identify the Bible as a very special book that tells us about God. (CCC 120)									
PK.03.02	State that the Bible tells us that God created everything and that it was good.									
PK.03.03	Describe how God saved Noah , his family, and the animals from the flood, and left the rainbow as a sign of God's promise never to destroy creation. (CCC 58)									
PK.03.04	Describe Jesus as God's Son. (CCC 514–515, 547–550, 557–560)									
PK.03.05	State initial awareness that God is our Father, and we are brothers and sisters in God's family.									
PK.03.06	Identify Mary and the Mother of God. (CCC 484–489, 508–511, 963, 2030)									
PK.03.07	State that Jesus taught us how to love one another.									

STANDARDS CHECKLIST

PRE-SCHOOL, STANDARD FOUR: (AGE 3) K0 AND PRE-KINDERGARTEN (AGE 4) K1 SACRED SCRIPTURE: Read, comprehend, and articulate salvation history as conveyed in God's revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
PK.04.01	Recognize that we talk and listen to God together with the community.									
PK.04.02	Recognize that when we make the Sign of the Cross we address God's holy name. (CCC 1235)									
PK.04.03	Show basic understanding that in church we believe God is present in a special way. (CCC 756, 818–822, 1179–1181, 1198–1199)									
PK.04.04	Recognize the interior of the church, especially the sanctuary where we genuflect or bow to show respect for God.									
PK.04.05	Recognize Christmas as the birthday of Jesus. (CCC 525–526)									
PK.04.06	Recognize Easter as the <u>resurrection</u> (the time that Jesus came back to life again). (CCC 638)									
PK.04.07	State that Sunday is the Lord's day when we go to Mass and pray as a family. (CCC 1343, 2174, 2180, 2187–2188, 2190)									

STANDARDS CHECKLIST

PRE-SCHOOL, STANDARD FIVE: (AGE 3) K0 AND PRE-KINDERGARTEN (AGE 4) K1		A/S	O	N	D	J	F	M	A	M/J
JESUS SHOWS US HOW TO PRAY: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.										
PK.05.01	Describe prayer as talking and listening to God. (CCC 2558–2568, 2579, 2585–2649, 2663–2682, 2742)									
PK.05.02	State that we can pray silently and with others.									
PK.05.03	Describe how I can talk and listen to God anytime.									
PK.05.04	Describe God as a loving Father who wants only what is good for me.									
PK.05.05	Identify objects in the classroom that lead to prayer.									
PK.05.06	State how I can pray as Jesus prayed when I say the words “ Our Father ” to God. (CCC 2759–2865)									
PK.05.07	Make the Sign of the Cross . (CCC 1235)									
PK.05.08	State how we use holy water to remind us of our belonging to the family of God when we make the Sign of the Cross. (CCC 1667–1668)									
PK.05.09	Recite simple prayers used in the community.									
PK.05.10	Identify “Amen” as the word we use to end every prayer.									

STANDARDS CHECKLIST

PRE-SCHOOL, STANDARD SIX: (AGE 3) K0 AND PRE-KINDERGARTEN (AGE 4) K1		A/S	O	N	D	J	F	M	A	M/J
Jesus Christ's Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus's mission in the world. Parish Life: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.										
PK.06.01	State that the church is our special home. (CCC 756, 818–822, 1179–1181, 1198–1199)									
PK.06.02	State that we are given God's own life when we are baptized .									
PK.06.03	Recognize that many people are members of the Church.									
PK.06.04	Identify the parish church where I go to pray with my family and classmates. (CCC 2179)									
PK.06.05	Identify the pastor as the leader of the parish community. (CCC 1595)									

STANDARDS CHECKLIST

PRE-SCHOOL STANDARD SEVEN: (AGE 3) K0 AND PRE-KINDERGARTEN (AGE 4) K1		A/S	O	N	D	J	F	M	A	M/J
Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.										
PK.07.01	Show understanding that God chose to make me a very special person.									
PK.07.02	State that my parents/guardians show their love for God by loving and taking care of me.									
PK.07.03	State that my teacher tells me about God.									

KINDERGARTEN, STANDARD ONE: Who Is Jesus and What Do We Believe About Him? Understand, believe, and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.

ESSENTIAL QUESTION: Who is Jesus and what do we believe about Him?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
K.01.01 Show understanding that God created me and loves me. (CCC 198–204, 284)	State that God is our creator. Define “to create.” Explain the concept of God’s creating and loving me. State how I sense that God loves me. State words or phrases that describe how I love myself and write on chart paper. Draw a picture of myself. Share picture and state why “I am beautiful.” Pray Psalm 139 and thank God for creating me.	<i>Science.</i> Have the child take a magnifying glass, look at fingers or hand through the glass, and state what he or she sees. With paint or ink, make a fingerprint of forefinger of each student on a white post-it note. Compare fingerprints using the magnifying glass. State how every fingerprint is unique to the person. Place the fingerprints with student’s name on chart paper with the words “I am special.”
K.01.02 Show basic understanding that God loves all people.	Express in simple language that God loves all people. State how God wants all people to live in unity and peace. In the prayer circle, pray for the people of the world.	<i>Music.</i> Listen to the song “Jesus Loves the Little Children,” or another song demonstrating God’s love.
K.01.03 Show basic understanding that we love and respect people who are different from us.	Describe how I show love and respect for people who are different from me by speaking about them with respect. Show a basic respect for others.	<i>Literature.</i> Read a story or watch a DVD about a child of another race or culture. Identify how the child is like me. Identify how the child might be different from me. Share the story.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>K.01.04</p> <p>Describe how God made all creation good. (CCC 282–299, 301, 315–320)</p>	<p>Define “creation.” State that God made all of the things of creation. List natural objects in creation and find pictures of these objects. Say a prayer of gratitude for creation.</p>	<p><i>Science.</i> Take a nature walk in the schoolyard or park. Collect objects of nature during the walk and place in a bag given to each student. Identify the objects collected. On chart paper, glue one object representing what students gathered (ex: stick, leaf, feather, etc.). Write the name of the object and count how many times the same object was collected. Write total number next to the object. Place chart on science bulletin board.</p>
<p>K.01.05</p> <p>Identify the universe as belonging to God. (CCC 282–301, 315–320, 1147)</p>	<p>Define “universe.” State how the universe is God’s creation and belongs to God. State how I belong to God. Express why we want to belong to God.</p>	<p><i>Music.</i> Sing the song “He’s Got the Whole World in His Hands.” Create movements with the words. <i>Art.</i> Using various shapes/sizes of leaves, white paper, and crayons, arrange leaves on top of table. Place paper on top of the leaves and rub crayon on the leaves. With a broad brush and watercolor, paint a wash of color on the design. <i>Literature.</i> Read a story from another culture about the creation of the world.</p>
<p>K.01.06</p> <p>Describe God as Father. (CCC 8, 238–242, 245–256, 262, 270, 272, 688)</p>	<p>State who a father/mother/guardian is and what he/she does for the family.</p>	<p><i>Family Activities.</i> Identify a sacred space in the home. Place the Bible in the space and surround it with seasonal decorations. Refer to the Bible as the book in which we learn about God our Father. Place a picture of the family in the sacred space and pray for the needs of the family every day. <i>Art.</i> Write “God is my Father” in large letters on chart paper. Draw with marker or stamp red hearts on the chart paper (one for each student and teacher) and write name on or next to a heart.</p>
<p>K.01.07</p> <p>Identify myself and my family as belonging to God’s family.</p>	<p>Explain what a family is. Name the members of my family. Participate in a prayer ritual in which we thank God for our families and pray for them.</p>	<p><i>Music.</i> Learn first verse of “Now Thank We All Our God” or another song of thanks, using physical movement to express the words.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>K.01.08</p> <p>State that God’s Holy Spirit lives in me. (CCC 683–704, 733–736, 742–747)</p>	<p>State the name of the Holy Spirit. Create a prayer ritual that thanks God for the Holy Spirit living in me.</p>	<p><i>Science.</i> Assemble some simple kites. On an appropriate day, take a class excursion to fly the kites. Explain what makes the kite fly. Take photos of the kite-flying activity and place them on bulletin board.</p> <p><i>Health.</i> Do a breathing exercise helping students to see how air helps us to live. Compare the Holy Spirit to air breathing life into us.</p>
<p>K.01.09</p> <p>State that God made me to know, love, and serve Him and to be happy with Him always.</p>	<p>Describe “to know,” “to love,” and “to serve.” State that I show how I love God by loving others, especially my family. State that I serve God when I help others. Demonstrate with hand gestures “know, love, and serve God,” and recite from memory.</p>	<p><i>Family Activities.</i> Write a list of activities that need to be done by the family. Assign appropriate activities to each person. Identify how many times the child’s name comes up on the list. State how work is a natural part of family life.</p>
<p>K.01.10</p> <p>State that Jesus is the Son of God and Son of Mary. Jesus (CCC 514–515, 547–550, 557–560) Mary (CCC 484–489, 508–511, 963, 2030)</p>	<p>State that Jesus is the Son of God and Son of Mary. Find a picture of Jesus with Mary, His mother. After listening to Luke 1:35, retell the story of how God chose Mary to be His Son’s mother.</p>	<p><i>Music.</i> Learn the introduction of “Hail Mary, Gentle Woman.” Use physical movement to learn the song.</p>
<p>K.01.11</p> <p>Identify angels as God’s special messengers. (CCC 327–336, 350)</p>	<p>Define “angel.” State that angels do what God wants them to do. Tell a story about an angel.</p>	<p><i>Science.</i> Research messenger birds. Identify what a messenger bird does. Find a picture of a messenger bird and place it on the science bulletin board. Have the child write a message to a classmate and find ways of delivering the message without using hands or feet.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>K.01.12</p> <p>Describe faith as believing in God even though we cannot see Him. (CCC 1813–1816)</p>	<p>Describe faith as believing in God but not seeing Him. State that faith is a gift from God. State that faith helps me want to know God better and love God. Recite a simple act of faith: “O God, I believe in you.” In the prayer circle, participate in a prayer ritual based on Psalm 138: 1–2, 2–3, 6, 8 using the response: “I thank you, O God, with all my Heart.”</p>	<p><i>Family Activities.</i> During the family meal prayer, thank God for the gift of faith. At bedtime, parent/guardian blesses the child with the Sign of the Cross on the forehead and wishes the child a peaceful night in the arms of God.</p> <p><i>Literature.</i> Read a story about Helen Keller. State how Helen learned to speak even though she could not see or hear. Draw a picture of Helen with her teacher, Annie Sullivan. Describe the picture.</p>
<p>K.01.13</p> <p>Describe how God gives us many gifts in the universe.</p>	<p>State how everything is a gift from God. Name objects in the universe and respond with the prayer: “Thank you, God, for the gift of…”</p>	<p><i>Science.</i> Describe the Earth rotating around the sun by role-playing, with balls being the Earth and the sun. Describe the Earth rotating on its axis by role- playing. Identify day and night in the Earth’s rotation. Make a chart showing the Earth’s rotation around the sun, using an ellipse.</p> <p><i>Art.</i> Draw a picture of the horizon, using crayons and paint to wash background with blue.</p>
<p>K.01.14</p> <p>Show understanding that we are made in the image and likeness of God.</p>	<p>Describe “image” and “likeness.” Describe how I am made in God’s image. Identify how I see myself as good. Express how I feel when I doing something good for another person. Complete the sentence: “I feel _____ when I help someone.”</p>	<p><i>Science.</i> State the five senses and what they do to help us learn. Identify the five senses on a simple chart of the body. Role-play what the five senses do for us. Memorize the five senses.</p> <p><i>Art.</i> Paint a picture. Identify the senses used to paint the picture.</p>
<p>K.01.15</p> <p>State how when we are afraid we can ask God to help us.</p>	<p>Identify times I am afraid and how I feel. Role-play to whom I go for help when I am afraid. Participate in a prayer ritual using the words, “Help me, O God!” after each phrase that describes a fear.</p>	<p><i>Literature.</i> Read a story or watch a DVD about a character afraid of something. Discuss what the character feared and how the fear was addressed. Draw a picture about the story.</p> <p><i>Family Activities.</i> State to child that parent/guardian loves and cares for him/her all the time. State that when child is afraid he/she should tell parent/guardian about the fear. Assist the child in understanding the fear.</p>

KINDERGARTEN, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. **Liturgy:** Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.

ESSENTIAL QUESTION: How do the sacraments and liturgy help us to grow in our relationship with Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
K.02.01 Show understanding that we receive special signs that God loves and cares for us. (CCC 1131, 1145–1152, 1189)	Define “sign.” State that I receive special signs of God’s love in the church. Identify the church as a special place where I go to listen to and talk to God. Identify the tabernacle as a special place that houses God’s Son, Jesus.	<i>Family Activities.</i> Take an excursion into the neighborhood. Find street signs. Identify what they mean. Play a game of imitating what the street sign is telling us to do. Find a game about street signs and play the game with the child. <i>Family Activities.</i> In the sacred space of the home, place a small cross on or near the family Bible. State that this is a sacred sign of Jesus’s love for us. Make the Sign of the Cross, helping the child to memorize the words.
K.02.02 Exhibit understanding that my parents/guardian and family members show me love and affection as a sign of their love for me.	Identify what signs of affection my parents/guardians use to show me they love me. State that only people who are close to me can give me these signs. Participate in a prayer ritual that thanks God for giving me signs of love through my family.	<i>Music.</i> Sing “ <i>Da Gracias al Señor/Salmo 136</i> ,” memorizing the word “alleluia.” State <i>gracias</i> as meaning “thank you.” <i>Family Activities.</i> Talk to the child about what are safe signs of affection and what are unsafe. Identify to whom the child may talk if someone makes the child feel uncomfortable or unsafe in showing their affection. Give hugs and kisses as appropriate, using the mandated RCAB safety program for Kindergarten: www.bostoncatholic.org/childadvocacy.aspx
K.02.03 State that Baptism incorporates us into the Church . Baptism (CCC 1214, 1226–1246) Church (CCC 756, 818–822, 1179–1181, 1198–1199)	Identify the word “Baptism” as the way I am welcomed into the Church. State the meaning of church as a special family of people who come together to pray to God. Identify a picture of an infant receiving Baptism.	<i>Family Activities.</i> After Sunday Mass, stay awhile longer to show the child the baptismal font. Walk close to the font so the child can see the objects in detail. Describe how the child was baptized in this font or a font like it. If water is available in the baptismal font, help the child bless himself/herself with the baptismal water.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>K.02.04</p> <p>Identify the bread and wine at Mass as a special sign of God’s Son Jesus’s presence among us. (CCC 1330)</p>	<p>State Mass as the time we go to church on Sunday to praise and thank God for all His gifts. State that Mass is a time to ask God to help us. State that God gives us special blessings at Mass. After a parish Mass, describe what the priest was doing. Describe what the people were doing.</p>	<p><i>Music.</i> Learn “Jesus Christ, Bread of Life” melody, refrain, and first verse, or another Eucharistic song.</p> <p><i>Family Activities.</i> Make a quick bread or yeast loaf with the children. Identify the ingredients. Have children assist in adding ingredients and kneading or mixing as appropriate. Ask God’s blessing on the bread at the family meal, using the prayer at Mass for the preparation of the gifts for bread. Respond with: “Blessed be God forever.” Say a meal prayer.</p>
<p>K.02.05</p> <p>Identify the tabernacle as a place where the Blessed Sacrament is kept in the form of bread. Tabernacle (CCC 1090, 1183, 1379) Blessed Sacrament (CCC 1374, 1377–1378, 1517)</p>	<p>State meaning of “tabernacle.” Explain meaning of the Blessed Sacrament as the presence of Jesus in the form of bread and wine. Identify the objects used at the altar for Mass.</p>	<p><i>Parish Life.</i> Arrange for a meeting of the students with a priest or deacon. Show the students the tabernacle opened so that they can see what is inside. Identify the Blessed Sacrament as the presence of Jesus staying with us in the form of bread. State that this is what is received in Holy Communion.</p>
<p>K.02.06</p> <p>State that during the Mass, the parish family receives Jesus in Holy Communion. (CCC 1384–1397, 1406, 1415–1417)</p>	<p>Identify Holy Communion as the Blessed Sacrament. Describe who receives Holy Communion. State that when people receive Holy Communion they receive Jesus in a very special way. State when I will be ready to receive Holy Communion.</p>	<p><i>Art.</i> From a pattern photocopied on paper, cut out the host with the cross and cup used at Mass. Glue the cut forms on colored paper. Color the host and cup. Place on bulletin board with pictures of the priest holding up the bread and wine at Mass. Place other symbols on the bulletin board, such as pictures of grapes, sheaves of wheat, and an outdoor scene of a golden wheat field and of a grape arbor.</p>
<p>K.02.07</p> <p>Describe sacrament as an effective sign of God’s love for us. (CCC 1084–1134)</p>	<p>Identify sacrament as an effective sign of God’s love. Identify Baptism and Holy Eucharist as sacraments. Express that people receive God’s Son Jesus in the Holy Eucharist during Mass.</p>	<p><i>Family Activities.</i> Share photos of child’s baptism. Describe what happened. Place a photo of this event in the sacred space with the Bible. Identify people in the picture, especially godparents. Describe why you gave the child his/her name.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
K.02.08 Recognize how religious signs and symbols tell us about God. (CCC 1145–1152, 1189)	State that the Bible, crucifix or cross, statues, pictures of Jesus, Mary, the Holy Family, holy water, etc., remind us of God’s active presence in our lives. Show respect for these symbols. Use holy water to bless self. Participate in a center in the classroom that is sacred space where symbols and ritual can be used.	<i>Family Activities.</i> Locate a sacred space in the home where the family places symbols for observation and use by family members. Symbols may include the Bible, crucifix or cross, statue of Mary, picture of Jesus, Mary, the saints, rosary, holy water, candle, etc. Name these objects and how they tell us about God.
K.02.09 Show basic understanding that when we pray together, we create ritual to help us do this.	Participate in the prayer circle in the classroom. Use ritual gestures when praying informally in the circle such as folding hands, placing hands on lap, making the “Sign of the Cross,” opening and lifting hands, clapping, bowing head. Demonstrate the learning of church rituals such as genuflecting, bowing, sitting, standing, kneeling, silence. Sing and respond to spoken prayers. Use: “Amen”; “Alleluia”; “Holy, Holy, Holy”; “Our Father”; “Lamb of God.”	<i>Family Activities.</i> When praying as a family, use ritual actions such as folding hands, bowing, closing eyes, opening and lifting hands, blessing, breaking bread, silence, making the “Sign of the Cross,” etc.
K.02.10 Show basic understanding that when we go to church , we are in God’s presence and we pray.	Show reverence and quiet, a sense of the sacred, when in church. Identify the sanctuary, altar, and tabernacle as sacred and deserving of respect. Genuflect. Bow.	<i>Family Activities.</i> Teach children the need for reverence and quiet in church. Assist children in doing the liturgical gestures at Mass as appropriate to attention and strength.
K.02.11 Make the “ Sign of the Cross .” (CCC 1235)	Make the “Sign of the Cross” using holy water in church or in the classroom. Recite the words of the Holy Trinity in the Sign of the Cross.	<i>Music.</i> Learn a “Holy, Holy, Holy” melody commonly used at Sunday Mass. Use as age appropriate.
K.02.12 Identify the tabernacle as a special place of reverence for Jesus. (CCC 1090, 1183, 1379)	Visit the parish church with a member of the parish staff. Explain the use of the tabernacle in church. Express the tabernacle as a special place of reverence for Jesus by genuflecting or bowing.	<i>Family Activities.</i> Before or after Sunday Mass, take your child with you to say a prayer before the tabernacle.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>K.02.13</p> <p>Recognize that the priest leads us in prayer.</p> <p>(CCC 1562–1568, 1575, 1577, 1574, 1581–1584, 1591–1592, 1595, 1597, 1599)</p>	<p>Identify the priest during the Mass. State some of the actions of the priest during the Mass. Participate in prayers in the prayer circle.</p>	<p><i>Biography.</i> Tell the story of St. Patrick. Celebrate the feast of St. Patrick by wearing green. Identify the shamrock as a teaching tool that Patrick used to teach people about God the Father, Son, and Holy Spirit. Make a shamrock. Place a picture of St. Patrick in sacred space next to Bible.</p>
<p>K.02.14</p> <p>Identify the Mass as a very special prayer of people who gather in church on Sunday.</p> <p>(CCC 1330)</p>	<p>Listen to the gospel for Sunday Mass and recount the story or lesson. Demonstrate sitting, standing, and kneeling during the Mass.</p>	<p><i>Family Activities.</i> Talk about a family tradition that you do together.</p>
<p>K.02.15</p> <p>Recognize Christmas and Easter as special celebrations of the life of Jesus.</p> <p>Christmas (CCC 525–526)</p> <p>Easter (CCC 638)</p>	<p>Describe the story of Jesus’s birth. Celebrate Easter by telling the story of Jesus’s rising from the dead. Decorate the classroom with Christian signs of resurrection, such as the symbols of the Easter candle placed on a special candle for the classroom, Easter water located in the sacred space of the classroom, pussy willow branches in water and blooming.</p>	<p><i>Biography.</i> Tell the story of St. Nicholas. Draw a picture story about giving a gift to someone. State why it is important to give gifts. Identify Santa Claus as a gift giver whose name comes from St. Nicholas. Celebrate the feast of St. Nicholas.</p> <p><i>Family Activities.</i> Enact the story of Jesus’s birth, with the family sharing various roles each time the story is enacted. Using statues from a crèche in the home, identify the images and tell the story.</p> <p><i>Family Activities.</i> Celebrate the feasts of Christmas and Easter by retaining special family rituals from year to year. Go to Mass on Christmas and Easter, dressing up for the occasion. Talk about your family traditions. Use Christian symbols to decorate your home.</p>
<p>K.02.16</p> <p>Identify Good Friday as the day we remember the death of Jesus.</p> <p>(CCC 1168–1171, 2043)</p>	<p>State Good Friday as the day we remember that Jesus died. Good Friday is called “good” because, as sad as Jesus’s death was, it led to the resurrection on Easter Sunday, which brought new life to all who believe in Jesus. In the prayer circle, recount the story of the death of Jesus, using a simply designed crucifix.</p>	<p><i>Family Activities.</i> Prepare a simple meatless meal for Good Friday. Have a cross, candle, and purple cloth at the table to remember the death of Jesus.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>K.02.17</p> <p>Show basic recognition of Advent and Lent as special times of preparation for Christmas and Easter.</p> <p>Advent (CCC 524, 1095)</p> <p>Lent (CCC 1168)</p>	<p>State Advent as a time of preparation for Christmas. Demonstrate the use of the Advent wreath during the four weeks of Advent. In the prayer circle, pray the words, “Come, Lord Jesus.” State that Lent is a time of preparation for Easter. Describe the ways I can prepare myself for Easter.</p>	<p><i>Family Activities.</i> Use the Advent wreath during the four weeks of Advent.</p> <p><i>Science.</i> Identify the seasons of the year. Draw a picture of each season. Make a picture story about enjoying one of the seasons. Share the story.</p> <p><i>Art.</i> Make paper decorations for Christmas trees using geometric shapes cut from used Christmas cards. Decorate with glitter and hang on classroom Christmas tree. Identify the shapes.</p> <p><i>Culture.</i> Celebrate some special cultural event during Advent that highlights the culture of some students or area (Mexican, Filipino, etc.).</p> <p><i>Literature.</i> Read the story of Our Lady of Guadalupe. Find the image of Our Lady of Guadalupe and place in the classroom with roses.</p>
<p>K.02.18</p> <p>Show recognition that the church celebrates the lives of holy people called saints.</p> <p>(CCC 686, 688, 828, 946–959, 1717, 2030)</p>	<p>Identify the name of the saint whose name I have. Tell a story about some saints.</p>	<p><i>Family Activities.</i> Have each child learn about the saint after whom they are named. Celebrate the named day. Find pictures of these saints and place in the home.</p> <p><i>Drama.</i> Celebrate All Saints Day by dressing in saints’ costumes or with crowns.</p>
<p>K.02.19</p> <p>Give the Sign of Peace to classmates during the Mass.</p> <p>(CCC 1345)</p>	<p>State meaning of “peace.” Share what it means to live peacefully with others. Show how to give the Sign of Peace to another student. In the prayer circle, share the sign of peace. Identify ways that show peace to the others in the classroom.</p>	<p><i>Family Activities.</i> Tell the story of St. Francis of Assisi. State how Francis worked for peace. Learn the first line of Francis’s prayer: “Lord, make me an instrument of your peace.”</p>

KINDERGARTEN, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.

ESSENTIAL QUESTION: How does living a moral life help us to live a life of discipleship in Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
K.03.01 Show understanding that I am a gift from God who is good and lovable.	Identify things that I like about myself. State when I feel happy. State when I feel sad. Explain how God loves me when I am happy or sad. Explain that my family loves me when I am happy or sad. Participate in a prayer ritual naming each person in my class and thanking God for the special gift that he/she is.	<i>Literature.</i> Read a story about an unhappy character. Act out the story. Describe what made the character unhappy. Describe the feelings the character experienced. Identify what helped the character to change the unhappy feelings. Draw a picture of the character as unhappy and as happy. <i>Language Arts.</i> Write group story about Mr. and Mrs. Smile. Identify what the characters look like. Draw pictures of the characters. Place a “smiley face” sticker on each student. Practice smiling.
K.03.02 Show understanding that God wants me to love myself and others.	Express what it means to love myself. Exhibit a sense of the other and acceptance of them. List activities that I do to take care of myself. List activities that I do to show how I love others.	<i>Health.</i> Read a story or watch a video on personal hygiene. Act out the motions of the hygiene habits described in the book.
K.03.03 Exhibit how to respect others.	Show respect for others through appropriate behavior. Identify how I feel when I respect others and when I do not. State importance of showing respect. Finish the sentence “I show respect by _____.”	<i>Literature.</i> Read a story or watch a DVD about a character who disrespects others (ex. the Grinch stories, etc.). Identify how the character disrespects others. Describe how this makes the characters feel. State how the character changed his/her behaviors. Describe how this changed how people felt.
K.03.04 State understanding that Jesus the Good Shepherd cares for us.	Describe how Jesus was kind to others. Look at a picture of Jesus the Good Shepherd. After listening to Jesus’s story in Mt. 18: 10–14, participate in a guided meditation about this story. Thank God for helping me to learn how to love others as Jesus did.	<i>Science.</i> Read about sheepdogs. State how the sheepdogs help shepherds. Find pictures of sheepdogs at work online or <i>National Geographic</i> and place on science bulletin board. Find a DVD about shepherds. Point to sheepdogs in the film. Explain how dogs are helpful to people. <i>Art.</i> Find cultural images of Jesus the Good Shepherd. Identify the cultures from which the images come. Compare/contrast the images.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
K.03.05 Identify the importance of caring for God’s creation.	State the importance of caring for creation. Examine actions I can do to take care of our world. Identify that creation belongs to God.	<i>Language Arts.</i> Write a story about a little fish exposed to dirty water. Describe what makes the water dirty. Describe how the fish must feel. Express what happens to the fish. <i>Family Activities.</i> Create a list of jobs for the family’s environment. Assign jobs to family members as appropriate. Explain why care of indoor and outdoor environment is important. If there is a family pet, describe importance of pet care. <i>Science.</i> Illustrate an environmental problem using a DVD or pictures, to help students envision the problem. Identify an environmental stress. Observe the situation. Describe the situation. Brainstorm how the problem might be solved. If possible, identify a class project for environmental cleanup.
K.03.06 Show the beginnings of rightly formed conscience by distinguishing right from wrong actions.	Distinguish the difference between right and wrong. Express how I know if action is right or wrong. State how I feel when I choose to do something that hurts myself or others. State how I feel when I choose to do something good for myself or others.	<i>Family Activities.</i> Read a story or watch a DVD about someone who must make a decision about doing something that is right. Talk about how the character feels in the dilemma. State how the character feels when a decision is made and accomplished. Identify how to apply the lesson of the story in family life.
K.03.07 Show understanding that Jesus teaches us to love others as we love ourselves.	State the Golden Rule (Mt. 7: 12). Describe the meaning of the rule, “Do to others whatever you would have them do to you.” Identify ways in which I practice this rule at school and at home.	<i>Physical Education.</i> Play the “Simon Says” game. State the importance of listening in this game. <i>Mission.</i> Provide an experience for students to practice an “act of kindness.” It might be sharing an article of clothing, collecting money or food for a food pantry, or making a Christmas card for a homebound person. Discuss why it is important to give to others.
K.03.08 Identify classroom rules as ways of showing respect for others.	Identify the rules of the class and how they show respect for others. Express how these rules help me to practice good habits. Identify habits that show self-care. Identify habits that show respect for others.	<i>Media.</i> Using a commonly watched children’s TV program or DVD, discuss how characters make choices. Identify some choices that are good/healthy and some choices that are not good/healthy. Discuss and role-play how better choices may have been made.

KINDERGARTEN, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God’s revelation through scripture.

ESSENTIAL QUESTION: How does understanding scripture help us to grow in knowledge and love of Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
K.04.01 Show understanding that the Bible is a very special book that tells us about God. (CCC 120)	Identify the Bible in the sacred space in the classroom. State that the Bible teaches me about God, and God’s Son Jesus. Demonstrate how I listen with respect to God’s words in the Bible and its stories.	<i>Geography.</i> On a world map, locate the city of Boston. Locate Bethlehem. Identify countries and states from where students or their families came. Mark these locations. Find how many miles from Boston each location is.
K.04.02 Identify the seven days of creation as a story about how God created all that is.	Identify what God did during the six days of creation in the Bible story. Draw pictures that depict the days of creation.	<i>Literature.</i> Find a creation story from another culture. Identify the country from which the story came and locate on the world map. Find pictures of the country and place on bulletin board. Draw a picture of the story. <i>Math.</i> Name the days of the week. Write the names of the days on chart paper.
K.04.03 Identify Adam and Eve as the names of the man and the woman created by God. Adam (CCC 355–358, 362, 364–378) Eve (CCC 54–55, 70)	Tell how God made Man and Woman. State their names. State how God loved what He created because it was beautiful. State that God loved Adam and Eve.	<i>Family Activities.</i> Find pictures of parents, grandparents, great-grandparents. Identify their first names. Tell a story about them. Place pictures next to Bible.
K.04.04 Identify some major characters of the Old Testament through storytelling and drama.	Identify major characters of the Old Testament including: Noah and the ark; Abraham, Sarah, and Isaac; Joseph and the coat of many colors; the infancy of Moses; Ruth and Naomi; David, shepherd and king; Jonah. Draw pictures of the stories. State how God takes care of people in very special ways.	<i>Drama.</i> In a special area of the classroom, place articles such as stuffed animals, small plastic animals, shepherd’s crook, crown, play clothes/costumes, boat, etc., for children to act out the stories heard from Old Testament. <i>Language Arts.</i> Draw a picture story and share it.
K.04.05 Name Jesus as Son of God . Jesus (CCC 514–515, 547–550, 557–560) Son of God (CCC 254–260, 262, 429, 441–445, 458–460, 470, 509, 528, 535, 552)	Identify Jesus as the Son of God, as told by the angels to the shepherds. Dramatize the story of Jesus’s birth using costumes. Write the name of Jesus.	<i>Music.</i> Sing “Away in a Manger,” “Silent Night,” “Angels We Have Heard on High,” and “Joy to the World.” Memorize first verse of each carol.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
K.04.06 State that Jesus belonged to a family.	Identify Mary as Jesus’s mother. State Joseph as Jesus’s foster father. Define “foster father.”	<i>Art.</i> Make a “family tree” using a large branch or a tree made of construction paper cut for bulletin board. Have the child draw a picture of his/her family and hang it on the tree. Place a picture of Jesus’s family on the tree.
K.04.07 State how Jesus grew up in a family and was obedient to His mother and foster father.	Retell the Bible story from Luke 2: 41–52 about how Jesus’s parents lovingly raised Him and He obeyed them. Describe what it means to obey my parents/guardians. State how God takes care of me through my family.	<i>Family Activities.</i> Keep Sundays sacred with the family. Find ways to celebrate Sundays by going to Mass, making a Sunday meal, celebrating the gospel reading of the day, resting without technology, playing noncompetitively, walking in the neighborhood, or playing in a park.
K.04.08 Show understanding that when Jesus grew up, He taught people about how God cares for them.	Describe how Jesus shows He takes care of everyone and everything (as in Matthew 6: 25–34). State how God cares for me through the love of my parents/guardian and family.	<i>Language Arts.</i> Talk about someone who is worried or afraid. Tell the story to the teacher or class. Discuss how the worry or fear might be addressed.
K.04.09 State how Jesus healed sick people and fed poor people.	Retell the stories about Jesus healing the man’s daughter in Mark 5: 21–24, 35–43 and feeding the people in Mark 6: 30–44. Describe how I would ask Jesus to help me.	<i>Social Studies.</i> Identify what doctors, nurses, and health technicians do. Find pictures of health care professionals. Write a picture story about one of the pictures. Tell the story. Articulate why it is important to have people help us when we are sick.
K.04.10 State that Jesus told the people that they should ask God for what they need.	State the saying of Jesus in Luke 11: 9–10. State how Jesus taught me how to ask God for what I need in <i>prayer</i> . In the prayer circle, ask God for something that I need.	<i>Mission.</i> Find information about a local food pantry. Share information with students. Examine why it is important to feed people who are poor. Keep a penny bank in the classroom to collect and count money for giving to a food distribution organization.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
K.04.11 State how Jesus loved His friends all through His life.	Recount the story of the Last Supper in John 13: 3–14. Identify how Jesus showed His love for His friends. Identify a picture of Jesus’s last meal with His friends.	<i>Family Activities.</i> During Thursday evening meals, celebrate how Jesus shared meals with His family and friends. Ask God’s blessing on bread, break the bread, and share it at the meal. Attend the Holy Thursday Mass.
K.04.12 Show basic understanding that Jesus died loving even those who killed Him.	Recount the story of Jesus’s death in Luke 23: 33–43. State what it means to die. Share my experiences of death. Place a cross or simply designed crucifix in the prayer circle. Pray for people who have died.	<i>Family Activities.</i> Talk about death as a natural part of life. If/when a relative, friend, or pet dies, share what happens to someone when they die. Pray for the person or pet. Make a memorial meal incorporating some of the favorite foods of the dead person. Tell stories about the person during the meal.
K.04.13 Show basic understanding that God raised Jesus from death.	Recount the story of Jesus’s rising from the dead in Luke 24: 1–12. Share how God will give me life after death as well. In the prayer circle, thank God for giving us life.	<i>Science.</i> Research the life cycle of the butterfly. Find pictures of the cycle, from chrysalis to butterfly stage. Place on science bulletin board. Find pictures of butterflies and moths and place on bulletin board.
K.04.14 State basic understanding that we follow Jesus as His friends did.	Retell the story of Jesus’s friends being called by Jesus when they were fishing (Mark 1: 16–20). Tell about how I follow Jesus.	<i>Mission.</i> Invite a staff member of the Missionary Childhood Association to share stories about his/her work. Give students pictures of children served around the world. Send home some information about the Missionary Childhood Association or the link www.propfaithboston.org .
K.04.15 State that Jesus loves little children.	Dramatize the story of Jesus blessing little children (Mark 10: 13–16). In the prayer circle, thank Jesus for blessing us.	<i>Family Activities.</i> At bedtime, pray a special prayer of gratitude with your child and bless the child before sleep. If anything negative happened that day, assure the child of love and forgiveness. Say a simple night prayer with the child. Use recorded, traditional lullaby music to help child to fall asleep. <i>Music.</i> Learn song “All Through the Night,” or another appropriate lullaby.

KINDERGARTEN, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.

ESSENTIAL QUESTION: How does prayer deepen our relationship with the Holy Spirit and draw us closer to Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
K.05.01 Show basic understanding that prayer is talking and listening to God. (CCC 2558–2568, 2579, 2585–2649, 2663–2682, 2742)	State meaning of prayer as talking and listening to God. Practice praying in the prayer circle by closing eyes and listening to God. Talk about what is in my heart.	<i>Physical Education.</i> Practice simple relaxation exercises. State how these exercises help release us from our worries.
K.05.02 Show basic awareness that I can tell God my thoughts and feelings anytime.	Describe thoughts and feelings that I might tell God in <i>prayer</i> . State that I can pray to God at any time and that God will listen. List the feelings I share with God. Identify others with whom I share these feelings. In the prayer circle, thank God for a stated feeling by saying, “Thank you, dear God, for loving me.”	<i>Family Activities.</i> At a time when the child is sad, help the child use words to describe the feeling. Ask the child to verbalize how the feeling might be resolved. (If the child cannot do this, hug the child and talk about it another time.) State how God is like a parent/guardian who listens to how we feel. Pray with the child.
K.05.03 Express the importance of prayer in my life.	State how prayer is very important in my life. Give examples of people in my life who pray: parents, guardians, siblings, teacher, friends, classmates, etc. State how I know they are praying. Describe what I do when someone else is praying.	<i>Music.</i> Dance to a liturgical song. Let students express however they want to move. Use all parts of the body.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
K.05.04 Describe how God wants me to be close to Him and unafraid.	Describe how God is close to me. State why it is important not to be afraid of God. Meditate on the closeness of God. Breathe in the life of God’s Spirit as the breath of life. Breathe out all that worries me. Thank God for His presence with me.	<i>Science.</i> Design a problem situation. State the problem, and explore how students arrive at possible solutions. Test the solutions. Identify which solution best resolved the problem.
K.05.05 State that Jesus prayed and taught His friends how to pray.	Using a picture of Jesus at prayer, state that Jesus prayed to God, His Father. State that Jesus called God “Father.” State that Jesus taught His friends to call God “Father.” Recite the “Our Father” in the prayer circle and at Mass.	<i>Music.</i> Learn a simple melody for the “Our Father.” Use gestures to learn the melody and words.
K.05.06 Introduce the forms of prayer: praise , asking, sorrow , and thanking. Praise (CCC 2626, 2639–2643, 2649) Sorrow (CCC 1451–1454, 1468, 1490)	Describe the basic types of <i>prayer</i> . In the prayer circle, use prayers that praise God, ask for needs, say “I’m sorry,” and thank God for His blessings and gifts.	<i>Math.</i> Using various three-dimensional shapes, group shapes that are similar. Identify how many shapes are in each group. <i>Literacy.</i> Write the prayer a student composes. State what type of prayer it is.

KINDERGARTEN, STANDARD SIX: Jesus Christ’s Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus’s mission in the world. **Parish Life:** Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.

ESSENTIAL QUESTION: How does knowledge of the mystical body of Christ and participation in the life of our parish help us to carry out Jesus’s mission in the world?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>K.06.01</p> <p>Identify the Church as a special community of faith that comes together to worship God.</p> <p>Church (CCC 669, 737, 747, 751–757, 763–816)</p> <p>Community (CCC 946–954, 959–962)</p>	<p>State meaning of “Church” and “community.” Express how I belong to a community. Identify what is in my community (homes, churches, fire stations, stores, etc.).</p> <p>Identify the church as a special place where I come with my family to pray to God and receive God’s blessings.</p>	<p><i>Social Studies.</i> Take a field trip to a fire station or invite a firefighter to your class. Show how firefighters help others. Explain why it is dangerous to start a fire. Describe what to do when a fire happens in your home.</p>
<p>K.06.02</p> <p>State basic understanding that I belong to the Church because I am baptized.</p>	<p>Identify Baptism as a special sign of God’s welcoming me into God’s life and the life of the Church. In the prayer circle, thank God for giving me the gift of Baptism.</p>	<p><i>Parish Life.</i> Take the students to church and make a prayer circle around the baptismal font. Thank God for the gift of Baptism and for bringing us into the Church. Take a photo of this activity and place on bulletin board. If a student is not baptized, thank God for the life of that person and for making him/her God’s child.</p> <p><i>Literacy.</i> Ask the child to bring a picture of his/her baptism to school and share with classmates.</p>
<p>K.06.03</p> <p>Identify that the Church is as big as the world and has many members.</p>	<p>Using a globe, express how the Church is all over the world.</p>	<p><i>Social Studies.</i> Choosing a country, find pictures of the geography, people, towns, and cultural life of the country. Show these pictures to students and tell something about the people of that country.</p>
<p>K.06.04</p> <p>State that Jesus gave the Church as a sign of His living presence in the world.</p>	<p>State that Jesus gave us the Church. Express how the Church does what Jesus did — teaches and helps others, leading them to God.</p>	<p><i>Family Activities.</i> Share that the family is a member of the Church. Witness to this membership by participating in the life of the Church.</p>
<p>K.06.05</p> <p>Give examples of saints who loved God and others very much.</p>	<p>State that saints are people who are very special because they loved and served God.</p>	<p><i>Social Studies.</i> Show pictures of saints from around the world, different cultures, races, etc. Tell a story about how these saints helped others.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
K.06.06 Show basic understanding that the parish is my home in the Church. (CCC 2179)	Identify the parish as the place where my family goes to church and joins the community in prayer.	<i>Literature.</i> Read a story about a family who attends worship on Sunday. State what the family does to prepare for going to church. State what the family does when they are in church. Have the child draw a picture of his/her family going to church. Discuss the importance of going to church.
K.06.07 Identify the pastor as the leader of the parish.	Name my pastor as the head of my parish. Listen to my pastor talk about what he does. Tell my family what my pastor does.	<i>Language Arts.</i> Draw a story picture about a helper in the neighborhood. Share the story. Express how the person is helping others. State why it is important to help others.
K.06.08 Learn the name of the parish.	State the name of my parish. Tell a story about the saint for whom my parish is named, using a picture of the saint.	<i>Family Activities.</i> Place a picture of the parish church on the family bulletin board. Make a list of when the family goes to the parish church. Keep the phone number of the parish to call for special needs or emergencies.
K.06.09 Show understanding that we go to the parish church to celebrate the Mass . (CCC 1330)	State the meaning of the Mass. Attend Mass with my school/ faith information program. State how we celebrate Mass with the priest, our families, and the people on Sundays.	<i>Play.</i> Arrange blocks as homes along streets. Locate where the church, fire station, mall, police station, theater are. Explain what each block is.

KINDERGARTEN, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.

ESSENTIAL QUESTION: What is Jesus calling each one of us to do in the life of the Church?

STUDENT LEARNING OUTCOME	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
K.07.01 State that God calls me to love and serve Him.	Describe the word “call” as a way of saying that God wants me to do special things for Him. After listening to the story of the boy Samuel in 1 Samuel 3: 1–10, identify how many times God called Samuel, who did not recognize God’s voice. State what Samuel’s teacher told him to do. State what Samuel said to God. Draw a picture of the story.	<i>Language Arts.</i> Identify how people listen to each other. State how I listen to others. Examine why it is important to listen.
K.07.02 Show a basic understanding that my life is a special gift from God to share with others.	Express how God’s greatest gift to me is life. State how I learn to live my life as a gift from God. Identify how I share my life with my family, friends and classmates. In the prayer circle, thank God for the gift of life.	<i>Family Activities.</i> Find pictures of the child as an infant. Tell a story about the child as an infant. Frame one picture of child as an infant and place in bedroom.
K.07.03 Identify my parents, guardians, teachers, and other adults in the community as God’s helpers in my life.	State how my parents, guardians, friends, and others help me. Express how I treat those who help me.	<i>Community Life.</i> Research the life of a doctor, teacher, etc. Draw a picture story of someone in my family helping me. Share the story.
K.07.04 State that the Church has special people who help us to learn about God and to live as followers of Jesus.	Identify the priest as God’s special minister who helps others. Share stories about the parish priest helping others.	<i>Language Arts.</i> Write safety rules for the classroom. Express why it is important to keep these rules. State how rules help us. <i>Family Activities.</i> Discuss family members who help us to learn about God. Describe how they live as followers of Jesus.

STANDARDS CHECKLIST

KINDERGARTEN, STANDARD ONE: Who Is Jesus and What Do We Believe About Him? Understand, believe, and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.		A/S	O	N	D	J	F	M	A	M/J
K.01.01	Show understanding that God created me and loves me. (CCC 198–204, 284)									
K.01.02	Show basic understanding that God loves all people.									
K.01.03	Show basic understanding that we love and respect people who are different from us.									
K.01.04	Describe how God made all creation good. (CCC 282–299, 301, 315–320)									
K.01.05	Identify the universe as belonging to God. (CCC 282–301, 315–320, 1147)									
K.01.06	Describe God as Father . (CCC 8, 238–242, 245–256, 262, 270, 272, 688)									
K.01.07	Identify self and my family as belonging to God’s family.									
K.01.08	State that God’s Holy Spirit lives in me.									
K.01.09	State that God made me to know, love, and serve Him and to be happy with Him always.									
K.01.10	State that Jesus is the Son of God and Son of Mary . Jesus (CCC 514–515, 547–550, 557–560) Mary (CCC 484–489, 508–511. 963, 2030)									
K.01.11	Identify angels as God’s special messengers. (CCC 327–336, 350)									
K.01.12	Describe faith as believing in God even though we cannot see Him. (CCC 1813–1816)									
K.01.13	Describe how God gives us many gifts in the universe.									
K.01.14	Show understanding that we are made in the image and likeness of God.									
K.01.15	State how when we are afraid we can ask God to Help us.									

STANDARDS CHECKLIST

KINDERGARTEN, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God's grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
K.02.01	Show understanding that we receive special signs that God loves and cares for us. (CCC 1131, 1145–1152, 1189)									
K.02.02	Exhibit understanding that my parent/s/guardian and family members show me love and affection as a sign of their love for me.									
K.02.03	State that Baptism incorporates us into the Church . Baptism (CCC 1214, 1226–1246) Church (CCC 756, 818–822, 1179–1181, 1198–1199)									
K.02.04	Identify the bread and wine at Mass as a special sign of God's Son Jesus's presence among us. (CCC 1330)									
K.02.05	Identify the tabernacle as a place where the Blessed Sacrament is kept in the form of bread. Tabernacle (CCC 1090, 1183, 1379) Blessed Sacrament (CCC 1374, 1377–1378, 1517)									
K.02.06	State that during the Mass the parish family receives Jesus in Holy Communion . (CCC 1384 –1397, 1406, 1415–1417)									
K.02.07	Describe sacrament as an effective sign of God's love for us. (CCC 1084–1134)									
K.02.08	Recognize how religious signs and symbols tell us about God. (CCC 1145–1152, 1189)									
K.02.09	Show basic understanding that when we pray together, we create ritual to help us do this.									
K.02.10	Show basic understanding that when we go to church , we are in God's presence and we pray.									

STANDARDS CHECKLIST

KINDERGARTEN, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
K.02.11	Make the “ Sign of the Cross .” (CCC 1235)									
K.02.12	Identify the tabernacle as a special place of reverence for Jesus. (CCC 1090, 1183, 1379)									
K.02.13	Recognize that the priest leads us in prayer. (CCC 1562–1568, 1575, 1577, 1574, 1581–1584, 1591–1592, 1595, 1597, 1599)									
K.02.14	Identify the Mass as a very special prayer of people who gather in church on Sunday. (CCC 1330)									
K.02.15	Recognize Christmas and Easter as special celebrations of the life of Jesus. Christmas (CCC 525–526) Easter (CCC 638)									
K.02.16	Identify Good Friday as the day we remember the death of Jesus. (CCC 1168–1171, 2043)									
K.02.17	Show basic recognition of Advent and Lent as special times of preparation for Christmas and Easter. Advent (CCC 524, 1095) Lent (CCC 1168)									
K.02.18	Show recognition that the Church celebrates the lives of holy people called saints . (CCC 686, 688, 828, 946–959, 1717, 2030)									
K.02.19	Give the Sign of Peace to classmates during the Mass. (CCC 1345)									

STANDARDS CHECKLIST

KINDERGARTEN, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.		A/S	O	N	D	J	F	M	A	M/J
K.03.01	Show understanding that I am a gift from God who is good and lovable.									
K.03.02	Show understanding that God wants me to love myself and others.									
K.03.03	Exhibit how to respect others.									
K.03.04	State understanding that Jesus the Good Shepherd cares for us.									
K.03.05	Identify the importance of caring for God's creation.									
K.03.06	Show the beginnings of rightly formed conscience by distinguishing right from wrong actions.									
K.03.07	Show understanding that Jesus teaches us to love others as we love ourselves.									
K.03.08	Identify classroom rules as ways of showing respect for others.									

STANDARDS CHECKLIST

KINDERGARTEN, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God's revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
K.04.01	Show understanding that the Bible is a very special book that tells us about God. (CCC 120)									
K.04.02	Identify the seven days of creation as a story about how God created all that is.									
K.04.03	State the names of Adam and Eve as the names of the man and the woman created by God. Adam (CCC 355–358, 362, 364–378) Eve (CCC 54–55, 70)									
K.04.04	Identify some major characters of the Old Testament through storytelling and drama.									
K.04.05	Name Jesus as Son of God . Jesus (CCC 514–515, 547–550, 557–560) Son of God (CCC 254–260, 262, 429, 441–445, 458–460, 470, 509, 528, 535, 552)									
K.04.06	State that Jesus belonged to a family.									
K.04.07	State how Jesus grew up in a family and was obedient to His mother and foster father.									
K.04.08	Show understanding that when Jesus grew up, He taught people about how God cares for them.									
K.04.09	State how Jesus healed sick people and fed poor people.									
K.04.10	State that Jesus told the people that they should ask God for what they need.									
K.04.11	State how Jesus loved His friends all through His life.									
K.04.12	Show basic understanding that Jesus died loving even those who killed Him.									
K.04.13	Show basic understanding that God raised Jesus from death.									
K.04.14	State basic understanding that we follow Jesus as His friends did.									
K.04.15	State that Jesus loves little children.									

STANDARDS CHECKLIST

KINDERGARTEN, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.		A/S	O	N	D	J	F	M	A	M/J
K.05.01	Show basic understanding that prayer is talking and listening to God. (CCC 2558–2568, 2579, 2585–2649, 2663–2682, 2742)									
K.05.02	Show basic awareness that I can tell God my thoughts and feelings anytime.									
K.05.03	Express importance of prayer in my life.									
K.05.04	Describe how God wants me to be close to Him and unafraid.									
K.05.05	State that Jesus prayed and taught His friends how to pray.									
K.05.06	Introduce the forms of prayer: praise , asking, sorrow , and thanking. Praise (CCC 2626, 2639–2643, 2649) Sorrow (CCC 1451–1454, 1468, 1490)									

STANDARDS CHECKLIST

KINDERGARTEN, STANDARD SIX: Jesus Christ’s Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus’s mission in the world. Parish Life: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.		A/S	O	N	D	J	F	M	A	M/J
K.06.01	Identify the Church as a special community of faith that comes together to worship God. Church (CCC 669, 737, 747, 751–757, 763–816) Community (CCC 946–954, 959–962)									
K.06.02	State basic understanding that I belong to the Church because I am baptized.									
K.06.03	Identify that the Church is as big as the world and has many members.									
K.06.04	State that Jesus gave the Church as a sign of His living presence in the world.									
K.06.05	Give examples of saints who loved God and others very much.									
K.06.06	Show basic understanding that the parish is my home in the Church. (CCC 2179)									
K.06.07	Identify the pastor as the leader of the parish.									
K.06.08	Learn the name of the parish.									
K.06.09	Show understanding that we go to the parish church to celebrate the Mass . (CCC 1330)									

STANDARDS CHECKLIST

KINDERGARTEN, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.		A/S	O	N	D	J	F	M	A	M/J
K.07.01	State that God calls me to love and serve Him.									
K.07.02	Show a basic understanding that my life is a special gift from God to share with others.									
K.07.03	Identify my parents, guardians, teachers, and other adults in the community as God's helpers in my life.									
K.07.04	State that the Church has special people who help us to learn about God and to live as followers of Jesus.									

GRADE ONE, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.

ESSENTIAL QUESTION: Who is Jesus, and what do we believe about Him?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.01.01 Show understanding that God is the creator of all things in the universe, calling all creation good. (CCC 279–281)	Define “creator.” Dramatize the six days of creation from Genesis 1: 1–31. Identify creation as the universe made by God. Draw the days of creation and place on bulletin board in order of the days. Show how the days of creation should be memorized by playing a game. Identify God as the One who created the universe as good. Using verses from Psalm 104, participate in a prayer activity thanking God for creation.	<i>Science.</i> Find a DVD or book that describes the universe. Identify stars and galaxies. Identify the Milky Way galaxy and the location of the solar system in the galaxy. Identify the sun, moon, planets, and Earth in relationship to the solar system. Draw a diagram of the solar system. Place drawing with a poster of the solar system. State the age of the universe and compare to age of students.
1.01.02 Indicate belief that God made human beings in His own likeness, giving them responsibility for the care of the earth. (CCC 327, 355–365, 374, 383, 396, 1700–1704, 1934–1935, 2085, 2331, 2334)	Using Genesis 1: 26–30, dramatize God’s making human beings in His image and likeness, and giving them responsibility to care for creation. Describe how I take care of the earth. Using Psalm 139, participate in a prayer activity thanking God for creating me in His image and likeness.	<i>Family Activities.</i> Identify who are the members of my family. State how my parents/guardian care for me. State how my parents/guardian protect and care for the whole family. <i>Science.</i> Using a globe or a picture of the planet Earth taken from space, locate where we live on the Earth. Draw a picture of the Earth from space. Engage in a recycling project. Describe how recycling helps to care for the Earth.
1.01.03 Comprehend that I am made by God and destined to be with Him forever.	Dramatize how God walked with the man and the woman in the garden, as described in Genesis 2: 1–24. Define “forever.” Identify ways that God is with me. Draw a picture of Adam and Eve in the garden.	<i>Health.</i> Identify the senses of the body. Show how each of the senses helps us to observe what is around us. List how we use our senses to give us information.
1.01.04 Show understanding that God reveals Himself to us in all of creation . Creation (CCC 282–299, 301, 315–320) Revelation (CCC 36, 65–83)	Define “reveal” and “creation.” Reviewing the Genesis stories, describe God’s presence in creation. State that although I cannot see God with my senses, I can perceive God in the order, beauty, and power of creation. Create a class prayer thanking God for revealing His presence in creation.	<i>Science.</i> Identify the sun as a source of light and energy. Trace the movement of the sun in the course of the day. Identify how the movement of the sun changes during the seasons. List how the sun is used to sustain life. Explain why it is important for us to have light. Identify how the sun is with us even though we cannot see it. Draw a picture of the sun in the sky during any of the seasons.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.01.05 Comprehend that God is everywhere, knowing all and loving all.	State that God continues creation through all time. State that God is everywhere. Define “to know” and “to love.”	<i>Family Activities.</i> Have the child describe how his/her parents/guardian understand and care for him/her. <i>Literacy.</i> Talk about what families know about each other, especially what parents/guardians know about their children.
1.01.06 Show understanding that God created me as good and cares for me as a loving parent.	Describe how I am good and lovable. Describe ways that God takes care of me. Identify good traits in others.	<i>Family Activities.</i> Have the child draw a picture of people taking care of him/her. Describe why it is important that everyone should be treated with respect and love.
1.01.07 Show understanding that God loves and cares for all people.	State that God loves all people and shows that love at all times. List different people we see or know who might not belong to our church but are loved by God. State that all people deserve our respect because they are created and loved by God.	<i>Social Studies.</i> Research an indigenous (native) culture located in the United States. Find pictures of the culture, its geographic location, and its people, especially the children. <i>Music.</i> Sing the song, “Jesus Loves the Little Children.”
1.01.08 State belief that there are “Three Persons” — three separate people — in one God: Father, Son, and Holy Spirit.	Define “belief.” State the basic understanding that there is only one God. State the mystery that God reveals himself as Three Persons: Father, Son, Holy Spirit. State that a mystery is something I cannot fully understand but believe to be true. Identify the Sign of the Cross as a prayer naming the Persons of the Holy Trinity. Pray the Sign of the Cross.	<i>Math.</i> Cut out a large circle of colored paper. Cut out smaller, random shapes of other colors and place in a circle. Identify how many circles there are. Identify how many different shapes there are. Take away one or more of the random shapes and name the remaining number. Practice subtraction. Identify if the number of circles changed.
1.01.09 State that Jesus is God’s Son, who was sent by Him to teach us how to love one another as His children.	State that Jesus is God’s true Son. State that Jesus called God His “Father.” Pray the “Our Father” slowly. Identify where/ when I say this prayer.	<i>Literature.</i> Find trade stories about parents and children from various cultures. List the cultures and countries, and how parents care for their children.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.01.10 Identify God the Holy Spirit as God’s Spirit alive in us and in the Church. (CCC 683–704, 733–736, 742–747)	State that the Spirit of God lives in me and works in me to do what is good.	<i>Science.</i> Have the child explore how we breathe air in and out. Practice deep breathing exercise. Describe how taking in new air makes us feel. Describe how air keeps us alive even though we cannot see it. Using a candle, describe how air (oxygen) keeps the flame alive.
1.01.11 Identify Mary as the Mother of Jesus and the Mother of God. (CCC 484–489, 508–511, 963, 2030)	Using Luke 1: 26–38, state that God the Father chose Mary to be the Mother of His Son and, therefore, the Mother of God.	<i>Music.</i> Learn a Marian hymn. Create motions to express the meaning of the hymn and do the motions together. <i>Art.</i> Find different cultural images of Mary. Describe how they are alike/different.
1.01.12 State the meaning of the name of Jesus as “God saves.” (CCC 514–515, 547–550, 557–560)	Explain the meaning of Jesus’s name.	<i>Family Activities.</i> Explain the meaning of the child’s name. State why the child was given that name.
1.01.13 Describe the meaning of Heaven . (CCC 325–326, 1023–1029, 1052–1053, 1059–1060)	Describe how I know that I am happy. State that God takes care of me when I am happy and when I am sad. Describe what I imagine Heaven to be as a state of happiness with God.	<i>Health.</i> Have the child list how he/she knows happiness. Identify how happiness is important for good <i>health</i> . Contrast with identifying sadness in life. Examine why it is important to take special care of oneself when sad.
1.01.14 Describe the meaning of faith . (CCC 1813–1816)	Define “faith.” Describe how I know I can count on God no matter what happens.	<i>Family Activities.</i> Identify things that remind us of God’s presence. Identify religious objects in the home, school, and church.
1.01.15 Identify the Church as a community of those who believe in God and who formalize that belief in baptism. (CCC 669, 737–747, 751–757, 763–816)	Define “Church.” Differentiate “Church” as a community from “church” as a building where I worship God.	<i>Social Studies.</i> Talk about communities and who is in them. <i>Science.</i> Identify animals that live in groups. List factors that make it important for animals to live in groups. Make a bulletin board of pictures of animals that live in groups. <i>Parish Life.</i> Tour the parish church. Identify ministers of the parish church. Draw a picture of the parish church building with the community at worship.

GRADE ONE, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. **Liturgy:** Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.

ESSENTIAL QUESTION: How do sacraments and liturgy help us to grow in our relationship with Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.02.01 Identify sacraments as signs of God’s love for us that give us His grace. (CCC 1084–1134)	Define “sacrament” as a special sign of God’s action and love for me. Define “sign.”	<i>Family Activities.</i> Describe how parents/guardian and/or older siblings teach the child protection from danger by understanding signs (example, when crossing a street). <i>Parish Life.</i> Find pictures of people celebrating the sacraments and describe what is happening.
1.02.02 State that the Sacrament of Baptism makes me a member of the Church. (CCC 1213)	Identify the Sacrament of Baptism as the first sacrament received that welcomes me into the Church. Bring a photo of my baptism. State the importance of receiving the Sacrament of Baptism.	<i>Parish Life.</i> Visit the baptismal font and Paschal candle in the church.
1.02.03 Identify the essential elements of Baptism.	Identify the essential elements of Baptism: words and pouring on of water. Identify the words of Baptism: “I baptize you in the Name of the Father, and of the Son, and of the Holy Spirit.” Memorize the words of Baptism.	<i>Science.</i> Observe water in its different states. Identify how each state is used. <i>Prayer.</i> Bring seashells and a bowl of water to the prayer table. Pour the water on the shells and describe how it sounds.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.02.04 Describe the effects of the Sacrament of Baptism.	State the effects of the Sacrament of Baptism. Using a doll, demonstrate the rite of baptism. Identify the signs of the sacrament. Identify the Easter Candle and its purpose in the ritual.	<i>Biography.</i> Share the story of the life of St. John the Baptist as found in Luke 1: 39–45, 57–68, 80 and Luke 2: 1–20. <i>Family Activities.</i> Have the child interview his/her parents/guardians about why he/she was baptized. State why baptism made the parents/guardian happy. Have the child explain why being baptized makes him/her happy.
1.02.05 State that Jesus Christ instituted the sacraments and gave them to the Church.	State that Jesus gives us special signs of His presence in the Church. Name the sacraments of Baptism and Eucharist as special signs of Jesus being with us.	<i>Art.</i> Using various kinds of media, draw a picture of Jesus lifting and sharing the bread and wine at the Last Supper. Using different artistic renditions of the Last Supper, identify Jesus and what He is doing.
1.02.06 Describe how when we are baptized we became followers of Jesus Christ: Christians . (CCC 669, 825, 915, 1694, 1717, 1830, 2044–2045)	Define “Christian” Describe those who follow Jesus as Christians. Identify myself as a follower of Jesus who is baptized. Brainstorm a list of characteristics of those who follow Jesus.	<i>Dictionary.</i> Find <i>Christian</i> in a dictionary. State several definitions of the word. State derivation of the word from Christ. Identify meaning of word <i>Christ</i> . <i>Music.</i> Learn song “This Little Light of Mine” (African American) with gestures. Identify how Jesus is the one who gives us light. <i>Music.</i> Learn a song about following Jesus.
1.02.07 Show basic understanding that God forgives us in the Sacrament of Penance/Reconciliation . (CCC 1440)	State that in the Sacrament of Penance/Reconciliation God forgives our sins. After listening to the story of Zacchaeus in Luke 19: 1–10, identify the characters in the story. State why the people thought Zacchaeus was a sinner. State how Jesus shows forgiveness to Zacchaeus. State how Zacchaeus responds to Jesus. Role-play the story.	<i>Family Activities.</i> Identify how family members forgive one another. Have the child identify who in the family teaches him/her to forgive, and describe how it feels when a member of the family forgives him/her. <i>Art.</i> Draw a picture of someone showing forgiveness. Tell the situation that the picture displays.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>1.02.08</p> <p>Exhibit basic recognition of the Sacrament of Eucharist as a sign of Jesus sharing Himself with us in a special meal called the Mass. (CCC 1322–1324)</p>	<p>After listening to the story in Luke 22: 14–20, establish that Jesus ate a special meal with His friends on the night before He died. Describe what happened at the meal. Define “consecration” in age-appropriate terms. Describe how we share a meal in memory of Jesus at the Mass. State that the bread and wine become the body and blood of Jesus in the Mass. Explain that we receive Jesus in the form of the bread and wine. Identify Sunday as the primary day for worship.</p>	<p><i>Parish Life.</i> Identify the basic symbols of the Eucharistic meal: bread, wine, and words of consecration. State where these symbols are found in church.</p> <p><i>Music.</i> Learn musical settings for Memorial Acclamations used in parish Sunday Masses.</p> <p><i>Family Activities.</i> Identify the special days when the family goes to Mass together.</p>
<p>1.02.09</p> <p>Identify the church as a sacred place where we meet God and show God our respect and love. (CCC 1070–1072, 1161, 1163, 1330, 1402, 1667)</p>	<p>Define “sacred.” State that God is present in church. Show respect for the presence of God in the church.</p>	<p><i>Catholic Church.</i> Find pictures of Catholic churches in newspapers and magazines. Place on Parish Life bulletin board. Find what is common to all Catholic churches.</p>
<p>1.02.10</p> <p>Express understanding that when we enter the church we bless ourselves with holy water, making the Sign of the Cross and genuflecting. Bless (CCC 1077–1083, 1669, 2645) Holy water (CCC 1667–1668) Sign of the Cross (CCC 1235) Genuflecting (CCC 1378–1381)</p>	<p>Define “to bless,” “holy water,” and “genuflect.” Make the Sign of the Cross with holy water. Say accurately the words of the Sign of the Cross. Genuflect with respect for presence of God.</p>	<p><i>Parish Life.</i> Visit the parish church. Locate the holy water fonts. Practice sitting, standing and kneeling in church. Practice genuflecting and bowing as signs of respect for the Blessed Sacrament.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>1.02.11</p> <p>Identify certain objects in church: altar, cross, tabernacle, sanctuary light, Easter candle, baptismal font, statues of saints, image of Mary, holy water fonts, Stations of the Cross.</p> <p>Altar (CCC 118–182, 1383, 2570)</p> <p>Cross (CCC 616–617)</p> <p>Tabernacle (CCC 1090, 1183, 1379)</p> <p>Easter candle (CCC 1168–1169)</p> <p>Baptismal font (CCC 1185, 1238–1240)</p>	<p>Identify objects in the sanctuary of the church: altar, cross, tabernacle, sanctuary light, Easter candle, and baptismal font (if in sanctuary). Identify image of Mary and statues of saints. Locate the Stations of the Cross.</p>	<p><i>Parish Life.</i> Visit the parish church. Locate the objects identified in the STUDENT LEARNING OUTCOME. Invite the pastor or an associate to talk about the objects in church.</p>
<p>1.02.12</p> <p>Identify the baptismal font as the place of the Rite of Baptism where we are first welcomed into the church.</p> <p>(CCC 1185, 1238–1240)</p>	<p>State the purpose of the baptismal font. Draw a picture of the baptismal font and Easter candle. Write, “I am a child of God.”</p>	<p><i>Science.</i> Identify the three states of water (liquid, solid, and gas). List the uses of water at home, in school, outdoors, etc. Explain the importance of water for life.</p>
<p>1.02.13</p> <p>Identify the priest as the one who leads in the celebration of Mass.</p> <p>(CCC 1562–1568, 1573, 1577–1578, 1581–1584, 1591–1592, 1595, 1597, 1599)</p>	<p>Define “Mass.” Identify the altar as the table. State that at Mass we remember Jesus’s last meal with His friends, when He shared His body and blood as a special sign of love.</p>	<p><i>Parish Life.</i> Invite a priest to visit the class. Prepare questions the students have for the priest and interview him at his visit.</p>
<p>1.02.14</p> <p>Show understanding that the Mass is a sacrificial meal.</p> <p>(CCC 1330)</p>	<p>Read Luke 22: 14-20. Identify that Jesus ate a special meal with His friends on the night before He died. Describe what happened at the meal. Describe how we share a meal in memory of Jesus at Mass. State that the bread and wine become the body and blood of Jesus in the Mass when the priest consecrates the bread and wine. We receive Jesus in the sign of the bread and the wine. Identify Sunday as the primary day for worship.</p>	<p><i>Family Activities.</i> Attend Mass as a family.</p> <p><i>Health.</i> Describe the basic food groups. List the food each student eats in one day, including liquids. Identify the foods based on the food groups. Identify which of the food groups may be missing. State why it is important to eat something from each food group daily. Draw the association with feeding our spiritual life through the Mass.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>1.02.15</p> <p>Identify the Liturgy of the Word at Mass as hearing God’s word spoken to us. (CCC 1346, 1348)</p>	<p>Define “Liturgy of the Word.” Identify the readings from Sacred Scripture as God’s word to us teaching us how to live. Describe what we do and say when we hear the readings. Describe why we stand to hear the gospel. Memorize the responses before and after the readings.</p>	<p><i>History.</i> Research the <i>Book of Kells</i>. Show students pictures of the pages in the book. State why the Bible was written in this way.</p> <p><i>Music.</i> Memorize several <i>Alleluia</i> refrains used to introduce the gospel reading at Mass.</p> <p><i>Parish Life.</i> Look at a lectionary and Book of the Gospels. Identify where these books are at Mass.</p>
<p>1.02.16</p> <p>Identify the Liturgy of the Eucharist as the moment in the Mass when, through the words and actions of the priest, the bread and wine become the body and blood of Christ. (CCC 1350–1355)</p>	<p>State when the priest takes the bread and wine saying the words “This is my body” and “This is my blood.” Describe what we do and say at this time of the Mass. Express how we do not see the bread and wine change, but that we believe Jesus comes to us when these words are spoken. State that only the priest can say these words with this effect. Describe how this is a mystery.</p>	<p><i>Family Activities.</i> List times when students attend Mass with their families. State why it is important to go to Mass every Sunday. At the prayer before mealtime, express thanks for the bread that we eat, ask God’s blessing on the bread and give a piece of the bread to each member of the family.</p> <p><i>Music.</i> Learn melody for a memorial acclamation.</p>
<p>1.02.17</p> <p>State how we pray the “Our Father” at Mass as the entire community. (CCC 2759–2865)</p>	<p>Identify the “Our Father” as the prayer that Jesus taught His friends to pray. State when the “Our Father” is prayed during Mass. Pray the “Our Father.”</p>	<p><i>Family Activities.</i> Pray the “Our Father” every day with the family, perhaps after the main meal of the day.</p> <p><i>Music.</i> Learn one “Our Father” melody that is used during the parish liturgies.</p>
<p>1.02.18</p> <p>State that we call Jesus Christ the Lamb of God who takes away sin. (CCC 608–609)</p>	<p>State how Jesus is the Lamb who died and forgave us. Memorize the “Lamb of God.” Identify when the “Lamb of God” is prayed at Mass.</p>	<p><i>Science.</i> State the classification of sheep. Identify the offspring of a ewe as a lamb. Identify the products derived from sheep farming. Make a bulletin board of pictures of sheep and shepherds.</p>
<p>1.02.19</p> <p>Identify the time at Mass when people receive Jesus in Holy Communion. (CCC 1384–1397, 1406, 1415–1417)</p>	<p>Describe what the people do when they receive Holy Communion.</p>	<p><i>Music.</i> Learn the song “Jesus Christ, Bread of Life,” or another appropriate Communion song.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.02.20 State that Sunday is a special day when we gather in church to thank and worship God as creator and Father of all. (CCC 1070, 2096–2097, 2135)	Define “worship.” Express understanding that Sunday is a special day for the family to gather with the parish community to praise and worship God. State that God blesses us in a special way when we gather to pray. State that we celebrate Sunday as the day of Jesus’s resurrection.	<i>Social Studies.</i> Identify all the churches, synagogues, and mosques located near the school. Identify those who worship God in these places. <i>Parish Life.</i> Encourage attendance at Mass every Sunday.
1.02.21 State that the Church celebrates the life of Jesus Christ throughout the year, especially during Advent /Christmas and Lent /Easter. Advent (CCC 524, 1095) Lent (CCC 1168)	Define “Advent” and “Lent.” Show familiarity with the seasons of Advent/Christmas and Lent/Easter. Recognize the colors and symbols of the Church year. Prepare for the liturgy by reading the gospel. Define “homily” as a special talk the priest gives about the gospel and scripture readings we hear at Mass.	<i>Family Activities.</i> After the Sunday Mass, review the Gospel reading and something learned from the homily. Create a sacred space at home where the Bible is kept with a light or candle. Decorate the area with the colors of the Church seasons and with other symbols of the seasons (e.g., Advent wreath, crèche, ashes, palms, crucifix, etc.).
1.02.22 Identify symbols of the seasons of the Church year. (CCC 188, 1145–1152, 1189)	Identify the Advent Wreath for the season of Advent. Identify ashes for the beginning of Lent. Identify palms for celebration of Palm Sunday. Identify the bread and wine used in the Mass celebrated on Holy Thursday. Identify the cross for Good Friday. Identify the Easter candle as symbolic of the risen Christ.	<i>Literature.</i> Read a story about a Jewish family celebrating the Passover meal. Identify the roles of the father, the mother, and the children. Name the food items of the meal. Identify other symbols at the table.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.03.01 Show understanding that God created me as good and loving, to be respected and loved by others.	After listening to Luke 18: 16–17, describe how Jesus treated children. Identify how Jesus described children as signs of God’s kingdom. State that Jesus is God’s Son who teaches us how to respect and love others as He did.	<i>Music.</i> Learn the song “For the Beauty of the Earth,” or another appropriate song about praising God for the beauty of creation. State how God shows love for all in creation.
1.03.02 Exhibit the sense that we have the light of Jesus shining in us, so that we might love as Jesus showed us how to love.	After listening to Luke 18: 35–43, describe what the man wanted Jesus to do. Express how Jesus gave the man what he wanted. Explain how light helps us to see. Identify the Paschal candle and the candle given at Baptism as symbols of the light of Christ.	<i>Health.</i> Place blindfolds on students several at a time, and allow them to experience blindness for a few moments. After this experience, describe the limitations of blindness. Describe the importance of light in being able to see. Describe what blind people need in order to be safe and healthy. Describe importance of good eye care.
1.03.03 State that God gave us the ability to <u>choose</u> freely to do what is good and avoid what is wrong. (CCC 155, 311, 1781–1782)	Define “to choose.” Describe “free choice.” Describe why it is important to be free. Distinguish the results of good choices from the result of bad choices. List choices that we can make in family activities, in the classroom, and with our friends.	<i>Literature.</i> Read a story about a character that has to make choices. Identify good choices that the character makes. Identify bad choices. Clarify feelings the character has about making good choices or making bad choices.
1.03.04 Express how we have healthy bodies when we take care of them.	List good choices for self–care. Identify how in making good choices for our bodies we are obeying God’s law to love and respect ourselves.	<i>Health.</i> List good choices about cleanliness and eating. Have the child identify how his/her parents/guardian help him/her to make these choices.
1.03.05 Exhibit understanding of <u>obedience</u> to others who care for our safety.	Define “obedience.” Identify the people we must obey and why it is important to obey them. Identify what could happen if we do not obey.	<i>Health.</i> Identify lures or situations that may lead the child into danger. State why it is important to tell someone the child trusts that he/she is afraid. Use the Archdiocesan mandated safety program: www.bostoncatholic.org/childadvocacy.aspx .
1.03.06 Distinguish good <u>habits</u> from bad habits.	Define “habit.” Make a list of good habits and a list of bad habits. Identify why it is important to practice good habits and eliminate bad habits.	<i>Language Arts.</i> Make a list of good habits and bad habits. Discuss ways to change bad habits.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.03.07 State the two great commandments of God and their meaning. (CCC 2055)	Define “commandment.” Define “rules.” After listening to Luke 10: 25–28, identify the two great laws. Write the two great rules on chart paper and place on bulletin board. Memorize these rules.	<i>Literature.</i> Read a tale or story that has a moral meaning. Identify the moral meaning. <i>Music.</i> Learn a song about God’s commandment to love.
1.03.08 State meaning of virtue . (CCC 1803–1845, 2407)	Define “virtue.” Connect Christian living, loving and helping others, and virtue. State the three virtues of Christian living: faith, hope, and charity.	<i>Family Activities.</i> Have the child list ways in which the family helps him/her to learn good habits. List ways in which the family helps him/her to grow in faith, hope, and charity.
1.03.09 State meaning of sin . (CCC 1849–1850, 1871–1872)	Define “sin.” Distinguish sin from virtue. Describe how sin changes our relationship with God and others. Identify bullying and racism as sinful.	<i>Social Studies.</i> Gather news and magazine articles that picture bad habits. State why these behaviors are not good for people.
1.03.10 State meaning of forgiveness and when we need to be forgiven. Forgiveness (CCC 1449)	Define “forgiveness.” Identify who forgives us when we do something willfully wrong. Identify God as one who forgives us always when we are sorry. State when we need to forgive others.	<i>Literature.</i> Read a tale or story that shows a character forgiving another. Identify the characteristics of forgiveness. Express how the one forgiven feels.
1.03.11 Show understanding that all people are respected and appreciated for their gifts of culture, race, and language.	Describe what you know about other cultures, languages, and races. Identify how we respect one another. Discuss what each culture brings to our family of faith.	<i>Social Studies.</i> Using a DVD or other media, show a story about another culture. Identify characteristics of the culture. State how this culture is important to our world.

GRADE ONE, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation History as conveyed in God’s revelation through scripture.

ESSENTIAL QUESTION: How does understanding scripture help us to grow in the knowledge and love of Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>1.04.01</p> <p>Identify the Bible as a sacred book that reveals who God is and His love for us.</p> <p>Sacred (CCC 1070, 1072, 1161, 1163, 1330, 1402, 1667)</p> <p>Revelation (CCC 36, 65–83)</p>	<p>Define “sacred” and “revelation.” Exhibit understanding that the Bible is treated with respect.</p>	<p><i>Art.</i> Make a paper chain, using the appropriate color of the Church year and placing the name of each student on a link. Place the chain around the Bible as part of the decoration of the season.</p> <p><i>Prayer.</i> Participate in a ritual placing the Bible in the sacred space in the classroom.</p>
<p>1.04.02</p> <p>Name the gospels as the good news about Jesus Christ, the Son of God.</p>	<p>Define “gospel.” Locate the gospels in the Bible (understanding that they are in the New Testament of the Bible).</p>	<p><i>Literacy.</i> State that gospel means “good news.” Share some good news.</p>
<p>1.04.03</p> <p>Identify Mary, who received a message from the Angel Gabriel that she would be the Mother of Jesus Christ, the Son of God. (CCC 490)</p>	<p>After listening to Luke 1: 26–38 from a children’s Bible, define “angel.” Identify Gabriel as a special messenger of God who announced to Mary that she would be the Mother of God’s Son. Express understanding that Mary said “yes” to God’s request to her.</p>	<p><i>Drama.</i> Enact the appearance of Gabriel to Mary. Allow students to take turns with these roles.</p> <p><i>Art.</i> Locate an artistic rendition of the Annunciation and place in the sacred space with the Bible.</p> <p><i>Prayer.</i> Pray the “Hail Mary.” Identify the parts of the prayer that come from Luke’s story.</p>
<p>1.04.04</p> <p>Identify that Mary’s cousins were Elizabeth and Zechariah, who were the parents of John the Baptist. Elizabeth (CCC 717)</p> <p>Zechariah (CCC 523, 702–703)</p> <p>John the Baptist (CCC 523, 535–537, 608, 696, 717–719, 1224)</p>	<p>After listening to Luke 1: 39–80, identify Elizabeth, Zechariah, and John as relatives of Mary and Jesus. Recount the story of Zechariah, who did not believe the message of the angel.</p>	<p><i>Drama.</i> Enact the story of Elizabeth and Zechariah and Mary’s visit.</p> <p><i>Art.</i> Draw a picture of Zechariah. Tell what is happening in the story.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.04.05 Identify the Holy Spirit of God at work in the lives of Mary and Elizabeth. (CCC 683–704, 733–736, 742–747)	Identify the Holy Spirit as the Third Person of the Holy Trinity. Express how the Holy Spirit acted with Mary. State that the Holy Spirit is at work in us when we do God’s will. State that we cannot see the Holy Spirit, but that He acts in us like our breath that gives us life and energy.	<i>Science.</i> Have the child identify something he/she cannot see but knows exists (ex. air, wind, breath). State how these objects are important to life.
1.04.06 Describe the birth of Jesus in Bethlehem as written in the Gospel of Luke. (CCC 423)	Recount the story of Jesus’s birth as described in Luke 2: 1–20. Name the characters in the story: Mary, Joseph, angels, shepherds, the Infant Jesus. Using statues from a crèche, identify all the characters. Enact the story of Jesus’s birth as described in Luke. Draw a single large picture of the manger scene including the characters described in Luke. Color and decorate the scene for the Advent and Christmas seasons. Enact the <i>Posada</i> .	<i>Liturgy.</i> During an Advent liturgy, have students enact the story of Jesus’s birth as described in Luke. <i>Parish Life.</i> In the manger crèche, identify all the figures in the crèche highlighting the story according to Luke. <i>Family Activities.</i> Place a crèche in a special place in the home to celebrate the season of Advent/Christmas. <i>Family Activities.</i> Celebrate Advent/Christmas with Advent wreath, crèche, and Christmas hymns. Live out the spiritual anticipation of Christ’s birthday celebration. <i>Music.</i> Sing traditional Christmas hymns, especially “Silent Night,” “O Come All Ye Faithful,” “O Little Town of Bethlehem.”
1.04.07 Describe Jesus as a boy who lived with His family in Nazareth and grew in strength and wisdom, just like other children. (CCC 533)	Recount the story of Jesus’s presentation in the temple, His life in Nazareth, and His going to Jerusalem with His parents as written in Luke 2: 32–52. Identify how Mary and Joseph cared for Jesus. Identify Jesus as a child who wanted to grow and serve others.	<i>Geography.</i> Locate the country of Israel on a world map. Identify the towns of Bethlehem, Nazareth, and Jerusalem on a map of Israel.
1.04.08 Show understanding that Jesus was filled with God’s Holy Spirit, and had a mission to announce the good news through teaching and healing. (CCC 553–557, 849–856, 858–860, 868)	Recount the story of Jesus in the synagogue announcing His mission to the people, as given in Luke 4: 14–22. Define “mission.” Use scripture stories to show how Jesus accomplished His mission.	<i>Dictionary.</i> State meaning of <i>synagogue</i> . Identify what religious group goes to a synagogue to read the Bible and pray.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.04.09 Articulate the teaching of Jesus about who is greatest in the kingdom of God . (CCC 668–672)	After listening to Luke 9: 46–48, state what Jesus’s friends were arguing about. Define “kingdom of God.” Identify who Jesus says is greatest in the kingdom of God.	<i>Media.</i> View sections of <i>Babe</i> or <i>The Lion King</i> or similar movie. Discuss how the smallest was raised to a position of leadership. Describe how these characters helped to create a kingdom of peace.
1.04.10 State that Jesus taught the people by using stories.	Recount the parable of the Good Samaritan in Luke 10: 29–37. Enact the story. State why it is important to be kind to others. Identify ways in which we are kind to others.	<i>Mission.</i> Participate in a class or school service project providing an opportunity for students to give something that they have to others. State how it feels to give something away.
1.04.11 Show understanding that Jesus prayed and taught His friends how to pray.	After listening to Luke 11: 1–4, identify elements of the “Our Father” in the passage. Pray the “Our Father.” State what the prayer is asking from God. Memorize the “Our Father.” Identify where the “Our Father” is said during Mass. After listening to Luke 11: 9–13, identify what Jesus says about asking in <i>prayer</i> . Share what we ask God in <i>prayer</i> . Express why it is important to ask God for what we need. Write a prayer of petition.	<i>Literature.</i> Read a story about a character that is searching for something. Identify the object of the search. Identify the feelings of the character when the object is found. Have the child state how he/she feels when he/she looks for something lost and finds it.
1.04.12 State that Jesus had power to heal others and raise people from the dead.	After listening to Luke 13: 10–17, enact the story about healing the woman on the Sabbath. Identify how the leaders reacted to the healing. State how the crowd responded. Draw a picture of Jesus healing the woman. After listening to John 11: 1–44, enact the story of raising Lazarus. Identify Martha, Mary, and Lazarus as close friends of Jesus. State where Jesus was when Lazarus died. Describe what Jesus did when He learned that Lazarus died.	<i>Science.</i> Read about the life of Louis Pasteur. Identify what Dr. Pasteur discovered. State how his discovery helped to keep people, especially children, from dying. Place a photo of Dr. Louis Pasteur on bulletin board with his name and discovery. State what the work of a doctor is and why we visit a doctor. <i>Social Studies.</i> Name the healing professions. Find pictures of these professions and make a collage.
1.04.13 State that Jesus had many friends who followed His way.	After listening to Luke 5: 1–11, name the apostles who were called. State the names of the 12 apostles.	<i>Music.</i> Sing the song “I Want to Walk as a Child of the Light,” or another appropriate song about following Jesus.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.04.14 Show understanding that Jesus taught in the temple , and the temple leaders questioned His authority to teach. (CCC 583–586, 797, 809)	Define “temple.” Recount the story in Luke 19: 45–48. State why Jesus drove the sellers out of the temple.	<i>History.</i> Using a depiction of the Jerusalem temple, describe what the Jews did in the temple. Describe this as the place where the Jewish people worshipped God.
1.04.15 Describe how Jesus ate with His closest friends on the night before He died.	After listening to Luke 22: 14–20, set a table, placing on it the Passover dishes and some of the food, particularly the greens, matzo bread, and grape juice. Enact the last meal of Jesus with His friends and share the food.	<i>Family Activities.</i> On Holy Thursday, celebrate your family meal in a special way. Make placemats for each family member.
1.04.16 State that Jesus forgave those who crucified Him before He died.	Recount the story in Luke 23: 33–56. State how Jesus treated the men who were crucified with Him. State how Jesus forgave the men who put Him to death. State the words of Jesus when He died. Describe what happened to Jesus’s body. Participate in the Stations of the Cross.	<i>Family Activities.</i> On Good Friday, participate in the liturgy of the day, the solemn remembering of Jesus’s death. Share what it means to die. Keep the day quiet keeping the solemnity of the day. Place the family crucifix in a special place for remembering Jesus’s death. Share what it means to forgive. Pray the “Our Father” together. <i>Music.</i> Sing “Jesus, Remember Me.” Conduct a simple ritual of venerating the cross during Holy Week.
1.04.17 Describe Jesus’s resurrection from the dead and appearances to His friends. (CCC 647–658, 988–1004, 1012, 1015–1019)	After listening to Luke 24: 1–2, define “resurrection.” After listening to Luke 24: 13–35, recount the story. Describe what Jesus did with the travelers. State when the travelers realized that the visitor was Jesus. Describe how the travelers felt.	<i>Family Activities.</i> On Easter Sunday, participate in the Easter Mass. While in church, visit the baptismal font and Easter candle. Celebrate the day sharing Easter baskets and a special meal with family and friends. Share what resurrection means. State that the resurrection is a great mystery of our faith that we celebrate every time we go to Mass. <i>Music.</i> Sing “Jesus Christ is Risen Today.”
1.04.18 State that Jesus ascended (rose) into Heaven. (CCC 659–667)	Recount the story of Luke 24: 50–53. Describe what happened to Jesus. Define “ascend.” Describe what His followers did. State how they felt.	<i>Science.</i> Experiment with balloons filled with air and with helium. Describe what happens. State a reason why balloons rise or fall. <i>Prayer.</i> Pray Psalm 150. Praise God for His greatness.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.05.01 Exhibit understanding that prayer is listening and speaking to God. (CCC 2558–2568, 2579, 2585–2649, 2663–2682, 2742)	Define “prayer.” State how we listen to God in prayer by keeping silent and listening to God in our hearts. Demonstrate gestures of folding hands, placing hands quietly on lap or over heart, and closing eyes when we want to be quiet and listen to God. Identify formal and spontaneous prayer as ways we speak to God. Write a prayer to God.	<i>Family Activities.</i> Have the child state the ways in which his/her family members pray.
1.05.02 Show awareness that God is holy and loving. (CCC 42–43, 208, 259, 2012–2017)	Define “holy.” State that we call God holy because God is good. State that we use the word “holy” in the prayers of the Church.	<i>Parish Life.</i> Learn the hymn “Holy God, We Praise Your Name.” State that we genuflect or bow to the tabernacle in church as a sign of reverence to God. <i>Science.</i> Observe a tree throughout the seasons. Make a chart of how the tree changes with each season. Draw a picture of the tree showing the seasonal changes. Place these observations in a special area of the classroom.
1.05.03 Exhibit understanding that God’s Holy Spirit is in me and gives me life. (CCC 683–704, 733–736, 742–747)	State that God’s Holy Spirit lives in me and gives me life at all times. Articulate that I can speak to God within me at any time. State that God calls me to be good and holy.	<i>Art.</i> Have the child draw his/her favorite place to pray. <i>Prayer.</i> Participate in a simple meditation exercise.
1.05.04 State that we pray alone and with others.	State examples of how we pray alone. State examples of how we pray with others.	<i>Science.</i> Have the child pretend to be mute. Find ways to communicate without using words.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.05.05 Show understanding that we ask God for what we need.	Make a list of the needs we pray to God about. Distinguish wants and needs in prayer using the list.	<i>Mission.</i> Read stories of children in poor countries. Identify their needs. State ways to help children.
1.05.06 Exhibit understanding that we can be aware of God at all times.	State that God is with us at all times and cares for us. List ways showing how we are aware of God. Write a prayer thanking God for always being with us.	<i>Science.</i> Draw a simple food chain. Diagram the position of a fly, fish, chicken, sheep, dog, and humans on the chain. State importance of knowing the food chain. <i>Prayer.</i> Review the prayer before meals.
1.05.07 State how we pray with Mary and the saints . (CCC 686, 688, 828, 946–959, 1717, 2030)	Identify Mary as the Mother of Jesus, the Son of God. Name the saints who are represented in the names of my classmates. Research one fact about each of these saints. Identify my parish’s saint and other saints I know. List their names on the bulletin board with pictures.	<i>Language Arts.</i> Have the child find the derivation of his/her name and make a colorful drawing of his/her name. <i>Music.</i> Learn “Hail Mary, Gentle Woman,” or another appropriate Marian song. <i>Biography.</i> Write or tell a story about a favorite saint. Use a reference to learn something about this person.
1.05.08 Recite prayers from memory or with the class.	Recite from memory and with the class: “Our Father,” “Glory Be,” and “Hail Mary.” Recite a simple act of faith, hope, and charity. Recite the before- and after-meal prayers.	<i>Language Arts.</i> Retell steps in a story by saying what happened first, second, third, etc. <i>Social Studies.</i> Make up a game to help you remember the names of your classmates.
1.05.09 Show understanding of group prayer by participation in class prayer services and rituals.	Participate in the prayer services and rituals found in textbook or created for special occasions. Show reverence for times of prayer with the class. Participate in music and ritual actions.	<i>Physical Education.</i> Learn simple breathing exercises. <i>Parish Life.</i> Participate in a prayer service or ritual in church.
1.05.10 Identify ways that we pray for and with the living and the dead.	Identify the feasts of All Saints and All Souls. Gather pictures of my relatives/friends who have died. Arrange the pictures on a remembrance table in the classroom for Feast of All Souls. Share stories about my loved one/s who died during the month of November. Say the prayer for the dead, “Eternal rest grant unto them, O Lord...” State why it is important to remember those who have died.	<i>Language Arts.</i> Write a biography of a deceased relative including date of birth, date of death, full name, a favorite story about the person, and a prayer of thanks to God for the privilege of knowing this person. Include a picture (photo or drawn) in the book. <i>Music.</i> Learn the song “When the Saints Go Marching In,” or another appropriate song.

