

Religion Graded Course of Study P - 12

April, 2006

CATHOLIC DIOCESE OF COLUMBUS
OFFICE OF RELIGIOUS EDUCATION & CATECHESIS



April, 2006

Dear Pastors, Principals and Catechetical Leaders:

It is with sincere gratitude that we write to all of you upon the completion of this revision of the *Religion Graded Course of Study Preschool-Grade 12*. The task of such a revision is made possible through the kind cooperation of you and your teacher/catechists. We extend our thanks to all.

The *National Directory for Catechesis* states that:

Catechesis aims to bring about in the believer an ever more mature faith in Jesus Christ, a deeper knowledge and love of his person and message, and a firm commitment to follow him. In many situations, however, catechesis must also be concerned with arousing initial faith and sustaining the gradual conversion to complete adherence to Jesus Christ for those who are on the threshold of faith. With God's grace, catechesis develops initial faith, nourishes Christian life, and continually unfolds the mystery of Christ until the believer willingly becomes his Disciple. (pp. 54-55) The object of catechesis is communion with Jesus Christ. Catechesis leads people to enter the mystery of Christ, to encounter him, and to discover themselves and the meaning of their lives in him. (p. 55)

In response to this mandate we present this *Religion Graded Course of Study Preschool-Grade 12* as a systematic and age-appropriate way to present the mysteries of Sacred Scripture and Sacred Tradition of the Catholic Church so that students will be led to a closer union with Jesus Christ and be led by the Holy Spirit to find the many traditions of the Catholic Church, e.g., its prayer, liturgy and sacraments, and its moral and social teachings, beneficial to their lives now and in the future.

This course of study presents four standards, major objectives under each standard and grade level indicators which students are to be able to know and do. Since students in the PSR programs and youth ministry programs do not have the same amount of time in their programs as the Catholic school, we ask that they focus on the benchmarks and the other indicators as appropriate in their curriculum. It also is important to point out that all the indicators might not be found in each of the approved textbooks. It will be necessary for teachers/catechists to use supplementary materials in such areas as morality, human sexuality, church history, sacramental preparation and celebration, ecumenism and world religions. There are resources, video and print in the diocesan media center. Please call your regional consultant for assistance. Workshops are planned in the future.

May this document assist you in your ministry of Catholic Religious Education,

The Diocesan Office of Religious Education & Catechesis

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Philosophy of the Religion Graded Course of Study

The purpose of the *Religion Graded Course of Study P-12* is to present the Catholic faith in a systematic, comprehensive and age appropriate way from preschool to high school in both school and parish programs. The goal of our catechetical efforts is to foster an environment that helps a Catholic Christian develop in knowing, practicing and continuing to grow in the understanding of the teachings of Jesus and of the Catholic Church that we inherited from Sacred Scripture and Sacred Tradition. It is in the Catholic Christian community, in its prayer and sacred liturgies and in its lived experience that students will continue to learn how to live the challenge of the Catholic faith so as to help build God's Kingdom of justice, peace, and love now.

As the *General Directory for Catechesis* (GDC) states, "The definitive aim of catechesis is to put persons not only in touch but also in communion and intimacy with Jesus Christ." (GDC, no. 80) While instruction in the faith is important, so too is formation in the faith. This formation can take place through various experiences of prayer, retreats, liturgies, service in the home, school, parish and larger community.

This *Religion Graded Course of Study P-12* offers four standards in the areas of: Sacred Scripture; Sacred Tradition; Prayer Liturgy and Sacraments; and the Baptismal Call to Dignity, Relationship, Moral Decision-Making and Service. Under each standard are major objectives for that specific area. These objectives are placed on a chart showing when they are to be introduced, developed, mastered, and maintained. Each of these objectives have grade level indicators which show what students in that grade should know and what skills they should practice.

The major objectives and grade level indicators come from a variety of places, including: the four pillars of the *Catechism of the Catholic Church* (CCC), the *General Directory for Catechesis* (GDC) and the *National Directory for Catechesis* (NDC). Each year of study the four pillars of the CCC ("The Profession of Faith," "The Celebration of the Christian Mystery," "Life in Christ," and "Christian Prayer,") are stressed at a deeper level in an age appropriate way. The Benchmarks (B) will indicate what students should have a firm grasp of in a particular grade level and also at the end of a set of grades: P-2, 3-5, 6-8 and 9-12. A benchmark does imply mastery. In the religion graded course of study the students' understanding of their faith in content and practice is always expanding and deepening. In the Parish School of Religion Programs (PSR) the Benchmarks and indicators as appropriate are to be covered. Because the sequence of coursework varies in the high school program—Catholic school and youth ministry, there is only one set of indicators for grades 9-12.

The approved textbooks are a tool for teachers/catechists to help their students achieve the grade level indicators. Since textbook series may not contain all these indicators, other resources will be necessary. In addition to the accompanying bibliography, help may be obtained through the Office of Religious Education and Catechesis.

The *Religion Graded Course of Study P-12*, while it will help to **nurture** a mature Catholic Christian, is not completed when a student is eighteen years old. Therefore, it is critical that students hear these messages again as an adult by seeking out adult faith formation opportunities in their college and later years.

Religion Graded Course of Study Committee

Mary Beth Aeh, Preschool Director, St. Cecilia Parish, Columbus
Jaime Berry, Catechetical Leader, St. Thomas the Apostle, Columbus
Janet Brewer, Catechetical Leader, St. Paul, Westerville
Cindy Butchko, Fifth Grade Teacher, Immaculate Conception School, Columbus
Linda Broderick, Preschool Coordinator, St. Margaret of Cortona, Columbus
Mary Cardinal, Fifth Grade Teacher, St. Matthias School, Columbus
Lisa Cornelison, Preschool Coordinator, St. Mary Magdalene, Columbus
Sharon Curtin, Catechetical Leader, St. Margaret of Cortona, Columbus
Mary Fran Cassidy, Catechetical Leader, St. Brigid of Kildare, Dublin
Mary DeGenova, Eighth Grade Teacher, St. Paul School, Westerville
Maureen DiDomenico, Preschool Coordinator, St. Brigid of Kildare, Dublin
Barbara Durbin, Second Grade Teacher, Our Lady of Peace School, Columbus
Suzie Emsweller, Assistant Principal and Catechetical Leader, St. Andrew, Upper Arlington,
Deborah Harshman, Fifth Grade Teacher, St. Andrew School, Upper Arlington
Greg Harshman, Fourth Grade Teacher, All Saints Academy, Columbus
Nancy Henterly, Fifth Grade Teacher, Our Lady of Perpetual Help School, Grove City
Suzie Howard, Fourth Grade Teacher, St. Matthew School, Gahanna
Mary Jane Inkrott, Sixth, Seventh, Eighth Grade Teacher, St. Agatha School, Upper Arlington
Pattie Jones, Catechesis of the Good Shepherd Coordinator, St. Ladislav, Columbus
Katie Kapala, Religion Teacher, DeSales High School, Columbus
Bonnie Kinney, Kindergarten Teacher, Blessed Sacrament School, Newark
Don Kelly, Seventh Grade Catechist, St. Brigid of Kildare, Dublin
Karen Laihr, Catechetical Leader, Christ the King, Columbus and Fifth Grade Teacher, All Saints Academy
Heidi Kellett, Catechetical Leader, St. Joseph, Plain City
Camille Kopczewski, Catechetical Leader, Our Lady of Perpetual Help, Grove City
Beth Mahler, Preschool Coordinator, Immaculate Conception, Columbus
Ellen Paulucci, Kindergarten Teacher, Immaculate Conception School, Columbus
Stacey Pennino, Coordinator of Religious Education and Youth Minister, St. Brendan, Hilliard
Kris Pellissier, Director of Catechesis of the Good Shepherd, St. Andrew, Upper Arlington
Carol Rearick, Kindergarten Teacher, St. Catharine School, Columbus
Carol Rutti, Preschool Director, St. James the Less Parish, Columbus
Jan Ries, Third Grade Teacher, St. Cecilia School, Columbus
Carol Rowland, Kindergarten Teacher, St. Andrew, Upper Arlington
Elaine Schuttinger, Sixth, Seventh, Eighth Grade Teacher, Trinity School, Columbus
Molly Santry, Eighth Grade Teacher, St. Cecilia School, Columbus
Barb SchwabKlaco, Religion Teacher, Ready High School, Columbus
Beth Simmonds, Youth Minister, Our Lady of Victory, Columbus
Pam Smith, Catechetical Leader, St. James the Less, Columbus
Mary Jane Sobczyk, Catechetical Leader, St. Elizabeth Seton, Pickerington
Bob Steinbauer, Religious Education Chairperson/Teacher, Watterson High School, Columbus
Deacon Frank Sullivan, Religious Education Chairperson/Teacher and Campus Youth Minister, Hartley High School, Columbus
Cindy Taylor, Fourth Grade Teacher, St. Michael School, Worthington
Office of Catholic Schools Staff: Kathleen McClernon, Jeri Rod and Teresa Roybal
All Staff of the Office of Religious Education and Catechesis

This can be a helpful tool to use when sending letters to parents. It is an overview.

Overview by Grade Levels

Preschool (ages 3-5) and Kindergarten (ages 5-6)

Preschool religion in the Catholic school or parish seeks to develop children's growth in faith from their family to the wider faith community. Children begin to develop a sense of trust, freedom, selflessness and joyful participation in experiences of spontaneous and formal prayer, prayerful silence and simple acts of worship.

Early childhood religious education establishes the foundation to promote a better understanding of religious practices and beliefs. Additionally, it fosters positive religious attitudes of love toward God, others and self. It encourages religious development by providing experiences of community, prayer and selected stories based on the child's life experience which will deepen the child's sense of wonder and awe. Developmentally appropriate practices are preferred rather than lengthy explanations of religious practices and doctrines to which most young children cannot relate.

Grade One

The curriculum in Grade One gives the student an added introduction into God's activity in the world which they began to receive in preschool and kindergarten. Students have more exposure to Bible stories, formal prayers and cross curriculum possibilities, e.g., art, music. The students continue to be introduced to God as Trinity: Father, Son and Spirit and how they share God's life through Baptism. This leads to their membership into God's family, the Church, and to the experiences of worship, service and community.

