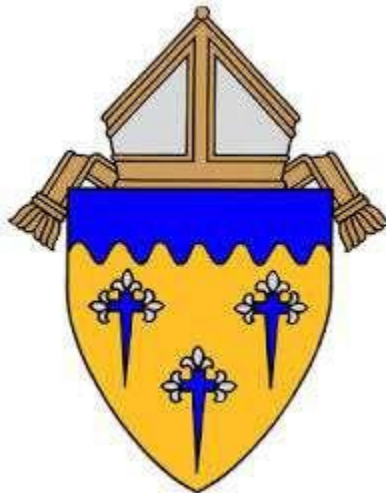


DIOCESE OF SUPERIOR

RELIGION CURRICULAR GUIDE FOR SCHOOLS

Grades PK-8



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Catholic Schools in the Diocese of Superior are a mission of the Church entrusted by Jesus Christ to instill Catholic faith and morals in our students. Within community, our schools prepare students spiritually, academically, and physically to proclaim and live out the Good News in preparation for eternal life.

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INTRODUCTION

Catholic Schools are a mission of the Church instituted by Jesus Christ. In companionship with the parents, the first educators of their children, Catholic schools must help to educate children in the Catholic faith. To do this every school must provide an environment that puts Christ at the center. The catechesis that takes place within the religion curriculum of the school and throughout the entire academic curriculum needs to:

- Promote knowledge of the faith;
- Promote knowledge of the meaning of the Liturgy and the sacraments;
- Promote moral formation in Jesus Christ;
- Teach the Christian how to pray with Christ;
- Prepare the Christian to live in community and to participate actively in the life and mission of the Church
- Promote a missionary spirit that prepares the faithful to be present as Christians in society.

(National Directory of Catechesis #20)

The religion curriculum is meant to be **both an academic requirement as well as an overview of the values and concepts taught throughout all the curriculum and daily activities of the school day**. Therefore, all the items listed may not be taught in the once-a-day religion class, but may also be spread throughout other subjects every school needs to identify the subject in which the items of this curriculum will be taught.

When a child is baptized, he/she enters a relationship with Jesus and becomes a member of the Church community. At the same time, parents and the parish community, including the school catechists and teachers, assume the responsibility to nurture the child's growth in faith. This shared responsibility continues until the child is ready to enter fully into the Church's life and mission at Confirmation.

NATIONAL CATHOLIC STANDARDS

Young people of the third millennium must be a source of energy and leadership in our Church and our nation. Therefore, we must provide young people with an academically rigorous and doctrinally sound program of education and faith formation designed to strengthen their union with Christ and his Church. Catholic schools collaborate with parents and guardians in raising and forming their children as families struggle with the changing and challenging cultural and moral contexts in which they find themselves. Catholic schools provide young people with sound Church teaching through a broad-based curriculum, where faith and culture are intertwined in all areas of a school's life. By equipping our young people with a sound education, rooted in the Gospel message, the Person of Jesus Christ, and rich in the cherished traditions and liturgical practices of our faith, we ensure that they have the foundation to live morally and uprightly in our complex modern world. This unique Catholic identity makes our Catholic elementary and secondary schools "Schools for the human person" and allows them to fill a critical role in the future life of our Church, our country, and our world. (The Catholic School on the Threshold of the Third Millennium, 1997, no.9)

An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.

An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.

An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

READING THIS DOCUMENT

This curriculum is divided into sections pertinent to the pillars of the Catholic Church...

- A. Creed – offers the theological basis for the practices of the Catholic faith.
- B. Scripture – offers the knowledge of how to locate and reflect on scripture while relating it to life experiences.
- C. Life in Christ – offers the practices in which the values and morals of our faith are exemplified
- D. Liturgy/Prayer – offers guidance to the spiritual practice of our faith
- E. Sacraments – offers the specific emphasis for practicing the sacraments of the Church

The objectives listed for each grade level are expected knowledge outcomes that should be assessed within the grade level identified. If more than one grade level is identified, this knowledge should be assessed somewhere within the grade-band.

INSTRUCTIONAL RESOURCES AND REFERENCES

Because of the shared responsibility between parents and teachers to catechize, the textbook is not the sole source of catechesis. All major textbook publishers deal with the topics identified in this curriculum. However, no single textbook series follows the curriculum precisely. Therefore, to provide consistency and continuity in scope and sequence, **it is best to use the same major textbook series with related support materials for each grade.** In this way a majority of the curriculum will be covered by the textbook. All texts used to teach the curriculum must be on the USCCB Conformity Listing of Catechetical Texts and Series.

This curriculum cross-references with the Catechism of the Catholic Church (CCC). The Catechism of the Catholic Church is a statement of the Church's faith and of Catholic doctrine, attested to or illuminated by Sacred Scripture, the Apostolic Tradition and the Church's Magisterium. It is the sure norm for teaching the faith and thus a valid and legitimate instrument for ecclesial communion. (Pope John Paul II, 1992)

In addition to the Catechism of the Catholic Church, this document also sites scripture passages, the Catechetical Formation in Chaste Living: Guidelines for Curriculum Design and Publication (CFCL) created by the United States Conference of Catholic Bishops; the Diocese of Superior Creating Safe and Sacred Places for Children and Youth resource binder implementation of the U.S. Bishops' Promise to Protect, Pledge to Heal; and the Vianney Vocations Curriculum Objectives.

CANONICAL RULES

Under the guidance of the bishop, concern for catechesis belongs to all members of the Church according to each one's role. (Can. 774 §1)

Parents or sponsors/guardians are obliged to form their children by word and example in faith and in the practice of Christian life. (Can. 774 §2)

The diocesan bishop issues norms for catechetics. (Can. 775 §1)

Attentive to the norms established by the diocesan bishop, a pastor (or other parish pastoral leader) is to ensure that:

- suitable catechesis is imparted for the celebration of the sacraments;
- through catechetical instruction imparted for an appropriate period of time children are prepared properly for the first reception of the sacraments of penance and the Most Holy Eucharist and for the sacrament of confirmation;
- having received first communion, these children are enriched more fully and deeply through catechetical formation;
- catechetical instruction is given also to those who are physically or mentally impeded, insofar as their condition permits;
- the faith of youth and adults is strengthened, enlightened, and developed through various means and endeavors. (Can. 777)

Catechetical instruction is to be given by using all helps, teaching aids, and instruments of social communication which seem more effective so that the faithful, in a manner adapted to their character, capabilities and age, and conditions of life, are able to learn Catholic doctrine more fully and put it into practice more suitably. (Can. 779)

The diocesan bishop is to ensure that catechists are prepared to fulfill their function properly, namely, that continuing formation is made available to them, that they understand the doctrine of the Church appropriately, and that they learn in theory and in practice the methods proper to the teaching disciplines. (Can. 780)

Since true education must strive for complete formation of the human person that looks to his or her final end as well as to the common good of societies, children and youth are to be nurtured in such a way that they are able to develop their physical, moral, and intellectual talents harmoniously, acquire a more perfect sense of responsibility and right use of freedom, and are formed to participate actively in social life. (Can. 795)

The instruction and education in a Catholic school must be grounded in the principles of Catholic doctrine; teachers are to be outstanding in correct doctrine and integrity of life. (Can. 803 §2)

The Catholic religious instruction and education which are imparted in any schools whatsoever or are provided through the various instruments of social communication are subject to the authority of the Church. It is for the conference of bishops to issue general norms about this field of action and for the diocesan bishop to regulate and watch over it. (Can. 804 §1)

The local ordinary is to be concerned that those who are designated teachers of religious instruction in schools, even in non-Catholic ones, are outstanding in correct doctrine, the witness of a Christian life, and teaching skill. (Can. 804 §2)

For his own diocese, the local ordinary has the right to appoint or approve teachers of religion and even to remove them or demand that they be removed if a reason of religion or morals requires it. (Can. 805)

The diocesan bishop has the right to watch over and visit the Catholic schools in his territory, even those which members of religious institutes have founded or direct. He also issues prescripts which pertain to the general regulation of Catholic schools; these prescripts are valid also for schools which these religious direct, without prejudice, however, to their autonomy regarding the internal direction of their schools. (Can. 806 §1)

Directors of Catholic schools are to take care under the watchfulness of the local ordinary that the instruction which is given in them is at least as academically distinguished as that in the other schools of the area. (Can. 807 §2)

DEFINING CHARACTERISTICS OF A CATHOLIC SCHOOL

The Defining Characteristics flow directly from the Holy See's teaching on Catholic schools as compiled by Archbishop J. Michael Miller, CSB (The Holy See's Teaching on Catholic Schools, 2006), and from statements by Pope Benedict XVI and the American bishops.

Centered in the Person of Jesus Christ

Catholic education is rooted in the conviction that Jesus Christ provides the most comprehensive and compelling example of the realization of full human potential. (The Catholic School, 34, 35) In every aspect of programs, life, and activities, Catholic schools should foster a personal relationship with Jesus Christ and communal witness to the Gospel message of love of God and neighbor and service to the world, especially the poor and marginalized. (Miller, 2006, pp. 25–26)

Contributing to the Evangelizing Mission of the Church

By reason of its educational activity, Catholic schools participate directly and in a privileged way in the evangelizing mission of the church (The Catholic School, 9; The Catholic School on the Threshold of the Third Millennium, 5, 11; The Religious Dimensions of Education in a Catholic School, 33). As an ecclesial entity where faith, culture, and life are brought into harmony, the Catholic school should be a place of real and specified pastoral ministry in communion with the local Bishop. (The Catholic School, 44; The Catholic School on the Threshold of the Third Millennium, 14; The Religious Dimension of Education in a Catholic School, 34;) The environment in Catholic schools should express the signs of Catholic culture, physically, and visibly (The Religious Dimension of Education in a Catholic School; Miller, 2006, p. 40).

Distinguished by Excellence

Church documents, history, and practices, supported by Canon Law, establish that first and foremost a Catholic school is characterized by excellence. Consistent with the defining characteristics, Catholic schools should implement on-going processes and structures and gather evidence to ensure excellence in every aspect of its programs, life, and activities (Gravissimum Educationis 8 and 9; Code of Canon Law, Canon 806 #2).

Committed to Educate the Whole Child

Catholic school education is rooted in the conviction that human beings have a transcendent destiny, and that education for the whole person must form the spiritual, intellectual, physical, psychological, social, moral, aesthetic and religious capacities of each child. Catholic schools should develop and implement academic, co-curricular, faith-formation, and service/ministry programs to educate the whole child in all these dimensions (The Catholic School, 29).