GRADE ONE, STANDARD SIX: Jesus Christ’s Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus’s mission in the world. **Parish Life:** Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.

ESSENTIAL QUESTION: How does knowledge of the mystical body of Christ and participation in the life of our parish help us to carry out Jesus’s mission in the world?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.06.01 State that the church is a place where people gather to praise, thank, and worship God. (CCC 756, 818–822, 1178–1181, 1198–1999)	Identify the church as a place of worship. State that people go to a church to praise, thank, and worship God. Show understanding that God wants His people to love and praise Him for His blessings and love for us. State that this special time of worship is usually on Sundays.	<i>Parish Life.</i> Go to the parish church for worship. <i>Social Studies.</i> Find a picture of a mosque. Identify how this building is used to worship God. Identify structural differences of a mosque from a church. Research an ethnic group that uses a mosque for worship. Identify characteristics of the group. Listen to some of the music of this group. Place a picture of the mosque on the bulletin board.
1.06.02 Show understanding that the Church is God’s special family.	Identify the church as a <u>family of people</u> who believe in God and follow God’s rules. Show understanding that we go to church as a family to praise and worship God. Identify our family as belonging to God’s people.	<i>Social Studies.</i> Identify meaning of community. State characteristics of living in a community. Explain why communities are important. Name communities to which we belong. State whether a family is a community and why.
1.06.03 Identify the Sacrament of Baptism as the way in which we share in God’s own life and become members of the Church. (CCC 787–795, 806, 1213, 1267–1270, 1279)	Define “members.” Identify a group that requires membership. State that we become members of the church through the Sacrament of Baptism. Identify that many people are baptized all over the world and belong to the Church.	<i>Geography.</i> Locate a picture of St. Peter’s Basilica in Rome. State the importance of St. Peter’s as a symbol of the world Church. Locate Rome in Italy. On a globe or world map, find Rome in relationship to where students live.
1.06.04 State that we learn about God through the Church.	Describe how the Church teaches us about God. Find examples of people who are learning about God in a parish setting.	<i>Biography.</i> Locate a picture of Pope Francis. State that Pope Francis is the pastor of the whole Church. Read a story about Pope Francis’s childhood. On a map, locate where his family lived.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.06.05 Identify the name Catholic as the name of the Church to which we belong. (CCC 830)	Define “Catholic.” State that we are members of the Catholic Church if we are baptized in a Catholic parish. State that as members of the Catholic Church we receive many blessings. Identify some of the blessings.	<i>Geography.</i> Identify the continents. Locate the continent in which we live. Locate continents from which other students in the class have originated. Find a book about the continent in which each student was born. Find pictures of the continent and its people.
1.06.06 State that Jesus Christ established the Church and commanded His followers to help the Church grow.	Identify Jesus as the founder of the whole Church. State that Jesus’s friends were sent by Jesus to tell the people about God and be baptized.	<i>Music.</i> Learn the song “They’ll Know We Are Christians by Our Love,” or another appropriate song.
1.06.07 Name the Holy Spirit as God’s Spirit helping the Church to grow and to serve the world.	Identify the Holy Spirit as the Third Person of the Holy Trinity. Describe God’s Holy Spirit as the loving energy of the Church’s growth. Name ways that the Church helps others in the world. State the Feast of Pentecost as the birthday of the Church.	<i>Music.</i> Sing “Send Us Your Spirit,” or another appropriate song of the Holy Spirit.
1.06.08 State that Jesus gave the Church the mission to spread the message of God’s love to all people. (CCC 551–553, 849–856, 858, 866–868)	State that the Church has a mission to the world to tell all people about God’s love. State that the Church wants all people to be united in love and live in peace. Give examples of how we live out the mission of the Church.	<i>Language Arts.</i> Have the children make up skits that show how they would tell people in the world how important it is to live in peace. Share these skits with another class.
1.06.09 Show understanding that the Church has many holy people, some of whom are called saints . (CCC 686, 688, 828, 946–959, 1217, 2030)	State the meaning of “saints.” State that we belong to the family of saints. State that God wants all of us to be holy like the saints. Explain that the saints help us to understand how to love and serve God and each other.	<i>Biography.</i> Research the life of St. Patrick. Locate the place where he lived. Identify the role he played in the Church. Find pictures of Ireland. Identify students of Irish or Celtic heritage. <i>Biography.</i> Research the life of St. Agnes of Rome. Locate the place where she lived. Identify the time in which she lived. State why she died as a young girl. Find a picture of St. Agnes. Identify the symbols surrounding her name and status in the Church.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>1.06.10</p> <p>Identify the parish as a special community of people in the Catholic Church who love and worship God.</p> <p>Parish (CCC 2179)</p> <p>Community (CCC 946–954, 959–962)</p>	<p>Define “parish” and “community.” Describe the ways in which the parish worships God and celebrates God’s blessings and love.</p>	<p><i>Parish Life.</i> Look at parish organizations and how they serve the people.</p> <p><i>Health.</i> Identify services in the community that attend to our health needs. Make a list of these services. Describe why it is important for the community to have these services.</p>
<p>1.06.11</p> <p>State the name of the parish.</p>	<p>Identify the name of my parish. Talk about what is special about my parish and have someone read me the parish mission statement.</p>	<p><i>History.</i> Find a parish history with pictures. Invite longtime parishioners to the class. Interview the parishioner about the history of the parish.</p>
<p>1.06.12</p> <p>Describe the parish as a place where we help one another to pray, celebrate, and help others.</p>	<p>List ways that our parishioners pray together. State how our parish celebrates its cultural heritage. Describe how our parish helps others. State how our families benefit from the life of the parish.</p>	<p><i>Mission.</i> Identify one way the parish serves the larger community. Agree on a particular action the students could take to assist with this project or program. Develop an action plan for involvement.</p>
<p>1.06.13</p> <p>Identify the pastor as the leader of the parish.</p> <p>(CCC 1595)</p>	<p>Define “pastor.” Identify the name of the pastor of my parish. Develop a list of questions to interview my pastor about his work in the parish.</p>	<p><i>Family Activities.</i> Identify ways in which the parish serves the family. Pray for the pastor and the growth of the parish. Design a Christmas/Easter card to be signed by family members and given to the pastor during Christmas/Easter.</p> <p><i>Parish Life.</i> Write a prayer for the pastor and give the prayer to him.</p>

GRADE ONE, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.

ESSENTIAL QUESTION: What is Jesus calling each one of us to do in the life of the Church?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
1.07.01 Show understanding that God calls us as His own to be loved and to love.	Express how God shows love to me and calls me to love others. Identify how parent/guardians, teachers, and other meaningful adults remind me of God’s loving call to me. Identify how nature reveals God’s loving call.	<i>Family Activities.</i> Describe how the family celebrates God’s loving call to each member of the family, especially at birthdays, anniversaries, first reception of sacraments, etc. Write a prayer for each member of the family and place them in the sacred space of the home. <i>Science.</i> Design a chart of people and objects in nature that remind the child of God’s love. Find pictures of these people and objects or draw them. Share the chart with the class.
1.07.02 State that marriage is a sacrament. (CCC 1601)	State the meaning of marriage. Articulate how it is a sacrament of the Church. Find photos of a couple being married in the parish church. Identify members of my family who are married (parents, aunt/uncles, grandparents, etc.).	<i>Family Activities.</i> Describe why marriage is important.
1.07.03 Show understanding that the Church has special ministers who serve others. (CCC 901–903, 1546–1553, 1591–1593, 1596)	Define “minister.” Describe some of the ministries in my parish and how the ministers serve. (This may include lector, altar server, musician, minister of the Eucharist, teacher/ catechist, priest, sister, etc.)	<i>Physical Education.</i> Play a game that has teams. Describe why it is important to play as a team in this particular game. State the rules of the game.
1.07.04 Identify the priest as an ordained minister of the Church, who has a special role of leading people in prayer. (CCC 1547–1554, 1577–1579, 1592)	Define “ordained minister.” Identify that the priest has a calling from God to a life of service in the Church.	<i>Parish Life.</i> Invite a parish priest to talk about his vocation.

STANDARDS CHECKLIST

GRADE ONE, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe, and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.		A/S	O	N	D	J	F	M	A	M/J
1.01.01	Show understanding that God is the Creator of all things in the universe, calling all creation good.									
1.01.02	Indicate belief that God made human beings in his own likeness, giving them responsibility for the care of the earth.									
1.01.03	Comprehend that I am made by God and destined to be with Him forever.									
1.01.04	Show understanding that God reveals Himself to us in all of creation.									
1.01.05	Comprehend that God is everywhere, knowing all and loving all.									
1.01.06	Show understanding that God created me as good and cares for me as a loving parent.									
1.01.07	Show understanding that God loves and cares for all people.									
1.01.08	State belief that there are Three Persons in one God: Father, Son, and Holy Spirit.									
1.01.09	State that Jesus is God's Son, who was sent by Him to teach us how to love one another as his children.									
1.01.10	Identify God the Holy Spirit as God's Spirit alive in us and in the Church.									
1.01.11	Identify Mary as the Mother of Jesus and the Mother of God.									
1.01.12	State meaning of the name of Jesus as "God saves."									
1.01.13	Describe the meaning of "Heaven."									
1.01.14	Describe the meaning of "faith."									
1.01.15	Identify the Church as a community of those who believe in God and who agree with that belief in baptism.									

STANDARDS CHECKLIST

GRADE ONE, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God's grace, instituted by Christ and entrusted to the Church.		A/S	O	N	D	J	F	M	A	M/J
1.02.01	Identify sacraments as signs of God's love for us that give us His grace.									
1.02.02	State that the Sacrament of Baptism makes me a member of the Church.									
1.02.03	Identify the essential elements of Baptism.									
1.02.04	Describe the effects of the Sacrament of Baptism.									
1.02.05	State that Jesus Christ instituted the sacraments and gave them to the Church.									
1.02.06	Describe how, when we are baptized, we became followers of Jesus Christ: Christians.									
1.02.07	Show basic understanding that God forgives us in the Sacrament of Penance/ Reconciliation.									
1.02.08	Exhibit basic recognition of the Sacrament of Eucharist as a sign of Jesus sharing Himself with us in a special meal called the Mass.									
1.02.09	Identify the church as a sacred place where we meet God and show God our respect and love.									
1.02.10	Express understanding that when we enter the church, we bless ourselves with holy water, making the Sign of the Cross and genuflecting.									

STANDARDS CHECKLIST

GRADE ONE, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church.		A/S	O	N	D	J	F	M	A	M/J
1.02.11	Identify certain objects in church: altar, cross, tabernacle, sanctuary light, Easter candle, baptismal font, statues of saints, image of Mary, holy water fonts, Stations of the Cross.									
1.02.12	Identify the baptismal font as the place of the Rite of Baptism, where we are first welcomed into the Church.									
1.02.13	Identify the priest as the one who leads in the celebration of Mass.									
1.02.14	Show understanding that the Mass is a sacrificial meal.									
1.02.15	Identify the Liturgy of the Word at Mass as hearing God’s word spoken to us.									
1.02.16	Identify the Liturgy of the Eucharist as the moment in the Mass when, through the words and actions of the priest, the bread and wine become the Body and Blood of Christ.									
1.02.17	State how we pray the “Our Father” at Mass as the entire community.									
1.02.18	State that we call Jesus Christ the Lamb of God who takes away sin.									
1.02.19	Identify the time at Mass when people receive Jesus in Holy Communion.									
1.02.20	State that Sunday is a special day when we gather in church to thank and worship God as Creator and Father of all.									
1.02.21	State that the Church celebrates the life of Jesus Christ throughout the year, especially during Advent/Christmas and Lent/Easter.									
1.02.22	Identify symbols of the seasons of the Church year.									

STANDARDS CHECKLIST

GRADE ONE, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.		A/S	O	N	D	J	F	M	A	M/J
1.03.01	Show understanding that God created me as good and loving, to be respected and loved by others.									
1.03.02	Exhibit sense that we have the light of Jesus shining in us, so that we might love as Jesus showed us how to love.									
1.03.03	State that God gave us the ability to choose freely to do what is good, and avoid what is wrong.									
1.03.04	Express how we have healthy bodies when we take care of them.									
1.03.05	Exhibit understanding of obedience to others who care for our safety.									
1.03.06	Distinguish good habits from bad habits.									
1.03.07	State the two great commandments of God and their meaning.									
1.03.08	State the meaning of “ virtue .”									
1.03.09	State the meaning of “ sin .”									
1.03.10	State the meaning of “ forgiveness ” and when we need to be forgiven.									
1.03.11	Show understanding that all people are respected and appreciated for their gifts of culture, race, and language.									

STANDARDS CHECKLIST

GRADE ONE, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation History as conveyed in God's revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
1.04.01	Identify the Bible as a sacred book that reveals who God is and His love for us.									
1.04.02	Name the gospels as the good news about Jesus Christ, the Son of God.									
1.04.03	Identify Mary, who received a message from the Angel Gabriel that she would be the Mother of Jesus Christ, the Son of God.									
1.04.04	Identify that Mary's cousins were Elizabeth and Zechariah, who were the parents of John the Baptist .									
1.04.05	Identify the Holy Spirit of God at work in the lives of Mary and Elizabeth.									
1.04.06	Describe the birth of Jesus in Bethlehem, as written in the Gospel of Luke.									
1.04.07	Describe Jesus as a boy who lived with His family in Nazareth , and grew in strength and wisdom just like other children.									
1.04.08	Show understanding that Jesus was filled with God's Holy Spirit, and had a mission to announce the good news through teaching and healing.									
1.04.09	Articulate the teaching of Jesus about who is greatest in the kingdom of God .									
1.04.10	State that Jesus taught the people by using stories.									

STANDARDS CHECKLIST

GRADE ONE, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation History as conveyed in God's revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
1.04.11	Show understanding that Jesus prayed and taught His friends how to pray.									
1.04.12	State that Jesus had power to heal others and raise people from the dead.									
1.04.13	State that Jesus had many friends who followed His way.									
1.04.14	Show understanding that Jesus taught in the temple, and the temple leaders questioned His authority to teach.									
1.04.15	Describe how Jesus ate with His closest friends on the night before He died.									
1.04.16	State that Jesus forgave His killers before He died.									
1.04.17	Describe Jesus's resurrection from the dead and appearances to His friends.									
1.04.18	State that Jesus ascended into Heaven.									

STANDARDS CHECKLIST

GRADE ONE, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.		A/S	O	N	D	J	F	M	A	M/J
1.05.01	Exhibit understanding that prayer is listening and speaking to God.									
1.05.02	Show awareness that God is holy and loving.									
1.05.03	Exhibit understanding that God's Holy Spirit is in me and gives me life.									
1.05.04	State that we pray alone and with others.									
1.05.05	Show understanding that we ask God for what we need.									
1.05.06	Exhibit understanding that we can be aware of God at all times.									
1.05.07	State how we pray with Mary and the saints.									
1.05.08	Recite prayers from memory or with the class.									
1.05.09	Show understanding of group prayer by participation in class prayer services and rituals.									
1.05.10	Identify ways that we pray for and with the living and the dead.									

STANDARDS CHECKLIST

GRADE ONE, STANDARD SIX: Jesus Christ's Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus's mission in the world.		A/S	O	N	D	J	F	M	A	M/J
1.06.01	State that the Church is a place where people gather to praise, thank, and worship God.									
1.06.02	Show understanding that the Church is God's special family.									
1.06.03	Identify the Sacrament of Baptism as the way in which we share in God's own life and become members of the Church.									
1.06.04	State that we learn about God through the Church.									
1.06.05	Identify the name Catholic as the name of the Church of which we are members.									
1.06.06	State that Jesus Christ established the Church and commanded His followers to help the Church grow.									
1.06.07	Name the Holy Spirit as God's Spirit, helping the Church to grow and to serve the world.									
1.06.08	State that Jesus gave the Church the mission to spread to all people the message of God's love.									
1.06.09	Show understanding that the Church has many holy people, some of whom are called saints .									
1.06.10	Identify the parish as a special community of people in the Catholic Church who love and worship God.									
1.06.11	State the name of the parish.									
1.06.12	Describe the parish as a place where we join one another to pray, celebrate, and help others.									
1.06.13	Identify the pastor as the leader of the parish.									

STANDARDS CHECKLIST

GRADE ONE, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.		A/S	O	N	D	J	F	M	A	M/J
1.07.01	Show understanding that God calls us as His own, to be loved and to love.									
1.07.02	State that marriage is a sacrament.									
1.07.03	Show understanding that the Church has special ministers who serve others.									
1.07.04	Identify the priest as an ordained minister of the Church, who has a special role of leading people in prayer.									

GRADE TWO, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe, and proclaim the Triune God as revealed in the person of Jesus Christ as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.

ESSENTIAL QUESTION: Who is Jesus, and what do we believe about Him?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>2.01.01</p> <p>Show understanding that God reveals Himself in the Holy Trinity: three Persons in one God.</p> <p>The Blessed Trinity is a relationship of persons between God the Father, Son, and Holy Spirit. This relationship shows us how God loves. Trinity is like a family that is united in love.</p> <p>Holy Trinity (CCC 249–256)</p>	<p>Define “Holy Trinity.” Describe the Holy Trinity as God the Father, the Son, and the Holy Spirit.</p> <p>Show understanding that God is one God in Three Persons. Identify the Holy Trinity in the Sign of the Cross. Define “relationship,” and talk about the relationships within their family. Pray the “Glory Be” as part of class prayer.</p>	<p><i>Art.</i> Identify artistic images of the Holy Trinity.</p> <p><i>Family Activities.</i> Examine why God is called a Father in terms of family life. Identify how parents and guardians show God’s care for us. Find sacred images in the home that identify Persons of the Holy Trinity.</p> <p><i>Scripture.</i> Identify how Jesus praises God the Father in Mt. 11: 25–27.</p>
<p>2.01.02</p> <p>Recognize that God is holy, all wise and all loving. God reveals his love in creation and we were created to give thanks, praise, and glory to God in all that we do.</p> <p>Holy (CCC 42–43, 208, 256, 2012–2017)</p> <p>Wisdom (CCC 216, 1830–1831, 1845)</p>	<p>Define “holy” and “wise.” Identify signs of God’s holiness, wisdom, and love in nature, family life, and civic life.</p>	<p><i>Science.</i> In a photo or actual excursion to an outdoor environment, observe how plants and animals are cared for by sunlight and rain. Draw the water cycle. State how care in nature is a sign of God’s presence, wisdom, and love.</p> <p><i>Scripture.</i> Read Psalm 65. List ways in which God takes care of creation. Create a prayer of praise and thanks to God for his loving care and wisdom.</p>
<p>2.01.03</p> <p>Identify Jesus Christ as the Son of God, one with the Father and the Holy Spirit.</p> <p>(CCC 254–260, 262, 429, 441–445, 454, 458–460, 470, 509, 528, 535, 552)</p>	<p>Define “Son of God.” After listening to Mark 1: 9–11, state how Jesus was named. Write a simple paragraph telling of a time when a family member, friend, or teacher was proud of me.</p>	<p><i>Art.</i> Find a picture of Jesus’s baptism. Tell the story shown in the picture. Draw a picture of Jesus’s baptism.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
2.01.04 State that Jesus Christ was born of the Virgin Mary.	Act out the events of the Christmas story. State the Christmas story in chronological order.	<i>Drama.</i> Prepare a drama of the Christmas story and present it to students in another class.
2.01.05 State that Jesus Christ suffered under Pontius Pilate, died on the cross, and was buried.	State the events of Jesus’s trial, suffering, death on a cross, and burial. Identify who Pontius Pilate was.	<i>Literacy.</i> Design and create a book depicting the Stations of the Cross.
2.01.06 Show understanding that Jesus rose from the dead.	Explain the meaning of Jesus rising from the dead. Identify resurrection as the special word we use to describe Jesus rising from the dead. Listen to the story of Jesus rising from the dead in Luke 24, 1–6a. Talk about the story. Draw a picture of the story.	<i>Science.</i> Draw the life cycle of the caterpillar. Examine how new life begins for the caterpillar. Find a cocoon and watch it develop.
2.01.07 State meaning of creed . Introduce both creeds: why are they different? (CCC 187)	Define “creed.” Identify things that we believe.	<i>Dictionary Skills.</i> Find <i>creed</i> in the dictionary. Read the definitions.
2.01.08 Identify the persons of the Holy Trinity in the Nicene Creed and Apostles’ Creed.	Say the names of the Holy Trinity. Identify something we know about each person. Identify when we say the Nicene Creed or Apostles’ Creed.	<i>Liturgy.</i> Recognize the Nicene Creed in the Mass. Read the Nicene Creed together.
2.01.09 State the meaning of Jesus’s name.	Describe what Jesus’s name means.	<i>Family Activities.</i> Find out the meaning of your name. Ask why this name was chosen.
2.01.10 Recognize human persons as made in the image and likeness of God and meant to live forever with God. Because of this, we can know and love God. Image (CCC 27, 31, 54–55, 355–364, 369, 381) Forever (CCC 1050, 1054, 1060)	Define “image,” “likeness,” and “forever.” Identify ways that we see our image. Talk about what it means to be created in the image and likeness of God. State what it means to live forever with God.	<i>Technology.</i> Take a photo of each student. Place pictures on bulletin board with prayers of thanksgiving for life. Discuss why it is important to respect our bodies as images of God.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>2.01.11 Honor Mary as Jesus’s mother, the Mother of God. Jesus gave Mary to us to be our Mother, and she always leads us to her son. Mary can pray with them and for them, and take their prayers to Jesus.</p>	<p>Explain “honor” and “worship.” (We honor Mary. We worship God.) After listening to the story about Mary in Luke 1: 26–38, dramatize the gospel story. State the name of Mary as Jesus’s mother. Identify Jesus and Son of God as the same person.</p>	<p><i>Scripture.</i> Read the story about Jesus in Luke 2: 41–51. Have the child tell a story of being lost and family was searching for him/her. Describe the feeling of being lost and how the parents felt when they found their lost child.</p>
<p>2.01.12 Honor Mary as the Mother of the Church.</p>	<p>Using John 19: 26–27, state Mary’s special relationship to the Church because of her relationship to Jesus and His followers.</p>	<p><i>Biography.</i> Read a story about St. Juan Diego and Mary’s visit to him. State what Mary wanted. Describe the special signs the Mary left with Juan Diego.</p> <p><i>Liturgy.</i> Celebrate “<i>Mañanitas</i>” on the feast of Our Lady of Guadalupe.</p>

GRADE TWO, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. **Liturgy:** Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.

ESSENTIAL QUESTION: How do sacraments and liturgy help me to grow in my relationship with Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
2.02.01 Describe the meaning of sacrament . Introduce number and types of sacraments.	Define “sacrament.” Identify the sacraments as special signs of God’s action in our lives.	<i>Liturgy.</i> List examples of signs of the seven sacraments. Find pictures of people receiving the sacraments. Describe what is happening.
2.02.02 Identify sacraments of initiation . (CCC 977–978, 1212, 1275, 1425, 1533)	Define “initiation.” Identify Baptism, Eucharist, and Confirmation as sacraments of initiation.	<i>Social Studies.</i> Describe groups that have special initiation events (scouts, schools, etc.). Examine why groups welcome new members.
2.02.03 Describe the signs , symbols , and effects of the Sacrament of Baptism. Sign (CCC 1131, 1145–1152, 1189) Symbol (CCC 188, 1145–1152, 1189) Effect (CCC 1127–1128, 1134, 1262–1270, 1302–1305, 1416, 1468–1470, 1520–1523, 1581–1588, 1639–1642, 2003)	Introduce sacramental signs, symbols, and effects. Describe the effects of receiving the Sacrament of Baptism. Write a prayer of thanks to God for receiving the Sacrament of Baptism. Display photos of our baptisms.	<i>Family Activities.</i> Have the child ask family members about his/her baptism. <i>Art.</i> Display various symbols of the sacraments. Describe how one of the symbols is used in the sacrament.
2.02.04 Show understanding of grace as a special gift of God’s love and action in our lives.	Define “grace.” Make a list of how God’s love and action are evident in our day–to–day living. Examine ways to help us become more aware of the action of God’s grace operating in us.	<i>Science.</i> Describe air. Examine the nature of air. Describe how important air is to life even though we cannot see or smell it. List how we might know that air is around and in us.
2.02.05 Describe the meaning of the Sacrament of Eucharist . (CCC 1322, 1324)	Define “Sacrament of Eucharist.” State that giving thanks is important to the meaning of the sacrament. Discuss what it means to be thankful. Identify symbols of the Sacrament of Eucharist. Articulate how receiving Holy Communion is essential to receiving the sacrament.	<i>Family Activities.</i> Have family members share stories about their first communion. Share why it is important for them to receive Holy Communion. <i>Biography.</i> Identify Pope Pius X as the Church leader who authorized that children at age seven should receive Holy Communion. Learn some facts about his life.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>2.02.06</p> <p>Exhibit understanding of the Real Presence of Jesus Christ in the bread and wine consecrated by the priest at Mass. Students will learn that in the Sacrament of Eucharist they are united with the living Christ, who is the source of our life as Christians, and they are filled with His love and grace.</p> <p>Real Presence (CCC 1373–1381)</p> <p>Bread and wine (CCC 1333–1336, 1339–1342, 1345–1347, 1350, 1352–1353, 1355, 1408, 1411–1413)</p> <p>Consecrate (CCC 914–916, 933–934, 944–945, 1273, 1280, 1539–1543)</p> <p>Priest (CCC 1562–1568, 1573, 1577–1578, 1581–1584, 1591–1592, 1595, 1597, 1599)</p> <p>Mass (CCC 1330)</p>	<p>Define “Real Presence,” “bread,” “wine,” “consecrate,” “priest,” and “Mass.” Identify the words of consecration spoken by the priest. Reflect on the special meaning of this sacrament. State how Jesus is the center of our lives as Christians.</p>	<p><i>Parish Life.</i> Visit the parish church as a class. Walk through the sanctuary and sacristy. Identify the parts of the sanctuary important to the Mass. Examine the bread and wine as elements of consecration at Mass.</p>
<p>2.02.07</p> <p>State the Sacrament of Penance/Reconciliation as a sacrament of forgiveness of sin and healing. We should prepare ourselves to talk to Jesus and listen to Him in love and faith.</p> <p>(CCC 1440)</p> <p>Sin (CCC 1849–1850, 1871–1872)</p> <p>Healing (CCC 1503–1505)</p>	<p>Define “penance,” “reconciliation,” “forgiveness,” “sin,” and “healing.” Write sentences using these words. List actions that call us to ask for God’s forgiveness. Describe how I feel when my parent/guardian forgives me. Connect this feeling to healing.</p>	<p><i>Literature.</i> Read a story about a person forgiving someone. Explain how the person who forgave felt. Describe how the person who was forgiven felt. Explain why it is important to forgive others. State why it is important to be forgiven.</p>
<p>2.02.08</p> <p>Identify the Sacrament of Confirmation as a sacrament of initiation.</p> <p>(CCC 1285)</p>	<p>Define “Confirmation.” State the order of the sacraments of initiation. Identify who in my class has received Confirmation and when. State when I will receive this sacrament. Explain how this is a sacrament of initiation.</p>	<p><i>Art.</i> Mix olive or vegetable oil with heavily colored water. Identify what happens to the oil. Paint a surface using the mixture. Paint a surface using regular paint without the oil. Describe the difference in effect. Describe how oil feels and acts.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>2.02.09</p> <p>Explain the work of the Holy Spirit in the life of the Church.</p> <p>(CCC 683–704, 733–736, 742–747)</p>	<p>State that the Holy Spirit is the Third Person of the Holy Trinity. Describe how the Holy Spirit was present to Jesus’s followers in Acts 2:1–4.</p>	<p><i>Art.</i> Draw symbols of the Holy Spirit. Locate these symbols in the church.</p>
<p>2.02.10</p> <p>State that Jesus Christ gave the sacraments to the Church as signs of His living presence and action in the world.</p>	<p>Describe how Jesus lives and works in the Church through the sacraments. State why Jesus wants to live in us. Describe how we should live because Jesus lives in us.</p>	<p><i>Art.</i> Make a large outline of a Jesus figure. Find magazine pictures of people helping others, sharing, celebrating, etc. Make a mosaic of these pictures in the figure. Explain how we are the heart and hands of Jesus.</p>

GRADE TWO, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.

ESSENTIAL QUESTION: How does living a moral life help us to live a life of discipleship in Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>2.03.01</p> <p>Recognize ourselves as good and deserving of love, created in God’s image and likeness. (CCC 27, 31, 54–55, 355–364, 369, 381)</p>	<p>Define “image” and “likeness.” Recall the stories of God’s creation of human beings in Genesis 1 and 2. State how the Genesis stories show God’s love and care for people. Write a list of how people show the goodness of God. Create a prayer service thanking God for creating us in God’s image and likeness, using Psalm 139: 13–17.</p>	<p><i>Art.</i> Design a banner about creation. <i>Music.</i> Learn a song about God’s love for us.</p>
<p>2.03.02</p> <p>Show understanding that God created us to know, love, and serve Him.</p>	<p>List ways that we know, love, and serve God. Write a personal list of ways I know, love, and serve God. Place in faith portfolio.</p>	<p><i>Parish Life.</i> Research the life of the saint after whom the parish is named. Examine how this saint loved and served God.</p>
<p>2.03.03</p> <p>Articulate belief that God gave us a free will to choose what is right and avoid what is evil. Free will (CCC 1730, 1749, 1786–1789) Evil (CCC 309–312, 385, 401–403, 412)</p>	<p>Define “free will” and “evil.” Describe how the will is free. State what it means to choose with examples of making choices. State meaning of evil. Explain why it is important to avoid evil. Compare/contrast good from evil. Discuss the feeling of being able to choose.</p>	<p><i>Current Events.</i> Find news articles telling stories of good and bad behaviors. Compare/contrast the effects of goodness and evil on others. List these effects on chart paper. Write a paragraph giving an example of someone doing something good and its outcome.</p>
<p>2.03.04</p> <p>Identify how we show our love for Jesus by following Him through our actions.</p>	<p>Recount the story of Jesus calling His disciples in Mt. 4: 18–22. State what they were doing. State what Jesus asked them to do. Identify what the disciples did when Jesus called them. State how we follow Jesus.</p>	<p><i>Family Activities.</i> Interview a parent/guardian, asking how they follow Jesus. Make a list of these responses. Report the list to the class. Create a class list identifying all the responses learned.</p>
<p>2.03.05</p> <p>Show understanding that we must respect others and ourselves as people belonging to the family of God.</p>	<p>Recount the story of Jesus as the good shepherd in John 10: 7–16. State how Jesus showed His love for His sheep. Compare how we are like the sheep who followed Jesus. Describe how this story tells us about God’s family.</p>	<p><i>Social Studies.</i> Investigate the work of shepherding. Explain how a shepherd watches the sheep, and why sheep need to be watched so carefully. Find photo images of shepherds and place with picture of Jesus the Good Shepherd. <i>Music.</i> Sing the hymn “I Am the Good Shepherd.”</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
2.03.06 State meaning of conscience . Before confession, I must make examination of my conscience in order to know my sins. Conscience (CCC 1776–1789, 1795, 1802) Examination (CCC 1776, 1780–1802)	Define “conscience” and how it guides us to choose good and avoid sin. Explain how we might listen to God’s voice within to help us grow in goodness and love.	<i>Science</i> . Examine pictures of damaged environments. Explain how these environments are damaged. Discuss how people might make good choices for these places. Agree on an action to clean up the neighborhood.
2.03.07 State how God gave us laws called the Ten Commandments .	Recite the Ten Commandments. Define “law.” Explain why we have laws. Demonstrate why it is important to obey laws.	<i>Social Studies</i> . List laws that help people to be safe in the neighborhood. <i>Family Activities</i> . Have the child list rules in the home. Explain how these rules keep people safe. State how these rules cultivate respect for self and others.
2.03.08 Identify how the Ten Commandments guide us in how to love God and love others. Students will learn to develop their moral consciences through understanding the Ten Commandments. (CCC 1849–1850, 1871–1872, 1853–1854)	Describe how the Ten Commandments guide us in loving God and others. State all the Commandments in positive language. Tell the meaning of each one.	<i>Art</i> . Find magazine photos of people living the Ten Commandments. Make a collage of these photos for the first three. Make a collage of photos for the remaining seven. Explain how these pictures are signs of the kingdom of God.
2.03.09 Describe meaning of sin and types of sin, mortal and venial.	Describe how sin can hurt our friendship with God. Contrast sin from mistakes or accidents. Analyze how our intention or will is related to sin.	<i>Media</i> . Using all or part of a movie, analyze the characters’ actions as good or bad. Examine how good and evil impact the lives of others and the environment.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
2.03.10 State that God forgives our sins no matter how serious they are.	Describe serious sin. After reading the story of the Prodigal Son, Luke 15: 11–24, retell the story as it develops. Examine how this story tells us about God our Father’s love for us.	<i>Drama.</i> Dramatize the story of the Prodigal Son. Discuss how the older brother reacted to the younger brother’s return. Justify why the father’s response to both brothers was good.
2.03.11 Explain how our bodies are created by God to be respected by ourselves and others.	State that God created us. Discuss how we respect our bodies. Identify situations that might endanger our bodies (lures, bullying, name calling, racism). Discuss how these behaviors are sinful.	<i>Family Activities.</i> Have the child discuss how family members help him/her to respect his/her body and personhood. Have the child state how he/she respects family. <i>Social Studies.</i> Discuss how cultures enrich society. (See the Personal Safety Curriculum of Archdiocese of Boston.)

GRADE TWO, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God’s revelation through scripture.

ESSENTIAL QUESTION: How does understanding scripture help us to grow in the knowledge and love of Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>2.04.01</p> <p>Show understanding the Bible is a special book that tells who God is and how we live as God’s children. Explain parts of the Bible (Old Testament and New Testament).</p> <p>Old Testament (CCC 121–123)</p> <p>New Testament (CCC 124–127, 138–139)</p>	<p>Recognize the Bible as God’s special book. State that the Bible is God’s word. Explain that the Bible contains stories about who God is, and how we should live as God’s children.</p>	<p><i>Prayer.</i> Participate in a ritual placing the Bible in a place of respect and reverence in the classroom.</p> <p><i>Art.</i> Draw a picture of the Bible.</p> <p><i>Math.</i> Write the numbers of the Commandments in Roman numerals.</p>
<p>2.04.02</p> <p>Identify the gospels as stories about Jesus and what He taught us. (CCC 125–127, 514–515, 571, 573)</p>	<p>Locate the four gospels in the Bible. Read the first line of the Gospel of Mark. State how Mark identifies Jesus. Identify the writers of the gospels.</p>	<p><i>Art.</i> On art paper, copy Mark 1:1. Using various media, draw or find a picture of Jesus as described by Mark.</p>
<p>2.04.03</p> <p>Show understanding that Jesus called God His Father and is the light of the world.</p>	<p>After reading John 17: 20–26, describe Jesus’s relationship with God. State that Jesus is the light of the world. Identify how the light of Christ shines through us.</p>	<p><i>Science.</i> Using a prism and light, observe how light shines through the prism. Identify the colors of the prism. Diagram the colors.</p> <p><i>Science.</i> Read a story about the invention of the light bulb. Describe the significance of having light in our lives.</p> <p><i>Music.</i> Sing the song “This Little Light of Mine,” or another appropriate song of the light of faith.</p>
<p>2.04.04</p> <p>Recognize that Jesus lived and died to save us.</p>	<p>Using the story of Jesus’s crucifixion as given in Luke 23: 39–43, describe how Jesus interacted with the criminals. Discuss how I would want to be forgiven if I hurt someone. Describe what Jesus says about forgiveness in the “Our Father.”</p>	<p><i>Music.</i> Sing the song “Jesus, Remember Me.”</p> <p><i>Literature.</i> Read <i>The Giving Tree</i>. Explain how the tree keeps on giving. Discuss how giving is a way to show love.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
2.04.05 Show understanding that parables tell us about the kingdom of God . Parables (CCC 546) Kingdom of God (CCC 668–672)	Define “parable.” Describe the kingdom of God. Read a parable about the kingdom of God from the Gospel of Luke. State why the story is a parable. Discuss how the parable describes the kingdom of God.	<i>Art.</i> Choose a parable and talk about its meaning. Draw an event in the parable. <i>Drama.</i> Dramatize the parable.
2.04.06 Explain the meaning of the parable of the Great Feast in Luke 14: 15–24.	Define “feast.” Recount the story of the Great Feast. Identify who could come to the feast. Recount why people wanted to be excused. Explain why the man kept inviting people. State who could enter the feast. Explain how this parable is a story about the kingdom of God.	<i>Drama.</i> Enact a shadow play of the parable of the Great Feast, with all students participating in some way. Show the play to another class and celebrate with each other in some special way.
2.04.07 Explain the meaning of the vine and the branches in John 15: 1–7.	Recount the metaphor of Jesus as the vine and Jesus’s followers as the branches. Describe the relationship between the vine and branches. Discuss why the followers of Jesus need connection to Him. Describe what happens when the branches are not connected to the vine. Write a prayer asking Jesus to help you stay close to Him.	<i>Art.</i> Using roll paper (about 3–4 feet), draw a vine and branches with many leaves. Have each student color a single leaf and write his/her name on it. Print “I am the vine, you are the branches” on the paper. Place on bulletin board. <i>Music.</i> Sing “We Have Been Told” or another appropriate song of the vine and branches.
2.04.08 Explain the meaning of the miracle of the loaves and fishes in John 6: 1–13.	Recount the story of the loaves and fishes. Define “loaf.” Explain why Jesus wanted to feed the people. Compare how the bread was shared in the story with receiving Holy Communion.	<i>Drama.</i> Dramatize the story of the loaves and fishes. <i>Art.</i> Draw a picture of a favorite part of the story. <i>Family Activities.</i> Make a loaf of bread at home with the family. Bring to class and share with class.
2.04.09 Show understanding of Jesus as the Bread of Life in John 7: 35; John 7: 51.	Identify Jesus as the Bread of Life. Discuss what this means. Imagine how we will feel when we receive Holy Communion. Write a prayer thanking Jesus for giving Himself as the Bread of Life.	<i>Parish Life.</i> In preparation for receiving Holy Communion, give an unconsecrated communion wafer to each student. Describe how the wafer feels and tastes. Compare/contrast to other kinds of bread. <i>Music.</i> Sing “I Am the Bread of Life” or another appropriate song of Jesus and the Bread of Life.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
2.04.10 Show understanding of Jesus’s last meal with His disciples as a special sharing of His love.	Identify what Jesus did with the bread and wine in Luke 22: 16–20. Explain why this meal was so important for Jesus’s friends to remember. Describe how Jesus’s changing of the bread and wine is a mystery. State what Jesus told His disciples to do. Discuss why it is important to remember what Jesus did for us.	<i>Drama.</i> Enact with the students the events of the Last Supper. Using unleavened bread and grape juice, break the bread and share the juice. Pray Psalm 100 as a song of praise to God for all God’s goodness. <i>Music.</i> Sing “ <i>Bendito, Bendito.</i> ” <i>Literature.</i> Read a description of the Jewish Pesach meal. Compare/contrast to the Mass.
2.04.11 Exhibit understanding that Jesus forgave those who hurt Him.	Recount the words of Jesus when He was dying in Luke 23: 33–34. Review the last lines of the “Our Father”: “forgive us our trespasses as we forgive those who trespass against us.” Compare how the last words of the prayer are similar to Jesus’s words as He was dying on the cross. Connect how Jesus’s followers are to forgive as He forgave. Explain how receiving Holy Communion helps us to be like Jesus.	<i>Family Activities.</i> As a family, write the “Our Father.” Decorate with Christian symbols. Frame the drawing and place under or close to the family crucifix or the family Bible. Pray the “Our Father” together every day. <i>Music.</i> Sing the “Our Father” using traditional melody at the parish Mass.
2.04.12 Demonstrate appreciation that after Jesus was raised from the dead, He spoke to His disciples.	Recount the story of Jesus appearing to the disciples in John 21: 1–17. Enact the story of Jesus at the shore, cooking a meal and talking to His friends. Explain why Jesus asked Peter if he loved Him. Describe how the disciples must have felt when they saw Jesus after His resurrection. Describe how you feel when you learn about Jesus’s love for you.	<i>Art.</i> Draw a picture of Jesus by the shore making a meal for his disciples. <i>Literature.</i> Read a story about characters who reconcile with each other. Identify how the characters feel before and after they reconcile. <i>Drama.</i> Enact behaviors that exhibit the need for forgiveness. Enact responses to those behaviors that show forgiveness.

GRADE TWO, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.

ESSENTIAL QUESTION: How does prayer deepen our relationship with the Holy Spirit and draw us closer to Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
2.05.01 Show understanding and appreciation of the Sacrament of Penance/Reconciliation and the Sacrament of Eucharist, in preparation for receiving these sacraments for the first time.	Express in my own words the understanding of this time as special preparation for receiving the sacraments for the first time. Express my wholehearted willingness to prepare for the sacraments.	<i>Family Activities.</i> Ask parents/guardian to write a letter to their child stating that they will assist him/her in preparing for the sacraments. Place the letter in the family Bible. Create special time each week to read and reflect on Sunday scripture readings, especially the gospel. Celebrate the seasons of the Church year.
2.05.02 Show awareness of the activity of the Holy Trinity in the rites of the sacraments. (CCC 1200–1209)	Define “rite.” Articulate the action of God, Father, Son, and Holy Spirit in the actions of the sacraments. Identify parts in the rites of Reconciliation and Eucharist where the names of the Trinity are referenced.	<i>Family Activities.</i> Identify rituals in the family. Identify culturally specific rituals. Chart family rituals and compare. <i>Family Activities.</i> Attend sacrament preparation meetings.
2.05.03 Identify the essential elements in the rite for receiving the Sacrament of Penance/Reconciliation including confession of sin, contrition , absolution , and penance . (See CCC references below, 2.05.04)	Define “elements,” “confession,” “contrition,” “absolution,” and “penance.” Demonstrate knowledge of the rite of the Sacrament of Penance/Reconciliation. Explain how this sacrament helps us to be in right relationship with God and the Church. State that God forgives us always when we say we are sorry. Show understanding that sorrow for sin implies restitution and change.	<i>Health.</i> Investigate symptoms of a common illness. Chart the symptoms. State how remedies diminish symptoms. Examine how healing happens when symptoms are identified and addressed. Chart remedies and signs of healing. <i>Music.</i> Sing “Where Charity and Love Prevail” or another appropriate song.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>2.05.04</p> <p>Show familiarity with the Rite of the Sacrament of Penance/Reconciliation.</p> <p>Rite of Penance/Reconciliation (CCC 1420–1498)</p> <p>Element (CCC 1142, 1145–1155, 1239, 1300, 1448–1449, 1519, 1573, 1625–1626)</p> <p>Confession (CCC 144–158, 1493)</p> <p>Absolution (CCC 1424, 1441–1442, 1449)</p> <p>Penance (CCC 1434–1439, 1459, 1460)</p>	<p>Practice the ritual of the Sacrament of Penance/Reconciliation, using the confessional room with comfort. Participate in a reconciliation prayer service using parts of Psalm 51.</p>	<p><i>Crafts.</i> Make a stole that has symbols of reconciliation that the priest/s can use for the celebration of Penance/Reconciliation.</p>
<p>2.05.05</p> <p>Conduct a simple examination of conscience. (CCC 1776, 1780–1802)</p>	<p>Define “examination of conscience.” Conduct a simple examination of conscience. Review the Ten Commandments. Write a list of thoughts, words, or actions that show good choices or bad choices. Explain how we know God forgives our sins through the Sacrament of Penance/Reconciliation.</p>	<p><i>Family Activities.</i> Explain how family members forgive one another after doing something wrong. Describe how family members feel when forgiveness is offered.</p>
<p>2.05.06</p> <p>Exhibit understanding that at Mass we thank God for all the blessings given to us, we offer our lives to God, and we ask God for what we need.</p> <p>Offering (CCC 1350)</p>	<p>Describe how we are thankful for the blessings God gives to us. Describe how we offer our lives to God. Describe how God blesses me in my life. Write a prayer of thanks for the blessings of God.</p>	<p><i>Music.</i> Sing “<i>Gracias, All the Earth</i>” or some other song of thanks appropriate to the celebration of Mass.</p>
<p>2.05.07</p> <p>State major parts of the Eucharistic celebration: Introductory Rites; Liturgy of the Word; Liturgy of the Eucharist; Closing Rite.</p> <p>Eucharistic celebration: (CCC 1332, 1345–1355, 1382–1390, 1408)</p> <p>Introductory Rites (CCC 1345–1346, 1348)</p> <p>Liturgy of the Word (CCC 1346, 1348)</p> <p>Liturgy of the Eucharist (CCC 1350–1355)</p> <p>Closing Rite (CCC 1348–1355)</p>	<p>Identify the four major parts of the Eucharistic celebration. Define “Eucharist,” “liturgy,” “Word,” “introductory,” and “closing.”</p>	<p><i>Social Studies.</i> Research a cultural celebration that is done in another country. Identify the parts of the ritual.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
2.05.08 Identify the Penitential Rite as a time to acknowledge our sins and ask for forgiveness with the phrase, “Lord, have mercy.” (CCC 1348)	Define “Penitential Rite.” Memorize the prayers of the “Penitential Rite.” Show understanding that we ask God for forgiveness during the Penitential Rite.	<i>Music.</i> Learn melodies commonly used at parish Sunday liturgy for the “Lord, have mercy” prayer.
2.05.09 Identify the Gloria as a song of praise to the Holy Trinity. (CCC 30, 525–526, 1103, 2639, 2649, 2760, 2855)	State the meaning of “Gloria.” Show understanding that the Gloria is a prayer of praise. Memorize the first line of the Gloria. Identify the story in sacred scripture from which the Gloria comes.	<i>Language.</i> Identify what language from which the word <i>Gloria</i> is derived. Identify a Christmas song that uses this word. Sing this song during the appropriate liturgical season.
2.05.10 Identify the components of the Liturgy of the Word and the prayer responses. (CCC 1346, 1348)	Define “Liturgy of the Word.” Identify the parts of the Liturgy of the Word. Describe what happens during the homily. Know from memory the first line of the Nicene Creed. Recognize the Trinity in the Creed. Recite the responses to the readings.	<i>Family Activities.</i> Read the Sunday gospel as a family in preparation for Sunday Mass. Explain the message of the gospel. Compare family’s sharing with the message of the minister’s homily at Sunday Mass. <i>Music.</i> Learn several melodies of the Alleluia used in the parish Sunday Mass.
2.05.11 Identify the Prayer of the Faithful as the final part of the Liturgy of the Word. (CCC 1349, 1354)	State the Prayer of the Faithful as the intercessions offered for the Mass. Create intercessory prayers using the formula for these prayers. Recognize that these prayers are asking God for special needs.	<i>Family Activities.</i> Examine why it is important to ask when we need something. Identify the persons from whom a favor may be asked. Explain why it is important to be grateful for what we receive.
2.05.12 Recognize the components of the Liturgy of the Eucharist : Preparation of the Altar and the Gifts; Offertory , Eucharistic Prayer ; Communion Rite ; Prayer after Communion. (CCC 1350–1355) Offertory (CCC 1350) Eucharist Prayer (CCC 1345–1347, 1352–1354) Communion Rite (CCC 1355, 1384–1395)	Define “Liturgy of the Eucharist,” “offertory,” “Eucharistic Prayer,” and “Communion.” Describe what happens in each part of these rituals. Demonstrate a basic understanding of these rituals by enacting them.	<i>Crafts.</i> Make a small altar in the classroom. Place on the table the artifacts used during the Liturgy of the Eucharist. Identify each of the artifacts by name. Place each color for the appropriate liturgical season on the table. Using a liturgical color, make a stole to be placed on the table.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>2.05.13</p> <p>Exhibit understanding that at the prayer over the gifts of bread and wine, we present these gifts to God, asking that God be blessed for these gifts.</p>	<p>Demonstrate understanding of the prayer over the gifts of bread and wine by reciting the appropriate prayer response: “Blessed be God forever.” Show understanding that we offer ourselves to God at this time, thanking God for all His gifts to us.</p>	<p><i>Parish Life.</i> Research how the parish encourages stewardship among its members. Define “stewardship.” Identify when and how members of the congregation share their gifts at the Mass. Identify how the family shares with the parish.</p>
<p>2.05.14</p> <p>Show understanding that during the Eucharistic Prayer the priest consecrates the bread and wine using the words of Jesus and changes the bread and wine into the body and blood of Christ. Introduce transubstantiation (CCC 1376). Consecrate (CCC 914–916, 933–934, 944–945, 1273, 1280, 1539–1543)</p>	<p>Define “consecration.” Know the words of Jesus: “This is my body. This is my blood.” Demonstrate understanding that the words of Jesus spoken by the priest change the bread and wine into the risen Christ. Describe how this is a mystery that we believe but do not know how it happens. State understanding that Jesus tells us to do this act in His memory.</p>	<p><i>Parish Life.</i> Visit the sanctuary of the church. Provide opportunities for students to examine the artifacts used during the Mass. Identify the use for each artifact, especially the cup (chalice) and plate (paten). Have students state the proper terms, “chalice” and “paten.” Provide an opportunity to practice receiving the bread and wine during the Communion rite.</p>
<p>2.05.15</p> <p>Know from memory the ritual prayer responses during the Liturgy of the Eucharist.</p>	<p>Exhibit knowledge: Holy, Holy; Doxology; Great Amen; Our Father; Lamb of God; Lord, I am not worthy; Amen (after receiving Holy Communion).</p>	<p><i>Music.</i> Sing various responses at Mass, using melodies appropriate to the parish Sunday Mass.</p>
<p>2.05.16</p> <p>Demonstrate understanding of the Sign of Peace. (CCC 1345)</p>	<p>Demonstrate giving the sign of peace and its meaning.</p>	<p><i>Social Studies.</i> Examine why it is important to have peace in the world.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>2.05.17</p> <p>Exhibit reverence for Holy Communion as the Real Presence of the Jesus Christ in the bread and wine.</p> <p>(CCC 1384–1397, 1406, 1415–1417)</p>	<p>State that the bread and wine received in Holy Communion are the body and blood of the Living Christ. Show reverence to Christ in Holy Communion. Explain that in receiving Holy Communion we become the body of Christ. Exhibit understanding that when we receive Holy Communion we have a special time with Jesus to thank Him, offer Him our lives, and ask His blessing.</p>	<p><i>Music.</i> Learn refrains to hymns sung during the Communion ritual, appropriate to age. Sing “<i>Al Partir el Pan</i>” or “Jesus Christ, Bread of Life” as options.</p> <p><i>Science.</i> Identify how the food we eat becomes part of us. Describe meaning of “nourishment.” Explain how food gives us energy. Describe the food pyramid. Identify types of food.</p>
<p>2.05.18</p> <p>Exhibit understanding that the priest ends the Mass by sending us forth to do good works in the world.</p>	<p>Identify parts of the Closing Ritual: closing prayer; final blessing; sending forth. Know the responses for the Closing Ritual. Explain how we are sent to do good works. List actions that show how we complete the work of Jesus Christ in the world.</p> <p>Schedule a Teaching Mass.</p>	<p><i>Mission.</i> Participate in a parish or school mission activity that provides assistance to the poor. Research a mission association. Invite someone from the association to describe how the association helps people. Provide an opportunity to contribute to the association or become members.</p>
<p>2.05.19</p> <p>Describe the role of the priest at Mass.</p>	<p>Identify the priest as the minister of the rites of the sacraments of Eucharist and Penance/Reconciliation. Explain how the priest helps us.</p>	<p><i>Parish Life.</i> Interview the priest regarding his role as minister of the Eucharistic rite. Develop questions about the priest’s role in the Mass. Identify the parts of the rite that only the priest can do.</p>
<p>2.05.20</p> <p>Identify the seasons of the Church year as celebrations of the lives of Jesus Christ, Mary, and the saints.</p>	<p>Name the seasons of the Church year. Explain how these seasons are special times that the people of God use to celebrate the lives of Jesus, Mary, and the saints. Name Advent and Lent as times of special preparation for Christmas and Easter.</p>	<p><i>Art.</i> Draw the calendar of the Church year showing the major parts of the year. Draw symbols for the seasons.</p>
<p>2.05.21</p> <p>Identify the importance of participating in the rite of the Mass as essential to living the Christian life.</p>	<p>Explain the importance of participating in the sacraments of Eucharist and Penance/Reconciliation. Examine how the rites show God’s action in our lives helping us to be closer to God.</p>	<p><i>Drama.</i> Dramatize the story of Zacchaeus in Luke 19, 1–10. Explain how Zacchaeus’s life changed because of his encounter with Jesus.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
2.06.01 Show understanding that prayer is essential to our life with God.	State meaning of “prayer.” Describe how prayer is communication. Express personally how prayer helps me to be close to God. Write a prayer of thanks to God.	<i>Family Activities.</i> Explain how communicating with parents/guardian is important in making the family closer. Identify times during the day when children talk to parents/guardian. Identify times during the day when the whole family gathers to talk to each other.
2.06.02 Identify that Jesus taught us how to pray.	Using Mt. 6: 5–8 and Mt. 7: 7–11, explain how Jesus teaches us to pray to God, our Father. Describe how God knows what we need even before we ask. Write a prayer of petition.	<i>Mission.</i> Identify how God’s Holy Spirit works in us when we help others. Work on a mission project.
2.06.03 Know the “Our Father” as the prayer of Jesus.	Recite the “Our Father” from memory. Explain what we are praying in the “Our Father.” Explain the importance of forgiveness in this prayer.	<i>Literature.</i> Read a story about a child’s relationship with a parent, grandparent, guardian, or aunt/uncle.
2.06.04 Recognize that we pray alone and with others.	Describe ways in which we pray alone. Describe ways in which we pray with others. List different ways we pray. Explain why prayer is important.	<i>Biography.</i> Read a story about St. John Bosco. Explain how John spent his life serving others.
2.06.05 Recognize that we pray with the community of the Church, especially at Mass on Sunday.	Identify the Mass as our central prayer as a community. Discuss how the Mass unites us as Catholics. Exhibit attention to prayers at Mass.	<i>Parish Life.</i> Find photos of people praying together in church. Explain how we know these people are praying. Explain why it is important for people to pray together. Describe how it makes them feel. <i>Family Activities.</i> Attend Mass every Sunday.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
2.06.06 Show understanding of the prayer of adoration during Mass and before the Blessed Sacrament. (CCC 1083, 1178, 2628, 2781)	Define “adoration.” Demonstrate how we adore God in the Holy Trinity and no one else. State that Jesus Christ is the Second Person of the Holy Trinity. Pray Psalm 117 with the class.	<i>Scripture.</i> Recount the story in Luke 24: 13–35. State how long it took the travelers to recognize Jesus. Describe how they recognized Jesus. Identify how they felt and what they did.
2.06.07 State how faith helps us to pray. (CCC 1813–1816)	Define “faith.” Learn a simple act of faith, such as “O my God, I believe in you.” Pray Psalm 23. Explain how God is our shepherd and helps us on life’s journey.	<i>Scripture.</i> Recount the events in John 20: 24–29. Identify those to whom Jesus first appeared. State who was missing. Discuss what Jesus said to Thomas and how Thomas responded. Explain what it means to believe even though we do not see God. <i>Biography.</i> Research the life of St. Thomas the Apostle. State where St. Thomas went to announce the good news of Jesus.
2.06.08 Exhibit understanding that we believe in Jesus’s living presence without seeing Him.	Identify objects that we cannot see but know exist, (ex. air, wind, electrical current, etc). Compare the examples to the presence and power of Jesus.	<i>Science.</i> Perform a science experiment. Draw a picture and write what you observed. <i>Family Activities.</i> Go on an excursion to a botanical garden. Observe the different kinds of plants.
2.06.09 State that God forgives us when we ask Him for forgiveness in prayer.	Memorize the Act of Contrition. Identify parts of the prayer that express how we are sorry for sin. State how we feel when we say we are sorry. State why this is an important form of prayer.	<i>Scripture.</i> Dramatize the story of Peter’s denial of Jesus as written in John 18: 15–18 and John 18: 25–27. State why Peter was afraid. Describe how Peter might have felt.
2.06.10 Demonstrate how we pray with Mary and the saints.	Memorize the “Hail Mary.” Identify characteristics of Mary in this <i>prayer</i> . Identify the rosary as a special prayer that Mary wants us to pray. Pray a decade of the rosary. Describe how we pray with the saints.	<i>History.</i> Research the lives of the children in Fatima, Portugal, who saw a vision of Mary. State their names. Describe the children. Describe the lady they saw. State what Mary was holding. Explain what Mary wanted the children to do. State why it is important to pray for peace and justice.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
2.06.11 Describe the parish as a faith community of the Catholic Church. (CCC 2179)	Define “parish.” State the name of the parish to which my family and I belong. Explain why the parish community is called a faith community. Describe what the parish does.	<i>Family Activities.</i> Ask a parent/guardian how long the family has been a member of the parish. Report to class. Find family with longest membership and family with latest membership. <i>Parish Life.</i> Find a history of the parish to share with pictures and stories. Invite an elder member of the parish to talk about how the parish has changed and developed.
2.06.12 Identify the pastor as the head of the parish. (CCC 1595)	Define “pastor.” State the name of the pastor. Interview the pastor to find out how long he has been the leader of the parish, what his work is, and what he likes best about his work. Examine why it is important to have a leader.	<i>History.</i> Identify the first pastor of the parish, when he was born, when he was ordained a priest, and when he became pastor of the parish. Find a photo of the first pastor and the current pastor and place on Parish Life bulletin board. Describe how life would have been different or the same.
2.06.13 Articulate understanding that it is in the parish that the sacramental life is celebrated and lived.	Identify the sacraments that parish members can receive more than once. Identify the sacraments that parish members can receive only once. Examine why the sacraments are central to the life of the parish.	<i>Family Activities.</i> Identify the sacraments that each family member has received. Chart the responses and report to class. <i>Parish Life.</i> Describe when sacraments are celebrated in the parish.
2.06.14 Exhibit a sense of belonging to the parish community . (CCC 946–954, 959–962)	Define “community.” Describe how belonging to the parish helps us in growing closer to God. Explain how the parish helps us to serve others. Describe how the parish helps us to feel part of a community.	<i>Biography.</i> Read a story about the life of a patron saint of the parish. Locate a depiction of the saint in the parish church. Find out how the parish celebrates the life of the patron saint. Identify the church’s feast day for the saint. <i>Parish Life.</i> Invite one or more people from the parish organizations to share what they do.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
2.06.15 Articulate understanding that all Christians follow Jesus as the way, the truth, and the life.	After listening to John 14: 1–14, state what Jesus means when He says that He is the way, the truth, and the life. Describe what it means to follow Jesus as a disciple. Describe what Jesus said would happen when we ask in His name.	<i>Art.</i> Draw on chart paper a house with many windows. Place a picture of each of the students in the windows. Write the words of Jesus: I have come to prepare a place for you. Have the students color the house.
2.06.16 Express how my parents/guardian help me to live the way Jesus wants me to live.	Describe how Jesus wants me to live. State how parents and family help me to do this.	<i>Family Activities.</i> Share a picture of the family taken during a special celebration, birthday, baptism, etc. Identify how the family feels when they celebrate together as a family. Describe how families help us to follow Jesus.
2.06.17 Describe the role of the priest as minister of the Eucharist and the Sacrament of Penance/ Reconciliation. Describe vocation and types of vocations. Minister (CCC 901–903, 1546–1533, 1591–1593, 1596) Vocation (CCC 823–286, 915–944)	State meaning of “minister.” Describe how the priest’s role is one of service.	<i>Parish Life.</i> Interview someone other than a priest who ministers in the parish. Identify what this person does in the parish to serve others. Describe how this person feels to be able to serve in the Church. State how this is a vocation.
2.06.18 State that God calls each of us to serve in special ways.	After listening to John 15: 11–17, state what Jesus asks us to do. Describe ways in which we love one another. State how this is service.	<i>Parish Life.</i> Identify ways in which the parish community serves one another and those in need. Point out special types of callings to serve: priest, religious, married people, single people, teachers, catechists, Extraordinary Ministers of the Eucharist, and deacons. Talk about the different callings each of us has.

GRADE TWO, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.

ESSENTIAL QUESTION: What is Jesus calling each one of us to do in the life of the Church?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>2.07.01</p> <p>State that the Church was started by Jesus to help Him spread the good news and to baptize people as His disciples. The Church is Christ’s body. Just as a body is made up of many parts, so the Church consists of many members: pope, bishops, priests, deacons, the religious, and the laity. Emphasize vocations. Explain roles of pope, bishop, priests, deacons, religious, laity.</p> <p>(CCC 669, 737, 747, 751–757, 763–816)</p>	<p>Define “Church.” Identify who are members of the Church. Describe the story in Matthew 28: 16–20. State when this event occurred in the life of Jesus. State what Jesus told the apostles to do. Describe in whose name the apostles are to baptize. State how long Jesus will be with the Church.</p>	<p><i>Family Activities.</i> Describe the family as a “house church.” Explain how the family prays together and celebrates the love of God in their life as a family. State ways in which the family serves God by helping one another and by helping others.</p>
<p>2.07.02</p> <p>Show understanding that I am a member of the Catholic Church.</p> <p>(CCC 830–838)</p>	<p>Define “Catholic.” Explain how Baptism makes us members of the Catholic Church. Identify what other sacraments I can receive after Baptism.</p>	<p>Geography. Point to Rome on a map of the world. Using a picture of St. Peter’s Basilica identify the church as Catholic and the place where the pope offers Mass. Find a papal flag and picture of the pope to place in the classroom.</p>
<p>2.07.03</p> <p>Exhibit understanding that all who are baptized belong to the Church forever.</p>	<p>Show understanding that the Sacrament of Baptism marks Christians with the seal of the Holy Spirit. State that once someone is baptized, the sacrament cannot be repeated. Describe what “lifetime” means in relationship to “forever.”</p>	<p><i>Social Studies.</i> State where each student was baptized. On a map locate the places. Describe how Catholics are found all over the world.</p>
<p>2.07.04</p> <p>Articulate Jesus’s relationship with the Church.</p>	<p>Explain the meaning of the teaching about the vine and branches in John 15: 5–17. Describe how Jesus is with us always. Describe how we are to treat one another as members of the Church.</p>	<p><i>Art.</i> On the “Vine and Branches” chart, write words and actions that identify how we love one another. State why love is essential to life.</p>
<p>2.07.05</p> <p>State that the Catholic Church is a sign of God’s love for the world.</p> <p>(CCC 1131, 1145–1152, 1189)</p>	<p>State meaning of “sign.” Describe how the Church is a sign of God’s love. Write a prayer asking God to help me to love as God loves me.</p>	<p><i>Prayer.</i> Read Psalm 104. Identify ways in which the psalm prayer describes God’s care for the world.</p> <p><i>Language Arts.</i> Have the child write a paragraph on how he/she can help take care of the world.</p>

STANDARDS CHECKLIST

GRADE TWO, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe, and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.		A/S	O	N	D	J	F	M	A	M/J
2.01.01	Show understanding that God reveals Himself in the Holy Trinity : three Persons in one God. The Blessed Trinity is a relationship of persons between God the Father, Son, and Holy Spirit. This relationship shows us how God loves. Trinity is like a family that is united in love.									
2.01.02	Recognize that God is holy , all wise , and all loving. God reveals His love in creation and we were created to give thanks, praise, and glory to God in all that we do.									
2.01.03	Identify Jesus Christ as the Son of God , one with the Father and the Holy Spirit.									
2.01.04	State that Jesus Christ was born of the Virgin Mary.									
2.01.05	State that Jesus Christ suffered under Pontius Pilate, died on the cross, and was buried.									
2.01.06	Show understanding that God raised Jesus from the dead.									
2.01.07	State the meaning of the Creed.									
2.01.08	Identify the persons of the Holy Trinity in the Nicene Creed and Apostles' Creed.									
2.01.09	State the meaning of Jesus's name.									
2.01.10	Recognize human persons as made in the image and likeness of God and meant to live forever with God.									
2.01.11	Honor Mary as Jesus's mother, the Mother of God.									
2.01.12	Honor Mary as the Mother of the Church.									

STANDARDS CHECKLIST

GRADE TWO, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
2.02.01	Describe the meaning of “sacrament.” Introduce number and types of sacrament.									
2.02.02	Identify sacraments of initiation.									
2.02.03	Describe the signs, symbols, and effects of the Sacrament of Baptism.									
2.02.04	Show understanding of grace as a special gift of God’s love and action in our lives.									
2.02.05	Describe the meaning of the Sacrament of the Eucharist.									
2.02.06	Exhibit understanding of Jesus Christ in the bread and wine consecrated by the priest at Mass. Students will learn, in sacrament Eucharist, that they are united with the living Christ, who is the source of our life as Christians and fills us with His love and grace.									
2.02.07	State the Sacrament of Penance/Reconciliation as a sacrament of forgiveness of sin and healing . We should prepare ourselves to talk to Jesus and listen to Him in love and faith.									
2.02.08	Identify the Sacrament of Confirmation as a sacrament of initiation.									
2.02.09	State understanding of the work of the Holy Spirit in the life of the Church.									
2.02.10	State that Jesus Christ gave the sacraments to the Church as signs of His living presence and action in the world.									

STANDARDS CHECKLIST

GRADE TWO, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.		A/S	O	N	D	J	F	M	A	M/J
2.03.01	Recognize ourselves as good and deserving of love, created in God’s image and likeness.									
2.03.02	Show understanding that God created us to know, love, and serve Him.									
2.03.03	Articulate belief that God gave us a free will to choose what is right and avoid what is evil.									
2.03.04	Identify how we show our love for Jesus by following Him through our actions.									
2.03.05	Show understanding that we must respect others and ourselves as human people belonging to the family of God.									
2.03.06	State the meaning of “conscience.” Before confession, we must make examination of conscience in order to know our sins.									
2.03.07	State how God gives us laws called the Ten Commandments.									
2.03.08	Identify how the Ten Commandments guide us in how to love God and love others. Students will learn to develop their moral consciences through understanding the Ten Commandments.									
2.03.09	Describe the meaning of sin and types of sin (mortal and venial).									
2.03.10	State that God forgives our sins no matter how serious they are.									
2.03.11	Explain how our bodies are created by God to be respected by ourselves and others.									

STANDARDS CHECKLIST

GRADE TWO, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God's revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
2.04.01	Show understanding that the Bible is a special book that tells who God is and how we live as God's children. Explain parts of the Bible — Old Testament and New Testament.									
2.04.02	Identify the gospels as stories about Jesus and what He taught us.									
2.04.03	Show understanding that Jesus called God His Father and is the light of the world.									
2.04.04	Recognize that Jesus lived and died to save us.									
2.04.05	Show understanding that parables tell us about the kingdom of God .									
2.04.06	Explain the meaning of the parable of the great feast in Luke 14:15–24.									
2.04.07	Explain the meaning of the vine and the branches in John 15:1–7.									
2.04.08	Explain the meaning of the miracle of the loaves and fishes in John 6:1–13.									
2.04.09	Show understanding of Jesus as the Bread of Life in John 7:35 and John 7:51.									
2.04.10	Show understanding of Jesus's last meal with His disciples as a special sharing of His love.									
2.04.11	Exhibit understanding that Jesus forgave those who hurt Him.									
2.04.12	Demonstrate appreciation that after Jesus was raised from the dead, He spoke to His disciples.									

STANDARDS CHECKLIST

GRADE TWO, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.		A/S	O	N	D	J	F	M	A	M/J
2.05.01	Show understanding and appreciation of the Sacrament of Penance/Reconciliation and the Sacrament of Eucharist as immediate preparation for these sacraments.									
2.05.02	Show awareness of the activity of the Holy Trinity in the rites of the sacraments.									
2.05.03	Identify the essential elements in the Rite for receiving the Sacrament of Penance/Reconciliation including confession of sin, contrition, absolution, and penance.									
2.05.04	Show familiarity with the Rite of the Sacrament of Penance/Reconciliation.									
2.05.05	Conduct a simple examination of conscience.									
2.54.06	Exhibit understanding that at Mass we thank God for all the blessings given to us, we offer our lives to God, and we ask God for what we need.									
2.05.07	State major parts of the Eucharistic celebration: Introductory Rites; Liturgy of the Word; Liturgy of the Eucharist; Closing Rite.									
2.05.08	Identify the Penitential Rite as a time to show sorrow for sin and ask God for forgiveness in the “Lord, have mercy.”									
2.05.09	Identify the Gloria as a song of praise to the Holy Trinity.									
2.05.10	Identify the components of the Liturgy of the Word and the prayer responses.									

STANDARDS CHECKLIST

GRADE TWO, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.		A/S	O	N	D	J	F	M	A	M/J
2.05.11	Identify the Prayer of the Faithful as the final part of the Liturgy of the Word.									
2.05.12	Recognize the components of the Liturgy of the Eucharist; Preparation of the Altar and the Gifts; Offering of the Gifts; Eucharistic <i>Prayer</i> ; Communion Rite; Prayer after Communion.									
2.05.13	Exhibit understanding that at the prayer over the gifts of bread and wine, we present these gifts to God, asking that God be blessed for these gifts.									
2.05.14	Show understanding that during the Eucharistic Prayer the priest consecrates the bread and wine, using the words of Jesus, and changes the bread and wine into the body and blood of Christ.									
2.05.15	Know from memory the ritual prayer responses during the Liturgy of the Eucharist.									
2.05.16	Demonstrate understanding of the Sign of Peace .									
2.05.17	Exhibit reverence for Holy Communion as the Real Presence of Jesus Christ in the bread and wine.									
2.05.18	Exhibit understanding that the priest ends Mass by sending us forth to do good works in the world.									
2.05.19	Describe the role of the priest at Mass.									
2.05.20	Identify the seasons of the Church year as celebrations of the life of Jesus Christ, Mary, and the saints.									
2.05.21	Identify the importance of participating in the rite of the Mass as essential to living the Christian life.									

STANDARDS CHECKLIST

GRADE TWO, STANDARD SIX: Jesus Christ's Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus's mission in the world. Parish Life: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.		A/S	O	N	D	J	F	M	A	M/J
2.06.01	Show understanding that prayer is essential to our life with God.									
2.06.02	Identify that Jesus taught us how to pray.									
2.06.03	Know by heart the "Our Father" as the prayer of Jesus.									
2.06.04	Recognize that we pray alone and with others.									
2.06.05	Recognize that we pray with the community of the Church, especially at Mass on Sunday.									
2.06.06	Show understanding of the prayer of adoration during Mass and before the Blessed Sacrament. (CCC 1083, 1178, 2628, 2781)									
2.06.07	State how faith helps us to pray.									
2.06.08	Exhibit understanding that we believe in Jesus; we know His living presence without seeing Him.									
2.06.09	State that God forgives us when we ask Him for forgiveness in prayer.									
2.06.10	Demonstrate how we pray with Mary and the saints.									
2.06.11	Describe the parish as a faith community of the Catholic Church. (CCC 2179)									

STANDARDS CHECKLIST

GRADE TWO, STANDARD SIX: Jesus Christ's Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus's mission in the world. Parish Life: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.		A/S	O	N	D	J	F	M	A	M/J
2.06.12	Identify the pastor as the head of the parish. (CCC 1595)									
2.06.13	Articulate understanding that it is in the parish that the sacramental life is celebrated and lived.									
2.06.14	Exhibit a sense of belonging to the parish community . (CCC 946–954, 959–962)									
2.06.15	Articulate understanding that all Christians follow Jesus as the Way, the Truth, and the Life.									
2.06.16	Express how my parents/guardian help me to live the way Jesus wants me to live.									
2.06.17	Describe the role of the priest as minister of the Eucharist and the Sacrament of Penance/Reconciliation. Describe vocation and types of vocations. (CCC 901–903, 1546–1533, 1591–1593, 1596) vocation(CCC 823–26, 915–44)									
2.06.18	State that God calls each of us to serve in special ways.									

STANDARDS CHECKLIST

GRADE TWO, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.		A/S	O	N	D	J	F	M	A	M/J
2.07.01	State that the Church was started by Jesus to help Him spread the good news and to baptize people as His disciples. The Christ is Christ's body. Just as a body is made up of many parts, so the Church consists of many members: pope, bishops, priests, deacons, religious, and the laity. Emphasize vocations. Explain role of pope, bishop, priests, deacons, religious, laity. (CCC 669, 737, 747, 751–757, 763–816)									
2.07.02	Show understanding that I am a member of the Catholic Church .									
2.07.03	Exhibit understanding that all who are baptized belong to the Church forever.									
2.07.04	Articulate Jesus's relationship with the Church.									
2.07.05	State that the Catholic Church is a sign of God's love for the world. (CCC 1131, 1145–1152, 1189)									

GRADE THREE, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe and proclaim the triune god as revealed in the person of Jesus Christ, as well as in the signs of creation, sacred, scripture, catholic tradition, and human experience.

ESSENTIAL QUESTION: Who is Jesus, and what do we believe about Him?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>3.01.01</p> <p>Identify the Holy Trinity in the Apostles' Creed.</p> <p>Trinity (CCC 249–256)</p> <p>Apostles' Creed (CCC 194)</p>	<p>Define “creed.” Locate the Holy Trinity in the Apostles’ Creed. Write an act of faith of my belief in God, Three Persons in One.</p>	<p><i>Social Studies.</i> Read and discuss the life of Harriet Tubman. State when she lived. Describe how she helped others to freedom. State why it is important to believe that we can overcome great difficulties.</p> <p><i>Science.</i> Observe the shamrock. Identify the three parts of the leaf as a whole.</p>
<p>3.01.02</p> <p>State understanding of what it means to say, “I believe in one God.”</p> <p>(CCC 200–202, 222–231)</p>	<p>Describe the oneness of God. State how we know that God is one Father, Son, and Holy Spirit.</p>	<p><i>Art.</i> Make a portfolio journal with blank pages for drawings, pictures, and reflections to be added through the year.</p>
<p>3.01.03</p> <p>Demonstrate understanding that God the Father loves us as a good and loving parent.</p>	<p>Describe how God shows love for us in our lives. Make a list of these ways. Write a prayer thanking God for loving me like my parents/guardian.</p>	<p><i>Family Activities.</i> Have the child thank parents/guardian for helping him/her to accomplish a task. Talk about the importance of showing gratitude to one another.</p>
<p>3.01.04</p> <p>Exhibit how God wants our love as a response to His love.</p>	<p>Define “gratitude.” Define “blessing.” Describe why it is important to be grateful for the blessings of my life. State how I show gratitude in my thoughts and actions. Describe why we say “God bless you” to others.</p>	<p><i>Family Activities.</i> Have the child bring a picture of his/her family to class. Paste picture onto portfolio page. Make a list of how God shows His love through the family. Share with the class.</p>
<p>3.01.05</p> <p>Identify Jesus Christ as Savior and Redeemer.</p> <p>Jesus (CCC 514–515, 547–550, 557–560)</p> <p>Savior (CCC 62, 64, 430–434, 450, 452, 190)</p> <p>Redeemer (CCC 205, 571–572, 601, 607)</p>	<p>State meaning of Jesus’s name. Define “savior.” Define “redeemer.” Describe how Jesus is our savior and redeemer.</p>	<p><i>Biography.</i> Research the life of Fr. Damien De Veuster (1840–1899). Find out why Fr. Damien was sent to the Hawaiian island of Molokai. Identify the people who were sent to Molokai and why they were sent there. State what Fr. Damien did for the people. Examine why he was considered a hero.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
3.01.06 Identify that God’s Holy Spirit lives in me and inspires me to do what is good. (CCC 76, 77–79, 81, 86, 687–688, 691)	Describe how God’s Holy Spirit gives me the insight to do what is good. Define “inspire.” Describe how I am inspired by the Holy Spirit. Learn the prayer to the Holy Spirit.	<i>Art.</i> Have the child draw a sequence cartoon of himself/ herself doing an act of kindness. State why it is important to be kind to others.
3.01.07 Exhibit understanding that we experience God’s forgiveness when we are sorry for our sins . (CCC 1849–1850, 1871–1872)	Define “sin.” Contrast sin with making a mistake. Explain how sin is an intentional act. List examples of sins that are age appropriate. Define “sorrow.” Explain why we should be sorry for our sins. Identify mistakes for which we need to apologize. Identify how we experience God’s forgiveness. State how we experience forgiveness from others.	<i>Drama.</i> Dramatize actions that are examples of bad behaviors. In small groups, discuss how to change these behaviors. Report to the class the suggestions of the small groups. <i>Health.</i> List feelings that make the child feel unhappy. For each item on the list, find one way to help reverse these feelings.
3.01.08 Recognize God as Judge who asks us to account for how we obey His commands. (CCC 1955, 1959)	Define “judge.” Describe how God is our Judge. Identify the laws that God wants us to obey. Describe how the Commandments help us to love God, others, and ourselves. Read the parable of the lost sheep (Luke. 15:1–7). In this parable, describe how God treats sinners. Describe the meaning of the sentence: “Forgive us our sins as we forgive those who sin against us.” Examine why I think God wants us to forgive others.	<i>Family Activities.</i> Identify when a parent/guardian acts as a judge. State what kind of care parents show when they might judge. Describe how family rules are ways of showing love in the family. <i>Literature.</i> Read the story <i>Keep the Lights Burning, Abbie</i> (Lerner Classroom). State why Abbie’s responsibility was so important. Identify another person who has a job that saves lives. Research the life of this person and write a report on the findings.
3.01.09 State meaning of resurrection . (CCC 647–658, 988–1004, 1012, 1015–1019)	Define “resurrection.” Listen to stories in the gospels about Jesus after He rose from the dead. Identify how His friends felt about seeing Jesus after He had risen. Write a reflection on one of the stories.	<i>Drama.</i> Dramatize the story of Jesus’s resurrection.
3.01.10 Exhibit understanding that we are meant for Heaven . (CCC 325–326, 1023, 1029, 1052–1053, 1059–1060)	Define “Heaven” as a state of being in relationship with God, rather than a place. Explain how we are meant for Heaven. Examine how we understand that the kingdom of Heaven is in this life and after death. Describe how I experience the kingdom of Heaven in my heart.	<i>History.</i> Draw a picture or write a simple poem of how we understand the kingdom of Heaven.

GRADE THREE, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. **Liturgy:** Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.

ESSENTIAL QUESTION: How do sacraments and liturgy help us to grow in our relationship with Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
3.02.01 State meaning of sacrament . (CCC 1084–1134)	Define “sacrament.” Tell about the first sacrament that I received and what it did for me. Describe how God’s life grows in me when I receive a sacrament.	<i>Art.</i> Have the child draw a picture of the Holy Eucharist present in him/her. Explain the picture.
3.02.02 Describe the sacraments as signs of God’s grace . Sign (CCC 1131–1145, 1152, 1189) Grace (CCC 1996–2002, 2011, 2016–2017, 2021–2027)	Define “sign.” “Define grace.” Identify the signs of each sacrament. State how the sacraments are signs of God’s grace. State that sacramental grace is given by the power of God.	<i>Art.</i> Find photos of the parish church, especially of the community celebrating the Mass or other sacramental rites. Place photos on bulletin board. Discuss what is happening in the photos.
3.02.03 Identify sacraments of initiation in the Christian life. (CCC 1212, 1275)	Define “initiation.” State sacraments of initiation: Baptism, Eucharist, and Confirmation. Identify which of these sacraments have been received. State when we receive the Sacrament of Confirmation. Explain how these sacraments help me to live the Christian life.	<i>Parish Life.</i> Find photos of the parish celebrating the sacraments of initiation. Invite students to bring a photo, DVD, or video of their reception of a sacrament. Point out godparents in the pictures. Describe how the parish helps each person to live life as God’s child.
3.02.04 Identify the Sacrament of Eucharist as the sacrament of Christ’s presence in the Church. (CCC 1322, 1324)	Define “Eucharist.” Define “presence.” Discuss what it means to receive Jesus in the Eucharist. Discuss the importance of receiving the Eucharist often. Describe how Jesus Christ is present in the Church today.	<i>Health.</i> Have the child identify healthy foods for the body. State how these foods help him/her to feel good about self. List the foods by food categories. <i>Biography.</i> Study the life of Blessed Jeanne Jugan, Foundress of the Little Sisters of the Poor. Locate where the Little Sisters of the Poor work today.
3.02.05 Connects the Blessed Sacrament with Christ’s living presence in the forms of bread and wine. (CCC 1374, 1377–1378, 1517)	Define “Blessed Sacrament.” Identify the Blessed Sacrament reserved in the tabernacle. State why the light is near the tabernacle. Explain why the Blessed Sacrament is kept in the church.	<i>Science.</i> Research how wine and bread are made.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
3.02.06 Identify sacraments of healing . (CCC 1503–1505)	State Sacrament of Penance/Reconciliation and Sacrament of the Anointing of the Sick as sacraments of healing. Define “healing.” Identify when someone needs the Sacrament of Healing. Read Mark 2: 1–12. Relate to the Sacrament of Penance/Reconciliation. State how Jesus healed spiritually and physically.	<i>Liturgy.</i> Review the rite for the Sacrament of Penance/Reconciliation. Describe the parts of the rite. Examine conscience in preparation for confession. Describe how to know that one is truly sorry for his/her sins. State how the priest helps the penitent to know that God forgives. Describe how participation in this rite heals the penitent.
3.02.07 Identify sacraments at the service of communion . (CCC 1533–1535)	Define “service.” Identify the Sacrament of Marriage and Sacrament of Holy Orders as sacraments in service of communion. State how people who receive these sacraments help others.	<i>Family Activities.</i> Invite a married couple to come to class and talk about marriage. <i>Parish Life.</i> Invite a priest to come to class and talk about how He serves others.
3.02.08 State meaning of sacramental . (CCC 1667–1673, 1677–1668)	Define “sacramental.” Give examples of sacramentals. Describe how sacramentals are used. Locate sacramentals in the parish church. Locate sacramentals in the home.	<i>Social Studies.</i> Identify signs in the community. State why signs are important.
3.02.09 Identify Christian symbols of the Holy Spirit.	Identify major symbols of the Holy Spirit: fire, dove, and wind. State why these are symbols of the Holy Spirit.	<i>Art.</i> Find artistic expressions of the Holy Spirit and place them in sacred space of the classroom. <i>Scripture.</i> Read the story of the first Pentecost in Acts 2: 1–13. Have the students make an origami dove, to use as a reminder of the power of the Holy Spirit in their lives.
3.02.10 State meaning of liturgy . (CCC 1066–1073)	Define “liturgy.” Identify when we celebrate the liturgy.	<i>Language Arts.</i> Identify from what language the word <i>liturgy</i> is derived. Write the definition. Write a paragraph about the liturgy.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>3.02.11</p> <p>Identify two major parts of the Mass: Liturgy of the Word and Liturgy of the Eucharist.</p> <p>Liturgy of the Word (CCC 1346, 1348)</p> <p>Liturgy of the Eucharist (CCC 1350–1355)</p>	<p>Define “Liturgy of the Word” and “Liturgy of the Eucharist.”</p> <p>Define “Eucharist.” Identify the two basic parts of the Mass.</p> <p>State when each of these parts takes place.</p>	<p><i>Parish Life.</i> Identify books used in the liturgy (lectionary, “Book of the Gospels,” and sacramentary) and their location.</p> <p><i>Music.</i> Learn melodies for the sung parts of the Liturgy of the Word (as sung in the parish).</p>
<p>03.02.12</p> <p>Identify parts of the Liturgy of the Word.</p>	<p>Identify the parts of the Liturgy of the Word. Identify what readings are used during the Liturgy of the word.</p> <p>Distinguish readings taken from the Old Testament and New Testament. Describe why it is important to hear God’s “Holy Word.” Identify creed as beginning with “We believe in one God.” Explain postures during Liturgy of the Word.</p>	<p><i>Parish Life.</i> Visit parish church. Locate the ambo and lectionary. Practice proclaiming gospel readings from the ambo.</p> <p><i>Language Arts.</i> Create an outline of the parts of the Liturgy of the Word.</p>
<p>3.02.13</p> <p>Identify the parts of the Liturgy of the Eucharist.</p>	<p>Identify the parts of the Liturgy of the Eucharist. Describe aspects of the Mass as sacrifice and meal. Relate the Eucharist to the Last Supper. Discuss what happens during each part of the Liturgy of the Eucharist. Identify the different items used during the Liturgy of the Eucharist.</p>	<p><i>Language.</i> Learn Latin and/or Spanish words for “holy” and “Lamb of God.”</p> <p><i>Music</i> Learn common melodies for the sung part of the Liturgy of the Eucharist.</p> <p><i>Activity.</i> Show how participation at Mass is a physical action including receiving Communion.</p>
<p>3.02.14</p> <p>State that during the Introductory Rite of the Mass, we ask for forgiveness and praise God. (CCC 61, 205, 707)</p>	<p>Identify parts of the Introductory Rites, especially the Sign of the Cross, “Lord, Have Mercy,” “Glory to God,” and Opening <i>Prayer</i>. Memorize the “Lord, Have Mercy” and “Glory to God” (Gloria).</p>	<p><i>Music.</i> Learn commonly used melodies for the “Lord, Have Mercy” and “Glory to God.” Distinguish difference between sacred music and popular music.</p> <p><i>Language.</i> Identify Greek words for the “Lord, Have Mercy.” Identify the Latin words for the “Glory to God.”</p> <p><i>Biography.</i> Study the life of Pope Gregory the Great. Discuss how Pope Gregory loved the liturgy.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>3.02.15</p> <p>State that in the Closing Rite, we are blessed and sent to serve others in the world.</p> <p>(CCC 1348–1355)</p>	<p>Identify parts of the Closing Rites, especially the final blessing and sending forth. State why it is important to serve others. State how we can serve others in age-appropriate ways.</p>	<p><i>Mission.</i> Develop a list with the class of how they can love and serve the Lord. Help the class to develop a service project from the list.</p>
<p>3.02.16</p> <p>Identify the symbols of the Eucharist.</p> <p>(CCC 188, 1145–1152, 1189)</p>	<p>Identify the symbols of the Eucharist as bread and wine changed into the body and blood of Christ. Explain why receiving Jesus Christ in Holy Communion is essential to my life as a Christian. Write a prayer to be said after receiving Communion.</p>	<p><i>Art.</i> Make a mosaic of the symbols of the Eucharist associated with grapes, wine, wheat, and bread, using magazine pictures of people. Identify how through the Eucharist we are part of the body of Christ.</p>
<p>3.02.17</p> <p>Describe the roles of the priest, deacon, lector, ministers of Communion, and altar servers in the Mass.</p> <p>Deacon (CCC 1569–1571, 1596)</p> <p>Lector (CCC 1100)</p> <p>Altar servers (CCC 1143–1144, 1369)</p>	<p>Describe the roles of priest, deacon, lector, ministers of Communion, and altar server. Identify liturgical roles as ways of doing service. Explain the roles that a lay person can do and what roles are done by an ordained minister.</p>	<p><i>Family Activities.</i> Identify how the family has a role in participating in the Mass. On the student’s school calendar, mark each time the family goes to Mass together.</p> <p><i>Parish Life.</i> Invite a deacon to the class to address His role in the parish.</p>
<p>3.02.18</p> <p>Explain major seasons of the Church year.</p> <p>(CCC 1095, 1163, 1178, 1194–1195)</p>	<p>Define “Church year.” Explain the difference between a church year and a calendar year. Identify the parts of the Church year and what is commemorated. State the colors used for each part of the Church year and why they are used. Explain connection between the Church year and the liturgical seasons.</p>	<p><i>Art.</i> Find colored material that signifies the seasons of the Church year. Use the cloth to decorate the classroom. Identify the color of vestments worn by the priest in the liturgical seasons. Using a circle, draw and color the parts of the liturgical calendar. Identify which season we are currently in.</p>

GRADE THREE, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus.