To awaken their sense of God's presence in their lives, they receive an introduction to the sacred objects and spaces in church, listen to God's Word in prayer services and at Eucharistic liturgies and celebrate the key feasts and seasons of the liturgical year. Recognizing that they are created and loved by God, who has given them talents and abilities, they learn that they are to share these with others. They are introduced to the concept that they respond to God's love for them by treating others kindly and that this is what Jesus asks of them.

Grade Two

The emphasis in Grade Two is to form a closer relationship with Jesus. Students receive catechesis for the sacraments of Penance and Eucharist. They become acquainted with more Bible stories to increase their knowledge about the life and teachings of Jesus. They are coming to realize that Jesus is their friend and that he is God's Son and their Savior who became human to show God's love.

They look at the Church as the Body of Christ, a community who prays and worships together. They experience new ways of praying, different kinds of prayers and become more familiar with rituals and feasts in the Church year. This includes communal and/or sacramental worship. Catechesis for the reception of the Sacraments of Reconciliation and Eucharist is given along with more catechesis on the Mass. Second graders continue to study the sacred spaces and objects in Church as well as looking at the various lay ministries in the Church.

Students become more aware of the gifts and talents given to them by the Holy Spirit and how these gifts and talents can be used to benefit others. They realize more and more that they show their love for God in the way they treat others and gradually realize the difference between a sin, a mistake and an accident.

Grade Three

The focus in Grade Three is the Church and the Apostles' and Nicene Creeds. The students' understanding of Sacred Scripture is deepened as they are introduced to more Bible stories and important characters in the Bible. They delve deeper into the teachings and life of Jesus, realizing the Jewish tradition into which he was born and lived. Parable and miracle stories are studied in light of the mission of Jesus.

The Holy Spirit's coming at Pentecost and the story of the conversion and ministry of St. Paul introduces them to the history of the early Church. This introduction helps them become aware of the Holy Spirit's role in their life and in the Christian community today. They look at the roles of the apostles and disciples and learn about the roles of the pope, bishops, deacons, consecrated religious and lay ministers in the Church today.

The Apostles' and Nicene Creeds are studied as a summary of some of the key beliefs of the Catholic Church.

The students continue to experience different ways of praying: formal and spontaneous, personal and communal. Regarding the liturgical year, they study the importance of Sunday in the life of the Christian community and study the different parts of the Mass. They review the sacraments they have already received.

As students at this level are growing in their understanding of their relationship to God, they begin to realize how their behavior towards others is part of this relationship. Continued emphasis is made on their understanding between a sin, a mistake and an accident with an overview of the Ten Commandments. Students are becoming more aware of their responsibility to do loving actions and ask for forgiveness for their non-loving actions.

Grade Four

Fourth Graders are becoming aware of God's self communication, of God's plan of creation and salvation through Divine Revelation in Sacred Scripture and Sacred Tradition. The concept of covenant continues to be developed in the sense that it lies at the heart of our relationship with God, goes back to its origins in the Old Testament and continues in the New Testament through Jesus. The Ten Commandments are seen as a loving response to that covenant. Each of the commandments and precepts of the Church is studied in greater detail. Students become aware of how to live this covenant or special friendship with God.

Mary and the Saints become more real role models for them. Students realize there are other Christians and persons of other faith traditions besides Catholics who must be respected. They review the various phrases of the Creeds to gain a deeper understanding of the truths they profess.

They expand their knowledge and experiences of formal, meditative, silent and spontaneous prayer. They come to realize that the Mass and the sacraments are liturgy, the official public worship of the Church. The liturgical year, with its traditions, and feasts, is becoming more understandable. Students take a more active part in prayer/penance services and in the Eucharistic Liturgy.

By studying the Beatitudes and the Spiritual and Corporal Works of Mercy, students realize how their behavior and attitudes toward others are connected to their relationship with God. They also realize the value and inherent dignity of every person. They become involved in service projects and study the needs of persons around them and in the world. By their outreach, they connect Jesus' teaching to the poor, the marginalized and those who don't have basic needs. They understand that this is what building the Kingdom of God means.

Grade Five

Fifth Graders focus on the liturgical year, the sacraments and the Mass. Their use of the Bible and how to understand its stories will continue to grow through the use of added resources. They broaden their understanding of sins against the Ten Commandments. They look more deeply at the meaning of the Gospel stories to come to a better understanding of Jesus' message.

Our Redemption through the Paschal Mystery of Jesus as the central salvific event of Christianity is studied. How the Church continues the message and mission of Jesus is reviewed. Students are challenged to realize that they are called to be evangelizers who share in the mission of the Church.

Other Roman Catholic rites and other Christian traditions are mentioned. Identifying ecumenical efforts among Christians broaden their appreciation of how Christians work together to build a better world. Realizing that there are other faith traditions should be of no surprise to them.

Students study, in detail, the seasons, feasts and traditions of the liturgical year, and each of the sacraments with their signs, symbols and rituals. They understand the sacraments as sacred actions of the Church which celebrate God's action in our lives and the way the Church carries on the ministry of Jesus.

They begin to look closely at their relationships, the gift of their sexuality and how they are to respect this gift in themselves and in others. Looking at what develops or hinders relationships is an important process for them. The sacredness of life from conception to natural death is emphasized. Seeing all this in terms of their living as a disciple of Christ who is a presence of God's love, peace and justice in the world should challenge them.

Grade Six

Sixth graders focus on God's Revelation or God's self-communication and presence throughout history as recorded in Sacred Scripture, particularly the Old Testament. They focus on the creation stories, the Exodus, the ratification of the Covenant, the stories of Saul, David and Solomon, some of the prophets, the Exile, the Restoration and wisdom literature. They explore more deeply the stages of the writing of the Bible, the books in the Catholic canon, and begin to develop skills in biblical interpretation. They look at the symbolism of some of the stories and what religious truths are being conveyed, realizing that the Church alone has the authority to interpret scripture authentically. They look at the literary forms of the Old and New Testaments and discuss in more detail how keeping the Ten Commandments is a response to our covenant relationship with God. They create timelines of key events in both the Old and New Testaments. They see how Jesus continues the focus of religion in the New Testament, that worship of God is to be joined with social responsibility and that the Church continues Christ's mission.

Students experience the Liturgy of the Word, a public prayer of the Church, along with other forms of prayer using selected prayers in Sacred Scripture. Students are able to make connections between the Jewish Sabbath and the Christian Sunday and explain some of the Jewish feast days.

The students understanding of their responsibility in relationships with family, friends, classmates and parish is deepened. They identify and practice skills important in building and maintaining relationships. They become aware of the Catholic teachings in the area of sexual morality and in social teachings, and how they are called to live out their discipleship to Christ. They become more aware of those things in their life and in society that helps or hinders this process.

Grade Seven

Grade Seven focuses on the New Testament and the teachings of Jesus along with a deeper study of the sacraments and one of the ways persons are initiated into the Catholic Church, namely, the Rite of Christian Initiation of Adults (RCIA) and this rite adapted for children.

An extensive study is made of the New Testament, the stages of its development, the books involved, the key teachings of Jesus, the Jewish roots of Jesus, the apostles and some of the early Christians. Students study Jesus as the fullest revelation of God and the fulfillment of God's promises in the Old Testament, his humanity and divinity, the Paschal Mystery of Jesus and its meaning for Christianity, and the Resurrection as the central event in Christianity. That the Church carries on the ministry and mission of Jesus in its various vocations and ministries is emphasized.

Students are, by this time, comfortable with various types of prayer: silent, meditative, contemplative, communal, spontaneous and formal. They are also very comfortable with the liturgical seasons and feasts, the celebration of the Eucharistic Liturgy and are able, in general, to explain its' purpose and parts.

Students understand that one of the main teachings of the Church is the dignity of the human person created with an immortal soul and created in the image and likeness of God, who has a responsibility to care for all creation. They look at the meaning of sexuality, various kinds of intimacy, friendship and love and the importance of chastity in all relationships along with Catholic Church teachings in sexual morals. They look at the various Christian vocations and the requirements of each. They learn how to apply a process of Christian decision-making in their lives and how one's choices have social consequences. Students are given some examples of the social teachings of the Church and how the Magisterium guides and develops the main teachings of the Church. They discuss the relationship between justice and peace and how they can promote peace in their lives and in the world.

Grade Eight

Eighth Grade focuses on the Church and the Sacrament of Confirmation. Many students in the diocese are confirmed in junior high. A history of the Church and its development, its key dogmatic and moral teachings, the importance of its worship and a deeper study of the Rite of Christian Initiation of Adults is presented. Understanding more about their own sexuality and how to build good relationships are also important topics.

Regarding Sacred Scripture, they should know the role of inspiration and oral tradition in the formation of the Bible, the relationship between the Old and New Testaments, be able to recognize the books in each Testament, and know how to use references in studying Sacred Scripture. They know some of the key teachings of Jesus from the Gospels, and some of the images of the Church in both the Old and New Testaments. These images help them in their study of the Church.

Students know about the meaning of the Incarnation and the divinity and humanity of Jesus. They study the purpose of the Church along with major periods of its history highlighting key events and people of each period. Students see how the Church has developed in its beliefs to the present day. How the Church is involved with other Christian communities and other faith traditions is also discussed.

The importance of prayer in the daily life of a Catholic Christian and the many forms of prayer in the Catholic Tradition are reviewed. Further study about the history, structure and meaning of the Mass (Eucharistic Liturgy) is given. A review of the meaning of the sacraments and, in particular the sacraments of initiation, is done as students study for the reception of the Sacrament of Confirmation. They study, in more detail, the Rite of Christian Initiation of Adults. A review is given of the liturgical year with its key seasons and feasts.

Learning about the dignity of every person being created in the image of God forms the basis of their study about their covenant relationship with God and others. Learning how they build better relationships, understanding themselves as sexual persons, the role intimacy and chastity has in their relationships and how to make good moral decisions is an important part of their curriculum. How they can live the challenges of the teachings of Jesus and of the Church and help to build a world of justice and peace is discussed and practiced in their opportunities to do service.