Steeped in a Catholic Worldview

Catholic education aims at the integral formation of the human person, which includes "preparation for professional life, formation of ethical and social awareness, developing awareness of the transcendental, and religious education" (The Catholic School, 31). All curriculum and instruction in a Catholic school should foster: the desire to seek wisdom and truth, the preference for social justice, the discipline to become self-learners, the capacity to recognize ethical and moral grounding for behavior, and the responsibility to transform and enrich the world with Gospel values. The Catholic school should avoid the error that its distinctiveness rests solely on its religious education program (Miller, 2006, pp. 43–45, 52).

Sustained by Gospel Witness

Catholic schools pay attention to the vocation of teachers and their participation in the Church's evangelizing mission. (The Catholic School on the Threshold of the Third Millennium, 19; Lay Catholics in Schools, 37) A Catholic educator is a role model for students and gives testimony by his or her life and commitment to mission (Benedict XVI, June, 2005; Miller, 2006, p. 53). As much as possible, Catholic schools should recruit teachers who are practicing Catholics, who can understand and accept the teachings of the Catholic Church and the moral demands of the Gospel, and who can contribute to the achievement of the school's Catholic identity and apostolic goals, including participation in the school's commitment to social justice and evangelization. (United States Conference of Catholic Bishops, National Directory for Catechesis, 231)

Shaped by Communion and Community

Catholic school education places an emphasis on the school as community—an educational community of persons and a genuine community of faith. (Lay Catholics in Schools, 22, 41) Catholic schools should do everything they can to promote genuine trust and collaboration among teachers, with parents as the primary educators of their children, and with governing body members to foster appreciation of different gifts that build up a learning and faith community and strengthen academic excellence (Lay Catholics in Schools, 78). The Catholic school should pay especially close

attention to the quality of interpersonal relations between teachers and students, ensuring that the student is seen as a person whose intellectual growth is harmonized with spiritual, religious, emotional, and social growth (The Catholic School on the Threshold of the Third Millennium, 18).

Accessible to All Students

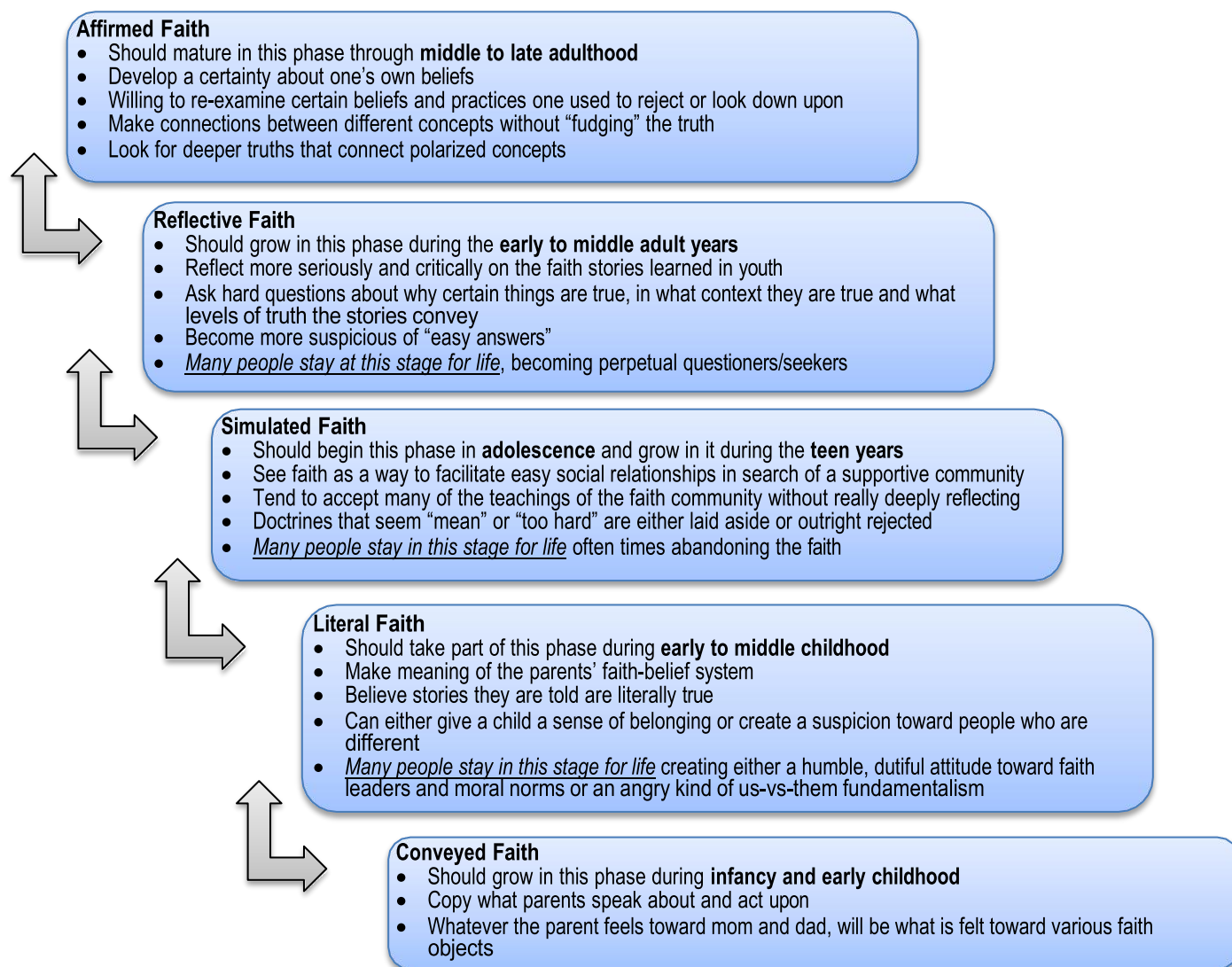
By reason of their evangelizing mission, Catholic schools should be available to all people who desire a Catholic school education for their children (Gravissimum Educationis, 6; Code of Canon Law, Canons 793 #2; Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium, Introduction). Catholic schools in concert with the Catholic community should do everything in their power to manage available resources and seek innovative options to ensure that Catholic school education is geographically, programmatically, physically, and financially accessible.

Established by the Expressed Authority of the Bishop

Canon Law states, "Pastors of souls have the duty of making all possible arrangements so that all the faithful may avail themselves of a Catholic education" (Code of Canon Law, Canon 794). Bishops need to put forward the mission of Catholic schools, support and enhance the work of Catholic schools, and see that the education in the schools is based on principles of Catholic doctrine (John Paul II, Pastores Gregis, 52). Catholic schools have a formal and defined relationship with the Bishop guided by a spirituality of ecclesial communion, and should work to establish a relationship marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop's legitimate authority (Code of Canon Law, Canon 803 #1 and #3; Miller, 2006, p. 33).

PROCESS OF FAITH DEVELOPMENT

(James W. Fowler III)



The "Process of Faith Development" diagram gives a brief look at the process of faith development. The age ranges described are the "ideal" but not necessarily the norm. The arrows indicate that through life's experiences, individuals tend to move from one level to another.

WHAT IS THE ROLE OF THE CATHOLIC SCHOOL IN THE CHURCH'S EVANGELIZING MISSION?

Evangelization, in simple terms, is *bringing the Good News of Jesus into every human situation and seeking to convert individuals and society by the divine power of the Gospel itself.*

Conversion is *the change of our lives that comes about through the power of the Holy Spirit. All who accept the Gospel undergo change as we continually put on the mind of Christ by rejecting sin and becoming more faithful disciples in His Church. Unless we undergo conversion, we have not truly accepted the Gospel.*

(NOTE: Most of the following information is taken from: *Go and Make Disciples: The National Plan and Strategy for Catholic Evangelization in the United States.* United States Conference of Catholic Bishops. 2002. And *"Evangelization in the Catholic School"* from the Division of Religious Education-Archdiocese of Baltimore)

Goal 1: Because every baptized Catholic is called to holiness, we need to acknowledge that faith is a gift from God and God therefore calls us to discipleship. To become true disciples of Jesus Christ, we must continue/begin a lifelong process of conversion. We need to nourish ourselves with:

- prayer,
- reading of Scripture,
- learning more about what the Catholic Church teaches,
- sharing our faith with others,
- participating in the sacraments and
- reaching out to others in service and justice.

And we must foster a climate of conversion among faculty, staff, students and families.

The teachers should...

- Realize that their first responsibility is to be attentive to their own relationship with Jesus Christ.
- Realize that he/she *must constantly endeavor to transmit by his teaching and behavior the teaching and life of Jesus... what assiduous study of the word of God transmitted by the Church's Magisterium, what profound familiarity with Christ and with the Father, what a spirit of prayer, what detachment from self must a catechist have in order that he can say: "My teaching is not mine!"*
- Understand and put into practice the counsel Pope Paul VI when he said... (People) *listen more willingly to witnesses than to teachers, and if (they) do listen to teachers, it is because they are witnesses.*
- See their vocation as expressed by St. Mother Teresa of Calcutta, *You have been taught by those who have given their whole lives to Christ. By their example, they have kindled the light of Christ in your lives. The time has come for you to likewise kindle the same light of Christ in the lives of those around you.*
- See each student as a child of God and seek to foster each child's spiritual growth.
- Connect faith to life.
- Relate the moral, ethical or spiritual ramifications to each area of study.
- Realize that catechetical instruction is always about formation and transformation, as well as information.
- Acknowledge the varying levels of faith in students.
- Proclaim his/her own faith by words and actions.
- Seek to bring others to Christ by the witness of his/her life.
- Reach out to families to engage them in the religious formation of their child(ren).
- Be aware of non-Catholic parents and make them welcome in what can seem an alien environment.
- Set aside time each day for his/her own personal prayer and spiritual reading.
- Pray with the students.
- Set up a prayer space in each learning center/classroom.
- Pray for each of his/her students by name each day.
- Use the "family" or "at home" pages of the religion text as class assignments.
- Involve families in religion curriculum by giving children assignments that promote family discussion of faith and moral life.
- Explain to parents the purpose and meaning of the liturgical year or sacramental celebrations that Catholic students are participating in.
- Invite parents to participate, in appropriate ways, with liturgical and sacramental celebrations with their child(ren).
- Use the current religion curriculum as part of planning each subject area – "planned integration".
- Have wisdom and virtue living within him/her.
- Ensure they "talk the talk" to prevent the problem of students learning skills without wisdom, or learn the mechanics of "practicing the faith" without any true personal appropriation of the Christian life.
- Build the right kind of culture within the school.
- Be "counter cultural" as Jesus proclaimed in Matthew 10:16 – *Behold, I am sending you like sheep in the midst of wolves; so be shrewd as serpents and simple as doves.*

Goal 2: As baptized Catholics we are called to "go and make disciples". We need to invite all people to hear the message of salvation in Jesus Christ so they may come to join us in the fullness of the Catholic faith.