ESSENTIAL QUESTION: How does living a moral life help us to live a life of discipleship in Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>3.03.01</p> <p>Exhibit understanding that God created us as naturally good, destined for union with God. (CCC 27, 772, 775, 836–837, 1644, 1661)</p>	<p>Define “natural,” “destiny,” and “union.” Identify how we understand that we are naturally good. Share how I understand that God created me for a destiny of greatness. Describe how I am united to God.</p>	<p><i>Literature.</i> Read a story about a person who made a great contribution to society. Talk about the relationship between goodness and greatness.</p> <p><i>Art.</i> Have the child make a paper chain. Write on each link a descriptive word for “goodness.” Place in sacred space as decoration.</p>
<p>3.03.02</p> <p>Show understanding that God gives us a free will so that we might love, honor, and obey God freely.</p> <p>Free will (CCC 1730, 1749, 1786, 1789) Honor (CCC 2055, 2062–2063, 2084–2086, 2101–2103, 2129–2132, 2147–2155, 2197–2200)</p>	<p>Define “free will.” Discuss what it means to have free will and how this affects others. State how we honor God.</p>	<p><i>Communication.</i> In small groups, have the students make a list of different choices that they have made and how each choice affected them. Discuss the different choices as a class.</p>
<p>3.03.03</p> <p>State meaning of morality. (CCC 1749–1761)</p>	<p>Define “morality.” Distinguish the difference between being good and doing what is good.</p>	<p><i>Drama.</i> Dramatize the making of good choices and bad choices.</p>
<p>3.03.04</p> <p>Identify meaning of grace. (CCC 1996–2002, 2008–2011, 2016–2017, 2021–2027)</p>	<p>Define “grace.” Explain how grace helps me to be good. Discuss that grace is a gift from God that helps us make good moral choices. Describe times when I was aware of doing what is good.</p>	<p><i>Dictionary.</i> Look up the word <i>grace</i> in a dictionary. Distinguish any differences in these definitions.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
3.03.05 Demonstrate understanding that the Two Great Commandments encompass the Decalogue . Two Great Commandments (CCC 2055) Decalogue (CCC 2056–2063)	Define “Decalogue.” State the Two Great Commandments. Recite the Decalogue. Identify how these commandments relate.	<i>Scripture.</i> Read about Moses giving the people the Ten Commandments. Write the Ten Commandments.
3.03.06 Describe Jesus as showing us how to love.	Discuss stories of Jesus as an example of love.	<i>Drama.</i> Pantomime examples of Jesus healing.
3.03.07 Describe how God made our bodies as sacred . (CCC 1070, 1072, 1161, 1163, 1330, 1402, 1667)	Define “sacred.” Identify how our bodies belong to God and are God’s dwelling. State relationship between respect for our bodies and those of others. Show how bullying is disrespectful of our bodies. Identify how we respect others by being sensitive to the needs of the elderly, sick, and poor. Identify how others must respect us, physically and socially. Distinguish respect for our bodies and forms of abuse.	<i>Health.</i> Have the child state ways in which he/she helps the body to stay healthy. State why cleanliness is important. <i>Mission.</i> Collect unused clothing from students’ own wardrobe. Help students arrange for a pickup of the clothes from a charitable organization. Invite representative(s) from the charitable organization to speak to students about their work.
3.03.08 Demonstrate understanding that we are responsible stewards of creation. (CCC 299, 307, 339–340, 344, 952, 2402, 2417, 2456)	Define “steward.” List ways in which we can be stewards of God’s creation. Describe relationship between stewardship of the environment and <i>health</i> . Discuss why we have to take care of the environment.	<i>Science.</i> Identify one environmental issue. Collect magazine pictures and news articles about this issue. Identify which pictures show damage to the environment because of the issue. Identify which pictures show how the environment was helped. Identify how students might help the environment in regard to this issue and take action.
3.03.09 State meaning of justice . (CCC 1807)	Define “justice.” Examine understanding of justice in terms of how we treat others. Discuss how we can be just by following Jesus’s teachings. Explain how love is the basis of living a life of justice.	<i>Language Arts.</i> Invite a parent who may be a judge or a lawyer. Create questions the class might ask this person about the meaning of justice. Distinguish difference between the law and justice.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>3.03.10</p> <p>State meaning of virtue in relationship to the Christian life.</p> <p>(CCC 1803–1845, 2407)</p>	<p>Define “virtue.” Identify how virtues are important to our lives as followers of Jesus. List virtues including faith, hope, and charity (love). Discuss the meaning of these virtues.</p>	<p><i>Biography.</i> Research the life of St. Katherine Drexel. Identify how she gave her life as a disciple of Jesus. Identify virtues she exemplified. Identify people in life today who are examples of faith, hope, and charity. Write a story about one of those people.</p>
<p>3.03.11</p> <p>Identify how we live in a community of many races and cultures.</p> <p>Race (CCC 1938)</p> <p>Culture (CCC 1204–1206, 1880, 1882)</p>	<p>Define “race” and “culture.” Explain how all people in the community enrich the community and make it strong. Identify specific cultural groups in my class, school, and/or parish. State how cultures are celebrated in the parish and school.</p>	<p><i>Social Studies.</i> Draw a map of the parish neighborhoods. Identify cultural groups in the neighborhoods. Identify ethnic businesses.</p> <p><i>Biography.</i> Research life of St. Kateri Tekakwitha. Identify ethnic identity of Native American. Make a bulletin board of Native American cultures.</p>

GRADE THREE, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God’s revelation through scripture.

ESSENTIAL QUESTION: How does understanding scripture help us to grow in the knowledge and love of Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
3.04.01 Identify the Bible as a collection of books that reveals God. Revelation (CCC 36, 65–83)	Define Bible. Define “reveals.” Recognize the Bible as a collection of divinely inspired books.	<i>Liturgy.</i> Identify how and when the Bible is used in the Mass. Place the Bible in the sacred space of the classroom. Decorate with liturgical color of the season. Locate the gospel reading for each Sunday and leave open for the week.
3.04.02 State that the Holy Spirit inspired people to write the books of the bible; then the church was further inspired to identify these books together and determined the canon through these two distinct movements of the Holy Spirit. Holy Spirit (CCC 683–704, 733–736, 742–747) Inspired (CCC 76, 77, 79, 81, 86, 687–688, 691)	Identify the Holy Spirit as the Third Person of the Holy Trinity. Define “inspire.” Discuss how the Holy Spirit inspired the writers of the Sacred Scripture.	<i>Social Studies.</i> Create a project on community helpers. Discuss how people are inspired to help others.
3.04.03 Name the Old Testament and New Testament as the two major sections of the Bible. Old Testament (CCC 121–123, 707, 709, 129) New Testament (CCC 124–127, 138–39)	Define “Old Testament.” Define “New Testament.” Locate the Old Testament in the Bible. Locate the New Testament in the Bible. Discuss what makes up the Old and New Testaments.	<i>History.</i> Research how long ago the Old Testament and New Testament were placed in the Bible as such. State why these are separate, distinct books.
3.04.04 Identify first book of the Old Testament as the Book of Genesis . (CCC 120, 121–123)	Locate the Book of Genesis in the Old Testament. State meaning of “genesis.” Read the stories of creation in Genesis 1 and 2. Specify that there are two separate stories of creation.	<i>Geography.</i> On a globe or map, locate the Tigris and Euphrates Rivers in the Persian Gulf. Identify distance between the Persian Gulf and Massachusetts. Find pictures of this area and make a bulletin board display of land and people. <i>Language Arts.</i> Write a newspaper story about the creation event.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
3.04.05 State that the Old Testament books tell us about God as creator and protector.	Identify the Old Testament as God’s revelation about the creation of the universe, humankind, and God’s special relationship to all of creation as its protector. Discuss what it means for God to be the protector of the universe.	<i>Art.</i> In a class art project, draw a panorama of the seven days of creation. Identify what happened each day. Place where the first human beings were created.
3.04.06 Identify story of Cain and Abel as the sons of Adam and Eve.	Identify Adam and Eve from Genesis 2. Read Gen. 4: 1–16. Identify the characters in the story. State why Cain killed Abel. State what the people wanted to do to Cain. State how God protected Cain. Explore why God protected Cain. Discuss how God is forgiving.	<i>Art.</i> Draw Cain and Abel into the panorama. Above the drawing, write characteristics of God as a judge who is forgiving. <i>Art.</i> Make a mobile with the word GOD across the top. Attach words that characterize God (forgiving, loving, etc.).
3.04.07 Identify story of Noah and God’s covenant with Noah. Noah (CCC 58) Covenant (CCC 56–63, 121–123, 761–762)	Recount the story of Noah in Gen. 6: 5–22, 7, 8, and 9. State how God felt about humanity’s sinfulness. Identify Noah as a good and just man. State how Noah listened to God even though the people laughed at him. Identify how God saved Noah and his family. Identify the rainbow as God’s sign of His covenant (promise) never to destroy humankind. State how God is characterized as a judge in this story. State how God judged with compassion for creation.	<i>Art.</i> Draw Noah into the panorama, highlighting the ark, the dove, and the rainbow. Above the drawing, write characteristics of God who is Redeemer. <i>Language Arts.</i> Define “myth.” Define “fact.” Discuss the difference between myth and fact. Give examples of each. State how both express truths. <i>Drama.</i> Create a shadow-box drama of Noah, his family, and the animals going into the ark.
3.04.08 Identify the Tower of Babel in the Book of Genesis as a story about the beginning of cultures and languages. (CCC 56–57)	Recount the story of the Tower of Babel in Gen. 11: 1–9. Define “myth.” Discuss how the early peoples understood differences in language and cultures. Discover how many languages students in the class know.	<i>Language.</i> Create a list commonly used words in various languages used by the class. Explain why it is important to know more than one language. <i>Art.</i> Draw the Tower of Babel into the panorama. Write on characteristics of God as “Father of all people and nations” above the drawing. <i>Music.</i> Learn a song in another language.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
3.04.09 Identify Abraham as the father of our faith in God. (CCC 59–61, 705–706, 1716, 2570–2572)	Recount the story of God’s special relationship with Abraham in Gen. 12: 1–8.	<i>Language Arts.</i> Discuss the importance of listening. List the characteristics of a good listener.
3.04.10 State New Testament as the stories and teachings of Jesus Christ and the early Church.	Locate the New Testament in the Bible. Discuss how the New Testament deals with the life of Jesus and the early Church. Locate the four gospels. Read Matthew 1: 1–17 to understand Jesus’s genealogy. Identify Jesus as a son of Abraham.	<i>Geography.</i> On a biblical map, locate where Jesus was born in Bethlehem. Locate Ur at the joining of the Tigris and Euphrates, the location of Abraham’s birth. Draw a line from Ur to Bethlehem. What is the distance? What kind of land is this? Find photos of Bethlehem and place on bulletin board.
3.04.11 Identify Jesus as teacher and healer in the Gospel of Matthew.	Read and discuss stories or events in the Gospel of Matthew identifying Jesus’s role as teacher or healer. Make a list of the healing stories in Matthew. Illustrate favorite story of Jesus teaching or healing.	<i>Community.</i> Discuss the attributes of healers and teachers. Learn about a famous healer or teacher. <i>Art.</i> Find depictions of Jesus in a number of cultures identifying Jesus as teacher and healer.
3.04.12 Identify a parable of Jesus in the Gospel of Matthew. (CCC 546)	Define “parable.” Read Mt. 13: 1–23. Identify meaning of seed in the parable.	<i>Science.</i> Plant bean seeds or some fast growing seed in soil. Identify what is necessary for the seed to grow. Draw a diagram of a seed, root, stem, and leaves in progression of growth. Identify what happens to the seed when the stem starts to grow.
3.04.13 Identify the “ Our Father ” as the prayer of Jesus in the Gospel of Matthew. (CCC 2759–2865)	Read Mt. 6: 9–15. Identify how Jesus told His followers how they should address God. Identify the different parts of the <i>prayer</i> . Discuss the meaning of the <i>prayer</i> . Recite the “Our Father.”	<i>Penmanship.</i> Write the “Our Father.” <i>Art.</i> On a large sheet of paper, write the phrases of the “Our Father” and have students illustrate them. <i>Scripture.</i> Read Psalm 139. Identify how this psalm shows us God’s immense creative and loving spirit guiding us from the beginning of life to its end. Find one favorite verse and write it for a bookmark. Write a prayer thanking God for having created each person to be God’s child.

GRADE THREE, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.

ESSENTIAL QUESTION: How does prayer deepen our relationship with the Holy Spirit and draw us closer to Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
3.05.01 State that prayer is necessary for the Christian life.	Identify how prayer is important to our life as Christians and Catholics. State that all people who believe in God learn how to pray. Identify different types of prayers. Write a prayer of praise.	<i>Art.</i> Find pictures of people from different cultures praying. Describe characteristics of people praying together. Explain why it is important to pray together.
3.05.02 Exhibit understanding that we can listen and talk to God any time of day or night.	Discuss the meaning of “praying always.” Explain what it means to listen to God. Recite the prayers currently memorized. Participate in a guided experience of meditation. Explain how we pray using our own words. Explain how we pray even when words are not used.	<i>Music.</i> Using meditative music, provide an experience of meditative prayer using <i>music</i> . Have the child identify how he/she feels when doing this exercise. Explain how meditation is important. Explain how it is prayerful.
3.05.03 Identify the Apostles’ Creed and Nicene Creed as prayers of faith. Apostles’ Creed (CCC 194) Nicene Creed (CCC 195) Creed (CCC 187)	Define “creed.” Explain that the creeds begin with “I believe in God.” Discuss what it means to believe. Identify the Persons of the Holy Trinity in the creeds. State similarity/ difference between the Apostles’ Creed and Nicene Creed.	<i>Family Activities.</i> Describe how the family talks about belief in God. Make a list of how many times a week family members refer to God respectfully and in <i>prayer</i> . Explain why it is important that the family shows its belief in God.
3.05.04 Exhibit understanding that the liturgy is a form of prayer in which we worship God, and ask God for whatever we need. (CCC 1070, 2096–2097, 2135)	Define “worship.” Identify the basic forms of prayer: petition, adoration, contrition, and thanks (PACT). Write prayers for each of the forms. Describe how, when, and where we worship God. State the relationship of prayer with the First Commandment.	<i>Biography.</i> Study the life of St. Padre Pio. State when/where Padre Pio lived. Describe his family life. Explain how Padre Pio entered religious life. State that Padre Pio received the wounds of Christ. State who else received the wounds of Christ.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
3.05.05 Describe forms of prayer as public and private.	Define “public” and “private.” Compare/contrast public and private prayers. Discuss why each is important. Design a prayer service. Pray it together.	<i>Language Arts.</i> Explain how some prayers are prose. Give an example. Explain how other prayers are poetry. Give an example.
3.05.06 Develop capacity of silent prayer as a form of listening to God within. (CCC 2709)	Define “silence.” Participate in experiences of prayerful silence. Explain how this prayer feels. Discuss how silence is important for listening to God within.	<i>Health.</i> Describe what “interior silence” means. Examine how interior silence is a healthful activity. Describe times when a person might be aware of this silence. Describe how it feels.
3.05.07 State that we pray with Mary and the saints . (CCC 686, 688, 828, 946–959, 1717, 2030)	Define “saint.” Describe how we are inspired to pray through Mary and the saints. Identify Mary as the Mother of Jesus and the Mother of God. Identify Mary as the Mother of the Church. Pray the Litany of the Saints. Identify names of saints I recognize. Define “litany.” Say something I know about these saints. State how we belong to the communion of saints.	<i>Biography.</i> Research life of student’s name saint or of a personal favorite saint. Identify a special character trait that student would like to emulate. Find images of these saints. Describe what it means to ask these saints to pray for us. <i>Prayer.</i> Create a litany of saints, using the names of saints in students’ names. Pray the litany together.
3.05.08 Show understanding how use of scripture leads to prayer.	Identify prayers that use scripture to help us to pray: “Our Father,” “Hail Mary,” Angelus, rosary, Stations of the Cross. Explain how reading scripture leads us to <i>prayer</i> . State the response after the gospel that is proclaimed at Mass. Discuss psalms as scriptural prayers. Read Psalm 100. Identify the type of psalm it is.	<i>Liturgy.</i> Examine the prayers of the Mass and find where scripture is used in the prayer of the community. <i>Scripture.</i> Find the psalms in the Old Testament. Identify Psalm 86 as written by David. State who David is. Discuss how anyone can write a <i>prayer</i> . Write a prayer asking for help.
3.05.09 Identify the rosary as a special prayer using beads and praying about the mysteries of Jesus’s life. (CCC 971, 2678, 2708)	Define “rosary.” Describe the parts of the rosary. Name the mysteries of the rosary. Explain how the mysteries of the rosary are about the lives of Jesus and Mary. Participate in praying the rosary.	<i>Crafts.</i> Design and make a rosary. Provide examples of rosaries, examining the materials used. <i>History.</i> Research when the rosary was first used. Describe why the rosary was so important. Describe why it is important today.

GRADE THREE, STANDARD SIX: Jesus Christ’s Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus’s mission in the world.

ESSENTIAL QUESTION: How does knowledge of the mystical body of Christ and participation in the life of our parish help us to carry out Jesus’s mission in the world?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>3.06.01</p> <p>Identify as a Christian who is a member of the Catholic Church. Catholic Church (CCC 830–838) Christian (CCC 669, 825, 915, 1694, 1717, 1830, 2044–2045)</p>	<p>Define “Christian.” Define “Catholic Christian.” State that I am a Christian who is a member of the Catholic Church. Discuss what it means to be a member of the Catholic Church. Review how one becomes a member of the church through Baptism. Discuss what is required of a member of the Catholic Church.</p>	<p><i>Geography.</i> Locate Rome on a map. State in which country Rome is located. Locate pictures of Rome, St. Peter’s Basilica, the Sistine Chapel, the Holy Father, etc. Explain how these churches are Catholic. Identify the pope as head of the Catholic Church, who lives in the Vatican.</p>
<p>3.06.02</p> <p>State that Jesus Christ established the Church and is its head and we are the body.</p>	<p>Define “establish.” Describe what Jesus wanted His followers to do as stated in Mt. 28: 16–20. State how long Jesus promised to be with the Church. Explain that the disciples of Jesus would be baptized in the name of the Trinity.</p>	<p><i>Biography.</i> Study the life of St. Philip Neri. Name the religious community he established.</p>
<p>3.06.03</p> <p>Identify the apostles of Jesus as the ones who led the early Church communities. (CCC 857–862)</p>	<p>Name the apostles and their number found in Mt. 10: 1–14. Describe the work of the apostles. Explain how their work was like the work of Jesus. Describe to whom the apostles were to go first. Describe what it means to say, “The kingdom of Heaven is at hand.”</p>	<p><i>Geography.</i> State that the Church is a world Church, located in every country of the world. Find pictures of famous Catholic churches around the great cities of the world. Arrange these on bulletin board with St. Peter’s Basilica in Rome. <i>Language Arts.</i> Write a paragraph about one of the apostles.</p>
<p>3.06.04</p> <p>State meaning of Communion of Saints. (CCC 946–962)</p>	<p>Define “Communion of Saints.” Discuss how we are called to be holy. Describe how we help to build the community of the Church. List responses. Choose one thing on the list we will do as a class.</p>	<p><i>Current Events.</i> Find magazine and news accounts of people who work for the good of others. <i>Language Arts.</i> Identify people who help our community. Write a thank-you letter to a public servant.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>3.06.09</p> <p>Recognize that the parish is my church home where I celebrate Mass, participate in the sacraments, and enjoy the companionship of other believers. (CCC 2179)</p>	<p>Define “parish.” Identify how I benefit from being a member of my parish. Identify how everyone benefits when they are members of their parish. Explain how God blesses me through participating in the Mass and sacraments. State why it is important to belong to a community that believes in God and does Christ’s work.</p>	<p><i>Geography.</i> In a map of the city, identify where the parish or parishes of students are located. Find a picture of each parish church and place on map in relative position to the church. Locate the Catholic school. Identify what ministries the school provides for parish families.</p> <p><i>Language Arts.</i> Using a directory of the Archdiocese of Boston, find out how many parishes are in the archdiocese. Have the student locate his/her parish in the directory. Identify what information is stated about the parish.</p>
<p>3.06.10</p> <p>Identify the name of my parish.</p>	<p>State name of the parish. Identify why the name was chosen.</p>	<p><i>History.</i> Identify what particular ethnic community established the parish. Explain why the parish was name was chosen.</p> <p><i>Culture.</i> Identify main ethnicities of parish today. Take photos of cultural celebrations in the parish. Create a celebration of each of the cultures represented in the parish.</p>

GRADE THREE, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.

ESSENTIAL QUESTION: What is Jesus calling each one of us to do in the life of the Church?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
3.07.01 Exhibit understanding that each student desires to follow Jesus.	Discuss what it means to follow Jesus. Create a list of the ways that I follow Jesus.	<i>Language Arts.</i> Students should write a report about a time when he/she did something that Jesus would have done. Describe how this is following Jesus.
3.07.02 Show understanding that Jesus called people to be His disciples . (CCC 425, 434, 542, 645, 647, 730, 787–788)	Define “disciple.” After reading Mt. 4: 18–22 and Mk. 3: 13–19, discuss how Jesus called His disciples. Write the names of the disciples found in Matthew. Discuss how we are called to be disciples today.	<i>Scripture.</i> Find a story of Jesus calling a disciple. Identify what Jesus asks him to do. Examine how this might be challenging and rewarding. <i>Biography.</i> Research life of St. Theresa of the Child Jesus. Examine why she is patron of missionaries.
3.07.03 Describe vocation as a calling to serve others. (CCC 823–826, 915, 944)	Define “vocation.” Identify how people we know respond to God’s calling. Make a list of these people.	<i>Language Arts.</i> Create a list of interview questions examining how a person responds to God’s calling. Choose two or three people from list. Interview these people. Compare/contrast responses.
3.07.04 State marriage , priesthood , religious life , and single life as special vocations in the Church. Marriage (CCC 1601) Priesthood (CCC 1537, 1567, 1593, 1595, 1599) Religious life (CCC 916, 925–929, 944) Single life (CCC 900, 903–907, 910–913)	Identify special vocations of the Church as marriage, priesthood, diaconate, religious life, and single life. Name people who respond to these vocations.	<i>Parish Life.</i> Identify people in the parish who have special vocations in the Church. Photograph these people in doing their ministry. Make a collage of the photos.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
3.07.05 Show understanding that parents have a vocation to serve God and the Church, by helping their children to grow close to God.	Discuss what I understand to be the role of parenting. State how parents/guardians/ grandparents respond to God’s calling.	<i>Family Activities.</i> Identify ways in which adults in the family respond to the calling of their vocations. Create a list of these ways.
3.07.06 Articulate that all people are called to holiness by living their lives close to God. (CCC 2012–2016, 2028–2029)	Define “holiness.” Identify ways in which God calls all people to be close to Him.	<i>Art.</i> Draw pictures or find pictures of holy people. Create a collage of these drawings or pictures.

STANDARDS CHECKLIST

GRADE THREE, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe, and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, sacred, scripture, Catholic tradition, and human experience.		A/S	O	N	D	J	F	M	A	M/J
3.01.01	Identify the Holy Trinity in the Apostles' Creed . Trinity (CCC 249–256) Apostles' Creed (CCC 194)									
3.01.02	State understanding of meaning when we say, “I believe in One God .” (CCC 200–202, 222–231)									
3.01.03	Demonstrate understanding that God the Father loves us as a good and loving parent.									
3.01.04	Exhibit how God wants our love as a response to His love.									
3.01.05	Identify Jesus Christ as Savior and Redeemer . Jesus (CCC 514–515, 547–550, 557–560) Savior (CCC 62, 64, 430–434, 450, 452, 190) Redeemer (CCC 205, 571–572, 601, 607)									
3.01.06	Identify that God’s Holy Spirit lives in me and inspires me to do what is good.									
3.01.07	Exhibit understanding that we experience God’s forgiveness when we are sorry for our sins .									
3.01.08	Recognize God as Judge who asks us to account for how we obey His commands. (CCC 1955, 1959)									
3.01.09	State the meaning of resurrection . (CCC 647–658, 988–1004, 1012, 1015–1019)									
3.01.10	Exhibit understanding that we are meant for Heaven . (CCC 325–326, 1023–1029, 1052–1053, 1059–1060)									

STANDARDS CHECKLIST

GRADE THREE, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
3.02.01	State the meaning of “ sacrament .” (CCC 1084–1134)									
3.02.02	Describe the sacraments as signs of God’s grace . Sign (CCC 1131–1145, 1152, 1189) Grace (CCC 1996–2002, 2011, 2016–2017, 2021–2027)									
3.02.03	Identify sacraments of initiation in the Christian life. (CCC 1212, 1275)									
3.02.04	Identify the Sacrament of Eucharist as the sacrament of Christ’s presence in the Church. (CCC 1322, 1324)									
3.02.05	Connects the Blessed Sacrament with Christ’s living presence in the forms of bread and wine. (CCC 1374, 1377–1378, 1517)									
3.02.06	Identify sacraments of healing . (CCC 1503–1505)									
3.02.07	Identify sacraments at the service of communion . (CCC 1533–1535)									
3.02.08	State meaning of “ sacramental .” (CCC 1667–1673, 1677–1668)									
3.02.09	Identify Christian symbols of the Holy Spirit.									

STANDARDS CHECKLIST

GRADE THREE, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
3.02.10	State meaning of “ liturgy .” (CCC 1066–1073)									
3.02.11	Identify two major parts of the Mass: Liturgy of the Word and Liturgy of the Eucharist . Liturgy of the Word (CCC 1346, 1348) Liturgy of the Eucharist (CCC 1350–1355)									
3.02.12	Identify parts of the Liturgy of the Word.									
3.02.13	Identify parts of the Liturgy of the Eucharist.									
3.02.14	State that during the Introductory Rite of the Mass, we ask for forgiveness and praise God. (CCC 61, 205, 707)									
3.02.15	State that in the Closing Rite , we are blessed and sent to serve others in the world. (CCC 1348–1355)									
3.02.16	Identify the symbols of the Eucharist. (CCC 188, 1145–1152, 1189)									
3.02.17	Describe the roles of the priest, deacon , lector , ministers of Communion, and altar servers in the Mass. Deacon (CCC 1569–1571, 1596) Lector (CCC 1100) Altar Servers (CCC 1143–1144, 1369)									
3.02.18	Explain major seasons of the Church year . (CCC 1095, 1163, 1178, 1194–1195)									

STANDARDS CHECKLIST

GRADE THREE, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus.		A/S	O	N	D	J	F	M	A	M/J
3.03.01	Exhibit understanding that God created us as naturally good, destined for union with God. (CCC 27, 772, 775, 836–837, 1644, 1661)									
3.03.02	Show understanding that God gives us a free will so that we might love, honor , and obey God freely. Free Will (CCC 1730, 1749, 1786, 1789) Honor (CCC 2055, 2062–2063, 2084–2086, 2101–2103, 2129–2132, 2147–2155, 2197–2200)									
3.03.03	State meaning of “ morality .” (CCC 1749–1761)									
3.03.04	Identify meaning of “ grace .” (CCC 1996–2002, 2008–2011, 2016–2017, 2021–2027)									
3.03.05	Demonstrate understanding that the Two Great Commandments encompass the Decalogue . Two Great Commandments (CCC 2055) Decalogue (CCC 2056–2063)									
3.03.06	Describe Jesus as showing us how to love.									
3.03.07	Describe how God made our bodies as sacred . (CCC 1070, 1072, 1161, 1163, 1330, 1402, 1667)									
3.03.08	Demonstrate understanding that we are responsible stewards of creation. (CCC 299, 307, 339–340, 344, 952, 2402, 2417, 2456)									
3.03.09	State meaning of “ justice .” (CCC 1807)									
3.03.10	State meaning of “ virtue ” in relationship to the Christian life. (CCC 1803–1845, 2407)									
3.03.11	Identify how we live in a community of many races and cultures . Race (CCC 1938) Culture (CCC 1204–1206, 1880, 1882)									

STANDARDS CHECKLIST

GRADE THREE, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God's revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
3.04.01	Identify the Bible as a collection of books that reveals God. Revelation (CCC 36, 65–83)									
3.04.02	State that the Holy Spirit inspired people to write the Bible. Holy Spirit (CC 683–704, 733–736, 742–747) Inspired (CCC 76, 77, 79, 81, 86, 687–688, 691)									
3.04.03	Name the Old Testament and New Testament as the two major sections of the Bible. Old Testament (CCC 121–123, 129, 707, 709) New Testament (CCC 124–127, 138–139)									
3.04.04	Identify first book of the Old Testament as the Book of Genesis . (CCC 120, 121–123)									
3.04.05	State that the Old Testament books tell us about God as creator and protector.									
3.04.06	Identify the story of Cain and Abel as the sons of Adam and Eve.									
3.04.07	Identify story of Noah and God's Covenant with Noah. Noah (CCC 58) Covenant (CCC 56–63, 121–123, 761–762)									
3.04.08	Identify the Tower of Babel in the Book of Genesis as a story about the beginning of cultures and languages. (CCC 56–57)									
3.04.09	Identify Abraham as the father of our faith in God. (CCC 59–61, 705–706, 1716, 2570–2572)									
3.04.10	State New Testament as the stories and teachings of Jesus Christ and the early Church.									
3.04.11	Identify Jesus as teacher and healer in the Gospel of Matthew.									
3.04.12	Identify a parable of Jesus in the Gospel of Matthew. (CCC 546)									
3.04.13	Identify the “ Our Father ” as the prayer of Jesus in the Gospel of Matthew. (CCC 2759–2865)									

STANDARDS CHECKLIST

GRADE THREE, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.		A/S	O	N	D	J	F	M	A	M/J
3.05.01	State that prayer is necessary for the Christian life.									
3.05.02	Exhibit understanding that we can listen and talk to God any time of day or night.									
3.05.03	Identify the Apostles' Creed and Nicene Creed as prayers of faith. Creed (CCC 187) Apostles' Creed (CCC 194) Nicene Creed (CCC 49–50, 195)									
3.05.04	Exhibit understanding that the liturgy is a form of prayer in which we worship God, and ask God for whatever we need (CCC 1070, 2096–2097, 2135)									
3.05.05	Describe forms of prayer as public and private.									
3.05.06	Develop capacity of silent prayer as a form of listening to God within. (CCC 2709)									
3.05.07	State that we pray with Mary and the saints . (CCC 686, 688, 828, 946–959, 1717, 2030)									
3.05.08	Show understanding how use of scripture leads to prayer.									
3.05.09	Identify the rosary as a special prayer, using beads and praying about the mysteries of Jesus's life. (CCC 971, 2678, 2708)									

STANDARDS CHECKLIST

GRADE THREE, STANDARD SIX: Jesus Christ’s Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus’s mission in the world. Parish Life: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.		A/S	O	N	D	J	F	M	A	M/J
3.06.01	Identify as a Christian who is a member of the Catholic Church . Catholic Church (CCC 830–838) Christian (CCC 669, 825, 915, 1694, 1717, 1830, 2044–2045)									
3.06.02	State that Jesus Christ established the Church and is its head, and we are the body.									
3.06.03	Identify the apostles of Jesus as the ones who led the early Church communities. (CCC 857– 862)									
3.06.04	State meaning of “ Communion of Saints .” (CCC 946–962)									
3.06.05	Name the pope as the visible head of the Church on earth. (CCC 100, 857, 861–863, 870, 882, 891–892)									
3.06.06	Identify the bishops as successors to the apostles. (CCC 862–863, 874–879, 886–889, 893–896, 1536, 1555–1561)									
3.06.07	Explain that the Church continues the work of Christ on earth.									
3.06.08	Recognize that the parish is my church home where I celebrate Mass, participate in the sacraments, and enjoy the companionship of other believers. (CCC 2179)									
3.06.09	Identify the name of my parish.									

STANDARDS CHECKLIST

GRADE THREE, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.		A/S	O	N	D	J	F	M	A	M/J
3.07.01	Exhibit understanding that student desires to follow Jesus.									
3.07.02	Show understanding that Jesus called people to be His disciples .									
3.07.03	Describe “ vocation ” as a calling to serve others. (CCC 823–826, 915, 944)									
3.07.04	State marriage , priesthood , religious life , and single life as special vocations in the Church. Marriage (CCC 1601) Priesthood (CCC 1537, 1567, 1593, 1595, 1599) Religious Life (CCC 916, 925–929, 944) Single Life (CCC 900, 903–907, 910–913)									
3.07.05	Show understanding that parents have a vocation to serve God and the Church, by helping their children to grow close to God.									
3.07.06	Articulate that all people are called to holiness by living their lives close to God. (CCC 2012–2016, 2028–2029)									

GRADE FOUR, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.

ESSENTIAL QUESTION: Who is Jesus, and what do we believe about Him?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
4.01.01 Name God as Trinity: Father, Son, and Holy Spirit.	Articulate the Holy Trinity as Father, Son, and Holy Spirit.	<i>Prayer.</i> Revere the names of God as holy, especially in making the Sign of the Cross.
4.01.02 Distinguish the three persons of the Holy Trinity.	Describe the Father, Son, and Holy Spirit embodied in one person. Identify different ways God chooses to reveal Himself.	<i>Nicene Creed.</i> Show how the Father, Son, and Holy Spirit are described in the Creed.
4.01.03 Identify Christian faith as Trinitarian.	Identify the belief of the Holy Trinity as unique to Christian faith. Describe symbols of the Holy Trinity. State why the Church uses these symbols.	<i>Art.</i> Find symbols of the Holy Trinity in church. Draw a stained-glass-window design using Trinitarian symbols.
4.01.04 State meaning and sources of revelation : Sacred Scripture , and tradition . Revelation (CCC 36, 65–83) Sacred Scripture (CCC 78–81, 161–137) Tradition (CCC 78, 80–83, 96–98)	Define “revelation,” “scripture,” and “tradition.” Give examples of scripture and tradition.	<i>Family Activities.</i> Name some family traditions. Explain importance of traditions. State how traditions reveal something about one’s family. Compare and contrast family and church traditions.
4.01.05 Articulate that God is faithful to His promises.	Articulate stories in the Old Testament that exemplifies God’s faithfulness. Give reasons why it is important to be faithful to our promises.	<i>Drama.</i> Break into small groups. Have each group dramatize one of the Old Testament stories discussed.
4.01.06 Explain that God is described by many names in the Old Testament.	List how God is addressed in the Old Testament. Using psalms in the Old Testament, identify how God is named in the psalms.	<i>Social Studies.</i> Identify how different cultures name God. <i>Art.</i> Using various colored markers, create a design of names used to address God.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
4.01.07 Describe Holy Spirit as proceeding from both the Father and Son as perfect love and wisdom . (CCC 216, 1830–1831, 1845)	Write a paragraph describing the role of the Holy Spirit and how I can rely on the Holy Spirit’s help.	<i>Liturgy</i> . Identify prayers in the Eucharistic liturgy that address the Holy Spirit.
4.01.08 Describe God as loving and forgiving.	List the ways that God is loving and forgiving. Write a prayer thanking God for His love and forgiveness.	<i>Scripture</i> . Read story of the Forgiving Father in Luke 15: 11–32. Discuss the story. Examine why Jesus told this story.
4.01.08 Show understanding that God expects us to love and forgive each other.	Describe a situation in which I was challenged to forgive someone else. State why it may be important to forgive someone even though they might not accept my forgiveness.	<i>Language Arts</i> . Have the student write a reflective poem on how he/she feels when forgiving someone who hurt him/her. <i>Health</i> . Make a poster showing pictures of the results of unmanaged anger and <i>health</i> . Discuss the pictures. Examine the importance of managing one’s anger.
4.01.09 Articulate meaning of salvation . (CCC 55, 122–124, 169, 489, 1092, 1095, 1168)	Define “salvation.” Identify how Jesus saves us from our sinfulness. Write a reflection on what it means to me to be saved.	<i>Language Arts</i> . Recount a story about someone helping another person who is in trouble. Examine why it was important that the person helped. Have the student describe a situation in which he/she helped someone, stating why he/she helped.
4.01.10 Describe what it means to be holy . (CCC 42–43, 208, 259, 2012–2017)	Define “holy.” State why we call God holy.	<i>Christian Living</i> . List attributes of holiness. Identify the “holy people” of today.
4.01.11 Show understanding that God gives us the freedom to choose good over evil .	Define “freedom” and “evil.” List times I was tempted to do something wrong but did not. Identify why I changed my mind.	<i>Language Arts</i> . Write a story about someone who chose good over evil; someone who stood up and denounced wrong. <i>Biography</i> . Read and report on someone who spoke out against injustice and inequality.
4.01.12 Describe meaning of faith in my life.	Describe how I know that I have faith. Give examples of how my faith helps me in life.	<i>Music</i> . Learn a song about faith in God and use it in a prayer service or liturgy.

GRADE FOUR, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. **Liturgy:** Understand and celebrate the liturgical rites of the Church as expressed in the Church year, and epitomized in the Eucharist, the source and summit of Christian life.

ESSENTIAL QUESTION: How do sacraments and liturgy help us to grow in our relationship with Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
4.02.01 Identify meaning of sacramental signs . (CCC 1084, 1152)	Define “sacramental sign.” Name sacramental signs for sacraments of initiation and Sacrament of Penance	<i>Parish Life.</i> Have the student state how his/her parish church exhibits signs of the sacramental life of the community.
4.02.02 State sacraments of initiation.	Name sacraments of initiation and how many of these sacraments I have received.	<i>Family Activities.</i> Identify where the family keeps records of those having received a sacrament.
4.02.03 Demonstrate understanding that the Eucharist is the source and summit of Christian life . (CCC 1322, 1324)	Define “source” and “summit.” Explain how receiving Holy Communion is important to living the Christian life.	<i>Biography.</i> Research the life of Bishop Oscar Romero. Identify when and where he lived. State why his life as a church leader was in danger. State what he was doing and where he was when he was killed.
4.02.04 Name the essential components of the Sacrament of Penance/ Reconciliation . (CCC 1440)	Name the essential components of the Sacrament of Reconciliation: confession, contrition, resolution not to sin again, absolution, and penance. Describe each of the elements.	<i>Biography.</i> Research the life of St. John Vianney. Identify how St. John wanted to serve his parishioners. <i>Family Activities.</i> Go to church to celebrate the rite of reconciliation and the Sacrament of Penance as a family. Share with one another how this activity strengthens family life.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
4.02.05 Distinguish mortal sin from venial sin for sacramental participation. Mortal sin (CCC 1854–1864, 1874) Venial sin (CCC 1854–1855, 1862–1863, 1875–1876)	Define “mortal sin.” Define “venial sin.” Describe how I can resist sinful behaviors. Identify mortal sins and why I think that they are serious. Identify venial sins and why I think that they are less serious.	<i>Current Events.</i> Find a newspaper article about someone who has committed a crime. Have the student answer the questions: How do you think this person feels about his/her life? How do you think this person feels about his/her relationship with others and with God? What do you think God wants for this person?
4.02.06 Describe Sacrament of Penance/ Reconciliation as a sacrament of healing.	Describe how I am healed in the Sacrament of Penance/ Reconciliation.	<i>Health.</i> Have the student list things he/she does every day to be healthy. In small groups, compare the lists. Chart items that are similar. List items that are unique. Report data to class. <i>Family Activities.</i> Celebrate the Sacrament of Reconciliation as a family.
4.02.07 Recognize the liturgical actions of the Church as central to the Christian life.	Define “liturgy.” Describe worship as the liturgical life of the Church.	<i>Art.</i> Create a sacred space in the classroom using various objects that remind students of each phase of the Church year. Change with each season. Identify ways that the students take part in the liturgical life of the Church.
4.02.08 Recognize Sunday as the “Lord’s day,” the Sabbath . (CCC 345–347, 2169–2171)	Describe significance of Sunday in relationship to the Third Commandment. Describe the importance of celebrating the Mass with the assembly on Sunday. Describe the Lord’s day as the Sabbath.	<i>Family Activities.</i> List ways in which families make Sunday a special day.
4.02.09 Identify the holy days of the liturgical calendar.	Identify the holy days in the liturgical calendar that require attendance at Mass.	<i>Art.</i> Find art expressions of the life of Jesus and Mary and place in sacred space during the celebration of a holy day. Discuss the art.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
4.02.10 Describe the relationship of the Church year with the life of Jesus Christ.	Identify the parts of the liturgical calendar, what is celebrated, and the colors/symbols that characterize each <i>part</i> . Describe how and why the feasts and seasons of the Church year are repeated. Demonstrate how the life of Jesus is remembered in the Church year.	<i>Calendar.</i> Compare/contrast holy days and holidays on the regular calendar. Identify how holidays are celebrated differently than holy days. Identify dates of Jewish and Islamic holy days and locate on the calendar.
4.02.11 Relate the Jewish feast of Passover with Jesus's last meal with His disciples.	Recount the story of the Passover in Exodus. Recount the story of Jesus's last meal with His disciples. Compare/contrast the two events.	<i>Art.</i> Make a diorama or draw the foods and table setting of a modern Jewish Passover meal. Find magazine pictures or online photos of this Jewish feast. <i>Culture.</i> Invite a rabbi or Jewish family to talk about the Seder meal with the class. Identify the foods and why they are used. Sample the food used in the Seder meal. Write a reflection on the experience.
4.02.12 Associate the Ordinary Time of the Church year with the teachings and public life of Jesus. (CCC 1168–1171, 1193–1194)	Identify Ordinary Time in the Sunday gospel readings.	<i>Liturgy.</i> Read a gospel of ordinary time from the lectionary. State what the gospel is telling about Jesus.
4.02.13 Identify the days of the Triduum and their meaning. (CCC 1168–1171)	Define “Triduum.” Identify the three days of the Triduum and their significance.	<i>Music.</i> Participate in singing liturgical hymns sung during the Triduum. <i>Family Activities.</i> Attend one or more of the Triduum services. Have the student talk about his/her impressions of the service.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
4.02.14 Identify the role of the altar server in liturgies. (CCC 1143–1144, 1369)	Define “altar server.” Practice actions of the altar server in the classroom during prayer services.	<i>Parish Life.</i> Provide opportunities for students to get involved as altar servers in the liturgical life of the parish. Train to be an altar server in the parish.
4.02.15 Recognize the parts of the Rite of Penance/Reconciliation . (CCC 821, 841, 856)	Identify the parts of the Rite of Reconciliation. Create a reconciliation service to be used for sacramental participation with a minister. Participate in the Sacrament of Reconciliation using the service prepared by the students.	<i>Science.</i> Research the practice of pruning plants. State how pruning enhances production of crops. Identify kinds of plants that benefit from pruning.
4.02.16 Understand how to create prayers of intercession for the Eucharistic liturgy. (CCC 1349, 2634–2636, 2647)	Define “intercession.” Explain why prayers of intercession are important in our life of <i>prayer</i> . Develop prayers of intercession for Eucharistic liturgies. State the formula for prayers of intercession used at liturgies.	<i>Biography.</i> Research the life of Woody Guthrie. Examine the importance of Guthrie’s music during the Great Depression. Listen to some of Guthrie’s songs. Sing “This Land is Your Land.” Examine how music conveys a message. <i>Liturgy.</i> Write prayers of intercession for people who are poor.

GRADE FOUR, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.

ESSENTIAL QUESTION: How does living a moral life help us to live a life of discipleship in Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
4.03.01 Recognize that God creates human beings: body and soul having intellect and free will . (CCC 1730, 1749, 1786–1789)	Name the components of a human person. Describe each component. Identify the gift of free will as a human attribute and gift of God.	<i>Science.</i> Design a project to research the life cycle and habitat of an ocean animal. Organize in small groups to do the research. Find data about life cycle, specific habitat in the ocean, location on food chain, and environmental concerns. List the genus and species of each animal.
4.03.02 Describe conscience . (CCC 1776–1789, 1795, 1802)	Define “conscience.” Describe how I know that I have a conscience. Discuss why I think conscience is an important human characteristic. Describe how I form a good conscience.	<i>Health.</i> Identify some feelings. In small groups, list characteristics of each of these feelings. State the importance of knowing about these feelings. If the feeling is negative, state the importance of the negative feeling and how to resolve it. Describe how negative feelings are warning signs.
4.03.03 Use ways to examine one’s conscience.	Discuss what it means to examine my conscience. State when I experience and examine my conscience. Describe the value of examining how conscious I am of what I do and how it affects those around me.	<i>Family Activities.</i> Have the student explain how his/her parents teach him/her right from wrong.
4.03.04 Identify three sources of human choice: object, intention, and circumstances.	Define “object,” “intention,” and “circumstances.” Describe our actions based on object, intention and circumstances. Create scenarios of specific events in which choices are made and identify object, intention, and circumstances. Discuss why circumstances are important to making choices.	<i>Language Arts.</i> Make a cartoon of a person making a wrong choice. Revise the ending to show a good choice being made in the same circumstance.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
4.03.05 State the Ten Commandments . (CCC 2052–2082)	Recite the Ten Commandments. Identify which commandments refer to loving God. Identify the commandments that refer to loving others.	<i>Social Studies.</i> Design a project to find out how laws are made in the United States. Identify one government structure that makes laws (Congress, city council, etc.). Research what this body does, how its members are selected, term of office, and how the body makes laws. Name one law that this body made. Discuss why laws are important. <i>Language Arts.</i> In small groups, rewrite the Ten Commandments in positive language.
4.03.06 Relate the Two Great Commandments to the Decalogue . (CCC 2056–2063)	Define “Decalogue.” Name the Two Great Commandments. Explain why the Jewish people would consider these commandments as great. Identify how the Two Great Commandments relate to the Decalogue.	<i>Math.</i> Find the numbers one through ten as written in Hebrew. Practice writing these numbers.
4.03.07 Name the Beatitudes and their origin. (CCC 1716–1729)	Identify the Beatitudes and their origin (Mt. 5: 3–10). State why I think Jesus taught the Beatitudes.	<i>Drama.</i> Research the life of a saint and how he or she lived the Beatitudes. Dramatize the story. Identify the Beatitudes this person lived. <i>Language Arts.</i> Have the student write a reflection on one of the Beatitudes, stating what he/she thinks it means and how it attracts or challenges him/her.
4.03.08 Identify the most important social teaching of the Church: dignity of the human person. (CCC 2419–2425)	Define “social teaching.” Name the first social teaching: dignity of the human person. Identify which of the Ten Commandments relate to this teaching. Identify which of the Beatitudes reflects respect for the dignity of the human person. Describe how this teaching of the Church is social.	<i>Social Studies.</i> Using a newspaper or other media, identify a situation which exemplifies how people are being respected. Find a situation exemplifying the dignity of people being disrespected. Decide what actions a person could take to promote the dignity of others. <i>Mission.</i> Choose a project from Catholic Relief Services or the archdiocese to which students can contribute in a creative way.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>4.03.09</p> <p>Name the cardinal virtues: prudence, justice, temperance, and fortitude.</p> <p>Prudence (CCC 1805–1806)</p> <p>Justice (CCC 1807)</p> <p>Temperance (CCC 1805, 1834, 1838)</p> <p>Fortitude (CCC 1805, 1808, 1831)</p>	<p>Identify cardinal virtues. Describe the meaning of each. Give examples of how these virtues help us to live the Christian life.</p>	<p><i>Biography.</i> Research life of Solanus Casey, Ofm. Cap. State where Br. Solanus lived. Write a newspaper article about what Solanas did for others.</p>
<p>4.03.10</p> <p>Show understanding of the reality of sin and its consequences in the world.</p>	<p>Define “consequence.” Describe situations that exemplify the presence of sin and its consequences. Distinguish social evil from natural disasters. Explain why it is important to resist evil. List consequences of doing good and consequences of doing evil.</p>	<p><i>Biography.</i> Research life of Mother Teresa of Calcutta. Describe how Teresa addressed social evil in India. Find out where Mother Teresa’s sisters work in Boston. Invite a Missionary of Charity to speak about how Mother Teresa’s sisters live and work.</p> <p><i>Science.</i> Describe how environmental hazards are social concerns. Identify how environmental protection groups respond to these concerns. Organize a project to address one environmental hazard.</p>
<p>4.03.11</p> <p>Relate certain behaviors as sinful.</p>	<p>Describe sinful behaviors such as stealing, bullying, name calling, discrimination, physical and mental abuse, racism, and selfishness. Give examples of how these behaviors harm others. Explain how these behaviors harm those who do them. Discuss how these behaviors offend God.</p>	<p><i>Art.</i> Make a collage of magazine pictures that exemplify goodness in the world. Make a collage of magazine pictures that show evil in the world. Have the student choose the depiction of the world that he/she would prefer and explain why. Illustrate how to contribute to making that world.</p>

GRADE FOUR, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God’s revelation through scripture.

ESSENTIAL QUESTION: How does understanding scripture help us to grow in the knowledge and love of Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>4.04.01</p> <p>Identify the first five books of the Old Testament: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.</p> <p>Genesis (CCC 12, 121–123)</p> <p>Exodus (CCC 62, 120, 121–123)</p>	<p>Locate first five books of the Bible in the Old Testament.</p> <p>Define “Genesis.” Define “Exodus.”</p>	<p><i>Ecumenism and Dialogue.</i> Identify the first five books of the Torah. Locate where the Torah is kept in the Jewish synagogue. Discuss why these books are important to Jews and Christians.</p>
<p>4.04.02</p> <p>Describe the meaning of covenant in the story of Abraham.</p> <p>(CCC 56–63, 121–123, 761–762)</p>	<p>Define “covenant.” Recount the story of Abraham and God’s promise to Abraham as father of many people (Gen. 12:1–9, 17:1–9. Describe the relationship God and Abraham had. Identify what God promised to Abraham. Explain why God used the word <i>covenant</i> with Abraham.</p>	<p><i>Scripture.</i> Review the story of God’s covenant with Noah (Gen. 9: 8–17) Name the sign God gave to Noah that God would keep the promise that the Earth would not be destroyed. Explain why God used the word <i>covenant</i> with Noah.</p>
<p>4.04.03</p> <p>Describe meaning of patriarch.</p> <p>(CCC 838, 1200–1206)</p>	<p>Define “patriarch.” Identify Abraham as a patriarch.</p>	<p><i>History.</i> Discuss how the word <i>patriarch</i> describes the way societies were formed in ancient times. Give examples of this from the Old Testament.</p>
<p>4.04.04</p> <p>Exhibit understanding of how God’s promise was passed on to the descendants of Abraham.</p> <p>(CCC 59–61)</p>	<p>Define “descendants.” Recount the story of Abraham and Sarah, and the birth of Isaac (Gen. 18:1–15, 21:1–8, 22: 1–19). Recount the story of Isaac and Rebekah, Esau and Jacob (Gen. 25:19–34, 27:1–45). Identify the sons of Jacob (Gen. 35:23–26). Show understanding that Jacob’s 12 sons became the 12 tribes of Israel. Identify that God changes Jacob’s name to Israel (Gen. 35:1–13). Show from these stories how God kept his promise to Abraham.</p>	<p><i>Family Activities.</i> Create a family tree of Abraham, including what students know or can research on the lineage of the patriarchs. Place the tree on a bulletin board. Decorate with paper leaves and paper fruit as a sign of God’s blessings on Abraham’s descendants.</p> <p><i>Family Activities.</i> Create a family tree of parents and grandparents. Arrange these family trees around the tree of Abraham. List examples of God’s blessings in family life.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
4.04.05 Identify the three patriarchs of the Israelites . (CCC 59–61, 62–64, 2573)	Name the three patriarchs: Abraham, Isaac, and Jacob.	<i>Geography.</i> Locate Israel on map. Find the major cities. <i>Family Activities.</i> Have the student name the patriarchs and matriarchs in his/her family. Identify roles.
4.04.06 Identify the son of Jacob: Joseph.	Name Jacob’s 11th son, Joseph. Recount the story of Joseph (Gen. 37:1– 46:7).	<i>Art.</i> Draw a family tree of the patriarchs and their families. Identify approximate dates of when the Old Testament patriarchs lived. <i>Media.</i> Watch parts of “Joseph and the Amazing Technicolor Dreamcoat.” Talk about the story.
4.04.07 Identify Moses as a great leader who heard God’s command to save the descendants of Jacob (who was later known as Israel). (CCC 62–64, 2574–2577)	Recount the story of Moses (Ex. 1–14). Describe how Moses was a hero for the people.	<i>Media.</i> Use a media presentation of the story of the Exodus. Draw a cartoon of Moses leading the people through the Red Sea. <i>Drama.</i> Engage the students in a dramatic presentation of Moses’s encounters with Pharaoh. Sing “Let My People Go!” as part of the drama.
4.04.08 Identify Moses as a great prophet who received God’s covenant (promise) and the law. (CCC 61, 64–65, 218, 702, 719)	Define “prophet.” Recount the story of the people in the desert at Mt. Sinai (Ex. 19, 20, 24) and the commandments that God gave them. Describe what Moses saw when he went down the mountain. Describe how God responded. Describe how Moses is a prophet.	<i>Social Studies.</i> Research the life of Benjamin Banneker. Identify when he lived. Describe what Benjamin contributed to the development of science and math.
4.04.09 Identify meaning and significance of the Ark of the Covenant . (CCC 212–213, 218, 1081, 1094)	Describe the Ark of the Covenant (Ex. 25: 10–22) State what was placed in the Ark of the Covenant. Explain why the Ark was built to be carried.	<i>Art.</i> Make a replica of the Ark of the Covenant. Identify each part.
4.04.10 Describe the journey of the Israelites in the desert and God’s leading them with care and love as their Redeemer.	Recount the story of the people in the desert (Ex. 32). Discuss the difficulties of the journey in the desert. Using Psalm 106, describe how the psalm comforts us.	<i>Science.</i> List the characteristics of the desert as a habitat. Describe what animals and plants need to survive in the desert. Graph the life cycle of one animal and report to the class.

GRADE FOUR, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.

ESSENTIAL QUESTION: How does prayer deepen our relationship with the Holy Spirit and draw us closer to Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
4.05.01 State that God is faithful and loving, no matter the circumstances of human life.	Articulate relationship with God as a loving relationship. Identify ways in which God shows love and faithfulness to me.	<i>Family Activities.</i> Have the student identify ways in which his/her parent/s or guardians show faithfulness to him/her.
4.05.02 Identify prayers of praise, thanksgiving, petition, and forgiveness.	Identify prayers of praise, thanksgiving, petition, and forgiveness in the liturgical prayers of the Mass.	<i>Language Arts.</i> Write a prayer of thanks, blessing, adoration, petition, or contrition.
4.05.03 Describe prayer as raising our hearts and minds to God.	Describe how we raise our hearts and minds to God in prayer.	<i>Language Arts.</i> Write a poem that is a prayer.
4.05.04 Recognize the importance of prayer and faithfulness to God as Abraham believed and was faithful.	Recount stories of Abraham in which he speaks to God and expresses his faithfulness to God.	<i>Biography.</i> Research the lives of St. Benedict and St. Scholastica. Write a magazine article about their accomplishments.
4.05.05 Exhibit capacity for silent prayer . (CCC 2709)	Articulate value of this form of <i>prayer</i> . State difference of this form of prayer from others. Participate in a guided meditation.	<i>Family Activities.</i> Put aside a time for silent prayer in the household.
4.05.06 Show understanding that devotion to Mary is an essential part of Catholic prayer.	Identify Mary as important in our life of <i>prayer</i> . Use Marian prayers as part of class prayer.	<i>Music.</i> Learn a hymn honoring Mary. Use the hymn as part of class prayer or Masses that celebrate Mary.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
4.05.07 Recognize the Nicene Creed as a statement of belief in the Holy Trinity. (CCC 49–50, 195)	Locate section of the Creed for each Person of the Holy Trinity. State how the Nicene Creed is <i>prayer</i> . Memorize the Nicene Creed .	<i>History</i> . Research when the Nicene Creed was written.
4.05.08 Recognize Communion of Saints as friends who pray for us. (CCC 946–962)	Describe the communion of saints. Discuss the benefits of belonging to the communion of saints. Describe how the communion of saints helps me to live the Christian life.	<i>Art</i> . Make a collage of the patron saints of the class. Compose a list of these saints. <i>Biography</i> . Research the life of St. Therese of Lisieux. Identify what religious community she entered. Explain why she is called a doctor of the church.
4.05.09 Identify mysteries of the rosary.	Name the mysteries of the rosary. Locate on the rosary where the prayers of the rosary are prayed. Recount history of the rosary and its significance in the Middle Ages. Demonstrate how the rosary is based on scripture.	<i>Biography</i> . Research the life of St. Dominic. State when Dominic lived. Identify how Dominic lived His life. Describe how the rosary as important to Dominic. <i>Art</i> . Make a rosary. Pray the rosary as a class.
4.05.10 Recite Prayer of St. Francis of Assisi.	Memorize the Prayer of St. Francis. Explain why this prayer is important for us to learn. Compare the Prayer of St. Francis with the Beatitudes.	<i>Biography</i> . Research the life of St. Francis of Assisi. Identify the religious community he established. Discuss why Francis was important in the history of the Church. Invite a Franciscan to talk about the life of St. Francis.
4.05.11 Interpret Psalm 145 as a psalm of praise.	Read Psalm 145. Identify verses that praise God. Describe how I am comforted or challenged by this psalm. Choose a favorite verse from Psalm 145 and memorize it.	<i>Art</i> . Make a collage of outdoor photos taken from magazines. Arrange the pictures by seasons. Write a prayer praising God for the beauty of the seasons.
4.05.12 Memorize brief quotations from Sacred Scripture.	Identify quotations from Sacred Scripture and memorize them.	<i>Social Studies</i> . Write an essay praising the work of Harriet Beecher Stowe, and describing her accomplishments.

GRADE FOUR, STANDARD SIX: Jesus Christ’s Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus’s mission in the world. **Parish Activities:** Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.

ESSENTIAL QUESTION: How does knowledge of the mystical body of Christ and participation in the life of our parish help us to carry out Jesus’s mission in the world?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
4.06.01 Identify the Catholic Church as the assembly of God’s people. (CCC 1103, 1108–1109, 1112, 1119, 1132, 1141, 1179, 1198–1199)	Define “assembly.” Recognize how the Catholic Church is an assembly of people gathered to worship God and live the Christian way of life.	<i>Social Studies.</i> Identify a Native American nation to study. Search online for facts about the nation. Describe when and how they assembled as a group. Invite a Native American to speak to the class. <i>Parish Life.</i> Take a tour of the church. Identify where the assembly sits, where the presider’s chair is, where the lector stands during Mass.
4.06.02 Identify the Church as the People of God . (CCC 836)	Describe the People of God as those who believe in God and follow God’s commandments. Give examples of belonging to a group of people who believe in God.	<i>Scripture.</i> Read Gen. 22: 15–18. Identify Abraham as a patriarch of God’s people.
4.06.03 Name the pope as head of the Catholic Church. (CCC 100, 857, 861–863, 870, 882, 891–892)	State meaning of “pope.” Identify understanding of the pope as the head of a global Church.	<i>Biography.</i> Research the life of Pope Leo the Great. State when/where Pope Leo lived. Describe what Pope Leo did for the Church. State a reason why he was a great leader.
4.06.04 Recognize that the Church is a hierarchy . (CCC 874–887, 894–896, 936–938)	State meaning of “hierarchy.” Identify pope and bishops in the hierarchy. Describe the roles of the pope and the bishops.	<i>Catholic Church.</i> Identify the current pope, the Archbishop of Boston, the bishops of Boston, and the pastor of the parish.
4.06.05 Identify part of the Nicene Creed that describes the church as <i>holy</i> and <i>catholic</i> . (CCC 49–50, 195)	Define “holy.” Define “catholic.” Demonstrate how we are called to holiness. Describe how the Catholic Church welcomes everyone.	<i>Mission.</i> Using the Catholic Relief Services (CRS) website, locate a country in Africa served by CRS. List how CRS contributes to the well-being of the people. Make a class contribution to a project of CRS.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
4.06.06 Explain how the parish is part of the Catholic Church. (CCC 2179)	Define “parish.” State how I know that I am a member of the Catholic Church.	<i>Social Studies.</i> Find out how many parishes are in the Archdiocese of Boston.
4.06.07 Identify pastor as head of the parish. (CCC 1595)	Define “pastor.” State the name of the pastor of my parish.	<i>History.</i> Have the student make a timeline of his/her parish. Identify all the pastors. <i>Language Arts.</i> Invite the pastor for an interview. List some questions to ask him. Write a report of his answers.
4.06.08 State that as members of the Catholic Church we belong to a parish defined by where we live or where we choose to worship. (CCC 787–795, 806, 1213, 1267–1270, 2179)	Define “member.” Describe how I know that I am a member of a parish.	<i>Family Activities.</i> Have the student research his/her baptism: find the baptismal certificate; locate the parish and city where he/she was baptized. If the family is not in the same parish now, find out why the family is in another parish.
4.06.09 Recognize that as members of a parish we have responsibilities, which we call stewardship . (CCC 299, 307, 339–340, 344, 952, 2402, 2417, 2456)	Define “stewardship.” State how I am grateful for the blessings of God in my life. Describe how I share the blessings God gives me.	<i>Family Activities.</i> Talk about how the family participates in the life of the parish. Describe any particular responsibilities members of the family have in the parish.
4.06.10 Recognize the Blessed Sacrament as the Real Presence of Christ in the parish church. (CCC 1373–1381)	Define “Real Presence.” Identify where the Blessed Sacrament is located in the church. Describe how we show respect for the Blessed Sacrament.	<i>Parish Life.</i> Have the student find the tabernacle in church and identify how he/she knows the Blessed Sacrament resides there. <i>Art.</i> Make a diorama of the tabernacle. Describe how the tabernacle is similar to the Ark of the Covenant.
4.06.11 Recognize that the church teaches through bishops , pastors, teachers, and catechists . Bishop (CCC 862–863, 874–879, 886–889, 893–896, 1536, 1555–1561) Catechists (CCC 3, 905, 906–907)	Define “bishop.” Define “catechist.” Identify how the pastor teaches the community. Identify how teachers and catechists teach the faith.	<i>Family Activities.</i> Describe how parents/guardians teach their children. Have the student make a list of things he/she has learned from parents/guardians.

GRADE FOUR, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.

ESSENTIAL QUESTION: What is Jesus calling each one of us to do in the life of the Church?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
4.07.01 State meaning of Christian discipleship . (CCC 426, 1816)	Define “Christian discipleship.” Name some of the disciples of Jesus. Discuss why they followed Jesus. Describe Christian discipleship as a way of life. State why I am a disciple of Jesus.	<i>Language Arts.</i> Have the student write a paragraph on how to act as a disciple of Jesus.
4.07.02 Define vocation as a calling to do a particular work or service. (CCC 823–826, 915, 944)	Define “vocation.” Name people who serve the Church today. Identify what they do.	<i>Biography.</i> Review list of saints studied so far this year. Describe how these people followed Jesus. Name ways that they served the People of God. <i>Language Arts.</i> Interview a pastoral associate, director of religious education, principal, or parish staff member. Ask how they were called to their vocations.
4.07.03 Show understanding that vocations are ways to holiness in life.	Discuss what “holiness” means. List the attributes of a holy person.	<i>Biography.</i> Recount the life of St. Peter. State how Peter was a disciple of Jesus. Indicate how Peter lived a life of holiness. Discuss how Peter is an example of discipleship.
4.07.04 Identify vocations in the Church: marriage , priesthood , religious life , and single life . Marriage (CCC 1601) Priesthood (CCC 1537, 1567, 1593, 1595, 1599) Religious life (CCC 916, 925–929, 944) Single life (CCC 900, 903–907, 910–913)	Describe vocations of marriage, priesthood, religious life, and single life.	<i>Parish Life.</i> Identify people in the parish who exemplify church vocations: marriage, priesthood, religious life, and single life.

STANDARDS CHECKLIST

GRADE FOUR, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe, and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.		A/S	O	N	D	J	F	M	A	M/J
4.01.01	Name God as Trinity: Father, Son, and Holy Spirit.									
4.01.02	Distinguish roles of the Holy Trinity.									
4.01.03	Identify Christian faith as Trinitarian.									
4.01.04	State the meaning and sources of revelation, Sacred Scripture, and Tradition . Revelation (CCC 36, 65–83) Sacred Scripture (CCC 78–81, 161) Tradition (CCC 78, 80–83, 96–98)									
4.01.05	Articulate that God is faithful to His promises.									
4.01.06	Explain that God is described by many names.									
4.01.07	Describe Holy Spirit as proceeding from both the Father and Son as perfect love and wisdom . (CCC 216, 1830–1831, 1845)									
4.01.08	Show understanding that God expects us to love and forgive each other.									
4.01.09	Articulate meaning of salvation . (CCC 55, 122–124, 169, 489, 1092, 1095, 1168)									
4.01.10	Describe what it means to be holy . (CCC 42–43, 208, 259, 2012–2017)									
4.01.11	Show understanding that God gives us the freedom to choose good over evil .									
4.01.12	Describe meaning of faith in my life.									

STANDARDS CHECKLIST

GRADE FOUR, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
4.02.01	Identify the meaning of sacramental signs . (CCC 1084, 1152)									
4.02.02	State sacraments of initiation									
4.02.03	Demonstrate understanding that the Eucharist is the source and summit of Christian life . (CCC 1322, 1324)									
4.02.04	Name the essential components of the Sacrament of Penance/Reconciliation . (CCC 1440)									
4.02.05	Distinguish mortal sin from venial sin for sacramental participation. Mortal sin (CCC 1854–1864, 1874) Venial sin (CCC 1854–1855, 1862–1863, 1875–1876)									
4.02.06	Describe Sacrament of Penance/Reconciliation as a sacrament of healing.									
4.02.07	Recognize the liturgical actions of the Church as central to the Christian life.									
4.02.08	Recognize Sunday as the “Lord’s day,” the Sabbath . (CCC 345–347, 2169–2171)									
4.02.09	Identify the holy days of the Church calendar									
4.02.10	Describe the relationship of the Church year with the life of Jesus Christ.									

STANDARDS CHECKLIST

GRADE FOUR, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
4.02.11	Relate the Jewish feast of Passover with Jesus’s last meal with His disciples.									
4.02.12	Associate the Ordinary Time of the Church year with the teachings and public life of Jesus. (CCC 1168–1171, 1193–1194)									
4.02.13	Identify the days of the Triduum and their meaning. (CCC 1168–1171)									
4.02.14	Identify the role of the altar server in liturgies. (CCC 1143–1144, 1369)									
4.02.15	Recognize the parts of the Rite of Penance/Reconciliation . (CCC 821, 841, 856)									
4.02.16	Understand how to create prayers of intercession for the Eucharistic liturgy. (CCC 1349, 2634–2636, 2647)									

STANDARDS CHECKLIST

GRADE FOUR, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.		A/S	O	N	D	J	F	M	A	M/J
4.03.01	Recognize that God creates human beings: body and soul having intellect and free will . (CCC 1730, 1749, 1786–1789)									
4.03.02	Describe "conscience" . (CCC 1776–1789, 1795, 1802)									
4.03.03	Use ways to examine one's conscience.									
4.03.04	Identify three sources of human choice: object, intention, and circumstances.									
4.03.05	State the Ten Commandments . (CCC 2052–2082)									
4.03.06	Relate the Two Great Commandments to the Decalogue . (CCC 2056–2063)									
4.03.07	Name the Beatitudes and their origin. (CCC 1716–2029)									
4.03.08	Identify the most important social teaching of the Church: dignity of the human person. (CCC 2419–2425)									
4.03.09	Name the cardinal virtues: prudence , justice , temperance , and fortitude .									
4.03.10	Show understanding of the reality of sin and its consequences in the world.									
4.03.11	Relate certain behaviors as sinful.									

STANDARDS CHECKLIST

GRADE FOUR, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God’s revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
4.04.01	Identify the first five books of the Old Testament: Genesis , Exodus , Leviticus, Numbers, and Deuteronomy. Genesis (CCC 12, 121–123) Exodus (CCC 62, 120, 121–123)									
4.04.02	Describe the meaning of “ covenant ” in the story of Abraham. (CCC 56–63, 121–123, 761–762)									
4.04.03	Describe the meaning of “ patriarch .” (CCC 1200–1206, 838)									
4.04.04	Exhibit understanding of how God’s promise was passed on to the descendants of Abraham. (CCC 59–61)									
4.04.05	Identify the three patriarchs of the Israelites . (CCC 59–61, 62–64, 2573)									
4.04.06	Identify the son of Jacob: Joseph.									
4.04.07	Identify Moses as a great leader who heard God’s command to save the descendants of Jacob (later known as Israel). (CCC 62–64, 2574–2577)									
4.04.08	Identify Moses as a great prophet who received God’s covenantal promise and the law. (CCC 61, 64–65, 218, 702, 719)									
4.04.09	Identify meaning and significance of the Ark of the Covenant . (CCC 212–213, 218, 1081, 1094)									
4.04.10	Describe the journey of the Israelites in the desert, and God’s leading them with care and love as their Redeemer.									

STANDARDS CHECKLIST

GRADE FOUR, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.		A/S	O	N	D	J	F	M	A	M/J
4.05.01	State that God is faithful and loving, no matter the circumstances of human life.									
4.05.02	Identify prayers of praise, thanksgiving, petition, and forgiveness.									
4.05.03	Describe prayer as raising our hearts and minds to God.									
4.05.04	Recognize the importance of prayer and faithfulness to God, as Abraham believed and was faithful.									
4.05.05	Exhibit capacity for silent prayer . (CCC 2709)									
4.05.06	Show understanding that devotion to Mary is an essential part of Catholic prayer.									
4.05.07	Recognize the Nicene Creed as a statement of belief in the Holy Trinity. (CCC 49–50, 195)									
4.05.08	Recognize the Communion of Saints as friends who pray for us. (CCC 946–962)									
4.05.09	Identify mysteries of the rosary.									
4.05.10	Recite the Prayer of St. Francis of Assisi.									

STANDARDS CHECKLIST

GRADE FOUR, STANDARD SIX: Jesus Christ's Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus's mission in the world. Parish Life: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.		A/S	O	N	D	J	F	M	A	M/J
4.06.01	Identify the Catholic Church as the assembly of God's people. (CCC 1103, 1108–1109, 1112, 1119, 1132, 1141, 1179, 1198–1199)									
4.06.02	Identify the Church as the People of God . (CCC 836)									
4.06.03	Name the pope as head of the Catholic Church. (CCC 100, 857, 861–863, 870, 882, 891–892)									
4.06.04	Recognize that the Church is a hierarchy . (CCC 874–887, 594–896, 936–938)									
4.06.05	Identify part of the Nicene Creed that describes the Church as <i>holy</i> and <i>catholic</i> . (CCC 49–50, 195)									
4.06.06	Explain how the parish is part of the Catholic Church. (CCC 2179)									
4.06.07	Identify the pastor as head of the parish. (CCC 1595)									
4.06.08	State that as members of the Catholic Church we can belong to a parish. (CCC 787–795, 806, 1213, 1267–1270, 1279)									
4.06.09	Recognize that as members of a parish we have responsibilities that we call stewardship . (CCC 299, 307, 339–340, 344, 952, 2402, 2417, 2456)									
4.06.10	Recognize that the Church teaches through bishops , pastors, teachers, and catechists . Bishop (CCC 862–863, 874–879, 886–889, 893–896, 1536, 1555–1561) Catechists (CCC 3, 905, 906–907)									

STANDARDS CHECKLIST

GRADE FOUR, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.		A/S	O	N	D	J	F	M	A	M/J
04.07.01	State the meaning of “Christian discipleship .” (CCC 426, 1816)									
04.07.02	Define “ vocation ” as a calling to do a particular work or service. (CCC 823–826, 915, 944)									
04.07.03	Show understanding that vocations are ways to holiness in life.									
04.07.04	Identify vocations in the Church: marriage , priesthood , religious life , and single life . Marriage (CCC 1601) Priesthood (CCC 1537, 1567, 1593, 1595, 1599) Religious life (CCC 916, 925–929, 944) Single life (CCC 900, 903–907, 910–913)									

GRADE FIVE, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe, and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.

ESSENTIAL QUESTION: Who is Jesus, and what do we believe about Him?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
5.01.01 Identify the Trinity in the Nicene Creed . (CCC 49–50, 195)	Identify each person of the Trinity and their distinctions as stated in the Nicene Creed. Describe what it means to live a life of faith.	<i>Language Arts.</i> Have the student write an essay on the Three Persons of the Trinity and their attributes. <i>Social Studies.</i> Compare Trinitarian understanding of God with the understanding of another faith tradition. State why you believe in the Trinity.
5.01.02 Identify the revelation of the Trinity in the Gospel of Mark. (CCC 36, 65–83)	Find Mark 1:1, 1:10–11, 9:7. Identify these passages as Mark’s naming of Jesus as the Son of God. State how the voice describes Jesus.	<i>Science.</i> State how science uses evidence to prove a theory. Give one example of this in a research project.
5.01.03 Understand that the Church teaches that Jesus Christ is truly God and truly man.	State the phrase, “Jesus Christ is true God and true man.” Identify how this formula is stated in the Nicene Creed. Explain what “true God” means and what “true man” means. List attributes of God and of human beings. Compare/contrast these attributes.	<i>Science.</i> Research how one scientist published his/her findings. State why it is important to publish scientific findings.
5.01.04 Understand that faith is a gift, freely given by God and freely received.	Describe what it means to give or receive a gift freely. Write a reflection on “What does the gift of faith mean to me?”	<i>Language Arts.</i> Research the lives of St. Augustine and his mother St. Monica. Have the student write a biographical sketch of Augustine and Monica. Describe Augustine’s transformation process. Explain this quotation from St. Augustine: “Our hearts are restless until they rest in God.”
5.01.05 Identify the marks of the Church : one , holy , Catholic , apostolic . Marks of the Church (CCC 750, 813–816, 823–838, 857–870)	Define “mark.” Describe the marks of the Church. Write about one of the marks and why this characteristic is important in our understanding of the Church.	<i>Science.</i> Classify an assortment of beans. Identify their characteristics. <i>Language Arts.</i> Divide the class into four groups. Assign one of the marks of the Church to each group. Have the group describe the mark.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
5.01.06 Recognize Mary as the Immaculate Conception . (CCC 490–493)	Define “Immaculate Conception.” Reflect on “Hail Mary,” writing what it means to be “full of grace.” In my journal, describe how I respond to God’s inner call to be holy.	<i>Language Arts.</i> Have the student write a biography of St. Bernadette Soubirous, incorporating the social situation of France in her time. State Bernadette’s age when Mary appeared to her and told Bernadette what she wanted. Explain why people go to Lourdes today.

GRADE FIVE, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. **Liturgy:** Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.

ESSENTIAL QUESTION: How do sacraments and liturgy help us to grow in our relationship with Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>5.02.01</p> <p>Describe sacraments as supernatural signs of grace, instituted by Christ and given to the Church to strengthen our faith and make us holy.</p> <p>Supernatural (CCC 1998, 2000)</p>	<p>Define “sacraments,” “supernatural signs,” and “grace.”</p> <p>State how I might know that the sacrament of the Eucharist helps me to become holy. Differentiate natural signs from supernatural signs. Give examples of each type.</p> <p>State that Jesus Christ instituted the sacraments. State that Christ entrusted the Church with the sacraments.</p>	<p><i>Transportation.</i> Identify a new traffic sign and what it means.</p> <p><i>Art.</i> Draw or cut out paper designs of sacramental symbols for each of the sacraments. Make a chart of these symbols.</p>
<p>5.02.02</p> <p>Identify sacraments of initiation: Baptism, Confirmation, and Eucharist.</p> <p>(CCC 1212, 1275)</p>	<p>Name the sacraments of initiation orally and/or in writing. State why the Church calls these the sacraments of initiation. Explain how the Sacrament of Baptism is the “door” to the other sacraments.</p>	<p><i>Community.</i> State requirements for entering into scouts, football league, etc. Examine importance of having requirements for initiation.</p> <p><i>Family Activities.</i> Obtain copies of Baptism and First Communion certificates, and photos of the family celebrations of these events. Report how the family celebrated these events. Have the student state how one might celebrate an anniversary of baptism.</p>
<p>5.02.03</p> <p>Name the symbols of the sacraments of initiation.</p> <p>(CCC 188, 1145–1152, 1189)</p>	<p>Identify the symbols of each sacrament of initiation. Explain how these symbols help us to understand the meaning of each of the sacraments.</p>	<p><i>Language Arts.</i> Using Mk. 1:4–11, compare how John baptized with how the early Christians baptized. Have the student explain why he/she thinks Jesus was baptized.</p>
<p>5.02.04</p> <p>Recognize Sacrament of Eucharist as the center of Christian life.</p> <p>(CCC 1322, 1324)</p>	<p>Define “Eucharist.” Write a reflection on why the Eucharist is central to my life.</p>	<p><i>History.</i> Research significance of the Pesach meal in Jewish history. Define “Pesach.”</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
5.02.05 Identify sacraments of healing: Penance/Reconciliation and Anointing of the Sick . Penance/Reconciliation (CCC 1440) Anointing of the Sick (CCC 1513)	Name the sacraments of healing. Describe circumstances in which I might need a sacrament of healing. Compare/contrast how I feel before/after I am forgiven or after I recover from an illness.	<i>Language Arts.</i> Design an argument for forgiving someone when the person who hurt another did not ask for forgiveness. Explain how forgiveness and healing are connected.
5.02.06 Name the symbols of the sacraments of healing: the words of absolution and the oil used in the anointing of the sick. (CCC 1424, 1441–1442, 1449)	Identify the symbols of each sacrament of healing. Name the oil used in the Sacrament of the Anointing of the Sick.	<i>Science.</i> Describe the nature of oil. Describe how oil is used in health care. <i>Parish Life.</i> Go to church and find the holy oils. Find the confessionals and/or reconciliation rooms. Pray for people who are sick.
5.02.07 Identify essential elements of the Sacrament of Penance/Reconciliation: confession , act of sorrow, resolution to not sin again, and absolution by a priest. Essential elements (CCC 1155) Confession (CCC 1455–1458, 1493) Absolution (CCC 1424, 1441–1442, 1449)	Define “essential elements.” Name the elements of the Sacrament of Penance/Reconciliation. Explain how to examine my conscience, using the Ten Commandments and the Beatitudes. Prepare and participate in a reconciliation service for receiving the Sacrament of Penance/Reconciliation.	<i>Art.</i> Examine Rembrandt’s painting of the Prodigal Son. Describe how the painting portrays the meaning of forgiveness. <i>Family Activities.</i> Take the opportunity to attend a parish reconciliation service during the season of Lent. Prepare for this opportunity by sharing as a family the importance of forgiveness in family life.
5.02.08 Identify sacraments at the service of communion and mission: Matrimony and Holy Orders . Sacraments: communion (CCC 1533–1535) Sacraments: matrimony (CCC 1601) Holy Orders (CCC 1597–1598)	Name sacraments at the service of communion and <i>mission</i> . Describe what it means to be of service to others. Define <i>mission</i> . Identify how I serve my family, my parish, my friends, people who need me in another part of the world. Write an essay about how Holy Orders and Matrimony are sacraments at the service of communion and mission.	<i>Parish Life.</i> Interview a married couple and a priest. Ask them how they are of service to others. Compare/contrast responses. <i>Family Activities.</i> Write or share a report on how family members serve each other. <i>Mission.</i> Do a class mission project. State how the project involves students in the life of the Church.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
5.02.09 Identify sacraments that have the indelible character of the Holy Spirit. (CCC 698, 1121)	Define “indelible character of the Holy Spirit.” Identify sacraments with the indelible character. Describe the Holy Spirit’s action in me.	<i>Language Arts.</i> Recognize how a company logo or parish seal is an identifying character. Research how these symbols were used in communication and industry. Describe how symbols are used today. State who in the church uses a seal today. State why seals are important. <i>Parish Life.</i> Find out if the parish has a special seal. Identify how it is used. Get an imprint of the parish seal. Explain how the impression is made.
5.02.10 Show understanding that all forms of liturgy praise God; they are the actions of the Holy Spirit intending to make us holy. (CCC 1066–1073)	Participate in liturgical events with sense of openness and reverence. Participate actively in liturgical functions. Read John 14: 15–21. Explain Jesus’s promise of the Holy Spirit and its importance to His disciples. Identify how the Holy Spirit is invoked in the liturgy.	<i>Family Activities.</i> Attend Mass with the family and observe the reverence of people at Mass. <i>Music.</i> Choose a hymn to the Holy Spirit. State ways the Holy Spirit is described. State what these descriptions mean. Learn the hymn.
5.02.11 Exhibit understanding of the sacrificial nature of the Mass in the words of consecration.	Identify and compare words of consecration in the Mass with the words of Jesus at the Last Supper as recounted in Mark 14: 22–24. Explain why this is a sacrifice.	<i>Family Activities.</i> Find out what the family can do to assist the priest at Mass. Attend Sunday Mass weekly with the family.
5.02.12 Exhibit understanding that in receiving Holy Communion, one receives the body and blood of Christ.	State understanding of the Eucharistic presence of Christ. Show reverence in receiving Holy Communion. Articulate the inner attitude needed to receive Holy Communion beneficially.	<i>Music.</i> Learn “ <i>Pescador de Hombres</i> /Lord, When You Come.” Describe why this song is sung during Holy Communion. Describe the relationship between Eucharist and service. <i>Parish Life.</i> Help the First Communion class learn the reverent way to receive Holy Communion.
5.02.13 Compare the symbols used in the Mass and the symbols of the Jewish Passover meal.	Identify the symbols of the Mass and the symbols of the Passover meal. Compare/contrast the use of the symbols of bread and wine in the Mass and in the Passover meal.	<i>Religion.</i> Bring a sample of <i>matzoh</i> and a Communion wafer to class. Examine and taste each. Describe how we treat the symbols of faith traditions, ours and others’.
5.02.14 State meaning of symbol and ritual . Symbol (CCC 188, 1145, 1152, 1189) Ritual (CCC 1200–1209)	Define “symbol” and “ritual.” Give examples of symbols in the sacraments. Give examples of ritual in the Catholic Church.	<i>Family Activities.</i> Describe how one’s family celebrates family events and holidays. Exhibit special symbols used in celebrations.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
5.02.15 State the order of the Mass.	Identify the parts of the Mass in order. Plan a Mass using the liturgical theme of the season or commemoration of the life of a saint.	<i>Music.</i> Sing the responses and hymns at Mass.
5.02.16 Identify symbols used in the Sacrament of the Anointing of the Sick.	Name the symbols for the Sacrament of the Anointing of the Sick. Indicate understanding of the purpose of the Sacrament of the Anointing of the Sick. Enact the ritual with the prayer responses. Read account of the cure of the blind man at Bethsaida (Mk. 8: 22–25) and the account of Jesus’s anointing (Mk. 14: 3–9). Describe each of the anointings and what they did. Discuss why the woman wanted to anoint Jesus. State what this anointing signified.	<i>Family Activities.</i> Identify members of the family who may have received the Sacrament of the Sick. Describe what happened. State how family members felt after the sick person received the sacrament.
5.02.17 Develop a prayer service using components of liturgical prayer.	Identify elements of liturgical prayer to include Sign of Cross, opening prayer, scriptural reading with response of “Our Father.” Work in small groups to develop a prayer service. Participate in the prayer service.	<i>Science.</i> Describe what is needed to conduct an experiment. Do an experiment. Make observations. Record the observations. Discuss the importance of following procedures.
5.02.18 Show understanding of the Rite of Baptism.	State the order of the Rite of Baptism. Memorize the words of Baptism with accompanying actions. Describe the symbols of the Sacrament of Baptism.	<i>Music.</i> Learn a hymn appropriate to the Rite of Baptism. <i>Art.</i> Make a collage of the symbols used in each sacrament.