After eight years of religious education students will be sent into their high school years with a good foundation in the Catholic Faith. However, as stated in the philosophy in the *Religion Graded Course of Study P-12*, there is always more to learn about the Catholic faith after the high school years. Therefore a person's religious education certainly does not end after eighth grade. This is an important point to make with the students and their parents.

High School

Students in high school continue learning about these standards of Sacred Scripture, Sacred Tradition, prayer, liturgy and sacraments, the Baptismal call to dignity, relationship, moral decision-making and service at deeper levels.

A deeper study of the Old and New Testaments is available. Understanding the symbolism contained in the Bible and the messages of religious truths it contains is probed. The relationship between faith and science is explored. Students study the difference between the fundamentalist and contextualist approaches to Sacred Scripture. Therefore, the various criticisms of Sacred Scripture are studied. The various kinds of writings in each Testament are examined. Using various resources, students uncover the meanings in various passages of the Bible, such as the teachings of Jesus, the parables and miracle stories that lead and challenge them to apply them anew in their life. The infancy, passion and resurrection narratives are studied in more detail. The key teachings in the Pauline letters are explored. Students connect current social teachings of the Church with Sacred Scripture which help them be more aware and ready to be involved in service to others, especially those in need.

The key mysteries of our faith, namely, the Trinity, the humanity and divinity of Jesus and those found in the Creed are studied within a historical context of their development along with how we explain them today. The history of the Church is studied in more detail. Ecumenism and world religions are studied because the comparisons help them understand, appreciate and value their Catholic Tradition.

Students in high school religion programs are exposed to all forms of prayer in the Catholic tradition. They ask new questions and develop a more personal spirituality through a study of prayer, liturgy and sacraments. Students learn more about the history and development of each of the sacraments, the Rite of Christian Initiation of Adults and the Eucharistic Liturgy. They study funeral rites and the grieving process in light of what the Catholic Church believes about suffering and death and how the Church responds pastorally and ritually.

Realizing basic Catholic beliefs about the dignity of all life at all stages is an important aspect of their study of vocation, morality, and social justice. Students discuss their own relationships, look at the basic needs of the human being and look at their understanding of sexuality and intimacy. They contrast cultural role models and values with those presented in the teachings of Jesus and the Catholic Church. Students are challenged to look at how they make moral decisions, examine their conscience, understand the social teachings of the Church and how they are promoting justice and peace in their own life and in the lives of those around them.

During these years they begin to form more of a personal faith based on their own life journey, spirituality and study. These four years of religious education help them advance into the next phase of their faith journey as young adults in college and beyond. Experiencing the benefits of their Catholic faith in their life as a teenager encourages them to stay involved in the Catholic Church and be eager to continue their faith formation as adults.

For the Teacher: to know what has been or will be taught.

Code

The code to reflect skills in this scope and sequence are as follows:

I=Introduce (Initially present it according to that age level)

D=Develop (Continue concept to deepen understanding according to that age level)

M= Master (Mastered according to that age level realizing our faith is never completely mastered)

m=Maintain (Continued development at a higher grade level)

I. Content Standard: Discover, recognize and use God’s revelation in Sacred Scripture as a resource in one’s life.

| The student will: | PS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | HS |
|--|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| A. Identify the Sacred Scripture as the Word of God and as a book of faith. | I | I | I/D | D | D | D | D | D | M | m | m |
| B. Describe the Catholic approach to biblical interpretation. | | | | | | | I | D | D | D | M |
| C. Identify the structure and development of the Sacred Scripture. | | | I | D | D | D | D | D | D | M | m |
| D. Describe Sacred Scripture as the written story of the covenant relationship between God and the Israelites and God and the Christian Community. | | | | I | D | D | D | D | M | m | m |
| E. Describe the four Gospels as telling about Jesus’ life and teachings. | | | I | D | D | D | D | D | M | m | m |
| F. Describe the growth of the early Church in Acts, Letters (Epistles) and the Book of Revelation. | | | | | I | D | D | D | D | D | M |

II. Content Standard: Discover, recognize and use God’s revelation in the Sacred Tradition of the Roman Catholic Church.

| The student will: | PS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | HS |
|--|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| A. Describe God as personally involved in the history of God’s people. | I | I | I/D | D | D | D | D | D | M | m | m |
| B. Describe Jesus Christ as the fulfillment of God’s promises. | I | I | I/D | D | D | D | D | D | D | M | m |
| C. Describe Jesus Christ as our Savior who redeemed us by his life, death, resurrection and ascension. | | | I | D | D | D | D | D | D | M | m |
| D. Recognize and illustrate God as Trinity: Father, Son and Holy Spirit. | | I | I/D | D | D | D | D | D | D | D | M |
| E. Identify the Church as the Body of Christ continuing Christ’s mission of evangelization through word, Worship, community and service. | I | I | I/D | D | D | D | D | D | D | D | M |
| F. Identify other approaches to the divine and to the Meaning of life. | | | | | I | D | D | D | D | D | M |
| G. Illustrate a basic understanding of Catholic dogma and Doctrine. | | I | I/D | D | D | D | D | D | D | D | M |

III. Content Standard: Discover, recognize, and participate in the life of the Church through prayer, liturgy and sacraments.

| The student will: | PS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | HS |
|---|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| A. Identify prayer as being actively open to God through all forms of communication. | I | I | I/D | D | D | M | m | m | m | m | m |
| B. Examine liturgy as the official public worship of the Catholic Church by which it expresses its faith. | I | I | I/D | D | D | D | D | D | M | m | m |
| C. Describe the importance of Sunday Liturgy and the meaning of the liturgical year, its traditions, rituals and customs. | I | I | I/D | D | D | D | D | M | m | m | m |
| D. Describe the Mass (Eucharistic Liturgy) as the source and summit of Christian living. | | I | I/D | D | D | D | D | D | D | M | m |
| E. Identify the sacraments as God’s active participation in our lives. | | I | I/D | D | D | D | D | M | m | m | m |

IV. Content Standard: Discover and recognize the development of the Christian person and experience the baptismal call to dignity, relationship, moral decision making and service.

| The student will: | PS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | HS |
|---|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| A. Express that every person is loved by God first and is made in the image and likeness of God. | I | I | I/D | D | D | D | D | D | M | m | m |
| B. Recognize that one responds to the love of God by growing in relationship to God, others, self and all creation. | I | I | I/D | D | D | D | D | D | D | D | M |
| C. Value the inherent dignity of every person. | I | I | I/D | D | D | D | D | D | D | D | M |
| D. Explain discipleship as living out one's Baptismal call. | | I | I/D | D | D | D | D | D | D | M | m |
| E. Describe the process of developing a person's informed conscience. | | | I | D | D | D | D | D | D | M | m |
| F. Describe the Kingdom of God as the presence of God's love, peace and justice in the world. | | I | I/D | D | D | D | D | D | D | D | M |

Preschool Grade Level Indicators

- I. Content Standard: Discover, recognize and use God’s revelation in Sacred Scripture as a resource in one’s life.**
- A. Identify Sacred Scripture as the Word of God and as a book of faith.**
1. Recognize the Bible as a holy and special book.
 2. Listen to Bible stories with respect.
 3. Identify some biblical characters who show God’s love and care, e.g., Jesus and the Children.
 4. Recognize that the Bible tells us that God is good and is the Creator of all things.
- B. C. D. E. F. (Nothing in this grade level)**
- II. Content Standard: Discover, recognize and use God’s revelation in the Sacred Tradition of the Roman Catholic Church.**
- A. Describe God as personally involved in the history of God’s people.**
1. Recognize that God made them.
 2. Recognize that God created all people and loves all people.
- B. Describe Jesus Christ as the fulfillment of God’s promises.**
1. Recognize that Jesus, God’s Son, is their friend.
- C. D. (Nothing at this grade level)**
- E. Identify the Church as the Body of Christ continuing Christ’s mission of evangelization through word, worship, community and service.**
1. Recognize the Church as God’s family.
- F. G. (Nothing at this grade level)**
- III. Content Standard: Discover, recognize and participate in the life of the Church through prayer, liturgy and sacraments.**
- A. Identify prayer as being actively open to God through all forms of communication.**
1. Experience prayer as talking to God with words, gesture and song.
 2. Recognize that one can pray anywhere.
 3. Recite and demonstrate the Sign of the Cross.
 4. Express gratitude in simple rituals for God’s love experienced through the love of family.
 5. Use a simple ritual to reflect on their actions and express sorrow for any hurt their actions caused others.
- B. Examine liturgy as the official public worship of the Catholic Church by which it expresses its faith.**
1. Recognize there are special places to pray, e.g., Church.
- C. Describe the importance of Sunday Liturgy and the meaning of the liturgical year, its traditions, rituals and customs.**
1. Relate the celebration of Christmas to the birthday of Jesus.
 2. Participate in celebrations of feast days, e.g., of Mary and Joseph.
 3. Relate signs of new life in creation to the Church’s celebration of Easter.
- D. E. (Nothing at this grade level)**
- IV. Content Standard: Discover and recognize the development of the Christian person and experience the baptismal call to dignity, relationship, moral decision-making and service.**
- A. Express that every person is loved by God first and is made in the image and likeness of God.**
1. Identify persons who love and care for them.
 2. Name some of their gifts and talents that can be used for the good of the family.

B. Recognize that one responds to the love of God by growing in relationship to God, others, self, and all creation.

1. Recognize that all life is a gift from God.
2. Demonstrate ways to show love and care for family.
3. Recognize actions that are kind or hurtful.

C. Value the inherent dignity of every person.

1. Recognize the value and uniqueness of every person and that he/she is important to God and others.

D. E. F. (Nothing at this grade level)

Kindergarten Grade Level Indicators

B is the Kindergarten Benchmark

I. Content Standard: Discover, recognize and use God’s revelation in Sacred Scripture as a resource in one’s life.

A. Identify the Sacred Scripture as the Word of God and as a book of faith.

1. Recognize that the Bible is a holy and special book because it teaches us about God.
2. Show signs of reverence and respect when listening to God’s Word.
3. Identify some biblical characters who show God’s love and care, e.g., The Good Shepherd, Noah.
4. Recognize that the Bible tells us that God is good.
5. Recognize that in the creation story God created all things good.