The teachers should...

- Continue to deepen his/her faith so that he/she becomes a natural, living witness of faith.
- While being respectful of those of other faiths, freely share the transforming message of Christ through words and lived example.
- Encourage students and their families on the journey of Christian discipleship.
- Be educated in the principles and goals of adult faith formation.
- Ensure that the non-Catholic student finds a hospitable and welcoming environment in which to grow and learn.
- Help children understand that there is one baptism and by it, we are claimed for Christ.
- Instill in students an appreciation for the gifts and heritage of different faith traditions.
- Participate in diocesan and parish sponsored adult faith formation classes/offerings.
- Know the religious preference and background of his/her students and parents.
- Reverence and celebrate the stories of everyone's baptism.
- Invite students of other faith traditions to share their stories and traditions.
- Find appropriate opportunities throughout the year to share parts of his/her faith journey with his/her students.
- Minimize the degree to which the children might "pick up mixed signals" during the years of their education.

Goal 3: We are called to foster Gospel values in our society, promoting the dignity of the human person, the importance of the family; and the common good of our society; so that our nation may continue to be transformed by the saving power of Jesus Christ. St. Pope John Paul II wrote in "The Religious Dimension of Education in a Catholic School", *Faith which does not become culture is not received fully, not assimilated entirely, not lived faithfully.*

The teachers should...

- Help children understand their baptismal call to discipleship.
- Teach about the richness of the social teachings of the Church.
- Include critical appraisals of media and the culture within the curriculum.
- Teach the importance of citizens being knowledgeable and involved in political and civic issues.

CREED

EARLY CHILDHOOD FAITH FORMATION

A.1EC GOAL: *Children will discover the Church through learning the concepts of the Creed. (Catholic Pillar: Creed)*

	3-Year-Olds	4-Year-Olds	5-Year-Olds	<i>Catechesis of the Good Shepherd (CGS) Alignment</i>
A.1.1	Recite the Trinity in praying the Sign of the Cross	Recite the Trinity in praying the Sign of the Cross	Recite the Trinity in praying the Sign of the Cross	<i>Lvl 1 Sign of the Cross, Epiclesis, Baptism I-III, Pentecost</i>
A.1.2			Identify the Trinity as God the Father, God the Son and God the Holy Spirit	
A.1.3	Recall that all God made is good	Recall that all God made is good	Name God's creations and know that it was good	<i>Lvl 1 Mustard Seed</i>
A.1.4	Recall that God loves us	Recall that God loves us and made us each unique [PE D.1, PE C.3, SS B.A]	Recall that God loves us and made us each unique [PE D.1, PE C.3, SS B.A]	<i>Lvl 1 Good Shepherd, Psalm 23, Infancy Narratives, Cenacle, Empty Tomb, Kingdom Parables</i>
A.1.5			Identify ways we can show God we love Him	
A.1.6			Describe him/herself as a child of God	<i>Lvl 1 Mustard Seed</i>
A.1.7			Recognize everyone is made in the image and likeness of God and has similarities and differences [SS B.C]	
A.1.8			Classify and sort God's creation [Sci LS.B.12.1]	<i>Lvl 1 Kingdom Parables</i>
A.1.9			Express wonder and awe at the gifts of God's creation	
A.1.10	Hear the story of Creation and reproduce it by coloring or other project	Recall the story of Creation and reproduce it by coloring or other project	Retell the story of Creation and reproduce it through play, art or drama	
A.1.11			Identify and participate in actions that demonstrate signs of God's love (e.g. respecting others, showing kindness, being truthful, caring for others and creation, controlling own behaviors, praying)	<i>Lvl 1 Kingdom Parables, Grace and Courtesy Lvl 2 Maxims, Good Samaritan, Summary of the Law</i>
A.1.12			Understand that God wants us to treat each other fairly because he made each person and cares that they are treated with dignity and respect [SS P.A.]	

	3-Year-Olds	4-Year-Olds	5-Year-Olds	<i>Catechesis of the Good Shepherd (CGS) Alignment</i>
A.1.13			Describe rules that help students treat each other fairly because God made all people and wants them treated with dignity. [SS P.A.]	
A.1.14			Recite the Bible verse: <i>Love one another, as I have loved you</i> (John 15:12)	
A.1.15			Describe animals as signs of God's love	
A.1.16			Celebrate the Feast of St. Francis	<i>Lvl 1 Kingdom Parables</i>
A.1.17	Participate in a service learning project for the good of the community [SS P.B.]	Participate in a service learning project for the good of the community [SS P.B.]	Participate in a service to clean the earth such as picking up litter or recycling (Laudato Si) [Sci LS.B.12.1, SS P.B.]	<i>Lvl 1 Care of the Environment</i>
A.1.18			Celebrate Earth Day	
A.1.19	Name their parents	Identify God as giving us parents/guardians	Identify God as giving us parents/guardians to help us grow in faith	
A.1.20			Determine patterns in behavior of parents and offspring that help offspring survive [Sci LS.C.4.1]	<i>Lvl 1 Grace and Courtesy, Infancy Narratives</i>
A.1.21	Name their grandparents [SS H.C.]	Describe their grandparents [SS H.C.]	Describe a person or event from the past that reflects your own life in some way. [SS H.C.]	
A.1.22			Recite the 4 th Commandment: Honor your father and your mother	
A.1.23	Identify that Jesus was born on Christmas	Identify Jesus as God's Son who was born on Christmas	Explain that Jesus is the Son of God who was born on Christmas	<i>Lvl 1 Sign of the Cross, Epiclesis, Baptism I-III, Pentecost</i>
A.1.24			Recall that God called Mary to be Jesus' mother	<i>Lvl 1 Infancy Narratives, Cenacle, Empty Tomb</i>
A.1.25			Recall that Mary is our mother as well	
A.1.26	Name Mary as Jesus' Mother	Identify Mary as the Mother of Jesus	Identify Mary as the Mother of Jesus	<i>Lvl 1 Infancy Narratives</i>
A.1.27			Celebrate the Immaculate Conception on December 8	
A.1.28	Identify Joseph as Jesus' father on earth	Identify Joseph as Jesus' foster father	Identify the Holy Family as Jesus, Mary and Joseph	
A.1.29			Recognize that saints are special	

	3-Year-Olds	4-Year-Olds	5-Year-Olds	Catechesis of the Good Shepherd (CGS) Alignment
			people who followed God's golden rule	
A.1.30			Discuss how all of God's children are called to be saints	
A.1.31	Identify St. Patrick, St. Nicholas, St. Valentine and St. Mary	Identify the Parish Patron Saint, St. Patrick, St. Nicholas, St. Valentine, St. Mary, and St. Francis of Assisi	Describe the Parish Patron Saint, St. John the Baptist, St. Joseph, Mary, St. Francis of Assisi, St. Peter, St. Kateri Tekakwitha, and St. Teresa of Calcutta	

A. CREED

ELEMENTARY AND MIDDLE SCHOOL FAITH FORMATION

Goal: *Students will discover the Church through learning the concepts of the Creed and other Catholic theology.*

A.1 Identify that there is one God and there is a special loving relationship between God the Father, God the Son and God the Holy Spirit (CCC 254)								
	1	2	3	4	5	6	7	8
A.1.1	Identify Trinity as God the Father, God the Son and God the Holy Spirit (CCC 178, 233, 988)				Identify God as Trinity and summarize the dogma of Trinity as mystery revealed by Jesus (CCC 178, 233, 251-255, 988)		Defend the Trinity as God the Father, God the Son and God the Holy Spirit. (CCC 178, 233, 988)	
A.1.2	Identify that there is one God and there is a special loving relationship between God the Father, God the Son and God the Holy Spirit (CCC 254)							
A.1.3	Identify God's authority in our life and our parents' lives (CCC 156, 239, 668, 1295, 1381, CFCL A3, A12)							
A.1.4	Recall that God is love and loves each of us completely (CCC 733)					Analyze the main images and qualities of God as revealed in the Hebrew Scriptures (CCC 239, 269, 203-221)		
A.1.5	Identify God as Creator and Spirit (CCC 279, 324, 733-736, CFCL A1, A9)	Identify God as Provider and Creator of life (CCC 240, 290)	Identify God as Powerful Ruler (CCC 269)		Identify God as Yahweh and THE one true God (CCC 206, 210-211, 213-214)		Distinguish God as Omnipotent, Transcendent Mystery, and Uncaused Cause (CCC 178, 268-278)	

A.1.6	Tell that God sent Jesus his son (CFCL A7)	Identify Jesus as Brother (CCC 469)	Identify Jesus is friend, Savior, and Redeemer (CCC 422, 436-440, 571, 1067, 1742 CFCL A7, A8)	Identify Jesus as King and Lord (CCC 446-451, 786)	Identify Jesus as Messiah and Prophet (CCC 440, 453, 547)	Explain Jesus as THE Sacrament (CCC 1374, CFCL A8, A9)
A.1.7	Recall that Jesus wants us to know, love and serve Him (CCC 1823)	Tell how Jesus is the fullest expression we have of how much God loves us (CCC 1065, 604, CFCL A7)	Explain what it means to be a disciple of Jesus (CCC 520)	Discover that Jesus is our best example or revelation of God's love and care for us (CCC 457-458, CFCL A7, A8)	Appraise the history of salvation with God's entry into human history (CCC 456-457, 519, 1019)	
A.1.8				Identify Jesus as both God and human (CCC 464-469, CFCL A7)	Defend Jesus as True God and True Man (CCC 211, 240-242, 476-477, 1559)	
A.1.9				Discover that the Risen Jesus is with us today in various ways (CCC 1088, 776)		
A.1.10	Tell about Jesus' life	Discover that Jesus came to teach us to love one another (CCC 846, 1823, CFCL A9)	Identify that Jesus continues to heal and forgive through the Church (CCC 668-669, 1420-1421, CFCL A7, A8)	Compare and contrast the mission and ministry of the Church to Jesus' (CCC 737-738, 849, 863-865)		
A.1.11	Identify Holy Spirit as Person in Trinity (CCC 243-248)				Discover Holy Spirit as giving life (CCC 291)	
A.1.12		Identify the Holy Spirit as Helper and Guide to good choices (CCC 686, 749, 705, 714)	Identify the Holy Spirit as God the Father's gift to us (CCC 729, 1287, CFCL A7, A9)	Discover the gifts and fruits of the Holy Spirit (CCC 688, 735-736, 1830-1832, CFCL A18)	Determine the presence of each gift and fruit of the Holy Spirit in the world (CCC 736, 1830-1832, 1845 CFCL A16-18)	