GRADE FIVE, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.

ESSENTIAL QUESTION: How does living a moral life help us to live a life of discipleship in Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
5.03.01 Recognize Christian morality as an invitation to respond freely to God’s love. (CCC 1749–1761)	Define “morality.” Define “free choice.” Describe how morality is connected to following Jesus. State why it is important to be free. Explain why moral choices are invitations to respond to God’s love.	<i>Family Activities.</i> At a time for family sharing, make a list of choices the student is free to make with a parent’s/ guardian’s guidance. List choices that he/she is not free to make alone. Have the student list choices that he/she would not make because they would be hurtful to self or others.
5.03.02 Identify sense of personal goodness and self-worth as being responsible and loving.	Indicate through personal behaviors a sense of respect for self and others. Write a reflection on how I see myself as good.	<i>Language Arts.</i> Develop a cooperative project to resolve the problem of bullying. <i>Art.</i> Draw a cartoon showing respect for teachers, parents, siblings, or friends.
5.03.03 State the Two Great Commandments . (CCC 2055)	State the Two Great Commandments. Show how the Two Great Commandments include the entire Decalogue.	<i>Art.</i> Using a calligraphy pen or marker, create a manuscript of the Two Great Commandments using calligraphy.
5.03.04 Identify the Beatitudes as Jesus’s teaching about the kingdom and moral goodness. (CCC 1716–1729)	Recognize the Beatitudes as a teaching of Jesus’s sermon to the people in Mt. 5:1–12. Rewrite the Beatitudes in my own words.	<i>Mission.</i> Develop a class goal to participate Catholic Relief Services environmental project in Africa. Describe the relationship between poverty and pollution of the environment.
5.03.05 State the Ten Commandments . (CCC 2052–2082)	State the Ten Commandments. Explain how the first three honor God and the other seven honor others.	<i>History.</i> Have the student write report on the origin of the Decalogue. Identify all the sources used to write the report. State etymology of Decalogue.
5.03.06 Recognize the necessary conditions for sin and its consequence.	Describe conditions for sin. Define “consequence.” Discuss examples of good and bad behaviors and their consequences.	<i>Literature.</i> Read a story highlighting the nature of good and evil. Compare how characters are depicted in terms of good and evil actions. State the consequences of evil in the story. State the consequences of goodness.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>5.03.07</p> <p>Distinguish between mortal sin and venial sin as related to confession and absolution in the Sacrament of Penance/Reconciliation.</p> <p>Mortal sin (CCC 1854–1864, 1874)</p> <p>Venial sin (CCC 1854–1855, 1862–1863, 1875–1876)</p>	<p>Give examples of mortal sin and venial sin. State the conditions for sin. Identify why mortal sin must be confessed in the Sacrament of Penance/Reconciliation.</p>	<p><i>Literature or Media.</i> Find examples in literature or the media of characters who lack sorrow for their sinful acts. Identify consequences for lack of remorse.</p>
<p>5.03.08</p> <p>Identify moral goodness with justice and stewardship.</p> <p>Justice (CCC 1807)</p> <p>Stewardship (CCC 299, 307, 339–340, 344, 952, 2402, 2417, 2456)</p>	<p>Define “justice” and “stewardship.” Give examples of standing for justice. Give examples of stewardship of the environment. Give examples of stewardship in parish life. Agree on an action my class will take to participate in a parish stewardship opportunity.</p>	<p><i>Civics.</i> Have the student write a letter to a political representative about a justice issue in the state. Describe the issue. How should the representative take action? State how the student will find out if action was taken.</p> <p><i>Family Activities.</i> Report to family about the justice activity of the class and invite family support. If a member of the family also writes or calls the representative, report the response of the official.</p>
<p>5.03.09</p> <p>Show understanding that my actions, good and bad, are subject to God’s judgment. (CCC 1955, 1959)</p>	<p>Define “judgment.” Give an example of how a human judge examines and judges a person’s actions. Describe how I think God judges. Reading Psalm 51, highlight lines that communicate an understanding of God’s mercy and judgment. Select and memorize favorite verses from Psalm 51.</p>	<p><i>Civics.</i> Invite a judge to be interviewed by the class. Design interview questions for the meeting. After the interview, highlight the insights gained from the interview. Examine the importance of the role of a judge in the community.</p>
<p>5.03.10</p> <p>Identify the states of life after death: Heaven, Purgatory, Hell.</p> <p>Purgatory (CCC 1030–1032, 1054)</p> <p>Hell (CCC 1021–1022, 1033–1038, 1056–1057)</p>	<p>Define “Heaven,” “Hell,” and “Purgatory.” Discuss how God always chooses to save us. Find scripture passages that describe God’s saving actions. Describe the conditions for God’s forgiveness. Identify stories from the gospels that show how Jesus forgave.</p>	<p><i>Literature.</i> Discuss a book that tells a story about choices and consequences.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
5.03.11 Identify meaning of sanctifying grace . (CCC 1999, 2023–2024)	Define “sanctifying grace.” List words or phrases that describe what it means to be in a state of grace. Examine how ways we receive the gift of God’s grace. Compose a prayer of thanks to the Holy Spirit for the gift of grace.	<i>Music.</i> Learn the song “Amazing Grace.” Research the life of John Newton (1725–1807). State why Newton wrote the song.

GRADE FIVE, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God’s revelation through scripture.

ESSENTIAL QUESTION: How does understanding scripture help us to grow in the knowledge and love of Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
5.04.01 Understand meaning of gospel.	Define “gospel.” State the derivation of the word. Share why the gospel is good news.	<i>Family Activities.</i> Share the Sunday liturgical readings weekly for family reflection and prayer.
5.04.02 Understand meaning of evangelist . (CCC 2–3, 126, 515, 539, 571)	Define “evangelist” and state the derivation of the word.	<i>Language Arts.</i> Have the student write a newspaper article about the good news of the gospel. Read the article to the class.
5.04.03 State the Gospel of Mark is found in the New Testament.	State meaning of “New Testament.” Locate the Gospel of Mark in the New Testament.	<i>Art.</i> Draw the symbol used to identify Mark the Evangelist. State why this symbol was used. See if the student can find the symbol in church.
5.04.04 Identify the writer of the Gospel of Mark, the time of writing, and the community for whom the gospel was written.	Look up Mark in the <i>Lives of the Saints</i> . Find out when he lived, how he may have known about Jesus. Identify which apostles Mark knew. Explain why I think Mark wrote his gospel and to whom he wrote it.	<i>Social Studies.</i> Research the life of the early Christians during the time of Emperor Nero. State why Nero wanted to burn parts of Rome. Explain why Nero blamed the Christians for Rome’s burning. Identify the two great apostles who were killed by Nero. <i>Technology.</i> Using a search engine, look up Nero and find out how he looked. Draw a caricature of Nero.
5.04.05 Understand Mark’s gospel as a gospel of proclamation . (CCC 1328, 1349)	Define “proclamation.” State what Mark was proclaiming in the first line of the gospel.	<i>Language Arts.</i> Have the student write a proclamation for a small town about one of its famous citizens. Write a proclamation about one’s teacher/catechist and what he/she has done.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>5.04.06</p> <p>Identify the chief characters in the Gospel of Mark: especially Jesus, John the Baptist, Peter, the 12 apostles, Judas, Herod, Moses, Elijah, the demons, the Pharisees, Mary Magdalene. Peter (CCC 442–443, 554–556, 640–642, 765, 816, 862, 881)</p> <p>12 apostles (CCC 75–76, 551–552)</p> <p>Demons (CCC 391–395, 550)</p> <p>Pharisees (575–576, 579–581, 588, 595–596)</p> <p>Mary Magdalene (CCC 2683–2684)</p>	<p>Find these characters in the Gospel of Mark. Name the main character and the antagonists. Identify Jesus from the beginning of the Gospel of Mark. Propose why Jesus wanted His identity to be kept secret. State who proclaimed Jesus’s identity when He died and why this would be important to Roman Christians.</p>	<p><i>Geography.</i> Draw a map of Israel, identifying the towns and cities to which Jesus traveled as well as topography.</p> <p><i>History.</i> Using the computer, research the life of Herod Antipas. Describe what is discovered. Explain why the Jews hated Herod.</p>
<p>5.04.07</p> <p>Identify the Persons of the Holy Trinity in the story of Jesus’s baptism.</p>	<p>Read Mk.1: 4–11. State why Jesus wanted to be baptized. State what was spoken to Jesus as He was being baptized. State who spoke this message to Jesus. Explain the significance of the message.</p>	<p><i>Art.</i> Have the student draw a picture of what he/she thinks Jesus’s Baptism looked like. Draw one of his/her Baptism. Compare likenesses and differences.</p>
<p>5.04.08</p> <p>Identify the role of St. John the Baptist in the Gospel of Mark.</p> <p>(CCC 523, 535–537, 608, 696, 717–719, 1224)</p>	<p>Read Mk. 1: 1–11. Describe the role of John the Baptist in Mark. Find the passage quoted in Mark from Isaiah (in the Book of Isaiah). Explain why Mark identifies John as a prophet. Explain why Jesus is identified as a prophet.</p>	<p><i>History.</i> Research the Jewish sect called the Essenes. State when they were organized, and why, where, and how they lived. Explain why scholars think that John the Baptist belonged to the Essene community. Find pictures of the Dead Sea Scrolls.</p>
<p>5.04.09</p> <p>In the Gospel of Mark, understand the power of Jesus to heal and to forgive.</p>	<p>Find a story in Mark about Jesus healing.</p> <p>Find a story about Jesus forgiving sin. State why the Jewish leaders thought Jesus broke the law.</p> <p>State what the demons know about Jesus if they are present in the story. Examine why Jesus warns the demons not to speak. Identify which sacrament uses touch to show healing and forgiveness.</p>	<p><i>Biography.</i> Research the life of Annie Sullivan, Helen Keller’s teacher. Describe how Annie used touch to teach Helen.</p> <p><i>Health and Safety.</i> Identify what is “good touch” and “bad touch” in relationship to health and safety.</p> <p><i>Sacraments.</i> Identify sacraments using touch. Explain when this happens and why.</p>
<p>5.04.10</p> <p>Understand Jesus as teacher in the Gospel of Mark.</p>	<p>Find two events in the Gospel of Mark when Jesus teaches. Identify Jesus’s audience. State His message.</p>	<p><i>Family Activities.</i> Reflect on parents as teachers. Have the student write a description about something important his/her parents/guardian taught him/her.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
5.04.11 Identify parables in the Gospel of Mark. (CCC 546)	Define “parables.” Identify two parables from Mark’s gospel. Explain what they might mean. Read the parable of the farmer sowing seed (Mk. 4: 1–9). State what the parable means. In small groups, make up a parable and share it with the class.	<i>Art.</i> Using various types and colors of seeds, design a mural of the parable of the farmer and the seed, or draw a sequential cartoon of the parable. <i>Drama.</i> Dramatize the parable of the farmer sowing seed. Look for the parable of the seed in <i>Godspell</i> . Learn the song and act the verses.
5.04.12 Explain why the disciples perceived Jesus’s walk to Jerusalem to be so difficult.	Recount how the disciples questioned Jesus, refused to accept His predictions of death, and did not understand His prediction about His rising from the dead (Mk. 10: 32–34). Write a poem following Jesus. Place the poem in my faith portfolio.	<i>Biography.</i> Research the lives of St. Francis Xavier and St. Francis Xavier Cabrini. Write a biographical sketch about one of the saints. State how these missionaries reflected Jesus’s call to be disciples. State when Mother Cabrini lived in Chicago and what she did. State why Mother Cabrini chose the name of Francis Xavier as her religious name.
5.04.13 Identify who is greatest in the kingdom of God.	Recount Jesus’s sayings about children (Mk. 10: 13–16). Describe how Jesus treated children. Describe how this saying comforts and challenges us about belonging to God’s kingdom. Write a psalm about the kingdom of God.	<i>Social Studies.</i> Research how children were treated in the Roman society. Explain how the Church’s teaching on the dignity of the person is the same/different from society. <i>Biography.</i> Research the life of Agnes of Rome. Identify how she went against the social expectations for Roman girls. State at what age Roman girls married.
5.04.14 Identify the respect Jesus had for women.	Recount a story from Mark where he interacts with women. Describe what in Jesus’s culture makes his interaction with women so unusual.	<i>Art.</i> Have the student design a collage of how society views women. State one’s perception of what was learned. Describe how a Christian community should treat others.
5.04.15 Explain the significance of Jesus’s last meal of the Passover with His disciples. (CCC 1164)	Recount the story of the meal before Jesus’s death in Mk. 14: 12–26. Describe what Jewish feast Jesus and His friends were celebrating. Explain why this meal with Jesus was important for the disciples to remember.	<i>History.</i> Research the Jewish celebration of Pesach. State why God’s covenant with the Jews is important to remember. Identify elements of the Jewish Passover meal used in Mark’s account of the Last Supper. Compare to the modern celebration of Pesach. Identify the role of the children at the meal.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>5.04.16</p> <p>Explain the meaning of the Paschal Mystery in relationship to Jesus’s death and resurrection.</p> <p>(CCC 571–573, 606, 618, 654, 1164–1165, 2177)</p>	<p>Define “Paschal Mystery.” Recount the passion story of Jesus in Mark 14: 27–16: 8. State why Peter argues with Jesus. State the name that Jesus uses to address God in the garden. State why Judas betrayed Jesus. State what the Jewish leaders accused Jesus of doing at that time. Describe what Pilate did. State who proclaimed Jesus as the Son of God at the crucifixion, and why this person is significant for Mark’s readers. Identify who buried Jesus and who accompanied Him to the grave. State why Jesus’s death and rising is called the Paschal Mystery.</p>	<p><i>Family Activities.</i> Participate as a family in the parish Good Friday liturgy. Talk about what is different about this liturgy than others. Share how the Good Friday liturgy prepares us for the celebration of Easter Sunday.</p> <p><i>Music.</i> Learn an Easter song that will be incorporated into a prayer service or liturgy celebration.</p>
<p>5.04.17</p> <p>Understand Mark’s account of the resurrection of Jesus (Mk. 16: 1–8).</p> <p>(CCC 647–658, 988–1004, 1012, 1015–1019)</p>	<p>Recount the story of the empty tomb. Identify who was in the tomb and how He was dressed. Identify who saw the young man and what He said. Explain why the women fled and said nothing. State that Mark 16: 8 is the real last verse of the gospel. Explain why others wanted to add other stories to the gospel.</p>	<p><i>History.</i> Research the history of the early Christian community in Rome to answer these questions: Why would the early Roman Christians in Mark’s time have been fearful like the women and the disciples? How would the story of the resurrection of Jesus been hopeful for the early Christians?</p> <p><i>Language Arts.</i> Write a news story about the resurrection.</p>
<p>5.04.18</p> <p>Understand that Jesus predicts His resurrection in the Gospel of Mark.</p>	<p>Read Mark 10: 32–34. Explain why Jesus predicted the resurrection in the story. State whether the disciples believed Him. Discuss whether they would have believed the women. Discuss how Mark’s account of the resurrection challenges me.</p>	<p><i>Family Activities.</i> Invite the entire family to attend a Sunday Easter liturgy. Share insights about the gospel reading for this Mass.</p>
<p>5.04.19</p> <p>Explain how the Gospel of Mark is a sign of God’s revelation.</p> <p>(CCC 36, 65–83)</p>	<p>Define “revelation.” State how in the Gospel of Mark God reveals Himself in His Son, Jesus. Give examples of what we learn about God from Jesus in the Gospel of Mark. Share what I have learned about Jesus in the Gospel of Mark.</p>	<p><i>Language Arts.</i> Write a journal article reflecting on the life and times of Mark and his gospel. Place on school’s web site.</p> <p><i>Art.</i> Draw a depiction of Mark with his special symbol. Place in parish or school’s website.</p> <p><i>Language Arts.</i> Make a list of Jesus’s characteristics as unveiled in the Gospel of Mark.</p>

GRADE FIVE, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.

ESSENTIAL QUESTION: How does prayer deepen our relationship with the Holy Spirit and draw us closer to Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
5.05.01 Show understanding that God is in relationship with us at all times.	Indicate ease in speaking about God in personal sharing, class interaction, and written reflection. Share prayer with the class.	<i>Media.</i> Show examples of people involved in various forms of <i>prayer</i> . Identify the forms.
5.05.02 Articulate in various ways that God loves us and wants only what is good in our lives.	Reveal a positive attitude about life and relationship with God. Exhibit hopefulness in sharing about my view of life. Read Is. 49: 13–16. State how God is described in the passage. In verse 17a, place my name at the start of the sentence. Describe what the verse means to me when my name is in the verse.	<i>Literature.</i> Review the story <i>The Giving Tree</i> (Shel Silverstein). Have the student write his/her own story along the same lines.
5.05.03 Show understanding that every person has the potential for holiness.	Define “holiness.” Describe traits of holiness. Explain why holiness is a gift from God. Identify how I see holiness in my parents, teachers/catechists, family members, and friends. Describe holiness that I might see in myself.	<i>Biography.</i> Research the life of St. Teresa of Avila. In a discussion about Teresa’s life, identify how she exhibited holiness of life. Describe aspects of Teresa’s life that were ordinary and that were extraordinary. State what Teresa did for her religious order.
5.05.04 Differentiate between formal/spoken prayer and prayer of quiet/listening . Formal prayer (CCC 2700–2704) Silent prayer (CCC 2709)	Describe formal prayer and prayer of quiet. Exhibit understanding of the importance of listening to God in prayer, through behaviors and attitudes shown while praying. Participate in a meditation experience using the Sunday gospel.	<i>Art.</i> Using any medium, have the student draw a picture or design showing how he/she feels when praying. At the side of the drawing, list the words that describe these feelings.
5.05.05 Identify psalms in the Mass.	State where the psalms are located in scripture. Identify psalms of praise, thanksgiving, sorrow, and petition. Identify one psalm of each type and memorize a favorite verse from each type.	<i>Language Arts.</i> Write a four-line psalm. <i>Music.</i> Find examples of psalms being sung at Mass. Compare/contrast.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
5.05.06 Exhibit awareness that God forgives, no matter the seriousness of the sin, when sacramentally confessed.	Articulate belief that God forgives sin no matter how serious, when we show sorrow for the wrong we have done and ask for forgiveness in reconciliation. Using Psalm 51, write a personal act of sorrow using some of the phrases from that psalm.	<i>Family Activities.</i> Show examples of how family members forgive one another. State the importance of communication in family life. Find examples about how family members help each other not to hurt one another.
5.05.07 Articulate history and purpose of the rosary.	State history and purpose of the rosary. Review the 20 mysteries of the rosary. Memorize the 20 mysteries. Find stories of the mysteries as depicted in the Gospel of Mark.	<i>History.</i> Research the origins of the rosary. Identify how the rosary was used. Locate different kinds of rosaries and explain how they are used. Research other religions that use prayer beads. Explain the purpose of these beads. Describe how the rosary and prayer beads are alike or different.
5.05.08 Memorize the Nicene Creed . (CCC 49-50, 195)	Recite the Nicene Creed. Identify how it is used. Locate Persons of the Holy Trinity in the creed. Identify the marks of the Church in the Creed. State when the Nicene Creed is used at Mass.	<i>History.</i> Research when the Nicene Creed was written and used.
5.05.09 State the theological virtues . (CCC 1812–1829, 1840–1844)	Name and define the “theological virtues.” Describe how the virtues of faith, hope, and charity help me to live the Christian life. Learn the acts of faith, hope, and charity.	<i>Biography.</i> Research life of St. Josephine Bakhita. Describe how she lived a life of faith, hope, and charity. Describe how Josephine inspires people to see a bigger picture than the immediate problems and disappointments of the day. State how Josephine’s freedom from slavery helped her to find another way to serve God and others.

GRADE FIVE, STANDARD SIX: Jesus Christ’s Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus’s mission in the world. **Parish Life:** Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.

ESSENTIAL QUESTION: How does knowledge of the mystical body of Christ and participation in the life of our parish help us to carry out Jesus’s mission in the world?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
5.06.01 Show understanding that the Catholic Church is entrusted with the mission of Jesus Christ.	State how the Church is entrusted with the mission of Jesus Christ. Identify Catholic from other Christian communions and other religious affiliations. Articulate why being Catholic is important to me.	<i>Creed.</i> Identify the marks of the Church that show its universal character. <i>Language Arts.</i> Have the student write a personal mission statement. Explain what he/she has written.
5.06.02 Identify Peter as the first of the apostles and head of the early Christian community. (CCC 442–443, 554–556, 640–642, 765, 816, 862, 881)	Recount story of Peter in Matthew 16: 13–19. State Peter as the head of the early Christian communities. Articulate that the name Peter means “rock.”	<i>History.</i> Find the names of the first five leaders of the early Church after Peter, and dates of their leadership. Write a brief story about one of them.
5.06.03 Identify the name of the current pope as the official head of the Catholic Church.	State the name of the current pope. Identify some facts about his life. Describe the responsibilities of the pope.	<i>Geography.</i> Locate Vatican City on a map of Rome. Find some facts about Vatican City. State what famous cathedral is located in Vatican City. Research its history.
5.06.04 Understand that the pope speaks in the name of the Church to all its members and to the world.	Explain that the pope (who is also known as the Holy Father) speaks in the name of the Church. Identify some of the issues that the Holy Father addresses. State that the pope writes letters to the Church and to the world. Examine why people around the world listen to a pope.	<i>Current Events.</i> Identify places the pope has visited. Find pictures of the pope in media and state why he was in the news. Create a bulletin board of pictures/places that the Holy Father has visited.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>5.06.05</p> <p>Identify the head of a diocese as a bishop, and of an archdiocese as an archbishop, who also may be a cardinal.</p> <p>Diocese (CCC 833–835)</p> <p>Bishop (CCC 862–863, 874–879, 886–889, 893–896, 1536, 1555–1651)</p> <p>Archbishop (CCC 874–896, 938)</p> <p>Cardinal (CCC 874–896, 938)</p>	<p>Define “diocese,” “bishop,” “archbishop,” and “cardinal.”</p> <p>Identify how these roles are similar and how they differ.</p> <p>State the title of the archbishop of Boston.</p>	<p><i>Geography.</i> Find a picture of Cathedral of the Holy Cross and state where it is located on a city map. State why it is called a cathedral.</p>
<p>5.06.06</p> <p>Name the current archbishop of Boston.</p>	<p>State the name of the archbishop of Boston and a brief description of his origins. Find photos and news articles of the archbishop and place on bulletin board. State why the archbishop of Boston is called a cardinal.</p>	<p><i>Current Events.</i> Find news articles that identify some of the issues that the cardinal of Boston addresses in the Archdiocese of Boston.</p>
<p>5.06.07</p> <p>Articulate that Holy Orders are the sacrament that provides deacons, priests, and bishops to serve the People of God in the Catholic Church.</p> <p>(1536–1538, 1544–1547, 1551, 1557, 1591–1593, 1597–1600)</p>	<p>Name Holy Orders as a sacrament in service of communion and <i>mission</i>. Identify how deacons, priests and bishops serve the Church.</p>	<p><i>Prayer.</i> Name saints and holy people that have been studied this year. Create a litany of Saints, using the names of these saints and holy people.</p>
<p>5.06.08</p> <p>Show understanding that all members of the Church belong to the Communion of Saints by reason of baptism.</p> <p>(CCC 946–962)</p>	<p>Describe the Communion of Saints in this world and the next. Identify names of people included in the Communion of Saints.</p>	<p><i>Parish Life.</i> Name the deacon serving the parish. Name the priests serving the parish. Identify name of pastor. Describe how ordained ministers help people to be better Catholics.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
5.06.09 Understand that the parish is where Catholics ordinarily live the Christian way of life.	Name various activities and events of parish life. Identify particular ways that my family participates in the life of the parish. Explain the importance of belonging to a parish.	<i>Geography.</i> Identify where the parish is located on a city map. State address, location in the city, special topographical features. <i>Architecture.</i> Observe the parish church building. Identify characteristics of the building.
5.06.10 State the meaning of stewardship . (CCC 299, 307, 399–340, 344, 952, 2402, 2417, 2456)	Define “stewardship.” Describe how we as a class use time, talent, and treasure for other people. Describe how we feel when we give of ourselves. Examine how stewardship helps us to live as a disciple of Jesus. Design a class project in which the three aspects of stewardship need to be used. Plan how this project will be accomplished.	<i>Community.</i> Research a charitable organization like Catholic Relief Services. Find the organization online. Report the mission of the organization. Identify one program or project of the organization and describe its work. State how people are helped in the project. State why it is important for people to contribute to charitable organizations.
5.06.11 Engage in worship by participating in the liturgy of the Church at Sunday Mass.	Show understanding that participation in the liturgy on Sunday is an obligation. Attend Mass with family on Sunday. Recount the gospel reading of the previous Sunday and the homily.	<i>Family Activities.</i> Encourage participation in Sunday liturgy through weekly reading of the Sunday readings. Participate in special parish events. Support children in regular attendance at Sunday Mass.
5.06.12 Describe duties of an altar server .	Describe how service to the community helps us to feel close to our parish.	<i>Family Activities.</i> Examine as a family how you might take active roles in the liturgical life of the parish. Identify how the family will support those who train for and take those roles. Identify how participation in the life of the Church helps family life.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
5.06.13 Identify parishioners in terms of their vocations . (CCC 823–826, 915)	Define “vocation.” Name parishioners in their vocational roles: lay, ordained, married, single, teacher, catechist, parish associate, parent, etc. Describe how parishioners encourage each other in living the Christian life.	<i>Family Activities.</i> Identify events that the family enjoys attending in the parish. Create a log of times that the family has attended parish liturgy, events, meetings, sacraments, etc.
5.06.14 Identify the cultural diversity of the parish.	Name the various ethnicities of parishioners. Identify how the parish celebrates the cultural heritage of its members. Explain why diversity is important in parish life.	<i>Culture.</i> Research one ethnic group in the area. Locate where this cultural group lives. List special characteristics of the group. Find photos or magazine pictures of this group. Identify contributions of the group. Invite members of the cultural group to describe their cultural heritage. Attend an ethnic celebration in the parish and report it to the class. <i>Family Activities.</i> Have the student explain how his/her family celebrates its culture/s or its heritage.

GRADE FIVE, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.

ESSENTIAL QUESTION: What is Jesus calling each one of us to do in the life of the Church?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
5.07.01 Understand meaning of discipleship . (CCC 426, 816)	Define “discipleship.” Locate in the Gospel of Mark how Jesus described being a disciple. (Mk. 1: 16–17). Describe how I follow Jesus in my life. Write a prayer asking the Holy Spirit to help me live a life of faithful discipleship.	<i>Language Arts.</i> Interview a person who does community service. Ask the person how he/she views this role as a vocation in life.
5.07.02 Identify Sacrament of Baptism as initiation into a life of discipleship in Jesus Christ.	State Baptism as the entrance into a life of following Jesus Christ. Give examples of how people in the parish community follow Christ. Identify parent/s as living God’s calling when helping their children to live the Christian life.	<i>Language Arts.</i> Interview a parent, grandparent, or guardian, asking him/her to share how they live a life of discipleship. Write an article about their response. Interview a parish minister (pastor, catechist, teacher, principal, director of religious education, etc.), asking him/her to share how they found their calling in the Church. Write an article about their response.
5.07.03 Recognize vocations as particular callings in the Church to live the Christian life .	Describe vocations in terms of Christian marriage, ordained ministry, religious life, and single life.	<i>Family Activities.</i> Find family photos that memorialize vocations of marriage, ordained ministry, religious life, service in parish life. <i>Biography.</i> Write a biography on the life of St. Thomas the Apostle. State in what part of the world Christians identify St. Thomas as their announcer of the gospel.

STANDARDS CHECKLIST

GRADE FIVE, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe, and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.		A/S	O	N	D	J	F	M	A	M/J
5.01.01	Identify the Trinity in the Nicene Creed. (CCC 49–50, 195)									
5.01.02	Identify the Revelation of the Trinity in the Gospel of Mark. (CCC 36, 65–83)									
5.01.03	Understand that the Church teaches that Jesus Christ is truly God and truly man.									
5.01.04	Understand that faith is a gift freely given by God and freely received.									
5.01.05	Identify the marks of the Church: one, Holy Catholic, Apostolic .									
5.01.06	Recognize Mary as the Immaculate Conception .									

STANDARDS CHECKLIST

GRADE FIVE, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
5.02.01	Describe sacraments as supernatural signs of grace instituted by Christ and given to the Church, to strengthen our faith and make us holy. Supernatural (CCC 1998, 2000)									
5.02.02	Identify sacraments of initiation: Baptism, Confirmation, and Eucharist. (CCC 1212, 1275)									
5.02.03	Name the symbols of the sacraments of initiation. (CCC 188, 1145–1152, 1189)									
5.02.04	Recognize the Eucharist as the center of Christian life. (CCC 1322, 1324)									
5.02.05	Identify sacraments of healing: Penance/Reconciliation and Anointing of the Sick. Penance/ Reconciliation (CCC 1440) Anointing of the Sick (CCC 1513)									
5.02.06	Name the symbols of the sacraments of healing: the words of absolution and the oil used in the anointing of the sick. (CCC 1424, 1441–1442, 1449)									
5.02.07	Identify essential elements of the Sacrament of Penance/ Reconciliation: confession , act of sorrow , resolution , to not sin again, and absolution by a priest. Essential elements (CCC 1155) Confession (CCC 1455–1458, 1493) Absolution (CCC 1424, 1441–1442, 1449)									
5.02.08	Identify sacraments at the Service of Communion and mission: matrimony and holy orders . Sacraments: communion (CCC 1533–1535) Sacraments: matrimony (CCC 1601) Holy orders (CCC 1597–1598)									
5.02.09	Identify sacraments that have the Indelible Character of the Holy Spirit. (CCC 698, 1121)									

STANDARDS CHECKLIST

GRADE FIVE, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
5.02.10	Show understanding that all forms of liturgy are the actions of the Holy Spirit intending to make us holy. (CCC 1066–1073)									
5.02.11	Exhibit understanding of the sacrificial nature of the Mass in the words of consecration.									
5.02.12	Exhibit understanding that in receiving Holy Communion, one receives the Body and Blood of Christ.									
5.02.13	Compare the symbols used in the Mass and the symbols of the Jewish Passover meal.									
5.02.14	State meaning of “ symbol ” and “ ritual .” Symbol (CCC 188, 1145, 1152, 1189) Ritual (CCC 1200–1209)									
5.02.15	State the order of the Mass.									
5.02.16	Identify symbols used in the Sacrament of the Anointing of the Sick.									
5.02.17	Develop a prayer service using components of liturgical prayer.									
5.02.18	Show understanding of the Rite of Baptism.									

STANDARDS CHECKLIST

GRADE FIVE, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.		A/S	O	N	D	J	F	M	A	M/J
5.03.01	Recognize Christian morality as an invitation to respond freely to God’s love. (CCC 1749–1761)									
5.03.02	Identify sense of personal goodness and self-worth as being responsible and loving.									
5.03.03	State the Two Great Commandments . (CCC 2055)									
5.03.04	Identify the Beatitudes as Jesus’s teaching about the Kingdom and moral goodness. (CCC 1716–1729)									
5.03.05	State the Ten Commandments . (CCC 2052–2082)									
5.03.06	Recognize the necessary conditions of sin and its consequence.									
5.03.07	Distinguish between mortal sin and venial sin as related to confession and absolution in the Sacrament of Penance/Reconciliation.									
5.03.08	Identify moral goodness with justice and stewardship . Justice (CCC 1807) Stewardship (CCC 299, 307, 339–340, 344, 952, 2402, 2417, 2456)									
5.03.09	Show understanding that my actions, good and bad, are subject to God’s judgment . (CCC 1955, 1959)									
5.03.10	Identify the states of life after death: Heaven, Purgatory , Hell . Purgatory (CCC 1030–1032, 1054) Hell (CCC 1021–22, 1033–38, 1056–57)									
5.03.11	Identify meaning of “ sanctifying grace .” (CCC 1999, 2023–2024)									

STANDARDS CHECKLIST

GRADE FIVE, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God’s revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
5.04.01	Understand meaning of “gospel.”									
5.04.02	Understand meaning of “ evangelist .” (CCC 2–3, 126, 515, 539, 571)									
5.04.03	State the Gospel of Mark is found in the New Testament.									
5.04.04	Identify the writer of the Gospel of Mark , the time of writing, and the community for whom the gospel was written.									
5.04.05	Understand Mark’s gospel as a gospel of proclamation . (CCC 1328, 1349).									
5.04.06	Identify the chief characters in the Gospel of Mark, especially Jesus, John the Baptist, Peter , the 12 apostles , Judas, Herod, Moses, Elijah, the demons , the Pharisees , Mary Magdalene . Peter (CCC 442–443, 554–556, 640–642, 765, 816, 862, 881) 12 apostles (CCC 75–76, 551–552) Demons (CCC 391–395, 550) Pharisees (575–576, 579–581, 588, 595–596) Mary Magdalene (CCC 2683–2684)									
5.04.07	Identify the Persons of the Holy Trinity in the story of Jesus’s baptism.									
5.04.08	Identify the role of St. John the Baptist in the Gospel of Mark. (CCC 523, 535–537, 608, 696, 717–719, 1224)									
5.04.09	In the Gospel of Mark, understand the power of Jesus to heal and to forgive.									
5.04.10	Understand Jesus as teacher in the Gospel of Mark.									
5.04.11	Identify parables in the Gospel of Mark. (CCC 546)									
5.04.12	Identify meaning of discipleship .									

STANDARDS CHECKLIST

GRADE FIVE, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God's revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
5.04.13	Identify who is greatest in the kingdom of Heaven.									
5.04.14	Identify the respect Jesus had for women.									
5.04.15	Explain the significance of Jesus's last meal of the Passover with His disciples. (CCC 1164)									
5.04.16	Explain the meaning of the Paschal Mystery in relationship to Jesus's death and resurrection. (CCC 571–573, 606, 618, 654, 1164–1165, 2177)									
5.04.17	Understand Mark's account of the resurrection of Jesus (Mk. 16: 1–8). (CCC 647–658, 988–1004, 1012, 1015–1019)									
5.04.18	Understand that Jesus predicts His resurrection in the Gospel of Mark.									
5.04.19	Explain how the Gospel of Mark is a sign of God's revelation. (CCC 36, 65–83)									

STANDARDS CHECKLIST

GRADE FIVE, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.		A/S	O	N	D	J	F	M	A	M/J
5.05.01	Show understanding that God is in relationship with us at all times.									
5.05.02	Articulate in various ways that God loves us, and wants only what is good in our lives.									
5.05.03	Show understanding that every person has the potential for holiness.									
5.05.04	Differentiate between formal/spoken prayer and prayer of quiet/listening . Formal prayer (CCC 2700–2704) Silent prayer (CCC 2709)									
5.05.05	Exhibit awareness that God forgives, no matter the seriousness of the sin, when sacramentally confessed.									
5.05.06	State the order of the Mass.									
5.05.07	Articulate history and purpose of the rosary.									
5.05.08	Memorize the Nicene Creed . (CCC 49–50,195)									
5.05.09	Show understanding of the Rite of Baptism.									
5.05.10	State theological virtues . (CCC 1812–1829, 1840–1844)									

STANDARDS CHECKLIST

GRADE FIVE, STANDARD SIX: Jesus Christ’s Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus’s mission in the world. Parish Life: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.		A/S	O	N	D	J	F	M	A	M/J
5.06.01	Show understanding that the Catholic Church is entrusted with the mission of Jesus Christ.									
5.06.02	Identify Peter as the first of the apostles and head of the early Christian community. (CCC 442–443, 554–556, 640–642, 765, 816, 862, 881)									
5.06.03	Identify name of current pope as the official head of the Catholic Church.									
5.06.04	Understand that the pope speaks in the name of the Church to all its members and to the world.									
5.06.05	Identify the head of a diocese as a bishop , an archdiocese as an archbishop (who also may be a cardinal). Diocese (CCC 833–835) Bishop (CCC 862–863, 874–879, 886–889, 893–896, 1536, 1555–1561) Archbishop (CCC 874–896, 938) Cardinal (CCC 874–896, 938)									
5.06.06	Name the current archbishop of Boston.									
5.06.07	Articulate that Holy Orders is the sacrament that provides deacons, priests, and bishops to serve the People of God in the Catholic Church. (1536–1538, 1544–1547, 1551, 1557, 1557, 1591–1593, 1597–1600)									
5.06.08	Show understanding that all members of the Church belong to the Communion of Saints by reason of baptism. (CCC 946–962)									
5.06.09	Understand that the parish is where Catholics ordinarily live the Christian way of life.									
5.06.10	State the meaning of “ stewardship .” (CCC 299, 307, 399–340, 344, 952, 2402, 2417, 2456)									
5.06.11	Participate in worship by participating in the liturgy of the Church at Sunday Mass.									
5.06.12	Describe duties of the altar server .									
5.06.13	Identify parishioners in terms of their vocations . (CCC 823–826, 915)									
5.06.14	Identify the cultural diversity of the parish.									

STANDARDS CHECKLIST

GRADE FIVE, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.		A/S	O	N	D	J	F	M	A	M/J
5.07.01	Understand meaning of “ discipleship .” (CCC 426, 816)									
5.07.02	Identify Sacrament of Baptism as initiation into a life of discipleship in Jesus Christ.									
5.07.03	Recognize vocations as particular callings in the Church to live the Christian life.									

GRADE SIX, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.

ESSENTIAL QUESTION: Who is Jesus, and what do we believe about Him?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
6.01.01 Show understanding of the actions of a Trinitarian God, as revealed in Scripture and Tradition and stated in the Creed.	Describe each Person of the Trinity as wholly and entirely God, yet distinct from one another, connected to the others, and inseparable from the others. Articulate understanding that this is a mystery that cannot be fully understood and can only be accepted through the gift of faith.	<i>Science.</i> Articulate questions that can be answered by science and those that cannot be answered by science. Choose a question that can be answered by science and conduct small group interactions on how the question would be approached scientifically. Choose a question that cannot be answered by science and conduct small group interactions on how the question would be answered by other means.
6.01.02 Describe God as the creator of the universe and as the creator of humanity.	State that there are two accounts of creation in the Book of Genesis. Distinguish the creation accounts in Genesis as mythic accounts telling us that creation is good, intended by God and loved by God. State how myths and legends communicate what is true.	<i>Science.</i> Define “evolution.” Identify supports for the theory of evolution in several species of animals. <i>Literature.</i> Read a number of creation accounts. Compare/contrast the stories. Describe the relationship between human beings and the god/s. Discuss the need for such stories in society.
6.01.03 Describe original sin as a reality of human existence. (CCC 385–421)	Show familiarity with the story of Adam and Eve (Genesis 3) and of Cain and Abel (Genesis 4) and of Noah (Genesis 6, 7, 8). Define “original sin.” Give examples of human sinfulness.	<i>Social Studies/History.</i> Research a national leader who used his/her authority to dismiss human rights to enhance the power of the state. Describe social conditions that would allow this kind of action.
6.01.04 State how God shows deep love and care for humankind, regardless of our sinfulness.	Describe how, despite human sinfulness, God is faithful to the promises made that the earth would never be destroyed (Genesis 9: 8–17). Describe how we as human beings suffer from the original brokenness of the human story.	<i>Family Activities.</i> Identify situations in family life that are difficult. Have the student identify how these situations are/are not in his/her control. Create solutions for some of these difficult situations. Identify ways the student can get help when he/she cannot resolve a difficult family situation.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
6.01.05 Show understanding that God gives human beings free will to love and serve Him out of free choice. (CCC 1730, 1749, 1786–1789)	Define “free will.” List examples of freedom of choice and how we know we have a free will. State how in our relationship with God, we have the freedom to choose to love and serve God.	<i>Biography.</i> Research the life of Fr. Augustus Tolton. Describe how Fr. Tolton made choices about his calling in life despite circumstances of racism and bigotry. State what it means to never give up a dream.
6.01.06 Describe how, in God’s providence , all people are destined for union with Him. (CCC 302, 321–324)	State meaning of “providence.” Describe what it means when we say that we are destined for union with God. Write a poem that reflects God’s providence in my life.	<i>Science.</i> Identify the spheres surrounding the Earth. Draw a diagram of the spheres. Describe the makeup of each sphere and what they do for the Earth. State how the Earth’s spheres protect life.
6.01.07 Show understanding that God communicates with people to reveal His plan for us. (CCC 36, 65–83)	State meaning of “revelation.” Give examples of how God is revealed in creation, natural moral law, and calling of a people, as well as calling to specific individuals. Write a description about how one of the Old Testament characters heard God’s voice and responded. Locate the source in scripture (book, chapter, verses).	<i>Science.</i> Take prints of right forefinger of class members. Compare the prints. Sort prints in terms of similarities/ differences. Describe how fingerprints are unique to each individual.
6.01.08 Show understanding that we will be raised after death into eternal union with God or separation from Him.	Explain my understanding of being raised from death. Describe what I anticipate when I think about eternal union with God. Articulate understanding that the Church believes that we will be raised after death into eternal union with God. State what the Church believes about Heaven. State what the Church believes about Hell. Describe how and why someone would choose eternal life with God or eternal separation from God.	<i>Social Studies.</i> Research how Native Americans view life after death. Invite one or more Native Americans to speak to the class about their spirituality. Compare/contrast to Christian belief.
6.01.09 Show awareness that at the end of time, Christ will return and we will be accountable for our participation in announcing the kingdom of God . (CCC 668–679)	Describe the kingdom of God. State how I see myself as part of building the kingdom of God. Read the Beatitudes in Mt. 5: 3–10. Describe how I am living the Beatitudes, giving specific examples.	<i>Biography.</i> Research the life of Dr. Thomas Dooley. Write a description of his work in Laos. Identify what drew him to this work. State how he was received in Laos and why he left. Describe how he lived out the Beatitudes.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
6.01.10 Describe Mary as the Mother of Jesus and the Mother of God , because Jesus is both true God and true man. (CCC 495)	Describe Mary as the Mother of God. Describe Jesus as true God and true man. Find passages in Matthew and Luke that help me understand this title of Mary. Compose a prayer to Mary, the Mother of God.	<i>Family Activities.</i> Find images of Mary that are kept in the home. Ask parent/s or guardian why religious images are important to them. Report findings to the class. <i>Music.</i> Learn traditional “ <i>Ave Maria</i> ” hymn in Latin and in Spanish or another language.
6.01.11 State the meaning of Incarnation as a mystery of faith. (CCC 456–483)	State derivation and meaning of “Incarnation.” Describe the Incarnation as a mystery of faith, in which we believe that God assumed human form in Jesus Christ. State that Jesus Christ is both fully God and fully human.	<i>Social Studies.</i> Use the Internet or library resources to research how early civilizations used religion as a basis for recognizing human rights. Discuss the relationship between human rights and dignity of the human person.
6.01.12 State our belief that Mary was a virgin before and after the birth of Jesus Christ. (CCC 915, 922–924, 934, 1579)	State meaning of “virgin.” Distinguish the difference between the Immaculate Conception of Mary and the virgin birth of Jesus. Using the stories from Luke and Matthew, describe the virginal conception of Jesus and why this caused difficulty and astonishment. State that Mary retained her virginity after the birth of Jesus.	<i>Music.</i> Learn “ <i>O Sanctissima</i> ” in Spanish or Latin in one- or two-part harmony, or another Marian hymn in a foreign language. <i>Biography.</i> Research the life of an early Christian saint who is honored in the Church as a virgin.

GRADE SIX, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. **Liturgy:** Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.

ESSENTIAL QUESTION: How do sacraments and liturgy help us to grow in our relationship with Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.02.01</p> <p>State understanding of sacraments as efficacious signs and instruments of God’s grace.</p> <p>Efficacious signs (CCC 1127, 1131)</p> <p>Grace (CCC 1996–2002, 2008–2011, 2016–2017, 2021–2027)</p>	<p>Define “efficacious grace.” Describe the sacraments as active signs of God’s power at work. State how the sacraments have the power to transform our lives.</p> <p>Describe how the sacraments provide us with the gift of God’s grace. Write a reflection on the Sacrament of Baptism as changing my life.</p>	<p><i>Biography.</i> Research the life of Edith Stein, Sister Teresa Benedicta, D.C. Describe her early life as a member of the Jewish faith. Describe her conversion to Catholicism and entrance into the life of a Carmelite sister. State how and why she died. Have the student share one aspect of Teresa’s life that inspires him/her.</p>
<p>6.02.02</p> <p>Understand the seven sacraments as instituted by Christ.</p>	<p>Define “institute.” Describe the sacraments as established by Christ. Describe how the sacraments are embedded in the ministry of Jesus.</p>	<p><i>Family Activities.</i> Have the students interview a family member about what it means to be an active Catholic. Share how the sacraments help to live family life in a more meaningful way.</p> <p><i>Parish Life.</i> Interview someone who is in RCIA (Rite of Christian Initiation of Adults). Find out why he/she is becoming Catholic.</p>
<p>6.02.03</p> <p>Describe how the seven sacraments are entrusted to the Church.</p>	<p>State that the Church receives the gifts of the sacraments to dispense to all the faithful. Explain how the Catholic Church has the fullness of the seven sacraments. Describe how the sacraments accompany us from birth to death.</p> <p>Describe how the Sacrament of the Anointing of the Sick prepares us for fullness of life in Christ.</p>	<p><i>Health.</i> Describe how healthy habits assist in living a full life. Identify health habits that are easy to practice, and those that are a challenge. Identify several ways that will help a person overcome a challenging habit.</p> <p><i>Music.</i> Learn the song “All Are Welcome,” or another appropriate song of welcome.</p>
<p>6.02.04</p> <p>Describe the action of the Holy Spirit in the sacraments, independent of the worthiness of the minister.</p>	<p>Describe how God’s Holy Spirit acts through the sacraments independently of the worthiness of the minister. Explain the meaning of “being worthy.”</p>	<p><i>Music.</i> Learn the song “Send Us Your Spirit,” or another appropriate song to the Holy Spirit.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
6.02.05 State the sacraments that have an indelible character . (CCC 698, 1121)	Identify the sacraments of Baptism, Confirmation, and Holy Orders as having an indelible character. Explain why Baptism and Confirmation can never be repeated. Describe the three levels of Holy Orders. Explain why each level of ordination is not repeated.	<i>Science.</i> Describe how DNA maps out the characteristics of species. <i>Parish Life.</i> Interview a candidate for the Sacrament of Confirmation. Find out why this person wants to be confirmed.
6.02.06 Describe the Sacrament of Matrimony as a permanent bond between one man and one woman. (CCC 1638–1640, 1643, 1662)	State meaning of “bond.” State that the Sacrament of Matrimony in the Church is between one man and one woman through the exchange of wedding vows. Recite the traditional marriage vows of the wedding ceremony. State meaning of a permanent commitment in married life.	<i>Family Activities.</i> Have the student research the life story of one married couple in his/her family. As a class, conduct an interview of the couple. Report findings to the class. From these findings, identify characteristics of successful married life.
6.02.07 State the essential elements of the sacraments of Matrimony and Holy Orders. (CCC 1155)	State meaning of essential elements of the sacraments. Describe the essential element of Matrimony as the exchange of marriage vows. Describe the essential elements of Holy Orders as laying on of hands. Describe what “consecration” means.	<i>Parish Life.</i> Interview a priest or permanent deacon about his ordination and vocation. Share photos of these events.
6.02.08 Identify the sacraments of Matrimony and Holy Orders as sacraments at the service of communion and mission.	Describe how Matrimony and Holy Orders are about service to others. State how you observe the priest/s and deacon/s in your parish serving others. Describe how the vocation of married couples serves the Church and community.	<i>Social Studies.</i> Identify a national organization that does service. Describe the organization and its service. State how individuals might support this organization. <i>Biography.</i> Research the life of Fr. Michael McGivney, founder of the Knights of Columbus. Interview a Knight in your parish. Ask why he became a Knight of Columbus and what he is expected to do as a Knight.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.02.09</p> <p>Describe meaning of a sacramental and give examples. (CCC 1667–1673, 1677–1678)</p>	<p>State meaning of a sacramental. Give examples of sacramentals we have used in church, at home, and at school. Describe how we treat sacramentals.</p>	<p><i>Social Studies.</i> Read <i>1621: A New Look at Thanksgiving</i> (Grace, Catherine O'Neill & Margaret M. Bruchac, 2001, Oyate Publications). Compare modern understandings of the national Thanksgiving holiday with the point of view in this book. Describe how traditional symbols are used to celebrate the holiday.</p>
<p>6.02.10</p> <p>Show capacity to proclaim Sacred Scripture during class prayer services. (CCC 1328–1349)</p>	<p>State meaning of “proclaim” in relationship to reading scripture. Provide clear delivery of the scripture passage, standing erect, speaking articulately, and periodically viewing the congregation. Show through delivery an understanding of the passages proclaimed.</p>	<p><i>Language Arts.</i> Standing, speaking articulately, and periodically viewing the congregation, provide a clear delivery of the scripture passages. Practice reading the passages several times before the class.</p>
<p>6.02.11</p> <p>Identify the functions of ordained and non-ordained ministers at Mass. Ordained (CCC 1547–1554, 1577–1579, 1592) Non-ordained (CCC 1546–1547, 1551–1553, 1554, 1577–1580, 1591–1592, 1598)</p>	<p>State meaning of “ordained” and “non-ordained.” Identify roles of ordained and non-ordained ministers at Mass including priest, deacon, lector, and minister of Communion, altar servers, and congregation. Explain why there are different roles.</p>	<p><i>Biography.</i> Research the life of St. Ignatius of Loyola. State when and where he lived. Recount his conversion process from being a soldier to becoming a priest. Identify the community he founded and its purpose.</p>
<p>6.02.12</p> <p>State how lay parishioners can minister to the sick and elderly through praying with them, proclaiming scripture and giving Holy Communion. (CCC 897–913)</p>	<p>State meaning of “lay.” Articulate role of lay parishioners in ministry to the homebound, the sick, and the elderly. Explain why this role is important.</p>	<p><i>Family Activities.</i> Take opportunities to visit sick and elderly neighbors as a family. Make a card, prepare a favorite food, or bring flowers to show care for these individuals. Make friends with the elderly.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
6.02.13 Show understanding that any person can baptize as long as there is an immediate critical need and he/she uses the Trinitarian formula, clean water for baptism, and has the intention to baptize.	State that any person, Christian or non-Christian, may baptize someone who has not received the Sacrament of Baptism. Describe meaning of “critical need” and give examples. State the Trinitarian formula for baptizing. Explain why the one who baptizes must call the pastor in a Catholic parish to report the baptism.	<i>Health.</i> Know and apply basic first-aid measures. Develop a plan for an emergency: call an adult; call 911.
6.02.14 Identify the scripture readings for Sundays in the Church year and trace the life of Christ throughout the year.	State scripture readings from Old Testament and New Testament for Sundays of the Church year. Relate the liturgical seasons to the life of Christ.	<i>Family Activities.</i> Keep a book that has the Sunday scripture readings and reflect on the readings in preparation for Sunday Mass.
6.02.15 Identify all the seasons of the Church year and when they occur in the current calendar year.	State all the seasons of the Church year and identify when they occur in the current year.	<i>Math.</i> Compare the Roman calendar with the Jewish calendar. Identify what accounts for the differences.
6.02.16 Articulate how some of the rites in the liturgical celebrations of the Church originate in Jewish ritual.	Identify some Christian liturgical rites that originate in Jewish ritual.	<i>Language Arts.</i> State the importance of culture in literature. Take a novel and identify the cultural context of the story.
6.02.17 Name all the Holy Days of Obligation in the United States.	Name the Holy Days of Obligation observed by Catholics in the United States. State what the obligation is.	<i>History.</i> Research the origin of Holy Days of Obligation in the Church. Compare to holy days observed in Judaism and Islam. State how days are set aside as “holy” in these traditions.

GRADE SIX, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.

ESSENTIAL QUESTION: How does living a moral life help us to live a life of discipleship in Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
6.03.01 Show understanding that Christian living is the gift of active discipleship in Jesus Christ.	Describe Christian living as following the teachings of Jesus Christ, expressed through love of God and love for others, especially the poor. Identify the Two Great Commandments and the Beatitudes as teachings of Jesus. Name actions that describe how I live as a disciple of Jesus.	<i>Social Studies.</i> Research the Earth Charter Principles of the United Nations. State how the principles respect human life and the environment.
6.03.02 Describe the three sources of a moral act.	State components of a morally good act: the desired action, the purpose or intention for doing the action, and the circumstances for making the choice. Taking common examples of actions, describe the action in terms of the three components of moral decision-making. Describe why the three components are necessary to judge the morality of an action.	<i>Science.</i> Identify one source of global warming and how this source might be eliminated to lessen the harmful effects of global warming. Identify how the U.S. government addresses this problem. Identify one action that the class will take to decrease global warming. Have the student state one action he/she will take to help diminish the effects of global warming. Describe how group and personal efforts are needed to address the elimination of global warming.
6.03.03 State meaning of natural moral law . (CCC 1954–1960, 1978–1979)	Define “natural moral law.” Explain why all people are bound to observe the natural moral law. Identify which of the Ten Commandments are examples of natural moral law and which are God-given.	<i>Social Studies.</i> Give examples of how natural moral law is exercised in society. Give examples of how natural laws compare to man-made laws.
6.03.04 Differentiate personal sin and social sin . Personal sin (CCC 1849, 1868) Social sin (CCC 1868–1869)	Define “personal sin” and “social sin.” Give examples for each of the types of sin. Explain how personal sin might be related to social sin and give examples.	<i>Social Studies.</i> State meaning of racism as a social evil that is built on misuse of power. Give examples of laws or institutions that institutionalize racism. Describe the effects of these institutions on people.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.03.05</p> <p>Identify conscience as an informed inner voice that helps distinguish between right and wrong. (CCC 1776–1789, 1795, 1802)</p>	<p>Define “conscience.” State meaning of “informed.”</p> <p>Describe how scripture, church teaching, and prayer help to form our <i>conscience</i>. Clarify how information assists the conscience in making a judgment. Write a reflection on how my conscience helped me to take a certain action.</p>	<p><i>Drama.</i> Create scenarios in which characters do a certain action. Identify how conscience is used to help the character make a right judgment about an intended action.</p>
<p>6.03.06</p> <p>Show understanding that people and individuals have rights to their human dignity, freedom, property, and possessions. (CCC 1905–1948)</p>	<p>State the meaning of “human rights” and give examples. Describe how natural moral law forbids us to take from others what belongs to them. State how stealing, copying, paying unjust wages, gouging prices, and taking the property of another are morally unacceptable. In small groups, identify a human right and a minority group in the United States. Explain how this group does/does not have access to the right. Analyze cause/s for not having access and ways to provide access. Report findings.</p>	<p><i>Family Activities.</i> Examine how human rights are respected in family life. Have the student write a reflection on how he/she respects the rights of other family members. Write a reflection on how he/she protects himself/herself from abuse.</p> <p><i>Social Studies.</i> Research water rights in Nicaragua. Examine the relationship of access to clean water and <i>health</i>. Argue positions for/against people having to pay for water in developing countries.</p>
<p>6.03.07</p> <p>Recognize that the government must protect the rights of its citizens through socially just laws. (CCC 1807)</p>	<p>Name the documents of the United States that protect our life and rights. State meaning of a socially just law. Identify one right, and identify one law that protects that right in a socially just way.</p>	<p><i>Biography.</i> Research the life of Dr. Martin Luther King, Jr. Write an essay about Dr. King, including when and where he lived and what he did to help change U.S. laws regarding the rights of African Americans.</p>
<p>6.03.08</p> <p>State that we are obligated to keep promises, oaths, and contracts. (CCC 2149–2155)</p>	<p>Define “promise,” “oath,” and “contract.” Give examples of a promise, an oath, and a contract. Identify human virtues that help us to keep our promises. Identify a deadly sin that might tempt us not to keep our promises. Describe why keeping our promises is important. Define “covenant.” Describe how a covenant is related to promise, oath, and contract.</p>	<p><i>Social Studies.</i> Research government treaties with the 500 Nations in the 1800s. Identify why the treaties were made. State how and why they were broken. State how the government, in not keeping its treaties, abused human rights.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.03.09</p> <p>State how the family is the foundation of human society. (CCC 1897–1900)</p>	<p>Define “society.” State how the family is the foundation of human society.</p>	<p><i>Biography.</i> Using Internet or library resources, research the lives of Luigi and Maria Beltrame Quattrocchi. State when and where this married couple lived. Identify their work. State some facts about their children. Explain how they helped Jewish people during WWII. Write an essay and include pictures.</p>
<p>6.03.10</p> <p>Show understanding that I have a responsibility to work for the common good of society. (CCC 1905–1923)</p>	<p>State meaning of “common good.” Give examples of how I live my life not only for myself but also for the good of others. State examples in the life and teachings of Jesus that exhibit how we are called to serve others generously. Make a list of people who work for the common good of society. Research some data about one of these people and what he or she does for others.</p>	<p><i>Social Studies.</i> Research the Western Hemisphere Institute for Security Cooperation (formerly the School of the Americas) of Fort Benning, Georgia, on the Internet (www.soaw.org). List some facts about the purpose of the school. State why people oppose this school even to the point of engaging in civil disobedience. State why human torture is against human dignity. Write a letter to the U.S. president to state your opinion about human torture and ask the president to close the Western Hemisphere Institute for Security Cooperation.</p>
<p>6.03.11</p> <p>Connect environmental stewardship with respect for God’s creation. (CCC 299, 307, 339–340, 344, 952, 2402, 2417, 2456)</p>	<p>Describe meaning of “environmental stewardship.” Identify examples of how I protect the environment through my personal behaviors.</p>	<p><i>Social Studies.</i> State examples of current legal issues about an environmental hazard in our state. In small groups, take one example and gather data online about the hazard and its cause/s and effects. Suggest solutions to these problems. Write a letter to a legislator about solutions.</p>

GRADE SIX, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God’s revelation through scripture.

ESSENTIAL QUESTION: How does understanding scripture help us to grow in the knowledge and love of Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.04.01</p> <p>Show familiarity with the role of the patriarchs in the unfolding of God’s revelation to them.</p> <p>(CCC 59–61, 706–707)</p>	<p>Define “patriarchs.” Identify the patriarchs as Abraham, Isaac, and Jacob. Locate the stories of the patriarchs in the Book of Genesis. Recount the stories about Sarah, Rebekah, and Rachel. State the role of the patriarchs in the Book of Genesis.</p>	<p><i>Social Studies.</i> Research a country in history that had a monarchy. Identify what kinds of powers a monarch had. Discuss the advantages and disadvantages of this type of government.</p> <p><i>Geography.</i> Draw a map of the area in the Middle East and identify the location of the patriarchs.</p> <p><i>Art.</i> Create a stylistic caricature of one of the patriarchs. Describe “caricature” and what any symbols mean to the class.</p>
<p>6.04.02</p> <p>Trace the unfolding of God’s revelation through the history of the Chosen People.</p> <p>Revelation (CCC 36, 65–83)</p> <p>Chosen People (CCC 59–64, 201, 203, 212, 218–219, 238, 839, 2085)</p>	<p>Define “revelation.” State who the Chosen People were in the Old Testament. State the role of Moses in God’s revelation to the Chosen People. Identify the purpose of the Chosen People as being a light to the nations and what this means.</p>	<p><i>Religion.</i> Invite a Jewish rabbi or educator to talk about the story of God’s Chosen People. Identify how Jews today understand their relationship with God as chosen. Discuss meaning and significance of God’s choice of us today.</p>
<p>6.04.03</p> <p>Describe the events of the Book of Exodus and its significance in the history of the Chosen People.</p>	<p>Recount the story of God’s deliverance of the people through Moses, who led the people across the Red Sea to Mount Sinai and entered into a special covenant with God. Describe God’s revelation to Moses on Mt. Sinai. State how the Ten Commandments were central to the covenant between God and the people.</p>	<p><i>Geography.</i> Using the Internet or reference books, research the Sinai desert region. Draw a topographical map of the region. Identify plants and animals in the biome. Trace the route of the Exodus from Egypt through Sinai.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.04.04</p> <p>Show understanding of redemption and salvation through the revelation of God’s word in Sacred Scripture.</p> <p>Redemption (CCC 64)</p> <p>Salvation (CCC 55, 122–124, 169, 489, 1092, 1095, 1168)</p>	<p>Define “redemption” and “salvation.” Describe how God revealed to the Israelites the gift of redemption through Israel’s experience of the Exodus. State how God saved his people.</p>	<p><i>Social Studies.</i> Study the history of Egypt’s pharaohs. Identify the system of government based on theocracy. Define “theocracy.” Using Internet or library resources, research the pharaohs.</p>
<p>6.04.05</p> <p>Show understanding of how God made covenants with the Chosen People as a sign of His faithfulness.</p> <p>(CCC 56–63, 121–123, 761–762)</p>	<p>Describe meaning of “Chosen People” and who they are. Give examples of God’s covenants with Noah, Abraham, and Moses. Identify what God wanted in the covenantal relationship. Explain why honoring the covenant is a response to God’s gift of salvation in Exodus. Compare/contrast God’s covenant with treaties.</p>	<p><i>Social Studies.</i> Identify an example from U.S. history of a treaty with other nations. Explain why treaties are important. Identify the components of a treaty. Compose a treaty for two nations that are currently struggling with each other.</p>
<p>6.04.06</p> <p>Identify God’s name Yahweh in the Book of Exodus.</p> <p>(CCC 206, 210–211, 213–214)</p>	<p>State meaning and derivation of “Yahweh.” Recount the story of God’s revelation of His name to Moses. State why Moses wanted to know God’s name. State why Jews do not pronounce the name. Write a reflection on why we respect God’s name.</p>	<p><i>Family Activities.</i> Ask parents why they named their children as they did. Identify names that were handed down from a past generation. Identify names of saints that classmates may have been given.</p>
<p>6.04.07</p> <p>State the significance of the Ark of the Covenant in the difficult journey of the Israelites through the desert.</p> <p>(CCC 212–213, 218, 1081, 1094)</p>	<p>Describe the Ark of the Covenant. State what was kept in the Ark. Describe the design of the Ark, and why it was designed that way. Explain why the Ark would have been important to this wandering people. Compare the Ark of the Covenant to the tabernacle in church.</p>	<p><i>Art.</i> Make a model of the Ark of the Covenant.</p> <p><i>Religion.</i> State how the Ark of the Covenant is used in a synagogue. Compare the synagogue ark with the Ark of the Covenant described in the Book of Exodus.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.04.08</p> <p>State the meaning of monotheism and its connection to the Jewish understanding of God.</p> <p>(CCC 146, 199–202, 205, 209, 839, 841)</p>	<p>Define “monotheism.” Compare Jewish understanding of God to the surrounding Semitic and Egyptian beliefs. Name some gods from these local religions and what the people believed they could do.</p>	<p><i>Social Studies.</i> State meaning of “polytheism.” Identify a modern cultural group whose religion is polytheistic. State meaning of polytheism. Describe the religion and rituals. Distinguish monotheism from polytheism. Support why you believe in one God rather than many.</p>
<p>6.04.09</p> <p>Show understanding of the connection between God’s covenant and the entry into the Promised Land.</p>	<p>Describe the significance of the Promised Land from Genesis to Exodus. Recount how Abraham and Jacob were given the promise of land. State why this promise was important to the people. Recount the story of Joshua and the people entering the city of Jericho and the land of Canaan.</p>	<p><i>Social Studies.</i> Trace the phenomenon of ownership of property. Discuss how ownership of property is important to people. Discuss the advantages/disadvantages of owning property. Name a cultural group where property is owned in common. State the difference between private and communal ownership of land.</p>
<p>6.04.10</p> <p>State the role of the judges in the Old Testament.</p>	<p>Identify the 12 judges of Israel and their role in the Old Testament during the period of the judges. Identify the Book of Judges as the compilation of the stories of the judges. Recount the stories of the judges, particularly Gideon, Deborah, and Jephthah. State how and why judges exercised authority over the Israelites. State how these stories highlight the importance of obedience to God’s law.</p>	<p><i>Social Studies.</i> State the role of a judge in today’s society. Compare/contrast with the role of the judges in the Old Testament.</p>
<p>6.04.11</p> <p>State the role of Samuel in the choice of the first kings of Israel.</p>	<p>Recount the story of Samuel in the First Book of Samuel. State Samuel’s role as prophet and the story of God’s call to Samuel (1 Samuel 3). State the people’s desire to have a king like the other nations, rather than having Yahweh as their king. Identify Saul as first king of Israel and his anointing by Samuel.</p>	<p><i>Social Studies.</i> Describe the importance of kings in society. State how kings became powerful in the Middle Ages and lost power in the Modern Age. Explain “regnum period.” Describe how abuse of power contributed to the end of the regnum period.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
6.04.08 State the meaning of monotheism and its connection to the Jewish understanding of God. (CCC 146, 199–202, 205, 209, 839, 841)	Define “monotheism.” Compare Jewish understanding of God to the surrounding Semitic and Egyptian beliefs. Name some gods from these local religions and what the people believed they could do.	<i>Social Studies.</i> State meaning of “polytheism.” Identify a modern cultural group whose religion is polytheistic. State meaning of polytheism. Describe the religion and rituals. Distinguish monotheism from polytheism. Support why you believe in one God rather than many.
6.04.09 Show understanding of the connection between God’s covenant and the entry into the Promised Land.	Describe the significance of the Promised Land from Genesis to Exodus. Recount how Abraham and Jacob were given the promise of land. State why this promise was important to the people. Recount the story of Joshua and the people entering the city of Jericho and the land of Canaan.	<i>Social Studies.</i> Trace the phenomenon of ownership of property. Discuss how ownership of property is important to people. Discuss the advantages/disadvantages of owning property. Name a cultural group where property is owned in common. State the difference between private and communal ownership of land.
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6.04.11 State the role of Samuel in the choice of the first kings of Israel.	Recount the story of Samuel in the First Book of Samuel. State Samuel’s role as prophet and the story of God’s call to Samuel (1 Samuel 3). State the people’s desire to have a king like the other nations, rather than having Yahweh as their king. Identify Saul as first king of Israel and his anointing by Samuel.	<i>Social Studies.</i> Describe the importance of kings in society. State how kings became powerful in the Middle Ages and lost power in the Modern Age. Explain “regnum period.” Describe how abuse of power contributed to the end of the regnum period.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.04.12</p> <p>State how the first kings of Israel helped to establish monarchy in Israel.</p>	<p>Describe the authority of a king in the Old Testament. State from whom the king received authority (1 Samuel 10: 1). Describe Yahweh’s choosing David as king (1 Samuel 16: 1–13). Recount the stories of King David: David and Goliath, David and Saul, David and Jonathan, David and Bathsheba, David and Nathan, the struggle of David with his sons. State that the base of David’s kingdom was Jerusalem. State David’s son Solomon as third king of Israel and builder of the first temple of Jerusalem. Recount the stories of Solomon in 1 Kings as wise judge, builder of the temple, and famed as a wealthy king.</p>	<p><i>Biography.</i> Research the life of the Zulu Chief Albert Luthuli (1899–1967). Go online to learn about his life and why he received the Nobel Peace Prize in 1960. Write a biographical sketch and include pictures.</p> <p><i>Language Arts.</i> Write a dramatic story about the relationship between King David and the prophet Nathan.</p>
<p>6.04.13</p> <p>Identify the prophets of the Old Testament and their role in the history of Israel.</p> <p>Prophets (CCC 61, 64–65, 218, 702, 719)</p> <p>Old Testament (CCC 121–123, 697, 707)</p>	<p>Define “prophet.” Name the prophets. In small groups design a research project on one of the following prophets: Elijah, Elisha, Ezekiel, Isaiah, Jeremiah, Hosea, or Amos. Describe the message of each prophet and how they urged the people to obey the covenant. Find references in the Old Testament about this prophet. Appraise the role of the prophets in the community in regard to God’s ongoing covenant with the people. State why the role was difficult.</p>	<p><i>Social Studies.</i> Create a timeline of the prophets. Include major events on the timeline.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.04.14</p> <p>Identify the loss of the Northern Kingdom to Assyria and the loss of Judah to Babylon.</p>	<p>Show understanding that Israel’s kings were not faithful to the covenant and fell into alliances with other gods and kings (2 Kings). Identify the end of Israel during the reign of Hosea (722 B.C.) and the fall of Judah to Babylon during the reign of Zedekiah (586 B.C.). Identify the destruction of Jerusalem and the temple in 586 B.C. State 586 B.C. as the close of the period of kings for Israel. Identify the Prophet Jeremiah as the prophet who mourned the loss of Israel.</p>	<p><i>Social Studies.</i> Create a timeline of the history of Israel during the time of the kings. Include in the timeline the names of the kings and the prophets. Incorporate names of kings and kingdoms warring against Israel during that period.</p>
<p>6.04.15</p> <p>Identify the return of the exiles to Jerusalem under King Cyrus of Persia, and the reordering of Jewish life with the restoration of the law and the temple.</p>	<p>State the return of the exiles to Jerusalem in 539 B.C. under the rule of King Cyrus of Persia. State that Ezra leads the return to Jerusalem as described in the Book of Ezra. State that the return to Jerusalem under Ezra reestablishes the laws of the covenant and rebuilding the temple. Articulate a new understanding of the Jewish community as a “holy race” (Ezra 9:2). Associate Nehemiah as rebuilding the walls of Jerusalem. Identify the Torah read in Hebrew as significant to this period.</p>	<p><i>Literature.</i> Identify the Torah. State the history of the Torah in the postexilic period of Jewish religious and cultural development.</p>
<p>6.04.16</p> <p>Articulate the role of women in the Old Testament.</p>	<p>Identify women in the Old Testament. In small groups, design a research project about one of these women. Find references in the Old Testament about the woman and stories about her life. Make a list of all the women of the Old Testament studied by the class.</p>	<p><i>Biography.</i> Research the life of Elizabeth Ann Seton and her contribution to Catholic life in America. Name the religious community she founded and its work. Identify places where the community serves the Church today.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
6.04.17 Show familiarity with the geography and cities of Samaria and Judea during the time of Jesus.	Locate the major towns, cities, and topography of Samaria and Judea during the time of Jesus.	<i>Geography.</i> Draw a map of the Samaria and Judea, showing locations of the border, cities, rivers, lakes, seas, and deserts. Identify major commercial businesses and products of the area during the time of Jesus. Compare a map of ancient cities to a modern map of the eastern Mediterranean coast.
6.04.18 Show familiarity with the Gospel of Matthew.	Read the Gospel of Matthew. State who was the writer, when and where the gospel was written, the community for whom the gospel was written and why it may have been written. State how the gospel was written in the post-resurrection period. Describe how this affects the presentation of Jesus's life in the gospel.	<i>Social Studies.</i> Research the city of Antioch during the first Century C.E. Identify why it was a flourishing city. Reason why Christians and Jews had difficulty in getting along. Find scripture sources in Matthew that express these tensions. Argue the possibility that the Gospel of Matthew was written in Antioch.
6.04.19 State the literary style of the Gospel of Matthew as narrative and discourse . Narrative (CCC 109–110) Discourse (CCC 575, 581–582)	State the literary style of the Gospel of Matthew as narrative and discourse. Identify meaning of “narrative” and “discourse.” Give examples of narrative and discourse in the Gospel of Matthew.	<i>Language Arts.</i> State the elements of a narrative. State meaning of “plot.” Read a short story written by Charles Dickens. Relate the plot of the story. Explain why Dickens was a great storyteller.
6.04.20 Give examples in the narrative of the Gospel of Matthew that show the literary device of conflict to tell the story.	Locate examples in Matthew where conflict is used to advance the plot of the story. Give examples of conflict in the gospel.	<i>Language Arts.</i> Find an example of a story that uses conflict to create the plot.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.04.21</p> <p>State that Jesus is the central figure of the Gospel of Matthew, whose genealogy is linked with son of Abraham, son of David, and Son of God.</p> <p>Genealogy (CCC 437)</p> <p>Son of Abraham (CCC 422–423, 527)</p> <p>Son of David (CCC 437–439, 496, 559)</p> <p>Son of God (CCC 254–260, 262, 429, 441–445, 454, 458–460, 470, 509, 528, 535, 552)</p>	<p>Define “genealogy.” Identify Matthew 1:1 as the statement of who Jesus is and how He is linked to Israel’s history. State the genealogy in Mt. 1:2–17 as the ancestry of Jesus identifying Him with the fulfillment of Old Testament prophecy. Locate the names recognized in the genealogy. Discuss whether this is a genealogy based on historical evidence.</p>	<p><i>Social Studies.</i> Research the Family Tree Center of the Church of Jesus Christ of Latter-Day Saints. State the purpose of the research center. State what the Church of the Latter-Day Saints believes about keeping these records and about the Last Day. Have the student go online to www.familysearch.org and look up his/her family surnames on the Church of Jesus Christ of the Latter-Day Saints website. Identify data learned about the family history. State other findings about this Church.</p>
<p>6.04.22</p> <p>Identify the main characters in the Gospel of Matthew and their purpose.</p>	<p>State the main characters of the narrative. State that Jesus is the central character of the story. State characters that create conflict with Jesus. State characters that support His true identity.</p>	<p><i>Language Arts.</i> Identify how characters unfold in a story as “protagonist” and “antagonist.” Using a novel read recently, identify the characters in terms of their roles as protagonist or antagonist.</p>
<p>6.04.23</p> <p>Identify the Gospel of Matthew as a synoptic gospel containing most of the Gospel of Mark. (CCC 126)</p>	<p>State meaning and derivation of “synoptic.” State how many passages from Mark are used in Matthew’s gospel. In Mark and Matthew, find a story in the life of Jesus, and a parable. Identify chapter and verses in both gospels where examples are found.</p>	<p><i>Language Arts.</i> In a series of novels, describe why one would want to read these stories sequentially. Describe character development in the selected novels.</p>
<p>6.04.24</p> <p>Show understanding of the infancy narrative in Matthew 1: 18–25 and 2:1–23 as identifying Jesus as Emmanuel (taken from the Book of Isaiah). (CCC 712)</p>	<p>Show how the author uses the prophecies of Isaiah to identify Jesus as God’s Son. Read Isaiah 7 and describe how the prophet Isaiah seems to be using the name “Immanuel.” Discuss why Matthew would use Is. 7: 14 in his description of Jesus’s identity. State meaning of the name “Jesus.”</p>	<p><i>Music.</i> Learn the Advent hymn “O Come, O Come, Emmanuel.” Research the history of the hymn and the language in which the song was originally written. Learn one verse in Latin.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.04.25</p> <p>Identify tensions in the infancy narrative in Mt. 2: 1–23 as signs of Gentile recognition of Jesus’s rule and King Herod’s fears.</p>	<p>Define “Gentile.” State the role of the magi in the narrative. State the role of King Herod. State the purpose of the Old Testament prophecies to enhance the story. Describe how the conflict might set the stage for anticipating other conflicts in the gospel.</p>	<p><i>Social Studies.</i> Research the role of the Herods in Jewish history. State their relationship with the Romans.</p>
<p>6.04.26</p> <p>State use of conflict and discourse in the temptation story to identify Jesus as Son of God who seeks no power for Himself. (CCC 1264, 1426)</p>	<p>State meaning of “temptation.” State the three temptations and Jesus’s use of Old Testament scripture to rebut the Devil. Identify the role of the Devil in the narrative. Describe how the temptations forecast Jesus’s stand against evil in the gospel. Compare the temptation narrative in Matthew with Mk 1: 12–13.</p>	<p><i>Family Activities.</i> Take one evening every week to read the complete gospel of the liturgical year. Read the gospel so that “in between” parts not used at Sunday liturgy are read. Find ways to make this time interesting and informative. Help family members to enhance their skills as readers.</p>
<p>6.04.27</p> <p>Describe the beginning of Jesus’s ministry in Capernaum, the call of the first disciples, and His first ministry in Mt. 4: 12–25. (CCC 541, 551–552)</p>	<p>Identify the city of Capernaum as the place where Jesus lived and began His ministry of teaching. State meaning of “gospel.” Identify how Jesus’s ministry of teaching and healing was good news. State how the people reacted to Jesus’s teaching and healing. Describe how the cities mentioned indicate that Jesus’s ministry was more than only to the Jews.</p>	<p><i>Language Arts.</i> State how details in a story are devices to help the reader to assume or infer plot action and character development. <i>Geography.</i> Locate Capernaum on a map of first-century Palestine. With the Internet or other sources, find a description of Capernaum during Jesus’s time. Discuss its importance.</p>
<p>6.04.28</p> <p>Identify the Beatitudes as Matthew’s introduction to the teachings of Jesus in Mt. 5: 1–12. (CCC 1716–1729)</p>	<p>State meaning and derivation of “Beatitude.” Explain why you think Matthew began his presentation of Jesus’s teachings with the Beatitudes. Locate an element of conflict in the Beatitudes. State what would have challenged the crowd. State how the Beatitudes challenge us.</p>	<p><i>Art.</i> Using one of his/her favorite Beatitudes, have the student create a calligraphy design of the Beatitude. Have the student write a reflection on why he/she chose this Beatitude.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
6.04.29 State how Jesus challenges His disciples to be salt and light in Mt. 5: 13–16.	Identify salt and light as similes used to describe the public nature of being a disciple. Write a reflection on this gospel passage about how we are salt and light in our lives as Christians. Using watercolor or acrylics, design an artistic expression of this reflection.	<i>Biography.</i> Research the life of Mother Theodore Guerin. State where she was born, what community she established, and some of the conflicts in her life. Go online to find some facts about the Sisters of Providence. Report findings.
6.04.30 Distinguish the teachings of Jesus from the Jewish regulations in Mt. 5: 17–46 to Mt. 7: 1–28.	State how Jesus takes a regulation and points toward a deeper understanding of the law. Find examples of how Matthew compares/contrasts a regulation from a deeper understanding of God’s laws. Make a list of the teachings in Matthew.	<i>Social Studies.</i> Compare/contrast use of laws and regulations in city government. Identify which may have more consequences.
6.04.31 Identify the purpose of the healing ministry of Jesus as written in Mt. 8: 1–34 to 9: 1–36.	State a healing story about which I am most impressed and why. Draw a cartoon story of one of the healing stories. Describe a healing story that narrates some form of conflict and indicate why the conflict exists.	<i>Health.</i> Identify ways that peer relationships affect personal health.
6.04.32 State how Matthew views the conditions of discipleship in Mt. chapters 10, 11, 13, and 14.	Identify examples of Jesus as teacher of the disciples. Find passages in this section that exhibit how Jesus related to His disciples. Identify some conflict in the teaching.	<i>Music.</i> Learn the song “The Summons” (John L. Bell, GIA Publications), or another discipleship song. Describe how the song highlights the challenges of discipleship today.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.04.33</p> <p>State how Matthew (chapters 15–20) uses conflict to enhance the difference between Jesus’s understanding of His ministry and the Jewish leaders and the disciples.</p>	<p>Identify how faith enters into how the characters in the narrative relate to Jesus. Use story of the Canaanite woman in Mt. 15: 21–28 to explain Jesus’s response to the faith of another person. State how Peter struggles in his understanding of Jesus’s identity as Messiah. Identify in this section how the prophet Elijah is used in unfolding Jesus’s identity. State who is greatest in the kingdom of Heaven and why this sets up conflict. State what Jesus teaches about marriage. State how the stories in this section of Matthew’s gospel set up conflict with Jewish authorities. Locate the predictions about Jesus’s death and state how the disciples felt.</p>	<p><i>Social Studies.</i> Research divorce statistics in the United States between 1950 and 2000. Have the student describe what he/she notices about the data. Identify reasons why the statistics show such an increase. Identify the importance of marriage in family life. Identify ways that could reverse this trend.</p>
<p>6.04.34</p> <p>Using events and predictions, trace the heightening conflict between Jesus’s use of authority and the Jewish leaders (in Matthew 21–25).</p>	<p>Recount Jesus’s entry into Jerusalem and why this is included in the story. State what happened in the temple, and how Jesus’s action is a turning point in the story. Show how the parables in these chapters are used to predict Jesus’s death. Locate the “woes” of which Jesus speaks to the Jewish leaders. Explain how these woes heighten the tension in the narrative.</p>	<p><i>Religion.</i> State the importance of respect for the history and development of the Jews since the time of Jesus. Describe how appreciation for Jewish history today is different from early Christian times.</p>
<p>6.04.34A</p> <p>The Jews were not and are not responsible for the death of Jesus. Sinners were the authors and ministers of Jesus’s suffering. The Jews were not and are not responsible for the death of Jesus. (CCC 597-598)</p>	<p>Read sections 597 and 598 in the Catechism of the Catholic Church (CCC). Read Luke 23:34, Acts 3:17.</p>	<p><i>Language Arts.</i> Write a newspaper or magazine story stating that the Catholic Church does not hold the Jewish people responsible for the death of Jesus.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.04.35</p> <p>Show understanding that use of conflict in the story of Jesus's death creates opportunities for understanding Jesus's true identity in Matthew 26 and 27.</p>	<p>State how the predictions in Mt. 26: 1–46 intensify the feeling of conflict. State how Judas's kiss is ironic. Identify the irony in the trial and mockery of Jesus. Name the prophet referred to in the crucifixion scene and the reason for the reference. State who names Jesus's real identity and why this is ironic.</p>	<p><i>Mission.</i> Go online to the Catholic Relief Services website www.crs.org. Research data on starvation and children. Design a class project to raise money to send to a Catholic Relief Services food aid project.</p>
<p>6.04.36</p> <p>State who witnesses the resurrection of Jesus and what they do in Mt. 28: 1–15.</p>	<p>Identify the characters in the resurrection story. State how the characters react to Jesus's appearance. State the role of the soldiers in terms of conflict. Describe how Jesus shows forgiveness to His disciples. Compare the women's response in Matthew to their response described in Mark 16: 8. Describe how the conflict in the Gospel of Matthew continues even after the resurrection of Jesus, and why this is the case.</p>	<p><i>Music.</i> Learn the song “Song of the Body of Christ/ <i>Cancion del Cuerpo de Cristo</i>” (David Haas, GIA Publications), or another bilingual song of response to God's calling. Learn the song in English and Spanish or another language.</p>
<p>6.04.37</p> <p>Identify Matthew's understanding of the mission to the Gentiles in Mt. 28: 19–20.</p>	<p>Describe the mission to all peoples through teaching and baptizing. State Jesus's reassurance that He would be with His followers “to the end of the age.” Describe what the early Christians might have understood about this phrase.</p>	<p><i>Biography.</i> Research the lives of Saints Cyril and Methodius. Identify where they were missionaries. State contributions they made to the Slavonic peoples.</p>
<p>6.04.38</p> <p>Show understanding that the author of the Gospel of Matthew was writing for a Jewish Christian community challenged to welcome Gentiles.</p>	<p>State arguments for Matthew's gospel being written for a Jewish Christian community in a city where there was a Gentile population attracted to the Christian community. Find sayings of Jesus that supports this.</p>	<p><i>Biography.</i> Research the life of St. Jerome. State when he lived and what he did. Identify what major contribution he made to the biblical studies.</p>

GRADE SIX, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.

ESSENTIAL QUESTION: How does prayer deepen our relationship with the Holy Spirit and draw us closer to Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
6.05.01 Show understanding in the “Our Father” about the meaning of being forgiven as we forgive others, as taught in Matthew 6: 9–14.	Recount how the “Our Father” is taught in Matthew 6: 9–14. Articulate meaning of forgiveness in terms of the capacity to forgive others. Give an example of this understanding of forgiveness. Write a prayer for someone I need to forgive.	<i>Family Activities.</i> Identify times in family life when it is difficult to forgive. State how feelings of rejection might be a source of making forgiveness difficult. Design a prayer card for each member of the family. Use the prayer when it is hard to forgive.
6.05.02 Conduct a meditation exercise based on scripture. (CCC 2705–2708, 2723)	Define “meditation.” Participate in a meditation exercise on a scripture passage from the Gospel of Matthew. Describe the importance of meditation as a prayer form. Describe how scripture helps us to pray.	<i>Biography.</i> Research the life of St. Teresa of Avila. State when and where she lived. Recount stories about her life as a young girl who loved to read and be with her companions. Identify what Teresa did to reform the Carmelite Order. Identify the pope who made Teresa a doctor of the Church.
6.05.03 Identify types of psalms and how they help us to pray.	Identify the basic types of prayers. Look for psalms in the Book of Psalms that exemplify the four types, and identify verses that indicate the type of prayer.	<i>Music.</i> Learn melodies for psalm responses at Mass.
6.05.04 Articulate a sense of stewardship, based on gratitude for the blessings of God in all aspects of life.	Use Matthew’s parable on the talents to describe aspects of stewardship. State how stewardship is a response to the blessings God gives us. Describe stewardship as inherent to the Christian life.	<i>Music.</i> Learn the song “I Say ‘Yes,’ Lord/ <i>Digo ‘Sí,’ Señor</i> ” (Donna Pena & Marty Haugen, GIA Publications), or another bilingual song of response to God’s calling. <i>Parish Life.</i> State ways to express commitment to stewardship as part of Christian discipleship.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
6.05.05 Articulate understanding that the Holy Spirit helps us to pray.	State how God’s Holy Spirit helps us in <i>prayer</i> . Recount examples of prayer experiences that gave me a realization of God’s presence in my life.	<i>Art.</i> Research how the Third Person of the Blessed Trinity is depicted in art.
6.05.06 Show understanding that we are inspired by the Holy Spirit through reading and studying Sacred Scripture.	State how the Holy Spirit inspires us in the reading and study of Sacred Scripture. Take a teaching, parable, or healing narrative from the Gospel of Matthew and write a reflection on how this inspires me.	<i>Music.</i> Learn the song “This Day God Gives Me” (St. Patrick; Gaelic hymn adapted by James Quinn, SJ, GIA Publications), or another appropriate song.
6.05.07 Identify a psalm that helps me to pray about circumstances in my life.	Find a psalm in the Book of Psalms that helps me to pray about what I am facing in my life or my relationship with God. Write verses that I want to remember in the psalm. Memorize lines of the psalms.	<i>Music.</i> Learn the song “Psalm 104/Send Forth Your Spirit, O Lord” (Steven Warner, WLP) or another appropriate psalm.