B. C. D. E. F. (Nothing at this grade level.)

II. Content Standard: Discover, recognize and use God’s revelation in the Sacred Tradition of the Roman Catholic Church.

A. Describe God as personally involved in the history of God’s people.

1. Describe God as their creator and someone who loves them.
2. Describe that God as the creator of all people and someone who loves all people.
3. Recognize how God is active in his/her life as loving and forgiving.
4. Recognize how God is active in our world through people and events.

B. Describe Jesus Christ as the fulfillment of God’s promises.

1. Identify Jesus as God’s Son, our friend and brother.
2. Explore key events in the life of Jesus, such as his birth, death and resurrection.

C. (Nothing at this grade level.)

D. Recognize and illustrate God as Trinity: Father, Son and Holy Spirit.

1. Begin to recognize God as Father, Son and Holy Spirit, e.g., through the Sign of the Cross.

E. Identify the Church as the Body of Christ continuing Christ’s mission of evangelization through word, worship, community and service.

1. Describe the Church as God’s family and how we all have a part in it.
2. Identify Mary as the mother of Jesus.
3. Recognize St. Joseph as the foster-father of Jesus.
4. Begin to recognize saints as holy people who reflect God’s presence, e.g., St. Patrick, St. Nicholas, St. Francis of Assisi, St. Valentine.

F. (Nothing at this grade level.)

G. Illustrate basic understanding of Catholic dogma and doctrine.

1. Identify angels as messengers and helpers from God.
2. Explore the concept of heaven.

III. Content Standard: Discover, recognize and participate in the life of the Church through prayer, liturgy and sacraments.

A. Identify prayer as being actively open to God through all forms of communication.

1. Identify prayer as speaking and listening to God.
2. Recognize that one can pray at any time and for many reasons.
3. Make the sign of the cross with appropriate words and gestures. (B)
4. Recite and demonstrate a mealtime and bedtime prayer.
5. Express gratitude in simple rituals and songs for love of family.
6. Express sorrow for actions that hurt others.
7. Offer simple prayers of thanksgiving and petition to God.
8. Recognize the Our Father, Hail Mary and Glory Be as basic prayers of our Catholic Tradition.

- B. Examine liturgy as the official public worship of the Catholic Church by which it expresses its faith.**
 - 1. Identify the physical structure of the church as a special place to pray to God by celebrating Mass as a community.
- C. Describe the importance of Sunday Liturgy and the meaning of the liturgical year, its traditions, rituals and customs.**
 - 1. Identify Advent, Lent as special times of preparation for the Christmas and Easter celebrations of the birth and resurrection of Jesus.
 - 2. Participate in Sunday liturgies as they can and feast days significant to the parish community, e.g., St. Cecilia, St. Michael.
- D. Describe the Mass (Eucharistic Liturgy) as the source and summit of Christian living.**
 - 1. Participate in the Mass and/or prayer services.
- E. Identify the sacraments as God's active participation in our lives.**
 - 1. Recognize a sacrament as a celebration of God's love.
 - 2. Recognize that Baptism is a Sacrament where one becomes a member of God's family, the Church.

IV. Content Standard: Discover and recognize the development of the Christian person and experience the baptismal call to dignity, relationship, moral decision-making and service.

- B. Express that every person is loved by God first and is made in the image and likeness of God.**
 - 1. Identify persons in their family and others who love and care for them.
 - 2. Recognize that God in His love created each person unique, valuable, and with gifts and abilities.
- B. Recognize that one responds to the love of God by growing in relationship to God, others, self and all creation.**
 - 1. Recognize that all life is a gift from God and must be cared for and respected.
 - 2. Demonstrate ways to show love and care for family and friends.
 - 3. Describe that we show our love for God in the way we treat others.
 - 4. Describe actions that are kind or hurtful.
 - 5. Identify feelings as natural and necessary in building relationships with God, self and others.
 - 6. Recognize his/her body is a gift from God.
- C. Value the inherent dignity of every person.**
 - 1. Discuss their importance as children of God.
 - 2. Begin to show care and respect for one self and others.
 - 3. Be aware of their own and others' God given worth as a person.
- D. Explain discipleship as living out one's Baptismal call.**
 - 1. Explain the connection between the teachings of Jesus and helping others.
- E. (Nothing at this grade level.)**
- F. Describe the Kingdom of God as the presence of God's love, peace and justice in the world.**
 - 1. Describe the world as a gift of God and name ways we can take care of it.
 - 2. Discuss examples of ways people help others in need.
 - 3. Begin to participate in charitable actions.

Grade Level One Indicators

B is Benchmarks for Grade One

I. Content Standard: Discover, recognize and use God’s revelation in Sacred Scripture as a resource in one’s life.

A. Identify the Sacred Scripture as the Word of God and as a book of faith.

1. Identify the Bible as the Word of God.
2. Treat the Bible respectfully. **(B)**
3. Identify some biblical characters who show God’s love and care, e.g., the Good Samaritan.
4. Know that God the Creator made everything out of love.
5. Recognize how God speaks through persons and events in Sacred Scripture, e.g., Jesus, Creation.
6. Recognize how various passages in Sacred Scripture relate to one’s life and one’s relationship with God, e.g., Jesus teaching the “Our Father”, “The Vine and the Branches”, “Jesus Feeds the Multitude.”

B. (Nothing at this grade level.)

C. Identify the structure and development of the Bible.

1. Identify the two parts of the Bible: the Old Testament and the New Testament.

D. (Nothing at this grade level.)

E. Describe the four Gospels as telling about Jesus’ life and teachings.

1. Recognize the life and teachings of Jesus as a model of how all should live, e.g., love of God and love of neighbor, forgive those who hurt you, treat others the way you want them to treat you.

F. (Nothing at this grade level.)

II. Content Standard: Discover, recognize and use God’s revelation in the Sacred Tradition of the Roman Catholic Church.

A. Describe God as personally involved in the history of God’s people.

1. Know that God made them and all people in God’s image. **(B)**
2. Recognize that God created all people, loves all people and wants all people to love God and one another.
3. Compare God our creator to a loving parent.
4. Describe how God is active in our world.

B. Describe Jesus Christ as the fulfillment of God’s promises.

1. Describe Jesus as God’s Son, as someone who loves them.
2. Know key events in Jesus’ life, such as: his birth, his death on a cross and his rising to new life.
3. Recognize that God became human like us to show God’s love for us.
4. Recognize that Mary said “yes” to God to be the mother of Jesus.
5. Identify the role of St. Joseph as Jesus’ father on earth and Mary’s spouse.

C. Describe Jesus Christ as our Savior who redeemed us by His life, death, resurrection and ascension.

1. Describe Jesus Christ as our Savior.

D. Recognize and illustrate God as Trinity: Father, Son and Holy Spirit.

1. Identify God as Trinity: Father, Son and Holy Spirit.
2. Recognize that the Holy Spirit works within each person.
3. Describe grace as a share in God’s life and love for us.

E. Identify the Church as the Body of Christ continuing Christ’s mission of evangelization through word, worship, community and service.

1. Describe the Church as God’s family who believes in Jesus.
2. Recognize saints, e.g., St. Anne, St. Joachim, St. Peter the Apostle.

F. (Nothing at this grade level.)

G. Illustrate basic understanding of Catholic dogma and doctrine.

1. Describe angels as messengers and helpers from God in the lives of God's people.
2. Recognize that God made us to be happy with God now and forever in heaven.
3. Identify death as the beginning of new life with God in heaven.

III. Content Standard: Discover, recognize and participate in the life of the Church through prayer, liturgy and sacraments.

A. Identify prayer as being actively open to God through all forms of communication.

1. Experience prayer as listening and talking to God.
2. Recognize that one can pray alone or with others.
3. Review the Sign of the Cross, mealtime and bedtime prayers.
4. Recite with reverence the following formal prayers: the Our Father, Hail Mary and Glory Be. **(B)**
5. Identify the church building as a sacred place where the faith community gathers to worship.
6. Begin to use appropriate gestures in church, e.g., genuflecting, giving the sign of peace, signing themselves before the Gospel.
7. Experience prayers of thanksgiving, praise, petition and sorrow using simple rituals.
8. Recognize the use of Sacred Scripture in prayer especially the Psalms.
9. Experience the use of sacred art and liturgical music in prayer.

B. Examine liturgy as the official public worship of the Catholic Church by which it expresses its faith.

1. Identify sacred objects and spaces in church, e.g., altar, ambo, baptismal font, Book of the Gospels, Lectionary, Sacramentary.
2. Identify liturgical postures and their meaning, i.e., standing (reverence), sitting (attentive listening) and kneeling (adoration).

C. Describe the importance of Sunday Liturgy and the meaning of the liturgical year, its traditions, rituals and customs.

1. Retell the Christmas story celebrating the birth of Jesus through writing, illustrating or dramatizing.
2. Participate in celebrations of the Holy Days of Obligation as they can, e.g., All Saints Day, Immaculate Conception of Mary, Christmas, Mary, Mother of God, Assumption of Mary.
3. Make the connection between Advent and Christmas, and Lent and Easter as special times of preparation and celebration of the birth and resurrection of Jesus. **(B)**
4. Recognize Sunday as the Lord's Day because of the Lord's Resurrection.

D. Describe the Mass (Eucharistic Liturgy) as the source and summit of Christian living.

1. Recognize the Mass as a celebration of the Church community, God's family.
2. Participate in the responses at Mass and prayer services.
3. Recognize that the Book of the Gospels is reverently carried at the beginning of Mass.
4. Recognize that Jesus Christ is with us in the Mass, e.g., in the community of the faithful, in the readings, in the presider and in the Holy Eucharist.
5. Name the two parts of the Mass: The Liturgy of the Word and the Liturgy of the Eucharist.

E. Identify the sacraments as God's active participation in our lives.

1. Describe a sacrament as a celebration of God's love, presence and activity (grace) in their lives.
2. Identify Baptism as a sacrament by which one shares in the life and love of God (grace), receives the Holy Spirit and joins the Church.
3. Identify oneself as a Catholic Christian and a member of a church community through Baptism.
4. Recognize that at Mass the bread and wine become the Body and Blood of Jesus Christ.
5. Recognize Eucharist as the sacrament in which we receive the Body and Blood of Jesus Christ.
6. Relate how a person receives Holy Communion.
7. Recognize the Sacrament of Reconciliation as a sacrament in which God forgives those who are sorry for their sins.
8. Recognize the signs, symbols and rites of the Sacraments of Baptism, Reconciliation and Eucharist.