A.2 Discover the path to Salvation								
	1	2	3	4	5	6	7	8
A.2.1		Identify that God sent Jesus Christ, his son to achieve our redemption (CFCL A7)		Explain that God sent the Holy Spirit through Jesus Christ, his son, to achieve our redemption (CFCL A7)				
A.2.2		Tell the meaning of being a Christian	Explain the Creed (CCC 186-187)	Explain faith as a relationship, belief, and as trust (CCC 154-155, 166, 180, 274)		Explain covenant as a special loving relationship between God and God's people (CCC 308, 707-710)		Explain eternity as unending happiness and sharing God's life to the fullest (CCC 851, 677-678, 1023, 1038-1041)
A.2.3		Explain that by Jesus' suffering and death, He gives himself up for each one of us and brings about our redemption (CFCL A8)		Explain that by Jesus' suffering and death, He gives himself up for each one of us and brings about our redemption within the community of the Church (CFCL A8)				Explain judgement as time for reward, celebration, justice and mercy (CCC 677-678, 1023, 1038-1041)
A.2.4		Discuss how we will experience the glory of heaven when we live a life of charity, joy, peace, patience, kindness, goodness, generosity, gentleness, faithfulness, modesty and self-control (Fruits of the Holy Spirit) (CFCL A18)						
A.2.5					Defend that if we are united with the Lord, we will reach fulfillment in the glory of heaven (CFCL A17)			

A.3 Discover the Communion of Saints and those within the Church, past and present, who are models of discipleship								
	1	2	3	4	5	6	7	8
A.3.1	Relate to Mary as the Mother of Jesus, our mother, good disciple, and someone we turn to for help (CCC 48ff. 829, 963, 2030, 2675, 2679)		Identify Mary as the Mother of us all (CCC 494, 511)	Identify Mary as Model of obedience (CCC 144, 148-149, 494)	Distinguish Mary as Model of prayer and Patroness of USA (CCC 2617, 2619)	Distinguish Mary as Model of Faith (CCC 144, 148-149)	Defend Mary as Mediatrix to Jesus (CCC 969)	
A.3.2	Recall That God called Mary to be Jesus' mother and Joseph to be his foster father (CCC 532, 564)		Recall Mary and Joseph's feast days		Explain Mary's feast days			
A.3.3	Identify Saints as friends of Jesus (CCC 2030)				Explain the canonization process			
A.3.4	Recall that as members of God's family we turn to the Saints for guidance (CCC 956, 2683)		Explain that Mary, the saints, and us, are part of the Communion of Saints (CCC 946-948)		Discover modern day saints not yet canonized			
A.3.5	Illustrate Jesus through the example of the Saints (CCC 2030)		Discover how the saints and local heroes provide us with examples of discipleship to inspire and help us (CCC 946-948, 956)			Defend Saints as intercessors (CCC 956, 2683)		Discover a personal relationship to the Communion of Saints (CCC 946-959)

A.4 Analyze Church teachings and Traditions								
	1	2	3	4	5	6	7	8
A.4.1					Explain that the Church has a special mission to build the Kingdom of God (CCC 2044-2046)		Identify the Church as a sign of the Kingdom of God (CCC 763-766, 738, 932)	
A.4.2	Identify the parish as Church (CCC 778, 2179, 2226)		Classify the Church as a structured group of believers, founded by Christ with chosen leaders and a set of beliefs (CCC 194-196, 781-782)		Discover the Church as sacrament of Christ in the world and sign of the Kingdom (CCC 541, 669, 764, 738)		Explain images and models of the Church (CCC 744, 776-777, 779, 787-796, 805-807, 1396)	
A.4.3		Identify the need to support the parish with time, talent and treasure		Examine ways to give the Church time, talent and treasure		Take a more active part in parish life and ministry		Take a more active role in Jesus' threefold mission
A.4.4			Identify present day Church leader roles (CCC 881-886)			Identify present day Church leaders throughout the world and the concept of diocese and diocesan personnel (CCC 833)		
A.4.5			Identify Vatican City as a religious center					
A.4.6			Explain the four marks of the Church: one, holy, catholic, apostolic (CCC 811-813, 823, 830, 857)					
A.4.7	Explain that a family has a need for rules	Correlate the need for rules with family and Church laws with parish	Discover Church teachings, practices, rules and traditions			Outline the role of the Bible, Tradition and Church authority (CCC 80-87)	Correlate Church laws with ideas of family, community, state, country and the need for rules	
A.4.8						Discover the relationship of the Catholic Church to other churches and cultures (CCC 839-845, CFCL A14)		

A.5 Discover the history of the Church								
	1	2	3	4	5	6	7	8
A.5.1	Identify Pentecost as the birthday of the Church (CCC 1076)							
A.5.2	Discover heroes and heroines of the Church (CCC 946-948, 956)							
A.5.3	Identify and examine the work of the Church while studying culture and history							
A.5.4							Discover for each era of Church history: important leaders, critical events, issues and conflicts, new directions	

SCRIPTURE

EARLY CHILDHOOD FAITH FORMATION

A.2EC GOAL: *Children will discover God's Word in the Bible. (Catholic Pillar: Scripture)*

	3-Year-Olds	4-Year-Olds	5-Year-Olds	Catechesis of the Good Shepherd (CGS) Alignment
A.2.1	Listen to and discuss any of these stories: Noah's Ark (Gen. 7-8) Creation (Gen. 1:1-31) The Good Samaritan (Lk. 10:30-37) Adam and Eve (Gen. 2-3) Joseph and Coat of Many Colors (Gen. 37) Moses (Exodus 2-3, 20) The Prodigal Son (Lk 15:11-32) Joshua – Walls Come Falling Down (Josh. 6) Daniel and the Lions (Dan. 6:16-28) The Last Supper (Lk. 22:1-38)	Jonah and the Whale (Jonah 1-3) David and Goliath (1 Sam. 17) Annunciation (Lk. 1:26-38) Birth of Christ (Lk. 2:1-18) Presentation of Jesus (Lk 2:22-33) Jesus and His Friends (Mk. 1:14-20) Jesus Blesses the Children (Lk. 18:15-17) Jesus the Good Shepherd (Jn. 10:1-6, 14) Passion (Lk. 23:1-56) Easter/Resurrection (Lk. 24:1-12)		Lvl 2 All Scripture Presentations
A.2.2	Introduce the Bible	Identify the Bible as the Church's holy book and treat it with respect	Identify the Bible as the Church's holy book and treat it with respect	Lvl 1 Intro to the Bible Lvl 2 Books of the Bible, Bible Study, Prayer Table
A.2.3			Identify the stories in the Bible as God's Word to us	
A.2.4		Recognize that we hear stories from the Bible at church, at school and at home	Recognize that we hear stories from the Bible at church, at school and at home	

B. SCRIPTURE

ELEMENTARY AND MIDDLE SCHOOL FAITH FORMATION

Anyone teaching scripture should read the document **Dei Verbum** (http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19651118_dei-verbum_en.html). This document will help in the understanding of the Catholic Church's practice, knowledge and implementation of Scripture into the faith.

Because the Old and New Testament Scriptures are the divinely-revealed, written Word of God, Catholics venerate the Scriptures as they venerate the Lord's body. But Catholics do not believe that God has given us His divine Revelation in Christ exclusively through Scripture. Catholics also believe that God's Revelation comes to us through the Apostolic Tradition and teaching authority of the Church.

By virtue of this divinely-appointed authority, the Catholic Church determined the canon of Scripture (what books belong in the Bible) at the end of the fourth century. We therefore believe in the Scriptures on the authority of the Catholic Church. After all, nothing in Scripture tells us what Scriptures are inspired, what books belong in the Bible, or that Scripture is the final authority on questions concerning the Christian faith. Instead, the Bible says that the Church, not the Scriptures, is the pinnacle and foundation of the truth (1 Tim. 3:15) and the final arbiter on questions of the Christian faith (Matt. 18:17). It is through the teaching authority and Apostolic Tradition (2 Thess. 2:15; 3:6; 1 Cor. 11:2) of this Church, who is guided by the Holy Spirit (John 14:16,26; 16:13), that we know of the divine inspiration of the Scriptures, and the manifold wisdom of God. (cf. Ephesians 3:10).

Source: John Salza, Scripture Catholic, <http://www.scripturecatholic.com>, April 2009

The 1983 Code of Canon Law entrusts to the Apostolic See and the episcopal conferences the authority to approve translations of the Sacred Scriptures in the Latin Catholic Church (c. 825, §1). Prior to 1983, Scriptural translations could be approved by the Apostolic See or by a local ordinary within a diocese. What follows is a complete list of the translations of the Sacred Scriptures that have received the approval of the United States Conference of Catholic Bishops since 1983.

Books of the New Testament, Alba House

Contemporary English Version - New Testament, First Edition, American Bible Society

Contemporary English Version - Book of Psalms, American Bible Society

Contemporary English Version - Book of Proverbs, American Bible Society

The Grail Psalter (Inclusive Language Version), G.I.A. Publications

New American Bible, Revised Edition (NABRE)

New Revised Standard Version, Catholic Edition, National Council of Churches

The Psalms, Alba House

The Psalms (New International Version) - St. Joseph Catholic Edition, Catholic Book Publishing Company

The Psalms - St. Joseph New Catholic Version, Catholic Book Publishing Company

Revised Psalms of the New American Bible (1991)

So You May Believe, A Translation of the Four Gospels, Alba House

Good News Translation (Today's English Version, Second Edition), American Bible Society

Translation for Early Youth, A Translation of the New Testament for Children, Contemporary English Version, American Bible Society

United States Conference of Catholic Bishops, <http://www.usccb.org/bible/approved-translations/index.cfm>, March 2018.

Goal: Students will gain a general knowledge and appreciation of Sacred Scripture.