GRADE SIX, STANDARD SIX: Jesus Christ’s Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus’s mission in the world. **Parish Life:** Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.

ESSENTIAL QUESTION: How does knowledge of the mystical body of Christ and participation in the life of our parish help us to carry out Jesus’s mission in the world?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.06.01</p> <p>Show understanding that the Church has visible bonds of unity: one origin, one baptism, and an unbroken line of apostolic succession beginning with Peter.</p> <p>(CCC 861–862)</p>	<p>Define “origin” and “apostolic succession.” Identify some of the visible bonds of unity in the Church to include its origin in Christ, baptism, and the apostles leading the early Church with Peter as head. Explain how the Church’s unity might be evident in the Gospel of Matthew (Mt. 16: 18 and Mt. 28:19–20).</p>	<p><i>Family Activities.</i> Describe how a family is united. Identify characteristics of unity in family life.</p>
<p>6.06.02</p> <p>Show understanding that we are in communion with all the baptized persons on earth and in Heaven and Purgatory.</p>	<p>State how we are united with all Christians in the Sacrament of Baptism. State that this union exists on earth, in Heaven, and in Purgatory. Connect this to the Communion of Saints.</p>	<p><i>Music.</i> Learn the song “Who Calls You by Name” (David Haas, GIA Publications), or another Baptism song.</p>
<p>6.06.03</p> <p>Describe the Church as a sign of unity and peace to the world.</p>	<p>Describe what it means for the Church to be a sign to the world. Name one modern pope who devoted his work to being a sign of unity and peace in the world.</p>	<p><i>Biography.</i> Research the life of Pope John XXIII. Have the student write a biography of what he/she learned. Identify what Pope John XXIII did to change the Church. Describe how Pope John XXIII supported human rights.</p> <p><i>Art.</i> Make a picture scrapbook showing the progression of Pope John XXIII’s life and major contributions to social change.</p>
<p>6.06.04</p> <p>Describe the magisterium as the teaching office of the bishops in communion with the pope.</p> <p>(CCC 85–90, 100, 888–892)</p>	<p>Define “magisterium.” Name the language from which the word is derived. Identify the bishops (in union with the pope) who have the authority to teach the truths of our faith and interpret scripture. State that the pope is head of the Church and is the chief teacher.</p>	<p><i>Catholic Church.</i> Name the pope, ordinary (archbishop), and vicars. State their relationship to each other.</p> <p><i>Biography.</i> Research the life of Bishop Oscar Romero. State when and where he lived, describing social problems of El Salvador and why Bishop Romero spoke for the people. State why he died.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.06.05</p> <p>State evangelization as central to the mission of the Church in which all Catholics have a role.</p> <p>Evangelization (CCC 3, 425, 543–546, 900, 905)</p> <p>Mission (CCC 551–553, 849–856, 858–860, 868)</p>	<p>Define “evangelization” and “mission.” State the purpose of the Church to announce the good news of the gospel. Locate in Matthew 28 where Jesus gives this mission to His disciples. List activities that sixth-grade students can do to share the good news with others.</p>	<p><i>Music.</i> Sing the song “Song of the Body of Christ/<i>Canción del Cuerpo de Cristo</i>” (David Haas, GIA Publications), or another bilingual song of response to God’s calling. Learn the refrain in Spanish and English.</p>
<p>6.06.06</p> <p>Identify the Catholic Church as a universal church.</p>	<p>Give examples of the Catholic Church being in every country around the world. Choose a country on another continent. Compare/contrast how life in the Church is the same or different. Identify how the Church is universal no matter in what part of the globe.</p>	<p><i>Mission.</i> Using copies of mission magazines such as <i>Extension</i> or <i>Maryknoll</i>, research how the Catholic Church is present in places around the world. Identify one country and find the names of bishops in these countries.</p>
<p>6.06.07</p> <p>Identify the Church as the beginning seed of the kingdom of God on earth.</p>	<p>State how the Church can be compared to a seed. Identify how Jesus uses the seed parables in the Gospel of Matthew to explain how the kingdom of God is spread. Define “metaphor.” Describe how the metaphor of the Church as seed is appropriate to building God’s kingdom on earth.</p>	<p><i>Biography.</i> Research the life of St. Ignatius of Antioch. State when and where he lived. Describe why Ignatius was considered to be an important person in the early Church.</p> <p><i>Art.</i> Draw a picture of the metaphor of the Church as seed.</p>
<p>6.06.08</p> <p>Show understanding that the Catholic Church has other rites that are different cultural expressions of the same faith.</p>	<p>Identify another Catholic rite (other than Roman) and give examples of cultural groups in the rite.</p>	<p><i>Social Studies.</i> Have the student locate another Catholic rite in the area in which he/she lives. State the name of the rite. Identify some of its characteristics.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
6.06.09 Show understanding that active involvement in the life of the Church is evident through different forms of participation in parish life.	Identify forms of participation in parish life, including attendance at Sunday Mass, sacramental participation, community participation, and service to others. List ways that the parish invites its young members to participate in the life of the parish.	<i>Health.</i> State why it is important to belong to larger organizations such as church, leagues, teams, scouts, and clubs. Identify the relationship between personal health and belonging to other organizations. State organizations to which members of the class belong. Make a list of all the organizations stated by class.
6.06.10 State how the parish provides opportunities for parishioners to practice stewardship.	State meaning of stewardship in parish life. State how stewardship is based on a spiritual understanding that God’s blessings are given to be shared. Name the three types of stewardship (time, talent, treasure) and how they are evident in the life of the parish. State how every Christian is called to live a life of stewardship out of gratitude for God’s blessings. Write a reflection showing how I live a life of stewardship in my parish.	<i>Social Studies.</i> Identify the rights and obligations of citizenship. Describe how and why these rights and obligations are important to society. Explain how both rights and obligations sustain freedom. <i>Biography.</i> Research the life of St. Louise de Marillac. Identify how she and her community serve the Church. Locate places where the Daughters of Charity minister today.
6.06.11 Identify how the parish is a community of believers.	Define “parish” as a community of the local church under the authority of a pastor appointed by the bishop. Describe how people in the parish community express their beliefs. Explain why I value belonging to a community that publicly expresses its belief in God. Explain how the public nature of our belief is part of the evangelizing mission of the Church.	<i>Biography.</i> Research the life of St. Vincent de Paul. State how Vincent de Paul helped parish priests.

GRADE SIX, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.

ESSENTIAL QUESTION: What is Jesus calling each one of us to do in the life of the Church?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
6.07.01 State how Christian discipleship is the most important part of being Catholic. (CCC 426, 1816)	Define “discipleship.” Identify ways that we follow Jesus. Describe how people who know me would identify me as a Christian disciple by the way I live. Write a reflection on how I would want people to see that I am a follower of Jesus.	<i>Family Activities.</i> State how the family helps its members to live the Christian life faithfully. State how parents encourage their children to practice Christian discipleship even when the children do not always feel like going to Mass on Sunday.
6.07.02 Show understanding that a vocation is a calling from God that each one receives based on God’s plan for us. (CCC 823–826, 915, 944)	State meaning and derivation of “vocation.” Describe how we might know that God calls each person in a different way. State that God helps us to discover our calling through prayer and knowing our personal gifts. State how God communicates with us.	<i>Biography.</i> Research the life of St. Columba, Abbot. State how he helped the people of Scotland. Go to the Internet and search the Book of Kells. Identify how St. Columba is connected to the Book of Kells.
6.07.03 Identify types of vocations in the Church.	State that there are many kinds of vocations in the life of the Church. Identify the types: single life, marriage, priesthood, and religious life. State meaning of each of these vocations. Identify people in the parish who live these vocations. State how parish life is enriched by each of these special callings from God.	<i>Biography.</i> Research the life of Pierre Toussaint. State when and where he lived. Explain how his status as a slave was changed. Describe what happened when Pierre was granted his freedom.
6.07.04 Explain how the vocation of single life is special to the life of the Church. (CCC 900, 903–907, 910–913)	State what “single life” means. Name some people in the parish who are single. State what they do for the parish. State some virtues that help these people to live life singly for God.	<i>Language Arts.</i> Interview someone in the parish who is single. Find out why he/she considers the single life to be a vocation.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>6.07.05</p> <p>Describe how marriage is important to the life of the Church.</p> <p>(CCC 1601)</p>	<p>State meaning of marriage in the Church. Identify sacramental marriage as a vocation in the Church. Describe how marriage is important to the life of the Church. State some virtues that help people live their lives for God in married and family life.</p>	<p><i>Language Arts.</i> Create interview questions for a Catholic couple married for at least 25 years. Contact a married couple in the parish for the interview. After the interview, list findings and identify strengths and challenges of living the married life.</p>
<p>6.07.06</p> <p>Identify priesthood as a special gift to the Church to which God calls men as a way of service.</p> <p>(CCC 1537, 1567, 1593, 1595, 1599)</p>	<p>State meaning of priesthood in the Church. Describe why priesthood is a special gift to the Church and a way of service. Identify the role of the priest in parish life.</p>	<p><i>Social Studies.</i> Describe the work of the priests with people who suffered from poor working conditions in the early 1900s. State why this role was important at that time.</p>
<p>6.07.07</p> <p>State that a man receives the Sacrament of Holy Orders from the bishop who calls him to a life of service to the Church.</p> <p>(CCC 1597–1598)</p>	<p>State meaning of the Sacrament of Holy Orders. State that the bishop administers the sacrament in a ceremony called “ordination.” Identify the essential element of ordination as laying on of hands by the bishop.</p>	<p><i>Language Arts.</i> Create interview questions for a priest. Contact a priest in the parish for the interview. After the interview, list findings and identify strengths and challenges of living the life of a priest.</p>
<p>6.07.08</p> <p>Identify the promise of obedience to the bishop and the vow of celibacy as special to the life of priesthood in the Catholic Church.</p> <p>Obedience (CCC 2824–2825)</p> <p>Vow (CCC 944, 1625–1632, 1679)</p> <p>Celibacy (CCC 915, 922–924, 934, 1579)</p>	<p>State meaning of “obedience,” “vow,” and “celibacy.” Describe how these are special to the life of a priest in the Catholic Church. State why prayer would be important in the life of a priest.</p>	<p><i>Biography.</i> Research the life of St. Peter Canisius. Identify which religious order he entered. State what “doctor of the Church” means.</p>
<p>6.07.09</p> <p>Identify two types of priests: diocesan priest and religious priest.</p>	<p>State meaning of “diocesan priest” and “religious priest.” Explain that a diocesan priest is one ordained by a bishop for service in a diocese. Explain that a religious priest is ordained as part of a religious community. Identify which type of priest serves in my parish.</p>	<p><i>Family Activities.</i> Find out if there were priests in the family history. If there was a priest, find out some stories about his life and service. If there is currently a priest in the family, find pictures of his life and work as a priest. Share findings with the class.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
6.07.10 Describe how a man prepares to become a priest in a seminary . (CCC 1577–1579)	State meaning of “seminary.” Locate seminaries in the Archdiocese of Boston. Go online to learn about a seminary education.	<i>Catholic Church.</i> Go on the Internet to find out about a seminary in the diocese. Invite a seminarian to the class and find out why he is studying for priesthood. Have the student describe what he/she learned.
6.07.11 Describe the deacon as a special vocation of service for both married and unmarried men. (CCC 1569–1571, 1596)	State meaning and ministry of a deacon. State that the bishop ordains the deacon for work in the diocese. Compare/contrast the role of a deacon with the role of a priest.	<i>Language Arts.</i> Create interview questions for a permanent deacon in the parish. Conduct the interview. After the interview, list the findings and identify the strengths and challenges of living the life of a permanent deacon.
6.07.12 Describe the vocation to religious life . (CCC 916, 925–929, 944)	State the meaning of “religious life.” Describe two types of religious life: contemplative and apostolic. Identify poverty, chastity, and obedience as special promises or vows that many religious take.	<i>Language Arts.</i> Create interview questions for a person in religious life. Contact a religious sister, brother, or priest to interview. After the interview, list the findings and identify the strengths and challenges of living the religious life. <i>Biography.</i> Research the life of St. Benedict of Nursia. State when and where he lived. Describe Benedict’s call to religious life and what he did. Describe the meaning of <i>ora et labora</i> for his community. Go online and find information about the Benedictine communities in the area. Describe what they do.
6.07.13 Show understanding that God calls us to love and serve others in whatever vocation we live.	Identify love and service as essential to living the Christian life no matter the form. Describe how living unselfishly is the true way to happiness. Compose a prayer to the Holy Spirit to help in discovering my special vocation.	<i>Social Studies.</i> Identify several forms of public service. Describe why people in these services feel like they are called to do this work.

STANDARDS CHECKLIST

GRADE SIX, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.		A/S	O	N	D	J	F	M	A	M/J
6.01.01	Show understanding of the actions of a Trinitarian God, as revealed in Scripture and Tradition and stated in the Creed.									
6.01.02	Describe God as the creator of the universe and as the creator of humanity.									
6.01.03	Describe original sin a reality of human existence. (CCC 385–421)									
6.01.04	State how God shows deep love and care for humankind, regardless of our sinfulness.									
6.01.05	Show understanding that God gives human beings free will to love and serve Him out of free choice. (CCC 1730, 1749, 1786–1789)									
6.01.06	Describe how in God’s providence , all people are destined for union with Him. (CCC 302–314, 321–324)									
6.01.07	Show understanding that God communicates with people to reveal His plan for us. (CCC 36, 65–83)									
6.01.08	Show understanding that we will be raised after death into eternal union with God or separation from Him.									
6.01.09	Show awareness that at the end of time, Christ will return and we will be accountable for our participation in building the kingdom of God . (CCC 668–672)									
6.01.10	Describe Mary as the Mother of Jesus and the Mother of God , because Jesus is both true God and true man. (CCC 495)									
6.01.11	State the meaning of Incarnation as a mystery of faith. (CCC 456–483)									
6.01.12	State our belief that Mary was a virgin before and after the birth of Jesus Christ. (CCC 915, 922–924, 934, 1579)									

STANDARDS CHECKLIST

GRADE SIX, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
6.02.01	State understanding of sacraments as efficacious signs and instruments of God’s grace . Efficacious signs (CCC 1127, 1131) Grace (CCC 1996–2002, 2008–2011, 2016–2017, 2021–2027)									
6.02.02	Understand the seven sacraments as instituted by Christ.									
6.02.03	Describe how the seven sacraments are entrusted to the Church.									
6.02.04	Describe the action of the Holy Spirit in the sacraments, independent of the worthiness of the minister.									
6.02.05	State the sacraments that have an indelible character . (CCC 698, 1121)									
6.02.06	Describe the Sacrament of Matrimony as a permanent bond between one man and one woman. (CCC 1638–1640, 1643, 1662)									
6.02.07	State the essential elements of the sacraments of Matrimony and Holy Orders. (CCC 1155)									
6.02.08	Identify the sacraments of Matrimony and Holy Orders as sacraments at the service of communion and mission.									
6.02.09	Describe meaning of “ sacramental ” and give examples. (CCC 1667–1673, 1677–1678)									
6.02.10	Show capacity to proclaim Sacred Scripture during class prayer services. (CCC 1328–1349)									

STANDARDS CHECKLIST

GRADE SIX, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
6.02.11	Identify the functions of ordained and non-ordained ministers at Mass. Ordained (CCC 1547–1554, 1577–1579, 1592) Non-Ordained (CCC 1546–1547, 1551–1553, 1554, 1577–1580, 1591–1592, 1598)									
6.02.12	State how lay parishioners can minister to the sick and elderly through praying with them, proclaiming scripture and giving Holy Communion. (CCC 897–913)									
6.02.13	Show understanding that any person can baptize as long as there is an immediate critical need and he/she uses the Trinitarian formula and clean water for Baptism, and has the intention to baptize.									
6.02.14	Identify the scripture readings for Sundays in the liturgical year, and trace the life of Christ throughout the year.									
6.02.15	Identify all the seasons of the Church year and when they occur in the current calendar year.									
6.02.16	Articulate how some of the rites in the liturgical celebrations of the Church originate in Jewish ritual.									
6.02.17	Name all the Holy Days of Obligation in the United States.									

STANDARDS CHECKLIST

GRADE SIX, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.		A/S	O	N	D	J	F	M	A	M/J
6.03.01	Show understanding that Christian living is the gift of active discipleship in Jesus Christ.									
6.03.02	Describe the three sources of a moral act.									
6.03.03	State meaning of “natural moral law .” (CCC 1954–1960, 1978–1979)									
6.03.04	Differentiate personal sin and social sin . Personal sin (CCC 1849, 1868) Social sin (CCC 1868–1869)									
6.03.05	Identify conscience as an informed inner voice that helps distinguish between right and wrong. (CCC 1776–1789, 1795, 1802)									
6.03.06	Show understanding that people and individuals have rights to their human dignity, freedom, property, and possessions. (CCC 1905–1948)									
6.03.07	Recognize that the government must protect the rights of its citizens through socially just laws. (CCC 1807)									
6.03.08	State that we are obligated to keep promises, oaths , and contracts. (CCC 2149–2155)									
6.03.09	State how the family is the foundation of human society . (CCC 1897–1900)									
6.03.10	Show understanding that I have a responsibility to work for the common good of society. (CCC 1905–1923)									
6.03.11	Connect environmental stewardship with respect for God’s creation. (CCC 299, 307, 339–340, 344, 952, 2402, 2417, 2456)									

STANDARDS CHECKLIST

GRADE SIX, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God's revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
6.04.01	Show familiarity with the role of the patriarchs in the unfolding of God's revelation to them. (CCC 1200–1206, 838)									
6.04.02	Trace the unfolding of God's revelation through the history of the Chosen People . Revelation (CCC 36, 65–83) Chosen People (CCC 59–64, 201, 203, 212, 218–219, 238, 839, 2085)									
6.04.03	Describe the events of the Book of Exodus and its significance in the history of the Chosen People.									
6.04.04	Show understanding of redemption and salvation through the revelation of God's word in Sacred Scripture. Redemption (CCC 64) Salvation (CCC 55, 122–124, 169, 489, 1092, 1095, 1168)									
6.04.05	Show understanding of how God made covenants with the Chosen People as a sign of His faithfulness. (CCC 56–63, 121–123, 761–762)									
6.04.06	Identify God's name Yahweh in the Book of Exodus. (CCC 206, 210–211, 213–214)									
6.04.07	State the significance of the Ark of the Covenant in the difficult journey of the Israelites through the desert. (CCC 212–213, 218, 1081, 1094)									
6.04.08	State the meaning of monotheism and its connection to the Jewish understanding of God. (CCC 146, 199–202, 205, 209, 839, 841)									
6.04.09	Show understanding of the connection between God's covenant and the entry into the Promised Land.									
6.04.10	State the role of the judges in the Old Testament.									

STANDARDS CHECKLIST

GRADE SIX, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God's revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
6.04.11	State the role of Samuel in the choice of the first kings of Israel.									
6.04.12	State how the first kings of Israel helped to establish monarchy in Israel.									
6.04.13	Identify the prophets of the Old Testament and their role in the history of Israel. Prophets (CCC 61, 64–65, 218, 702, 719) Old Testament (CCC 121–123, 129, 707, 709)									
6.04.14	Identify the loss of the Northern Kingdom to Assyria and the loss of Judah to Babylon.									
6.04.15	Identify the return of the exiles to Jerusalem under King Cyrus of Persia, and the reordering of Jewish life with the restoration of the law and the temple.									
6.04.16	Articulate the role of women in the Old Testament.									
6.04.17	Show familiarity with the geography and cities of Samaria and Judea during the time of Jesus.									
6.04.18	Show familiarity with the Gospel of Matthew.									
6.04.19	State the literary style of the Gospel of Matthew as narrative and discourse . Narrative (CCC 109–110) Discourse (CCC 575, 581–582)									
6.04.20	Give examples in the narrative of the Gospel of Matthew that show the literary device of conflict to tell the story.									

STANDARDS CHECKLIST

GRADE SIX, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God’s revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
6.04.21	State that Jesus is the central figure of the Gospel of Matthew, whose genealogy is linked with son of Abraham , son of David , and Son of God . Genealogy (CCC 437) Son of Abraham (CCC 422–423, 527) Son of David (CCC 437–439, 496, 559) Son of God (CCC 254–60, 262, 429, 441–5, 454, 458–60, 470, 509, 528, 535, 552)									
6.04.22	Identify the main characters in the Gospel of Matthew and their purpose.									
6.04.23	Identify the Gospel of Matthew as a synoptic gospel containing most of the Gospel of Mark. (CCC 126)									
6.04.24	Show understanding of the infancy narrative in Matthew 1: 18–25 and 2: 1–23 as identifying Jesus as Emmanuel , as taken from the Book of Isaiah. (CCC 712)									
6.04.25	Identify tensions in the infancy narrative in Mt. 2: 1–23 as signs of Gentile recognition of Jesus’s rule and King Herod’s fears.									
6.04.26	State use of conflict and discourse in the temptation story to identify Jesus as Son of God who seeks no power for Himself. (CCC 1264, 1426)									
6.04.27	Describe the beginning of Jesus’s ministry in Capernaum , the call of the first disciples, and His first ministry in Mt. 4:12–25. (CCC 541, 551–552)									
6.04.28	Identify the Beatitudes as Matthew’s introduction to the teachings of Jesus in Mt. 5: 1–12. (CCC 1716–1729)									
6.04.29	State how Jesus challenges His disciples to be salt and light in Mt. 5, 13–16.									

STANDARDS CHECKLIST

GRADE SIX, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God's revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
6.04.30	Distinguish the teachings of Jesus from the Jewish regulations in Mt. 5:17–46 to Mt. 7: 1–28.									
6.04.31	Identify the purpose of the healing ministry of Jesus as written in Mt. 8: 1–34 to 9: 1–36.									
6.04.32	State how Matthew views the conditions of discipleship in Matthew (chapters 10, 11, 13, and 14).									
6.04.33	State how Matthew (chapters 15–20) uses conflict to enhance the difference between Jesus's understanding of His ministry and the Jewish leaders and the disciples.									
6.04.34	State the heightening conflict between Jesus's use of authority and the Jewish leaders (in Matthew 21 to 25) through the use of events and predictions.									
6.04.34A	State that the Jews are not responsible for the death of Jesus. Jesus's suffering was originated by sinners.									
6.04.35	Show understanding that use of conflict in the story of Jesus's death creates opportunities for understanding Jesus's true identity in Matthew 26 and 27.									
6.04.36	State who witnesses the resurrection of Jesus and what they do in Mt. 28: 1–15.									
6.04.37	Identify Matthew's understanding of the mission to the Gentiles in Mt. 28: 19–20.									
6.04.38	Show understanding that the author of the Gospel of Matthew was writing for a Jewish Christian community challenged to welcome Gentiles.									

STANDARDS CHECKLIST

GRADE SIX, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the difference forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.		A/S	O	N	D	J	F	M	A	M/J
6.05.01	Show understanding in the “Our Father” about the meaning of being forgiven as we forgive others, as taught in Matthew 6: 9–14.									
6.05.02	Conduct a meditation exercise based on scripture. (CCC 2705–2708, 2723)									
6.05.03	Identify types of psalms and how they help us to pray.									
6.05.04	Articulate a sense of stewardship based on gratitude for the blessings of God in all aspects of life.									
6.05.05	Articulate understanding that the Holy Spirit helps us to pray.									
6.05.06	Show understanding that we are inspired by the Holy Spirit through reading and studying Sacred Scripture.									
6.05.07	Identify a psalm that helps me to pray about circumstances in my life.									

STANDARDS CHECKLIST

GRADE SIX, STANDARD SIX: Jesus Christ's Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus's mission in the world. Parish Life: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.		A/S	O	N	D	J	F	M	A	M/J
6.06.01	Show understanding that the Church has visible bonds of unity: one origin, one baptism, and an unbroken line of apostolic succession beginning with Peter. (CCC 861–862)									
6.06.02	Show understanding that we are in communion with all the baptized persons on earth and in Heaven and Purgatory.									
6.06.03	Describe the Church as a sign of unity and peace to the world.									
6.06.04	Describe the Magisterium as the teaching office of the bishops in communion with the pope. (CCC 85–90, 100, 888–892)									
6.06.05	State evangelization as central to the Mission of the Church, in which all Catholics have a role. Evangelization (CCC 3, 425, 543–546, 900, 905) Mission (CCC 551–553, 849–856, 858–860, 868)									
6.06.06	Identify the Catholic Church as a universal Church.									
6.06.07	Identify the Church as the beginning seed of the kingdom of God on earth.									
6.06.08	Show understanding that the Catholic Church has other rites that are different cultural expressions of the same faith.									
6.06.09	Show understanding that active involvement in the life of the Church is evident through different forms of participation in parish life.									
6.06.10	State how the parish provides opportunities for parishioners to practice stewardship.									
6.06.11	Identify how the parish is a community of believers.									

STANDARDS CHECKLIST

GRADE SIX, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.		A/S	O	N	D	J	F	M	A	M/J
6.07.01	State how Christian discipleship is the most important part of being Catholic. (CCC 426, 1816)									
6.07.02	Show understanding that a vocation is a calling from God that each one receives based on God's plan for us. (CCC 823–826, 915, 944)									
6.07.03	Identify types of vocations in the Church.									
6.07.04	Explain how the vocation of single life is special to the life of the Church. (CCC 900, 903–907, 910–913)									
6.07.05	Describe how marriage is important to the life of the Church. (CCC 1601)									
6.07.06	Identify priesthood as a special gift to the Church, to which God calls men as a way of service. (CCC 1537, 1567, 1593, 1595, 1599)									
6.07.07	State that a man receives the Sacrament of Holy Orders from the bishop who calls him to a life of service to the Church. (CCC 1597–1598)									
6.07.08	Identify the promise of obedience to the bishop and the vow of celibacy as special to the life of priesthood in the Catholic Church. Obedience (CCC 2824–2825) Vow (CCC 944, 1625–1632, 1679) Celibacy (CCC 915, 922–924, 934, 1579)									
6.07.09	Identify two types of priests: diocesan priest and religious priest.									
6.07.10	Describe how a man prepares to become a priest in a seminary .									
6.07.11	Describe the deacon as a special vocation of service for both married and unmarried men.									
6.07.12	Describe the vocation to religious life .									
6.07.13	Show understanding that God calls us to love and serve others in whatever vocation we live.									

GRADE SEVEN, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe, and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.

ESSENTIAL QUESTION: Who is Jesus, and what do we believe about Him?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.01.01 Show understanding that God reveals Himself in the person of Jesus Christ over time and in human history.	Describe how God has revealed Himself in the person of Jesus Christ in human history. Describe how the stories of the Old and New Testaments show God’s gradual revelation. Describe how my belief in God has grown over time.	<i>Family Activities.</i> Identify how family history reveals God’s love and care for each person. Describe how this happens in both the positive and negative experiences of family life. Have the student describe how God might be using him or her to reveal God’s love for his or her family. <i>Language Arts.</i> Have the student write a reflection on how his or her belief in God has grown over time.
7.01.02 State that God’s revelation is divine revelation . (CCC 35, 51–53, 68–69)	Define “divine revelation.” Describe divine revelation as the work only God does. Find an example of divine revelation in Sacred Scripture.	<i>Science.</i> State the meaning of “cause and effect.” Apply cause and effect to an experiment.
7.01.03 Identify God’s revelation as the foundation of our faith as Christians.	Describe how God’s revelation to us is the basis of our belief in God and our faith as Christians. Describe how Jesus Christ is central to God’s revelation to us.	<i>Social Studies.</i> Research ancient Roman <i>religion</i> . State names of the gods and their mythology. State how this understanding of God is different from the Christian understanding. <i>Religion.</i> Set up an argument about the idea that faith can or cannot exist without revelation.
7.01.04 Show understanding that faith is a gift from God, helping us to respond to God’s revelation to us. (CCC 1813–1816)	Describe faith as a gift from God. Express an openness and sense of gratitude for the gift of faith. Describe how I respond to God through faith.	<i>Religion.</i> Have the student write a reflection on how faith moves him/her to accept God’s will for him/her.
7.01.05 Describe how faith is both a personal relationship with God and a free assent to the truth God has revealed.	Define assent. Explain how we know we have a personal relationship with God. In small groups, list ways we have a relationship with God. Explain the meaning of faith as a free response and not a forced response. State why God wants a free response from us. State how faith is a “yes” to God’s truth.	<i>Biography.</i> Research the life of Dr. Takashi Nagai. State how he became a Catholic. Describe how he viewed war and the effects of war.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.01.06 Identify faith as reasonable and certain.	Define “reasonable” and “certain” in relationship to faith. State that reason and intelligence are important aspects of faith. State how faith is based in truth. Give examples of how we use our intelligence to arrive at faith. Give an example of how faith helps us to be certain about what we believe. Differentiate between knowing and believing. State how faith is not a feeling or emotion.	<i>Science.</i> State how scientific theory is based. Make a list of questions about a scientific inquiry. Identify how the questions will be answered. State how scientific theory is used to solve problems. <i>Biography.</i> Research the life of Galileo Galilei. When and where did he live? State the discoveries that he made and why he kept his discoveries a secret. Describe what he wanted the Church to do about his discoveries. Discuss what happens when faith and science seem to conflict.
7.01.07 Show understanding that faith is a gift that we receive from God through the Church.	State how faith is a gift we receive through the community of believers. Write a reflection on how the Church hands on the gift of faith to me. Describe how faith is not about just “God and me.”	<i>Music.</i> Learn the song “Canticle of the Sun.”
7.01.08 State how we as a Church profess our faith together and to the world. Profession (CCC 915)	Define “profess.” State how we profess our faith. Explain why faith is not a gift to be kept to myself but shared. Identify when the worshipping community professes faith together. Give examples of the public profession of our faith. Describe how the worshipping community is a public witness of faith. Explain why it is important to share our faith with others.	<i>Social Studies.</i> Research the importance of religion and culture. Using the context of institutional slavery in America, identify how the slaves used religion to develop a faith culture that helped them to survive the sufferings of slavery. Examine the musical tradition of spirituals, and describe how this music articulated the importance of faith connected to liberation. Make an audio collection of these songs. <i>Catholic Church.</i> Define “creed.” State how the creeds developed in the Church. State when the creeds were articulated. Discuss why it is important to have a creed.
7.01.09 Describe the ways of coming to know God through the physical world and the human person.	Describe how we come to know God through the physical world. Describe how we come to know God through the person of Jesus Christ. State why I think it is reasonable that God exists.	<i>Religion/Language Arts.</i> Have the student write a reflection on his or her personal experience of God in nature or in another human being.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>7.01.10</p> <p>Name characteristics of God: eternal, omniscient, omnipotent, and omnipresent.</p> <p>Eternal (CCC 50, 198, 212–213)</p> <p>Omniscient (CCC 271, 299, 305, 308)</p> <p>Omnipotent (CCC 202, 268–271, 276–279, 2083–2086)</p> <p>Omnipresent (CCC 212–213, 300, 303, 308)</p>	<p>Define “eternal,” “omniscient,” “omnipotent,” and “omnipresent.” State the derivation of these words.</p> <p>Explain why these characteristics are those of God and not of creation. Find examples in the Mass where God is addressed by these attributes.</p>	<p><i>Art.</i> In calligraphy, design words and phrases from the liturgy describing God as eternal, omniscient, omnipotent, and omnipresent.</p> <p><i>Prayer.</i> Read Psalm 33 in small prayer circles. Share how the psalm describes God’s creative power. Write favorite verses from the psalm and memorize.</p>
<p>7.01.11</p> <p>Articulate that the central mystery of the Christian faith is the Holy Trinity: God the Father, God the Son, and God the Holy Spirit.</p> <p>(CCC 35, 42, 48, 772–774, 2807, 2809)</p>	<p>State meaning of “mystery” in relationship to our understanding of God’s existence and nature. Identify God as Three Persons in one God. State the relationship between each of the Persons as distinct and equal.</p>	<p><i>Language Arts.</i> Collect some books identified as mysteries. State characteristics of a mystery. Describe why mysteries are intriguing to read. Explain why not all mysteries are fictional. Read a nonfiction mystery. Describe what characterizes the book as nonfiction and as mystery.</p> <p><i>Art.</i> Find symbols in our church that represent the Holy Trinity. Design a personal symbol of the Trinity. Describe it to the class.</p>
<p>7.01.12</p> <p>State that the divine persons are relative to one another.</p>	<p>State that the real distinction of the divine persons from one another resides solely in the relationships. State that the Father is related to the Son, the Son to the Father, and the Holy Spirit to both.</p>	<p><i>Language Arts.</i> Have the student write his or her personal creedal statement and explain why he or she believes what he or she does. State the importance of being able to articulate what one believes.</p>
<p>7.01.13</p> <p>State that each of the divine persons is wholly and entirely God.</p>	<p>State that the divine persons do not share the one divinity among themselves, but each of them is God whole and entire. State why we say that this is a mystery.</p>	<p><i>Music.</i> Learn the song “In Remembrance of You,” or another appropriate song. (Suggestions: “Holy God, We Praise Thy Name,” “Holy, Holy, Holy,” “Song to the Trinity.”)</p>
<p>7.01.14</p> <p>Describe the Trinity as a complete unity without confusing the persons or dividing the substance of God.</p> <p>(CCC 266)</p>	<p>Describe the unity of the Trinity as a single Godhead.</p> <p>State how we worship the triune God in the Mass.</p>	<p><i>Music.</i> Learn the song “Spirit of the Living God,” or another song about the Trinity or one of the Three Persons in the One God.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>7.01.15</p> <p>State understanding that although God is named Father, Son and Holy Spirit, God has no gender.</p>	<p>Define “gender.” State that God is neither male nor female. (Please note: although references to God use “He,” “Him,” and “Himself,” these are being used as neutral pronouns.) State that God is spirit and has no physical characteristics. Explain how the names of God as Father and Son are part of God’s revelation to us. Describe how the names of Father and Son are basic to our Christian tradition.</p>	<p><i>Family Activities.</i> Identify ways that the family can engender and nurture each family member’s confident self-identity and group identity. Make a family retreat to celebrate God’s love for the family.</p>
<p>7.01.16</p> <p>State that the Catholic faith is one and the same everywhere, and expressed uniquely in many cultures.</p>	<p>Articulate that the Catholic faith is expressed in the Nicene Creed in all Catholic churches, around the world and in every culture. State that the Church is one and the same in its belief and creed. Explain how this is a great strength of the Catholic Church.</p>	<p><i>Social Studies.</i> Examine the doctrine of the United Nations Earth Charter. State how universal principles promote a global understanding of the dignity of the human person across the cultures. Add a principle that might be missing.</p>
<p>7.01.17</p> <p>Express the belief in the resurrection of the dead as essential to Christianity. (CCC 988–1019)</p>	<p>State that our faith tells us that our bodies will rise after death. Describe Jesus’s resurrected body in the gospels as a sign of our own resurrection. State belief that the dead will rise, either in glory with God or in separation from God. State how our belief about dying affects our view of life.</p>	<p><i>Music.</i> Learn the song “Breathe on Me, O Breath of God,” or another appropriate song of life in God. <i>Prayer.</i> In small prayer circles, read Psalm 16. Share how the psalm helps us to trust in God’s care for us. Write your favorite verses and memorize them.</p>
<p>7.01.18</p> <p>State that we have already risen with Christ in Baptism and participate in the life of the risen Christ.</p>	<p>State that through the Sacrament of Baptism we have already died in Christ, and are raised with Christ in a way we cannot see. Describe what this means in terms of how our bodies belong not to us but to God. Explain how this belief guides us in how we treat the body. State why this belief gives us hope.</p>	<p><i>Language Arts.</i> State how modern culture views the body through advertising and marketing. Identify lures that tempt young people to form their values based on advertising.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>7.01.19</p> <p>Describe how the Holy Spirit worked through Mary to prepare the way for the Incarnation. (CCC 456–483)</p>	<p>Define “incarnation.” Describe the work of the Holy Spirit, as articulated in the angel’s announcement to Mary that God chose her to be the Mother of God. State that Mary is both mother of Jesus and mother of God. State that Jesus is both God and man. State that God became man.</p>	<p><i>Social Studies.</i> Research the life of a woman who made a contribution to the Church or society.</p> <p><i>Prayer.</i> Read Mary’s prayer in Luke 1: 46–55. State how this prayer describes Mary’s faith in God.</p>
<p>7.01.20</p> <p>State the belief that all the faithful in Christ, living and dead, form the Communion of Saints. (CCC 946–962)</p>	<p>Define “Communion of Saints.” State who belongs to the Communion of Saints. Express how I feel when I think of myself as a member of the Communion of Saints. Make a list of the qualities of a saint and identify which qualities I have. Describe how we are saints in the making.</p>	<p><i>Social Studies.</i> Research a person who is recognized for holiness of life in another <i>religion</i>. State when and where he or she lived, and what he or she accomplished. State why this person is recognized for holiness. In small groups, discuss why holiness is a social value. Develop a list incorporating all the ideas of the class.</p> <p><i>Art.</i> Make a family tree of saints canonized in the past two centuries. Identify a contribution of each saint for the Church and society. State how the saints inspire one to live for others.</p>

GRADE SEVEN, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. **Liturgy:** Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.

ESSENTIAL QUESTION: How do sacraments and liturgy help us to grow in our relationship with Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.02.01 Show understanding of the sacramental nature of the Church.	Articulate the sacraments as essential in the life of the Church. State that the Church is the sacrament of Christ’s action in the world, through the work of the Holy Spirit. Give examples how the Church is a sign of the work of Christ on earth.	<i>Family Activities.</i> Find ways in which the family participates in the sacramental life of the Church. Discuss why it is important for the family to be fully involved in the sacramental life. State how family members benefit from this participation.
7.02.02 Show understanding of the meaning of sacrament in personal life.	State meaning of “sacrament” as effective signs of grace in personal life. State examples of how the sacramental life gives the grace to live the Christian life. State examples of how the sacraments enhance participation in the life of the Church and its mission to the world.	<i>Social Studies.</i> Identify social groups that use ritual and symbolism as signs of belonging. Explain why this is important to the group.
7.02.03 Recognize that the sacramental life is rooted in faith and prayer.	Describe how living the sacramental life of the Church is an act of faith. Describe how the sacramental life is lived in prayerful connection to the Blessed Trinity. Write a reflection on how participation in the sacraments leads me to a Christian life of prayer.	<i>Music.</i> Learn the song “City of God,” or another appropriate song. (like “Blessed Be Your Name”). <i>Mission.</i> Contact the Missionaries of Charity (Mother Teresa’s community). Find out what they do in the city. Create a plan to help the sisters in their ministry to the poor.
7.02.04 Recognize that the sacraments of Baptism, Confirmation, and Holy Orders cannot be repeated, because they give people an indelible character so they can share in Christ’s priesthood. Indelible character (CCC 698, 1121)	Define “indelible character,” “Confirmation,” and “Holy Orders.” Articulate that these sacraments cannot be repeated. Describe what “marked with the sign of faith” means. Explain how we share in the common priesthood of Christ by our calling to participate in the worship of the Church. State the difference between ordained and common priesthood.	<i>Science.</i> In preparing for an activity in using potential hazards, review safety procedures for using certain kinds of materials and tools. Describe where safety equipment is located in the lab. Write a protocol that the class agrees to do to protect from accident or injury. State importance of safety preparation before doing an experiment.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.02.05 Show understanding that every Catholic has the obligation to attend Mass on all Sundays and Holy Days of Obligation.	State the obligation of attending Mass on Sundays and Holy Days of Obligation. Identify the Holy Days of Obligation for the United States.	<i>Music.</i> Explain how to choose hymns suitable for a prayer service or a particular liturgical celebration in the Church year.
7.02.06 Show capacity to actively participate in the liturgy through taking appropriate roles.	Show understanding that everyone has an active part in the assembly. Exhibit participation in the liturgical actions of the Church as acolyte, lector, choir member, musician, and usher. State how active participation enhances my awareness of liturgy as prayer.	<i>Family Activities.</i> Support members of the family who have special roles in the liturgy. Pray for them as a family before leaving for church on Sunday.
7.02.07 Show awareness of how diverse liturgical traditions and rites reveal the catholicity (universality) of the Church.	Identify different rites in the Catholic Church. Research another rite. Compare/contrast the celebration of the Mass with the Latin rite.	<i>Religion.</i> Invite an ordained minister of another rite to the class for an interview. Compare/contrast this rite with the Latin rite. Celebrate Mass in this rite.
7.02.08 Show that the Mass is a sacrifice because it memorializes the sacrifice of Christ, who offered Himself once and for all to God for our sake. (CCC 1356–1372, 2099–2100)	Define “sacrifice” in the Christian context. Describe how the Mass memorializes the sacrifice of Christ. State that the assembled offer their lives, prayers, and suffering in union with the sacrifice of Christ perpetuated in the Mass. State that celebration of the Eucharistic sacrifice is directed toward union with Christ through communion.	<i>Art.</i> Identify how symbols of the Eucharist are artistically portrayed. Name symbols of sacrifice. Create a montage of eucharistic symbols. <i>Music.</i> Sing “Pescador, You Have Come,” “Sweet Redeemer.”
7.02.09 State that Christ, acting through the ministry of the priest, offers Himself in the Eucharistic sacrifice.	State that the priest represents Christ in the offering of the sacrifice of the Mass.	<i>Music.</i> Learn the song “Amor, Amor” in voices, or another appropriate song.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.02.10 State that Baptism is the foundation of communion among all Christians.	State that all baptized Christians are incorporated into the life of Christ, and have a right to be called Christians. State that we are brothers and sisters to one another, and describe what that means. Discuss why this communion is an imperfect one.	<i>Social Studies.</i> Identify a country that has experienced cultural factions. Describe the nature of the factions. Create a plan for addressing the differences and eliminating them. Explain why cultural tensions hurt society in general.
7.02.11 Recognize that the Sacrament of Confirmation is a sacrament of initiation, the elements of which are being sealed with the oil of chrism and the laying on of hands . Chrism (CCC 1241–1242, 1289) Laying on of hands (CCC 1288, 1538, 1556–1567, 1569, 1573, 1668)	Define “chrism.” Describe the laying on of hands in the context of receiving the Sacrament of Confirmation. State what being sealed means. State the use of anointing in Confirmation.	<i>Social Studies.</i> Describe initiation ceremonies for all aspects of life — school, sports, family events, etc. Discuss the importance of initiation rituals. State why people like to participate in them.
7.02.12 State how in the Sacrament of the Eucharist we receive Christ whole and entire, in the forms of bread and wine.	State that when we receive the Sacrament of the Holy Eucharist, we receive the living Christ in the forms of bread and wine. Explain how Christ received in both forms more clearly shows the Eucharistic meal.	<i>Music.</i> Learn the song “Eat This Bread,” or another appropriate Eucharistic song.
7.02.13 Show understanding that Catholics must receive the Sacrament of Penance/Reconciliation at least once a year during the Easter season and as soon as possible whenever one is conscious of having committed a serious sin.	State the obligation that Catholics must confess serious sin at least once a year and before they receive Holy Communion. Give examples of serious sin that would require receiving the Sacrament of Penance/Reconciliation before receiving Holy Communion. Express how going to confession more regularly helps us to grow more deeply in the Christian life.	<i>Religion.</i> Have the student write three effects that the Sacrament of Penance/Reconciliation does for him/her. Discuss examination of conscience and its importance.
7.02.14 State that the seal of confession cannot be broken under any circumstance. (CCC 147, 2490)	State meaning of “seal of confession.” Give examples of how the seal of confession safeguards the penitent. Describe how and why the penitent cannot use the seal of confession as a way to hide from breaking civil law. Define “confidentiality.” Compare/contrast to the seal of confession.	<i>Social Studies.</i> Discuss the meaning of “confidentiality” and “lawyer/client privilege” in the law. State why confidentiality is important in this context.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>7.02.15</p> <p>Describe how the Sacrament of the Anointing of the Sick is intended not only for the dying but also for those preparing for surgery, the seriously sick and elderly, and may be received more than once.</p>	<p>State when and how Christians receive the Sacrament of the Anointing of the Sick. State that the purpose of the sacrament is to alleviate the stress of suffering, through intentional union with the suffering of Christ. Discuss the meaning of becoming whole (holy) in Christ and how this sacrament accomplishes this.</p>	<p><i>Health.</i> Research the purpose of hospice care. State who began this form of care and what kind of need it addresses. Define “palliative care.” Describe why it is important to alleviate the pain and distress of a dying person. Make a chart of the services that hospice care provides. Have the student state what he or she would add to the list and why.</p>
<p>7.02.16</p> <p>State the elements and symbols of the Sacrament of the Anointing of the Sick.</p>	<p>State the elements of the Sacrament of the Anointing of the Sick. Identify the symbols of the sacrament.</p>	<p><i>Religion.</i> Clarify that those who are terminally ill can live with less fear of dying with the help of the sacrament. Have the student write a reflection on why he or she would want to receive the Sacrament of the Sick if seriously ill or injured.</p>
<p>7.02.17</p> <p>State that the “oil of the sick” is the oil used to anoint the person in the Sacrament of the Anointing of the Sick.</p>	<p>State that the special oil for anointing the sick is the “oil of the sick.” State that the bishop blesses this oil at the Chrism Mass during Holy Week.</p>	<p><i>Social Studies.</i> In Greek and Roman culture, examine the use of oils. Create a list of the uses for oil. Compare to how oils are used today in massage therapy and sports.</p>
<p>7.02.18</p> <p>State that bishops and priests administer the Sacrament of the Anointing of the Sick, and Catholics have the right to receive the sacrament when seriously ill.</p>	<p>State that priests and bishops administer the Sacrament of the Anointing of the Sick. Describe how in parish life the priest is available to anoint the sick.</p>	<p><i>Health.</i> Prepare a field trip or virtual field trip to a local hospital. Interview a hospital chaplain. Find out what a hospital chaplain does and how patients receive the sacraments. Discuss the importance of having chaplains in health care settings. Develop a list of observations.</p>
<p>7.02.19</p> <p>Show understanding that the Sacrament of Matrimony is a sacramental <u>covenant</u>, not just a contract. (CCC 56–63, 121–123, 761–762)</p>	<p>State how the Sacrament of Marriage is a covenantal bond between a man and a woman. State meaning of “covenant” as the mutual consent of the man and woman as sealed by God. State that the Church cannot dissolve this seal. State the elements of the Sacrament of Matrimony.</p>	<p><i>Social Studies.</i> Research the use of contracts and agreements in business. Compare/contrast business contracts with nuptial contracts. <i>Religion.</i> List major covenants of our faith as described in scripture. Compare/contrast covenants and contracts.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>7.02.20</p> <p>Describe how the Sacrament of Matrimony is valid when the man and the woman state they have been baptized, freely express their consent, and intend to fulfill the contract for the good of the spouses and the possibility of children. Valid (CCC 1239, 1300, 1411–1412, 1491, 1519, 1597–1600, 1662–1663) Contract (CCC 1625–1632)</p>	<p>Define “valid,” “consent,” and “contract.” State that valid sacramental marriage requires the baptism of the man and the woman, free consent, and willingness to fulfill the purpose of marriage. State that baptism includes baptized persons other than Catholics. State how “free consent” means no impediment to the possibility of marriage. Identify some impediments. State that marriage requires fidelity, permanence, and openness to welcoming children.</p>	<p><i>Family Activities.</i> Interview a married couple celebrating more than 25 years of marriage. Share what is learned from the interviews that enhances or challenges ideas about marriage as a lifelong commitment. Interview a married couple celebrating 40–50 years of marriage. Compare/contrast with those married 25 years.</p> <p><i>Religion.</i> State how divorce happens. Identify state law governing divorce. State that annulment from the Church is necessary before remarriage.</p>
<p>7.02.21</p> <p>Recognize the spouses as the ministers of the Sacrament of Matrimony through expression of the marriage vows. (CCC 944, 1625–1632, 1679)</p>	<p>State that only the two spouses can administer the Sacrament of Marriage, giving their consent publicly to one another. Identify the priest and/or deacon and two others as witnesses of the pronouncement of marriage vows. Define “vow.” State the vows normally used in the marriage rite. State how marriage vows are public promises.</p>	<p><i>Social Studies.</i> Research the marriage laws and ceremonies of another country. Compare/contrast with marriage laws in this country. Discuss why marriage laws are important to the culture.</p> <p><i>Biography.</i> Research the life of César Chávez. Discuss how César helped his family as a boy. Research the United Farm Workers Movement.</p>
<p>7.02.22</p> <p>Recognize the Sacrament of Holy Orders as valid for men who are baptized, prepared through seminary education, and called by the bishop to be ordained.</p>	<p>State that the requirements for the Sacrament of Ordination are valid for men who are baptized, prepared through seminary training, and called by the bishop. State that only the bishop may ordain a priest, deacon, or another bishop.</p>	<p><i>Music.</i> Learn the song “Be the Hands, the Heart of God” or another appropriate service song.</p> <p><i>Prayer.</i> In small prayer circles, read Psalm 45. Share how people are called to be faithful to God. Describe how faithfulness gives joy. Memorize a favorite verse.</p>
<p>7.02.23</p> <p>State that there are three ranks or orders of priesthood: the episcopate, the presbyterate, and the diaconate. Episcopate (CCC 1555–1561) Presbyterate (CCC 1537, 1567, 1593, 1595, 1599) Diaconate (CCC 1569–1571, 1596)</p>	<p>State meaning and derivations of “episcopate,” “presbyterate,” and “diaconate.” Identify ordained ministers as essential to the life of the Church. State why they are essential to church life.</p>	<p><i>Language Arts.</i> Review the parts of a formal letter. Write a formal letter to the deacon, inviting him to a class session. Discuss the role of a deacon in the parish.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>7.02.24</p> <p>Identify the priesthood as an apostolic calling that comes from Jesus Christ, commissioning the apostles to continue the work of the Church.</p>	<p>Identify the priesthood as an apostolic calling that comes from Jesus Christ commissioning the apostles to continue the work of the Church. Define “apostolic calling” and “commission.” Identify sources in the gospels that show Jesus commissioning the apostles. Recognize Peter and the apostles as leaders in the early Church.</p>	<p><i>Social Studies.</i> Research archaeological activities in Israel regarding latest findings about early Christian communities. Report those findings. Make a list of data that the class collected regarding the research. Have the student identify what more he or she wants to learn.</p> <p><i>Biography.</i> Research the life of Blessed Bernard Lichtenburg. State how Bernard maintained a life of integrity as a Christian and a priest.</p>

GRADE SEVEN, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.

ESSENTIAL QUESTION: How does living a moral life help us to live a life of discipleship in Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.03.01 Show understanding that Christian discipleship requires following Jesus Christ as the way, the truth, and the life.	Express how Jesus is the way, the truth, and the life. Connect Christian discipleship with the moral life. Give examples of Christian discipleship. State how faith assists us in living a moral life.	<i>Language Arts.</i> Have the student write a reflection on Jesus as the way, the truth, and the life. <i>Family Activities.</i> Create simulations in which students arrive at solutions through the eyes of discipleship.
7.03.02 State the meaning of morality . (CCC 1749–1761)	Define “morality.” Argue whether every act is a moral act. State how this may or may not be the case, using examples. Draw conclusions about the arguments.	<i>Language Arts.</i> Read a novel or novella (short novel) about a character making a difficult decision. Describe the consequences of the decision. Judge whether the decision was right morally, based on what criteria. <i>Religion.</i> Have the student write a reflection on how he or she sees his or her actions.
7.03.03 Name the three sources of the morality of a human act.	State the three sources of the morality of a human act: object, intention, and circumstances. Define “object,” “intention,” and “circumstances.” Taking examples of choices in everyday life, identify the object, the intention, and the circumstances. State the importance of knowing the components of an action.	<i>Science.</i> Define “stem cell research” and give examples. State assumptions about the use of stem cells. State why embryonic stem cell research is morally unacceptable.
7.03.04 State the meaning of the maxim that the end does not justify the means.	Define “end” and “means.” State how end and means would relate to a moral act. Give examples of the end not justifying the means.	<i>Biography.</i> Research the life of St. Thomas More. Describe his moral dilemma and how he responded.
7.03.05 Integrate the meaning of Christian morality with Jesus’s teaching, the dignity of the human person, and the Incarnation.	State how Christian morality is related to Jesus’s teaching, the dignity of the human person, and the Incarnation.	<i>Social Studies.</i> Examine social issues in light of Jesus’s teaching, the dignity of the human person, and the Incarnation.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.03.06 Identify steps in making moral decisions: see, judge, act.	State the three steps in making moral decisions. State the meaning of each step. Describe how decision-making requires seeing and judging before acting. Give examples of using these steps in situations of decision-making.	<i>Health.</i> Role-play situations of peer pressure. Portray positive results of resisting peer pressure, as well as the consequences of following negative suggestions.
7.03.07 Describe how steps in decision-making relate to the sources of moral acts.	State the three sources of moral acts: object, intention, and circumstances. Describe how steps in decision-making relate to object, intention, and circumstances. State why it is important to know the circumstances surrounding an act. Give examples that have irreversible outcomes. State the relationship between moral conscience and decision-making.	<i>Physical Education.</i> Discuss the impact of professional sports on how society perceives winning and losing. Have the student list questions he or she would ask in making a decision about participating in a team sport; then state values that he or she would uphold if on a team. State some irreversible outcomes if one becomes too angry in sports.
7.03.08 State how personal sins have social consequences.	Give examples of personal sins that have social consequences. List sins with their personal consequences and their social consequences. Write a reflection on how my choices in life affect others in both positive and negative ways.	<i>Family Activities.</i> Identify how choices affect relationship with family. Describe how a person may feel about these choices. Analyze how these feelings are signs warning one about regrettable choices.
7.03.09 Analyze the relationship between race prejudice and institutional racism as a social sin. Race (CCC 1938) Racism (CCC 953, 1869, 1905–1908, 1925–1926, 1929–1938, 1943–1947, 2319)	Define “race,” “race prejudice,” and “institutional racism.” State why institutional racism is a social sin. Give examples of institutional racism in American history and today. Identify ways that I benefit or do not benefit from institutional racism. Discuss how institutional racism is or is not as prevalent today as it was 50 years ago. Discuss how we can reduce personal prejudices.	<i>Social Studies.</i> Do a unit project on the history of institutional racism in the United States. Design an analysis of institutional racism in terms of its effects on all people of color and on white people in our country today. Describe why institutional racism is so difficult to overcome even today. State why it is important to have friends from many races and cultures. Give examples of how the student can help eliminate racism.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>7.03.10</p> <p>State the importance of Christians taking an active part in public life and promoting the common good. (CCC 1905–1923)</p>	<p>Define “common good.” Describe how Christians take an active part in public life. Give examples of public life service. Give examples of how we as students promote the common good.</p>	<p><i>Biography.</i> Research the life of Dorothy Day. State when and where she lived. Identify her work in the peace movement during World War II. State her political stands as a citizen and a Catholic. Describe her establishment of the Catholic Worker Movement. Interview a Catholic Worker as part of the research.</p> <p><i>Social Studies.</i> Identify Catholics who participate in the public life in the United States. Give examples of how these leaders promote the common good. Write a letter to a Catholic leader, with thanks for his or her service.</p>
<p>7.03.11</p> <p>Show understanding that the good of the human person is the purpose of society.</p>	<p>Describe how society exists for the good of the person, not the person for the good of society. Give examples of human rights that society must protect. Make a list of these rights. Give examples of how society does or does not protect human rights. Discuss why human rights take precedence over society.</p>	<p><i>Social Studies.</i> Research the immigration movement in the U.S. in the last 50 years. Identify the major immigrant groups and locate these groups in Chicago. Interview an immigrant to find out what he or she is seeking in this country. Identify rights that an immigrant seeks in this country. State how the United States is addressing immigration reform.</p>
<p>7.03.12</p> <p>Recognize that human rights are based on the equality of all people, each of whom has human dignity and is created in the image and likeness of God.</p>	<p>Define equality in relationship to human rights. State meaning of “human dignity” in relationship to being created in the image and likeness of God. Give examples of abuse of the right to food, clothing, housing, education, and work. Explain why this denies people their human dignity. State how we are challenged when other Christians are denied their rights.</p>	<p><i>Social Studies.</i> Define “human trafficking.” Research the social problem of human trafficking in the United States. Describe the populations most victimized by illegal trafficking. State some assumptions about why people get involved in human trafficking. Identify human rights that are denied to those who are caught in trafficking. Write a letter to a U.S. senator, asking him or her to support action against trafficking.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.03.13 State the Ten Commandments.	State the Ten Commandments. Identify the commandments that pertain to my relationship to God. Identify the commandments that pertain to my relationship with others. Discuss how the Ten Commandments assist me in being a good Catholic today. Give examples for each commandment.	<i>Language Arts.</i> Have the student write an essay on the significance of the Decalogue on modern society.
7.03.14 State the Beatitudes.	Name the Beatitudes. State how the Beatitudes relate to the Ten Commandments. Give examples of how I live a particular Beatitude. Explain what I think Jesus means by introducing each Beatitude by saying, “Blessed are you...”	<i>Music.</i> Learn the song “Lead Me, Lord,” or another appropriate song about the Beatitudes. <i>Language Arts.</i> Have the student write a reflection on a Beatitude that challenges him or her.
7.03.15 State the principles of the social teaching of the Church. (CCC 2419–2425)	Define “social teaching.” Name the principles of the Church’s social teaching. Write a description of one of the principles. State how society is challenged by this principle and how I can respond to this principle as a Christian.	<i>Biography.</i> Research the life of Pope Leo XIII. State the social circumstances that led to his writing the encyclical Rerum Novarum. Examine why the rights of workers had to be addressed. Find photos of workers in the late 19th century. State current workers’ rights issues. Examine how these issues might be addressed.
7.03.16 Describe world peace as the work of justice and the effect of charity . Justice (CCC 1807) Charity (CCC 1822–1829)	Define “justice” and “charity.” Describe how justice and charity are related. State how world peace is the work of justice and the effect of charity. Describe how violence in any form diminishes world peace. Give examples how working for justice and charity helps to end violence and promote peace.	<i>Language Arts.</i> Read sections of Dag Hammarskjöld’s book <i>Markings</i> . Identify passages that inspire about Hammarskjöld’s view of world peace. Write an essay on the human yearning for world peace. <i>Art.</i> Have the student design a collage of pictures that express his or her idea of world peace.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.03.17 State the seven deadly sins.	Define “deadly sins.” State meaning of “pride, avarice, envy, wrath, lust, gluttony, and sloth.” Express how these sins are deadly to the human spirit. Describe connection of these actions to forms of abuse. Describe how these are personal sins and how they might be social sins. Identify virtues that are opposite these sins.	<i>Language Arts/Media.</i> Watch the movie <i>The Lion, the Witch, and the Wardrobe</i> . Describe the roles of the lion and the witch in relationship to good and evil. <i>Health.</i> State the importance of avoiding the abuse of food, alcohol, tobacco, and drugs in relationship to <i>health</i> . Examine the relationship between healthy living and happiness in life.
7.03.18 Associate discipleship in Christ and moral life.	State relationship between Christian discipleship and the moral life. Give examples of how faith impacts our choices. Identify Christian discipleship as a lifelong commitment leading toward fullness in the life of Christ. Discuss how fullness in Christ leads us to not want to sin.	<i>Parish Life.</i> Identify that participation in parish life helps one to live the moral life. Find examples of parishioners who are examples of discipleship and moral living. <i>Biography.</i> Look up the life of John Michael Talbot. State how he became a disciple of Jesus. State the name of the community he established and what they do. <i>Music.</i> Listen to the music of John Michael Talbot. State how this music helps one to understand Christian discipleship.

GRADE SEVEN, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God’s revelation through scripture.

ESSENTIAL QUESTION: How does understanding scripture help us to grow in the knowledge and love of Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.04.01 Show understanding of God’s revealing word in Sacred Scripture as unfolding throughout the Old and New Testaments.	Define “revelation.” Articulate God’s revelation as an unfolding event in the Bible. Give examples of this from the Old and New Testaments. State how God’s revelation is a gift to us.	<i>Social Studies/History.</i> Explain why it is important to research many sources to get at the accuracy of an event. Identify sources historians use to understand an event. <i>Prayer.</i> In prayer circles, read Psalm 136. Find examples in the psalm that reveal God’s attributes. State the attribute that the psalm most conveys. Discuss why this attribute is so important in one’s understanding of God. Memorize favorite verses.
7.04.02 State meaning of divine inspiration in relationship to biblical authorship.	Define “divine inspiration.” State that the human authors of the Bible worked under the inspiration of the Holy Spirit. State why we call the Bible God’s word.	<i>Art.</i> State the work of a scribe. Find examples of the Book of Kells. Have the student find a scriptural quotation from the Book of Kells and, using calligraphy, write in a similar way. Have the student state what he or she thinks about when doing this kind of work.
7.04.03 Differentiate between divinely inspired truth and literal fact when interpreting Sacred Scripture.	Describe difference between divinely inspired truth and literal fact in scripture. Give examples of myth, legend, saga, and history in the Bible. Discuss why each is present, how each fits into God’s revelation, and how each type of literature informs our faith. Describe how a literal view of scripture eliminates the richness and depth of many of the stories and teachings of scripture.	<i>Language Arts.</i> Give examples in literature where the author does not intend a literal interpretation of what he or she writes.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.04.04 Recognize that the Bible has both divine and human authorship, initiated by God to reveal the truths God intends.	State that the Bible has both divine and human authorship. Give examples from scripture in which a human author could not have thought the teaching or story on his own without the help of the Holy Spirit.	<i>Language Arts.</i> Research the life of one author whose stories the student likes to read. State how the life of the author might be very different from the kinds of stories he or she writes. Describe why this may be the case.
7.04.05 State that the Church identifies 73 books in the canon of Scripture . (CCC 120)	Define “canon of Scripture.” Name how many books are in the Old Testament and how many in the New Testament.	<i>Language Arts.</i> Describe types of books identified as references in a library. State the use for these kinds of books. State what groups of people use these books. <i>Social Studies.</i> Create a timeline for the books of the Bible. Describe the importance of timelines in studying history. Create a timeline of the life of a U.S. president.
7.04.06 Describe the Church as having the authority to teach and interpret Sacred Scripture.	Identify the Church as having God’s authorization to teach and interpret Sacred Scripture. State reasons for the Church to have this authority. Identify the challenges of trying to understand scripture without help from informed interpreters and teachers.	<i>Social Studies.</i> State the kinds of authority the U.S. government has in the three branches of government. Identify why separation of power is important in a democratic government. Design a graph of the three branches and how they relate to each other.
7.04.07 Recognize that God’s covenant with the Chosen People of the Old Testament was a call to be holy. (CCC 56–63, 121–123, 761–762)	Define “covenant.” Give examples of God’s setting a covenant in the Old Testament. Locate the covenant stories in the Bible.	<i>Music.</i> Learn the song “Though the Mountains May Fall,” or a similar song about God’s fidelity. <i>Prayer.</i> In prayer circles, read Psalm 105. Identify 2how the psalm describes God’s covenants.
7.04.08 State the meaning of the “ Shema ” of Israel. (CCC 200–202, 228)	State meaning and derivation of “Shema.” State that the “Shema” articulates Israel’s adherence to the covenant to be faithful to the one God. Find the “Shema” in Dt. 6:4–5. Memorize the “Shema.”	<i>Family Activities.</i> Identify sacred events in the life of the family through the year. State how these events are recognized and celebrated. State why it is important to have family rituals.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>7.04.09</p> <p>Describe the significance of the Temple in Jerusalem to the Jews. (CCC 583–586, 797, 809)</p>	<p>State the use of the Temple in Jerusalem. Name who was allowed to enter the “holy of holies” when, and for what reason. Describe the importance of the temple to the Jews.</p>	<p><i>Social Studies.</i> Research the two times the temple in Jerusalem was destroyed. Identify who destroyed the temple and why. State the significance of the western wall of the temple ruins today.</p> <p><i>Art.</i> Make an architectural drawing of the second temple. Identify the parts of the temple. State the use of each space.</p>
<p>7.04.10</p> <p>State the relationship between Jews and Gentiles in first-century Palestine.</p>	<p>Describe how Jews and Gentiles related to each other in the first century. State origin of the word “Gentiles” to describe non-Jews. State the significance of having to deal with Roman occupation for both Jews and non-Roman Gentiles. Identify groups that had the most perilous time with the Romans and why.</p>	<p><i>Social Studies.</i> Identify aspects of life in Jerusalem that did or did not benefit from the presence of the Roman occupation. State the relationship between Roman law and a peaceful society. State how the Roman emperors viewed Jerusalem in the first century.</p>
<p>7.04.11</p> <p>Show familiarity with the Gospel of Luke.</p>	<p>After reading the Gospel of Luke, state the writer, when the gospel was written, and the intended readers of the gospel. State that this gospel was written by a Gentile author addressing a Gentile audience. State that Luke was a skillful storyteller and writer of narrative.</p>	<p><i>Biography.</i> Research the life of St. Luke. State when and where he lived. State his relationship with the apostles and Paul of Tarsus. Identify Luke as a Gentile Christian. State the type of education Luke had, which had helped him become a highly skilled writer in the Greek style of literature.</p> <p><i>Art.</i> Draw the symbol of Luke the Evangelist. State the meaning of the symbol.</p> <p><i>Literature.</i> Read some first-century Greek/Roman narratives. Identify characteristics of their heroes.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.04.12 Identify the Gospel of Luke as a synoptic gospel. (CCC 126)	Define “synoptic.” Explain how Luke’s gospel incorporates some of the Gospel of Mark. Describe how Luke’s gospel is the same as, or different from, Mark’s. Identify parables used in all three synoptic gospels. Discuss significance of these parables.	<i>Family Activities.</i> Take one evening every week to read the gospel of the upcoming Sunday. Find ways to make this time interesting and informative. Help family members to enhance their skills as readers.
7.04.13 Identify how the Gospel of Luke incorporates conflict in the narrative.	Identify points of conflict in the Gospel of Luke. State the main conflict is Jesus opposing evil. State what kinds of evil Jesus opposes. State the role of Satan. State how Jesus conquers Satan.	<i>Language Arts.</i> State the purpose of conflict in the plot of a story.
7.04.14 State the differences in the prologue of Luke’s gospel from both Mark’s and Matthew’s.	After reading Luke 1:1–4, identify how Luke’s prologue identifies a specific reader with a name. State meaning of the name Theophilus. State how Luke describes the intent of his narrative. Find evidence that Luke is not an eyewitness of Jesus’s resurrection.	<i>Language Arts.</i> Discuss the use of prologues in literature. Find examples of prologues in literature the student has read.
7.04.15 Describe the infancy narrative of Luke and its difference from Matthew’s account.	After reading Luke 1:5–80 – 2:1–52, identify characters in the infancy narrative of Luke. State how Mary’s role in Luke’s story is different from Matthew’s. State how Mary is presented as the first disciple who questions but says yes. Identify the role of the angel. Define “canticle.” State how Luke uses canticles and locate them.	<i>Music.</i> Look at traditional Christmas carols. Identify carols that use Luke’s gospel to develop the verse of the song. State why Luke’s gospel would be preferred in writing songs about Jesus’s birth.
7.04.16 State the significance of the temple scenes in the infancy narrative of Luke.	Explain the significance of going to the temple. State how the journeys to the temple identify Mary and Joseph living their Jewish covenantal heritage faithfully. State how Luke 2:49 shows Jesus’s awareness of His relationship with God.	<i>Family Activities.</i> State the significance of the family being faithful to their lives as a Christian family. Explain how going to Mass on Sunday enhances family life during the rest of the week.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>7.04.17</p> <p>Describe how Jesus prepares for His public ministry.</p>	<p>After reading Luke 3:1–4:13, state the role of John the Baptist. State use of prophecy. Compare the genealogies of Luke and Matthew. Note reversal in the order of time. Note Luke’s giving the age of Jesus, not mentioned in other gospels. State how Luke uses historical record, including age, to create an “orderly account” of Jesus’s life and ministry. State how the temptations prepare Jesus for His ministry.</p>	<p><i>Social Studies.</i> In doing research on a history topic, describe how data should be gathered from primary sources. Define “primary sources.” Give examples.</p>
<p>7.04.18</p> <p>Describe the ministry in Galilee and Jesus’s sensitivity to the needs of others, especially the poor.</p>	<p>After reading Luke 4:14–9:50, state how Isaiah is used in Jesus’s announcement of His <i>mission</i>. Identify Jesus’s attention to the poor and rejected, declaring liberation. Describe the demons as antagonists, similar to the accounts of Mark and Matthew. Describe Jesus’s calling of Peter. Compare the healing stories of Luke with those of Mark and Matthew. Compare Jesus’s teaching of the Sermon on the Plain with Matthew’s Sermon on the Mount, especially the beatitudes. Discuss how Luke’s Beatitudes and woes are challenging to the life of discipleship. Compare the seed parables with the works of Mark and Matthew. Explain why the seed parables are essential to the synoptic gospels. Compare the conditions of discipleship in Luke with the ones in Mark and Matthew. State how Jesus’s predictions of His death are similar to the ones in Mark and Matthew. Note that the ministry takes place in Galilee, with Jesus healing Gentile and Jew alike.</p>	<p><i>Mission.</i> Go online to find the financial report of the diocese. Identify what percentage of money goes to services that directly respond to the needs of the poor. Identify the services. Identify ways the parish and school reach out to the poor and those in need. Describe how this identifies with the ministry of Jesus.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>7.04.19</p> <p>Identify Luke’s gospel as a narrative: Jesus’s journey to Jerusalem.</p>	<p>Having read Luke 9: 51–19: 27, state how Luke 9:15 sets the tone for the journey narrative. The literal translation of Jesus heading to Jerusalem is “He set His face.” State what this means. State what Jesus does on the journey to Jerusalem. Identify the appointment of the 72 as different from other synoptic gospels. Compare the mission of the 12 in Matthew with the mission of the 72 in Luke. State teachings about prayer in Luke. State the inclusive nature of Jesus’s ministry. Identify healing stories that are only in Luke’s gospel. Identify the parables that are distinctively Luke’s. Identify banquet stories in Luke as symbolic of the kingdom of Heaven. State how joy is a sign of the kingdom. Describe how Jesus uses measurement, and discuss meaning.</p>	<p>Math. Research the type of coins used by the Romans and Jews during the first century. Identify how coins were to be used. Compare/contrast how money is used today.</p> <p><i>Social Studies.</i> Research travel in the Roman Empire in the first century. Describe how most people traveled in the Empire. Describe how commerce was transported. State the role of the Roman soldiers in keeping travel safe. State how people benefited from Roman roads.</p>
<p>7.04.20</p> <p>In Luke’s gospel, recognize Jesus’s teaching ministry in Jerusalem as authoritative and prophetic.</p>	<p>Having read Luke 19:28–21:38, describe how Jesus’s teaching sets up conflict with temple authorities. Identify the antagonists in this section. Compare how Jesus takes issue with the sellers in the temple in Luke and Mark. Identify Jesus’s weeping over the city of Jerusalem as prophetic. In the parable of the tenant farmers killing the son in Luke 20: 9–19, compare/contrast to Mark’s account. Compare/contrast Luke’s descriptions of the destruction of the temple and the times of trial in Luke 21: 5–36 from descriptions in Mark and Matthew. Compare/contrast response of the common people to Jesus’s teaching ministry with the response of the Jewish authorities.</p>	<p><i>Language Arts.</i> Research Greek drama. Create a simple drama incorporating the components of the Greek play. Present the drama at a school parent meeting.</p> <p><i>Religion.</i> Define “counter-cultural.” Recount stories of Jesus’s ministry, in which He goes against cultural and religious customs.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>7.04.21</p> <p>In the passion narrative of the Gospel of Luke, describe Jesus as compassionate, forgiving, and innocent in his ultimate struggle against evil.</p>	<p>After reading Luke 22:1–23:56, compare/contrast the passion narratives of Luke and Mark. Describe Jesus’s desire to share the meal with the disciples, and his directives about being servants. Compare/contrast Luke’s and Mark’s accounts of the trial event. Describe how sympathizers accompany Jesus in the carrying of the cross. Describe the words of Jesus as compassionate and forgiving. Describe the crucifixion as Jesus’s ultimate struggle with evil and His being pronounced “innocent.” Identify the role of the centurion in declaring Jesus’s innocence. Compare/ contrast the centurion’s role in Mark and Matthew.</p>	<p><i>Music.</i> Learn hymns for Lent and use them for school or catechetical program prayer services during Lent.</p> <p><i>Music.</i> Learn the hymn “Stabat Mater” in Latin. State how this hymn highlights the sorrow of Mary the Mother of Jesus at the time of Jesus’s death. Identify some Latin words that look like English or Spanish.</p>
<p>7.04.21A</p> <p>The Jews were not and are not responsible for the death of Jesus. Sinners were the authors and ministers of Jesus’s suffering. The Jews were not and are not responsible for the death of Jesus. (CCC 597–598)</p>	<p>Read sections 597 and 598 in the Catechism of the Catholic Church. Read Luke 23:34, Acts 3:17.</p>	<p><i>Language Arts.</i> Write a reflection on “How my sins hurt Jesus.”</p>
<p>7.04.22</p> <p>Describe the resurrection narrative in the Gospel of Luke as the fulfillment of Old Testament promises and Jewish messianic hopes.</p>	<p>Describe the resurrection account in Luke 24:1–53. Identify how each event describes Jesus’s purpose in life and the fulfillment of Old Testament promises. State that the appearances occur on Easter Sunday in or near Jerusalem. State the purpose of meals in the resurrection stories. Compare/contrast the ascension event as told in Luke and Matthew.</p>	<p><i>Music.</i> Learn the round “Jubilate, Servite” (Psalm 100, Taizé Community) or another appropriate song of praise and rejoicing.</p>
<p>7.04.23</p> <p>Describe major themes of the Gospel of Luke.</p>	<p>State major themes of the Gospel of Luke: Salvation is a joyful surprise; salvation includes everyone; special concern for the poor and needy; Mary as the first disciple. Give examples from the gospel highlighting these themes. Identify other themes in the gospel.</p>	<p><i>Language Arts.</i> State the meaning of “theme.” Describe how theme is used in literature.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.04.24 Identify the role and significance of women in the Gospel of Luke.	Identify prominent role of women in the Gospel of Luke. Identify women who are disciples of Jesus, participating in and supporting His ministry. State their names and locate them in the gospel story. Compare/contrast the role of women in Luke's account with Mark's and Matthew's.	<i>Biography.</i> Research the life of St. Mary Magdalene. Describe her association with Jesus. Find scripture passages that identify her as a leading disciple of Jesus.
7.04.25 State the Gospel of Luke as showing the universal mission of Jesus, extending from Old Testament promises to the Jews to include the Gentiles.	Find examples of Jesus's inclusion of the Gentiles in the gospel narrative. State how the traits of compassion and forgiveness enhance this sense of inclusion.	<i>Social Studies.</i> Cite federal documents that provide the basis for honoring human rights in this country.
7.04.26 Recognize how the Gospel of Luke shows Jesus's compassion for Jerusalem and the temple.	Identify the scene of Jesus weeping over Jerusalem in Luke 19:41–44 and its connection to Luke 21: 5–6. State that Jerusalem and the temple were destroyed in 70 A.D. after the writing of the Gospel of Luke.	<i>Music.</i> Learn the song “You Are the Voice,” or another appropriate song. <i>Art.</i> Find an illustration of the triumphal arch in Rome depicting the destruction of Jerusalem and the temple. State what objects were carried from the temple in Jerusalem to a pagan temple in Rome.
7.04.27 Identify the figure of Jesus in the Gospel of Luke as son of Abraham, son of David, son of Adam, son of God.	State how Luke portrays the lineage of Jesus, connected to the root of Abraham and the people of Israel, and going beyond human sonship to divine sonship. Describe how Jesus is characterized as a hero.	<i>Art.</i> Draw an icon of Jesus as portrayed in the Gospel of Luke.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.04.28 Explain that the author of the Gospel of Luke also wrote the Acts of the Apostles.	State that Luke wrote two accounts, the first containing the life and mission of Jesus, and the second the life and mission of the early Church.	<i>Language Arts.</i> Explain why an author would choose to write a series of novels rather than just one novel. Give examples of a series of novels. Have the student state what he or she enjoyed about them.
7.04.29 Develop awareness of the context of the Acts of the Apostles.	Having read the Acts of the Apostles, state when and where they were written. Identify the intended readers and the purpose for which they were written. Describe how we can get this information from the text.	<i>Language Arts.</i> Have the student write an essay, using highly descriptive language, about a journey that he or she took. Explain why this journey was important.
7.04.30 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.	Identify the active presence of the Holy Spirit in the establishment of the Church as narrated in Acts. Recount the ascension story and compare to last line in the Luke 24:52–53. Describe how the ascension narrative is expanded. Identify who was in the upper room when they experienced the commissioning of the Holy Spirit. State who Peter addressed from the roof and their response.	<i>Music.</i> Learn the song “Come Holy Ghost,” “Spirit of the Living God,” or another appropriate song.
7.04.31 Describe the replacement of Judas as the foundation for apostolic succession . (CCC 861–862)	After reading Acts 1:12–26, define “apostolic succession” and its role in preserving true doctrine.	<i>Biography.</i> Research the life of St. Peter. Research Peter’s cultural context, his work as a fisherman, Jewish life in the first century, the political oppression of the Romans, his family life, and the circumstances of his death in Rome. Reflect on why Jesus chose Peter to lead the disciples. Discuss Peter’s leadership characteristics.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.04.32 Recount the mission of the first witnesses in Jerusalem, led by Peter.	Describe how Peter takes a definite leadership role among the apostles in Acts 2:14 – 5:42. Identify the story’s narrative parts and discourse parts, and what they accomplish in the story. State to whom Peter is speaking in the discourse. State how the signs and wonders are similar to the miracles of Jesus. State how the signs validate the witness of the apostles.	Language Arts. Read the letters of Peter in scripture. Identify the possible origin of the letters and their literary style. Explain why Peter’s name was used as the author. Describe the situation of the Christians receiving these letters. State why they would be comforted by a letter from Peter. Compare/contrast form of letters written by Peter with forms of letters today.
7.04.33 State the significance of the story of Stephen in the Acts of the Apostles.	Recount the story of Stephen in Acts 7:1– 8:3. State Stephen’s arguments and their purpose in the story. State significance to early Christian movement.	Language Arts. Explain how argument is a literary device. Give examples.
7.04.34 Recount the story of Saul’s conversion.	Recount the story of Saul’s conversion and baptism by Ananias. State why it was important for Saul to go to Jerusalem.	Biography. Research the life of Saul of Tarsus. Gather information about Pharisaic Judaism in the first century. Identify his cultural context as an educated Jew and a Roman citizen. State the privileges of Roman citizenship. State how he used his education and background to support his mission. Identify his personality traits that come through in the stories of his adventures, his unstinting commitment to Christ, and the mission to the Gentiles. State the situation of his death.
7.04.35 Recount the story of Peter’s acceptance of Gentiles into baptism.	After reading Acts 10:1–14:28, explain the significance of Cornelius’s vision and Peter’s dream. State why this story is an important introduction to this section of Acts. Explain why Peter’s acceptance of Gentiles is pivotal in Acts.	Biography. Research the life of St. Polycarp. State the account of Polycarp’s martyrdom.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.04.36 Trace the three missionary journeys of St. Paul, and describe the role his journey played in spreading the gospel.	Recount the three missionary journeys of Paul, where he went, and to whom he preached. Describe how Paul got into trouble not only with the Jews but also with Gentiles. Identify women who helped Paul and Silas on this journey. State the role of women working with the apostles. Recount Paul's going to Jerusalem and what happens to him. Explain why his friends did not want Paul to go to Jerusalem. Recount Paul's arrest and trial in Jerusalem.	Language Arts. Read the letter of Paul to the Galatians. Identify the parts of the letter. Describe use of argument. State how the letter describes Paul's faith in Christ and the need for faith instead of the Jewish law. Describe how the letter fits Luke's description of Paul in the Acts of the Apostles. Biography. Make a timeline of Paul's life, travels, and significant events.
7.04.37 Describe why letters are incorporated into Sacred Scripture.	Identify how many letters are in the canon of the New Testament. State how many letters are written by Paul. Identify a letter ascribed to Paul but not written by him. Identify the names of cities where these letters were sent. State how many of the cities are cited in the Acts of the Apostles. Identify letters written by Paul to a person.	<i>Biography.</i> Research the life of St. Timothy, his family background, and education. In reading Paul's letters to Timothy, describe Paul's relationship to Timothy. State how Paul depended upon Timothy.
7.04.38 Describe how the stories of the early Christian movement help us to understand the beginnings of the Church.	State how the stories in the Acts of the Apostles help us to appreciate the beginning struggles of the Church. State why these stories are important to my life as a Christian.	Technology. Create a PowerPoint presentation on the first 70 years of the early Christian movement, including dates, events, and people.

GRADE SEVEN, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.

ESSENTIAL QUESTION: How does prayer deepen our relationship with the Holy Spirit and draw us closer to Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.05.01 Recognize Mary as a model of prayer.	State how Mary is a model of <i>prayer</i> . State how Mary prayed as part of her Jewish identity and role in the family. Identify Marian prayers that we use.	<i>Music</i> . Learn the song “Santa Maria del Camino,” or another appropriate Marian hymn. (Suggestions: “Immaculate Mary,” “Salve Regina,” “Hail Mary, Gentle Woman,” “My Soul Rejoices.”)
7.05.02 State how the Magnificat shows God’s power and justice.	Describe how God’s actions are evident in Mary’s response to Elizabeth in the Magnificat. State derivation of the word “magnificat.” State how God’s justice is revealed in Luke 1: 46–55.	<i>Religion</i> . Give examples of how God uses people as his instruments. Explain how people give glory to God. <i>Mission</i> . Identify ways that people participate in works of justice and charity. State why it is important to have an option for the poor.
7.05.03 Describe how prayer is an act of self–surrender to God.	Define “self–surrender.” State how the “Our Father” leads us to self–surrender to God. State how Mary surrendered herself to God’s will. Describe how surrender to God’s will is a freeing act. Write a prayer to the Holy Spirit, asking to learn how to surrender myself to God.	<i>Health</i> . State how negative emotions can contribute to health problems if they are not managed. Examine how accepting things that cannot be changed helps to manage negative emotions. Give examples of this.
7.05.04 Recognize meditation as an important form of prayer. (CCC 2705–2708, 2723)	Define “meditation.” Participate in a meditation exercise in the prayer circle. Describe how the exercise helped me become aware of God. Explain why awareness of God is essential to my growth.	<i>Physical Education</i> . Practice relaxation movements that help to create inner quiet. State why this is important for physical education.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.05.05 State how reading scripture leads us to prayer.	Explain how reading scripture helps us to lead our minds to God. Describe how other literature or music might lead us to <i>prayer</i> . Give examples. Share a favorite quotation from scripture that inspires me to pray.	<i>Art</i> . Design a bookmark with calligraphy of favorite scripture quotes and lines from prayers. Use these pieces as prayer cards and bookmarks.
7.05.06 State what it means to pray always.	Explain how we can learn to pray always, no matter what we are doing. Describe how we grow in awareness that we are in contact with God.	<i>Music</i> . Learn the song “Sacred Silence” or “When the Saints Go Marching In.”
7.05.07 State how we use the prayers of the saints to help us to pray.	Identify how prayers of the saints help us to pray. Name a favorite saint’s prayer that my family or I use.	<i>Music</i> . Learn the song “For All the Saints,” or another appropriate song about the saints.
7.05.08 Describe how the Church prays the Liturgy of the Hours at five special times of the morning and evening. (CCC 1174–1178, 1196)	Define “Liturgy of the Hours.” State that morning and evening are the common times to pray the Liturgy of the Hours, although religious communities pray more of the Hours. State components of the Hours as the psalms, scripture readings, petitions, the “Our Father,” and other prayers.	<i>Family Activities</i> . Pray a simple morning and evening prayer as a family. Use religious music to help the family to center on the <i>prayer</i> . Be thankful as a family for being alive and having the day once again to work and to play. <i>Religion</i> . Prepare a prayer service using components of the Liturgy of the Hours.

GRADE SEVEN, STANDARD SIX: Jesus Christ’s Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus’s mission in the world. **Parish Life:** Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.