IV. Content Standard: Discover and recognize the development of the Christian person and experience the baptismal call to dignity, relationship, moral decision-making and service.

- C. Express that every person is loved by God first and is made in the image and likeness of God.**
1. Describe his/her self as loved and valued.
 2. Identify that God in His love created them unique and valuable, with gifts and abilities to share. **(B)**
 3. Identify all persons, male and female, as being made in God's image.
 4. Identify gifts that each person can share with others.
 5. Recognize that gifts are given by the Holy Spirit to be shared with others.
- B. Recognize that one responds to the love of God by growing in relationship to God, others, self, and all creation.**
1. Recognize that people respond to the love of God by the way they treat all creation, e.g., self and others and the physical world.
 2. Show that one responds to the love of God by growing in relationship to self, others, and all creation.
 3. Express how we love others in day-to-day relationships.
 4. Give examples of actions that are kind or hurtful. **(B)**
 5. Describe their feelings in their day-to-day experiences.
 6. Discuss that care and respect for his/her body and those of others is a response to God's love.
- C. Value the inherent dignity of every person.**
1. Show respect for their own God given worth as a person and learn to treat others as Jesus did. (Golden Rule)
 2. Give examples how all life is a gift.
- D. Explain discipleship as living out one's Baptismal call.**
1. Give examples of Jesus' teachings that show relationships should be based on a life of service to others e.g. the Good Samaritan, teachings of The Sermon on the Mount.
 2. Recognize that Jesus tells his followers to love one another.
 3. Recognize that the Church honors saints as heroes and heroines.
- E. Describe the process of developing a person's informed conscience.**
1. Recognize loving and non-loving actions.
 2. Recognize the need to ask for forgiveness for non-loving actions.
 3. Recognize sin as choosing to disobey God.
- F. Describe the Kingdom of God as the presence of God's love, peace and justice in the world.**
1. Name ways that all persons are responsible for taking care of God's creation.
 2. Give examples of how people work to help people in need.
 3. Recognize that the purpose of being Christian is to bring God's love, peace and fairness to the world.

Grade Level Two Indicators

B is Benchmarks for Grade Two

I. Content Standard: Discover, recognize and use God’s revelation in Sacred Scripture as a resource in one’s life.

A. Identify Sacred Scripture as the Word of God and as a book of faith.

1. Explain that the Bible is the Word of God which is to be read and listened to with reverence and respect. **(B)**
2. Identify some biblical characters who show God’s love and care, e.g., Zacchaeus, John the Baptist.
3. Explain that God created everything good because of God’s love for us. **(B)**
4. Describe how God speaks through persons and events in Sacred Scripture, e.g., the Baptism of Jesus, the Last Supper.
5. Describe how passages in Sacred Scripture relate to one’s life and one’s relationship with God, e.g., the Lost Sheep, the Good Shepherd.
6. Identify Bible readings at Mass as the Word of God.

B. (Nothing in this grade level.)

C. Identify the structure and development of Sacred Scripture.

1. Review the two main parts of the Bible: the Old Testament and the New Testament.

D. Describe the Sacred Scripture as the written story of the covenant relationship between God and the Israelites and God and the Christian community.

1. Name the Two Great Commandments.
2. Recognize that a covenant is God’s promise to love.
3. Recognize that God made a covenant with the people of the Old Testament and through Jesus with the people of the New Testament.

E. Describe the four Gospels as telling about Jesus’ life and teachings.

1. Describe the life and teachings of Jesus as being a model of how all should live.
2. Recognize Gospel stories that show the power, goodness, love and forgiveness of Jesus, e.g., the Prodigal Son, the Feeding of the Multitude.
3. Identify the parables (stories Jesus told about everyday life) and miracle stories of Jesus as related to the identity and mission of Jesus, e.g., the Good Samaritan, the Curing of the Blind Man, the Raising of Jairus’ Daughter.

F. (Nothing in this grade level.)

II. Content Standard: Discover, recognize and use God’s revelation in the Sacred Tradition of the Roman Catholic Church.

A. Describe God as personally involved in the history of God’s people.

1. Explain that God made them and all people in God’s image and likeness. **(B)**
2. Describe that God created all people, loves all people and wants all people to love God and one another. **(B)**
3. Describe God as creator, parent and friend; as one who loves them.
4. Demonstrate how God is active in their life through persons who love and care for them. **(B)**
5. Give examples of God’s love and care in the world through people helping others.

B. Describe Jesus Christ as the fulfillment of God’s promises.

1. Recall some of the key events in Jesus’ life and ministry, e.g., Sermon on the Mount, his Baptism.
2. Recognize that Jesus experienced human emotions.
3. Describe Jesus, God’s Son, as their friend who loves them. **(B)**
4. Describe that Jesus became human to show God’s love for us, and to show us how to love others.

C. Describe Jesus Christ as our Savior who redeemed us by his life, death, resurrection and ascension.

1. Explain that Jesus Christ is our Savior who redeemed us from sin and death.

D. Recognize and illustrate God as Trinity: Father, Son and Holy Spirit.

1. Identify God as Trinity, three persons in one God. **(B)**
2. Recognize that the Holy Spirit helps us live as children of God in the world.
3. Recognize how important it is to be open and accepting of God's gift of grace.

E. Identify the Church as the Body of Christ continuing Christ's mission of evangelization through word, worship, community and service.

1. Describe that they are a member of God's family, the Church. **(B)**
2. Explain that they are a member of the Catholic Church. **(B)**
3. Recognize the Church as a praying, worshipping community.
4. Describe the Christian faith communities as communities of loving and caring people who believe in Jesus Christ and are called to serve others in the world.
5. Describe the Church as the Body of Christ.
6. Know that Mary and Joseph are Jesus' mother and father on earth who offer us an example of family life. **(B)**
7. Recognize saints, e.g., St. Therese of Lisieux, St. John Vianney, Blessed Mother Teresa of Calcutta and the parish/school patron saint.

F. (Nothing at this grade level.)

G. Illustrate basic understanding of Catholic dogma and doctrine.

1. Describe angels as messengers and helpers from God like their Guardian Angel.
2. Describe that God wants them to be happy now and with God forever in heaven. **(B)**
3. Explain that death is the beginning of new life with God in heaven.
4. Recognize that some people could possibly reject God's love all their lives.

III. Content Standard: Discover, recognize and participate in the life of the Church through prayer, liturgy and sacraments.

A. Identify prayer as being actively open to God through all forms of communication.

1. Experience prayer as listening and talking to God with words, silence, movement, gesture, art and song.
2. Describe that one can pray anywhere at anytime and for many reasons, alone or with others. **(B)**
3. Recognize ways of praying in the morning, during the day and at bedtime.
4. Express, in simple rituals, gratitude for God's love for them experienced through family and friends.
5. Use a simple ritual to reflect on their actions and express sorrow to God and others for any hurt their actions caused.
6. Explain the church building is a special and holy place to pray, and worship God with reverence. **(B)**
7. Offer simple prayers of thanksgiving, praise, petition and sorrow to God, drawing examples from the Psalms.
8. Continue to experience the use of sacred art and liturgical music in prayer.
9. Review the following formal prayers: the Sign of the Cross, the Our Father, Hail Mary, Glory Be and Grace before Meals.
10. Recite the Act of Contrition.
11. Identify prayers to Mary and prayers of other saints, e.g., hymns to Mary, litany to Mary, Prayer of St. Francis.

B. Examine liturgy as the official public worship of the Catholic Church by which it expresses its faith.

1. Explain sacred spaces and objects and their use in church, e.g., altar, tabernacle, ambo, baptismal font, crucifix, candles, Book of the Gospels and Lectionary. **(B)**
2. Demonstrate reverence in liturgical gestures and postures, e.g., standing, sitting, kneeling, praying the Our Father with hands extended, and walking in procession. **(B)**

3. Identify examples of sacred art and liturgical music, e.g., statues, stained glass windows, Stations of the Cross, parish hymnal.
4. Identify various liturgical ministries offered in one's parish, e.g., lectors, Extraordinary Ministers of the Eucharist, servers.

C. Describe the importance of Sunday and the meaning of the liturgical year, its traditions, rituals and customs.

1. Experience the symbols of the various liturgical seasons of Advent, Christmas, Lent and Easter through simple prayer rituals.
2. Participate in celebrations of feast days significant to the parish community, e.g., Our Lady of Guadalupe, parish feast day, baptism of family or parish members.
3. Identify the importance for Catholics of participating in Mass on Sundays and Holy Days of Obligation. **(B)**

D. Describe the Mass (Eucharistic Liturgy) as the source and summit of Christian living.

1. Participate in the Mass and prayer services.
2. Recite the common responses of the Mass, e.g., Thanks be to God, Gospel Acclamation.
3. Explain how the Book of the Gospels is reverently carried to the altar at the beginning of the Mass. **(B)**
4. Identify and explain that Jesus Christ is with us in the Eucharistic Liturgy. **(B)**
5. Identify the importance of the Eucharistic celebration in their life and in the life of the Church community.
6. Describe the two main parts of the Mass: the Liturgy of the Word and the Liturgy of the Eucharist. **(B)**
7. Identify the Eucharistic Prayer as a part of the Liturgy of the Eucharist.
8. Know the story of the Last Supper and its connection to the Holy Eucharist
9. Distinguish between the church as a building and Church as the People of God.
10. Describe Jesus Christ's presence in the Church through the Holy Spirit and the sacraments.
11. Describe the ways Jesus Christ is present in the Mass, e.g., in the community of the faithful, in the readings, in the presider and in the Holy Eucharist.
12. Describe the Mass as a meal, a memorial of Jesus' sacrifice and a prayer of thanksgiving.