B.1 Discover God's Word in the Bible								
	1	2	3	4	5	6	7	8
B.1.1	Discover and discuss Bible stories (CCC 104-106, 108, 131-133, 136)							
B.1.2	Identify the stories in the Bible as God's Word to us (CCC 105-106, 136)	Connect Bible stories with words and actions in daily life (CCC 131-133, 141)	Connect New Testament stories with daily life (CCC 2205, 2653-2654, 2688)	Find and describe passages in Scripture which deal with Jesus' ministry (CCC 517, 542, 949-953, 1507, 2839ff)	Recount and retell main events in the history of the Hebrew people as told in Scripture (CCC 54-67, 101-108, 131-133)	Recount the main events in the life of Jesus as told in the Gospels (CCC 65-67, 101-104, 131-133)		
B.1.3	Recall the Creation stories from the Bible (Gen 1-2)					Compare the Creation accounts in Genesis (Gen 1-2)		
B.1.4			Pray with the Scriptures (CCC 101-104)					
B.1.5						Name and discover great women in Scripture.		
B.1.6						Compare and contrast the relationship that exists between the Passover events and the Paschal Mystery events (CCC 571, 1067, 1076)		

B.1.7							Discover through Scripture that Jesus was: Messiah, Priest, Prophet, King, Redeemer (Gen 4:3-15, 6:5-12; Mt 16:16-23, 20:28, 25:31; Acts 10:38, 42, 17:31, 28:20; Lk 7:18-23; Rom 1: 18-32, 3:21-26, 12:6; 1 Cor 1-6; Jn 13:1, 5:22, 12:32, 17:4; Gal 2:20; Eph 4:2, 25; 2 Cor 5:14; 1 Pet 1:18; 2 Tim 4:1, Rev 2-3; CCC 783, 904, 983, 1026, 1235, 1476, 2105,)
B.1.8							Examine key themes in the parables and other teachings of Jesus (CCC 541-550, 556, CFCL A6-10, 13-16, 18)

B.2 Identify parts of and effectively use the Bible

	1	2	3	4	5	6	7	8
B.2.1	Identify the Bible as the Church's holy book and treat it with respect (CCC 101-104, 131-133)							
B.2.2	Identify that the Bible has two parts		Explain the difference between Old and New Testament (CCC 120-127, <i>Dei Verbum</i>)			Summarize Hebrew Scripture divisions (<i>Dei Verbum</i>)	Summarize Christian Scripture divisions (<i>Dei Verbum</i>)	
B.2.3				Locate passages in Scripture by finding the correct book, chapter, verse and cross reference (CCC 103, 132, 2688)		Find passages in Scripture and the lectionary by using standard scripture citations (CCC 131-133)		
B.2.4						Use the Bible to find geographic locations		
B.2.5						Examine the Bible as literature (CCC 103-107, <i>Dei Verbum</i>)		
B.2.7							Use Bible reference books (concordance, electronic, etc.) as aids	

LIFE IN CHRIST

EARLY CHILDHOOD FAITH FORMATION

A.3EC GOAL: *Children will discover that God loves each one of us through His Son, Jesus Christ. (Catholic Pillar: Life in Christ)*

	3-Year-Olds	4-Year-Olds	5-Year-Olds	Catechesis of the Good Shepherd (CGS) Alignment
A.3.1		Identify that we become friends of Jesus through our Baptism	Identify that we become friends of Jesus through our Baptism	Lvl 1 Good Shepherd, Baptism I-III Lvl 2 Good Shepherd, Eucharistic Presence, Baptism Compilation
A.3.2		Recognize the Church as the family of God	Recognize the Church as the family of God	
A.3.3		Identify special people in the Church family: priest, deacon, lectors, altar servers	Identify special people in the Church family: bishop, priest, deacon, ministers of communion, lectors, altar servers [SS P.C.]	
A.3.4	Practice various activities such as blessing self with holy water, singing religious songs, praying with a group, visit the church	Practice various activities such as blessing self with holy water, genuflecting, reciting and singing Mass parts, attending Mass, praying with a group	Practice various activities such as blessing self with holy water, genuflecting, reciting and singing Mass parts, attending Mass, praying with a group, praying a decade of the rosary, praying the stations of the cross	All CGS Activities
A.3.5	Recognize and color religious pictures	Recognize, create and color religious pictures	Recognize, create and color religious pictures	
A.3.6	Sing Christian songs	Sing Christian songs, act out finger plays and other religious skits	Sing Christian songs, learn Mass responses, act out finger plays and other religious skits	
A.3.7	Free play Bible stories	Free play Bible stories and Sacraments	Free play Bible stories and Sacraments	

C. LIFE IN CHRIST

ELEMENTARY AND MIDDLE SCHOOL FAITH FORMATION

Goal: *Students will come to understand that it is through Christ that they can fully live out God's plan for salvation.*

C.1 Discover that God loves each one of us through His Son, Jesus Christ

	1	2	3	4	5	6	7	8
C.1.1	Explain that we are made in the image and likeness of God (CCC 1700, CFCL A1-3)							
C.1.2	Recognize that we are members of God's family, called Christians (CCC 759, 959, CFCL A8)							
C.1.3	Identify the values of the Christian lifestyle (CCC 466, 496, 198, 505, 1805, 1807, 1956, 1978, 2070, 2273, 2302, 2447, 2479, 2465-2470, 2504-2505, 2708, 2848, 2859-2883 CFCL A1, A18)							
C.1.4	Practice Jesus' Word and example (CCC 564, 896, 1477, 1825, 2038, 2384, 2740, 2862-2865, CFCL A5, A9, A10, A13, A18)							
C.1.5	Recall that the Eucharist calls us to share with and care for others (CCC 1397)			Identify how the Eucharist calls us to serve and sacrifice for the good of others (CCC 1324-1327, 1397)		Reflect how Jesus offers the opportunity for the Sacrament of Reconciliation, Sacrament of the Eucharist, and prayer and good works to help us live a chaste life (CFCL A28)		
C.1.6	Explain that as disciples of Jesus we care for each other (CCC 2447, CFCL A1)			Explain ways to put God and others as a priority in life				
C.1.7	Participate in religious activities			Contrast attendance with participation	Reflect on one's own response to faith: gratitude, indifference, neglect (CFCL A22)		Apply the teachings of Jesus about God to one's own relationship with God (CCC 1693-1694, 1877)	
C.1.8				Identify ways people practice faith			Examine personal response to what Jesus taught and to Jesus' call to be Christian today (CFCL A11, A22)	

C.2 Examine moral law

	1	2	3	4	5	6	7	8
C.2.1	Recall that we need to love others as Jesus loves us (CCC 2443-2449, CFCL A5)	Retell Jesus' Commandments (CCC 2443-2449, CFCL A5)	Explain the two great Commandments and how they relate to our lives today (CCC 2443-2449, CFCL A5)					
C.2.2		Retell the Ten Commandments (CCC 2084-2550)	Recognize the Ten Commandments (CCC 2084-2550)	List and explain the Ten Commandments (CCC 2084-2550)				
C.2.3		Retell the Beatitudes (CCC 1716-1724)	Recognize the Beatitudes (CCC 1716-1724)	List and explain the Beatitudes (CCC 1716-1724)				
C.2.4		Define and give examples of virtue (CCC 1803-1832, CFCL A13)			Discover the Cardinal and Theological Virtues (CCC 1803-1832, CFCL A14, A15)		Discover that all human virtues are related to the Cardinal and Theological Virtues which are foundations for a chaste life	

				(CCC1803-1832, CFCL A14, A15)
C.2.5			Recognize the Precepts of the Church (CCC 2041-2043, CFCL A19)	Explain how the Precepts of the Church, along with the Commandments and Beatitudes, instruct us how we are to live in union with God (CCC 2041-2043, CFCL A19)
C.2.6				Categorize the corporal and spiritual works of mercy (CCC 2447, 1970-1971, CFCL A12, A13) Identify opportunities for doing the “good works” taught and modeled by Jesus in one’s own circumstances (CCC 1698, 1706, 1721, 2030-2031, 2447, CFCL A12, A13, A17)

C.3 Identify aspects of moral decision making

	1	2	3	4	5	6	7	8
C.3.1	Retell of Adam and Eve sharing in God’s grace, but it was lost through disobedience called original sin (CCC 386-412, CFCL A4)			Explain how evil came into the world as a result of original sin (CCC 401, CFCL A4, A5, A6)	Identify how original sin has affected all humanity and all human history (CCC 403-409, 953, CFCL A4, A5, A6)		Define sin (CCC 1850)	
C.3.2	Recall the effects of original sin (CCC 386-412, CFCL A5)						Explain the consequences of dying in mortal sin (CFCL A27)	
C.3.3		Explain the difference between sin as free choice and mistakes or accidents (CCC 1731-1734, CFCL A2, A13)			Explain that we are created with an intellect, a free will, and the capacity of free truly human and moral acts (CCC 1732, CFCL A2)		Evaluate different types of sin (CCC 1852-1869, Mt 15:19-20; Jn 5:16-17; Gal 5:19-21; Rom 1:28-32; 1 Cor 6:9-10; Eph 5:3-5; Col 3:5-9; 1 Tim 1:9-10; 2 Tim 3:2-5)	
C.3.4				Discover that all choices have responsibilities and consequences and should be made in light of Gospel values (CCC 783-789, 1734, 1848, CFCL A2, A5, A8, A13)	Apply the message of Hebrew prophets regarding justice and peace to today (CCC 1749, 1961-1970, CFCL A14)		Identify and apply to daily life the moral values and virtues proclaimed by Jesus (CCC 1698, 1706, 1721, 1749, 1961-1970, 2030-2031, 2447, CFCL A10, A11)	
C.3.5				Examine how sin affects the communities in which we live (CCC 953, CFCL A5, A6)	Evaluate the difference between personal sin and communal sin (CCC 1849-1876, CFCL A4, A5, A6)			
C.3.6				Examine how forgiveness, peacemaking and works of justice enrich the communities in which we live (CCC 953, 1878ff, CFCL A11)				
C.3.7					Justify that mercy, peace and justice are essential components of Christian living and signs of God’s kingdom (CCC 1829, 2046, CFCL A14)		Examine the role and importance of setting a good example in healing relationships to promote God’s kingdom (CCC 905, 1789, 1888, 1972)	

C.4 Identify and model Christian morality

	1	2	3	4	5	6	7	8
C.4.1	Identify that Christian morality consists of following Christ (CFCL A10)		Experience moral formation as a journey that deepens one's personal conversion to Christ (CFCL A11)		Experience moral formation as a journey of interior transformation that deepens one's personal conversion to Christ (CFCL A11)		Grow in the ability to make moral decisions (CFCL A10-20)	
C.4.2	Explain God's love for us and our love for others (CCC 953, 1823, 1825, CFCL A2)	Demonstrate love for God and others (CCC 2013, CFCL A2)						
C.4.3	Express thanks for the goodness of God's creation (CCC 354, 339)				Identify responsibility for the environment (Laudato Si §9-11)			
C.4.4	Identify that Jesus taught us how to live (CCC 2443-2449, CFCL A9-10, A13, A17-18)	Recognize and discover the Christian norms of behavior (CCC 198, 466, 496, 505, 1805, 1807, 1956, 1978, 2070, 2273, 2302, 2447, 2465-2470, 2479, 2504-2505, 2708, 2848, 2859-2883, CFCL A1, A18)						
C.4.5	Treat all life with respect and responsibility (CCC 225-226, 229, 2559-2583, CFCL A1-A12)				Defend that all life is sacred (CCC 293, 2253, CFCL A1)			
C.4.6	Recognize the gifts and talents each of us are blessed with in order to share them with our family and others. (CCC 786, 2238-2239, 2427-2428, 2826)	Identify and explain how personal gifts and talents can be used in service to the Church and World (CCC 786, 2238-2239, 2427-2428, 2826)			Plan and carry out a service project (CCC 2208-2209, 2269)			
C.4.7	Recognize that they have family, friends and church family to help them grow in love. (CCC 759, 764, 959, CFCL A3)			Apply the principles of fairness and justice to family and peer relationships (CCC 1807, 2415-2417, CFCL A1, A2)				
C.4.8					Resolve conflicts peaceably using affirmative rather than selfish or harmful words and actions (CCC 225, 357, 1823, 2303-2304, 2469-2477)			
C.4.9					Use critical thinking skills to examine the various values and behaviors promoted in society (CCC 1779-1788, CFCL A10, A11)			
C.4.10					Model and share faith in day to day involvement with others (CCC 1905-1912)		Examine the nature and purpose of evangelization, and use one's own good example to evangelize (CCC 749-856, 905)	
C.4.11						Express praise/ awe/gratitude (CFCL A1, A14, A22, A24-28)		
C.4.12							Participate in a retreat or time of recollection (CCC 2599-2614, 2623-2642)	