ESSENTIAL QUESTION: How does knowledge of the mystical body of Christ and participation in the life of our parish help us to carry out Jesus’s mission in the world?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.06.01 Show understanding that the Catholic Church is formed gradually in the Christian era, in keeping with God’s plan.	State how the Catholic Church unfolds according to God’s plan. State how the Church in the time of the apostles is the same as and different from the Church of today.	<i>Art.</i> Go online to find images in art, photography, and architecture that show how the Church as changed in its image over time.
7.06.02 Recognize that the Church is missionary by nature. (CCC 849–859, 931)	Define “missionary.” Identify the work of the Church as missionary. Explain how every Catholic is a missionary. Explain how I am a missionary.	<i>Mission.</i> Research a mission order of the Church. State the founder of the order. State some of the works of the order. Create a project to help this order.
7.06.03 State that the Church has a special mission to the poor.	Identify how the Church is called by Christ to serve the poor. Explain how this is evident in the Gospel of Luke. State the Church’s service of the poor is identified as its option for the poor.	<i>Music.</i> Learn the song “The Lord Hears the Cry of the Poor,” or another appropriate song. <i>Social Studies.</i> Identify the role of society to help impoverished people. Examine poverty issues in the United States and how they are addressed. State that each member of society has a responsibility to help the poor. Strategize as a class about how to serve the poor in the neighborhood.
7.06.04 Show understanding that all the living and dead form the Communion of Saints in the Church.	State how the Communion of Saints includes both the living and the dead. Explain how the Church remembers all of the saints in the Church year. State how the living belong to the Communion of Saints.	<i>Art.</i> For the holy days of All Saints and All Souls in November, create a remembrance table that honors the dead. Design symbols to decorate the table. Find pictures of family members and friends who have died. State why candles are used as one of the symbols for the table. <i>Prayer.</i> Create a prayer service using the Liturgy of the Hours to pray for the dead.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.06.05 Recognize that the Church names Mary as Mother of the Church.	Explain why the Church names Mary as its mother. State how the Church identifies with Christ in naming Mary as Mother of the Church.	<i>Music.</i> Learn the song “Sing of Mary, Pure and Lowly,” or another appropriate Marian song. <i>Prayer.</i> Pray the Church’s Litany of Mary as part of the class prayer on feast days of Mary.
7.06.06 State the belief that the Church has the power to forgive sins through the Sacraments.	State that the Church has the power to forgive sins through the Sacraments. Explain how sin impedes our relationship with God. Describe how sacramental forgiveness restores our relationship with God.	<i>Health.</i> Explain why it is important to forgive others as a part of emotional and physical <i>health</i> . Explain what happens to a person when he or she holds anger and vengeance within.
7.06.07 Articulate understanding of the Rites of the Catholic Church as an expression of diversity.	Define “Rites” in relationship to the Catholic Church. State that Rites evolved through the history of the Church and are based on culture. State that all Rites coexist geographically in many parts of the world.	<i>Social Studies.</i> Identify the geography of the Eastern Rite of the Catholic Church. Find pictures of Eastern Rite churches. Compare/contrast these churches with Latin Rite churches.
7.06.08 State that the Rites of the Catholic Church derive from one profession of faith, one celebration of the seven sacraments, and one hierarchy.	State that all Rites of the Catholic Church express one profession of faith and celebrate the same seven sacraments. Identify the pope as the head of the all the Rites of the Catholic Church.	<i>Art.</i> Research different configurations of crosses based on the Rites of the Catholic Church. Identify history of the crosses and what they symbolize.
7.06.09 Show understanding that a Catholic may fully participate in the liturgies of all the Rites of the Catholic Church.	State that a Catholic of any Rite may fulfill all worship obligations in any other Rite.	<i>Music.</i> Research melodies from other Rites of the Catholic Church. Compare/contrast with music in Latin Rite liturgies.
7.06.10 State that the pope is the head of patriarchs, primates, metropolitans, and bishops.	Define “a primate” and “a metropolitan” as the Church uses these words. State that the pope has authority over Latin and other Rite leaders. Identify the patriarch as under the jurisdiction of the pope. State that the patriarch ordains bishops and priests for their patriarchy.	<i>Social Studies.</i> Research the life of a current patriarch or metropolitan.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.06.11 Describe the organizational structure of the parish.	State the organizational structure of the parish as related to the diocese, pastor, and councils. State the role of the parish pastoral council. State the role of the finance council. Explain why it is important for a parish to have councils. Describe the role of the pastor with each organization.	<i>Music.</i> Learn the song “Church of God,” “City of God,” or “Come to the Lord.”
7.06.12 State how stewardship is important to the spiritual life of the parish. (CCC 299–307, 339–340, 344, 952, 2402, 2417, 2456)	Define “stewardship.” Describe how stewardship is a significant part of parish life. State how participation in the organizations of the parish is an aspect of stewardship. Explain how Catholics are stewards in their life of faith.	<i>Family Activities.</i> Find ways to use the word “stewardship” as part of environmental consciousness. <i>Religion.</i> Invite a member of the parish pastoral council to talk about the work of the council.
7.06.13 Describe how my membership in the parish is important in my life.	State recognition that I am an active member of the parish in distinct ways. Identify these ways.	<i>Biography.</i> Research the life of Mother Catherine McAuley. State the name of the religious community she established and its mission.
7.06.14 Recognize that the parish has cultural, racial, and ethnic identities that must be respected and cherished, as gifts of the Spirit to the life of the parish.	Identify culture, races, and ethnicities in the parish. Describe how these are celebrated in parish life. Explain why all races and ethnicities are to be respected and honored for the gifts they bring.	<i>Social Studies.</i> Research the history of ethnic groups in the neighborhood and parish. Identify the ethnic group that originated the parish. Interview a parishioner who belongs to that ethnic group. Find pictures of the parish that show this ethnicity.
7.06.15 State how the cultures of a parish change based on the patterns of cultural change in the city and neighborhoods.	State how different cultures in the neighborhood and city change the culture of the parish. State the importance of welcoming groups into the Church.	<i>Art.</i> Find images of Mary taken from different cultures and national groups. Trace the origin of the images and its popular devotion.

GRADE SEVEN, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.

ESSENTIAL QUESTION: What is Jesus calling each one of us to do in the life of the Church?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
7.07.01 Recognize that God calls the Church and all its members to the work of the kingdom.	Identify the work of the Church as essential to the building of the kingdom. Describe that our work, no matter what it is, contributes to the kingdom if we do God’s will.	<i>Family Activities.</i> State how the family lives its calling to serve God. Identify family members who are religious, catechists, or ordained. Celebrate their service to us in the Church.
7.07.02 Identify vocation as a calling. (CCC 823–826, 915, 944)	Define “vocation.” Describe how we use the word “vocation” in finding our work in life.	<i>Music.</i> Learn the song “Song over the Waters,” or another appropriate song of vocation.
7.07.03 State the calling to religious life in the Church is identified in two forms: active and contemplative . (CCC 916, 933)	Define “religious life.” State the two forms and their meanings. Given an example of active religious life and an example of contemplative religious life.	<i>Biography.</i> Research the life of Thomas Merton. State when and where he lived. Name the religious order to which he belonged. Identify the form of religious life the Cistercians have. Describe what Thomas did in the community. Name some of the books that he wrote. State how he worked for justice and peace in the world. Find pictures of Thomas Merton and his monastery.
7.07.04 Describe how apostolic religious life orders provided teachers and catechists for parishes in the United States for more than 150 years. Apostolic religious life (CCC 930)	Define “apostolic religious.” Find out who the community of sisters or brothers was or is that served in the parish. Find out what they did and how long the community served the parish.	<i>Biography.</i> Research the life of the founder of the religious community that serves in the parish. State when and where he or she lived, and how he or she came to start the religious community. Invite a member of that community to speak to the class about their work.

STANDARDS CHECKLIST

GRADE SEVEN, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe and proclaim the Triune God as revealed in the person of Jesus Christ as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.		A/S	O	N	D	J	F	M	A	M/J
7.01.01	Show understanding that God reveals Himself over time and in human history.									
7.01.02	State that God's revelation is divine revelation . (CCC 35, 51–53, 68–69)									
7.01.03	Identify God's revelation as the foundation of our faith as Christians.									
7.01.04	Show understanding that faith is a gift from God, helping us to respond to God's revelation to us. (CCC 1813–1816)									
7.01.05	Describe how faith is both a personal relationship with God and a free assent to the truth God has revealed.									
7.01.06	Identify faith as reasonable and certain.									
7.01.07	Show understanding that faith is a gift that we receive from God through the Church.									
7.01.08	State how we as a Church profess our faith together and to the world. Profession (CCC 915)									
7.01.09	Describe the ways of coming to know God: the world and the human person.									
7.01.10	Name characteristics of God: eternal , omniscient , omnipotent , and omnipresent . Eternal (CCC 50, 198, 212–213) Omniscient (CCC 271, 299, 305 308) Omnipotent (CCC 202, 268–271, 276–279, 2083–2086) Omnipresent (CCC 212–213, 300, 303, 308)									
7.01.11	Articulate that the central mystery of the Christian faith is the Holy Trinity: God the Father, God the Son, and God the Holy Spirit. (CCC 35, 42, 48, 772–774, 2807, 2809)									

STANDARDS CHECKLIST

GRADE SEVEN, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe and proclaim the Triune God as revealed in the person of Jesus Christ as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.		A/S	O	N	D	J	F	M	A	M/J
7.01.12	State that the divine persons are relative to one another.									
7.01.13	State that each of the divine persons is wholly and entirely God.									
7.01.14	Describe the Trinity as a complete unity without confusing the persons or dividing the substance of God.									
7.01.15	State understanding that although God is named Father, Son, and Holy Spirit, God has no gender. (Please note: although references to God use “He,” “Him,” and “Himself,” these are being used as neutral pronouns.)									
7.01.16	State that the Catholic faith is one and the same everywhere, and expressed uniquely in many cultures.									
7.01.17	Express the belief in the resurrection of the dead as essential to Christianity. (CCC 988–1019)									
7.01.18	State that we have already risen with Christ in Baptism and participate in the life of the risen Christ.									
7.01.19	Describe how the Holy Spirit worked through Mary to prepare the way for the Incarnation . (CCC 456–483)									
7.01.20	State the belief that all the faithful in Christ, living and dead, form the Communion of Saints . (CCC 946–962)									

STANDARDS CHECKLIST

GRADE SEVEN, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
7.02.01	Show understanding of the sacramental nature of the Church.									
7.02.02	Show understanding of the meaning of sacrament in personal life.									
7.02.03	Recognize that the sacramental life is rooted in faith and prayer.									
7.02.04	Recognize that the sacraments of Baptism, Confirmation, and Holy Orders cannot be repeated, because they give an indelible character by which the Christian shares in Christ’s priesthood. Indelible Character (CCC 698, 1121)									
7.02.05	Show understanding that every Catholic has the obligation to attend Mass on all Sundays and Holy Days of Obligation.									
7.02.06	Show capacity to actively participate in the liturgy through taking appropriate roles.									
7.02.07	Show awareness of how diverse liturgical traditions and rites reveal the catholicity of the Church.									
7.02.08	Show that the Mass is a sacrifice because it memorializes the sacrifice of Christ, who offered Himself once and for all to God for our sake. (CCC 1356–1372, 2099–2100)									
7.02.09	State that Christ, acting through the ministry of the priest, offers Himself in the Eucharistic sacrifice.									
7.02.10	State that Baptism is the foundation of communion among all Christians.									

STANDARDS CHECKLIST

GRADE SEVEN, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
7.02.11	Recognize that the Sacrament of Confirmation is a sacrament of initiation, the elements of which are being sealed with the oil of chrism and the laying on of hands . Chrism (CCC 1241–1242, 1289) Laying on of hands (CCC 1288, 1567, 1538, 1556, 1569, 1573, 1668)									
7.02.12	State how in the Sacrament of the Eucharist we receive Christ whole and entire, in the forms of bread and wine.									
7.02.13	Show understanding that Catholics must receive the Sacrament of Penance/Reconciliation at least once a year during the Easter season if they have serious sin.									
7.02.14	State that the seal of confession cannot be broken under any circumstance. (CCC 147, 2490)									
7.02.15	Describe how the Sacrament of the Anointing of the Sick is intended not only for the dying but also for the seriously sick and elderly, and may be received more than once.									
7.02.16	State the elements and symbols of the Sacrament of the Anointing of the Sick.									
7.02.17	State that the oil of the sick is the oil used in the Sacrament of the Anointing of the Sick.									
7.02.18	State that bishops and priest administer the Sacrament of the Anointing of the Sick, and Catholics have the right to receive the sacrament when seriously ill.									
7.02.19	Show understanding that the Sacrament of Matrimony is a sacramental covenant , not just a contract. (CCC 56–63, 121–123, 761–762)									

STANDARDS CHECKLIST

GRADE SEVEN, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
7.02.20	Describe how the Sacrament of Matrimony is valid when the man and the woman state they have been baptized, freely express their consent, and intend to fulfill the contract for the good of the spouses and the possibility of children. Valid (CCC 1239, 1300, 1411–1412, 1491, 1519, 1597–1600, 1662–1663) Contract (CCC 1625–1632)									
7.02.21	Recognize the spouses as the ministers of the Sacrament of Matrimony through expression of the marriage vows . (CCC 944, 1625–1632, 1679)									
7.02.22	Recognize the Sacrament of Holy Orders as valid for men who are baptized, prepared through seminary education, and called by the bishop to be ordained.									
7.02.23	State that there are three ranks or orders of priesthood: the episcopate , the presbyterate , and the diaconate . Episcopate (CCC 1555–1561) Presbyterate (CCC 1537, 1567, 1593, 1595, 1599) Diaconate (CCC 1569–1571, 1596) Diaconate Deacon (CCC 1569–1571, 1596)									
7.02.24	Identify the priesthood as an apostolic calling that comes from Jesus Christ, commissioning the apostles to continue the work of the Church.									

STANDARDS CHECKLIST

GRADE SEVEN, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.		A/S	O	N	D	J	F	M	A	M/J
7.03.01	Show understanding that Christian discipleship requires following Jesus Christ as the way, the truth, and the life.									
7.03.02	State the meaning of “ morality .” (CCC 1749–1761)									
7.03.03	Name the three sources of the morality of human acts.									
7.03.04	State the meaning of the maxim that “the end does not justify the means.”									
7.03.05	Integrate the meaning of Christian morality with Jesus’s teaching, the dignity of the human person, and the Incarnation.									
7.03.06	Identify steps in moral decision-making: see, judge, act.									
7.03.07	Describe how steps in decision-making relate to the sources of moral acts.									
7.03.08	State how personal sins have social consequences.									
7.03.09	Analyze the relationship between race prejudice and institutional racism as a social sin. Race (CCC 1938) Racism (CCC 953, 1869, 1905–1908, 1925–1926, 1929–1938, 1943–1947, 2319)									
7.03.10	State the importance of Christians taking an active part in public life and promoting the common good . (CCC 1905–1923)									
7.03.11	Show understanding that the good of the human person is the purpose of society.									

STANDARDS CHECKLIST

GRADE SEVEN, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.		A/S	O	N	D	J	F	M	A	M/J
7.03.12	Recognize that human rights are based on the equality of all persons, resting on their dignity as human persons created in the image and likeness of God.									
7.03.13	State the Ten Commandments.									
7.03.14	State the Beatitudes.									
7.03.15	State the principles of the social teaching of the Church. (CCC 2419–2425)									
7.03.16	Describe world peace as the work of justice and the effect of charity . Justice (CCC 1807) Charity (CCC 1822–1829)									
7.03.17	State the seven deadly sins.									
7.03.18	Associate discipleship in Christ and moral life.									

STANDARDS CHECKLIST

GRADE SEVEN, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God’s revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
7.04.01	Show understanding of God’s revealing word in Sacred Scripture, as unfolding throughout the Old and New Testaments.									
7.04.02	State meaning of “divine inspiration” in relationship to biblical authorship.									
7.04.03	Differentiate between divinely inspired truth and literal fact when interpreting Sacred Scripture.									
7.04.04	Recognize that the Bible has both divine and human authorship, initiated by God to reveal the truths God intends.									
7.04.05	State that the Church identifies 73 books in the canon of Scripture. (CCC 120)									
7.04.06	Describe the Church as having the authority to teach and interpret Sacred Scripture.									
7.04.07	Recognize that God’s covenant with the Chosen People of the Old Testament was a call to be holy. (CCC 56–63, 121–123, 761–762)									
7.04.08	State the meaning of the “Shema” of Israel. (CCC 200–202, 228)									
7.04.09	Describe the significance of the temple in Jerusalem to the Jews. (CCC 583–586, 797, 809)									
7.04.10	State the relationship between Jews and Gentiles in first-century Palestine.									
7.04.11	Show familiarity with the Gospel of Luke.									

STANDARDS CHECKLIST

GRADE SEVEN, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God's revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
7.04.12	Identify the Gospel of Luke as a synoptic gospel. (CCC 126)									
7.04.13	Identify how the Gospel of Luke incorporates conflict in the narrative.									
7.04.14	State the differences in the prologue of Luke's gospel from both Mark and Matthew.									
7.04.15	Describe the infancy narrative in Luke and its difference from Matthew's account.									
7.04.16	State the significance of the temple scenes in the infancy narrative of Luke.									
7.04.17	Describe how Jesus prepares for His public ministry.									
7.04.18	Describe the ministry in Galilee and Jesus's sensitivity to the needs of others, especially the poor.									
7.04.19	Identify Luke's gospel as a narrative: Jesus's journey to Jerusalem.									
7.04.20	In Luke's gospel, recognize Jesus's teaching ministry in Jerusalem as authoritative and prophetic.									
7.04.21	In the passion narrative of the Gospel of Luke, describe Jesus as compassionate, forgiving, and innocent in his ultimate struggle against evil.									
7.04.21A	State that the Jews are not responsible for the death of Jesus. Jesus's suffering was originated by sinners.									
7.04.22	Describe the resurrection narrative in the Gospel of Luke as the fulfillment of Old Testament promises and Jewish messianic hopes.									
7.04.23	Describe major themes of the Gospel of Luke.									
7.04.24	Identify the role and significance of women in the Gospel of Luke.									
7.04.25	State the Gospel of Luke as showing the universal mission of Jesus, extending from Old Testament promises to the Jews to include the Gentiles.									
7.04.26	Recognize how the Gospel of Luke shows Jesus's compassion for Jerusalem and the temple.									
7.04.27	In the Gospel of Luke, identify the figure of Jesus as son of Abraham, son of David, son of Adam, son of God.									

STANDARDS CHECKLIST

GRADE SEVEN, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God’s revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
7.04.28	Explain that the author of the Gospel of Luke also wrote the Acts of the Apostles.									
7.04.29	Develop awareness of the context of the Acts of the Apostles.									
7.04.30	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.									
7.04.31	Describe the replacement of Judas as the foundation for apostolic succession . (CCC 861–862)									
7.04.32	Recount the mission of the first witnesses in Jerusalem, led by Peter.									
7.04.33	State the significance of the story of Stephen in the Acts of the Apostles.									
7.04.34	Recount the story of Saul’s conversion.									
7.04.35	Recount the story of Peter’s acceptance of Gentiles into baptism.									
7.04.36	Trace the three missionary journeys of St. Paul, and describe the role his journey played in spreading the gospel.									
7.04.37	Describe why letters are incorporated into Sacred Scripture.									
7.04.38	Describe how the stories of the early Christian movement help us to understand the beginnings of the Church.									

STANDARDS CHECKLIST

GRADE SEVEN, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.		A/S	O	N	D	J	F	M	A	M/J
7.05.01	Recognize Mary as a model of prayer.									
7.05.02	State how the Magnificat shows God's power and justice.									
7.05.03	Describe how prayer is an act of self-surrender to God.									
7.05.04	Recognize meditation as an important form of prayer. (CCC 2705–2708, 2723)									
7.05.05	State how reading scripture leads us to prayer.									
7.05.06	State what it means to pray always.									
7.05.07	State how we use the prayers of the saints to help us to pray.									
7.05.08	Describe that the Church prays the Liturgy of the Hours at special times of the morning and evening. (CCC 1174–1178, 1196)									

STANDARDS CHECKLIST

GRADE SEVEN, STANDARD SIX: Jesus Christ's Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus's mission in the world. <i>Parish Life:</i> Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.		A/S	O	N	D	J	F	M	A	M/J
7.06.01	Show understanding that the Catholic Church is formed gradually in the Christian era, in keeping with God's plan.									
7.06.02	Recognize that the Church is missionary by nature. (CCC 849–859, 931)									
7.06.03	State that the Church has a special mission to the poor.									
7.06.04	Show understanding that all the living and dead form the Communion of Saints in the Church.									
7.06.05	Recognize that the Church names Mary as Mother of the Church.									
7.06.06	State the belief that the Church has the power to forgive sins through the Sacraments.									
7.06.07	Articulate understanding of the Rites of the Catholic Church as an expression of diversity.									
7.06.08	State that the Rites of the Catholic Church derive from one profession of faith, celebration of the seven sacraments, and one hierarchy.									
7.06.09	Show understanding that a Catholic may fully participate in the liturgies of all the Rites of the Catholic Church.									
7.06.10	State that the pope is the head of patriarchs, primates, metropolitans, and bishops.									
7.06.11	Describe the organizational structure of the parish.									
7.06.12	State how stewardship is important to the spiritual life of the parish. (CCC 299–307, 339–340, 344, 952, 2402, 2417, 2456)									
7.06.13	Describe how my membership in the parish is important in my life.									
7.06.14	Recognize that the parish has cultural, racial, and ethnic identities that must be respected and cherished as gifts of the Spirit to the life of the parish.									
7.06.15	State how the cultures of a parish change, based on the patterns of cultural change in the city and neighborhoods.									

STANDARDS CHECKLIST

GRADE SEVEN, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.		A/S	O	N	D	J	F	M	A	M/J
7.07.01	Recognize that God calls the Church and all its members to the work of the kingdom.									
7.07.02	Identify “ vocation ” as a calling. (CCC 823–826, 915, 944)									
7.07.03	State the calling to religious life in the Church is identified in two forms: active and contemplative . (CCC 916, 933)									
7.07.04	Describe how apostolic religious life orders provided teachers and catechists for parishes in the United States for more than 150 years. Apostolic Religious Life (CCC 930)									

GRADE EIGHT, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.

ESSENTIAL QUESTION: Who is Jesus, and what do we believe about Him?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.01.01 Describe how we are attracted to the grandeur and beauty of God as we see it reflected in creation.	State how we sense an inner attraction to God when we look at creation. Identify aspects of creation that make me conscious of God. State how creation points to a creator.	<i>Art.</i> Find magazine pictures of the Earth and universe that are very striking and beautiful. State why these images evoke wonder and awe. Using the framework of a stained-glass-window, arrange the pictures as a stained-glass design. <i>Prayer.</i> In small groups, read Psalm 8. Share how the psalm helps one picture God. State what type of prayer this is.
8.01.02 Show understanding that there is no contradiction between faith and reason.	Describe how faith supports reason, and reason supports faith. Give an example of how our capacity to think supports the gift of faith in our lives. State how faith enables us to know truth beyond the limits of our natural reason.	<i>Science.</i> Discuss the work of Georges Lemaître, Jesuit priest and scientist, in developing the “Big Bang” hypothesis, and how that might relate to the account of creation found in Genesis.
8.01.03 Show understanding of God as transcendent . (CCC 300)	Define “transcendent.” Describe how God is transcendent. State that God is greater than all His works. Discuss how this is challenging to our understanding. Discuss why it is challenging to believe in God, whom we do not see.	<i>Art.</i> Study Michelangelo’s painting of the creation of man (Sistine Chapel, Rome). Describe the artist’s depiction of God. Have the student reason why he/she thinks that Michelangelo depicted God in this way. State how the depiction might be lacking. Have the student draw his/her own image of God and share why he/she imagines God this way.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.01.04 State that God created us in a state of original holiness and justice.	Describe how the Book of Genesis shows the first man and woman in a state of original goodness before sin. Locate in the creation accounts how the man and woman experienced friendship with God in the garden.	<i>Social Studies.</i> Compare/contrast creation stories from another culture with the Genesis stories. State how the stories describe the origin of good and evil. Discuss how God does not create evil, but that it is introduced into creation by man.
8.01.05 State how the desire for God is written in the human heart, because we are created by God and for God.	Describe how every person desires God in her/his life. Describe this desire in my own life. State how this desire is connected with the desire to be loved and to do what is good.	<i>Biography.</i> Research the life of St. Augustine through his “Confessions.” Share and discuss his famous quote from that work: “You have made us for yourself, O Lord, and our heart is restless until it rests in you.” <i>Prayer.</i> In small groups, read Psalm 15. Share how the psalm describes one’s desire for God.
8.01.06 State the meaning of original sin . (CCC 385–421)	Define “original sin.” Read the Genesis account of the Fall (Gen. 3:1–24). State the sins committed against God. State the sins committed against each other. Discuss how the stories of evil deeds in the Bible are universal themes for evil in today’s world.	<i>Language Arts.</i> Explain how fiction writers use evil events to set up the plot of the story. <i>Language Arts.</i> Match stories of Cain and Abel, the Tower of Babel, and Noah to incidents occurring in current news events.
8.01.07 State the Incarnation is the mystery of the union of the divine and human natures in Jesus Christ. (CCC 456–483)	Define “Incarnation.” Describe the divine and human nature of Jesus by using references from the gospels and the Nicene Creed. State that Jesus is our model of holiness. State that God’s becoming human gives us the possibility of sharing in the divine life of God. Discuss how union with God is a possibility regardless of human weaknesses. Describe how receiving Christ in Holy Communion changes us.	<i>Language Arts.</i> Arrange for an interview with the pastor or parish priest. Develop questions about the topic of the Incarnation. After the interview, have the student list what he/she learned about the topic.
8.01.08 Show understanding that the whole of Jesus’s life, death, and resurrection is the fulfillment of revelation.	State how Jesus’s life is the fulfillment of God’s revelation to us. Explain how this is described in the gospels using gospel references describing Jesus as God’s fullest revelation to us.	<i>Music.</i> Listen to a rendition of the “Exsultet” from the Easter Vigil Mass, or similar song. Read through the lyrics and discuss their relevance to this STUDENT LEARNING OUTCOME.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>8.01.09</p> <p>State the belief that Jesus died for our sins, opening the possibility of eternal union with God.</p>	<p>Jesus's death freed us from the consequences of sin; explain that this is a good example of faith. Discuss what eternal union with God means in this life and the next. Write a dialogue with Jesus about His role as redeemer in my life.</p>	<p><i>Language Arts.</i> Write a journal entry about a time when a possibility opened up in your life that you never thought could happen, or one that you would like to open up in the future. Describe your feeling of gratitude during this time.</p>
<p>8.01.10</p> <p>Show understanding that the mystery of the Holy Trinity, fully revealed to us by Jesus, is central to the Catholic faith.</p>	<p>Articulate that the Holy Trinity is central to the Catholic faith. State that the Holy Trinity is a mystery surpassing human understanding. State the divine persons are at once unique and inseparable. State the substance of God as indivisible. State the belief in three divine persons, and one divine nature.</p>	<p><i>Biography.</i> Research the life of St. Athanasius. State why he is called a doctor of the Church. State that Athanasius wrote a creed describing the Trinitarian nature of God. Compare the creed of Athanasius with the Nicene Creed.</p>

GRADE EIGHT, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. **Liturgy:** Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.

ESSENTIAL QUESTION: How do sacraments and liturgy help us to grow in our relationship with Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.02.01 Recognize that the benefits of the sacramental life are personal and ecclesial . (CCC 830, 832, 835)	Define “ecclesial.” Describe how the sacraments benefit me. Describe how my participation in the sacramental life of the Church benefits the Church.	<i>Technology.</i> In small groups, develop a PowerPoint presentation on each sacrament and its outcome in the Christian life. Present to the class.
8.02.02 Show understanding that because Christ is at work in the sacraments, they are effective independent of the disposition or holiness of the priest.	Explain how Christ is personally active in the sacraments. State what is necessary for the validity of a sacrament. Discuss why this is important to know in light of human sinfulness.	Communications. Play the telephone game, where a message is passed through a long line of people verbally. Now write a second message down on paper, and pass the paper along with the verbal message. The last person is guaranteed the authentic message, as long as the note is passed.
8.02.03 State that Baptism is an ordinary condition for salvation , and serves as the “gateway” to the rest of the sacramental life. (CCC 55, 122–124, 169, 489, 1092, 1095, 1168)	Define “salvation.” State that Baptism is necessary for those to whom the gospel has been proclaimed and who have the possibility of asking for this sacrament. Using Matthew 28:19–20, describe the Church’s mission in relationship to the Sacrament of Baptism.	<i>Biography.</i> Research the life of John Cardinal Newman. (A similar name, St. John Neumann, is discussed in 8.06.07.) State how he converted to Catholicism. Literature. Read John Cardinal Newman’s poem “Lead, Kindly Light.” Write a reflection on the poem.
8.02.04 Show understanding that every baptized person can receive the Sacrament of Confirmation.	Explain how Confirmation deepens our life in Christ. State that many receive Confirmation at the time of Baptism while others receive the sacrament later. Explain the differences.	Physical Education. Discuss the importance of physical fitness and its relationship to how the body matures.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.02.05 Recognize Confirmation as a sacrament of initiation carrying an indelible character sealing those being confirmed with the Gift of the Holy Spirit. (CCC 698, 1121)	Define “indelible character” in relationship to the Sacrament of Confirmation.	<i>Health.</i> Show how as one matures, one takes on the responsibility of his/her physical, emotional, psychological and spiritual well-being. Identify how one can care for each of these areas.
8.02.06 Show understanding that the Sacrament of Confirmation strengthens our bond with the Church and its mission.	Describe how Confirmation deepens our bond with the Church and its <i>mission</i> . Describe the mission of the Church. State how we participate in the mission through word and action.	Arts. Show a clip from the movie The Avengers or a similar movie about a team assembling. Discuss how individuals gradually become more integrated into a group and are proportionally charged with that group’s mission as they do so.
8.02.07 State that the Sacrament of Penance/ Reconciliation provides a means to ongoing conversion and renewal in the Christian life. (CCC 1423)	Define “conversion” (in the “inner transformation” sense, not the “abandoning one faith for another” sense). Explain how we are never free from the weaknesses of human nature, but the sacraments give us strength in face of temptation. Express how the Christian is always on a journey of conversion and turning toward God. Explain how the Sacrament of Penance/Reconciliation is a means of conversion and renewal through forgiveness of sin.	<i>Family Activities.</i> Talk to a parent/guardian about particular times when life was difficult because of a family situation. State how the difficulty was resolved. Agree on a plan of action that, if a difficulty arises, one can communicate with parents and not feel judged. Discuss consequences if one does something causing harm to self or to another. <i>Prayer.</i> Participate in the Sacrament of Penance/ Reconciliation. Think about aspects of one’s life that need change.
8.02.08 State the meaning of transubstantiation in the Holy Eucharist. (CCC 1376, 1413)	Define “transubstantiation.” Describe the bread and wine of the Eucharist as transubstantiated into the body, blood, soul, and divinity of the resurrected Christ.	<i>Science.</i> Observe a chemical change in an experiment. Identify the variables creating the change. State the results of the change. Explain the difference between a change in something’s characteristics or attributes versus a change in something’s nature or essence (substance), and how the Eucharist is a miraculous occurrence of a change in substance without a change in characteristics.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.02.09 Show understanding that the Eucharist is the source and summit of the Christian life.	Explain why the Eucharist is the source and summit of the Christian life. State what this means in your own life of faith.	<i>Parish Life.</i> Demonstrate the proper etiquette for participation in liturgy and reception of Holy Communion.
8.02.10 Show understanding of public devotion in parish life, especially eucharistic adoration and benediction.	Explain the significance of public devotion in parish life. Give examples of public devotion, especially eucharistic adoration and benediction. Define “benediction.”	<i>Parish Life.</i> Participate in devotions of parish life. State why these are important to spiritual growth.
8.02.11 State that the essential elements of the Mass make up one complete act of worship.	State the elements of the eucharistic ritual. State why these elements form one act of worship. State importance of active participation of the entire assembly in the Mass as the expression of worship.	<i>Biography.</i> Research the life of St. Francis de Sales. Identify some of the challenges he faced during this period of church history.
8.02.12 Show understanding of all the parts of the Mass and the role of the assembly.	List and explain the parts of the Mass, from Gathering Rite to Dismissal. Identify the roles of all members of the assembly.	Performing Arts. Show an example of dancing that requires partners (swing, salsa, tango, etc.) and explain how the different roles of the partners complement each other to make something beautiful.
8.02.13 Identify the vessels and other common objects used in liturgical rites and their use.	Identify the chalice, paten, pall, ciborium, pyx, purificator, cruets, monstrance, oil stocks, thurible (censer), lectionary, Book of Gospels and sacramentary, and funeral pall. Explain their use.	<i>Family Activities.</i> Help set the table for a special celebration. State why it is important to set the table.
8.02.14 Identify devotional and artistic symbols in the church.	Identify statues, windows, Way of the Cross, candles, holy water font, paintings, mosaics, etc., in the parish church. Describe the meanings of the symbols. State how art and symbols enhance the liturgical celebrations and prayer life of the parish.	<i>Art.</i> Taking photos of the interior of the church, design a pictorial collage of the artistic and devotional symbols in the parish church.
8.02.15 Show an understanding of the Church year.	Sequence and explain the seasons and feasts in the Church year. Describe how the seasons and feasts are celebrated liturgically and in the family. Show capacity to celebrate the feasts and seasons of the Church year.	<i>Family Activities.</i> Make a family year calendar including family rituals. <i>Art.</i> Create a model of the Church calendar using various media. Incorporate liturgical symbols. Explain the model created.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.02.16 State that sacramental marriage consists of a man and woman freely pronouncing vows, agreeing to share their lives and be open to welcoming children.	State the elements of the Sacrament of Matrimony. Describe the effects of the Sacrament of Matrimony. State that marriage is a bond of love reflecting the faithful love of God. State that the marriage covenant is publicly promised for life. State that the ministers of sacramental marriage are the couple exchanging marital vows.	<i>Family Activities.</i> State qualities that help deepen the bond of marriage. Explain how family life might strengthen these qualities.
8.02.17 Show understanding that Christian marriage is a sign of Christ's love for the Church.	State that Christian marriage is a sign of the covenant of Christ and the Church. Describe characteristics of Christian marriage. State why marriage is often celebrated in the context of Mass.	<i>Parish Life.</i> Invite a Catholic married couple to talk about their understanding of marriage in the Catholic Church.
8.02.18 Show understanding of the effects of Christian marriage.	State that the effects of Christian marriage include physical, sexual love exclusively for each other, accepting the possibility of children. State that Catholic parents have the responsibility of educating their children in the faith. State characteristics of Christian family life.	<i>Parish Life.</i> Find out how the parish supports Christian marriage and family life. Invite one or more members of the parish staff who serve families to talk about their ministry. Discuss how the Christian family is the domestic church.
8.02.19 State understanding of the permanence of sacramental marriage.	State that the Sacrament of Matrimony conveys a partnership that is permanent and equal. Describe the partnership as self-giving, mutual, and faithful. Describe love as not only emotional and sexual but also as durable and creative. Discuss the positive and challenging aspects of lifelong commitment.	<i>Social Studies.</i> Research marriage and family life in another culture. Compare/contrast to marriage and family life in the United States. Discuss the advantages of marriage as a permanent commitment to culture and society. Looking at media presentations about marriage, discuss how permanent commitment is supported or challenged.
8.02.20 State that in the Sacrament of Holy Orders, the bishop ordains priests and deacons as co-workers with him in serving the people of God.	State that the bishop ordains priests and deacons as co-workers in service. Describe the role of bishop, priest, and deacon in the archdiocese.	<i>Art.</i> Research formal clothing used by priests in the Catholic Church. State the origins of the clothing and how and why this clothing is used.

GRADE EIGHT, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.

ESSENTIAL QUESTION: How does living a moral life help us to live a life of discipleship in Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.03.01 Recognize that we are created in the image and likeness of God.	Explain in a basic way that the dignity of the human person is rooted in his/her creation in the image and likeness of God. State outcomes and implications of our belief in being created in God's image.	<i>Science.</i> State the meaning of Darwin's theory of evolution. State why it is a theory. Research the stages of evolution from prehistoric ages until the present. State how evolution might explain the stages of human development. State whether science knows how humans first came into being. Discuss how evolution, if true, does not alter the belief that all are created in the image and likeness of God.
8.03.02 State how the natural moral law expresses the dignity of the person, and is the basis for fundamental rights and duties. (CCC 1954–1960, 1978–1979)	Define the “natural moral law.” Give examples of the natural moral law as stated in the Decalogue. Give examples of human rights and duties.	<i>Family Activities.</i> Describe how the family respects the natural moral law in daily life. State how the natural moral law protects family life.
8.03.03 Describe human freedom as the ability to choose what is good.	Define “human freedom.” Describe how, by free will, we shape our own lives. Relate free will to choosing between good and evil. State how freedom does not imply the right to do whatever I want. Identify how choosing good fulfills the purpose of our gift of freedom. Share experiences of being in situations requiring me to choose.	<i>Social Studies.</i> State how institutions of human enslavement and trafficking deny human freedom in all its expressions. Research the current statistics on modern forms of enslavement and trafficking. Draft a letter to political leaders supporting their efforts to end these human rights abuses in this and other countries. Find out about organizations that work to support Catholic social teaching.
8.03.04 State that conscience is a judgment of reason that helps us see the moral quality of an action. (CCC 1776–1789, 1795, 1802)	Define “conscience.” Describe how one's conscience is developed. Describe how Church teaching must inform and help to shape our conscience. Give examples of how conscience plays a role in making moral choices.	<i>Biography.</i> Research the life of St. Thomas Aquinas. State when and where he lived. Identify the religious community to which he belonged. Identify his contributions to human thought about the study of God. State how his studies are still used today.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.03.05 Recognize that the Church has a right and duty to teach moral truth . (CCC 2464–2500)	Define “moral truth.” Describe ways that the Church teaches moral truth. State how Catholics live morally upright lives in faith, based on informed conscience.	<i>Social Studies</i> . Explain how moral honesty and integrity are important attributes of the citizen. In small groups, discuss the necessity for moral truth in modern society.
8.03.06 Recognize that some acts are inherently wrong no matter how good the end or intention. (CCC 1749–1753, 1759, 1857–1859)	Define “end” and “intention.” List acts that are wrong regardless of what good we hope to accomplish. Explain why these acts are wrong.	<i>Biography</i> . Research the life of John Brown. State his involvement in the abolition movement. Have the students debate the use of violence against evil.
8.03.07 State that we transform society by implementing the Catholic social teaching . Transformation (CCC 1695) Social teaching (CCC 2419–2425)	Define “social teaching.” Name and apply the principles of the social teaching of the Church. Explain meaning of “transformation of society” through social change. Give examples.	<i>Biography</i> . Research the life of César Chavez. State how he upheld the rights of migrant workers. Identify human rights abuses that César Chavez fought against. Identify some of the abuses still existing today. Create a plan to help migrants. <i>Mission</i> . Divide class into seven groups. Assign one Catholic social teaching to each group. State the meaning of the teaching. Identify ways to act on the teaching as individuals or as a group.
8.03.08 Show understanding that the Christian life requires preferential love for the poor.	Explain a gospel text that exhibits Jesus’s love for the poor. Explain what the quote means: “Not to enable the poor to share in our goods is to steal from them and deprive them of life. The goods we possess are not ours, but theirs.” Explain why the Christian’s love for the poor is a preferential love.	<i>Mission</i> . Examine the mission activities of the class. Explain how these activities serve people who are poor. <i>Biography</i> . Research the life of St. John Chrysostom. State when/where he lived. Describe what he did for the Church.
8.03.09 Describe the common good as the sum total of social conditions allowing people to reach their fulfillment. (CCC 1905–1923)	Define “common good.” Describe social conditions that allow people to reach their fulfillment. State how these social conditions respect human rights. Identify Catholics who have shown leadership in working for the common good of society.	<i>Biography</i> . Research the life of the Catholic politician Bl. Pier Giorgio Frassati, or another public figure or other public figure. State how he or she contributed to the common good. Design a PowerPoint presentation to share the findings about this person.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>8.03.10</p> <p>Recognize that citizens are obliged in conscience not to follow the directives of civil authorities when they are against the moral order. (CCC 299, 2062–2063, 2067, 2070)</p>	<p>Define “moral order.” Give examples of situations that require Catholic citizens to follow the guidance of conscience and not civil authority. Give reasons and possible consequences for not observing civil authority.</p>	<p><i>Social Studies.</i> State how colonial leaders justified the American Revolution to be freed from the control of the English crown. In Socratic circles, discuss how revolution might be justified. Share the findings with the class.</p>
<p>8.03.11</p> <p>Show understanding that legitimate defense is a grave duty for whoever is responsible for the lives of others or the common good. (CCC 2263–2265, 2321)</p>	<p>Define “legitimate defense.” State why this is a grave duty. Give examples of legitimate defense relating to the common good. Argue whether war is a legitimate defense.</p>	<p><i>Social Studies.</i> State the meaning of “social protest.” Give examples of social protest. Describe how protest achieves change in society. Identify other ways to effect change in society.</p>
<p>8.03.12</p> <p>Recognize that the legitimate use of the death penalty is practically nonexistent in our particular social context in America.</p>	<p>State the Church’s teaching on the death penalty. Research statistics on the use of the death penalty in the United States, numbers in racial groups subject to the death penalty, and forms of incurring death.</p>	<p><i>Language Arts.</i> Have the student draft a letter to the state governor stating his/her position about the death penalty and why it is important to eliminate this practice in all states.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>8.03.13</p> <p>State the Church’s teaching that human life begins with conception and ends with natural death.</p> <p>Conception (CCC 2270, 2274)</p> <p>Natural death (CCC 1006–1009)</p>	<p>Define “conception” and “natural death.” Explain why the Church teaches that human life begins with conception.</p>	<p><i>Health.</i> Examine the importance of respecting life from conception to natural death as inherent to human wellness.</p>
<p>8.03.14</p> <p>State the conditions for abortion being a grave sin.</p> <p>(CCC 2270–2275, 2318–2323)</p>	<p>Define “abortion.” Identify conditions that make abortion a grave sin. State the Church’s teaching about abortion.</p>	<p><i>Health.</i> Invite a Catholic speaker to talk about abortion. State the physical, psychological, and emotional implications of having an abortion. Identify alternatives to having an abortion.</p>
<p>8.03.15</p> <p>State meaning of justification as a gift from God and not merited by human endeavor.</p> <p>(CCC 1446, 1987–1996, 2018–2020)</p>	<p>Define “justification.” Articulate that we cannot earn justification by our good works but only through Christ. Describe how our good works are ways of cooperating with God’s grace.</p>	<p><i>Prayer.</i> Have the student write a journal entry on his/her life as a total gift from God.</p>
<p>8.03.16</p> <p>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.</p> <p>Sanctifying grace (CCC 1999, 2023–2024)</p> <p>Holiness (CCC 2012–2016, 2028–2029)</p>	<p>State meaning of “sanctifying grace” and “holiness.” Identify grace as God’s free gift to us. State that we share in God’s holiness when we live the Christian life.</p>	<p><i>Health.</i> Describe the relationship between physical health and moral integrity.</p>
<p>8.03.17</p> <p>Recognize that to receive God’s mercy and forgiveness, we must admit our sins.</p>	<p>State ways that Catholics have to admit sin. State the circumstances requiring confession of sins. State that God forgives us when we show sorrow even before going to confession. Choose from a set of different ways of showing what sin does to our relationship with God and what the Sacrament of Penance/Reconciliation restores.</p>	<p><i>Parish Life.</i> Invite a priest to talk about the Sacrament of Penance/Reconciliation. Discuss how the sacrament is a sign of God’s mercy.</p>

GRADE EIGHT, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God’s revelation through scripture.

ESSENTIAL QUESTION: How does understanding scripture help us to grow in the knowledge and love of Jesus?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.04.01 Recognize the Holy Spirit as central to opening the eyes of those who read scripture and moving them to have faith in God.	Describe the guidance of the Holy Spirit as essential to the writing of scripture. Give examples from scripture of how this is evident. Describe how scripture leads us into greater faith in God.	<i>Prayer.</i> Explain the practice of “Lectio Divina” (sacred reading). Select a passage to read as a group using this method.
8.04.02 Name and describe the two senses of scripture: literal and spiritual . (CCC 360–368)	State meaning of “senses of scripture.” Define “literal.” Define “spiritual sense.” Give examples of literal sense and spiritual sense from the Gospel of Luke.	<i>Language Arts.</i> Find examples of poetry using metaphors. State how the literal understanding of a poem differs from metaphorical understanding.
8.04.03 Identify three categories within the spiritual sense of scripture: allegorical , moral , and anagogical . Allegorical (CCC 117) Moral (CCC 1716–1724, 1950–1974) Anagogical (CCC 117–118)	Define “allegorical,” “moral,” and “anagogical” in relationship to understanding scripture in the spiritual sense. Give examples of each from the Gospel of Luke.	<i>Language Arts.</i> Read a poem using allegory. Describe the allegory and its meaning.
8.04.04 Show understanding that Sacred Scripture and Tradition make up a single deposit of the Word of God. (CCC 78, 80–83, 96–98)	Define “Tradition.” Describe how Scripture and Tradition are the storage places of God’s Word entrusted to the Church. State that the Church has the teaching authority to interpret both Scripture and Tradition for the members.	<i>Social Studies.</i> Describe how human groups such as culture or government use tradition to create stability. Give examples of tradition in culture. Analyze how tradition is necessary to culture.
8.04.05 Recognize that to discover the scripture author’s intention, the reader must take into account the culture, history, and literary forms of that time.	Express why it is important to know the culture, historical context, and literary forms the author had at his disposal to write. Give examples from the Gospel of Luke for each of these categories.	<i>Language Arts.</i> State the meaning of “literary forms.” Describe how they are used in literature. Explain why it is important to know the literary forms used by an author.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.04.06 Develop awareness of the context of the Gospel of John.	Describe the audience that the author was addressing when writing his gospel. State the general time period when it was written, particularly in relation to the synoptic gospels.	<i>Biography.</i> Research the life of St. John the Evangelist, particularly from Jesus's crucifixion until his own death. Describe the role that he played in the Church, and the circumstances of his death.
8.04.07 Identify the Gospel of John as different than the Gospels of Mark, Matthew, and Luke.	List the "synoptic" gospels. State some similarities and differences between John and the synoptics.	History. Read some different accounts of the death of Julius Caesar, or another major event near the time of Jesus. Explain how they differ from each other and what they have in common.
8.04.08 Compare the prologue of the Gospel of John with Genesis 1, introducing Jesus as the Word of God. Introduce the term "Logos."	Name some characteristics of "the Word" from Genesis 1 and from John 1. Explain why the author chooses to begin his gospel in this way.	Philosophy. Develop awareness of the various and profound meanings of the term "Logos" in ancient Greek philosophy.
8.04.09 Locate the major theme in the Gospel of John of Jesus Christ as the Incarnate Word of God, whose purpose is to reveal the work of the Father.	Explain how John 5:19–30 illustrates a major aspect of Jesus's mission and purpose on earth.	<i>Family Activities.</i> Describe a reconciliation that occurred in your family, or a family that you know, that required some suffering or sacrifice, but made the family stronger in the end.
8.04.10 Identify the seven signs in the Gospel of John, and explain what they show us about Jesus.	List the seven signs highlighted in the Gospel of John as the miracle at Cana (2:1–11), the healing of the official's son (4:46–54), the healing of the paralytic (5:1–9), the multiplication of the loaves (6:1–14), the restoration of the blind man's sight (9:1–41), the raising of Lazarus (11:17–44), and the resurrection of Jesus (2:18–22, 20:1–10). Explain how John uses these signs to reveal the glory and power of God in the person of Jesus.	<i>Language Arts.</i> Research the significance of the number 7 in ancient Hebrew writings, specifically looking at texts in the Old Testament such as Genesis 1–2.
8.04.11 Describe the relationship between John the Baptist and his followers to Jesus, as presented in the Gospel of John.	Explain the role that John the Baptist sees himself as playing in relationship to the Messiah. Identify where Jesus's first disciples come from, according to the Gospel of John.	<i>Biography.</i> Research the life of St. John the Baptist. Describe his first encounter with Jesus, his ministry of preparation, and the circumstances of his death.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.04.12 Describe the significance of John the Baptist's title for Jesus: "the Lamb of God."	Explain the connection between John the Baptist referring to Jesus as "the Lamb of God" and Jesus's passion. Describe the connection between Jesus's passion and the Jewish tradition of Passover (Exodus 12:1–27). Identify how Jesus fulfills Old Testament prophecy in regard to this title (Isaiah 53:7–12).	<i>Religious Studies.</i> Learn the details of the Passover Seder meal celebrated by members of the Jewish faith. Identify moments in the meal that are mentioned in the account of the Last Supper. Describe some of the ways that Jesus incorporates Himself into this celebration and transforms it by doing so.
8.04.13 Develop familiarity with the encounters of Nicodemus and the woman of Samaria with Jesus, and how they reveal the universality of Jesus's mission to reconcile man to God.	Describe Jesus's message to Nicodemus (3:1–21). Identify the sacrament being alluded to in this passage. Summarize Jesus's conversation with the woman of Samaria at the well (4:1–42). Explain why it is significant that she is of Samaria.	<i>Language Arts.</i> Reflect on Jesus's words to the Samaritan woman in John 4:23–24. Write how you might respond if Jesus said those words to you.
8.04.14 Locate the "I am" statements and identify their theological significance in relation to Exodus 3:14. (CCC 213)	Identify the name that Jesus uses for Himself in John 6:20; 8:24, 58; 13:19; 18:6, and the claim that He is making by invoking this name. Describe the reaction of Jesus's audience each time he makes such a statement, and explain why they react this way.	<i>Social Studies.</i> Research ancient blasphemy prohibitions in ancient Jewish society. Explain why it was (is) such a serious offense to claim to be God.
8.04.15 Be familiar with the "bread of life discourse" in John 6:35–59. Identify the second half of this discourse, 6:48–58, as an invitation to participate in the Eucharist. (CCC 161, 1381)	Explain how we know that Jesus was speaking literally, from both His language and the response of his audience. Contrast the response of many in Jesus's audience (John 6:66) with that of Peter (John 6:68–69) and describe what Peter meant by his response.	<i>Biography.</i> Research the life of St. Justin Martyr, and read selections from Ch. 66 of his "First Apology" on the Real Presence in the Eucharist.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.04.16 Identify the role of Jesus as a servant in John 13:1–17.	Identify what action Jesus performs that demonstrates His embrace of His role as servant. Describe what this action, as well as Jesus’s teaching here, means for us as His disciples.	<i>Parish Life.</i> Attend the Holy Thursday Mass at your parish, or nearby church. Describe how this Mass commemorates Jesus’s actions at the Last Supper, and the effect it has on members of the Church today.
8.04.17 Develop awareness of the extensive teaching that Jesus gives to the apostles during John’s account of the Last Supper (John 14–16), and His lengthy prayer for them at the end (John 17).	Explain one of Jesus’s teachings during the Last Supper; the Way, the Truth, and the Life; the promise of the Holy Spirit, the true vine, the world’s hatred, the work of the Spirit, sorrow turning into joy. Identify who Jesus is praying for in Chapter 17. Describe some of the things Jesus asks the Father to grant to the Church in this prayer.	<i>Social Studies.</i> Research the circumstances of modern-day Christians living in countries where they are susceptible to religious persecution. Explain the connection between Jesus’s teachings at the Last Supper and Christians experiencing the effects of persecution, “the world’s hatred,” now.
8.04.18 Explain the theological significance of Jesus’s exchange with Mary and John during His crucifixion in John 19:26–27. (CCC 501, 964, 2679)	Describe the practical significance of Jesus entrusting Mary to the care of John. Explain the deeper meaning of Jesus entrusting John, and the whole Church, to the care of Mary.	<i>Family Activities.</i> Find a family member to join you in praying a decade of the rosary. While praying, meditate on Jesus’s crucifixion and death, remembering especially that it was there that Jesus gave Mary to you as your spiritual mother.
8.04.19 Explain the theological significance of Jesus’s exchange with the apostles after his resurrection (in John 20:19–23).	Explain the significance of “Jesus breathing on the apostles” in light of Gen 2:7, 1 Kings 17:21, Ezek 37:9, and the upcoming Pentecost. Describe the authority that Jesus explicitly gives to the apostles during this exchange, and identify what link this moment has to our practice of the Sacrament of Penance/Reconciliation.	History. Research the line of apostolic succession that has been maintained in the Catholic Church. Explain why this unbroken line is so essential to our sacramental system, and in particular to the Sacrament of Penance/ Reconciliation.
8.04.20 Identify Thomas’s words in John 20:28 as the climactic confession of faith in this gospel. (CCC 448, 644)	Describe what Thomas says about Jesus during this encounter that nobody had explicitly said previously in the Gospel of John.	<i>Art.</i> View an image of “The Incredulity of St. Thomas” by Caravaggio, or a similar image. Describe what this painting reveals about the disposition of the other present apostles. Describe how the artist portrays Thomas’s reaction, and explain why you think he may have reacted this way.

GRADE EIGHT, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.

ESSENTIAL QUESTION: How does prayer deepen our relationship with the Holy Spirit and draw us closer to Jesus Christ?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.05.01 Exhibit facility in praying to the Holy Spirit as a sign of awareness that the Holy Spirit is at work in me.	Describe how the Holy Spirit acts in the life of a believer. Recite the traditional prayer to the Holy Spirit. Write a prayer to the Holy Spirit in my journal.	<i>Health.</i> Explain the importance of memorization as an important brain exercise. Have the student give examples of what he/she has memorized so far in life. State if it is easy or difficult to memorize. Learn the skill of memorization and tips to help one to recall.
8.05.02 Describe how the gifts of the Holy Spirit are essential to Christian spiritual life.	Name the gifts of the Holy Spirit. Describe how they are important to our spiritual life.	<i>Family Activities.</i> Identify how gifts of the Holy Spirit help one to live family life.
8.05.03 Identify psalms used in the Gospel of Luke and the Acts of the Apostles.	Locate psalms quoted in the text of the Gospel of Luke and the Acts of the Apostles. Examine why the author placed the psalms in the text. After reading these psalms, interpret what these psalms are expressing. Find encouraging or meaningful verses from these psalms and memorize.	<i>Music.</i> Choose a psalm melody used at Sunday Mass. Explain how the melody helps to commit words to memory. Describe how music leads to prayer.
8.05.04 Show understanding that prayer is a way of life.	Explain the purpose of prayer in one's life. Identify types of prayer. Identify times and places of prayer. Explain why St. Paul says that we should "pray always."	<i>Health.</i> Explain the importance of healthy eating. Create a menu for each day of the week identifying common foods that each person eats. Identify them on the food pyramid.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.05.05 State that Christians pray the way Jesus prayed, and that this is a unique way to relate to God.	Locate gospel sources of ways that Jesus prayed. Identify how I use these ways to pray. Identify how Jesus relates to God the Father and the titles by which Jesus addresses Him. Explain how we are able to do the same by virtue of our baptism.	<i>Biography.</i> Research the life of St. Josemaria Escriva. Describe his famous story of becoming lost in prayer while meditating on God’s fatherhood.
8.05.06 Explain how the Lord’s Prayer is an instructional template for all prayer.	Locate the Lord’s Prayer in the Gospel of Matthew (6:9–13) and identify the request that Jesus is responding to in giving it. Identify the seven requests contained in this prayer as categories for other prayers of petition.	<i>Language Arts.</i> Write a list of personal prayer requests according to the template of the Lord’s <i>Prayer</i> , with at least one personal petition per “category.”
8.05.07 Identify some characteristics of the way Jesus prays to the Father, and for the Church in the “High Priestly <i>Prayer</i> ” in John 17.	Describe the dynamics of Jesus’s relationship to the Father as seen through this prayer. Describe the way Jesus prays for the Church. Identify who exactly Jesus is praying for in this instance.	Religion. Research and describe the role of the high priest in ancient Judaism, especially his annual duty on Yom Kippur. Compare Jesus role in the Church to that of the high priest in the Old Covenant (see the Letter to the Hebrews).
8.05.08 Exhibit facility in finding psalms in the Bible and choosing appropriate psalms for group prayer.	In the Old Testament, identify psalms of praise, thanksgiving, petition, worship, and contrition. State the psalms as prayers of the Jewish people exhibiting the life of the community. Research psalms and find how they show the events of the community. Show capacity to choose appropriate psalms for prayer services.	<i>Language Arts.</i> Identify ways that poetry is a literary form appropriate for prayer. Find examples of poems that are prayers. <i>Prayer.</i> Prepare a prayer service using psalms.
8.05.09 Describe contemplation as “a silent love.” (CCC 2709–2719, 2724)	Define “contemplation.” Explain why contemplative prayer is important in the Christian life. Identify an experience of contemplation. Describe the experience. State that contemplation is “ageless”(all ages of people can experience this prayer).	<i>Biography.</i> Research the life of St. Teresa of Avila. State when and where she lived. State why she entered the Order of Carmel. Describe how Teresa reformed the Order of Carmel. Describe Teresa as a contemplative. <i>Art.</i> View an image of the sculpture “The Ecstasy of St. Theresa” by Gian Lorenzo Bernini. Describe how the sculptor portrays Theresa’s extraordinary prayer experience in this work.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.05.10 Recognize the Liturgy of the Hours as a prayer form that Christians of all states in life may pray. (CCC 1174–1178, 1196)	State why the Liturgy of the Hours is an official prayer of the Church. Participate in a morning prayer from the Liturgy of Hours. Identify the parts of the prayer. State who prays the Liturgy of the Hours.	<i>Family Activities.</i> Use morning and evening prayer with the family at least once or twice weekly. Identify days of the week that would be easiest to pray these prayers together.
8.05.11 Describe how prayer leads to peace.	Explain how prayer can lead to inner peacefulness, even when life’s experiences are difficult. Explain the importance of prayer in any of its forms as something to be consciously experienced every day.	<i>Health.</i> Research how the practice of prayer provides greater opportunity for healthful living. Explain why it is important to know about this aspect of prayer.
8.05.12 State that the Church prays for both the living and the dead.	Explain how and why the Christian community prays for all its members, living and dead. Identify times in the liturgy when the community remembers in prayer the living and the dead. Memorize the “Prayer for the Dead” and use the prayer when someone dies. Describe what the prayer is asking of God.	<i>Family Activities.</i> Identify ways that the family remembers those who have died. State why it is important for the family to remember all of its members, living and dead, in prayer.

GRADE EIGHT, STANDARD SIX: Jesus Christ’s Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus’s mission in the world. **Parish Life:** Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.

ESSENTIAL QUESTION: How do knowledge of the mystical body of Christ and participation in the life of our parish help us to carry out Jesus’s mission in the world?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.06.01 Show understanding that the Church is a living institution, both human and divine, gifted by the Holy Spirit with a mission to the world.	Describe how the Church through the ages grows, changes, renews, and accomplishes its mission through the Holy Spirit. Give examples of this from my own knowledge of the Church.	Music. Learn the song “O Spirit of the Living God,” or another appropriate song.
8.06.02 The Church has special charisms that it receives from the Holy Spirit to accomplish its work. (CCC 2003–2005)	Describe meaning and derivation of “charism.” Describe the charisms of the Church. State that the charisms existed from the beginning of the Church in its members. Identify gifts that the Holy Spirit gives to me that I will use to do the work of the Church.	<i>Parish Life.</i> Have the student select one of the gifts of the Holy Spirit. Describe how this gift is exhibited in his/her life. State how this gift helps him/her to participate in parish life.
8.06.03 Recognize that members of the Church have both contributed to and undermined the Church’s mission throughout its history.	Explain how members of the Church use their freedom to build up the Church. Give examples of Catholics who have built up the Church and others who have not.	<i>Family Activities.</i> Describe how one’s actions can add to or detract from family togetherness.
8.06.04 Show understanding that the Church is a sacrament in the world of salvation in Christ.	Describe the Church as a living sacrament for the world to be saved. State that the Church must be a sign of hope to all.	<i>Art.</i> Create a collage of Church activities around the world. Using the images in your collage, describe how the Church is a sign of hope to the world.
8.06.05 Identify that the pope , as the visible head of the Church, is a world leader to whom people look for inspiration, guidance, and hope. (CCC 100, 857, 861–863, 870, 882, 891–892)	Describe the role of the pope as head of the Church and as a world leader. Give example of how popes in modern times have influenced world leaders.	<i>Biography.</i> Research the life of St. John Paul II and his role in ending communism in Poland.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.06.06 Describe the origin of the Church at the time of Pentecost . (CCC 1168)	State the origin of the Church at the time of the Jewish festival of Pentecost, when the followers of Jesus gathered in prayer after his ascension and received the gifts of the Holy Spirit.	<i>Social Studies</i> . Research the Jewish celebration of Pentecost.
8.06.07 Recognize that the Church’s gifts and growth are evident through all periods of history in the last 2000 years.	State that the Church grew and used the gifts of the Holy Spirit throughout all the periods of human history.	<i>Biography</i> . Research the life of St. John Neumann. Identify him as the first American bishop to become a saint. State some of his major accomplishments.
8.06.08 Identify the Apostolic Age of the Church from 30 CE to 313 CE: the role of the apostles, Roman persecutions, the contributions of the early fathers, and the importance of councils . (CCC 883–884)	Describe the beginning period of the growth from a predominantly Jewish Christian community to a larger Gentile Christian community. Identify Peter, Paul, and the apostles taking leadership in announcing Jesus’s resurrection and <i>mission</i> . State the conflicts between Jews and Gentiles in the new Christian sect. State the persecution of Christians throughout the Roman Empire. State that the New Testament is written during this period. State some contributions of the early fathers of the Church. Define “council.” Explain the significance of the Jerusalem Council. Explain why this is called the Apostolic Age of the Church.	<i>Biography</i> . Research the life of St. Ignatius of Antioch as a father of the Church, and first person to use the name Catholic for the Church. <i>Social Studies</i> . Trace the Roman discovery of cement and the growth of roads, aqueducts, and cities. State how the conquered territories of Rome were beehives of commerce and travel. <i>Biography</i> . Research the life of Pliny and his role in the beginning persecutions under the Roman emperor Trajan.

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>8.06.09</p> <p>Identify main events of the Church’s Age of Expansion from 313 to 700 CE: 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. Ecumenical councils (CCC 882–885) Monasticism (CCC 925–927)</p>	<p>Recount the end of persecution and recognition of Christianity as the state religion. Explain the significance of the Edict of Toleration in 313 CE under Emperor Constantine. Describe how the Church goes “above ground” and expands under the new freedom. Define “monasticism.” Recount the growth of monasticism. Describe the importance of the Council of Nicaea (325) in defining the divinity of Jesus. State the Council of Constantinople (381) and issuance of the Nicene Creed. State the Council of Ephesus (431) declaring Mary as the Mother of God. State the role of Pope Gregory the Great. Explain the importance of councils. Explain why this period in the life of the Church is called the Age of Expansion.</p>	<p><i>Social Studies.</i> Research the life of Constantine. Make a timeline of his life and work. <i>Biography.</i> Research the life of St. Benedict of Nursia, founder of the Benedictine Order. Describe how this is a monastic order. <i>Biography.</i> Research the life of Pope Gregory the Great. State his contribution to the life of the Church. <i>Music.</i> Research the beginning of Gregorian Chants and use of Latin in all liturgies. Sing examples.</p>
<p>8.06.10</p> <p>State other significant events during the Age of Expansion and the evangelization of Europe. (CCC 3, 425, 429, 543–546, 900, 905)</p>	<p>Define “evangelization.” State the beginning of the barbarian invasions from northern Europe. Define “sacking.” State the sacking of Rome (410). Describe how evangelization contributes to the growth of the Church and the well-being of society.</p>	<p><i>Biography.</i> Research the life of St. Patrick, missionary to Ireland. <i>Biography.</i> Research the life of St. Augustine of Hippo and the growth of the Church in Africa. State Augustine’s accomplishments as a Church leader and theologian. <i>Biography.</i> Research the life of St. Boniface and the beginnings of the evangelization of Europe.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>8.06.11</p> <p>Identify the major events 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 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.</p> <p>Great Schism (CCC 838)</p>	<p>State the Medieval Period as a time of building the great cathedrals of Europe. Recount the crowning of Charlemagne as emperor of Rome (800) by Pope Leo III. State the significance of Charlemagne’s leadership in bringing peace to Europe. Define “papacy.” State how the papacy became involved in political alliances and consequences. Define schism. Recount the events of the Great Schism (1054) and its consequences. Recount the Crusades (1096–1291) and their impact. Define “Inquisition” and state its purpose and consequences. Define mendicant. State the birth of the mendicant orders and their contributions to reform the Church. Name the mendicant orders. Recount the Black Death (1340–1360) and its impact in Europe and China. Recount the papacy of Innocent III and the Fourth Lateran Council, ruling that Catholics receive Communion at least once a year. Recount the time of the popes and antipopes (1378–1417) and its impact on Catholic life.</p>	<p><i>Social Studies.</i> Research the life of Charlemagne. State what he did to unite Europe under the Roman Empire. State his relationship to the Church.</p> <p><i>Social Studies.</i> On a map of the Middle East, Africa, and Europe, trace the growth of Islam during the Medieval Period and its consequences for culture and the church.</p> <p><i>Biography.</i> Research the life of St. Francis of Assisi and his efforts to reform the Church and create peace. State why Francis renounced wealth and land. Recount the meeting of Francis with Saladin.</p> <p><i>Biography.</i> Research the life of St. Thomas Aquinas. Explain why he is called a doctor of the Church.</p> <p><i>Biography.</i> Research the life of Pope Leo III and his leadership in Church reform.</p> <p><i>Art.</i> Research the contributions of the artists of the Medieval Period, the rebuilding of St. Peter’s Basilica, Michelangelo, Giotto, Fra Angelico, etc.</p>
<p>8.06.12</p> <p>Describe the Orthodox Church as the eastern Church resulting from the Great Schism.</p> <p>Orthodox Church (CCC 1399)</p>	<p>Define “Orthodox Church.” Describe its relationship with the Catholic Church. Describe its Church calendar and the celebration of its holy days. Describe how the Orthodox churches relate to national states. Explain the relationship of the Catholic Church with the Orthodox Church.</p>	<p><i>Architecture.</i> Research Orthodox cathedrals. Identify their architectural design.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>8.06.13</p> <p>State the Eastern Rites as rites of the Catholic Church faithful to the pope.</p> <p>(CCC 814, 832–835, 887)</p>	<p>Define Eastern Rite. Identify the rites. Compare/ contrast these rites from the Roman Rite. Explain their relationship to the pope.</p>	<p><i>Art.</i> Research the architecture and art of Eastern Rite churches. Explain what an icon is and find examples.</p>
<p>8.06.14</p> <p>State the challenges to the Church in the later Medieval Period, the move of the papacy to France, the Renaissance, and Christian humanism.</p> <p>(CCC 770–771)</p>	<p>Recount how and why Avignon, France, became the seat of the papacy (1305–1377) ending with the Council of Constance (1414–1418). State the meaning and significance of the European Renaissance. State the contribution of the Church as a patron of the arts. Describe Christian humanism and the development of education. Give some reasons why the Church needed reform.</p>	<p><i>Biography.</i> Research the life of St. Catherine of Siena, doctor of the Church. State her contribution to papal reform and to religious life.</p> <p><i>Social Studies.</i> Research the period of the Renaissance and its contributions to European culture and education.</p> <p><i>Biography.</i> Research the life of Pope Urban II, the “warrior pope.” State his involvement in the Crusades and the arts.</p> <p><i>Biography.</i> Research the life of Pope Leo X, patron of the arts. Describe his family background and connection to the arts.</p> <p><i>Biography.</i> Research the life of St. Joan of Arc. State the reasons for her becoming a soldier of France. State why she was martyred.</p>
<p>8.06.15</p> <p>Identify the Age of Reform from 1517 to 1891 CE; the causes of the Reformation, the rise of Protestantism, and the Counter-Reformation of the Catholic Church with its foundations in the Council of Trent.</p> <p>Protestantism (CCC 817–822)</p> <p>Counter-Reformation (CCC 769, 817–822)</p>	<p>Define “Reformation.” Recount the start of the Reformation with Martin Luther (1517). Define “Protestantism.” State the beginning of religious uprisings in Germany as a result of Luther’s beginning his own Church. Recount the growth of the Anabaptists and the Amish and Mennonite churches. Define “heresy.” Define “predestination.” Identify the beginning of Calvinism (1533) and the heresy of double predestination. Recount the English reformation under King Henry VIII and Elizabeth I. Recount the Christianizing of the New World and its consequences. State the appearance of Our Lady of Guadalupe to Juan Diego (1531) and its importance to the Church. Recount the period of the Counter-Reformation with the Council of Trent (1545). Identify the Council of Trent as the great effort of reform.</p>	<p><i>Biography.</i> Research the life of Martin Luther. Recount the beginnings of the Lutheran Church.</p> <p><i>Biography.</i> Research the life of Thomas More and his struggle with King Henry VIII.</p> <p><i>Biography.</i> Research the life of Pope Paul III, who called the Council of Trent. Identify the contributions of the Council of Trent to reform the Catholic Church.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>8.06.16</p> <p>Name Lutheran, Episcopal, Baptist, Methodist, and Apostolic Churches as some of the ecclesial communities evolved from the time of the Reformation.</p>	<p>Name Christian communions that resulted from the time of the Reformation. Explain the relationship of the Catholic Church with other Christian churches. Identify which sacrament is common to the Christian communions.</p>	<p><i>Social Studies.</i> State the role of Queen Elizabeth II in the Church of England. Explain in what rituals she must have participated as a head of the Church. Explain why the Church of England is a state religion.</p> <p><i>Social Studies.</i> Research the history of one of these Churches. Explain how these Churches relate to the Catholic Church through the World Council of Churches. Describe the role of Catholics in the World Council of Churches.</p>
<p>8.06.17</p> <p>Show understanding of the growth of apostolic religious life, the growth of missionary orders in the Church, the establishment of dioceses in the New World, and the impact of the Age of Enlightenment.</p> <p>Religious life (CCC 930)</p>	<p>Define “apostolic religious life.” State the rise of the new orders in the Church, including the Society of Jesus (1534). Recount the growth of the Catholic Church in the Western Hemisphere. State the situation of the Church in the northern colonies and the oppression of Catholics. Recount the Age of Enlightenment and the impact on the Church. State the beginning and purpose of parish Catholic schools in the 1800s.</p>	<p><i>Biography.</i> Research the life of St. Ignatius of Loyola, founder of the Society of Jesus.</p> <p><i>Biography.</i> Research the life of St. Teresa of Avila, who reformed the Order of Carmel.</p> <p><i>Biography.</i> Research the life of St. Angela Merici, founder of the Ursulines. State her contributions to the field of religious education of children.</p> <p><i>Social Studies.</i> Research the French Revolution and its impact on the Catholic Church in France and Italy. Recount how Pope Pius VI was banished from Rome and died in a prison in France.</p>
<p>8.06.18</p> <p>Describe the Age of the Modern Church beginning in the late 19th century; the liturgical reforms of Pope Pius X, the impact of WWI and WWII, the growth of the Church in America, major contributions of popes in the Modern Age, and the impact of the first Vatican Council. (CCC 770)</p>	<p>Recount the liturgical renewal under Pope Pius X, who instituted frequent reception of Communion and First Communion at the age of reason. Recount the struggle of the papacies with the world wars.. State how the Catholic Church in the United States grew in size and wealth during the 20th century, contributing to the global mission of the Catholic Church. State the proliferation of apostolic religious communities staffing the Catholic schools. Describe the beginnings of popular lay movements. Recount the growth of Catholic groups that directly served the poor. State that Pope Pius IX promoted the belief of the Immaculate Conception of Mary (1854). State the first social encyclical written by Pope Leo XIII (1891) to safeguard the rights of workers. Recount the first Vatican Council and the belief of papal infallibility. Define “infallibility.”</p>	<p><i>Biography.</i> Research the life of Pope Pius X. State why he was the first pope in 200 years to be canonized a saint.</p> <p><i>Biography.</i> Research the life and papacy of Pope Pius XII. Identify some of his contributions as a Church leader during and after WWII.</p> <p><i>Biography.</i> Research the life of Pope Pius IX. who led the Church for 32 years. Recount the loss of the papal states, creating the modern city of Vatican.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>8.06.20</p> <p>Show that Ecumenism and Dialogue are evangelizing works of the Church encouraged by the council.</p> <p>Ecumenism (CCC 820–822)</p> <p>Dialogue (CCC 821, 856)</p>	<p>Define “ecumenism” and “inter-religious dialogue.”</p> <p>Explain how they are different. Describe how the Church completes its task of working toward unity and peace in the world through dialogue.</p>	<p><i>Language Arts.</i> Find articles of the pope’s interactions with other religious leaders in the news. Describe what is happening.</p>
<p>8.06.20A</p> <p>The Jews were not and are not responsible for the death of Jesus. Sinners were the authors and ministers of Jesus’s suffering.</p> <p>The Jews were not and are not responsible for the death of Jesus. (CCC 597–598)</p>	<p>Read section 597 and 598 in the Catechism of the Catholic Church. Read Luke 23:34, Acts 3:17.</p>	<p><i>Language Arts.</i> Write a paragraph defending the Church’s teaching that the Jews are not responsible for the death of Jesus.</p>
<p>8.06.21</p> <p>Show understanding of the leadership role of Pope John Paul II in the Church and the world, through the call for a new evangelization.</p>	<p>Recount the travels of Pope John Paul II and its impact on Catholic life. Describe John Paul II’s outreach to Jewish, Islamic, and other religious leaders to reestablish relationships with the religions of the world. Describe John Paul II’s journeys to build relationships with all people. Describe the new evangelization of Pope John Paul II. State that Jesus Christ is the central focus of the new evangelization.</p>	<p><i>Biography.</i> Research the life of Pope John Paul II. Make a timeline of his life and work as a pope.</p>
<p>8.06.22</p> <p>Show understanding that, from early times until the present, the Catholic Church responds to the Holy Spirit through reform and inner conversion. (CCC 1423, 1427, 1439, 1694–1696, 1709)</p>	<p>Describe the ages of the Catholic Church as times of growth under the action of the Holy Spirit. State that the Church should admit its sins and seeks holiness in all ages. Describe how the Church is always in need of reform and conversion. Discuss how being committed to the Catholic Church means accepting the Church in its efforts to become a holy people.</p>	<p><i>Social Studies.</i> Create a timeline of the entire history of the Catholic Church. Include benchmark societal events, Church and social leaders, and the periods of Church development.</p> <p><i>Art.</i> Make a collage of all the ages of the Church. Include images of its reforms and holiness. Explain the collage to the class.</p> <p><i>Family Activities.</i> Design a prayer service that ritualizes our commitment to become holy.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>8.06.23</p> <p>State the understanding of the Church as the body of Christ, the Pilgrim Church, and as Sacrament. These are images of the Church expressed in the encyclicals and documents of modern popes and the Vatican II Council.</p> <p>Body of Christ (CCC 779, 787–795, 805–807)</p> <p>Pilgrim Church (CCC 675, 769)</p>	<p>Describe the significance of councils, council documents, and papal encyclicals, especially from Vatican II. Describe the Church as body of Christ, as Pilgrim Church, and as Sacrament.</p>	<p><i>Biography.</i> State how Pope Benedict XVI used letters to convey God’s love for the world and hope for humanity.</p>
<p>8.06.24</p> <p>Show understanding of the organizational structure of the parish.</p>	<p>Identify the major organizations of a parish. Include parish staff, parish pastoral council, commissions of the parish pastoral council, finance committee, boards, associations, and societies. Explain the roles of each organization. Explain their relationship to the ministries of the parish. State their relationship to the pastor.</p>	<p>Math. Prepare and review a fictitious parish budget. Find income and expenses for the previous fiscal year. Identify by percentage how much income comes from parishioners. Create a pie chart of the income and expenses.</p>
<p>8.06.25</p> <p>Recognize that my life is lived actively in the parish.</p>	<p>Describe how I live as a Catholic through active participation in parish life. Explain what this means in terms of the sacramental life, participation in the Sunday obligation, involvement in the community life of the parish, and participation in ongoing formation.</p>	<p><i>Family Activities.</i> Celebrate and participate actively as Catholics in the family. Make a commitment to be consistent, regularly attending Sunday Mass, receiving the sacraments, praying together, and supporting the ongoing need for learning the faith.</p> <p><i>Parish Life.</i> Have the student design a plan for how he or she will participate in parish life and the life of the Church after eighth-grade graduation.</p>
<p>8.06.26</p> <p>Describe stewardship in parish life as giving my time, talent, and treasure as a grateful response to the treasury of blessings God gives to me.</p>	<p>State meaning of “stewardship in parish life” that is a grateful response for God’s blessings in my life. Make a commitment as a confirmed Catholic to live parish life through giving time, talents, and treasure (financial support) to the life and work of the parish.</p>	<p><i>Family Activities.</i> Decide, as confirmed Catholics living in the home church, how to be stewards of the kingdom. Strategize how to contribute time, talent and treasure to the growth of the Church at home, in the parish and in the church.</p>

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
<p>8.06.27</p> <p>Show understanding of stewardship as a spiritual commitment to taking responsibility for global environmental and human concerns.</p>	<p>Describe how stewardship of the earth is a spiritual commitment coming out of an understanding of God’s blessings given to me just because I am alive. Explain how this understanding of stewardship helps me to respect the earth and its people.</p>	<p><i>Family Activities.</i> Make a plan as a family to live a communal life of stewardship. State what that means in terms of environment, recycling, respecting all forms of life, commitment to neighborhood and municipal cleanliness, use of energy, and limiting transportation to control emissions. Celebrate the commitment to the environment.</p>

GRADE EIGHT, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.

ESSENTIAL QUESTION: What is Jesus calling each one of us to do in the life of the Church?

STUDENT LEARNING OUTCOME	POSSIBLE ACTIVITIES/ ASSESSMENTS	SAMPLE FAMILY ACTIVITIES/ CROSS-CURRICULAR CONNECTIONS
8.07.01 Recognize that every baptized Catholic has a specific calling from the Holy Spirit to be lived in the life of the Church.	Describe how Baptism calls us to service. State that this service is inherent to life in the Church. Name forms of service in church life.	<i>Technology.</i> Create a PowerPoint presentation that introduces the life of a saint, and focuses on how he or she lived out his or her vocation.
8.07.02 State that every Catholic has a vocation . (CCC 823, 826, 915, 944)	Define vocation. Articulate how I might begin to know through my talents and interests how my vocation might unfold in the Church. Describe the requirements for each vocation: married, religious, ordained, single.	<i>Family Activities.</i> Talk about vocations in the family conversation. Support and be open to how children talk about what they want to be when they grow up. State that God calls each one to service in special ways that each will gradually understand as he/she grows.
8.07.03 Recognize the Church’s understanding of vocation as a calling from God to engage in the mission of the Church.	Describe “vocation” in relationship to the mission of the Church. Explain how every lifestyle, when it conforms to the will of God, can be used for the good of the Church and its <i>mission</i> . Describe the difference between vocation and career.	<i>Mission.</i> Identify the missionary life as a calling in the Church that is lived by single, married, religious, and ordained members of the Church. Research a specific missionary religious order and describe how lay and religious engage in the missionary works of the community.
8.07.04 Know the different callings in the Church as vocation.	State the vocations in the Church: single, married, religious, ordained. Explain how Catholics live one of these vocations in the Church.	<i>Social Studies.</i> Research the history of religious life in the Church. Name the kinds of vocations. Identify lay societies in the history of the Church. Create a timeline of the history of religious life in the Church. Find one saint for each vocation.
8.07.05 State the sacraments in service of communion and mission.	Identify the sacraments of Matrimony and Holy Orders as sacraments in service of communion and <i>mission</i> . State what “service” means in relationship to these sacraments.	<i>Parish Life.</i> Invite a deacon couple and a pre-Cana couple to share how they understand the sacraments of Matrimony and Holy Orders as sacraments in service of communion and mission.

STANDARDS CHECKLIST

GRADE EIGHT, STANDARD ONE: Who Is Jesus, and What Do We Believe About Him? Understand, believe, and proclaim the Triune God as revealed in the person of Jesus Christ, as well as in the signs of creation, Sacred Scripture, Catholic tradition, and human experience.		A/S	O	N	D	J	F	M	A	M/J
8.01.01	Describe how we are attracted to the grandeur and beauty of God as we see it reflected in creation.									
8.01.02	Show understanding that there is no contradiction between faith and reason.									
8.01.03	Show understanding of God as transcendent . (CCC 300)									
8.01.04	State that God created us in a state of original holiness and justice.									
8.01.05	State how the desire for God is written in the human heart, because we are created by God and for God.									
8.01.06	State the meaning of original sin . (CCC 385–421)									
8.01.07	State the Incarnation is the mystery of the union of the divine and human natures in Jesus Christ. (CCC 456–483)									
8.01.08	Show understanding that the whole of Jesus’s life, death, and resurrection is the fulfillment of revelation.									
8.01.09	State the belief that Jesus died for our sins, opening the possibility of eternal union with God.									
8.01.10	Show understanding that the mystery of the Holy Trinity, fully revealed to us by Jesus, is central to the Christian faith.									

STANDARDS CHECKLIST

GRADE EIGHT, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
8.02.01	Recognize that the benefits of the sacramental life are personal and ecclesial . (CCC 830, 832, 835)									
8.02.02	Show understanding that because Christ is at work in the sacraments, they are effective independent of the disposition or holiness of the priest.									
8.02.03	State that Baptism is an ordinary condition for salvation , and serves as the “gateway” to the rest of the sacramental life. (CCC 55, 122–124, 169, 489, 1092, 1095, 1168)									
8.02.04	Show understanding that every baptized person can and should receive the Sacrament of Confirmation.									
8.02.05	Recognize Confirmation as a sacrament of initiation carrying an indelible character sealing those being confirmed with the Gift of the Holy Spirit. (CCC 698, 1121)									
8.02.06	Show understanding that the Sacrament of Confirmation strengthens our bond with the Church and its mission.									
8.02.07	State that the Sacrament of Penance/Reconciliation provides a means to ongoing conversion and renewal in the Christian life. (CCC 1423, 1427, 1439, 1694–1696, 1709)									
8.02.08	State the meaning of transubstantiation in the Holy Eucharist. (CCC 1376, 1413)									
8.02.09	Show understanding that the Eucharist is the source and summit of the Christian life.									

STANDARDS CHECKLIST

GRADE EIGHT, STANDARD TWO: Sacraments as Privileged Encounters with Jesus Christ: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church. Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church year and epitomized in the Eucharist, the source and summit of Christian life.		A/S	O	N	D	J	F	M	A	M/J
8.02.10	Show understanding of public devotion in parish life, especially eucharistic adoration and benediction.									
8.02.11	State that the essential elements of the Mass make up one complete act of worship.									
8.02.12	Show understanding of all the parts of the Mass and the role of the assembly.									
8.02.13	Identify the vessels and other common objects used in liturgical rites and their use.									
8.02.14	Identify devotional and artistic symbols in the church.									
8.02.15	Show an understanding of the Church year.									
8.02.16	State that sacramental marriage consists of a man and woman freely pronouncing vows, agreeing to share their lives and be open to welcoming children.									
8.02.17	Show understanding that Christian marriage is a sign of Christ’s love for the Church.									
8.02.18	Show understanding of the effects of Christian marriage.									
8.02.19	State understanding of the permanence of sacramental marriage.									
8.02.20	State that in the Sacrament of Holy Orders, the bishop ordains priests and deacons as co-workers with him in serving the people of God.									

STANDARDS CHECKLIST

GRADE EIGHT, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.		A/S	O	N	D	J	F	M	A	M/J
8.03.01	Recognize that we are created in the image and likeness of God.									
8.03.02	State how natural moral law expresses the dignity of the person and is the basis for fundamental rights and duties. (CCC 1954–1960, 1978–1979)									
8.03.03	Describe human freedom as the ability to choose what is good.									
8.03.04	State that conscience is a judgment of reason that helps us see the moral quality of an action. (CCC 1776–1789, 1795, 1802)									
8.03.05	Recognize that the Church has a right and duty to teach moral truth . (CCC 2464–2500)									
8.03.06	Recognize that some acts are inherently wrong, no matter how good the end or intention. (CCC 1749–1753, 1759, 1857–1859)									
8.03.07	State that we transform society by implementing the Church’s social teaching . Transformation (CCC 1695) Social teaching (CCC 2419–2425)									
8.03.08	Show understanding that the Christian life requires preferential love for the poor.									
8.03.09	Describe the common good as the sum total of social conditions allowing people to reach their fulfillment. (CCC 1905–1923)									
8.03.10	Recognize that citizens are obliged in conscience not to follow the directives of civil authorities when they are against the moral order . (CCC 299, 2062–2063, 2067, 2070)									
8.03.11	Show understanding that legitimate defense is a grave duty for whoever is responsible for the lives of others or the common good. (CCC 2263–2265, 2321)									

STANDARDS CHECKLIST

GRADE EIGHT, STANDARD THREE: Life in Jesus Christ: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ.		A/S	O	N	D	J	F	M	A	M/J
8.03.12	Recognize that the legitimate use of the death penalty is practically nonexistent in our particular social context in America.									
8.03.13	State the Church's teaching that human life begins with conception and ends with natural death . Conception (CCC 2270, 2274) Natural death (CCC 1006–1009)									
8.03.14	State the conditions for abortion being a grave sin. (CCC 2270–2275, 2318–2323)									
8.03.15	State meaning of justification as a gift from God and not merited by human endeavor. (CCC 1446, 1987–1996, 2018–2020)									
8.03.16	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. Sanctifying grace (CCC 1999, 2023–2024) Holiness (CCC 2012–2016, 2028–2029)									
8.03.17	Recognize that to receive God's mercy and forgiveness we must admit our sins.									

STANDARDS CHECKLIST

GRADE EIGHT, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God’s revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
8.04.01	Recognize the Holy Spirit as central to opening the eyes of those who read scripture and moving them to have faith in God.									
8.04.02	Name and describe the two senses of Scripture: literal and spiritual . (CCC 360–368)									
8.04.03	Identify three categories within the spiritual sense of Scripture: allegorical , moral , and anagogical . Allegorical (CCC 117) Moral (CCC 1716–1724, 1950–1974) Anagogical (CCC 117–118)									
8.04.04	Show understanding that Sacred Scripture and Tradition make up a single deposit of the Word of God. (CCC 78, 80–83, 96–98)									
8.04.05	Recognize that to discover the scripture author’s intention, the reader must take into account the culture, history, and literary forms of that time.									
8.04.06	Develop awareness of the context of the Gospel of John.									
8.04.07	Identify the Gospel of John as different than the Gospels of Mark, Matthew and Luke.									
8.04.08	Compare the prologue of the Gospel of John with Genesis 1, introducing Jesus as the Word of God. Introduce the term “Logos.”									
8.04.09	In the Gospel of John, locate the major theme of Jesus Christ as the Incarnate Word of God, whose purpose is to reveal the work of the Father.									
8.04.10	Identify the seven signs in the Gospel of John, and explain what they show us about Jesus.									
8.04.11	Describe the relationship between John the Baptist and his followers to Jesus, as presented in the Gospel of John.									