E. Identify the sacraments as God's active participation in ours lives.

1. Explain that Baptism is a sacrament by which one shares in the life and love of God, receives the Holy Spirit, becomes a member of the parish community and sin is forgiven.
2. Describe the rituals and symbols that are a part of human life, e.g., eating a meal, celebrating a birthday.
3. Identify the signs, symbols, and rites of Baptism, Reconciliation and Eucharist. **(B)**
4. Identify sacramental celebrations as community worship, e.g., Baptism, Reconciliation, Eucharist.
5. Recognize that sacraments are special signs of Jesus Christ's presence and love. **(B)**
6. Describe the sacraments of Baptism, Confirmation and Eucharist as the sacraments of welcome (initiation) into the Church.
7. Recognize that there are seven sacraments in the Catholic Church: Baptism, Confirmation, Eucharist, Reconciliation, Anointing of the Sick, Matrimony, and Holy Orders.
8. Name the three Sacraments of Initiation, two sacraments of healing and two sacraments of service.
9. Explain the Eucharist as the Body and Blood of the Risen Christ. **(B)**
10. Explain the difference between ordinary bread and Holy Communion. **(B)**
11. Explain the procedure for receiving Holy Communion. **(B)**
12. Identify the Sacrament of Reconciliation as a special celebration of God's forgiveness. **(B)**
13. Identify the steps in the Rite of Penance for individual and communal celebration of the Sacrament of Reconciliation.

IV. Content Standard: Discover and recognize the development of the Christian person and experience the baptismal call to dignity, relationship, moral decision-making and service.

- A. Express that every person is loved by God first and is made in the image and likeness of God.**
1. Give examples of how persons in their life love and care for them. **(B)**
 2. Explain that because they are made in God's image they are to share their gifts and talents given by the Holy Spirit with others. **(B)**
 3. Give examples of how they share their gifts at home and at school.
 4. Explain what makes them unique and valuable.
 5. Describe how we love God by loving and caring for others.
- B. Recognize that one responds to the love of God by growing in relationship to God, others, self and all creation.**
1. Describe ways they can respect themselves, others and all creation, e.g., classmates, pets, toys, clothes, yards, rivers, recycling.
 2. Discuss why some actions are kind or hurtful.
 3. Identify various feelings and their effects as they build relationships with God, self and others, e.g., jealousy, anger, sympathy.
 4. Demonstrate how care and respect for their body and the bodies of others is a response to God's love.
 5. Give examples of how we show our love for God in the way we treat others.
 6. Demonstrate love for others in day-to-day relationships.
 7. List the advantages of strong family values.
 8. Recognize conflict situations within their own life in the home, school and/or neighborhood.
 9. Begin to learn skills of conflict resolution.
- C. Recognize the inherent dignity of each person.**
1. Describe that God made men and women equal partners in all of life.
- D. Explain discipleship as living out one's Baptismal call.**
1. Name some of Jesus' teachings that show that relationships should be based on a life of service to others, e.g., Feeding the Multitude, Healing the Ten Lepers.
 2. Describe the ways Jesus tells his disciples to love one another, e.g., Sermon on the Mount
 3. Describe saints and heroes/heroines as ordinary people who lived good lives.
 4. Recognize that God forgives all people and that we have a responsibility to forgive one another.
 5. Recognize signs of forgiveness in daily life.
- E. Describe the process of developing a person's informed conscience.**
1. Know that conscience is God's gift to help them know right from wrong.
 2. Recognize the role of grace in the formation of conscience.
 3. Experience an examination of conscience.
 4. Describe loving and non-loving actions. **(B)**
 5. Identify the need to ask for forgiveness for non-loving actions.
 6. Describe that sin is choosing to disobey God and freely choosing to do what he/she knows is wrong. **(B)**
 7. Distinguish between a sin, a mistake and an accident. **(B)**
- F. Describe the Kingdom of God as the presence of God's love, peace and justice in the world.**
1. Give examples of how we can take care of God's gift of our earth.
 2. Identify that all persons are responsible for taking care of God's creation.
 3. Identify persons who help people in need.
 4. Describe that the purpose of being a Christian is to build God's Kingdom now.
 5. Demonstrate awareness of their responsibility to all people and creation.
 6. Participate in activities that aid the Church and/or community.

Grade Level Three Indicators

B is Benchmarks for Grade Three

I. Content Standard: Discover, recognize and use God’s revelation in Sacred Scripture as a resource in one’s life.

A. Identify the Sacred Scripture as the Word of God and as a book of faith.

1. Demonstrate listening to and reading the Bible with reverence and respect. **(B)**
2. Identify some Biblical characters who show God’s love and care, e.g., Moses, St. Paul.
3. Give examples of the goodness of creation, e.g., from the creation story in Gen. 1.
4. Describe how God speaks through persons and events, e.g., Mary, Abraham, Pentecost.
5. Explain how various passages in Sacred Scripture relate to their life and their relationship with God, e.g., the Calling of the Apostles, Matt. 5: Light of the World, Matt 25:31.
6. Discuss some of the Sunday/weekday readings they have heard at Mass that have a message for them.

B. (Nothing in this grade level.)

C. Identify the structure and development of Sacred Scripture.

1. Name some of the books in the Old Testament and the New Testament.

D. Describe Sacred Scripture as the written story of the covenant relationship between God and the Israelites and God and the Christian community.

1. Give examples of living the Two Great Commandments. **(B)**
2. Describe the New Testament as the story and teachings of Jesus and the Christian community.

E. Describe the four Gospels as telling about Jesus’ life and teachings.

1. Discuss the Jewish roots of Jesus and the early Christians.
2. Identify the Gospels as telling about the life and teachings of Jesus. **(B)**
3. Explain the meaning of some of the Gospel stories, e.g., the Pharisee and the Publican, the Prodigal Son.
4. Explain how the teachings of Jesus are a model of how we should all live, e.g., the Good Samaritan, the Sermon on the Mount (Matt. 5-7, do to others what you would have them do to you, be reconciled with others before you offer your gift to God, forgive those who have hurt you then God will forgive you.)
5. Relate how the Gospel stories show the power, goodness, love and forgiveness of Jesus, e.g., the Lost Sheep, the Healing of the Woman on the Sabbath, and the Healing of the Ten Lepers.
6. Discuss parables and miracles as they are related to the identity and mission of Jesus, e.g., the Sower and the Seed, the Leaven, Calming of the Storm.
7. Describe the relationship between miracles and faith.
8. Describe some of the events in Jesus life, e.g., the calling of the Apostles, his teaching the apostles and disciples.

F. Describe the growth of the early Church in Acts, Letters (Epistles) and the Book of Revelation.

1. Identify how the Holy Spirit’s coming on Pentecost affected the growth of the early Church.

II. Content Standard: Discover, recognize and use God’s revelation in the Sacred Tradition of the Roman Catholic Church.

A. Describe God as personally involved in the history of God’s people.

1. Demonstrate that God created all people, loves all people and wants all people to love God and one another. **(B)**
2. Recognize that they can come to know God through creation.
3. Discuss their images of God.
4. Demonstrate the ways God loves and cares for them through others.
5. Discuss the ways God is active in the lives of people in the world. **(B)**
6. Describe some of the events in Jesus life, e.g., the calling of the Apostles, his teaching the apostles and disciples.

B. Describe Jesus Christ as the fulfillment of God's promises.

1. Describe that God the Father sent Jesus to show us God's love. **(B)**
2. Describe some of the ways Jesus showed his humanity.
3. Explain that Jesus is God's Son, their friend and brother. **(B)**
4. Discuss the importance of Jesus' death and resurrection. **(B)**

C. Describe Jesus Christ as our Savior who redeemed us by His life, death, resurrection and ascension.

1. Describe Jesus Christ as our Savior who redeemed us by his life, death, resurrection and ascension.
2. Recognize the term Paschal Mystery as the suffering, death, and resurrection of Jesus.

D. Recognize and illustrate God as Trinity: Father, Son and Holy Spirit.

1. Recognize that the Trinity continues to care for and support creation.
2. Recognize that the Holy Spirit helps us and the Christian community to live Jesus' teachings.
3. Describe the gift of grace as a sharing in God's life and love and the importance of being open to accept this gift.

E. Identify the Church as the Body of Christ continuing Christ's mission of evangelization through word, worship, community and service.

1. Describe the Church as the Body of Christ, a community who continues Christ's mission through word, worship and service.
2. Describe the Church as a worshipping and praying community. **(B)**
3. Explain the difference between the twelve apostles and the disciples.
4. Describe the unique role of the pope, e.g., as the Bishop of Rome, the head of the Catholic Church and a symbol of unity to the world.
5. Identify the diocese as a geographic group of parishes headed by a bishop.
6. Identify the roles within the Church for ordained and lay ministers, e.g., bishops, priests, those in consecrated religious life and those in other vocations.
7. Identify the precepts of the Church, e.g., participate in Mass on Sundays and holy days of obligation and rest from unnecessary work, confess sins at least once a year, receive Holy Communion at least during the Easter season, observe the prescribed days of fasting and abstinence, provide for the support of the Church according to one's abilities.
8. Recognize saints, e.g., the apostles, St. Francis Xavier, St. John Neumann, St. Charles Lwanga, St. Mary Magdalene, St. Augustine.

F. Identify other approaches to the divine and to the meaning of life.

1. Describe Catholic Christians as believers of Jesus Christ who belong to the Church and are called to serve others in the world.
2. Explain that there are other Christian communities who believe in Jesus Christ and are called to serve others in the world.
3. Show respect for other Christians and other faith traditions.

G. Illustrate basic understanding of Catholic dogma and doctrine.

1. Identify and compare the Apostles' and Nicene Creeds.
2. Express that the Apostles' and Nicene Creeds are communal ways of expressing and forming our faith.
3. Identify the four marks of the Church: one, holy, catholic and apostolic.
4. Explain that the final destiny of Christians is to be happy with God forever in Heaven, while working for a better world here on earth.
5. Discuss that death is the beginning of new life with God in Heaven. **(B)**
6. Recognize that the Catholic Church prays for those in purgatory, a state that prepares persons to be with God in Heaven.
7. Explain that some people could possibly choose to reject God's love all their lives.

III. Content Standard: Discover, recognize and participate in the life of the Church through prayer, liturgy and sacraments.