C.5 Discuss and explain the theology of the body in relation to family life Refer to resources such as the *Catechism of the Catholic Church*, "Truth and Meaning of Human Sexuality: Guidelines for Education within the Family", "Catechetical Formation in Chaste Living: Guidelines for Curriculum Design and Publication", "Theology of the Body for Teens: Discovering God's Plan for Love and Life" Middle School Edition from Ascension Press (TOB), or *Family Life* from RCL Benziger (FL).

	1	2	3	4	5	6	7	8
C.5.1	Identify that families love and help each other (CCC 2214-2233)		Discover the different kinds of families (CCC 2201-2213, FL Ch 1)	Discover ways to be a responsible member of your family (CCC 2214-2231, FL Ch 1)	Discover the qualities of a healthy and holy family (CCC 2201-2231, FL Ch 1)	Appreciate the diversity God created among families (CCC 2201-2233, FL Ch 1)	Experience an environment of trust and confidence in which you feel safe (CCC 2734-2741, TOB Ch 1, FL Ch 1-4)	

C.5.2	Identify each person and self as a unique creation by God (CCC 27, 287, 299, 339, 343, 355-258, 1730-1731, CFCL A1-3)	Recognize that God made you unique and talented (CCC 27, 287, 299, 339, 343, 355-258, 1730-1731, CFCL A1-3)	Explore that you have worth (CCC 1730-1731, 1950-1951, FL Ch 9)	Discover that God created you as a unique person (CCC 27, 287, 299, 339, 343, 355-258, 1730-1731, CFCL A1-3, FL Ch 5)	Recognize the changes that occur during puberty and that sexual, physical and emotional changing is a normal/healthy part of growing up (CCC 1730-1731, 2332-2337, 2360-2361, FL Ch 4)	Learn the importance of dealing with the stress of maturing (CCC 1730-1731, 2332-2337, 2360-2361, FL Ch 4)	Explore the basic nature of growing up, maturing, making decisions and finding happiness (CCC 1730-1731, 2332-2337, 2360-2361, TOB Ch 1, FL Ch 1-4)
C.5.3							Explore how God's original plan for us was a pure and perfect relationship (CCC 1602-1620, TOB Ch 2)
C.5.4	Identify the difference between persons and animals (CCC 33, 359-379, 382)				Appreciate the role of each body part as unique and valuable (CCC 33, 225-226, 229, 293, 359-379, 1210, 2253, 2559-2583, 2859-2883, CFCL A1-3, FL Ch 5)		Recognize and reflect on the human person as a body-soul composite (CCC 33, 359-379, 382, TOB Ch 3)
C.5.5					Recognize Christ as the key to understanding our humanity (CCC 456-457, 519, 1019, TOB Ch 3)		
C.5.6	Discover that our actions can affect others, both positively and negatively			Make a commitment to show respect toward yourself and others (FL Ch 4)		Appreciate one's self as a person of integrity and virtue (FL Ch 3)	Differentiate between the nature of virtue and of vice and their respective effects (TOB Ch 4, FL Ch 6-7)
C.5.7							Explore personal good and bad habits in regard to major cultural forces (TOB Ch 4)
C.5.8							Analyze the need for consistency in the practice of virtue rather than opposed to multiple "selves" for different situations (TOB Ch 4)
C.5.9	Explore how new life is a gift from God (CCC 225-226, 229, 293, 1210, 2253, 2559-2583, 2859-2883, CFCL A1-3, FL Ch 5)	Discover how plants reproduce (CCC 225-226, 229, 293, 1210, 2253, 2559-2583, 2859-2883, CFCL A1-3, FL Ch 5)	Explore common signs of life (CCC 225-226, 229, 293, 1210, 2253, 2559-2583, 2859-2883, CFCL A1-3, FL Ch 5)	Recognize the sacredness of every stage of life (CCC 225-226, 229, 293, 1210, 2253, 2559-2583, 2859-2883, CFCL A1-3, FL Ch 6)	Identify that sexuality is a gift from God (CCC 2331-2337, 2353, 2357-2370, 2396, CFCL A1-3, FL Ch 7)		Consider the meaning of sexual identity in light of Adam and Eve's original experience (CCC 2331-2337, 2353, 2357-2370, 2396, CFCL A1-3, TOB, Ch 5, FL Ch 7, <i>Familiaris Consortio</i> §11)
C.5.10			Explain that males and females are different in some ways, but each need to be respected equally (CCC 225-226, 229, 293, 1210, 2253, 2559-2583, 2859-2883, CFCL A1-3, FL Ch 5)	Explore God's plan in creating the human body (CCC 225-226, 229, 293, 1210, 2253, 2559-2583, 2859-2883, CFCL A1-3, FL Ch 5)	Discover how the female and male reproductive system works (CCC 369-373, 383, 2331-2337, CFCL A1-3)	Recognize God's plan in our genetic makeup (CCC 369-373, 383, 2331-2337, 2353, 2357-2370, 2396, CFCL A1-3, FL Ch 2)	Consider why God created different genders (CCC 369-373, 383, 2331-2337, 2353, 2357-2370, 2396, CFCL A1-3, TOB, Ch 5, FL Ch 4)
C.5.11	Recognize that God created our bodies and they are good (CCC 225-226, 229, 293, 1210, 2253, 2559-2583, 2859-2883, CFCL A1-3, FL Ch 5)		Recognize that each person is blessed with unique physical, social, emotional, intellectual and spiritual gifts and needs (CCC 225-226, 229, 293, 1210, 2253, 2559-2583, 2859-2883, CFCL A1-3, FL Ch 5)		Identify the physical changes that take place in boys and girls in order for them to become able to reproduce and co-create with God (CCC 33, 225-226, 229, 293, 359-379, 382-383, 1210, 2331-2337, 2253, 2559-2583, 2859-2883,		Compare and contrast the equality and complementarity of men and women and how the gender identity affects the comprehensive question "Who am I?" (CCC 33, 225-226, 229, 293, 359-379, 382-383, 1210, 2331-

					CFCL A1-3, FL Ch 5)	2337, 2253, 2559-2583, 2859-2883, CFCL A1-3, TOB, Ch 5, FL Ch 4)
C.5.12	Make choices that are respectful of self and others (CCC 1777, 1781, 1786, 1799, 2517-2527)	Make choices that are morally good (CCC 1777, 1781, 1786, 1799, 2517-2527)			Be chaste in their behavior and language (CCC 2338, 2348, 2394)	Consider how the principle of selfishness versus self-gift applies to sexuality (CCC 2331-2333, 2335, 2337-2338, 2362-2367, 2392, TOB Ch 5)
C.5.13					Explain that chastity is a virtue that allows us to do what is right, good and truly loving in the area of relationships (CCC 1777, 1781, 1786, 1799, 2517-2527), CFCL A20)	Distinguish that chastity is a positive virtue of sexual purity, not merely the practice of abstinence, and that lust is a vice (CCC 1777, 1781, 1786, 1799, 2517-2527), CFCL A20, TOB Ch 5, FL Ch 8)
C.5.14						Identify how chastity gives us freedom in our relationships to love and to fulfill our intended purpose (CCC 2337-2400, CFCL A25, TOB Ch 5, FL Ch 8)
C.5.15						Determine how practicing chastity affects daily choices (i.e. pornography, sexting, modesty) (CCC 2337-2400, CFCL A25, TOB Ch 5, FL Ch 8)
C.5.16	Define the terms fatherhood, motherhood, pregnancy, family	Define the terms fatherhood, fidelity, motherhood, pregnancy, family	Define the terms fatherhood, motherhood, pregnancy, cell, ovaries (in reference to plants), pistil, pollen, pollination, reproduction, family	Define the terms maturity, conception, lifecycle, teenage, elderly, body, soul, affection, fatherhood, motherhood, pregnancy, reproduce	Define the terms conception, pregnancy, uterus, womb, embryo, placenta, umbilical cord, fetus, chastity, elderly, fatherhood, motherhood, reproduction, modesty	Define the terms sex, chastity, abstinence, lust, modesty and concupiscence, fidelity, intercourse (TOB Ch 5, FL Ch 8)
C.5.17					Explain that God invites human beings to co-create with him in the reproduction process between a man and a woman (CCC 2331-2333, 2335, 2337-2338, 2362-2367, 2392)	Explain that physical, sexual relations outside of marriage or with multiple partners is sinful and can be harmful to their spiritual, emotional and physical well being (CCC 2331-2333, 2335, 2337-2338, 2350, 2352-2353, 2362-2367,