STANDARDS CHECKLIST

GRADE EIGHT, STANDARD FOUR: Sacred Scripture: Read, comprehend, and articulate salvation history as conveyed in God’s revelation through scripture.		A/S	O	N	D	J	F	M	A	M/J
8.04.12	Describe the significance of John the Baptist’s title for Jesus: “the Lamb of God.”									
8.04.13	Develop familiarity with the encounters of Nicodemus and the woman of Samaria with Jesus, and how they reveal the universality of Jesus’s mission to reconcile man to God.									
8.04.14	Locate the “I am” statements and identify their theological significance in relation to Exodus 3:14. (CCC 213)									
8.04.15	Be familiar with the “bread of life discourse” in John 6:35–59. Identify the second half of this discourse, 6:48–58, as an invitation to participate in the Eucharist. (CCC 161, 1381)									
8.04.16	Identify the role of Jesus as a servant in John 13:1–17.									
8.04.17	Develop awareness of the extensive teaching that Jesus gives to the apostles during John’s account of the Last Supper (John 14–16), and His lengthy prayer for them at the end (John 17).									
8.04.18	Explain the theological significance of Jesus’s exchange with Mary and John during His crucifixion in John 19:26–27. (CCC 501, 964, 2679)									
8.04.19	Explain the theological significance of Jesus’s exchange with the apostles after his resurrection in John 20:19–23.									
8.04.20	Identify Thomas’s words in John 20:28 as the climactic confession of faith in this gospel. (CCC 448, 644)									

STANDARDS CHECKLIST

GRADE EIGHT, STANDARD FIVE: Jesus Shows Us How to Pray: Understand and experience the different forms of prayer, recognizing the need to surrender to the movement of the Holy Spirit.		A/S	O	N	D	J	F	M	A	M/J
8.05.01	Exhibit facility in praying to the Holy Spirit as a sign of awareness that the Holy Spirit is at work in me.									
8.05.02	Describe how the gifts of the Holy Spirit are essential to Christian spiritual life.									
8.05.03	Identify psalms used in the Gospel of Luke and the Acts of the Apostles.									
8.05.04	Show understanding that prayer is a way of life.									
8.05.05	State that Christians pray the way Jesus prayed, and that this is a unique way to relate to God.									
8.05.06	Explain how the Lord's Prayer is an instructional template for all prayer.									
8.05.07	Identify some characteristics of the way Jesus prays to the Father, and for the Church in the "High Priestly Prayer" in John 17.									
8.05.08	Exhibit facility in finding psalms in the Bible and choosing appropriate psalms for group prayer.									
8.05.09	Describe contemplation as "a silent love." (CCC 2709–2719, 2724)									
8.05.10	Recognize the Liturgy of the Hours as a prayer form that Christians of all states in life may pray. (CCC 1174–1178, 1196)									
8.05.11	Describe how prayer leads to peace.									
8.05.12	State that the Church prays for both the living and the dead.									

STANDARDS CHECKLIST

GRADE EIGHT, STANDARD SIX: Jesus Christ's Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus's mission in the world. Parish Life: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.		A/S	O	N	D	J	F	M	A	M/J
8.06.01	Show understanding that the Church is a living institution, both human and divine, gifted by the Holy Spirit with a mission to the world.									
8.06.02	The Church has special charisms that it receives from the Holy Spirit to accomplish its work. (CCC 2003–2005)									
8.06.03	Recognize that members of the Church have both contributed to and undermined the Church's mission throughout its history.									
8.06.04	Show understanding that the Church is a sacrament in the world of salvation in Christ.									
8.06.05	Identify that the pope , as the visible head of the Church, is a world leader to whom people look for inspiration, guidance, and hope. (CCC 100, 857, 861–863, 870, 882, 891–892)									
8.06.06	Describe the origin of the Church at the time of Pentecost . (CCC 1168)									
8.06.07	Recognize that the Church's gifts and growth are evident through all periods of history in the last 2000 years.									
8.06.08	Identify the Apostolic Age of the Church from 30 CE to 313 CE: the role of the apostles, Roman persecutions, the contributions of the early fathers, and the importance of councils . (CCC 883–884)									
8.06.09	Identify main events of the Church's Age of Expansion from 313 to 700 CE: 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 . Ecumenical Councils (CCC 882–885) Monasticism (CCC 925–927)									
8.06.10	State other significant events during the Age of Expansion and the evangelization of Europe. (CCC 3, 425, 429, 543–546, 900, 905)									

STANDARDS CHECKLIST

GRADE EIGHT, STANDARD SIX: Jesus Christ's Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus's mission in the world. Parish Life: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.		A/S	O	N	D	J	F	M	A	M/J
8.06.11	Identify the major events 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 architecture and art of Medieval Europe and their influence on the building of cathedrals; the role of 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. Great Schism (CCC 838)									
8.06.12	Describe the Orthodox Church as the eastern Church resulting from the Great Schism. Orthodox Church. (CCC 1399)									
8.06.13	State the Eastern Rites as rites of the Catholic Church faithful to the Pope. (CCC 814, 832–835, 887)									
8.06.14	State the challenges to the Church in the later Medieval Period, the move of the papacy to France, the Renaissance , and Christian humanism. (CCC 770–771)									
8.06.15	Identify the Age of Reform from 1517 to 1891 CE: the causes of the Reformation, the rise of Protestantism , and the Counter-Reformation of the Catholic Church with its foundations in the Council of Trent. Protestantism (CCC 817–822) Counter-Reformation (CCC 769, 817–822)									
8.06.16	Name Lutheran, Episcopal, Baptist, Methodist, and Apostolic Churches as some of the ecclesial communities that evolved from the time of the Reformation.									
8.06.17	Show understanding of the growth of apostolic religious life , the growth of missionary orders in the Church, the establishment of dioceses in the New World, and the impact of the Age of Enlightenment. Religious life (CCC 930)									

STANDARDS CHECKLIST

GRADE EIGHT, STANDARD SIX: Jesus Christ’s Mission Continues in the Church: Understand the Church as the mystical body of Christ; the community of believers carrying out Jesus’s mission in the world. Parish Life: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors, and organization.		A/S	O	N	D	J	F	M	A	M/J
8.06.18	Describe the Age of the Modern Church beginning in the late 19th century: the liturgical reforms of Pope Pius X, the impact of WWI and WWII, the growth of the Church in America, major contributions of popes in the Modern Age, and the impact of the first Vatican Council. (CCC 770)									
8.06.19	Recount the Vatican II Council as the ecumenical council directing the Catholic Church in the modern age. (CCC 10, 884)									
8.06.20	Show that ecumenism and dialogue are evangelizing works of the Church that are encouraged by the council. Ecumenism (CCC 820–822) Dialogue (CCC 821, 856)									
8.06.20A	State that the Jews are not responsible for the death of Jesus. Jesus’s suffering was originated by sinners.									
8.06.21	Show understanding of the leadership role of Pope John Paul II in the Church and the world, through the call for a new evangelization.									
8.06.22	Show understanding that the Catholic Church, from early times until the present, responds to the Holy Spirit through reform and inner conversion . (CCC 1423, 1427, 1439, 1694–1696, 1709)									
8.06.23	State the understanding of the Church as the body of Christ , the Pilgrim Church , and the Sacrament, expressed in the encyclicals and documents of modern popes and the Vatican II Council. Body of Christ (CCC 779, 787–795, 805–807) Pilgrim Church (CCC 675, 691)									

STANDARDS CHECKLIST

GRADE EIGHT, STANDARD SEVEN: Responding to the Call of Jesus Christ: Understand and embrace discipleship in Christ through living a specific calling within the life of the Church.		A/S	O	N	D	J	F	M	A	M/J
8.07.01	Recognize that every baptized Catholic has a specific calling from the Holy Spirit to be lived in the life of the Church.									
8.07.02	State that every Catholic has a vocation. (CCC 823, 826, 915, 944)									
8.07.03	Recognize the Church’s understanding of “vocation” as a call from God to engage in the mission of the Church.									
8.07.04	Know the different callings in the Church as vocations.									
8.07.05	State the sacraments in service of communion and mission.									

Common Prayers and Formulas

ACT OF CONTRITION

My God, I am sorry for my sins with all my *heart*. In choosing to do wrong and failing to do good, I have sinned against you, whom I should love above all things. I firmly intend, with your help, to do penance, to sin no more, and to avoid whatever leads me to sin. Our Savior, Jesus Christ, suffered and died for us. In His name, my God, have mercy. Amen.
(Alternate version from the Rite of Penance)

ACT OF FAITH

O my God, I firmly believe that you are the one God in three divine Persons: Father, Son, and Holy Spirit. I believe that your divine Son became man and died for our sins, and that He will come to judge the living and dead. I believe these and all the truths which the Holy Catholic Church teaches, because you have revealed them who are eternal truth and wisdom, who can neither deceive nor be deceived. In this faith I intend to live and die. Amen.

ACT OF HOPE

O Lord God, I hope by your grace for the pardon of all my sins and after life here to gain eternal happiness, because you have promised it who are infinitely powerful, faithful, kind, and merciful. In this hope I intend to live and die. Amen.

ACT OF LOVE

O Lord God, I love you above all things and I love my neighbor for your sake because you are the highest, infinite, and perfect good, worthy of all my love. In this love I intend to live and die. Amen.

APOSTLES' CREED

I believe in God, the Father almighty, Creator of Heaven and earth, and in Jesus Christ, His only Son, our Lord, who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried; He descended into Hell; on the third day he rose again from the dead; He ascended into Heaven, and is seated to the right hand of God, the Father almighty; from there he will come to judge the living and the dead. I believe in the Holy Spirit, the Holy Catholic Church, the Communion of Saints, the forgiveness of sins, the resurrection of the body, and life everlasting. Amen.

BEATITUDES (Mt 5:3-12)

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

BENEDICTUS (Canticle of Zechariah)

Blessed be the Lord, the God of Israel; He has come to His people and set them free. He has raised up for us a mighty Savior, born of the house of his servant David. Through His holy prophets He promised of old that He would save us from our enemies, from the hands of all who hate us. He promised to show mercy to our fathers and to remember His holy covenant. This was the oath he swore to our father Abraham: to set us free from the hands of our enemies, free to worship him without fear, holy and righteous in his sight all the days of our lives. You, my child, shall be called the prophet of the Most High; for you will go before the Lord to prepare His way, to give His people knowledge of salvation by the forgiveness of their sins. In the tender compassion of our God, the dawn from on high shall break upon us, to shine on those who dwell in darkness and the shadow of death, and to guide our feet into the way of peace. Glory to the Father and to the Son and to the Holy Spirit, as it was in the beginning, is now, and will be forever. Amen.

PRAYER TO THE HOLY SPIRIT

Come, O Holy Spirit, fill the hearts of your faithful and enkindle in them the fire of your love. Send forth your Spirit, and they shall be created. And you shall renew the face of the earth. Amen.

EVENING PRAYER

God, our Father, this day is done. We ask you and Jesus Christ, your Son, that with the Spirit, our welcome guest, you guard our sleep, and bless our rest. Amen.

FATIMA PRAYER

O my Jesus, forgive us our sins, save us from fires of Hell, lead all souls to Heaven, especially those in most need of your mercy.

FRUITS OF THE HOLY SPIRIT

- | | |
|--------------------|-------------------------|
| 1. <i>Charity</i> | 7. <i>Generosity</i> |
| 2. <i>Joy</i> | 8. <i>Gentleness</i> |
| 3. <i>Peace</i> | 9. <i>Faithfulness</i> |
| 4. <i>Patience</i> | 10. <i>Modesty</i> |
| 5. <i>Kindness</i> | 11. <i>Self-Control</i> |
| 6. <i>Goodness</i> | 12. <i>Chastity</i> |

GIFTS OF THE HOLY SPIRIT

1. *Wisdom*
2. *Understanding*
3. *Counsel*
4. *Fortitude*
5. *Knowledge*
6. *Piety*
7. *Fear of the Lord*

GLORY BE

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

GRACE BEFORE MEALS

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

GRACE AFTER MEALS

We give you thanks, almighty God, for these and all your gifts which we have received through Christ, O Lord. Amen.

GUARDIAN ANGEL

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

HAIL, HOLY QUEEN

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

HAIL MARY

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

HOLY DAYS OF OBLIGATION

Solemnity of Mary, Mother of God — January 1

Solemnity of the Ascension — Seventh Sunday of Easter

Solemnity of the Assumption of the Blessed Virgin — August 15

Solemnity of the Feast of All Saints — November 1

Solemnity of the Immaculate Conception — December 8

Solemnity of the Nativity of Our Lord, Jesus Christ — December 25

The National Conference of Catholic Bishops decided at their November 1991 meeting that whenever January 1, the Solemnity of Mary, Mother of God or August 5, the feast of the Assumption of the Blessed Virgin or November 1, the Feast of All Saints falls on a Saturday or a Monday, the precept to celebrate Mass is dispensed. The Congregation for Bishops confirmed the action on July 4, 1992.

Although the obligation to celebrate Mass when these three holy days fall on a Saturday or Monday is abolished, parishes are to continue to observe these holy days by scheduling one or more Masses at a convenient time, so that people who wish to participate are able to do so.

MAGNIFICAT

My soul proclaims the greatness of the Lord, my spirit rejoices in God my Savior, for He has looked with favor on His lowly servant. From this day all generations will call me blessed: the Almighty has done great things for me, and holy is his name. He has mercy on those who fear Him in every generation. He has shown the strength of His arm, He has scattered the proud in their conceit. He has cast down the mighty from their thrones, and has lifted up the lowly. He has filled the hungry with good things, and the rich He has sent away empty. He has come to the help of His servant Israel, for He has remembered His promise of mercy, the promise He made to our fathers, to Abraham and His children forever.

MAJOR FEASTS OF THE BLESSED MOTHER

Immaculate Conception — December 8

Mary, Mother of God — January 1

Immaculate Heart of Mary — Saturday after Sacred Heart of Jesus

Assumption — August 15

MAJOR FEASTS OF THE LORD

Nativity of the Lord — December 25

Holy Family — Sunday within the octave of Christmas (or December 30 if no such Sunday exists)

Epiphany — Sunday between January 2 and January 8, inclusive

Baptism of the Lord — Sunday after January 6 (unless that Sunday is Epiphany, in which case the Baptism of the Lord is not observed)

Presentation — February 22

Annunciation — March 25

Easter — First Sunday after the first full moon after March 21

Ascension — Seventh Sunday of Easter

Trinity — First Sunday after Pentecost

The body and blood of Christ — Second Sunday after Pentecost

Transfiguration — August 6

Triumph of the Cross — September 14

Christ the King — Last Sunday or Ordinary Time

Learning by Heart

The General Directory for Catechesis states that effective catechesis also incorporates learning by *heart*. It also states that among formulations to be learned by heart are the following:

1. Prayers.
2. Factual information contributing to an appreciation of the place of the word of God in the Church and the life of the Christian.
3. Formulas providing factual information regarding the Church, worship, the Church year, and major practices in the devotional life of Christians.
4. Formulas and practices dealing with the moral life of Christians.

LUMINOUS MYSTERIES

The Baptism of Jesus

The Wedding Feast of Cana

The Proclamation of the Kingdom, with the Call to Conversion

The Transfiguration

The Institution of the Eucharist

SORROWFUL MYSTERIES

The Agony in the Garden

The Scourging at the Pillar

The Crowning with Thorns

The Carrying of the Cross

The Crucifixion

PRECEPTS OF THE CHURCH

1. You shall attend Mass on Sundays and on Holy Days of Obligation, and remain free from work or activity that could impede the sanctification of such days.
2. You shall confess your sins at least once a year
3. You shall receive the Sacrament of the Eucharist at least during the Easter season.
4. You shall observe the days of fasting and abstinence established by the Church.
5. You shall help to provide for the needs of the Church.

OUR FATHER (Lord's Prayer)

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

STATIONS OF THE CROSS

1. Jesus condemned to death
2. Jesus carries His cross
3. Our Lord falls the first time
4. Jesus meets His mother
5. Simon the Cyrenean helps Jesus carry His cross
6. Veronica wipes the face of Jesus
7. The second fall of Jesus
8. Jesus consoles the women of Jerusalem
9. The third fall of Jesus
10. Jesus is stripped of His garments
11. Jesus is nailed to the cross
12. Jesus dies on the cross
13. Jesus is taken down from the cross
14. Jesus is laid in the tomb

MASS PRAYERS AND RESPONSES

Greeting

Priest: The Lord be with you.

Assembly: And with your spirit.

PENITENTIAL ACT, FORM A (Confiteor)

I confess to almighty God and to you, my brothers and sisters, that I have greatly sinned in my thoughts and in my words, in what I have done and what I have failed to do, through my fault, through my fault, through my most grievous fault; therefore I ask blessed Mary ever-Virgin, all the angels and saints, and you, my brothers and sisters, to pray for me to the Lord our God.

PENITENTIAL ACT, FORM B

Priest: Have mercy on us, O Lord.

Assembly: For we have sinned against you.

Priest: Show us, O Lord, your Mercy.

Assembly: And grant us your salvation.

GLORIA

Glory to God in the highest, and on earth peace to people of good will. We praise you, we bless you, we adore you, we glorify you, we give you thanks for your great glory, Lord God, heavenly King, O God, almighty Father. Lord Jesus Christ, Only Begotten Son, Lord God, Lamb of God, Son of the Father, you take away the sins of the world, have mercy on us; you take away the sins of the world, receive our prayer; you are seated at the right hand of the Father, have mercy on us. For you alone are the Holy One, you alone are the Lord, you alone are the most high. Amen.

PRAYER WITH THE PRIEST OVER THE GIFT

Assembly: May the Lord accept the sacrifice at your hands for the praise and glory of His name, for our good and the good of all His holy Church.

PREFACE DIALOGUE

Priest: The Lord be with you.

Assembly: And with your spirit.

Priest: Lift up your hearts.

Assembly: We lift them up to the Lord.

Priest: Let us give thanks to the Lord our God.

Assembly: It is right and just.

PREFACE ACCLAMATION

Assembly: Holy, Holy, Holy Lord God of Hosts. Heaven and earth are full of your glory. Hosanna in the highest. Blessed is He who comes in the name of the Lord. Hosanna in the highest.

MYSTERY OF FAITH (Formerly Memorial Acclamation)

Priest: The mystery of faith.

Assembly (a): We proclaim your death, O Lord, and profess your resurrection until you come again.

(or b): When we eat this bread and drink this cup, we proclaim your death, O Lord, until you come again.

(or c): Save us, Savior of the world, for by your cross and resurrection you have set us free.

LITANY AT THE FRACTION RITE

Assembly: Lamb of God, you take away the sins of the world, have mercy on us. Lamb of God, you take away the sins of the world, have mercy on us. Lamb of God, you take away the sins of the world, grant us peace.

MORNING PRAYER

Dear God,

As I began this day, keep me in your love and care.
Help me to live as your child today. Bless me, my
family, and my friends in all we do. Keep us all close
to you. Amen.

EVENING PRAYER

Dear God,

I thank you for today. Keep me safe throughout the
night. Thank you for all the good I did today. I am
sorry for what I have chosen to do wrong. Bless my
family and friends. Amen.

PRAYER BEFORE THE BLESSED SACRAMENT

Jesus, you are God-with-us,
Especially in this Sacrament of the Eucharist.
You love me as I am and help me grow.
Come and be with me
In all my joys and sorrows.
Help me share your peace and love
With everyone I meet.
I ask in your name. Amen.

PRAYER TO THE HOLY SPIRIT

Come, Holy Spirit,
Fill the hearts of your faithful,
And kindle in them
The fire of your love.
Send forth your Spirit
And they will renew the face of the earth. Amen.

VOCATION PRAYER

God, I know you will call me
For special work in my life.
Help me follow Jesus each day
And be ready to answer your call. Amen.

PRINCIPLES OF CATHOLIC SOCIAL TEACHING

Life and Dignity of the Human Person

The Catholic Church proclaims that human life is sacred, and that the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of all principles of our social teaching. In our society, human life is under direct attack from actions such as abortion and euthanasia, which undermine the dignity of the human person. Other issues that are infringing on human life include cloning, embryonic stem cell research, and the use of the death penalty. Issues of war and wanton aggression have also reached unprecedented proportions, and the Catholic Church is constantly admonishing all stakeholders to use peaceful means of resolving their differences. It is the position of the Church that every person is precious, that people are more important than things, and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

CALL TO FAMILY, COMMUNITY, AND PARTICIPATION

The person is not only sacred but also social. The measure by which our society is organized — notably in economics and politics, in law and policy — directly affects human dignity and the capacity of individuals to grow in community. The Church holds that marriage and family are the central social institutions that must be supported and strengthened, not undermined. Moreover, the Church teaches that people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable.

RIGHTS AND RESPONSIBILITIES

The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life, and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities to one another, to our families, and to the larger society.

RESPONSE TO THE BIBLICAL READINGS, FIRST AND SECOND READING (at conclusion)

Reader: The Word of the Lord.

Assembly: Thanks be to God.

GOSPEL (at introduction)

Deacon or Priest: The Lord be with you.

Assembly: And with your spirit.

Deacon or Priest: A reading from the holy Gospel, according to N (name of gospel writer).

Assembly: Glory to you, O Lord.

GOSPEL (at conclusion)

Deacon or Priest (a): Go forth, the Mass is ended.

(or b): Go and announce the Gospel of the Lord.

(or c): Go in peace, glorifying the Lord by your life.

(or d): Go in peace.

Assembly: Thanks be to God.

MORNING PRAYER

O my God, I offer you this day, all I do and think and say. In union with what was done on earth by Jesus Christ, your Son.

SEVEN SACRAMENTS

1. Baptism
2. Confirmation
3. Holy Eucharist
4. Penance/Reconciliation
5. Anointing of the Sick
6. Holy Orders
7. Matrimony

THE SEVEN CORPORAL WORKS OF MERCY

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

THE SEVEN SPIRITUAL WORKS OF MERCY

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

SIGN OF THE CROSS

(With prayers)

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

TEN COMMANDMENTS

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

CARDINAL VIRTUES

1. Prudence
2. Justice
3. Fortitude
4. Temperance

THEOLOGICAL VIRTUES

1. Faith
2. Hope
3. Charity

GLOSSARY

A

ablution *n* (L *abluere* “to wash away”) **1:** the act of washing or cleansing; specifically, the washing of the body, or some part of it, as a religious rite **2:** the water used in cleansing **3:** a small quantity of wine and water, which is used to wash the priest’s thumb and index finger after the communion, and which then, as perhaps containing portions of the consecrated elements, is drunk by the priest

abortion *n* (L *abortare* fr. *aborīrī* “to disappear, miscarry” fr. *ab* “away” + *orīrī* “to appear”) **1:** the act of expelling a fetus from the uterus in order to terminate a pregnancy **2:** a grave sin in the willful act of ending a human life before birth (Gn 4:10, Ps 139:13–15, CCC 2270–2275, 2318–2323)

Abraham *n* (Hb *Abraham*) Old Testament patriarch, father of Isaac (son of Sarah) and Ishmael (son of Hagar), with whom God made a covenant promising Abraham and his wife Sarah that they would become the parents of many peoples, through whom all nations of the earth will be blessed (Gn 11:27–32, 12:1–9, 15:1–19, 17:1–10, 21:1–8, 22:1–19, CCC 59–61, 705–06, 1716, 2570–2572)

absolution *v* (ME *absolven*, fr. L *absolvere*, fr. *ab* + *solvere* “to loosen”) **1:** forgiveness **2:** the action of the minister of the Sacrament of Penance who, in the name of God and the Church, forgives the sins of the penitent (CCC 1424, 1441–1442, 1449)

abuse *n* (L *abuti* “to consume, to use up”) **1:** the act of improperly treating creation **2:** inappropriate use of persons, animals, vegetation, or the environment **3:** defamation **4:** physical mistreatment against the legitimate rights of the person (Mt 7:15, 18:6, Eph 6:4, Col 3:21, CCC 2284–2287)

acolyte (‘a-kə-, līt) *n* (Gk *a* + *keleuthos* “same path”) **1:** one who attends the minister in a liturgical service and assists in minor duties **2:** server at some rituals such as the Mass (CCC 1143–1144, 1369)

Adam *n* (Hb *Adham* fr. *adama* “ground”) the first man and climax of God’s creation; created from the ground in the image and likeness of God; the only visible creature able to know and love his creator; father by Eve of Cain and Abel (Gn 1:26, 2:7, CCC 355–358, 362, 364–378)

Adonai (ă-də-’nōi) *n* (Hb *Adonai* “Lord”) Old Testament name for God and used in Jewish prayers (CCC 209)

adoration *n* (L fr. *adorare* “to worship”) **1:** the act of worshipping God **2:** the act of revering Christ in the Blessed Sacrament **3:** intentional communion with God out of a sense of wonder (1 Jn 1:3, CCC 1083, 1178, 2628, 2781)

adore *v* (L *adorare* “to worship”) to love, worship, honor, revere, and serve God as the one God, Creator of all that is; to acknowledge God as God who cannot be replaced by any other (Ex 20:2–5, Dt 6:13–14, CCC 2083–2085, 2096–2097)

adultery *n* (L *adulterium* fr. *adulterare* “to corrupt”) **1:** consensual sex between a married man or woman and someone other than his/her spouse **2:** a act of marital infidelity **3:** a grave sin (Mk 10:11, Mt 5:27–28, 5:32, 19:6, 1 Cor 6:9–10, CCC 1756, 1856, 1858, 2336, 2380–2381, 2400)

Advent *n* (L *adventus* “arrival”) first four Sundays in the liturgical calendar, during which Christians prepare for the celebration of Christmas and the second coming of Christ (CCC 524, 1095)

Age of Enlightenment *n* 18th-century social movement emphasizing human rationalism and rejecting religious beliefs and moral authority

age of reason *n* the capacity of the human person to arrive at a basic understanding of reality and moral truth, usually beginning in later childhood (CCC 286, 1951)

Allah *n* (Ar *Allah* “God”) **1:** the name of God used in the religion of Islam **2:** a name identifying the one God honored and worshipped by Jews, Christians, and Muslims (CCC 200–202, 839–840)

allegorical *adj* (Gk fr. *allēgōrein* “to speak figuratively”) **1:** relating to symbolic representation **2:** a deeper hidden meaning that goes beyond the literal reading of a sacred text **3:** spiritual sense of interpreting the deeper meanings of scripture beyond events (CCC 117)

Alleluia *interj* (ME, fr. LL, fr. Gk *allelouia*, fr. Hb *Halaluyah* “praise God”) **1:** first word of many psalms interjecting an acclamation of praise to God **2:** acclamation of praising God in the liturgies of the church during all seasons but Lent (CCC 2589)

altar *n* (OE fr. L *adolere* “to burn up”) **1:** a table-like structure on which an offering is burned **2:** table on which the eucharistic elements, water and wine, are offered and consecrated, becoming the body and blood of Christ (CCC 1182, 1383)

ambo *n* (L *ambo* “lectern”) **1:** lectern **2:** place in the church where the Word is read from Scripture during the liturgy (CCC 1154)

Amos *n* (Hb *Amos*) **1**: eighth-century prophet of the Old Testament who spoke against the wealth of the prosperous of Israel while the poor suffered **2**: the oldest of the prophetic books of the Old Testament (Book of Amos, CCC 61–64, 218, 702)

anagogical (‘a-nə-ˌgō-ji-kəl) *adj* (Gk *anagoge* “leading”) **1**: going beyond the literal, allegorical, and moral senses of scripture to its ultimate spiritual meaning **2**: leading toward our ultimate destiny in Christ (CCC 117–118)

anamnesis (a-ˌnam-ˈnē-səs) *n* (Gk *anamnesis* “recollect, remember”) **1**: in the celebration of the Mass, the Church calls to mind the passion, resurrection, and second coming of Jesus Christ and presents to the Father the offering of His Son, which reconciles us to Him **2**: the sacrificial memorial of Christ and of his body, the Church **3**: the prayer after the words of institution in the Eucharistic liturgy (CCC 1354, 1362–1372)

anaphora (ə-ˈna-f(ə-)rə) *n* in psalms, the deliberate repetition of certain words and phrases, in order to emphasize them to the reader or listener

angel *n* (Gk *angelos* “messenger”) **1**: a spiritual being, superior to human beings in power and intelligence, who glorifies God **2**: a messenger who announces God’s plan of salvation **3**: a protector and guide to assist people on their journey through life (Gn 28:11–15, Mt 1:18–24, Lk 1:26–38, CCC 327–336, 350)

annunciation *n* (L *annuntiatus*, p of *annuntiare* “to announce”) **1**: the act of announcing **2**: the visit of the angel Gabriel to Mary announcing to her that she would be the mother of the Savior **3**: the solemn feast of the Church commemorating Gabriel’s visit to Mary (Lk 1:26–38, CCC 490–494)

anoint *v* (L *inungere* “to smear”) **1**: to smear or rub the skin with an oily substance **2**: to show a sign of election through anointing **3**: to use in sacramental rituals for consecration or healing **4**: to seal with a special mark as a sign of permanence (CCC 1289, 1291, 1293–1296)

anti-Semitism (ˌan-tē-ˈse-mə-ˌti-zəm) *n* (L *anti* “against” + *shem*) **1**: discrimination and hostility against Jews and Judaism as a religion **2**: a form of institutional racism (CCC 597, 2258, 2419–2425)

apostle *v* (Gk *apostolos* fr. *apo* + *stellein* “to send”) **1**: a person sent on a mission **2**: the first 12 disciples chosen by Jesus to continue his work on earth in the Church **3**: the first Christian missionaries, witnesses of the resurrection, including the 12 appointed by Jesus and St. Paul to preach the gospel **4**: those given authority by Christ to carry on the apostolic tradition of the Church (CCC 857–862)

Apostles Creed *n* **1**: a formal summary of the apostles’ faith **2**: oldest statement of beliefs of the Roman catechism (CCC 194)

apostolic (ˌa-pə-ˈstā-lik) *adj* **1**: of or relating to the 12 apostles **2**: of or relating the succession of authority handed down to the apostles by Christ and perpetuated in the ordination of bishops from the apostles to the present **3**: of or relating to the Christian vocation of the baptized to spread the kingdom of God throughout the whole world (CCC 861–864)

apostolic religious life *n* societies of religious life organized for a particular apostolic purpose such as teaching, social works, health care, etc. (CCC 930)

apostolic succession *n* **1**: the handing on of the teaching authority and administration of the Church without interruption through the sacrament of Holy Orders **2**: ordination of bishops to continue the ministry of the apostles to shepherd the Church (CCC 861–862)

Aramaic (a-rə-ˈmā-ik) *adj* a Semitic language, later adopted in Asia

archbishop *n* (Gk *arch* + *episkopos* “chief bishop”) a bishop who receives the honorary title “archbishop” by the pope to administer or oversee a province of dioceses, such as all the dioceses in a single U. S. state (CCC 874–896, 938)

archdiocese *n* (L *diocesis* fr. Gk *kioikesis* “administration”) the diocese of an archbishop (CCC 1560)

ark *n* (Gk *arkein* “chest”) **1**: a container in which things are kept safe **2**: the boat that Noah built to hold his family and animals during the Great Flood (Gn 6:14–22, CCC 56–58, 1094)

Ark of the Covenant *n* **1**: the container made of gold, precious stones, and wood built by Moses’s direction from God as God’s special meeting place among the people **2**: a box or cabinet that houses the Torah in all Jewish synagogues and symbolizes the Ark of the Covenant (Ex 25, CCC 212–213, 218, 1081, 1094)

Ascension *n* (L *ascendere* “to climb”) **1**: the act or process of ascending **2**: the belief of the Church that Jesus was taken into Heaven and sat down at the right hand of God **3**: the solemn feast of Jesus Christ ascending into Heaven (Mk 16:19, Lk 24:50–51, Jn 20:17, Acts 1:6–12, CCC 659–667)

assembly *n* (fr. L *assembler* “to gather”) **1**: a company of persons gathered for a specific purpose **2**: a congregation **3**: a community of the baptized gathered together as the body of Christ to worship **4**: members of a church gathered in communion to celebrate liturgy under the action of the Holy Spirit **5**: a priestly community enabled to celebrate the liturgy (CCC 1103, 1108–1109, 1112, 1119, 1132, 1141, 1179, 1198–1199)

Assumption *n* (L *assumptus*, p of *assumere*) **1**: the taking up of someone into Heaven **2**: the belief of the Church recognizing that Mary was taken body and soul into heavenly glory, sharing in her Son’s resurrection and anticipating the resurrection of all members of Christ’s body **3**: the solemn liturgical feast of Mary’s being taken to Heaven (CCC 966, 974)

B

Baptism *n* (ME *baptizme* fr. Gk *baptizein* “to dip”) **1**: the Christian sacrament marked by ritual use of water and admitting the recipient to the Christian community **2**: entrance into the life of Christ **3**: symbolic gesture of burial into Christ’s death and rising with Christ into “a new creature” (Mt 28:19, Acts 8:26–38, 1 Cor 12:12–13, CCC 1214, 1226–1246)

baptismal font *n* a baptistery pool, a bowl, or a fountain at which someone is baptized (Mk 1:9–11, Mt 28:19, Acts 8:26–38, 1 Cor 12:12–13, CCC 1185, 1238–1240)

baptize *v* (Gk *baptizein* “to dip”) **1**: to administer the Sacrament of Baptism **2**: to purify or cleanse spiritually, especially by dipping into water **3**: to initiate **4**: to name as Christian (Mk 1:9–11, Mt 28:19, Acts 8:26–38, 1 Cor 12:12–13, CCC 1214)

Beatitudes (bē-’a-tə-, tūdz) *n pl.* (L *beatitudo* fr. *beatus* “bliss”) **1**: the teachings of Jesus in which He explains the eight actions and attitudes characteristic of the Christian way of life **2**: the state of entering into the divine joy **3**: moral choices based on love of God rather than human achievement **4**: characteristics of the kingdom of God (Mt 5:3–12, Luke 6:20–26, CCC 1716–1729)

Beelzebub (bē-’el-zi-, bəb) *n* (*Beelzebuh*, “prince of devils,” fr. Gk *Beelzeboub*, fr. Hb *Ba’al zebhubh*, *Ba’al* “Philistine god”) *see* **devil** or **Satan** **1**: name of evil spirit by which Jesus was accused of being possessed **2**: “prince of devils” (Mk 3:20–30)

Bethlehem *n* (Hb *bet lehem*, “house of bread” or “house of the god *Lahm*”) the town of Bethlehem (about five miles south of Jerusalem) identified as the birthplace of Jesus (Mt 2:1, Lk 2:4, CCC 423)

Bible *n* (ME *biblia*, Gk. *biblion* “book” fr. *Byblos* “papyrus” ancient Phoenician city from which papyrus was exported) **1**: the sacred scriptures of Christians comprising the Old Testament and New Testament **2**: the canon of Scripture containing 46 books in the Old Testament and 27 in the New Testament (CCC 120)

bishop *n* (L *episcopus*, fr. Gk *episkopos*, lit., “overseer,” fr. *epi* + *skopos* “watcher;” akin to Gk *skeptēs thai* “to look, spy”) **1**: a man receiving the fullness of the Sacrament of Holy Orders **2**: the highest degree of orders described as episcopate **3**: successor of the apostles identified as apostolic succession **4**: one having responsibility for his particular Church by governing, teaching, and sanctifying **5**: one ordained to lead as a shepherd (CCC 862–863, 874–879, 886–889, 893–896, 1536, 1555–1561)

blasphemy *n* (Gk *blasphēmein* “blame”) **1**: act of irreverence against God **2**: claiming the attributes of God to oneself **3**: disrespectful words and actions against God in opposition to the second commandment (Ex 20:7, Dt 5:11, Mt 5:33–34, CCC 2148)

bless *v* (ME *blessen*, fr. OE *blētsian*, fr. *blōd* “blood;” fr. “the use of blood in consecration”) **1**: to consecrate **2**: to praise God for his blessings **3**: to make holy with the Sign of the Cross (CCC 1077–1083, 1669, 2645)

Blessed Sacrament *n* the living Christ in the form of bread reserved in the tabernacle of the church for the purpose of adoration, veneration, and giving to the sick outside of the Mass (CCC 1374, 1377–1378, 1517)

Body of Christ *n* the belief that Christ and the Church make up a complete union, with Christ as the head and the members as the body (Jn 14:15–20, 15:4–5, 17:20–26, Col 2:19, Eph 4:11–16, CCC 779, 787–795, 805–807)

bond *n* (ME *band* fr. *bindon* “to bind”) **1**: something that binds or ties together **2**: adhesive **3**: consent in marriage sealing the spouses indissolubly **4**: covenant (Mk 10:9, Mt 19:6, CCC 1638–1640, 1643, 1662)

bread and wine *n* the signs at the heart of the Mass, blessed and offered in thanksgiving to God, that become the body and blood of Christ through the words of consecration spoken by the priest, and are received by the baptized in Holy Communion (Lk 22:7–20, Mt 26:17–29, Mk 14:12–25, 1 Cor 11:23–26, CCC 1333–1336, 1339–1342, 1345–1347, 1350, 1352–1353, 1355, 1408, 1411–1413)

C

Canaan (‘kā-nān) *n* see **Promised Land**

canon *n* **1:** a regulation of a church council **2:** a function of canon law **3:** the solemn ritual of the Mass including the consecration of bread and wine **4:** a body of related books, writings, or other literary matter **5:** a musical composition in which each new voice presents the initial theme (CCC 3)

canonical *adj*

canon law *n* the body of Church law that is followed by the Latin Church and the Oriental Catholic Churches (CCC 3)

Canon of Scripture *n* the 46 books of the Old Testament and 27 books of the New Testament agreed by the Church to be included in the Bible as sacred text (CCC 120)

canonize *v* to elevate a religious figure into sainthood

Capernaum (kā-’pər-nā-əm) *n* (Gk *kapharnaūm*, Aramaic *keparnahūm*)

1: a town located on the northern shore of Lake Galilee where Jesus taught in the synagogue, healed as part of His ministry, and possibly established his residence **2:** the home of Simon Peter, the disciple of Jesus (Mk 1:21, Mt 4:13, 9:1, CCC 541, 551–552)

cardinal *n* (L *cardinalis* fr. *cardo* “hinge”) **1:** a bishop or archbishop of higher rank but with no increase in regional authority **2:** member of the college of bishops who acts in union with the pope, Peter’s successor **3:** special assistants to the pope **4:** papal electors after the death or resignation of the pope (CCC 874–896, 938)

cardinal virtues *n pl.* the four virtues essential for living the Christian life: prudence, justice, fortitude, and temperance (CCC 1805, 1806–1809, 1835–1838, 2290, 2407)

charity *n* (L *caritas* fr. *carus* “dear”) **1:** the theological virtue of love for God and for others **2:** the source of the Christian practice of loving as Christ loved **3:** benevolence toward others (Mt 22:40, Jn 15:9–12, Rom 13:8–10, 1 Cor 13:1–7, 13:13, CCC 1822–1829, 1844)

chaste (‘chāst) *adj* (L *castus* “pure”) **1:** maintaining sexual integrity in all states of life **2:** being pure **3:** respecting the rights of the person to exercise all forms of physical integrity including dress, proper gaze, touch, etc. (CCC 2337–2345, 2394–2395)

chastity (‘chas-tā-tē) *n* (L *castus* “pure”) **1:** the moral virtue of physical and emotional self-mastery out of respect for the dignity of self and others **2:** temperance (Gal 5:22, CCC 2337–2345)

catechesis (,ka-tə-’kē-səs) *n* (Gk *katechesis*, fr. *katechein* “to teach, to echo”) **1:** oral instruction of catechumens **2:** process of educating and forming Christians throughout life (CCC 4–10, 904, 905–906, 1697–1698, 2226, 2688)

catechist *n* (Gk *katechesis*, fr. *katechein* “to teach, to echo”) one who teaches the faith (CCC 3, 905, 906–907)

catechumen (,ka-tə-’kyū-mən) *n* a person being trained in the doctrine of Christianity before being admitted to a Church

cathedral *n* (L *cathedra* “chair”) **1:** the chair of the office of bishop **2:** the official church of the bishop of a diocese

Catholic *adj* (L *catholicus* fr. Gk *katholikos* “universal” fr. *kata* “by” + *holos* “whole”) **1:** of or relating to the universal Church **2:** of or relating to the early Christian Church (CCC 830)

celibacy (‘se-lə-bə-sē) *n* (L *caelibatus* fr. *caelebs* “unmarried”) **1:** the state of being unmarried **2:** the choice not to marry **3:** the promise or vow made by priests, religious, and many laity not to marry for the sake of the kingdom of God **4:** abstention from sexual intercourse (Mt 19:12, 1 Cor 7:32–36, CCC 915, 922–924, 934, 1579)

celibate *n* (L *caelibatus* fr. *caelebs* “unmarried”) **1:** one who lives unmarried **2:** a virgin **3:** one who promises or vows celibacy in the Church for the sake of the kingdom of God (Mt 19:12, 1 Cor 7:32–36, CCC 915, 922–924, 934, 1579)

charism (‘ker-,i-zəm) *n* (Gk *charisma* “favor, gift” fr. *charizesthai* “to favor,” fr. *charis* “grace”) **1:** a particular gift or power given by the Spirit for the good of the Church **2:** a particular grace of state that accompanies the responsibilities and ministries of the Church **3:** a charismatic gift of the Spirit that builds up the Church through the service of charity (Rom 12:6–8, CCC 2003–2005)

Catholic Church *n* the name of the Church communities in communion with the pope (CCC 830–838)

choose *v* (ME *chosen*, fr. OE *ceosan*; akin to OHG *kiosan* “to choose,” L *gustare* “to taste”) **1:** to select freely and with consideration **2:** to decide **3:** to select and act freely as the foundation for moral responsibility, for which one is accountable (CCC 155, 311, 1781, 1782)

Chosen People *n pl.* the people of the descendants of Abraham whom God chose, established his covenant, and formed as his own to be a light for the nations; the Jewish people (Gn 17:5, Ex 19:5, Dt 28:9, Is 2:2–4, Gal 3:8, Rom 9:4–5, 11:28–29, CCC 59–64, 201, 203, 212, 218–219, 238, 839, 2085)

chrism ('kri-zəm) *n* (L *chrisma* fr. Gk *chriein* “to anoint”) **1**: ointment or oil **2**: oil that is consecrated and used to anoint those being baptized, confirmed, and ordained (Acts 10:38, CCC 1241–1242, 1289, 1183, 1574)

Christ *n* (L *Christus*, fr. Gk *Christos*, “anointed”) **1**: Messiah **2**: Jesus Christ, the Son of God, the second person of the Holy Trinity, who took flesh in Jesus of Nazareth **3**: the “anointed one,” a name given to Jesus by the early Church (Mk 1:1–11, Mt 1:16, 18–25, Lk 2:10–12, Acts 2:14–39, CCC 102, 429, 436–440, 453, 528–529, 535, 540, 590, 663–664, 695)

Christian *adj* and *n* (fr. L *christianus*, fr. Gk *Christianos* fr. *Christos*) **1**: one who believes and follows Jesus Christ **2**: a member of the Christian denomination of Churches **3**: a baptized member of the Catholic Church (CCC 669, 825, 915, 1694, 1717, 1830, 2044–2045)

Christian humanism *n* the identification of Christianity with art and literature during the Renaissance, beginning in the 1500s and the reign of Pope Julius II, who commissioned artists to create Rome as a center of the arts

Christmas *n* (ME *Christemasse*, fr. OE *Cristes maesse*, “Christ’s mass”) **1**: a Christian feast on December 25 or among the Eastern Orthodox on January 7 that commemorates the Birth of Christ **2**: a legal holiday in many countries **3**: the Church’s celebration of the mystery of God (CCC 525–526)

church *n* (ME *chirche* derived fr. LGK *kyriakon* fr. Gk *kyrakos* “of the lord,” fr. *kyrios* “lord, power,” akin to L *cavus* “hollow, cave”) **1**: a building for worship, especially Christian worship **2**: the clergy or officials of a religious group **3**: a body or organization of religious believers **4**: the whole body of Christians **5**: congregation **6**: ecclesial communities *see also* **Church** (CCC 756, 818–822, 1179–1181, 1198–1199)

Church *n* (L *ecclesia* fr. Gk *ek-ka-lein* “to call out of”): **1**: the assembly of the people that God gathers in the whole world **2**: the assembly symbolized as People of God, sheepfold, cultivated field, building, temple, family, mother, the Jerusalem which is above **3**: the structure instituted by Christ and handed down through apostolic succession **4**: the assembly gifted by the charisms of the Holy Spirit **5**: a mystery transcending history that is both visible and spiritual **6**: a sacrament of salvation (Mt 16:18–19, Jn 19:30, 19:34, 21:15–17, Acts 1:13–14, 2:1–4, 2:42–47, 19:39, 1Cor 1:1–9, 11:23–26, 12:27–31, Eph 2:19–22, 4:1–16, CCC 669, 737, 747, 751–757, 763–816)

Church year *n* **1**: the commemoration of the life of Jesus Christ in the liturgical celebrations throughout the year, beginning with Sundays as the Lord’s Day and with the fixed feasts celebrating the solemnities of Jesus and of Mary **2**: the liturgical calendar with the seasons celebrating the mysteries of the life of Jesus Christ **3**: the liturgical cycle including memorials of the saints including Mary, the apostles, the martyrs, and other saints **4**: the liturgical year (CCC 1095, 1163–1178, 1194–1195)

circumcision *n* (L *circumcisis* fr. *circumcidere* “to cut around”) **1**: to cut off the foreskin of the penis or the clitoris **2**: the Jewish rite of circumcision of male infants as a sign of inclusion into their covenantal relationship with God (Gn 17:9–14, Lk 2:21, CCC 59–60, 146–147)

clergy *n* (ME *clergie*, fr. OF, “knowledge” fr. *clerc* “clergyman”) *n* those who receive the Sacrament of Holy Orders as deacons, priests, or bishops in the Catholic Church **2**: a group ordained for ministry in any Church or religion (CCC 876–878, 1547, 1554)

Closing Rite (*also* **Concluding Rite**) *n* the dismissal in the Mass sending the community forth, which includes a greeting, the blessing, and the dismissal (CCC 1348–1355)

common good *n* the conditions organized by society to help individuals attain what is needed for sustaining life with a sense of well-being (CCC 1905–1923)

Communion *n* *see* **Communion Rite**

Communion of Saints *n* **1**: all the faithful who belong to the body of Christ, the Church **2**: the riches of Christ communicated to all the members particularly through the sacraments **3**: the assembly of all the holy ones, living and dead (CCC 946–962)

Communion Rite *n* the reception of Holy Communion, the body and blood of Christ, by the faithful after the Lord’s prayer and the breaking of the bread (CCC 1355, 1384–1395)

community *n* (L *communitas*, fr. L *communis* “common”) **1**: a unified body of individuals having common interests **2**: the community of the faithful professing belief in a common creed **3**: the assembly of the Church **4**: the family of God **5**: the communion of saints (Acts 2:42–47, CCC 946–954, 959–962)

conception *n* (L *conceptus* “conceive”) **1**: the union of sperm and egg **2**: the act of becoming pregnant **3**: the moment of the union of the sperm and egg making a human being having the rights of a person (Ps 139:15, Jer 1:5, CCC 2270, 2274)

Concluding Rite *see* Concluding Rite

confess *v* (L *confessus*, fr. *com* + *fateri* fr. *fari* “to speak”) **1**: to acknowledge **2**: to declare adherence to what one believes **3**: to disclose one’s sins or faults **4**: to state one’s sins to a priest in the Sacrament of Penance/Reconciliation with sorrow and the intent to not sin again as a form of conversion (CCC 1455–1458, 1493)

confession *n* **1**: the act of confessing **2**: a disclosure of sin to a priest in the Sacrament of Penance/Reconciliation **3**: an essential element in the Sacrament of Penance/Reconciliation (Jn 20:19–23, CCC 1455–1458, 1493)

confessor *n* the minister of the Sacrament of Penance/Reconciliation who is a validly ordained priest, authorized by the bishop to administer the sacrament (CCC 1461–1467, 1494–1495)

confirmand (kän-fər-’mand) *n* (L *confirmendus*) **1**: candidate for the reception of the Sacrament of Confirmation **2**: the one on whom the bishop lays his hands as essential to the rite of the Sacrament of Confirmation (CCC 1298)

conscience *n* (L *conscientia*, pr of *consciere* “to be conscious” fr. *com*+*scire* “to know”) **1**: a sense of what is morally right or wrong in relationship to one’s conduct and intentions to do good and avoid evil **2**: an “inner voice” that indicates correct moral choice **3**: an awareness that informs moral judgment and leads toward accountability **4**: a sense of justice and fairness (CCC 1776–1789, 1795, 1802)

conscientious objection *n* desisting from military duty or taking part in war, based on moral or religious reasons of conscience (CCC 2311, 2312)

consecrate *v* (L *consecrare*, fr. *com* + *sacrare* “to make sacred”) **1**: to declare sacred **2**: to effect the change of the bread and wine into the body and blood of Christ **3**: to set aside for sacred purpose **4**: to induct a person into a permanent state of ordained or religious life (CCC 914–916, 933–934, 944–945, 1273, 1280, 1539–1543)

consecrated life *n* a form of life recognized by the Church as religious life, in which the members of a religious institute freely follow this call through the public profession of vows for the sake of the kingdom of God (CCC 914–919, 944)

consecrated virgin *n* one of the earliest forms of consecrated life in the Church, in which the diocesan bishop in a solemn rite consecrates a baptized person following God’s call to live a life of virginity for the sake of the kingdom of God (CCC 922–924)

consecration *n* **1**: the act of consecrating **2**: a ceremony or rite of consecration into ordained or religious state of life **3**: the effect of baptism consecrating the person for participation in Christian worship (CCC 914–916, 933–934, 944–945, 1273, 1280, 1539–1543)

contemplation *n* (L *contemplatus* p of *contemplari* fr. *com* + *templum* “temple”) **1**: the act of concentrating on the spiritual **2**: a wordless form of prayer that places one in the presence of God **3**: attentiveness to God **4**: a silent love of God (CCC 2709–2719, 2724)

contemplative religious life *n* a form of religious life in which a man or woman lives the evangelical counsels through a life given to prayer, usually in a monastery (CCC 916, 933)

contemplative prayer *n* a form of Christian prayer that calls one to be with God in complete awareness, humility, gratitude, and silence recognizing one’s union with and in God (CCC 2709–2719, 2724)

contract *n* (L *contractus* fr. *contracter* “to agree upon”) **1**: a written agreement between two parties **2**: the contract of marriage in which a man and a woman freely consent to the matrimonial union (Gn 2:24, Mk 10:8, Eph 5:31, CCC 1625–1632)

contrition *v* (ME *contrite* fr. MF, fr. ML *contritus* fr. L.p of *conterere* “to grind, bruise” fr. *com* + *terere* “to rub”) **1**: the state of being contrite for wrongdoing **2**: a prayer of sorrow for sin with resolve to atone and not sin again **3**: an essential element of the Sacrament of Penance/Reconciliation (CCC 1451–1453)

conversion *n* (L *conversio* fr. *convertere* “to turn around”) **1**: something changed from one use to another **2**: changing from one religion to another **3**: inner transformation **4**: the sacrament of conversion, called the Sacrament of Penance/Reconciliation (Mk 1:15, Lk 15:11–24, 1Cor 6:19, Eph 5:8–9, CCC 1423, 1694–1696, 1709, 1427, 1439)

cosmos *n* (Gk *kosmos*) **1**: the creation of God **2**: the orderly and harmonious arrangement of the universe **3**: the visible world in which God’s self-revelation is reflected and the natural law given (Gn 1:26, Wis 7:25–26, 7:29–30, 13:3–5; 8:2, CCC 337–344, 1147, 2500)

council *n* (L *concilium* fr. *com* + *calare* “to call”) **1**: an assembly called for the purpose of advising and consulting **2**: a group formed through election or selection to deliberate and recommend **3**: a gathering of church leaders **4**: the college of bishops acting in union with the pope for the purpose of deliberating issues and discerning direction for the whole Church (CCC 883–884)

Counter-Reformation *n* the efforts of the Catholic Church (during the years 1542–1648) to rectify internal abuses through the education of priests, convening the Council of Trent in 1542, and establishing religious orders with a mission of education and of serving the poor (CCC 769, 817–822)

covenant *n* (MF *covenir* “to agree,” fr. L *convenire*, fr. Hb *berit* “treaty”)

1: a solemn ritual of agreement that once spoken could not be retracted or annulled **2:** a written agreement, treaty, or contract **3:** God’s solemn agreement with humanity (and then with Abraham and finally with Moses) to whom God gave the Law and protections for the people who, in turn, promised fidelity to God alone **4:** Jesus’s offering of His blood as the “new covenant” in the New Testament **5:** the Church as prepared for in the Old Covenant (Gn 10:5, 10:20–31, 17:4, Ex 19:1–8, Lk 22:20, 1Cor 11:25, CCC 56–63, 121–123, 761–762)

create *v* (L *creatus*, pof *crearem* “crescent” fr. Gk *koros* “surfeit”) **1:** to bring into existence **2:** to produce **3:** to cause **4:** to make

creation *n* **1:** that which God has made **2:** all that exists **3:** the entire universe made by God “out of nothing” and made as good (Gn 1–2, CCC 282–299, 301, 315–320)

creator *n* **1:** one who makes something new **2:** often *cap C* a title given to God, who in the beginning created the heavens, the earth, and all living things seen and unseen (Gn 1–2, CCC 279–281)

crèche (‘kresh) *n* (F) a display of statues depicting the birth of Jesus Christ **creed** *n* (L *credo* “I believe”) **1:** a brief statement of belief **2:** an authoritative formula of religious belief **3:** a profession of faith **4:** a guiding principle (CCC 187)

cross *n* **1:** an object used in Roman times as a form of capital punishment **2:** the instrument used to cause the death of Jesus **3:** the object venerated by Christians who believe that Jesus’s death on a cross is the source of eternal salvation (Mt 27:32–35, Mk 15:21–25, Lk 23:33, Jn 19:17–18, Acts 2:22–24, CCC 616–617)

culture *n* (ME fr. MF fr. L *cultura*, fr. *cultus*, “cultivation, tillage”) **1:** the customs, beliefs, and norms by which a social group lives **2:** the pattern of human knowledge, belief, and behavior that depends upon the human capacity for learning and transmitting knowledge from one generation to the next (CCC 1204–1206, 1880, 1882)

D

David *n* (Hb *dāwīd* fr. *dōd* or *dōdō* “beloved”) Youngest son of Jesse of Bethlehem, who became the second king of Israel and united it through military domination (2 Sm, 1 Kgs, Mt 22:45, Mk 12:35, Lk 20:41, CCC 437–439, 695, 709, 2538, 2578–2580)

deacon *n* (L *diaconus*, fr. Gk *diakonos*, “servant,” fr. *dia* + *konos* akin to *enkonein* “to be active”) **1:** a man who is ordained at the third level of the sacrament of Holy Orders after a bishop and priest **2:** an ordained minister who assists priests and bishops at liturgy and other ministries **3:** a minister who is ordained as a lifelong deacon or to the permanent diaconate **4:** a minister ordained as a deacon as a step toward ordination to priesthood (Acts 6:1–6, CCC 1569–1571, 1596)

deadly sins *n pl.* see **grave sin** or **mortal sin**

death *n* (OE *death* “to die”) **1:** the end of life **2:** the cessation of all vital functions **3:** the cause or occasion of loss of life (e.g., alcoholism) **4:** the state of being dead **5:** a consequence of original sin (Gn 3, Heb 9:27, Rom 5:12–21, 14:8–12, 1Cor 15:12–28, 15:50–58, CCC 1005–1019) see also **natural death**

Decalogue (‘de-kə-, lōg) *n* (L *decalogus* fr. Gk *dekalogos* fr. *deka* + *logos* “word”) Ten Commandments (“ten words”) see **Ten Commandments** (CCC 2056–2063)

demon *n* (L *daemon*, fr. L “divinity, spirit,” fr. Gk *daimon*) **1:** an evil spirit **2:** an evil or undesirable emotion or characteristic **3:** angelic beings created by God as good who became evil by their own choice **4:** evil tempters or sorcerers causing human and natural disaster which, in the Old Testament Hebrew law, prohibited any form of superstition or magic **5:** the evil spirit that Jesus commanded to leave those possessed (Dt 32:17, 1Sm 28:13, Is 13:21, Mk 1:21–28, 5:1–20, 9:14–29, CCC 391–395, 550)

descendant *n* (L *descendere* fr. *de* + *scendere* “to climb down from”) **1:** one descended from another or from a common stock **2:** proceeding from an ancestor **3:** progeny **4:** related to Abraham as a sign of God’s covenant with Abraham who promised faith in the one God (Gn 12:1–3, 15:1–17, 21:1–5, CCC 59–61)

devil *n*, often *cap D* see **demon** or **Satan**

dialogue *v* (Gk *dialogesthai* “to converse” fr. *dia* + *logein* “to speak”) **1:** to share ideas and insights with another **2:** to engage in conversation **3:** to gather with Christians and those of other faiths for purposes of renewal, unity, and collaboration for the common good of everyone (CCC 821, 856)

diocese *n* (L *dioceses* fr. Gk *dioikesis* fr. *diokein* “to keep house” fr. *dia*+ *oikein* “to dwell” fr. *oikos* “house”) **1**: the territorial jurisdiction of a bishop **2**: the particular or local church under the direction of a bishop (CCC 833–835)

disciple *n* (L *discipulus* “pupil”) **1**: a student **2**: one who follows a teacher such as the disciples of Jesus **3**: the “twelve,” disciples called by Jesus who were the witnesses of the resurrected Christ **4**: those followers of Jesus who received the Holy Spirit at Pentecost and were commissioned to announce the good news and baptize (Mk 1:16–20, 3:13–19, 6:6b–13, Mt 28:16–20, Lk 9:1–6, Acts 1:8, 2:1–4, CCC 425, 434, 542, 645, 647, 730, 787–788)

discipleship *n* (L *discipulus* “pupil”) **1**: the act of being a disciple **2**: the actions of the followers of Jesus as disciples **3**: the engagement of the disciples of Jesus in the command to share the good news (CCC 426, 1816)

discourse *n* (L *discursus* “argument” fr. *discurrere* fr. *dis* + *currere* “to run about”) **1**: a logical or rational discussion **2**: an exchange of ideas **3**: an oral expression of oneself **4**: a logical argument, as Jesus did in His public discourses with the Pharisees, Sadducees, and His disciples (Mk 2:13, 2:18–28, 7:1–30, Lk 5:33–37, 6:1–11, 20:1–8, Mt 5–7, 9:14–17, 19:1–12, 21:23–27, 22:23–33, Jn 6:22–71, 14:1–14, CCC 575, 581–582)

diversity *n* (L *diversus*) **1**: differences **2**: variety **3**: distinctions **4**: multiethnic, multicultural, or multiracial characteristics (Acts 2:5–11, CCC 715, 738, 775, 782)

divine revelation *n* God’s gradual self-revelation through time and human history (Sir 17:1–11, Mt 11:25–27, Eph 1:9, 2:18, 2Pt 1:4, CCC 35, 51–53, 68–69)

doctrine *n* (L *doctrina* “teaching” fr. *doctor* “teacher”) **1**: a teaching **2**: a principle in a branch of knowledge or system of belief **3**: an official teaching of the Church based on divine revelation **4**: the truths of faith that are obligatory to the Christian community (CCC 88–90, 91–93, 94, 234)

dogma *n* (Gk *dokein* “to seem”) **1**: something held as established **2**: authoritative tenet **3**: a doctrine concerning faith or morals formally stated and proclaimed by the Church **4**: the central teachings of the Church (CCC 88–90, 91–94, 234)

domestic church (*Ecclesia domestica*) *n* **1**: households of Christian believers based on the family as first heralds of the faith **2**: the family that exercises the priesthood of the baptized through participation in the sacramental life and prayer **3**: the first school of the Christian life (Acts 11:14, 16:31, 18:8, CCC 1655–1658, 1666)

doxology *n* **1**: in the liturgy, an expression of praise to God

E

Easter *n* (ME *ester*, fr. OE *ēastre*; akin to OHG *ōstarun*, OE *ēast* “east”) **1**: a feast that commemorates Christ’s resurrection from the dead and is celebrated on the first Sunday after the paschal full moon **2**: the Church’s central feast celebrating the crowning truth of our faith (CCC 638)

Easter candle *n* the first candle lit at the Easter Vigil evening liturgy, symbolizing the resurrection of Christ who brought light back into the world (CCC 1168–1169)

Eastern Rite *n* the Eastern Rite Catholic Church comprising seven rites sharing completely in the doctrines and sacraments in full communion under the authority of the Pope: Coptic, Syrian, Greek, Melkite, Maronite, Chaldean, and Armenian (CCC 814, 832–835, 887)

ecclesial (i-’klē-zē-əl) *adj* (Gk *ekklēsia* “assembly”) **1**: of or relating to the assembly of the Church **2**: belonging to the Church (Mt 28:19, CCC 830, 832–835)

ecclesiastical (i-klē-zē-’as-ti-kəl) *adj* **1** of or relating to the Church or clergy **2** suitable for use in a church

ecumenical *adj* of or relating to ecumenism

ecumenical council *n* the gathering of the college of bishops in union with the Bishop of Rome, for the purpose of deliberation, discernment, and giving direction to the universal Church (CCC 882–885)

ecumenism (e-’kyū-mə-’ni-zəm) *n* (Gk of *oikein* “to inhabit” fr. *oikos* “house”) *n* relating to all Christian communities **2**: the effort of the churches to create unity through dialogue and collaboration in service to humankind (Jn 17:21, Heb 7:25, CCC 820–822)

Edict of Toleration (*also the Edict of Milan*) *n* a proclamation published by the Emperor Constantine in 313 A.D., granting freedom to Christians to openly worship and restoring confiscated properties to Christian owners

efficacious (, e-fə-’kā-shəs) *adj* (L *efficax*, fr. *efficere* “to bring about”) **1**: having the power to produce the desired effect (the sacraments are efficacious signs of grace, instituted by Christ and entrusted to the Church, by which divine life is given to us) (CCC 1127, 1131) **efficacy** *n*

effect *n* (L *effectus*, p of *efficere* “to bring about”) **1**: the result of an action **2** (L *ex opere operato*): the action of a sacrament creating an outcome or result (CCC 1127–1128, 1134, 1262–1270, 1302–1305, 1416, 1468–1470, 1520–1523, 1581–1588, 1639–1642, 2003)

element *n* (L *elementum* “rudiment, first principle”) **1:** one of the four substances (air, water, fire, and earth) formerly believed to compose the physical universe **2:** one of more than 100 basic substances formed by one atom and of which all physical matter is made **3:** the words, actions, and matter that are essential to rites of the liturgy and the conferral of the sacraments (CCC 1142, 1145–1155, 1239, 1300, 1448–1449, 1519, 1573, 1625–1626)

Elijah (i-’lī-jə) *n* (Hb *ellyyah* or *ellyyahu* “my god is Yahweh”) **1:** prophet of the Old Testament who challenges King Ahab and Queen Jezebel to stop worshipping Baal and be faithful to worshipping God **2:** a character in the New Testament stories of John the Baptist and the teachings of Jesus (1 Kgs 17:1–19:21, 21:17–29, 2Kgs 1:1–2:18, Mk 9:12, Mt 11:14, Lk 1:17, CCC 64, 218, 696, 718–719, 2581–2583)

Elizabeth *n* (Gk fr. Hb *eliseba* “El is fullness”) **1:** the wife of Aaron **2:** the wife of Zechariah the priest and the mother of John the Baptist, relative of Mary whom Mary visits during her pregnancy (Ex 6:23, Lk 1, CCC 717)

Emmanuel *n* (Hb *immānū ’ēl* “God is with us”) **1:** the name given by Isaiah to an infant born of a young unmarried woman (virgin) as a sign that God would save Judah from enemy attack **2:** the identification of Jesus as “Immanuel” when the angel announced that Mary would conceive a son (Is 7:10–17, 11:1–2, Mt 1:22, CCC 712)

End Time *n* the end of time or the “last day” when Christ will return to raise the dead to life (1Cor 15:35–37, 15:42, 15:51–54, CCC 1001–1003) (also the “Parousia” or the time of the “second coming”)

Epiclesis (e-pi-’kli-sis) *n* (Gk *epi* + *clesis* “invocation upon”) the prayer of the Church asking the Father to send His Holy Spirit on the bread and wine so that they may become the body and blood of Jesus Christ, and that those who receive the Eucharist may be one body and one spirit (CCC 1105–1106, 1109)

episcopate (i-’pis-kə-pət) *n* (L *episcopus* “bishop”) the office of bishop in the hierarchy of the Church (Acts 1:8; 2:4, 1Tm 4:14, 2Tm 1:6–7, CCC 1555–1561)

eremitic life *n* an ancient form of consecrated life in which a baptized person freely devotes his life to praise of God, and is separated from social life in preference to a life of solitude, prayer, and penance (CCC 920–921)

essential elements *n pl.* the words and actions that are essential to the efficacious conferring of the sacraments (CCC 1155)

essential rite *n* the necessary words, actions, and matter in the rite of the sacrament that confers the effects of the sacraments (CCC 1239, 1300, 1142, 1148–1449, 1519, 1573, 1625–1626)

Esther (’es-tər) *n* (Hb *’ester*, fr. Persian *stareh*, fr. Akkadian *ishtar* “star”)

1: Jewish woman who became a wife of the Persian king Xerxes by hiding her Jewish identity, and who alerted the Jewish people to a plot to destroy them in Persia **2:** Book of Esther (Book of Esther, CCC 64)

eternal *adj* (L *aeternus* “eternal” akin to *aevum* “age”) **1:** everlasting **2:** divine attribute of having no beginning or end in time (Ps 102:26–27, Jas 1:17, CCC 50, 198, 212–213)

eternal life *n* the promise of life without end in the beatific vision of God that begins for the human person with the assent of faith during earthly life and, for the Christian, life with the risen Christ forever (1Cor 6:14, 13:12, 2Cor 4:14, 5:7, Rom 8:11, 1Thes 4:14, 1Jn 3:2, CCC 163, 988–991, 997–1001, 1003, 1016)

Eucharist (’yü-k(ə)-rəst) *n* (Gk *eucharistia* “thanksgiving” fr. *eu* + *chairein* “to rejoice” fr. *charizesthai* “to show favor”) **1:** the sacrament instituted by Jesus Christ as the memorial of his Passover and the sign of the New Covenant **2:** the sacramental rite of offering bread and wine, consecrating them into the body and blood of Jesus Christ and consuming the consecrated bread and wine **3:** the Sacrament of Eucharist **4:** Holy Communion received at Mass **5:** ancient Christian rite of the “breaking of the bread” **6:** memorial of the sacrifice of Christ on the cross for the forgiveness of sins **7:** the central Christian sacrament identified as the source and summit of the Christian life (Mt 26:26–29, Mk 14:22–25, Lk 22:15–20, 1Cor 11:23–25, CCC 1099, 1113, 1210–1213, 1322–1330, 1356–1381, 1384–1402, 1405–1419)

Eucharistic celebration *n* **1:** the rite of the Eucharist that includes the proclamation of the Word of God, thanksgiving to God the Father for all his gifts, the consecration of bread and wine, and participation in liturgical banquet by receiving the body and blood of Christ in the forms of bread and wine **2:** the Mass **3:** the Paschal Banquet (CCC 1332, 1345–1355, 1382–1390, 1408)

Eucharistic prayer *n* **1:** the prayer of thanksgiving and consecration in the celebration of the Mass **2:** the anaphora (CCC 1345–1347, 1352–1354)

Evangelist *n* (Gk *euangelistes* “one who announces good news” fr. Gk *eu* + *angelos* “messenger”) **1:** any of the writers of the four gospels **2:** the third place in the list of officers designated to proclaim the gospel in the early Church **3:** associated with the apostles (Eph 4:11, 2Tm 4:5, Acts 21:8, CCC 2–3, 126, 515, 539, 571)

evangelization *n* (fr. Gk *eu* + *angelos* “messenger”) **1**: the act of preaching the good news of Jesus Christ **2**: the act of proclaiming the kingdom of God **3**: the role of lay people to evangelize through witness of life and announcing the mission of Christ (Mk 1:1, CCC 3, 425, 429, 543–546, 900, 905)

Eve *n* (Hb *hawwah* fr. *hayah* “to live”) **1**: the first woman and wife of the first man **2**: the mother of Cain, Abel, and Seth **3**: created from the rib of the first man as a partner to him **4**: the woman seduced by the serpent to eat the fruit that God commanded not to eat **5**: the woman who with the man was responsible for the original sin of humanity **6**: one of the first parents of humanity to whom God offered his covenant promising salvation (Gn 2:21–25, Gn 3, Gn 4:1–15, 4:25–26, 5:1–2, CCC 54–55, 70)

evil *adj* (ME fr. OE *yfel*, akin to OHG *ubil* “evil”) **1**: wicked; sinful; causing harm; bad character **2** *n* a negative force causing suffering, misfortune, sorrow (CCC 309–312, 385, 401–403, 412)

examination of conscience *n* the prayerful assessment of one’s thoughts, words, and actions in light of the Christian moral life based on the gospel (CCC 1776, 1780–1802)

excommunication *n* (L *excommunicatus*) **1**: the act of denying the reception of the sacraments by a bishop for certain extremely grave sins **2**: separation (CCC 1463)

exile *n* (L *exilium*) **1**: enforced removal from one’s homeland **2**: living in another country against one’s will **3**: banishment from the homeland akin to the removal of the Israelites after the destruction of the temple in Jerusalem (721 B.C., 71 A.D.) (2Chr 36:15–21, Is 54:10, Jer 31:3, CCC 709–710)

Exodus *n* (Gk *exodus* “departure”) **1**: the second book of the Old Testament Pentateuch **2**: the story of God’s saving the Hebrews from slavery in Egypt and establishing with them the covenant of Mount Sinai through Moses (CCC 62, 120, 121–123)

ex opere operato *adv* (L, literally meaning “by the very fact of the action’s being performed”) effect: specifically refers to the fact that the effects of the sacraments do not depend on the worthiness of the minister but on the Church (and the power and spirit of Christ acting through the minister) to accomplish the outcome of the sacrament (CCC 1128, 1131)

F

faith *n* (ME *faith* fr. OF *feid* fr. L *fides* akin to L *fidere* “to trust”) **1**: the assent or belief in the existence of God **2**: a theological virtue by which we believe in God **3**: adherence to God leading toward committing oneself to God **4**: the acknowledgement of Jesus Christ as Son of God **5**: profession of belief in the Holy Trinity (Mk 4:35–41, 5:25–34, Lk 18:1–8, Jn 11:17–27, 20:24–29, 1Cor 13:13, Rom 1:17, Gal 5:6, Jas 2:26, CCC 1813–1816)

fall *n* (as in Old Testament, “the fall”) the sin of the first man and the first woman, ushering original sin into the human race and the revelation that God would not abandon them (Gn 3:1–24, Rom 2:6–7, CCC 54–55)

father *n* (ME *fader* fr. OHG *fater* L *pater* Gk *pater*) **1**: male who parents offspring **2**: *cap F* the first person of the Trinity **3**: one who founds, produces, or authors **4**: a writer in the early Church accepted as an authoritative witness to its teachings and practices (CCC 8, 238–242, 245–256, 262, 270, 272, 688)

final judgment *n* the last judgment of all people by Jesus Christ at His second coming (CCC 678–679, 681–682)

First Cause *n* God the Creator as first cause of all that exists, and without whom nothing or no one can continue to exist (Gn 1:31–2:4, Mt 19:26, Jn 14:13, 15:5, Acts 17:28, Phil 2:13, CCC 300, 304, 308)

forever *adv* (Eng *forev’r*) **1**: eternal **2**: lasting beyond time **3**: timeless **4**: interminable (CCC 1050, 1054, 1060)

forgive *v* (fr. OE *for* + *gifan* “give”) **1**: to cease to feel resentment against someone who offended **2**: to give up resentment or claim for requital or revenge **3**: to grant relief from payment **4**: to ritually pardon as in the Sacrament of Penance/Reconciliation (CCC 1449)

formal prayer *n* vocal prayer including the liturgical prayer of the Church and other prayers (such as the “Our Father” and the psalms) (CCC 2700–2704)

fornication *n* (L *fornicatus*, p of *fornicare* “arch, vault, brothel”) **1**: human sexual intercourse other than between a man and his wife **2**: sexual intercourse between unmarried people **3**: sin against the sixth commandment (CCC 1852, 2353)

fortitude *n* (L *fortus*) **1**: a cardinal virtue that is the courage to act morally or to use correct moral judgment despite difficulties or threats **2**: a gift of the Holy Spirit (CCC 1805, 1808, 1831)

free choice *n* **1**: the human capacity to choose to act or not act **2**: the freedom to choose, making humans responsible for their actions **3**: the right to the exercise of freedom (CCC 1730–1738, 1743–1748)

freedom *n* (OE *frēo*) **1**: the state of being free; liberty **2**: the absence of constraint from slavery, coercion, or restriction **3**: a political right in society **4**: the power to act without coercion (CCC 1731–1738, 1743–1748)

free will *n* **1**: the gift from God that allows people to freely seek God and attain human perfection by adhering firmly to Him **2**: the human capacity to choose by one’s own conscience (CCC 1730, 1749, 1786–1789)

Fruits of the Holy Spirit *n pl.* outcomes of the Christian life of which the Church lists 12: charity, joy, peace, patience, kindness, goodness, generosity, gentleness, faithfulness, modesty, self-control, chastity (Gal 5:22–23, CCC 1832)

funeral *n* (L *funus* “funeral”) **1**: the rite of praying for and burying the dead **2**: the Christian liturgical celebration of a baptized Catholic who has died (1Cor 15:42–44, 2Cor 5:8, 1Thes 4:18, CCC 1680–1690)

G

Gabriel *n* (Hb *gabri’el* “El is strong”) **1**: God’s messenger who announced to Mary that she would become the mother of the Savior **2**: one of the seven archangels in the book of Enoch (Lk 1:26–38, CCC 490)

genealogy *n* (Gk *genos* “race”) **1**: a document accounting the lineage of a person’s family **2**: ancestry (Mk 3:31–35, Mt 1:1–17, Lk 3:23–37, CCC 437)

Genesis *n* (Gk fr. *gignesthai* “to be born”) **1**: beginning **2**: the first book of the Old Testament, included in the canon of Sacred Scripture for Jews and Christians (CCC 120, 121–123)

Gentile (‘jen-, tī(-ə)l) *n* (L *gentiles* “member of a foreign people” fr. Hb ‘*am* + *goy* “people” distinguished from ‘*am* “Israel” and *goyim* “peoples other than Israel”) **1**: a person who is not Jewish **2**: during the time of Jesus, one other than an Israelite or a Jew who practiced pagan worship **3**: in biblical times, a non-Jew who was attracted to the post-resurrection followers of Jesus (Mt 5:47, 18:17, 20:19, Mk 10:33, Lk 18:32, 1Cor 12:2, 1Thes 4:5, Eph 3:1, Rom 11:13)

genuflect *v* (L *genuflectere* fr. L *genu* “knee” + *flectere* “to bend”) **1**: bending the knee to the floor out of reverence for the Holy Eucharist **2**: gesture of adoration of Christ’s presence under the Eucharistic species **3**: gesture of reverence to the tabernacle where the Eucharist is reserved (CCC 1378–1381)

Gifts of the Holy Spirit *n pl.* the graces received by following the Holy Spirit’s call to live the Christian life: wisdom, understanding, counsel, fortitude, knowledge, piety, and fear (awe) of the Lord (Is 11:1–2, Ps 143:10, Rom 8:14–17, CCC 1830–1831)

gloria *n* (L *gloria* “glory”) **1**: word used to proclaim glory to God in the Mass “Glory to God in the highest” (“*Gloria in excelsis Deo*”) **2**: first word in the doxology to the Holy Trinity “Glory be to the Father...” (Lk 2:8–14, CCC 30, 525–526, 1103, 2639, 2649, 2760, 2855)

God *n* (OHG *got* “god”) **1**: the Being perfect in power, wisdom, and goodness whom people worship as creator and ruler of the universe **2**: the First and the Last, the beginning and end of everything **3**: the one Lord in nature, substance, and essence **4**: revealed through the prophets of Israel as the one Lord **5**: revealed through Jesus as God the Father, Son, and Holy Spirit **6**: revealed to the people of the Abrahamic faiths (Judaism, Christianity, Islam) as the one God (CCC 198–204, 284)

Good Friday *n* **1**: Friday in Holy Week, the day Christians memorialize the passion and death of Jesus **2**: a day of fasting and abstaining from meat as a time of showing sorrow for the death of Jesus and sorrow for sin (CCC 1168–1171, 2043)

Good Shepherd *n* title that Jesus ascribed to Himself as the one who protects those who follow Him and who gives up His life for the sake of the sheepfold (Ps 23, Jn 10:1–18)

gospel *n*, often *cap G* (AS *god-spell* “good tidings” Gk *euangelion* fr. *euangelizes* + *thai* “to announce good tidings”) **1**: the essential message of the four announcements of the good news of Jesus Christ, Messiah, Son of God **2**: the accounts of the life, death, resurrection, and teachings of Jesus Christ **3**: news of the birth of Caesar or the accession of a Caesar to the throne of the Roman Empire **4**: term used by St. Paul for proclamations commissioned by Christ (Mk 1:1, Lk 2:10–11, Gal 1:11–24, CCC 125–127, 514–515, 571, 573)

grace *n* (L *gratia* “favor, charm, thanks” fr. *gratus* “pleasing, grateful”) **1**: God’s unmerited gift of divine love given to all creation **2**: a state of sanctification or holiness given to us by God’s initiative and our free response **3**: a participation in the life of God **4**: the gift of the Spirit who justifies and sanctifies us **5**: the effect of Baptism by which we are united to the passion and resurrection of Christ and become sharers in his life (CCC 1996–2002, 2008–2011, 2016–2017, 2021–2027)

grave sin *n* an extremely serious offense against moral law, such as murder or violence against another person (CCC 1857–1858)

Great Schism (grāt ‘si-zəm) *n* the split of the Church in 1054 into the Catholic (West) and Orthodox (East) resulting in two communions, with the Catholic Church recognizing the jurisdiction of the Bishop of Rome and the Orthodox refusing the pope as head of the whole Church (CCC 838)

H

Hail Mary *n* **1:** special prayer in honor of Mary, Mother of God, based on the scripture account of the angel Gabriel's announcement that she was specially favored by God to become the mother of Jesus Christ, God's Son **2:** the Church's prayer in communion with Mary to praise God and to entrust intercessions with her (Lk 1:28–31, CCC 435, 2673–2679, 2682)

hajj *n* the Muslims' pilgrimage to Mecca *see also* **Pillars of Islam**

Hanukkah *n* (Hb *hānukkāh* “dedication”) Jewish celebration of the rededication of the temple after its defilement by Antiochus of Syria (2Mc 10:1–8, CCC 839)

heal *v* (OE *haelan* fr. OHG *heilen* OE *hāl* “whole”) **1:** to make sound or whole **2:** to restore to health **3:** to repair a breach or division in relationships **4:** to restore to original condition

healing *n* (OE *haelan* fr. OHG *heilen* OE *hāl* “whole”) **1:** a compassionate response toward the sick **2:** Jesus's healing of the sick and possessed as signs of the coming of the kingdom of God **3:** Christ's victory over sin and death through His Passover (CCC 1503–1505)

heaven *n*, *often cap H* (ME *heven* fr. OE *heofon* fr. OHG *himil*) **1:** a spiritual state of eternal union with God **2:** the expanse of space that is over the earth **3:** the condition of complete happiness and bliss with God **4:** the condition after the Last Judgment, in which the kingdom of God will come in its fullness and all suffering will be wiped away **5:** the final transformation of the universe and the union of all humanity glorified in the risen Christ (Rom 8:19–23, CCC 325–326, 1023–1029, 1052–1053, 1059–1060)

Hebrew *n* (Aram *ʿEbrai*) **1:** the Semitic language of the ancient Jews **2:** a member or descendent of the group of Semitic peoples including the Israelites **3:** identified with the slaves of Pharaoh in Egypt, whom God sent Moses to save (Ex 3:4–18, Heb 9:28, Letter to the Hebrews, CCC 212–213)

hell *n* (OE *helan* “to conceal” fr. L *celare* Gk *kalyptein*) **1:** *often cap H* state of eternal damnation due to human sinfulness **2:** state of permanent separation from God **3:** self-exclusion from union with God **4:** identified with punishment and fire **5:** the resulting punishment of the “unjust” who are separated from God at the Last Judgment (Mt 12:33–37, 25:31–46, Lk 16:1–31, CCC 1021–1022, 1033–1038, 1056–1057)

Herod (‘her-əd) *n* (Gk *herodes*) king of Judea under the Romans (37–4 B.C.) father of the Herodian family whose members appear in the New Testament, particularly in Luke's setting of the time of Jesus's birth (Lk 1:5)

Herod Agrippa *n* grandson of Herod the Great, who ruled the territories of Samaria and Judaea (41–44 A.D.); suppressed the Christians' executing James, son of Zebedee; and imprisoned Peter (Acts 12:1)

Herod Antipas *n* son of Herod the Great, who illicitly married Salome and assassinated John the Baptist for publicly criticizing Herod's causing a scandal (Mt 14:1–12, Mk 6:14–29, CCC 574)

Herodians *n pl.* a group of Jews who favored Herodian and Roman rule, and who are mentioned in the gospels as plotting the death of Jesus (Mt 22:16–22, Mk 12:13–17)

hierarchy (‘hī-(ə-), rär-kē) *n* (ML *hierarcha* fr. Gk *hierarchēs* fr. *hier* + *arches* “arch”) **1:** the governing structure of the Church with the pope (bishop of Rome) as head and the college of bishops under the authority of the pope **2:** the visible sign of unity of the Church **3:** order of angels (CCC 874–887, 894–896, 936–938)

historiography *n* (Gk *historiographos* fr. *histora* + *graphein* “to write”) **1:** the writing of history using authentic sources **2:** the principles of writing history (CCC 109–114)

holiness *n* (ME *holiness* fr. OE *hālignes* fr. *hālig* akin to OE *hāl* “whole”) **1:** state of being holy **2:** state to which all Christians are called to live the fullness of Christian life in union with Christ **3:** spiritual union with God who is holy **4:** state of perfection in which the Christian accepts suffering, struggles with evil, and achieves peace and joy through charity and compassion to others **5:** title given to religious leaders such as the pope (Mt 5:48, 16:24, CCC 2012–2016, 2028, 2029)

holy *adj* (ME fr. OE *hālig* fr. OE *hāl* “whole” HE root *kds* “separate”) **1:** divine **2:** the essence of God **3:** the attribute of God who is wholly good and righteous **4:** the attribute of God that separates Him from creation **5:** the characteristic of Israel, because of God's covenant setting Israel apart and requiring the Israelites to live righteously **6:** the state of Christians who are made holy in union with Christ **7:** opposite of profane or sinful (Ex 3:6, 19:6, Lv 20:8, 1Pt 2:9, Acts 20:32, 26:18, 1Thes 5:23, 1Cor 6:11, 6:19, Rom 15:16, Col 1:22, CCC 42–43, 208, 259, 2012–2017)

Holy Communion *n* **1:** the reception of the Lord's body and blood in the forms of bread and wine **2:** the reception of Holy Communion, the effects of which are union with Christ, separation from sin, unity with the Church as the mystical body, and commitment to the poor (CCC 1384–1397, 1406, 1415–1417)

Holy Eucharist *n* the central Christian sacrament given to those in full communion with the Church (CCC 1113, 1210–1211, 1324, 1395) *see also* **Eucharist, Holy Communion**

Holy Orders *n pl.* **1:** the sacrament through which the mission given by Christ to the apostles is exercised in the ordained ministry **2:** the sacrament in which a baptized man is consecrated into the order of bishops, presbyters (priests), and deacons **3:** a vocation in the Church that begins with the discernment of God’s call to the ordained ministry (1Tm 3:1, 2Tm 1:6, Ti 1:5, CCC 1536, 1537–1538, 1544–1547, 1551, 1554, 1575–1577, 1591–1593, 1597–1600)

Holy Spirit *n* the third Person of the Holy Trinity, one in substance with the Father and the Son who awakens faith in us, uniting us to Christ (Gal 4:6, Mt. 1:23, Gal 3:14, Eph 1:13, Rom 8:15, 2Cor 3:17, 1Pt 4:14, CCC 683–704, 733–736, 742–747)

holy water *n* a sacramental that is used to bless ourselves, reminding of us of the Sacrament of Baptism (CCC 1667–1668)

homily *n* (ME *omelie* fr. L *homilia* fr. Gk. *homilein* “to consort with, address” fr. *homilos* “crowd, assembly” akin to Gk *homos* “same”) **1:** a sermon given by the priest or deacon during the Liturgy of the Word at the Mass and used to explain how we might understand and live out the message of the Word **2:** an exhortation to accept the Word of God **3:** preaching or catechesis on the deposit of faith and moral teachings of the Church (CCC 1349, 2032, 2034)

homoousios (,ho-mo-’ü-shəs) *n* (Gk *homoousios* “of the same substance”) **1:** the same substance or nature **2:** the belief stated in the Nicene Creed that the Son of God is of the same substance as God the Father (Jn 4:2–3, CCC 465)

homosexuality *n* (Gk *homo* “same”) attraction to the same sex (CCC 2357–2359)

honor *n* (ME fr. OF *honor* fr. L *honos* “honor”) **1:** one’s good name or self-worth **2:** integrity **3:** living morally and ethically **4:** a showing of respect to God or higher authority **5:** a gesture of deference **6:** one’s word given as a sign of performance (Ex 20:1–17, Dt 5:6–21, 6:4–5, Mk 12:28–34, Mt 22:34–40, CCC 2055, 2062–2063, 2084–2086, 2101–2103, 2129–2132, 2147, 2150–2155, 2197–2200)

Hosanna *n* (Gr *hōsanna* fr. Hb *hōsh,āh–nnā* “Save! Give salvation!”) **1:** acclamation used in the liturgy of the Mass **2:** a cry of adoration **3:** acclamation of Jesus when He entered the city of Jerusalem shortly before He was killed (Mk 11:9, Mt 21:9, Jn 12:13, CCC 559)

Hosea (hō-’zā-ə) *n* (Hb *hoše’a* “God saves”) Old Testament prophet inspired by God to forgive unfaithful wife Gomer, as a metaphor for God’s forgiveness of Israel (Book of Hosea, CCC 61, 64, 218, 702, 715)

human *n* (ME *humain* fr. L *humanus* akin to L *homo* “man”) **1:** of, relating to, characteristics of people **2:** having the form and attributes of a person **3:** nature that is worthy of personal dignity (Gn 1:26–31, 2:7, Ps 139:13–17, CCC 327, 355–365, 374, 383, 396, 1700–1704, 1934–1935, 2085, 2331, 2334)

I

image *n* (L *imagin, imago* akin to L *imitari* “to imitate”) **1:** a reproduction of the form of a person or thing **2:** humans created in the image and likeness of God, the basis of human dignity **3:** a person who shares in the image of Christ through Baptism **4:** a statue **5:** an idol (Gn 1:27, Rom 8:29, 2Cor 3:18, CCC 27, 31, 54–55, 355–364, 369, 381)

Immaculate Conception *n* the Church’s description of Mary having been redeemed from the moment of her conception, making her free from sin and “full of grace” throughout her life (Lk 1:48, CCC 490–493)