A. Identify prayer as being actively open to God through all forms of communication.

1. Experience prayer in different ways: in silence, with words, song and gesture.
2. Illustrate ways of praying at different times of the day.
3. Practice gratitude for God's love for them as they experience it in their lives.
4. Show sorrow to God and others for any hurt their actions caused.
5. Demonstrate reverence and respect when they pray to God in Church.
6. Express simple prayers of thanksgiving, praise, petition and sorrow to God in various ways, e.g., movement, art, singing.
7. Demonstrate the use of sacred art and liturgical music in prayer.
8. Use the Psalms in prayer, e.g., Psalm 104 and Psalm 148.
9. Experience prayers to Mary and prayers to the saints, e.g., litanies, prayers the saints' wrote and songs about them.
10. Memorize an Act of Contrition. **(B)**
11. Experience many types of prayer such as meditation, formal and spontaneous prayers.
12. Recite the Apostles' Creed.
13. Recognize the Rosary as a devotion to Mary.
14. Participate in the Stations of the Cross.

B. Examine liturgy as the official public worship of the Catholic Church by which it expresses its faith.

1. Review the sacred spaces and objects in Church, e.g. altar, tabernacle, baptismal font, crucifix, candles and sacristy.
2. Review having reverence in liturgical gestures and postures, e.g., standing, sitting, kneeling, praying the Our Father, with extended hands and walking in procession.
3. Give examples of sacred art in the classroom and parish church, and, examples of the hymns sung during school/parish celebrations, e.g., good religious pictures, hymns used by the parish on Sunday.
4. Name various liturgical ministries active in parishes, e.g., lectors, Extraordinary Ministers of the Eucharist, and servers.

C. Describe the importance of Sunday Liturgy and the meaning of the liturgical year, its traditions, rituals and customs.

1. Continue to participate in celebrations of feast days significant to the parish community.
2. Explain some of the symbols, rituals and colors of the various liturgical seasons: Advent, Christmas, Lent and Easter.
3. Explain the importance of participating in Mass on Sundays and Holy Days of Obligation. **(B)**
4. Describe the feasts of the Ascension and Pentecost and some feasts of Mary, e.g., The Annunciation, Visitation, Immaculate Conception, Assumption into Heaven.

D. Describe the Mass (Eucharistic Liturgy) as the source and summit of Christian living.

1. Take an active part in the Mass and prayer services.
2. Discuss that the Gospels at Sunday Mass are read from the Book of the Gospels.
3. Recite and sing the common responses at Mass.
4. Describe that Jesus Christ is present in the celebration of the Eucharistic Liturgy. **(B)**
5. Recognize some of the parts of the Liturgy of the Word and the Liturgy of the Eucharist.
6. Explain how the Mass is a celebration of community. **(B)**
7. Relate the story of the Last Supper and its connection to the Holy Eucharist. **(B)**
8. Discuss ways Jesus Christ is present in the Eucharistic Liturgy and in the sacraments.
9. Explain that the Mass is a meal, a memorial of Jesus' sacrifice on the cross and a prayer of thanksgiving to God the Father. **(B)**

E. Identify the sacraments as God's active participation in our lives.

1. Illustrate that Baptism is a sacrament by which we share in the life and love of God, receive the Holy Spirit, become a member of the Church and sin is forgiven. **(B)**

2. Demonstrate rituals and symbols that are a part of human life.
3. Review the signs, symbols, and rites of Baptism, Reconciliation, and Eucharist.
4. Define sacraments as those objects, actions and blessings made sacred by the Church that remind one of God's presence.
5. Identify some sacramentals, e.g., holy water, rosary, statues, holy pictures, prayer books, priest's blessing.
6. Identify some sacramentals used in community worship, e.g., ashes, palms, candles.
7. Explain that sacraments are special signs of Jesus Christ's presence and love.
8. Explain the sacraments of initiation, healing and service. **(B)**
9. Review that the Holy Eucharist (Holy Communion) is the Body and Blood of the Risen Christ.
10. Explain that the bread and wine becomes the Body and Blood of Jesus Christ during the Eucharistic Prayer at Mass. **(B)**
11. Review the procedure for receiving Holy Communion.
12. Demonstrate reverence for the Eucharist. **(B)**
13. Explain that the Sacrament of Reconciliation is a special celebration of God's forgiveness.
14. Explain the steps in the Rite of Penance for individual and communal celebration of the Sacrament of Reconciliation.
15. Recall that the sacraments are signs of God working in our lives.

IV. Content Standard: Discover and recognize the development of the Christian person and experience the baptismal call to dignity, relationship, moral decision-making and service.

A. Express that every person is loved by God first and is made in the image and likeness of God.

1. Explain that every person is loved by God and is made in the image and likeness of God. **(B)**
2. Explain that they are a unique expression of God's love. **(B)**
3. Explain that we love God by loving others. **(B)**

B. Recognize that one responds to the love of God by growing in relationship to God, others, self and all creation.

1. Explain how all life is a gift from God and must be cared for and respected.
2. Review ways they show love for family and friends.
3. Review how some actions are kind or hurtful.
4. Explain the role of feeling in building good relationships with God, others and self.
5. Discuss how they can respect their body and those of others.
6. Discuss in what ways they can show love to others.
7. Demonstrate that one responds to the love of God by growing in relationship to self, God, others and all creation.
8. Name some benefits of family living.
9. Identify conflict situations within his/her own life in the home, school and/or neighborhood.
10. Demonstrate skills of conflict resolution.
11. Recognize that all Christians are to be kind to persons who are suffering or disabled in any way.
12. Identify experiences of brokenness, separation, death and loss.

C. Recognize the inherent dignity of each person

1. Describe the ways men and women are equal and ways they are different.

D. Explain discipleship as living out one's Baptismal call.

1. Explain some of Jesus' teachings that relationships should be based on a life of service to others, e.g., the Last Judgment (Matt. 25). **(B)**
2. Give examples of how Jesus told his apostles and disciples to love one another.
3. Name some persons they know who have lived or are living good lives.
4. Give examples of how we can forgive others because God forgives us. **(B)**
5. Describe discipleship as living our faith by believing and trusting in God as modeled by Jesus.
6. Give examples of how Mary and the saints are people of great faith, witness, service and discipleship.

7. Identify ways of serving others in the parish, at home and at school.
8. Listen to stories about the missionary activity of the Church.

E. Describe the process of developing a person's informed conscience.

1. Review conscience as God's gift to know right from wrong.
2. Give examples of loving actions and non-loving actions.
3. Describe the need to ask forgiveness for their non-loving actions. **(B)**
4. Recognize the role of grace and the Holy Spirit in their formation of conscience.
5. Know that sin is freely choosing to do what is wrong or failing to do what is right. **(B)**
6. Explain the difference between a sin, a mistake and an accident. **(B)**
7. Demonstrate the process of listing options when faced with personal decisions.

F. Describe the Kingdom of God as the presence of God's love, peace and justice in the world.

1. Name situations in which one's rights or those of others have been denied.
2. Recognize attitudes and behaviors that promote peace.
3. Explain that we show our love of God in the way we take care of the created world. **(B)**
4. Cite examples of the misuse of God's creation.
5. Name some ways they can help people in need.
6. Discuss how they can help build God's Kingdom now in their life.
7. Name some of the ways they can help their church community.

Grade Level Four Indicators

B is Benchmarks for Grade Four

- I. Content Standard: Discover, recognize and use God’s revelation in Sacred Scripture as a resource in one’s life.**
- A. Identify Sacred Scripture as the Word of God and as a book of faith.**
1. Identify that Divine Revelation is God’s self communication about God’s plan of creation and salvation.
- B. (Nothing at this grade level.)**
- C. Identify the structure and development of Sacred Scripture.**
1. Identify some of the books in Sacred Scripture.
 2. Locate books, chapters and verses in Sacred Scripture
- D. Describe the Bible as the written story of the covenant relationship between God and the Israelites and God and the Christian community.**
1. Find the Two Great Commandments in the Old and New Testament (Deuteronomy 6:5, Leviticus 19:18 and Luke 10:25-28.)
 2. Explain that the New Testament is the story and teachings of Jesus and the Christian community. **(B)**
 3. Explain the concept of covenant.
 4. Explain the Old Testament as the story of God’s covenant relationship with the Israelites.
 5. Explain the role of the Ten Commandments as a response to the covenant.
 6. Identify the Ten Commandments as the fulfillment of the covenant begun with Abraham.
 7. Memorize and recite the Ten Commandments. **(B)**
 8. Identify some of the sins against each of the Ten Commandments.
 9. Identify some significant characters in the Old Testament, e.g., Noah, Abraham, Moses, Aaron, and Miriam.
- E. Describe the four Gospels as telling about Jesus’ life and teachings.**
1. Review the Jewish roots of Jesus and the early Christians.
 2. Identify the meaning of the word Gospel as “Good News”.
 3. Describe how the Gospels tell about Jesus’ life, teaching, death and resurrection. **(B)**
 4. Explain the relationship between miracles and faith. **(B)**
 5. Explain the meaning of some Gospel stories, e.g., the Last Judgment, Zaccheaus, the Rich Young Man.
 6. Recount the major events of Jesus’ life: his birth, being lost in the Temple, his Baptism, his temptations in the desert, his ministry, the Last Supper, his betrayal, death and resurrection.
 7. Describe the Sermon on the Mount (Mt. 5-7) and some of the teachings of Jesus, e.g., love your enemies, do good to those who hurt you-turn the other cheek-go the extra mile, the person is more important than the law, share what you have...and give to the poor.
 8. Describe how Jesus used parables to teach about the Kingdom of God, e.g., the Good Samaritan, the Sower and the Seed, the Unforgiving Servant.
 9. Identify the centrality of the Kingdom of God in Jesus’ message and mission.
 10. Explain how the Holy Spirit’s coming on Pentecost affected the growth of the early Church. **(B)**
- F. Describe the growth of the early Church in Acts, Letters (Epistles) and the Book of Revelation.**
1. Locate the lands of the New Testament on a map.
- II. Content Standard: Discover, recognize and use God’s revelation in the Sacred Tradition of the Roman Catholic Church.**
- A. Describe God as personally involved in the history of God’s people.**
1. Discuss how God is active in world events today.
- B. Describe Jesus Christ as the fulfillment of God’s promises.**
1. Explain that Jesus Christ is the fullness of God’s revelation.
 2. Recall times or events when Jesus showed human emotions in the Gospels.