						2382-2384, 2391-2392, 2514-2515, 2528-2529)	
C.5.18					Explain that children are a special gift to a marriage relationship (CCC 1601, 1652, 2201, 2205, 2221, 2249, 2352, 2366, 2368, 2372, 2377)		
C.5.19	Speak of own body and others' bodies in respectful ways (CCC 1004, 2338-2345, 2517-2527)				Recognize sexuality as a gift from God and appreciate that each person's body is beautiful and unique (CCC 1004, 2338-2345, 2517-2527)		Recognize that use is the opposite of love and thus never an acceptable response to a human person (CCC 2284-2301, 2338-2345, 2517-2527, TOB Ch 6, FL Ch 8, <i>Veretatis Splendor</i> §26))
C.5.20							Evaluate contemporary culture and specific behaviors with the standards of chastity (i.e. music, internet, sexting, pre-marital sex, clothing) (CCC 2337-2400, TOB Ch 6, FL Ch 7-8)
C.5.21	Define the terms: poverty, discrimination (CCC 2388-2389, CFCL B6)	Define the terms: poverty, discrimination (CCC 2388-2389, CFCL B6)	Define the terms: bullying, poverty, discrimination, abuse (CCC 2354, 2388-2389, CFCL B6)	Define the terms: bullying, poverty, discrimination, abuse (CCC 2354, 2388-2389, CFCL B6)	Define the terms: terrorism, bullying, poverty, discrimination, abuse (CCC 2354, 2388-2389, CFCL B6)	Define the terms: prostitution, terrorism, cyber-bullying, poverty, discrimination, abuse, pornography (CCC 2354, 2388-2389, CFCL B6)	Define and defend the Church's teachings on the social evils of cyber-bullying, prostitution, pornography (CCC 2354), rape, molestation, terrorism, poverty and discrimination, sexual abuse (CCC 2388-2389, CFCL B6), alcohol and drug abuse (CFCL 26), incest, adultery, polygamy, masturbation, human trafficking (CCC 1643-1648, 1853, 1856, 2348-2350, 2360-2361, 2380-2400, TOB, Ch 6, FL Ch 9)
C.5.22							Explain and consider how to live the universal vocation to holiness (CCC 941, 2012-2016, 2028-2029, TOB Ch 7, FL Ch 9-10)
C.5.23							Identify flaws in the secular understanding of dating (CCC 2350, 2391, TOB Ch 7)
C.5.24							Apply core concepts of TOB to: bullying, gossip, peer pressure, broken or dysfunctional families, lack of intimacy with parent, siblings, works of mercy and social justice (TOB Ch 8)
C.5.25	Define the terms: fatherhood, gender, marriage	Define the terms: divorce (CCC 1676, CFCL B4), fatherhood, fidelity, gender, marriage, adoption Discuss cohabitation (CCC 2350, 2353, 2390-2391, CFCL B5) as the need arises	Define the terms: divorce (CCC 1676, CFCL B4), fatherhood, fidelity, gender, marriage, adoption Discuss cohabitation (CCC 2350, 2353, 2390-2391, CFCL B5) as the need arises	Define the terms: addiction, temperance, obedience, divorce (CCC 1676, CFCL B4), fatherhood, gender, marriage Discuss cohabitation (CCC 2350, 2353, 2390-2391, CFCL B5) as the need arises	Define and identify the Church's teaching on: abortion, euthanasia, sexuality, death, divorce (CCC 1676, CFCL B4), fatherhood, gender, homosexuality (CCC 2357-2359, 2396), marriage, reproductive technology (CCC 2376-3277), cohabitation (CCC 2350, 2353, 2390-2391, CFCL B5)	Define and explain the Church's teaching on: abortion, death, eternal life, common good, addiction, divorce (CCC 1676, CFCL B4), euthanasia, fatherhood, gender, homosexuality (CCC 2357-2359, 2396), marriage, reproductive technology (CCC 2376-3277), cohabitation (CCC 2350, 2353, 2390-2391, CFCL B5)	Define and defend the Church's teaching on: murder, abortion, euthanasia, contraception (CCC 2370), reproductive technology, fatherhood, gender, homosexuality (CCC 2357-2359, 2396), marriage, natural family planning, divorce (CCC 1676, CFCL B4) cohabitation (CCC 2350, 2353, 2390-2391, CFCL B5), premarital and extramarital sex (CCC 1643-1648, 2348-2350, 2360-2361, 2380-2394, FL Ch 5)

LITURGY AND PRAYER

EARLY CHILDHOOD FAITH FORMATION

A.4 EC GOAL: Children will develop a sense of spirituality and experience prayer and liturgy. (Catholic Pillar: Liturgy and Prayer)

	3-Year-Olds	4-Year-Olds	5-Year-Olds	<i>Catechesis of the Good Shepherd (CGS) Alignment</i>
A.4.1	Participate in class prayer times	Participate in class prayer times and attend all school prayer services and Mass	Participate in class prayer times and attend all school prayer services and Mass	<i>Lvl 1 Prayer Table, Celebrations Lvl 2 Prayer Table, Celebrations</i>
A.4.2	Identify places in the school and church where proper behavior and respect need to be shown	Practice showing respect and reverence while in the church or other designated prayer areas	Practice showing respect and reverence while in the church or other designated prayer areas	
A.4.3		Identify tabernacle, altar, baptismal font, stations of the cross, stained glass windows, and sanctuary	Describe the tabernacle, altar, baptismal font, stations of the cross, stained glass windows, and sanctuary	
A.4.4	Experience prayer as a conversation with God and as group recitation	Experience prayer as a conversation with God, as group recitation and as individual prayer	Experience prayer as a conversation with God, as group recitation and as individual prayer	<i>Lvl 1 Prayer Table, Celebrations, Personal Gestures, Silence Activity Lvl 2 Prayer Table, Celebrations, Prayer Journals, Bible Study, First Communion Meditations, Silence Activity</i>
A.4.5	Pray different kinds of prayer through teacher modeling: adoration, petition and thanksgiving	Pray different kinds of prayer through teacher modeling: adoration, petition and thanksgiving	Pray different kinds of prayer through teacher modeling: adoration, petition and thanksgiving	
A.4.6			Make a prayer book	<i>Lvl 1 Prayer Table, Celebrations, Liturgical Calendar Lvl 2 Prayer Table, Celebrations, Liturgical Calendar</i>
A.4.7	Recite the Sign of the Cross, Meal Prayer as a group	Recite the Sign of the Cross, The Our Father, Angel of God, Meal Prayer as a group	Recite the Sign of the Cross, The Our Father, Angel of God, Hail Mary, Meal Prayer, Glory Be as a group and individually	
A.4.8	Pray in his/her own words	Pray in his/her own words	Pray in his/her own words	
A.4.9			Pray spontaneously	
A.4.10			Know that Jesus taught us the Our Father	
A.4.11			Know that the Hail Mary is a prayer asking Mary to help us pray	
A.4.12	Identify Advent, Christmas, Lent and Easter	Identify Advent as a time of waiting for Jesus to come	Identify Advent as a time of waiting for Jesus to come	
A.4.13		Identify the Advent wreath as a symbol of the four weeks before Christmas	Identify the Advent wreath as a symbol of the four weeks before Christmas	
A.4.14	Recognize that Jesus was born on Christmas	Retell the Christmas story	Retell the Christmas story	

	3-Year-Olds	4-Year-Olds	5-Year-Olds	<i>Catechesis of the Good Shepherd (CGS) Alignment</i>
A.4.15		Identify the Magi	Identify the Magi	
A.4.16		Describe Lent as a time to grow in love for God and others	Describe Lent as a time to grow in love for God and others	
A.4.17			Explain what happened on Palm Sunday	
A.4.18			Identify Holy Thursday, Good Friday and Holy Saturday as three special days	
A.4.19		Identify symbols of new life in preparation for Easter	Identify symbols of new life in preparation for Easter	
A.4.20		Identify symbols of new life in preparation for Easter	Identify that Easter is a time for new life	
A.4.21	Recognize that Jesus rose from the dead on Easter Sunday	Recognize that Jesus rose from the dead on Easter Sunday	Recognize Jesus rose from the dead on Easter Sunday	
A.4.22		Identify Church celebrations and feasts during the liturgical year such as Oct. 12 – Feast St. Francis of Assisi, Dec. 6 – Feast of St. Nicholas, Feb. 14 – Feast of St. Valentine and March 17 – Feast of St. Patrick	Identify Church celebrations and feasts during the liturgical year such as Oct. 12 – Feast St. Francis of Assisi, Dec. 6 – Feast of St. Nicholas, Feb. 14 – Feast of St. Valentine and March 17 – Feast of St. Patrick	

D. LITURGY AND PRAYER

ELEMENTARY AND MIDDLE SCHOOL FAITH FORMATION

Goal: *Students will discover God's presence in liturgy and prayer.*

D.1 Discover and experience the Liturgical Year								
	1	2	3	4	5	6	7	8
D.1.1	Discover and celebrate Advent (CCC 524, 1095)							
D.1.2	Utilize the Advent wreath as a symbol of the four weeks before Christmas		Discover rituals and traditions of Advent	Identify Advent as a time of penance		Experience Advent using various forms of prayer		
D.1.3	Discover and celebrate Christmas (CCC 525-526, 1171)							

D.1.4	Identify the end of the Christmas season as the Baptism of the Lord	Identify 12 days of Christmas	Discover rituals and traditions of Christmas		Experience Christmas using various forms of prayer
D.1.5	Discover and celebrate Lent (CCC 540, 1095, 1438)				
D.1.6	Retell the Stations of the Cross as a symbol of Christ in Lent	Discover rituals and traditions of Lent	Identify Lent as a time of penance		Experience Lent using various forms of prayer
D.1.7	Discover and celebrate the Triduum (CCC 1168)				
D.1.8	Identify Holy Thursday, Good Friday and Holy Saturday as three special days	Discover rituals and traditions of the Triduum	Identify the Triduum as a time of penance		Experience Triduum using various forms of prayer
D.1.9	Discover and celebrate the Easter (512, 640, 1163, 1169, 1170)				
D.1.10	Recognize that Jesus rose from the dead on Easter Sunday	Discover rituals and traditions of Easter			Experience Easter using various forms of prayer
D.1.11	Discover Ordinary Time (CCC 533)		Identify days of penance during the Church year		Experience Ordinary Time using various forms of prayer
D.1.12	Participate in celebrations and feasts during the liturgical year				
D.1.13			Identify holy days (CCC 2042, 2180, 2185, 2187, 2192-2193)		

D.2 Discover and experience Sacred Liturgy (Mass)

	1	2	3	4	5	6	7	8
D.2.1	Pray and worship for and with others at the Sacred Liturgy (Mass)							
D.2.2	Identify that Liturgy calls us as family to participate in worship together (CCC 1066-1209)		Identify and describe the vestments, vessels and other items used for liturgy		Retell the history of the Mass (CCC 1066-1209)	Identify the various symbols from the Hebrew scriptures that are now used by the Church in its liturgical celebrations (CCC 1066-1209)		Examine the parts of the Mass (CCC 1066-1209)
D.2.3	Prepare for and participate in the Liturgy of the Word (CCC1345-1349)				Plan a liturgy			
D.2.4	Show respect for parish worship space, rituals and sacramentals (CCC 1667-1673)				Develop an understanding of sacramentals (CCC 1667-1673)			
D.2.5		Correlate Church worship with prayer and sacraments (CCC 1066-1209)						
D.2.6		Name and describe the two main parts of Mass (CCC 1345-1355)						
D.2.7		Associate the Last Supper with the Liturgy (CCC 610-621, 1323, 1329, 1340, 1350, 1366, 1402, 1412)					Outline the origins of the Eucharist to the Last Supper (CCC 610-621, 1323, 1329, 1340, 1350, 1366, 1402, 1412)	
D.2.8		Explain that the priest and other liturgical ministers have special roles in the Liturgy (CCC 610-621, 1323, 1329, 1340, 1350, 1366, 1402, 1412)						
D.2.9					Discover Catholic worship in the forms of Eucharistic Liturgy, Sacraments, Divine Office (Liturgy of the Hours), private prayer, and communal prayer (CCC 815, 939, 971, 1178, 1378, 1418, 1437)			