Incarnation *n* (L *in* + *carnare* “to enflesh” fr. L *caro* “flesh”) **1:** the embodiment of God in human form **2:** the union of the divine and human natures in the one person of Jesus Christ (Jn 1:14, Heb 10:5–7, Phil 2:5–8, CCC 456–483)

indelible *adj* (ML *indelibilis* fr. L *indelebilis* fr. *in* + *delere* “to delete”) **1:** something that cannot be removed **2:** lasting **3:** permanent, unforgettable memory (CCC 698, 1121)

indelible character *n* a permanent mark or seal given by the reception of the sacraments of Baptism, Confirmation, or Eucharist (CCC 698, 1121)

initiation *n* (LL *initiates p* of *initiare* “to induct”) **1:** the act of inducting into membership through special rites **2:** the introduction to life in Christ and the Church through the sacraments of initiation – Baptism, Confirmation, Eucharist (CCC 977–978, 1212, 1275, 1425, 1533)

inspire *v* (ME *inspiren* fr. L *inspirer* fr. *in*+*spirare* “to breathe”) **1:** to influence, move, or guide by the Holy Spirit **2:** to animate or enliven **3:** to motivate **4:** to infuse life and vitality **5:** to write under the authority of the Spirit **6:** to breathe or blow into or upon (Mt 28:20, 2Cor 1:20, CCC 76, 77–79, 81, 86, 687–688, 691)

institution narrative *n* in the celebration of the Mass, the power of the words and the actions of Christ, and the power of the Holy Spirit, make Christ's body and blood sacramentally present in the forms of bread and wine (CCC 1353)

institutional racism *n* social structures that ensure and protect the status of one race over another to the benefit of the dominant race and the detriment of other races (CCC 1869)

intention *n* (L *intentus* fr. *intendere* “to stretch out”) **1:** resolve to act in a certain way **2:** a prayer of petition offered for the benefit of oneself or others **3:** the second principle of a moral act; the end in sight **4:** the informed consent to do an act of virtue or an act of sin (Mt 6:2–4, CCC 1749–1753, 1759, 1857–1859)

intercession *n* (L *intercessus* p of *intercedere* “to intercede”) **1:** the act of influencing through prayer or petition on behalf of another **2:** to entreat (1 Tm 2:1–2, CCC 1349, 2634–2636, 2647)

Introductory Rites *n pl.* the gathering of the Eucharistic assembly for Mass including the greeting, penitential rite, *Kyrie* (“Lord, have mercy”), *Gloria*, and opening prayer (CCC 1345–1346, 1348)

Isaac *n* (Hb *yishāk* “he laughs”) **1:** the son of Abraham and Sarah who received the covenantal blessings **2:** the father of twins born by Rebekah named Esau and Jacob, the second twin receiving the covenantal blessings from Isaac through trickery **3:** the second patriarch of the Old Testament (Gn 18:11–15, 25:19–26, CCC 61, 205, 707)

Ishmael *n* (Hb *yīshmā ‘ēl* “let El hear”) **1:** the son of Abraham and Hagar, Sarah's personal servant, and whom God saved in the desert when he and Hagar were dismissed from Abraham's household **2:** the circumcised son of Abraham who became the ancestor of the Arabian desert tribes **3:** the son through whom Islam claims the patriarchal blessings of God's covenant with Abraham (Gn 16:15, 17:25, 21:8–21, 25:9, CCC 841)

Isaiah *n* (Hb *yeša ‘yāhū* “YHWH is salvation”) **1:** a prophet of Israel who lived from 742–701 B.C. (ap) and lived in Jerusalem as a member of a wealthy family **2:** the Old Testament Book of Isaiah, much of which *was* not written by the early prophet; earlier writings were attributed to him but written by others (Book of Isaiah 1–39 [First Isaiah], 40–66 [Second Isaiah], CCC 64, 218, 702, 715)

Islam *n* (Ar *islām* “surrender to the will of God”) **1:** the name of the religion begun by the Prophet Muhammad, God's messenger **2:** the religious faith of Muslims **3:** the name of the civilization erected on the Islamic faith (CCC 841)

Israel *n* (Hb *yisrā ‘ēl* “he contends against El”) **1:** name give to the patriarch Jacob after he wrestled with a messenger from God **2:** descendants of Jacob who had 12 sons **3:** the name of David's kingdom **4:** the northern kingdom after the secession of David's son Jeroboam (Gn 32:25–31, Ex. 19:16–25, 24:15–18, CCC 62–64, 203–204, 218–219, 238, 431–433, 708–710, 839, 1961, 2085)

Israelites *n* (Hb *yisrā ‘ēl* “he contends against El”) **1:** the descendants of Jacob Israel **2:** the 12 tribes descended from Jacob Israel **3:** the Jewish people originated from the descendants of the patriarchs Abraham, Isaac, and Jacob, with whom God makes his covenant and to whom God entrusts the Law (Gn 28:10–22, CCC 59–61, 62–64, 2573)

J

Jacob *n* (Hb *ya ‘akōb* “he will trip by the heel”) **1:** son of Isaac and Rebekah; he tricked his father into giving him the covenantal blessings **2:** given the name of Israel after he contended with God's messenger at Bethel and lived **3:** the father of 12 sons who are the ancestors of the 12 tribes of Israel **4:** the third of the Old Testament patriarchs (Gn 25:19–34, Gn 27:1–29, 34–35, 49:29–33, CCC 61, 205, 707)

James *n* (Hb *ya ‘akōb*, Sp *Jaime*) **1:** son of the fisherman Zebedee; James and his brother John were called by Jesus to be disciples and became part of the group of three (Peter, James, and John) who were with Jesus for special events such as the transfiguration; killed by Herod Agrippa in 42 A.D. **2:** son of Alphaeus called by Jesus to be a disciple and one of the 12 **3:** the “brother of the Lord” distinguished from the apostles and a leader in the early Christian community in Jerusalem whom Paul visited; martyred in 62 A.D. in Jerusalem (Mk 1:19, 3:18, Mt 4:21, 10:3, 13:55, Lk 5:10, 6:15, Acts 1:13 Gal 1:19, CCC 2–3, 858–860, 1087, 1506, 1510–1511)

Jeremiah *n* (Hb *yirmeyāhū*) **1:** a prophet of Israel (b. 650 B.C. ap) who warned King Jehoiakim that the Babylonians would destroy the temple and Jerusalem, and whose life was continuously threatened by the king until the destruction **2:** the Old Testament Book of Jeremiah, anticipating the fall of Jerusalem because of Israel's infidelities to the covenant (Book of Jeremiah, CCC 64, 218, 702, 715)

Jerusalem *n* (Hb *yerûšālayim* “foundation of Salem [name of a local god]” *šālayim* “peace”) **1:** an ancient city located on the central range of the mountains of Palestine **2:** the city of the king and priest Melchizedek, whom Abraham greeted during his wanderings through Canaan **3:** the capital of Israel during the kingship of David **4:** the site of the first temple built by King Solomon and the second temple built after the end of the Babylonian exile **5:** the site of the crucifixion of Jesus **6:** a religious symbol of God’s presence among all people, giving peace and salvation (Gn 14:17, 2Sm 5:6–9, CCC 557–560, 569–570)

Jesus *n* (Gk *Iesous* fr. Hb *Yeshua* or *Yehashua* “Joshua” “YHWH helps, YHWH saves”) **1:** the Jewish religious teacher whose life, death, and resurrection as reported by the Evangelists are the basis of the Christian message of salvation **2:** Jesus, son of Mary and Son of God, the mystery of God’s coming in the form of human flesh **3:** the sign or instrument of salvation **4:** announcer of the kingdom of God and the defeat of evil **5:** the messiah awaited by the Jews who came not as a king but as a humble man who would die at the hands of sinners (Mt 1:21, Lk 2:21, CCC 514–515, 547–550, 557–560)

Jew *n* (ME fr. OF *gyu* fr. L *Judaeus* fr. Gk *Ioudaios* fr. Hb *Yehudi* fr. *Yehudah* “Judah”) **1:** a member of the tribe of Judah who settled in and around Jerusalem **2:** the name of those exiled after the destruction of Israel in 621 B.C. **3:** an ethnological term identifying the group of people who settled in Israel in the area of Judah after 721 B.C. and who followed the covenantal law proclaimed by Ezra **4:** the ethnic and religious identity of Jesus proclaimed as the long-awaited Messiah of Israel and whose first followers were Jews (1Mc 8:20, 14:27–46, Mt. 28:15, Mk 7:3, Lk 7:3, 23:15, CCC 433, 438–440, 559–560, 575–582, 592–594, 709–715, 1961)

John *n* (Hb *yehôhanān* “YHWH is gracious”) **1:** son of the fisherman Zebedee, and brother of James; both John and James were called by Jesus to be disciples and were among the three (Peter, James and John) who witnessed special events in Jesus’s life such as the transfiguration (Mk 1:29, 3:17, 9:2, 5:37, 13:3, 14:33, Mt 4:21, 10:2, 20:20–28, 26:37, Lk 6:14, 9:28, 8:51, 22:8, Acts 3:1, 4:13–19, 8:14, CCC 2–3, 858–860, 1087, 1506, 1510–1511)

John the Baptist *n* (Hb *yehôhanān* “YHWH is gracious”) **1:** the son of Zechariah and Elizabeth whose conception was announced by the angel Gabriel to Zechariah **2:** the only prophet of the new Testament **3:** the one who called the Jewish people to repentance through baptism and reform and was murdered by Herod Antipas for criticizing Herod’s marrying his brother’s wife **4:** the cousin of Jesus who baptized Him in the Jordan River (Lk 1:5–80, 3:1–9, 9:7–9, 20:4–8, Mk 4:1–7, 8:28, 9:13, 11:30–33, 6:14–28, Mt 3:1–14, 14:1–12, 17:13, 21:25–27, Jn 1:6, 1:19–36, 3:21–30, Acts 1:22, 10:37, CCC 523, 535–537, 608, 696, 717–719, 1224)

Joseph *n* (Hb *yôsef* “let him gather”) **1:** son of the patriarch Jacob and Rachel; sold by his brothers as a slave in Egypt where he became a court official and an interpreter of dreams; saved his family from starvation by bringing his father’s tribe to Egypt **2:** the husband of Mary and stepfather of Jesus who protected Him from King Herod by taking the family to Egypt until Herod died (Gn 37–50, Mt 1:16–25, 2:1–23, CCC 61, 530–534)

Joshua *n* (Hb *yehôšū’a* “YHWH is salvation”) the successor named by Moses to lead the Israelites across the Jordan into the land promised by God, this happening through conquest as well as through treaties with Canaanite tribes (Nm 27:12–23, 32:10–12, 32:28–30, Dt 1:37–40, 3:21–28, 31:1–23, 34:1–12, Book of Joshua, CCC 61, 62, 72, 218)

Judah *n* (Hb *yehūdāh* “praise”) **1:** first son of Jacob and Leah who saves his younger brother Joseph’s life by suggesting to his murderous brothers that Joseph be sold into slavery **2:** one of the 12 tribes of Jacob Israel **3:** the kingdom of Judah ruled by David until the destruction of the kingdom by the Babylonians **4:** the land of Judah, out of which would come the Messiah born in Bethlehem the city of David (Gn 29:35, 49:8–12, Jos 15:1–12, 15:20–62, 1Kgs 12:1–16, 2Kgs 1:1–17, 18:1–25, 18:30, Mi 5:1, Mt 2:5–6, CCC 437, 488, 528, 711)

Judas *n* (Gk *ioudas* fr. Hb *yehūdāh* “Judah”) **1:** Judas Maccabee, military leader of the resistance against the Seleucid kingdom who oversaw the purification and rededication of the second temple **2:** Judas Iscariot, one of the 12 called by Jesus, who betrayed Him handing Him over to the Jewish leaders for 30 pieces of silver **3:** a follower of Jesus Christ who took Saul to the house of Ananias after his encounter with Jesus on the road to Damascus (Book of Maccabees, Mk 3:19, 14:17–21, 14:43–52, Mt 10:4, 26:20–25, 26:47–56, 27:3–10, Lk 6:16, 22:47–53, Jn 13:21–26, Acts 9:11, CCC 559–600, 612, 622–623)

Judea (jū-’dē-ə) *n* (Gk *ioudaia* adj with *chora* “land” fr. Hb *yehûdah* “Judah”) name of the land that defines the southern part of Palestine during the Roman occupation incorporating the region of Jerusalem, Hebron, the Dead Sea, and the desert of Judah

judge *n* (L *jus* “right, law” fr. *judex* “judge”) **1**: one authorized to give an opinion **2**: a public official elected by the people to decide questions brought before a legal court **3**: someone appointed to decide a contest **4**: 12 leaders appointed after the death of Joshua to exercise leadership among the Israelites **5**: God as the giver of the natural moral law and the judge of all in light of moral guidance (Jgs 3:1–31, CCC 1955, 1959)

Judith *n* (Gk *ioudith* “jewess”) one of the heroines of the Old Testament who saved Israel from a powerful Assyrian commander of Nabuchadnezzar’s armies (Book of Judith, CCC 64)

justice *n* (L *justitia* fr. *justus* “just”) **1**: the quality of being just or fair **2**: the administration of what is just **3**: the exercise of the law **4**: the principle of righteousness **5**: fairness or impartiality **6**: a cardinal virtue that gives to others their rights, especially the poor and dispossessed (Lv 19:15, Lk 10:25–28, 12:13–15, CCC 1807)

justification *n* (fr. L *jus* “just”) **1**: the state of being justified through no personal merit but through the mercy of God **2**: the act of being vindicated from wrongdoing (Rom 3:21–26, 6:8–11, CCC 1446, 1987–1996, 2018–2020)

just law *see* natural moral law

K

kingdom of God *n* (Gk *Basileia tou Theou* “reign of God”) the state of God’s plan of fulfillment for all of creation bringing about the order of peace, justice, and love as ushered in by Christ’s coming again (Is 11:1–9, Eph 1:20–22, Lk 17:20–21, CCC 668–672) *see also* realm of God

Koran *n see* Qur’an

Kyrios *n* (Gk *Kyrios* “Lord”) **1**: name for God **2**: name of God used by early Christians in hymns and prayers of the liturgy (CCC 209)

L

laity (’lā-ə-tē) *n* (Gk *laikos* “of the people”) **1**: people of a religious group who are not ordained as priests **2**: members of the body of Christ who share in the priestly, prophetic, and kingly office of Christ and serve the mission of the Church **3**: the Christian faithful (Acts 2:42–47, CCC 871–873, 897–913, 934, 940–943)

Lamb of God *n* **1**: the title given to Jesus by John the Baptist at the time of Jesus’s baptism, signifying the one who would die for the sins of the people **2**: Jesus as the Paschal Lamb who offered Himself to save us from our sinful state to a state of freedom as God’s sons and daughters (Mt 3:14–15, Lk 3:21, Jn 1:36, CCC 608–609)

Last Judgment *n* the event of final judgment of all peoples by the Son of God who establishes the triumph of good over evil and renders to each person according to his/her works (Mt 12:33–37, 25:14–46, Lk 16:19–31, CCC 678–679, 681, 1038)

lay *n* (Gk *laikos* “of the people”) **1**: members of the Church not ordained **2**: members of religious life recognized by the Church who are not ordained **3**: the lay state in the Church (CCC 897–913) *see* laity

lay ecclesial ministry *n* an expression within the Church in which a bishop commissions baptized lay members to perform particular types of ministry in the diocese (CCC 910–913)

laying on of hands *n* **1**: the action of imposing hands by the apostles to pass on the gift of the Spirit to their successors and helpers **2**: the sign used in the sacraments of Confirmation, Holy Orders, and the Anointing of the Sick to administer the sacrament **3**: a sacramental used by Christians in various ministry or prayer settings (Mk 16:17–18, Acts 8:15–17, 9:34, 19:5–6, Heb 6:2, CCC 1288, 1507, 1538, 1556, 1569, 1573, 1668)

lectio divina *n* (L, literally “divine reading”) reading and meditating on Sacred Scripture in the context of the Liturgy of Hours and other forms of Christian prayer (CCC 1177, 2708)

lectern *n* (L *lectus*) **1**: a podium **2**: the place in church where the lector announces the Word during the liturgy of the Word **3**: the ambo (CCC 1184)

lector *n* (fr. L *lectus*) one who reads from the lectionary the readings from the Old and New Testaments during the Liturgy of the Word at Mass (CCC 1100)

legitimate defense *n* the act of self-defense in situations of violence enacted against one’s person, family, or the government (CCC 2263–2265, 2321)

Lent *n* (ME *lente* “springtime” fr. OHG *lenzin* “spring”) **1**: the season in the liturgical calendar of the Church year for 40 days from Ash Wednesday until the Easter Triduum that recalls the mysteries of Christ’s suffering, death, and resurrection **2**: a special time of prayer, fasting, abstaining from meat, and giving to those in need (CCC 1168) **Lenten** *adj*

life *n* (ME *lif* akin to OE *libban* “to live”) **1**: the principle or force that animates **2**: an organism characterized by capacity for metabolism, growth, reaction to stimuli, and reproduction **3**: spiritual existence transcending physical death **4**: the period from conception to death **5**: a vital or living being **6**: Jesus’s description of Himself as the Life (Jn 14:6, CCC 2258–2261, 2270–2273, 2297, 2320)

liturgical year *n* the Church’s celebration of the whole mystery of the life of Christ, as well as Mary and the saints, in an annual cycle with Sundays and feast days organized in the liturgical seasons with the Easter Triduum as the culmination (Lk 4:19, CCC 1163–1173, 1193–1195)

liturgy *n* (L *liturgia* fr. Gk *leitourgia* “public work”) **1**: the celebration of divine worship, proclamation of the gospel, and service **2**: the actions of Christ’s priesthood in his Body the Church, in which everyone shares in active and life-giving participation in the sacraments, especially the Eucharist (Lk 1:23, Acts 13:2, Rom 15:16–27, Heb 8:2–6, CCC 1066–1073)

Liturgy of the Eucharist *n* the liturgical celebration of the Eucharist including the presentation and offering of gifts, the Eucharistic Prayer, and the rite of Communion (1Cor 11:23–26, CCC 1350–1355)

Liturgy of the Hours *n* the official prayer of the Church composed of the psalms, scriptural readings, intercessions, and prayers reflecting the liturgical cycle used by priests, religious, and laity (CCC 1174–1178, 1196)

Liturgy of the Word *n* the liturgical celebration of the Eucharist including the readings from Sacred Scripture, a psalm response, the homily on the Word, the Creed, and the intercessions (CCC 1346, 1348)

lust *n* (L *lascivus* “wanton”) **1**: intense sexual desire **2**: inordinate, selfish pursuit of a desired person or thing (as in lust for gold) (CCC 2351, 2514, 2529–2530, 2542)

M

Magisterium *n* (L *magisterium* “office of a teacher”) **1**: the authority to teach **2**: the teaching mission of the Church, given by Christ to the apostles and handed down to the bishops in communion with the pope (Mk 16:15, CCC 85–90, 100, 888–892)

Maranatha *n* (Ar *māran’ tā* “Our Lord has come” or “Come, our Lord”) an Aramaic phrase used in the eucharistic liturgy to invoke Christ’s return (1Cor 16:22, Rev 22:17–20, CCC 671, 2817)

Marks of the Church *n pl.* the attributes, characteristics, or charisms of the Church identified in the Nicene Creed as one, holy, catholic, and apostolic (CCC 750, 813–816, 823–838, 857–870)

marriage *n* the lifelong covenant between a man and a woman ordered toward the good of the spouses and the procreation and education of offspring (the Sacrament of Matrimony) (CCC 1601)

Mary *n* (Hb *Miryām* “Miriam”) **1**: the mother of Jesus **2**: the mother of the Son of God **3**: the mother of the Church **4**: the Christian example of faith and holiness (Mt 1:16–25, Lk 1:26–56, 2:1–52, Jn 2:1–12, CCC 484–489, 508–511, 963, 2030)

Mary Magdalene *n* Mary of Magdala, a town in the northern Galilee area of Israel, who was a friend of Jesus and who ministered to Him during His ministry and at the time of His death (Mt 27:55–61, 28:1–10, Lk 8:2, Jn 20:1–18, CCC 2683–2684)

Mass *n* (L *missa* p of *mittere* “to send”) a name for the Eucharistic celebration (CCC 1330)

Mecca *n* (Ar *mecca*) **1**: city in Saudi Arabia where the prophet Muhammad was born **2**: location of the holy site at which Muslims gather for the *hajj* annually (CCC 841)

meditation *n* (L *meditatus* fr. *mediare* “to be in the middle”) **1**: an act of pondering or reflecting **2**: a form of Christian prayer in which one reflects on Sacred Scripture or the mysteries of the rosary or icons to move toward deeper awareness of God and conversion or action (CCC 2705–2708, 2723)

member *n* (L *membrum* fr. *mēros* “thing” *mēninx* “membrane”) **1**: part of the body **2**: one belonging to a group **3**: one baptized into the Church and belonging to the body of Christ (CCC 787–795, 806, 1213, 1267–1270, 1279)

menorah *n* (Hb *mēnōrāh* “candlestick”) **1**: a seven-branch candlestick used in Jewish worship **2**: the lampstand made of gold, as described in Exodus, that accompanied the ark of the covenant **3**: a candelabrum placed in the temple by King Solomon and in synagogues after the destruction of the second temple (Ex 25:31–40, 1Kgs 7:49, CCC 1093)

minister *n* (L *minister* “servant” akin to *minor* “smaller”) **1**: one who officiates at a liturgical event **2**: ministerial priesthood **3**: lay ecclesial minister **4**: agent **5**: one serving in a governmental position (1Pt 2:5–9, Rev 1:6; 5:9–10, CCC 901–903, 1546–1553, 1591–1593, 1596)

Messiah *n* (Hb *māshīah* “anointed”) **1:** the one anointed or chosen by God to restore Israel as the fulfillment of God’s covenantal promises **2:** the title given to Jesus as the one awaited in the Old Testament, upon whom the Spirit rests to establish God’s kingdom **3:** the Savior, Jesus Christ, Son of God, sent by God to save the people from their sins (1Sm 16:14, Ps 72, Is 61, Lk 2:22–38; 4:18–21, Acts 2:22–36, Eph 1:3–14, CCC 436–445, 528–529, 535, 540, 572, 590, 695, 702, 711–716)

mercy *n* (L *merces* “price paid” fr. *merx* “merchandise”) **1:** compassion for others **2:** charitable actions by which we come to the aid of our neighbor **3:** the diminishment or lessening of punishment due for a crime (Ps 51, 103, 116, Is 54:9–10, Ez 34:11–16, Lk 1:50, Mt 26:27–28, CCC 210–211, 231, 488, 545, 1829, 1847, 2447)

miracle *n* (L *miraculum* “a wonder” fr. *mirari* “to wonder at”) **1:** an extraordinary event showing God’s intervention **2:** a sign Jesus worked as a way to show that He was sent by God and to invite belief in Him (Mk 3:22, 5:25–34, Mt 11:6, Lk 7:19–23, Jn 5:36, 10:31–38, CCC 547–550, 561)

mission *n* (L *missus* fr. *mittere* “to send”) **1:** the act of sending to do a special task **2:** an assignment **3:** Jesus’s sending of the disciples to do his work **4:** a ministry commissioned by the Church **5:** missionary work of the Church **6:** an establishment identified by the Church for the purpose of doing a special mission or work (Mk 3:13–19, 16:15, Mt 28:16–20, Lk 9:2, 22:29–30, Jn 17:16, CCC 551–553, 849–856, 858–860, 868)

missionary *n* (L *missio* fr. *mittere* “to send”) **1:** the mandate of Christ given to the Church to teach the nations about God’s plan of salvation **2:** one sent by the Church or a religious community to engage in missionary work (Mt 28:19–20, CCC 849–859, 931)

Modern Church *n* the Church as historically identified in relationship to the current events of modern society (CCC 770)

modesty *n* (L *modestus* “moderate” akin to *modus* “measure”) **1:** decency **2:** moderate in self-expression **3:** based on human dignity and healthy self-image **4:** discreet in self-expression including gait, clothing, words, gaze, etc. **5:** a fruit of the Holy Spirit (Gal 5:22–23, 1Cor 6:19–20, 12:24, 13:4–6, CCC 2521–2524, 1832)

monastery (‘nä-nə-,ster-ē) *n* a house where people in a religious order work and live

monasticism (mə-’nas-tə-,si-zəm) *n* (Gk *monazein* “to live alone”) **1:** a form of consecrated life in the Church in which one is called to live a simple lifestyle in a community of monks **2:** a religious life of prayer and work, as experienced in the common life lived in a monastery **3:** a religious life of one who lives as a hermit within as a form of monastic life (CCC 925–927)

monk *n* a man living in a religious order

monotheism (‘mä-nə-(,)thē-,i-zəm) *n* (Gk *mono* + *theos* “one God”) **1:** the belief in only one God **2:** the belief of the Patriarch Abraham of the oneness of God passed on to his progeny in the Old Testament, to the early Christians of the New Testament and to Jews, Christians, and Muslims today (Ex 3:6, Dt 6:4–5, Is 44:6, 45:22–24, Phil 2:10–11, Mk 12:29–30, CCC 146, 199–202, 205, 209, 839, 841)

moral *adj* (L *moralis* “custom”) **1:** of or relating to the moral law **2:** living by the principles of the moral law, which is based in natural and divinely revealed law **3:** adhering to the commandments of God as revealed in the Old and New Testaments **4:** ethical **5:** virtuous (Lv 19, Dt 5:6–21, 6:4–9, Mt 5:1–12, 22:34–39, CCC 1716–1724, 1950–1974)

moral evil *n* the human capacity to deliberately choose sinful actions that cause harm, suffering, and destruction to others and to creation (CCC 311–312)

morality *n* (L *moralis* “custom”) **1:** the system of moral conduct **2:** human acts based on the sources of morality **3:** moral law or principles **4:** ethics **5:** virtue (Ps 19, CCC 1749–1761)

moral order *n* the moral sense coming from God’s creation as good and ordered, based on the natural law and the Ten Commandments, and endorsed by the words of Jesus and the Tradition of the Church (CCC 299, 2062–2063, 2067, 2070)

moral truth *n* identification of truth and truthfulness based on the eighth commandment, reflecting God’s word as truth and the Christian commitment to live with respect for the dignity and beauty of creation (Ps 119, Jn 1:14, 8:12, 14:6, Rom 3:4, 1Jn 1:6, CCC 2464–2500)

mortal sin *n* **1:** a serious offense that is completely against charity such as blasphemy, perjury, homicide, or adultery **2:** a serious offense requiring three conditions to be mortal: grave matter, committed with full knowledge, and deliberate consent **3:** a serious offense that requires the Sacrament of Penance/Reconciliation (CCC 1854–1864, 1874)

Moses *n* (Hb *mōsheh* “to draw” fr. Egyptian *mešu* “Re is born”) **1**: great prophet of Israel called by God to free the Israelites from slavery in Egypt and to go to the land promised by God **2**: one of the prophets who appears with Jesus at the time of His transfiguration (Book of Exodus, Dt 4:44–49, 5:1–32, 6:4–9, Mk 9:2–4, Mt. 17:2–3, Lk 9:29–31, CCC 62–64, 2574–2577)

mosque *n* (Ar *masjid* “temple” fr. *sajada* “to prostrate”) **1**: a temple **2**: a place where Muslims gather as a community to worship and to learn the Qur’an (CCC 841)

Mother of God *n* the title given to Mary by Elizabeth and by the Church that she is the mother of Jesus and the Mother of God (Lk 1:43, CCC 495)

Mother of the Church *n* the title given to Mary that she is the Mother of Christ and, therefore, the Mother of the body of Christ, the Church (CCC 963)

Muhammad *n* (Ar *Mō ‘hamed*) Arabian leader (570–632 A.D.) who established Islam as a religion, rooted in Abraham’s belief in the one God and who received from the Angel Gabriel the words of the Qur’an, the sacred text of Islam (CCC 841)

murder *n* (OE *morthor* fr. L *mors* “death”) **1**: the act of killing a person with malice aforethought **2**: manslaughter (Gn 4:10–11, Ex 20:13, Dt 5:17, Mt 5:21, CCC 2258–2262, 2319–2320)

Muslims *n* (Ar *aslama* “surrender”) those who surrender or submit to the will of God and follow the religion of Islam founded by their holy prophet Muhammad (CCC 841)

mystery *n* (L *mysterium* fr. Gk *mystos* “keeping silence”) **1**: something that cannot be understood, such as the nature of God and the nature of the human person **2**: something that can only be known by divine revelation **3**: something that cannot be explained **4**: the Church as mystery (Ps 16, 111, 145:1–3, Lk 1:49, CCC 35, 42, 48, 772–774, 2807, 2809)

N

narrative *n* (L *narratus* akin to *gnoscere* “to know”) **1**: the act of telling a story in detail **2**: the artful presentation of events **3**: the narration in Sacred Scripture used as a literary expression to reveal God’s plan of salvation **4**: an account of events such as the life and teachings of Jesus as portrayed in the gospels (CCC 109–110)

Nathan *n* (Hb *natan* “the god gave”) the prophet who counseled King David and who rebuked him for his adulterous relationship with Bathsheeba, the mother of King Solomon (2Sm 7:1–17, 12:1–25, 1Kgs 1:8, CCC 64, 2538)

natural death *n* the physical end of life as a natural occurrence, which is a consequence of sin and a transformation from a curse to a blessing (Eccl 12:1–7, Wis 2:23–24, 1Cor 15:26, Phil 1:23, Heb 5:7–8, Rom 5:19–20, CCC 1006–1009)

natural moral law *n* the law that exists in the human conscience, enlightening our reason to discern the good and avoid evil (CCC 1954–1960, 1978–1979)

Nazareth *n* (Gk *Nazareth*, Hb *nasret*) a village of Galilee where Mary and Joseph raised Jesus after their return from Egypt, and where Jesus began His ministry but was rejected by His townspeople (Mk 6:1–6, Mt 1:23, 13:54–58, Lk 1:26, 2:51, 4:16–30, Jn 1:45, CCC 533)

New Testament *n* the 27 books of the Bible that narrate the life and teachings of Jesus Christ and the beginnings of the early Church, as handed down through oral tradition and divinely inspired writing (CCC 124–127, 138–139)

Nicene Creed (‘nī-, sēn ‘krēd) *n* the formal statement of faith composed during the first two ecumenical Councils in 325 and 381 A.D.; the profession of faith used during the Mass; the common profession of faith used by the Christian churches of the East and West (CCC 49–50, 195)

Noah *n* (Hb *Noah* “he will bring us relief”) Old Testament patriarch who built the ark in which he, his family, and living creatures of every kind survived the Great Flood; he received the sign of the rainbow as a covenant from God that He would not destroy the earth again because of the evil of humankind (Gn 6–9, CCC 58)

non-ordained *n* those members of the Church who through their baptism exercise their participation in the common priesthood (CCC 1546–1547, 1551–1553, 1554, 1577–1580, 1591–1592, 1598) **non-ordained** *adj*

Northern Kingdom *n* the designation of the northern territories of the kingdom of Israel that identify the land assigned to 10 tribes of the family of Jacob in 922 B.C. conquered by Assyria in 721 B.C. (2Kgs, 2Chr)

O

oath *n* (ME *ooth* fr. OE *āth* “oath”)

1: a solemn promise to the truth **2**: witness to the truth before God in a court of law or other legitimate authority (Dt 6:13, Mt 5:33–34, 2Cor 1:23, CCC 2149–2155)

obedient *n* (L *oboediens* fr. *oboedire* “to obey”) **1:** docile **2:** agreeable **3:** cooperative **4:** submissive to one in authority (Jn 8:29, Heb 5:8, CCC 2824–2825)

offering *n* (L fr. *offerre* “to present”) **1:** the act of presenting as an act of worship **2:** a statement of one’s willingness or acceptance **3:** a contribution given during the offertory of Mass (Mal 1:11, 1Cor 16:1, 2Cor 8:9, CCC 1350)

offertory *n* (L *offertus* “offering”) the presentation and offering of bread and wine to God at Mass, imitating the action of Christ at the Last Supper as an offering of sacrifice (Mk 14:22–24, Lk 22:17–19, 1Cor 11:23–24, CCC 1350)

Oil of the Sick *n* oil blessed by the bishop or priest that is used in the Sacrament of the Anointing of the Sick (Jas 5:14–15, CCC 1517–1519, 1523)

Oil of Chrism *n* an aromatic oil, usually olive oil, consecrated by the bishop during Holy Week, and used for the Sacraments of Baptism and Confirmation (Acts 10:38, Rom 6:17, 2Cor 2:15, CCC 1241–1242, 1289–1297, 1300, 1320)

Old Testament *n* the first 46 books of the Bible that narrate God’s revelation through his creative and redemptive acts in the creation stories, the covenants, and the Law as a sign of light and blessing (Gn 22:18, Is 60:18, CCC 121–123, 707, 709, 129)

omnipotent (äm-’ni-pə-tənt) *adj* (L *omnipotens* fr. *omni* + *potens* “all power”) **1:** having unlimited power or authority **2:** almighty **3:** divine attribute of unlimited power (Gn 1:1, Ps 145, 147, Wis 11:23, Mt 6:9–32, Jn 1:3, CCC 202, 268–271, 276–279, 2083–2086)

omnipresent (’äm-nə-pre-zənt) *adj* (L *omni* + *praesens* fr. *pre* + *esse* “to be before”) **1:** the quality of being everywhere **2:** divine attribute of being present in all places all the time (Mt 19:26, CCC 212–213, 300, 303, 308)

omniscient (äm-’ni-shənt) *adj* (L *omni* + *scientia* “all knowledge”) **1:** all-knowing **2:** divine attribute of wisdom (Ps 105:24, 139:1–18, Wis 7:15–8:8, CCC 271, 299, 305, 308)

One God *n* the fundamental doctrine of the Creed that there is only one God (Dt 6:4–5, Is 45:22–24, Mk 12:30, Phil 2:10–11, CCC 200–202, 222–231)

ordained *n* those of the baptized who participate in the ministerial priesthood of Christ through the conferral of the sacrament of Holy Orders: bishops, priests, and deacons (CCC 1547–1554, 1577–1579, 1592) **ordained** *adj*

Ordinary Time *n* the time in the liturgical calendar between the major celebrations of Christmas and Lent, Easter and Advent, that celebrate the unfolding of the life and teachings of Jesus, especially in the Sunday liturgies (CCC 1168–1171, 1193–1194)

ordination *n* (L *ordinatio* fr. *ordinare* “to put in order”) **1:** the act of being ordained **2:** the sacramental act of consecrating a man into the order of bishops, priests, or deacons (CCC 1537–1538)

original justice *n* the fundamental belief that man and woman were created in the image of God, thus having inherent dignity constituted in an original state of holiness and justice reflecting the harmony of all creation and friendship with God the Creator (Gn 1:27, 2:7–8, 3:16–19, CCC 355–357, 374–379, 384)

original sin *n* the fundamental belief that, from the time of the first human beings at the beginning of human history, sin existed by the human act of disobedience, thereby disrupting the original justice intended by God and causing the human inclination toward evil and the death of the living (Gn 2:17–3:24, Wis 2:24, Jn 1:29, Rom 3:23, 5:12, 5:18–20, CCC 385–421)

orthodox *adj* (Gk *orthodoxos* fr. *ortho* “straight” + *doxos* “opinion”) **1:** adhering to the doctrine of a religion **2:** a member of the Eastern Orthodox Churches (CCC 838)

Orthodox Churches *n pl.* the Eastern churches, located mainly in Russia, Greece, and Eastern Europe, not in full communion with the Catholic Church but having the apostolic succession of the priesthood and sacraments (CCC 1399)

Our Father *n* the prayer that Jesus taught His disciples to pray; the fundamental Christian prayer addressing God as Father (Mt 6:9–13, Lk 11:2–4, CCC 2759–2865)

P

parable *n* (Gk *parabole*, from *para* + *ballein* “to throw” + “at the devil”) **1:** a story that has a deeper religious meaning **2:** a wise saying **3:** a riddle that leads to a certain conclusion **4:** the principal way that Jesus taught and invited the hearers to respond and believe (Mk 4:11, 4:33–34, Mt 13:10–15, 13:44–45, 21:28–32; 22:1–14, 25:14–30, CCC 546)

parish *n* (L *parochia*, fr. LGk *paoiokia*, fr., *paroikos* fr. *para* + *oikos* “house”) **1:** the ecclesiastical unit or area committed to one pastor **2:** a definite community of the Christian faithful for the ordinary expression of the liturgical life (CCC 2179)

parishioner (pə-ˈri-sh(ə)-nər) *n* a member of a local parish

Paschal Lamb (ˈpas-kəl ˈlam) *n* the name given to Jesus as the One bearing the sins of people and led to death as a ransom, taking on the symbol of Israel’s redemption at the first Passover (Ex 12:3–14, Is 53:7, Jer 11:19, Mt 3:14–15, Lk 3:21, Jn 1:29, 1Cor 5:7, CCC 608)

Paschal Mystery *n* the mystery of the culmination of Jesus’s mission through his life, death, resurrection, and ascension accomplishing God’s plan of salvation for all time (Mk 8:31, Mt 20:19, Lk 24:25–27, 24:44–45, Heb 9:26, 10:5–10, CCC 571–573, 606, 618, 654, 1164–1165, 2177)

passion *n* (L *passio* “suffering”) **1:** deep emotion that can be beyond reason **2:** often *cap P* the term used to describe the suffering of Jesus from the time of the close of the Last Supper to His death on the cross (Is 53:7, Mt 26:42, Lk 24:25–27, 24:44–45, Jn 13:1, 15:13, Rom 5:8, CCC 609–610, 612, 616–617, 623)

pastor *n* (L *pastor* “herdsman” fr. *pastus*, of *pascere* “to feed”) **1:** a priest ordained by the bishop and given the charge of a parish community **2:** the canonical head of a parish **3:** a presbyter who shares in the pastoral functions of the bishop (1Tm 5:17–19, Jas 5:13–15, 1 Pt 5:1–5, CCC 1595)

patriarch (ˈpā-trē-ˌärk) *n* (Gk *patriarches* fr. *patria* + *archē* “father” + “beginning”) **1:** the name for the Old Testament fathers through whom the Israelites inherited the Covenant **2:** title of the highest leader of the Eastern churches in union with Rome, and the Orthodox churches not in union with Rome (CCC 1200–1206, 838)

patriarchate *n* (ˈpā-trē-ˌär-kət) (Gk *patriarches*) the name of the five geographic centers of Christianity — Alexandria, Antioch, Constantinople, Jerusalem, Rome — which lost prominence in the growth of Islam except for the Latin and Greek centers (CCC 1200–1206, 838)

People of God *n pl.* a name given to all those called by God’s grace to salvation (CCC 836)

penance *n* (ME, fr. OF fr. ML *poenitentia* “penitence”) **1.** an act of showing sorrow for sin through prayer, self-denial, or charity **2.** in the Sacrament of Penance/Reconciliation, the penance directed by the confessor after confession and absolution (CCC 1434–1439, 1459, 1460)

Penitential Rite *n* the liturgical movement in the first part of the Mass in which the assembled faithful recognize their sinfulness and ask for pardon (CCC 1348)

Pentateuch (ˈpen-tə-ˌtük) *n* (Gk *penta* “five” + *teuchos* “books”) **1:** five books **2:** the first five books of the Old Testament and Jewish scriptures (CCC 702)

Pentecost *n* (Gk *pentekoste* “fiftieth day”) **1:** a Jewish holy day commemorating the giving of the Ten Commandments on Mt. Sinai, called in Hebrew *Shabuoth* (“weeks”) **2:** the seventh Sunday after Easter, celebrating the coming of the Holy Spirit upon the disciples in Jerusalem and inaugurating the establishment of the Church (Lv 23:15–21, Dt 16:9–11, Acts 2:1–13, CCC 1168)

personal sin *n* sin as a personal or human act in the knowing and willful violation of God’s law of love (CCC 1849, 1868)

Pesach (ˈpā-ˌsäk) *n* (Hb *pesah* “passover”) the Jewish memorial feast of Passover celebrating the Jews being saved from death on the night before their fleeing from Egypt under the leadership of Moses (Ex 12:1–50, Dt 16:1–8, CCC 1164)

Peter *n* (L *petrus* “rock”) the name Jesus gave to the disciple Simon whom He commissioned as the head of the apostles and the head of the Church (Mk 1:16–20, Mt 4:18–22, 16:17–19, Lk 5:1–11, 6:13–16, Jn 1:35–42, CCC 442–443, 554–556, 640–642, 765, 816, 862, 881)

Pharisee (ˈfa-rə-(,)sē) *n* (Hb *perûšîm*, Aramaic *periššayya* “separate ones”) **1:** a religious sect within Judaism that centered on the observance of the law of Moses **2:** one of the religious groups with whom Jesus argued against their rigid observance of the law **3:** prominent sect members (such as Joseph of Arimathea and Paul of Tarsus) who became followers of Jesus Christ **4:** sect that survived the destruction of Jerusalem in 70 A.D. and helped to revitalize Judaism after the destruction of the temple (Mk 2:13–17, Mt 9:9–13, 27:57–60, Lk 5:27–32, Jn 9:40, 19:38–40, Acts 26:1–6, CCC 575–576, 579–581, 588, 595–596)

physical evil *n* the destructive forces of nature that cause harm to living things (CCC 310)

Pilgrim Church *n* the symbolic description of the Church as on its way to perfection before the time of Christ’s second coming (Mt 24:12, CCC 675, 769)

Pillars of Islam *n pl.* acts of worship or devotion to God in the Islamic religion: worship (*salāt*), almsgiving (*zakāt*), fasting in the month of Ramadān (*saum*), pilgrimage to Mecca (*hajj*) (CCC 841)

pope *n* (L *papa* fr. Gk *pappas* “papa”) **1**: the bishop of Rome **2**: the head of the Catholic Church **3**: the successor of St. Peter, the first head of the Church **4**: the head of the Episcopal college (Mt 16:13–19, CCC 100, 857, 861–863, 870, 882, 891–892)

postexilic (,pōst-(.)eg-’zi-lik) *adj* relating to the period in Jewish history between 538 B.C. (the end of the exile in Babylon) and 1 A.D.

praise *v* (L *pretiare* “to prize”) **1**: to glorify God as a form of prayer **2**: to commend **3**: to approve (Ps 66, 113, 146, 150, Mt 11:25–27, CCC 2626, 2639–2643, 2649)

prayer *n* (L *precari*, fr. *prex* “request”)

1: the act of addressing God by adoring, praising, thanking, repenting, requesting **2**: the act of listening to God **3**: worship (Ps 5:2–4, 31:2–4, 34:2–7, 51, 63:2–9, 86:1–10, 95:1–7, 103, 111, 113, 117, 121, 136:1–9, 146, 148, 150, Mt 6:5–14, Lk 11:1–13, Acts 1:13–14, Phil 4:4–7, 2Thes 1:11–12, CCC 2558–2568, 2579, 2585–2649, 2663–2682, 2742)

Prayer of the Faithful *n* the intercessions or prayers for the needs of the parishioners and the world, spoken at the end of the Liturgy of the Word in the Mass (CCC 1349, 1354)

predestination *n* (L fr. *prae* + *destinare* “to determine”) **1**: determined beforehand **2**: God’s will for all to be saved and no one to go to Hell **3**: the heretical belief that God predestines or foreordains that people will go to Heaven or Hell (2Pt 3:9, CCC 74, 1037)

prefiguration *n* (L fr. *prae* + *figurare* “to shape”) **1**: something pictured or imagined beforehand **2**: the act of foreseeing **3**: early apostolic use of Old Testament images as foreshadowing of the New Covenant in Christ **4**: typology (CCC 128–130, 140, 1150)

presbyter (’prez-bə-tər) *n* (Gk *presbyteros* “elders”) **1**: a leader in the early Christian Church **2**: a member in the order of those churches that include bishops, priests, and deacons

presbyterate (prez-’bi-tə-rət) *n* (Gk *presbyteros* “elders”) **1**: the ordained ministry **2**: the order of priests in the Sacrament of Holy Orders (CCC 1537, 1567, 1593, 1595, 1599)

Presentation of the Offerings *n* the act of giving the bread and wine (by members of the assembly) to the priest, who takes them to the altar to begin the Liturgy of the Eucharist (CCC 1350)

pride *n* (OE *pryde* fr. *prūd* “proud”) **1**: the state of being pleased or satisfied by personal achievement, appearance, or duty **2**: justifiable self-respect **3**: inordinate self-esteem or conceit (CCC 1866, 2094, 2540)

priest *n* (ME *preist* fr. OE *preost* fr. LL *presbyter*) **1**: one authorized to perform the sacred rites of a religion **2**: a man who receives the Sacrament of Holy Orders and who is called to serve in a parish or other institution within a diocese **3**: an ordained minister (2Tm 1:6, 1Tm 3:1, CCC 1562–1568, 1573, 1577, 1578, 1581–1584, 1591–1592, 1595, 1597, 1599)

priesthood *n* (ME *preist* fr. OE *preost* fr. LL *presbyter*) **1**: the office of being a priest **2**: identification in the Church or religion **3**: the order of presbyters (CCC 1537, 1567, 1593, 1595, 1599)

proclamation *n* (L fr. *proclamatus* fr. *proclamer* “to cry out before”) **1**: a public announcement **2**: the act of speaking out the readings of Sacred Scripture during the Liturgy of the Word (CCC 1328, 1349)

profession *n* (L *professio*) **1**: a public statement of belief **2**: the public taking of vows in a religious community or institute (CCC 915)

Promised Land the land identified as Canaan, promised by God as the land where Abraham and his progeny would settle (Ex 12:25, Dt 9:28)

prophet *n* (Gk *prophētēs* “one who speaks out before others”) **1**: one who speaks out for a cause **2**: one who was called by God to speak God’s will or purpose typified in the prophets of the Old Testament **3**: one who warned of disaster as an outcome of turning from God’s will **4**: a “seer” who interpreted God’s plan in events (Nm 11:24–29, Dt 18:15–22, 1Sm 9:11–10:1, 1Kgs 17, Is 6:1–8, Jer 1:1–10, Mk 1:1–8, CCC 61, 64–65, 218, 702, 719)

Protestantism *n* (L *protester*, fr. L *pro* “forth” + *testari* “to call to witness”) **1**: a popular movement to defend freedom of conscience against an edict of the Diet of Speyer (Spires) in 1529 to suppress the Lutheran movement in Germany **2**: the Christian communities separated from the Catholic Church but whose members are incorporated into the body of Christ through Baptism (CCC 817–822)

providence *n* (L *providens* fr. *providere* “to see ahead”) **1**: capacity to provide for the future **2**: God’s provision for creation **3**: divine providence working through the actions of creatures (Prov 19:21, Is 45:5–8, Mt 6:31–33, 1Cor 3:9, CCC 302–314, 321–324)

prudence *n* (L *prudentia*) **1**: the use of good judgment **2**: capacity to act with self-discipline **3**: a cardinal virtue by which one chooses out of a sense of moral goodness **4**: wisdom (Prv 14:15, CCC 1805–1806)

psalm *n* (Gk *psalmos* “plucking a harp”) **1**: sacred songs or poems found in the Book of Psalms **2**: a prayer form used in the liturgies of the Church (Book of Psalms, CCC 1093, 2586–2589, 2596–2597)

purgatory *n* (often *cap P* (L *purgatorius* fr. *purgare* “to purge” “to purify”) **1:** a state after death that is used to purify or cleanse before entering Heaven **2:** the soul’s final preparation before seeing God (CCC 1030–1032, 1054)
purity *n* (L *purus* “pure”) **1:** the state of being unstained or free from pollutants **2:** the virtue of purity **3:** the characteristic of temperance ordering thoughts, words, and actions in keeping with human dignity as temples of the Holy Spirit (Mt 5:8, 1Thes 4:7, 1Cor 13:12, Col 3:5, Eph 4:19, 1Jn 3:2, CCC 2517–2533)

Q

Qur’an (also **Koran**) (kə-’ran) *n* (Ar *Qur’an* “recitation”) the name given to the sacred text spoken by an angel to the prophet Muhammad (CCC 841)

R

rabbi *n* (Hb *rabbi* fr. *rabh* “master” + *i* “my” —“my master”) **1:** a title of address given to a Jewish teacher trained in interpreting and applying the law **2:** the title given to Jesus in the gospels (Mk 4:2, 9:5, 11:21, 12:19, 14:45, Mt. 8:19, 21:3, Jn 1:49, 3:2, 13:12–14, 20:16, CCC 581–582)

race *n* (OI *razza*) **1:** a group of people designated by color of skin **2:** a political term describing a social group based on skin color **3:** human traits that transmit by descent (CCC 1938)

racism *n* (OI *razza*) **1:** the intentional institutional preference of one race over or against another race **2:** discrimination against another based on race or skin color **3:** a social sin against the inherent dignity of the human person (CCC 953, 1869, 1905–1908, 1925–1026, 1929–1938, 1943–1947, 2319)

Ramadan (’rā-mə-, dān) *n* (Ar *Ramadān*) the ninth month of the Islamic calendar, during which Muslims fast from sunrise to sunset (CCC 841)

Real Presence *n* the genuine, substantial existence of Jesus Christ in the forms of bread and wine in the Eucharist (Lk 22:19, CCC 1373–1381)

realm of God *n* the kingdom of God, to which all people are called to experience the fulfillment of God’s covenantal promises, described in the teachings and parables of Jesus and inaugurated by the coming of the Messiah (CCC 541–560, 567, 570)

reason *n* (L *ratio*, fr. *rerī* “to calculate”) **1:** the human capacity to comprehend or think **2:** human intelligence **3:** the capacity to make inferences, argue, and arrive at conclusions (Ps 139, Acts 17:24–29, Rom 1:19–20, CCC 156–159, 286–124, 1951)

Rebekah *n* (Hb *ribkāh*) the wife of Isaac and mother of Esau and Jacob, who became Isaac’s heir through her own trickery (Gn 24–26, CCC 64)

reconciliation *n* (L *reconciliatio* fr. *re* + *conciliare* “to conciliate”) **1:** the restoration of friendship or harmony **2:** God’s action of renewing friendship with humans **3:** God’s renewed friendship with the world through Christ **4:** the Sacrament of Penance/Reconciliation, through which God forgives sin *see also* Sacrament of Penance/Reconciliation (Mk 2:7, Mt 6:12, 2Cor 5:20, CCC 1422, 1425, 1440–1442)

redeemer *n* (L *redemere* “to take” “to buy”) **1:** one who takes or buys back **2:** one who pays ransom in order to free someone **3:** the identification of God as one who saved Israel from slavery **4:** the identification of Christ, whose death accomplished God’s plan of salvation (Heb 9:26–28, Lk 24:26–27, Mk 8:31, CCC 205, 571–572, 601, 607)

redemption *n* (L *redemptio* fr. *redimere* “to redeem”) **1:** the act of rescuing or saving **2:** the act of freeing (Is 49:7–13, CCC 64)

religion *n* (L *religio* “reverence”) **1:** the actions of revering and worshipping God **2:** an organized practice of worship **3:** the virtue of honoring God (CCC 2104–2106)

religious dialogue *n* the respectful interaction of the Church with those of other churches and faith traditions, to learn from and appreciate common aspects of faith and truth, and to promote peace and human happiness for the glory of God (CCC 821, 841, 856)

religious liberty *n* the natural right of an individual to worship God as he/she practices it within society and as protected by civil law for the sake of the common good (CCC 912, 2106–2109)

religious life *n* a state of life in the Church of consecration to God characterized by the public profession of vows, usually poverty, chastity, and obedience *see also* **consecrated life** (CCC 916, 925–929, 944)

Renaissance (, re-nə-’sän(t)s) *n* (F *reanistre* “to be born again”) **1:** the movement in Europe from medieval to modern times lasting from the 14th to 17th centuries, characterized by neoclassical architecture, arts, and literature **2:** the support by the Church of art and architecture to catechize the faithful during this time period (CCC 770–771)

resurrection *n* (L *resurrectio* fr. *resurgere* “to rise again”) **1:** the act of rising from the dead **2:** *often cap R* the rising of Jesus from the dead as the central action of the Paschal Mystery and the sign to the baptized of being raised with Christ **3:** rising of all people from bodily death at the “last day” as the fulfillment of God’s redemption **4:** the return of someone or something after its being absent or forgotten for a long period (2Mc 7:9–14, Acts 1:22, 1Cor 6:13–15, 6:19–20, 15:35–37, 15:42, 15:52–53, Col 2:12, 3:1, CCC 647–658, 988–1004, 1012, 1015–1019)

resurrection of the dead *n* the doctrine of the Church that human beings will rise from the dead, and the baptized faithful will be raised in Christ to see God in fullness of glory (Mk 12:24, Jn 11:25, 6:40, 6:54, Acts 1:22, Rom 8:11, 1Cor 15:12–14, CCC 988–1019)

revelation *n* (L *revelatio* fr. *revelare* “to reveal”) **1:** the act of revealing **2:** God’s self-communication through creation, events, and persons **3:** God’s revealing Himself through the Word, Jesus Christ, Son of God **4:** revealing of God’s actions in Sacred Scripture (Dt 28:10, Mt 28:19–20, Heb 1:1–2, Col 3:16, 1Tm 2:4, 6:14, CCC 36, 65–83)

right *n* (OE *riht* akin to OHG *reht*, L *rectus* “straight” fr. L *rogare* “to ask”) **1:** state of being righteous or just **2:** appropriate **3:** something to which one has a claim under the law **4:** human conditions protected by society such as life, liberty, education, employment, just wage, etc., with concurrent responsibilities for participation in public life for the common good (CCC 1905–1948)

rite *n* (L *ritus* akin to OE *rīm* “number” Gk *arithmos* “number”) **1:** a ceremony of the Church **2:** *often cap R* the liturgical traditions that are lawfully recognized by the Church (CCC 1200–1209)

Rite of Reconciliation *n* the liturgical celebration of the Sacrament of Penance/Reconciliation through the acts of the penitent, who expresses sorrow, confesses sins, and makes reparation (CCC 1420–1498)

ritual *n* (L *ritualis* fr. *ritus* “rite”) **1:** relating to the rites of the Church **2:** the order of a ceremony or ritual (CCC 1200–1209)

Roman Catholic *n* the Catholic Church, whose hierarchy and members are led by the pope (the bishop of Rome) and observe the Latin Rites of the Church (CCC 834) **Roman Catholic** *adj*

Rome *n* (L *Roma*) the City of Rome within which is located Vatican City, the home of the pope (the bishop of Rome) (CCC 834)

rosary *n* (L *rosarium* fr. *rosa* “rose”) **1:** a devotion using the beads of the rosary to reflect on the mysteries of the lives of Jesus and of Mary, the Mother of Jesus **2:** a devotional form of prayer (CCC 971, 2678, 2708)

Rosh Hashanah *n* (, räsh-(h)ə-’shä-nə) (Hb *rōsh hashshānāh* “beginning of the year”) the Jewish New Year, observed on the first of the month of Tishri **Ruth** *n* (Hb *rût* “friends”) a Moabite woman who married into a Jewish family and, after the deaths of her son and husband, returned to Bethlehem and later married Boaz, a Jewish farmer (Book of Ruth, CCC 61)

S

Sabbath *n* (Hb *šabbat* “rest”) **1:** the end of the work of six days **2:** the seventh day of the week (beginning at sunset on Friday and ending at sunset on Saturday) set aside as the time of rest and worship **3:** the day disputed between Jesus and the Pharisees who observed the Sabbath rigidly (Gn 2:1–3, Ex 20:8–11, Dt 5:12–15, Neh 13:15–22, Mk 1:21, 2:27, CCC 345–347, 2169–2171)

sacrament *n* (L *sacramentum* fr. *sacrare* “to consecrate”) **1:** signs of words and actions instituted by Christ and entrusted to the Church that effect divine life in us through the power of the Spirit **2:** the seven actions performed in the public worship of the Church through the celebration of specific rites (Mt 28:18–20, Lk 22:15, Jn 20:21–23, 2 Pt 1:4, CCC 1084–1134)

sacramentals *n pl.* (L *sacramentum* fr. *sacrare* “to consecrate”) **1:** signs resembling the sacraments that confer grace to those disposed to receive them **2:** images or elements of the Church (such as the crucifix or holy water) **3:** blessings conferred by all the faithful as a form of praising God and praying for the well-being of others **4:** relics **5:** objects blessed by the Church for the purpose of liturgical worship, such as the altar, chalice, paten, vestments, and candles **6:** exorcisms as a special ministry of the Church to release someone from the power of evil (Gn 12:2, Mk 1:25–26, Lk 6:28, Rom 12:14, Eph 1:3, 1Pt 3:9, CCC 1667–1673, 1677–1678)

sacramental character *n* the permanent mark or character conferred in the sacraments of Baptism, Confirmation, and Holy Orders signifying that the sacrament cannot be repeated (CCC 1581–1583)

sacramental signs *n pl.* the words and actions dispensing the particular grace of a sacrament (CCC 1084, 1152)

Sacrament of Baptism *n* a rite performed by a priest, admitting and welcoming a candidate into the faith of the Church (CCC 1213) *see also* **Baptism**

Sacrament of Confirmation *n* a rite performed by a bishop, bestowing baptismal grace on the candidate and strengthening his or her bond to the Church (CCC 1285) (*see also* **Confirmation**)

Sacrament of Eucharist *n* a rite performed by a priest, proclaiming the Word of God, offering thanks, and consecrating bread and wine (CCC 1322, 1324) *see also* **Eucharist**

Sacrament of Holy Orders *n* the recognition and initiation by the Church of candidates for the ministry (CCC 1597–1598) *see also* **Holy Orders**

Sacrament of Matrimony *n* a rite performed by a priest or ordained official, sanctioning a marriage covenant between a man and a woman (CCC 1601) *see also* **marriage**

Sacrament of Penance/ Reconciliation *n* a rite performed by a priest, bestowing grace upon penitents seeking forgiveness for their sins (CCC 1440) *see also* **reconciliation**

Sacrament of the Anointing of the Sick *n* a holy blessing (of oil) administered by a priest to an elderly or ill person

sacraments of initiation *n pl.* the actions of initiating or incorporating someone to the Christian life through receiving the sacraments of Baptism, Eucharist, and Confirmation (CCC 1212, 1275)

sacraments at the service of communion *n pl.* the sacraments of Matrimony and Holy Orders that are directed toward the service of others for the purpose of advancing the progress of the People of God (CCC 1533–1535)

sacred *adj* (L *sacer* “holy” fr. *sacrare* “to make holy”) **1:** set apart for the service of God **2:** holy **3:** deserving reverence or veneration (Eph 1:3–6, CCC 1070, 1072, 1161, 1163, 1330, 1402, 1667)

Sacred Scripture *n* the books of the Bible written under the inspiration of the Holy Spirit, and entrusted to the Church to transmit the message of salvation (Lk 10:16, 24:45, Jn 2:20, 2:27, 16:13, 1Thes 2:13, Heb 1:1–2, 1Tm 6:20, 2Tm 1:12–14, CCC 78–81, 101–137)

sacerdotal (,sa-sər-’dō-tl) *adj* relating to priests or the priesthood

sacrifice *n* (L *sacrificium* fr. *sacer* “sacred” + *facere* “to make”) **1:** the surrender or destruction of something for the sake of something else **2:** Jesus’s act of offering Himself on the cross for our salvation **3:** the Mass as the memorial of Jesus Christ and offered in thanksgiving for all that God has accomplished through creation, redemption, and sanctification (Heb 7:25–27, 9:13–14, 1Cor 5:7, 11:24–25, CCC 1356–1372, 2099–2100)

saint *n* (L *sanctus* “holy”) **1:** one who is recognized as holy by the public recognition of the Church through canonization **2:** belonging to the communion of saints (Eph 3:6, 4:1–6, 1Cor 15:26–27, CCC 686, 688, 828, 946–959, 1717, 2030)

salvation *n* (L *salvatio* fr. *salvare* “to save” fr. Gk *soter* “savior, healer” fr. *sozein* “save, heal”) **1:** the act of God’s saving power as revealed in the Old and New Testaments **2:** the act of God’s saving humankind from sin through the dying and rising of Jesus Christ **3:** liberation from evil and destructive powers (Ex 14:13, 15:2, Dt 33:29, Jgs 2:16, 2Sam 8:6, Ps 72:4, 13, 91, Is 59:16, 63:5, Mk 3:4, 5:23, 5:28; 6:56, Mt 9:22, Lk 6:9, 8:36, 8:50, 17:19, Acts 4:12, Rm 10:13, CCC 55, 122–124, 169, 489, 1092, 1095, 1168)

salvation history *n* the gradual revelation of God’s saving actions in the course human history (Heb 1:1–2, Rom 2:6–7, CCC 54–55, 64–65, 69, 74)

Samaria *n* (Hb *šōmerôn*) **1:** a city in Israel near Jerusalem that was a residence for Israelite kings, and became a mixed population who worshipped their own gods **2:** a district of Israel that during Jesus’s time was avoided by Jews as a place of illicit worship (1Kgs 16:24, 2Kgs 17:24, Lk 9:52, 10:33, 17:16, Jn 4:4–42)

Samaritan *n* (Hb *šōmerôn*) **1:** one who lived in the district of Samaria **2:** people identified in the gospel stories to whom Jesus reached out (Lk 9:52, 10:33, 17:16)

Samuel *n* (Hb *šēmû’ēl* “name of El” or “his name is El”) **1:** a prophet in the Old Testament who identified and anointed Saul and later David as elected by God to be the first kings of Israel **2:** Old Testament books (Books of Samuel, CCC 61, 64–65, 72, 218)

sanctify *v* (L *sanctificare* fr. L *sanctus* “sacred”) **1:** to set apart for sacred purpose **2:** to make sacred or holy (Jn 4:14, 7:38–39, 2Cor 5:17–18, CCC 823, 1999, 2028)

sanctifying grace *n* the freely given and freely received gift of God, by which sin is forgiven and we are made a new creation in Christ living with and in God (Jn 4:14, 7:38–39, 2Cor 5:17–18, CCC 1999, 2023–2024)

sanctuary *n* (L *sanctuarium* fr. L *sanctus* “holy”) **1:** a place consecrated or set apart **2:** the holy of holies in the temple of Jerusalem where the Jewish high priest entered to invoke God’s blessings upon the people **3:** the place set apart in a church where the altar is set and worship is centered (1Kgs 8:10–61, Lk 1:5–25, CCC 1181, 2580–2581)

sanctuary light *n* the lamp in the sanctuary of the church signifying the presence of God, particularly in the presence of the Holy Eucharist in the form of bread kept in the tabernacle (CCC 1185, 1183)

Sarah *n* (Hb *sārāh* “princess”) **1:** the wife of Abraham who bore her son as a result of God’s promise **2:** also known as Sarai, which was changed to the name of Sarah as a sign of God’s election (Gn 11:29–12:20, 15:1–16:6, 17:15–18:15, 21:1–8, CCC 64, 489)

Satan *n* (Hb *satan*, Gk *satanus*, *satan* “accuser in a court of law, adversary”) **1:** the Devil, who is ultimately subject to the power of God **2:** the evil one who tempted Jesus in the desert and whom Jesus conquers **3:** an accuser or heavenly officer whose function was to test the integrity of human virtue **4:** a “fallen angel” (Mt 4:1, 12:29, Lk 4:2, 11:21, Mk 1:13, 3:27, Jn 12:31, CCC 391–395, 397–398, 407, 538–540, 550, 2850–2852)

Savior *n* (Gk *sōtēr* “savior, healer”; Jesus’s name means “God saves,” from which the title of “savior” is derived) **1:** name of God as liberator **2:** the title given to the Roman emperors reflecting the deification of the emperor **3:** the title given to Jesus by the early Christians as the true liberator **4:** use of the term “soter” to signify the healings of Jesus (Mt 1:21, Lk 2:11, 2:25–33, 4:1–22, Eph 1:7–10, Ti 1:1–4, 1Pt 1:3–11, 2Pt 1:1, CCC 62, 64, 430–434, 450, 452, 490)

scripture *n* (L *scriptus* fr. L *scribere* “to write”) **1:** the books of the Bible **2:** a body of writings considered to be inspired by God and therefore authoritative *see also* **Sacred Scripture**

serious sin *see* **mortal sin**

seal *n* (L *sigillum* “seal” fr. *signum* “sign”) **1:** a sign indicating the indelible effect of the anointing with the Holy Spirit in the sacraments of Baptism, Confirmation, and Holy Orders **2:** the mark of the Holy Spirit, symbolizing the Christian’s belonging to the Holy Spirit **3:** a symbol of being commissioned by Christ **4:** something that makes secure or stamps to identify or ratify (Gn 38:18, Lk 24:48–49, Jn 6:27, 2Cor 1:22, Eph 1:13, 4:30, CCC 698, 1121, 1295–1296, 1303–1305, 1317, 1320)

second coming *n* the anticipated event of Jesus Christ returning to earth

secular institute *n* an organized form of consecrated life recognized by the Church in which baptized people become members of the institute and live the Christian life according to the charisms of the institute while living their lives in the world (CCC 928–929)

seminary *n* (L *seminarium* fr. *semen* “seed”) **1:** an institute where men are educated for the priesthood **2:** institution of higher education, usually with the specialization of training for ministry (CCC 1577–1579)

sex *n* (L *sexus*) **1:** the name of the two types of organisms as male or female **2:** the actions of male and female organisms leading toward procreation of the same species (CCC 2331)

sexuality *n* (L *sexus*) **1:** the quality of being sexual **2:** the quality of human beings that creates the capacities of human attraction, love, and procreation of the species (CCC 2332–2335)

Shema (shə-’mä) *n* (Hb *shēma* “hear”) the first word of the Jewish confession of faith that recognizes God as One (Dt 6:4–9, 11:13–21, Nm 15:37–41, CCC 200–202, 228)

sign *n* (ME *signe* fr. L *signum* “mark, token, sign, image, seal” akin to L *secare* “to cut”) **1:** a motion or gesture by which a thought is expressed, or a command or wish made known **2:** a mark or symbol having a conventional meaning that represents an action **3:** a display board **4:** something material or external that signifies essence of something spiritual **5:** something indicating the presence or existence of something else (CCC 1145–1152)

Sign of Peace (*also* **Rite of Peace**) *n* the ancient rite in the eucharistic liturgy of extending the greeting of peace to one another (CCC 1345)

Sign of the Cross *n* **1:** a salutation beginning prayer in the Name of the Father, and of the Son, and of the Holy Spirit, accompanied by the right hand touching the forehead, heart, and left and right shoulders **2:** a recognition of God as Trinitarian **3:** the formal beginning of all liturgical celebrations **4:** the sign of the redemption Christ won for us by His cross (CCC 1235)

silent prayer *n* a prayer that, unlike vocal prayer that uses words, moves toward an inner quiet aware of the presence of God and seeking that presence (CCC 2709)

sin *n* (OE *synn* fr. Hb *śin*) **1:** an action that is an offense against moral law **2:** knowing and willfully selfish action against God’s will **3:** an offense against right conscience; failing to love God and neighbor (Gn 3:5, Ps 51:4, Phil 2:6–9, CCC 1849–1850, 1871–1872)

single life *n* a vocation recognized by the Church in which the baptized and confirmed lay person lives singly and exercises the rights and duties of the Christian to participate in the priestly, prophetic, and governing offices of the Church (CCC 900, 903–907, 910–913)

social justice *n* the form of justice that derives from the social doctrine of the Church, by which Christians are called to promote human dignity, human rights (especially for the poor), and stewardship of creation, and stand against all forms of social injustice (Dt 15:11, Mt 6:2–4, Lk 17:19–31, Jas 2:15–16, 1Cor 6:10, CCC 1807, 2426–2463)

social sin *n* sin resulting in social situations and institutions that are contrary to the divine goodness and the common good, such as, oppression, racism, slavery, prostitution, pornography, environmental destruction, wars, injustice, etc. (Ex 3:7–10, 20:20–22, Dt 24:14–15, Jas 5:4, CCC 1868–1869)

social teaching *n* the social doctrine of the Church rooted in Sacred Scripture that interprets events in history and creates principles and guidelines for the protection of human rights, especially the poor and dispossessed and for the common good of society (Mt 6:24, CCC 2419–2425)

society *n* (L *societas* fr. *socius* “companion”) **1:** a collective of people within a broad spectrum of organization (national and cultural identity, languages, laws, forms of education) that provides cohesion and authoritative structures that support and protect the members individually and commonly **2:** a social circle or organization that supports a common interest (CCC 1897–1900)

society of apostolic life *n* a society recognized by the Church whose members are dedicated to their religion and live according to the constitutions of the society (CCC 930)

Solomon *n* (Hb *šēlōmōh* fr. *šālōm* “peace, prosperity”) the son of King David of Israel and Bathsheeba who succeeded him as King of Israel (c. 961–922 B.C.) and who organized Israel into 12 districts for the purpose of collecting taxes and drafting labor; also caused political unrest because of marriages to foreign wives and creating a wealthy class, causing terrible poverty for most people (1Kgs, 2Kgs, 2Sm 5:14, Wis, CCC 62–63, 283)

Son of Abraham *n* title given to Jesus that identifies Him as a descendant of Abraham and as the one sent by God as the fulfillment of the promises made to Abraham and his progeny (Mt 1:1, Lk 1:54–55, 1:72–73, 3:34, CCC 422–423, 527)

Son of Adam *n* title given to Jesus that identifies Him as fully human and as the new Adam sent by God to live as God’s servant, completely obedient to the divine will and thus conquering sin and death (Lk 3:37, Rom 5:12–21, CCC 504–505, 536, 538–539)

Son of David title given to Jesus, signifying God’s promise to Israel that the Messiah would come from the lineage of King David (Mt 1:6–7, 1:17, 1:20–25, Lk 2:68–75, 20:41–44, CCC 437–439, 496, 559)

Son of God *n* title identifying the distinct relationship of Jesus Christ to God His Father as the second person of the Trinity, who is one in substance with the Father (Mk 1:1, Mt 1:22–23, 16:13–17, 27:54, Lk 1:28–35, 3:37, 10:21–22, 22:66–79, Jn 3:16, CCC 254–260, 262, 429, 441–445, 454, 458–460, 470, 509, 528, 535, 552)

Son of Man *n* (from Book of Daniel: “one like the son of man”) title the Jesus used for Himself coming from the clouds and completing his mission of service and redemption as the suffering servant (Dn 7:13, Mk 9:3, 15:39, Mt 16:13–16, 26:64, Lk 17:22–30, 18:31–34, 22:66–71, CCC 440–444, 460)

Son of Mary *n* title given to Jesus recognizing Mary as his human Mother who conceived by the power of the Holy Spirit (Mt 1:16, 1:18–23, Lk 1:26–35, CCC 484–489)

sorrow *n* (OHG *sorga*, Oslav *sraga* “sickness”) **1:** regret or sadness over loss of good **2:** remorse or guilt for doing something hurtful **3:** contrition required for forgiveness of sin **4:** grief (Ps 51, CCC 1451–1454, 1468, 1490)
sorry *adj*

soul *n* (OE *sāwol*, akin to OHG *sēula* “soul”) **1:** the spiritual principle in the human person **2:** the life principle of the human body that does not die after death and will be reunited with the body at the final resurrection **3:** the breath of God’s life by which the human person is a living being (Gn 2:7, CCC 362–368, 382)

Southern Kingdom *n* the southern territory split from Israel after Solomon’s death, becoming the kingdom of Judah and invaded by the Babylonians in 597 B.C. when Jerusalem, the first temple, and the last line of kings were destroyed (2Kgs 25:1–12, 2Chr 11, 2Chr 36, CCC 709–710)

spirit *n* (L *spiritus* “breath” fr. L *spirare* “to blow, to breathe”) **1:** the immaterial substance giving life to the physical body **2:** the essence of a supernatural being **3:** the essence of God (Gn 2:7, Rom 5:5, Gal 5:22–23, CCC 702–704, 712–714, 722, 739, 742–747)

spiritual *adj* (L *spiritualis* fr. *spiritus* “of breathing, of wind”) **1:** relating to the immaterial aspect of creation and of the human person **2:** relating to actions of the Holy Spirit in human activity (Gn 2:7, Dt 6:5, 29:3, Is 29:13, Ez 36:26, Jer 31:33, Mt 6:21, Lk 8:15, Rom 5:5, 1Thes 5:23, CCC 360–368)

spirituality *n* (L *spiritualis*) **1:** of or relating to spiritual matters **2:** forms or ways of relating to God in prayer **3:** actions of the Spirit effecting awareness of God in one’s life, resulting in gratitude (Zep 3:14, 3:17a, Lk 1:46–55, Jn 14:17, 15:26, 16:30, 1Cor 12:3, CCC 2615, 2617, 2625, 2639, 2652–2660, 2672, 2681)

sponsor *n* (L *sponsus* fr. *spondēre* “to promise”) **1:** one who assists a candidate in preparing to receive the Sacrament of Confirmation and promises to help the confirmed to be a faithful Christian **2:** one who takes responsibility for someone’s welfare (CCC 1311)

steward *n* (OE *stiweard* fr. *sti* “hall” + *weard* “ward”) **1:** one who manages an estate or household **2:** one who oversees the financial accounts of a household **3:** one who supervises the distribution of goods and services **4:** one who manages or directs the business affairs of another **5:** one who participates in the life of the Church through works of service and giving **6:** describes the human partnership with God to care for creation (Gn 2:15, 12:8–17, Lk 12:42, 1Cor 2:12, 3:9, 4:1–2, Gal 6:2, CCC 299, 307, 339–340, 344, 952, 2402, 2417, 2456)

stewardship *n* (OE *stiweard* fr. *sti* “hall” + *weard* “ward”) **1:** the office of a steward **2:** the duty of an individual to manage his or her actions and property with proper regard for the common good of others and the environment **3:** the call of the Christian to respond to the blessings of God, through gratitude and sharing resources and time for the good of others (Gn 2:15, 12:8–17, Lk 12:42, 1Cor 2:12, 3:9, 4:1–2, Gal 6:2, CCC 299, 307, 339–340, 344, 952, 2402, 2417, 2456)

subsidiarity (principle) a social teaching of the Church stating that national or state governments should not intervene in the actions of local communities, giving them the freedom of self-governance and respecting human rights (CCC 1883–1885, 1894)

Sunday *n* (OE *sunandæg* akin to OHG *sunnūntag* fr. *sunne* “sun” + *dæg* “day”) **1:** the first day of the week **2:** the Christian analogue of the Jewish Sabbath **3:** the “Lord’s day” **4:** the day of Jesus’s resurrection **5:** the central day of assembly for Eucharistic celebration **6:** the day of rest **7:** day of obligation (CCC 1343, 2174, 2180, 2187–2188, 2190)

supernatural *adj* (L *super* “above” + *natura* “nature”) **1:** beyond the observable universe **2:** transcending the laws of nature **3:** invisible **4:** beyond the power of human knowledge to comprehend **5:** the action of grace (CCC 1998, 2000)

symbol *n* (Gk *symbolon* “token of identity by comparing its other half” fr. *symballein* “to throw together”) **1:** something that stands for something else **2:** sign of something invisible or supernatural **3:** summary of the principal truths of the faith **4:** sacramental actions (CCC 188, 1145–1152, 1189)

synoptic *adj* (Gk *synoptikos* fr. *synopsesthai* “to be going to see together”) **1:** presenting a common view **2:** the first three gospels of the New Testament — Mark, Matthew, and Luke (CCC 126)

T

tabernacle *n* (L *tabernaculum* fr. *taberna* “hut”) **1:** a tent covering the ark during the desert wanderings of the Israelites to find the Promised Land **2:** the ornate place in which the Blessed Sacrament of the Eucharist is reserved in church (Ex 26:1–15, CCC 1090, 1183, 1379)

Talmud (‘tāl-, mud) *n* (Hb *talmūdh* “teaching”) the Jewish authoritative book describing Jewish tradition (CCC 839)

temperance *n* (L *temperans* fr. *temperare* “to moderate”) **1:** acting with moderation rather than overindulgence **2:** one of the cardinal virtues that provides balance in the use of God’s creation (Wis 8:7, Sir 18:30, Ti 2:12, CCC 1805, 1834, 1838)

temple *n* (L *templum* “space” fr. *tempula* “altar” fr. *tempus* “time”) **1:** a building identified as sacred space **2:** one of three sanctuaries established for YHWH in Jerusalem **3:** the Church (as Temple of God (1Kgs 5:15–6:37, 2Cor 6:16, Eph 2:21, CCC 583–586, 797, 809)

temptation *n* (ME *tempten* fr. *temptare* “to try”) **1:** enticement or allurement **2:** seduction to sin as a result of human desire (CCC 1264, 1426)

Ten Commandments *n* **1:** the laws of God given to Moses on Mt. Sinai as the terms of the covenant concluded between God and his people **2:** the obligatory law for Christians as the basic requirements for love of God and love of neighbor **3:** a set of rules carrying binding authority (Ex 19:1–20:26, Dt 5:6–21, CCC 2052–2082)

tenet (‘te-nət) *n* a belief or idea of great importance to a group

theological virtues *n pl.* the virtues identified by the Church as the foundation of the Christian moral life: faith, hope, and charity (1Cor 13:13, CCC 1812–1829, 1840–1844)

theophany (thē-’ä-fə-nē) *n* (Gk *theophaneia* fr. *epiphaneia* “appearance”) **1:** the visible manifestation of God **2:** God’s revelation to Moses on Mt. Sinai and the giving of the Decalogue (Ex 24:12–18, CCC 724, 2059)

Tishri *n* the first month of the civil year or the seventh month of the ecclesiastical year in the Jewish calendar

The Twelve *n pl.* the composite name of the 12 apostles identified in the synoptic gospels as called by Jesus to be His disciples, and commissioned to lead the early Church after His ascension (Mk 3:13–18, Mt 10:1–4, CCC 75–76, 551–552)

Torah *n* (Hb *tōrāh* “law”) **1:** the name of the Jewish Scripture containing the Decalogue attained in God’s covenant with Moses at Mt. Sinai, as well as the terms of the covenant (also attributed to Moses) to insure Israel’s fidelity to the covenant **2:** the scroll of the Torah placed in the ark in synagogues and used for liturgical services (Ex 20:1–17, 24:7, Dt 7:12, 8:1, 12:18–21, CCC 1961–1962)

Tower of Babel *n* (Hb *bāla* “to mix,” “to confuse” fr. Akk *bab-ilu* originating the name of Babylon) the story in Genesis describing how people attempted to reach God by building a tower in Babylonia, and how the Lord deterred this attempt by causing them to speak different languages so that they could not understand one another (Gn 11:1–9, CCC 56–57)

tradition *n* (L *traditio* “hand over”) **1:** the body of customs, laws, and practices handed down from one generation to the next **2:** the Tradition of the Church transmitted through the action of the Holy Spirit handing down the doctrine, life, and worship from generation to generation **3:** the cultural practices that provide stability over time (CCC 78, 80–83, 96–98)

transcendent *adj* (L *transcendens* pr of *transcendere*) **1:** exceeding the limits of nature **2:** being beyond the limits of ordinary human experience **3:** beyond the natural universe **4:** beyond comprehension **5:** the state of God’s presence in and beyond creation (CCC 300)

transfiguration *n* (L *transfiguratio* fr. *transfigurare* “to change in appearance”) **1:** a change in appearance to a more glorified form **2:** Jesus’s change in appearance on a mountaintop in the presence of Peter, James, and John, revealing His divine glory (Mk 9:2–8, Mt 17:1–8, Lk 9:28–35, CCC 554–556, 568)

transformation *n* (L *transformatio* fr. *trans* + *formare* “to form”) **1:** the process of being changed in character or condition **2:** conversion **3:** metamorphosis **4:** spiritual change or renewal through the actions of the Holy Spirit (Eph 4:23, CCC 1695)

transubstantiation *n* (L *transubstantus*) **1:** change in substance **2:** the act of consecration in which the whole substance of the bread and wine becomes the substance of the body and blood of Christ (Mk 14:22, Mt 26:26, Lk 22:19, 1Cor 11:24, CCC 1376, 1413)

Triduum (‘tri-jə-wəm) *n* (L *triduum* fr. *tri* + *dies* “three days”) the Church’s liturgical celebration of the Easter Triduum beginning with the evening commemoration of the Last Supper of Holy Thursday, Good Friday memorializing Jesus’s passion and death, and culminating on Holy Saturday evening ushering in the light of Christ’s resurrection in the solemn celebration of the Easter Vigil (CCC 1168–1171)

Trinity *n* (L *trinitus* “threefold”) central mystery of the Christian faith that there is one God in Three Persons: Father, Son, and Holy Spirit; the three divine persons, each of them God whole and entire yet distinct; relational to each other — Father related to the Son, Son related to the Father, Holy Spirit related to both in complete oneness with each other; Blessed Trinity; Holy Trinity (CCC 249–256)

truth *n* (ME *trouthe* fr. OE *trēowe* “faithful”) **1:** in accord with reality **2:** body of articles or propositions that are true **3:** that which is actual **4:** uprightness or candor in human action **5:** religious understanding regarding the truths of the faith **6:** God’s faithfulness described as true (Ps 119:90, Mt 5:37, Jn 1:14; 8:12, 14:6, CCC 2464–2513)

Two Great Commandments the summation of the Decalogue in two commandments: love God with your entire heart, soul, and mind; and, love your neighbor as yourself (Lv 19:18, Dt 6:5, Mt 22:37–40, CCC 2055)

typology *n* the study of theological types, especially the idea that things in Christian belief are symbolized by things in the Old Testament

U

union *n* (L *unio* “oneness” fr. *unus* “one”) **1:** act of uniting into one **2:** the union of a man and a woman in marriage **3:** the union of Christ with the Church **4:** the human person’s spiritual union with God **5:** unity of the People of God (Eph 1:10, CCC 27, 772, 775, 836–837, 1644, 1661)

universe *n* (L *universum* fr. *uni* + *versus* “turned toward”) **1:** the whole body of existence **2:** the cosmos **3:** the creation that God made out of nothing (Gn 1–2, CCC 282–301, 315–320, 1147)

V

valid *adj* (L *validus* fr. *valere* “to enforce”) **1:** having legal effectiveness **2:** conforming to the law **3:** satisfactory **4:** acceptable **5:** description of the essential rites of the sacraments administered by the authorized minister (CCC 1239, 1300, 1411–1412, 1491, 1519, 1597–1600, 1662–1663)

Vatican City *n* (per the political agreement of the Treaty of the Lateran in 1929) the city/state comprising 109 acres on which the holy buildings are situated and governed by the pope, as both the religious and political leader (CCC 834, 882)

Vatican II Council *n* the last ecumenical or general council of the Catholic Church called by Pope John XXIII and completed by Pope Paul VI, lasting from 1962 to 1965, during which 2500 bishops created four constitutions and 15 decrees and declarations, comprising the most profound renewal of the Church since the Council of Trent (CCC 10, 884)

veneration *n* deep respect or admiration

venial sin *n* **1:** an offense against moral law that weakens charity but in a less serious matter **2:** sin that may lead toward mortal sin if not repented and stopped **3:** sin that does not deprive the person from sanctifying grace and friendship with God **4:** sin that does not have to be confessed as such but true sorrow for all sin, even venial sin, produces the capacity for greater charity (CCC 1854–1855, 1862–1863, 1875–1876)

Vicar of Christ *n* title given to the pope as the leader of the Catholic Church who represents Christ on earth (Mt 16:13–19, Jn 21:15–19, CCC 816)

virgin *n* (L *virgo* “young woman”) **1:** one who has not engaged in sexual intercourse **2:** one who professes the evangelical counsel of celibacy or chastity in the Church for the sake of the kingdom of God (Mt 19:12, 1Cor 7:32–36, CCC 915, 922–924, 934, 1579)

virtue *n* (L *virtus* “strength” fr. *vir* “man”) **1:** habit of right judgment and choice based on moral standards **2:** inclination to do what is good **3:** temperate use of the goods of the earth for the sake of creation and the common good (Wis 8:7, Phil 4:8, CCC 1803–1845, 2407)

vocation *n* (L *vocatio* “summons” fr. *vocare* “to call”) **1:** an inner calling or inclination to do a particular work or service **2:** the call of Christ to live the universal call to holiness in the Church no matter the state in life **3:** professing evangelical counsels within a permanent state of life recognized by the Church (CCC 823–826, 915, 944)

vow *n* (L *votum* fr. *vovere* “to vow”) **1:** a solemn promise that binds a person to a certain condition **2:** a public profession to live the evangelical counsels within a permanent state of life recognized by the Church **3:** a promise of celibacy required for ordination as a deacon, leading toward priesthood in the Latin Rite of the Catholic Church **4:** the free consent of marriage between a man and a woman before a minister of the Church (CCC 944, 1625–1632, 1679)

W

wisdom *n* (OE *wisdom* fr. *wis* “wise”) **1:** accumulated knowledge that tempers how one sees life **2:** divine attribute with which God created order and governance of creation **3:** good sense **4:** basis of sound judgment **5:** a spiritual gift of the Holy Spirit that helps the person to see more clearly how to live the fullness of the Christian life (Wis 7:17–21, 13:1–9, CCC 216, 1830–1831, 1845)

worship *n* (ME *worshipe* fr. OE *weorthscipe* “worthiness”) **1:** reverence offered to God in respect and submission **2:** adoration as the first act of the virtue of religion **3:** the liturgical rites and forms that the assembled faithful use for public worship (Dt 6:13, Mt 4:10, Lk 4:8, CCC 1070, 2096–2097, 2135)

Y

Yahweh (‘yā-(,)wā) *n* (Hb *Yahweh* fr. *hāwāh* “to be”) the name of the God of Israel (Ex 3:6, 3:13–15, 34:5–7, CCC 206, 210–211, 213–214)

Yom Kippur (,yōm-ki-’pūr) *n* the Jewish Day of Atonement on the 10th day of Tishri, during which Jews fast and pray to atone for sin (Lv 16, CCC 431, 1096, 2631)

Z

Zechariah (,ze-kə-’rī-ə) *n* (Hb *zekaryāh* “Yahweh has remembered”) **1:** assassinated son of King Jeroboam **2:** a postexilic prophet associated with the Book of Zechariah **3:** a temple priest, cousin of Elizabeth and father of John the Baptist (2Kgs 14:29, Lk 1:5–25, 1:59–79, CCC 523, 702–703)

Zion (‘zī-ən) *n* (Hb *Siyōn*) **1:** name of a citadel believed to be the early site of the city of Jerusalem **2:** symbolic name of the Jewish homeland as inherent to the promises of the covenants **3:** symbolic name of the nation of Israel (1Kgs 8:1–2, 2Sam 5:7, 1Chr 11:5, CCC 218, 839)

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