D.3 Discover and experience prayer

	1	2	3	4	5	6	7	8

D.3.1	Identify that prayer is listening and talking to God (CCC 2559-2565)				
D.3.2	Experience prayer in various formats (CCC 2623-2643, 2650-2660, 2700-2779)		Experience various prayer forms including journaling (CCC 2623-2643, 2650-2660, 2700-2719)		
D.3.3	Learn and practice prayers (CCC 2623-2643, 2650-2660, 2700-2779)				
D.3.4	Pray for others, individually and in community (CCC 2700-2779)		Pray using the Psalms (CCC 2700-2719)	Pray using the Old Testament (CCC 2700-2719)	Pray using the Gospels (CCC 2700-2719)
D.3.5			Discover that prayer is necessary in Christian life (CCC 2623-2643, 2650-2660, 2700-2719)		
D.3.6				Create a prayer service using passages from Scripture	

SACRAMENTS

EARLY CHILDHOOD FAITH FORMATION

A.5 EC GOAL: *Children will learn and experience the sacraments (Catholic Pillar: Sacraments)*

	3-Year-Olds	4-Year-Olds	5-Year-Olds	<i>Catechesis of the Good Shepherd (CGS) Alignment</i>
A.5.1		Recognize the symbol of the sacrament of Baptism is water	Recognize the symbol of the sacrament of Baptism is water	Lvl 1 Baptism I-III, Altar I, Gestures Lvl 2 Baptism Compilation, Gestured (expanded), Synthesis off the Mass, Reconciliation Cards, Origin of the Eucharist, First Communion Meditations, Pentecost Lvl 3 (Extra) Holy Bible and the Sacraments
A.5.2		Identify that at his/her Baptism he/she became a member of the Church	Recall that at his/her Baptism he/she became a member of the Church	
A.5.3			Identify the Sacrament of Reconciliation as the sacrament of peace	
A.5.4			Identify that love is the foundation for the Sacrament of the Eucharist	
A.5.5		Participate in Mass	Participate in Mass	
A.5.6			Lector at Mass and prayer services [ELA S.2.11]	

E. SACRAMENTS

ELEMENTARY AND MIDDLE SCHOOL FAITH FORMATION

Goal: *Students will gain an understanding of and experience an encounter with Christ through the Sacraments.*

E.1 Identify Sacrament in regards to initiation, healing and service								
	1	2	3	4	5	6	7	8
E.1.1		Describe Baptism, Eucharist and Confirmation as the Sacraments of Initiation (CCC 1212)						
E.1.2			Name and describe the seven sacraments (CCC 1210-1658)		Describe the meaning, rites, signs, symbols, ministers and effects of each of the seven sacraments (CCC 1210-1658)			
E.1.3			Explain that the Church celebrates as community through the Sacraments (CCC 1210-1212)		Discover that the Church celebrates community through the Sacraments (CCC 1210-1658)		Explain the role each Sacrament has in the life of discipleship, with special emphasis on the Eucharist (CCC 1210-1658)	
E.1.4			Explain the nature of the Sacraments of Healing as Reconciliation and Anointing of the Sick (CCC 1420-1421)					

E.1.5				Explain that God gives us Grace to help us live good lives (CCC 1996-2005)	Identify Grace as sharing God's life, as God's free gift to us, and as His in-dwelling (CCC 1996-2005)
E.1.6				Identify sacraments as actions of Christ (CCC 1210-1658)	Identify sacraments with signs given by Christ to signify and become channels of Grace (CCC 1210-1658, 1996-2005)
E.1.7				Explain that all members of the Church community have a special role in the celebration of each of the Sacraments (CCC 1210-1658)	Identify the sacramental presence of the Risen Lord, not just in the Eucharist, but also in others, especially in the community of disciples (CCC 1210-1658)
E.1.8				Identify the Sacraments of Service as Matrimony and Holy Orders (CCC 1533-1535)	
E.1.9				Identify the sacramental actions that originated in Jewish rituals (CCC 1210-1658)	
E.1.10				Explore the importance of participating in the sacraments (CCC 309, 774, 790, 1084, 1129, 1146-1152, TOB Ch 4)	

E.2 Explain the Sacrament of Baptism

	1	2	3	4	5	6	7	8
E.2.1	Identify Baptism as a welcome into God's family as a member of the Church (CCC 1213-1274)	Identify Baptism as a welcoming into a community and beginning a new life (CCC 1213-1274)						Identify the effects of Grace received at Baptism (CCC 1213-1274)
E.2.2	Explain that as members of God's family we are sons and daughters of God (CCC 1213-1274)							
E.2.3	Identify the symbols (sacramentals) of Baptism (CCC 1213-1274)							
E.2.4	Recall that we become disciples of Jesus (CCC 1213-1274)	Describe the parish as a family made up of disciples (CCC 1213-1274)						

E.3 Explain and participate in the Sacrament of the Eucharist (Communion) more fully

	1	2	3	4	5	6	7	8
E.3.1	Identify the purpose of Eucharist as sharing a meal (CCC 1322-1405)			Identify Eucharist as a meal, sacrifice, celebration and presence (CCC 1322-1405)				
E.3.2		Prepare for and receive the Sacrament of First Holy Communion (CCC 1322-1405)	Prepare for and receive the Sacrament of the Eucharist weekly (CCC 1322-1405)					
E.3.3			Describe the Eucharist as Jesus' gift of self (CCC 1322-1405)					
E.3.4			Explain that the bread and wine at Mass become the Body and Blood of Jesus Christ (CCC 1378-1379)					Defend the real presence of Christ in the Eucharist (CCC 1378-1379)

E.3.5					Participate in the Eucharist in a more prayerful way (CCC 1322-1405)
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E.4 Explain the Sacrament of Confirmation

	1	2	3	4	5	6	7	8
E.4.1					Identify Confirmation as being signed with the gifts of the Spirit (CCC 1285-1314)			
E.4.2					Outline the historical development of Confirmation and its relationship to Baptism (CCC 1285-1314)			

E.5 Explain and participate in the Sacrament of Penance (Reconciliation)

	1	2	3	4	5	6	7	8
E.5.1	Identify the purpose of Reconciliation as forgiving (CCC1422-1484)	Recognize that reconciliation is healing, forgiveness and penance (CCC1422-1484)		Explain the meaning and purpose of penance (CCC1422-1484)	Identify reconciliation as forgiveness, penance, mercy, conversion, healing and celebration (CCC1422-1484)			
E.5.2		Prepare for and receive the Sacrament of Reconciliation (CCC1422-1484)						
E.5.3		Examine own conscience (CCC1422-1484)		Examine own conscience using the Christian norms of behavior (CCC1422-1484)				
E.5.4		Explain that we respect the Church as teacher of right and wrong (CCC1422-1484)		Discover that we respect the Church as teacher of right and wrong (CCC1422-1484)				
E.5.5		Recognize the aspects of reconciliation are important parts of daily life (CCC1422-1484)		Experience the aspects of reconciliation in daily life (CCC1422-1484)				
E.5.6		Recognize differences between accidents, mistakes and sins (CCC1422-1484)		Examine one's own frequency and desire for celebrating Reconciliation (CCC1422-1484)				

E.6 Explain the Sacrament of Anointing of the Sick

	1	2	3	4	5	6	7	8
E.6.1					Identify Anointing with sickness, healing, suffering and dying (CCC1500-1525)			

E.7 Explain the Sacrament of Matrimony (Marriage)

	1	2	3	4	5	6	7	8
E.7.1					Identify Marriage as a free, total, fruitful and faithful call, union, covenant and vocation based on loving fidelity, raising a family, permanency, companionship and support (CCC 1601-1658)			

E.7.2	Explain that marriage is a sign of love (CCC 1601-1658, 2349, 2363-2367, CFCL A3, A29, FL Ch 8)	Recognize marriage as a Sacrament and as a committed relationship between one man and one woman to each other for life (CCC 1601-1658, 2349, 2363-2367, CFCL A3, A29, FL Ch 8)	Identify that physical sexual relationships should be rooted in a deep loving, friendship, and trusting marriage (CCC 1601-1658, 2349, 2363-2367, CFCL A3, A29, FL Ch 8)
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E.8 Explain the Sacrament of Holy Orders

	1	2	3	4	5	6	7	8
E.8.1					Explain the role and preparation to the priesthood and diaconate (CCC 1536-1589)			

E.9 Explore Vocations (using Vianney Vocations Curriculum, www.vocationslessons.com, Teacher Access Code: SuperiorVocations715)

	1	2	3	4	5	6	7	8
E.9.1	Identify the meaning of vocation as a call to religious life, ordained ministry, marriage or single life							
God's Call								
E.9.2	Begin listening to ways God calls us	Begin a few practices that will make hearing God's call easier later in life	Marvel at God's purpose and love in creating each of us for Himself		Be inspired to pray more, and to begin to sense God's voice through peace, joy and courage	Prayerfully ask questions about life, then listen for God's answer	Be inspired to answer the call to holiness now	
Marriage								
E.9.3	Recognize that marriage is about helping each other	Identify ways that our families meet our needs	See in our own lives the purpose of family		Internalize the reason God created me, and to apply that purpose to my current family and single state of life	Identify ways to act in virtue and charity within marriage and family	Recognize the Church's teaching on marriage and divorce as originating from Jesus' words	
E.9.4					Be able to locate the basic teachings on marriage in the Catechism (CCC 1601-1658)			
Priesthood								
E.9.5	Foster an admiration for the courage and generosity needed to be a priest	Associate a priest with celebrating Mass, healing people and teaching	Recognize a priest's connection with Jesus Christ	Appreciate ways priests share in the work of Christ	Grow in awe and appreciation of a priest's unique ability to consecrate the Eucharist	Be able to identify good characteristics needed for the priesthood		
Religious Life								

E.9.6	Gain a simple understanding of the lives of religious brothers and sisters	Associate the evangelical counsels with the vocation to religious life	Understand and appreciate the ways religious brothers and sisters live	Recognize the Liturgy of the Hours as a form of prayer that is part of religious life	Trust in God's plan if he calls you to religious life	Be inspired by people in the religious life and to foster the interior call of God to become holy
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