C. Describe Jesus Christ as our Savior who redeemed us by his life, death, resurrection and ascension.

1. Explain that Jesus Christ is our Savior who redeemed us by his life, death, resurrection and ascension. **(B)**

D. Recognize and illustrate God as Trinity: Father, Son and Holy Spirit.

1. Discuss symbols and roles of the Trinity, e.g., creator, redeemer, sanctifier.
2. Explain that the Holy Spirit gives us the power and strength to live the Christian life.
3. Describe grace as a sharing in God's life which gives us a special friendship with God. **(B)**
4. Give examples of how we can follow the gift of God's grace each day.

E. Identify the Church as the Body of Christ continuing Christ's mission of evangelization through word, worship, community and service.

1. Identify Mary as the Mother of God, and identify her role in the Church.
2. Recognize saints as ordinary people who lived good lives and followed God's call, e.g., St. Joan of Arc, St. Thomas More, St. Martin de Porres.
3. Describe Christians as those who believe in Jesus Christ, follow his teachings and who serve the world.
4. Begin to distinguish between faith traditions of Christians.
5. Discuss the meaning of the Church as the Body of Christ and the various ways it carries out Christ's mission.
6. Compare the role of the Apostles to the role of the disciples in the Church.
7. Review the way the pope, bishops, priests, men and women in consecrated life and lay persons serve the Church.
8. Explain how the precepts of the Church relate to our lives. **(B)**
9. Explore the concept of evangelization and give examples of how the Church evangelizes.
10. Identify themselves as Catholic Christians who evangelize others by their example.

F. Identify other approaches to the divine and to the meaning of life.

1. Review how they can show respect to other Christians and faith traditions.

G. Illustrate basic understanding of Catholic dogma and doctrine.

1. Explain the meaning of heaven, hell and purgatory.
2. Identify the Communion of Saints as the faithful on earth, those who have died and are in purgatory and the saints in heaven.
3. Explain the meaning of some of the phrases of the Apostles' and Nicene Creeds.
4. Describe the meaning of the four marks of the Church: one, holy, catholic and apostolic. **(B)**

III. Content Standard: Discover, recognize and participate in the life of the Church through prayer, liturgy and sacraments.

A. Identify prayer as being actively open to God through all forms of communication.

1. Express thanksgiving, praise, petition and sorrow to God in various formal and spontaneous prayers. **(B)**
2. Demonstrate the use of Sacred Scripture in prayer, e.g., with the Psalms, and other books of the Bible, the Magnificat, the Prayer of Simeon. **(B)**
3. Choose various kinds of sacred art and liturgical music with which to pray.
4. Memorize and use various formal prayers alone and with their class, e.g., Sign of the Cross, the Our Father, Hail Mary, Glory Be, Apostles' Creed, the Angelus, the Memorare, the Act of Contrition, Acts of Faith, Hope and Love. **(B)**
5. Demonstrate how to pray the Rosary.
6. Experience prayer to one's patron saint or other saints on their feast days.
7. Use different kinds of prayer in and with their class, e.g., meditation, silent prayer, spontaneous prayer, Eucharistic Adoration, and Stations of the Cross.

B. Examine liturgy as the official public worship of the Catholic Church by which it expresses its faith.

1. Explain the significance of sacred spaces and objects in church, e.g., sacristy, processional cross, the Stations of the Cross, the presiders' chair, and the Easter candle, the Lectionary, the Sacramentary.
2. Employ reverence in all forms of liturgical gestures and postures.
3. Define liturgy as the official public worship of the Church.
4. Recognize various kinds of public liturgy in the Church, e.g., the Eucharistic Liturgy, the celebration of the sacraments, the Liturgy of the Hours.
5. Describe the liturgical ministries in the parish.

C. Describe the importance of Sunday Liturgy and the meaning of the liturgical year, its traditions, rituals and customs.

1. Describe the various liturgical seasons of the year: Advent/Christmas; Lent/Easter; Pentecost and Ordinary Time; what they prepare for or celebrate and the colors used. **(B)**
2. Discuss feast days important to the parish.
3. Review the importance of Sunday Mass as a celebration of the parish community.
4. Identify the significance of Holy Thursday, Good Friday and the Easter Vigil.
5. Recognize Easter as the most important feast day of the year.
6. Identify and explain the Holy Days of Obligation. **(B)**
7. Identify major feasts of Mary in her role as Mother of God, e.g., Annunciation, Visitation, Christmas.

D. Describe the Mass (Eucharistic Liturgy) as the source and summit of Christian living.

1. Review the many ways Jesus Christ is present in the Eucharistic celebration.
2. Name the parts of the Liturgy of the Word and the Liturgy of the Eucharist.
3. Participate actively in the Mass and prayer/penance services.
4. Describe some devotional celebrations they have experienced in their parish, e.g., Benediction, Stations of the Cross, morning prayer.

E. Identify the sacraments as God's active participation in our lives.

1. Review that sacraments are signs of God working in people's lives.
2. Review the meaning of the sacraments of initiation, healing and service.
3. Recognize the signs, symbols and rituals of the Sacraments of Baptism, Reconciliation, Eucharist, Confirmation, Anointing of the Sick, Marriage and Holy Orders.
4. Discuss the connection between rituals and symbols in human life and rituals and symbols used in the sacraments.
5. Make some connection between the sacraments and Jesus' ministry and life.
6. Review and demonstrate the meaning and procedure for receiving Holy Communion.
7. Explain the meaning, the steps and procedure for receiving the Sacrament of Reconciliation. **(B)**
8. Describe the Catholic sacramentals that are a part of their life, e.g., rosary, holy water, holy pictures, blessed palm, blessed ashes, medals, statues.

IV. Content Standard: Discover and recognize the development of the Christian person and experience the baptismal call to dignity, relationship, moral decision-making and service.

A. Express that every person is loved by God first and is made in the image and likeness of God.

1. Recognize that each person is created with a soul that lives forever.

B. Recognize that one responds to the love of God by growing in relationship to God, others self and all creation.

1. Identify the importance of being in touch with his/her feelings in forming relationships with God, others and self. **(B)**
2. Give examples of how they can respect their own and others' bodies. **(B)**
3. Describe the connection between our love of God and the way we treat others and all creation. **(B)**
4. Give examples of having good relationships in the home, at school and in the neighborhood.
5. Give examples of conflicts one can have with family, friends and classmates.

6. Review skills of conflict resolution.
7. Give examples of how Christians can be *κλιου* to persons who are suffering or disabled.
8. Demonstrate sympathy to persons who have experienced brokenness, separation, death or loss.
9. Recognize that persons are formed in community.
10. Describe the positive and negative influences groups can have on building relationships.
11. Define stereotyping and describe how it exploits individuals and impacts relationships.
12. Recognize the influence that peers can have on an individual's behavior.
13. Demonstrate cooperative behavior in peer relationships and communal settings.
14. Dramatize ways to settle conflicts by nonviolent means.
15. Recognize that love is the key to the covenant relationship with God and others.
16. Demonstrate how the commandments are God's rules of love.
17. Show an awareness of the effects of separation and divorce on families.

C. Value the inherent dignity in every person.

1. Demonstrate their awareness of the giftedness of all life and the dignity of all persons. **(B)**
2. Give examples of how men and women can work in partnership.
3. Show the special place of the poor and marginalized in the teachings of Jesus, e.g., Healing the Ten Lepers, Healing the Widow's Son.
4. Identify the challenges of the elderly, people with disabilities, the poor and the sick.

D. Explain discipleship as living out one's Baptismal call.

1. Explain that the teachings of Jesus are about our loving and serving others. **(B)**
2. Give examples of how we can live as disciples who live their faith, believing and trusting in God as modeled by Jesus.
3. Illustrate how Mary and the saints were people of great faith, witness, service and discipleship. **(B)**
4. Recall how missionaries give witness to their faith.
5. Dramatize how they can serve others in their parish, at home and in school. **(B)**
6. Identify individuals who are role models in bearing witness to Christian principles.
7. Identify the connection of the Beatitudes to the Christian moral life.
8. Describe and apply the virtues of faith, hope and love.
10. Recognize that knowledge, study and practice of one's faith are integral parts of one's religion.
11. Plan and participate in service activities.

E. Describe the process of developing a person's informed conscience.

1. Define conscience and its development. **(B)**
2. Define the process of examining one's conscience.
3. Review that sin is freely choosing to do what is wrong and failing to do what is right.
4. Define the different kinds of sin: mortal, venial, personal, and social.
5. Review the options that are possible when faced with personal decisions.
6. Describe the resources one has to develop a right or informed conscience.

F. Describe the Kingdom of God as the presence of God's love, peace and justice in the world.

1. Examine ways that all people are responsible for taking care of God's gift of creation. **(B)**
2. Give some solutions to the misuse of God's creation.
3. Examine ways that all Christians build up the Kingdom of God.
4. List the ways they aid their parish/neighborhood communities.
5. Describe ways in which people suffer from discrimination and inequality.
6. Explain attitudes and behaviors that promote peace.
7. Give examples of practicing the spiritual and corporal works of mercy.
8. Identify local and global models of service that are based on Jesus' teachings.
9. Discuss the importance of living their faith by service to others.

Grade Level Five Indicators
B is Benchmarks for Grade Five

- I. Content Standard: Discover, recognize and use God’s revelation in Sacred Scripture as a resource in one’s life.**
- A. Identify Sacred Scripture as the Word of God and as a book of faith.**
1. Recognize that all people have an innate desire for God, or someone greater than themselves in their hearts.
 2. Explain that Divine Revelation is an ongoing personal invitation from God throughout history requiring a personal, lifelong response.
 3. Describe how God’s revelation comes through persons and events in Sacred Scripture, e.g., Creation, the Burning Bush, Conversion of St. Paul.
 4. Identify biblical characters who show God’s love and care, e.g., Moses, Samuel, Isaiah, Paul, the Woman at the Well.
 5. Give examples of how various Sacred Scripture passages relate to one’s life and one’s relationship with God, e.g., the Calming of the Sea, the Sower and the Seed, the Sunday readings.
- B. Describe the Catholic approach to biblical interpretation.**
1. Recognize that Sacred Scripture is inspired by God but written by human authors.
 2. Recognize various resources in studying scripture, e.g., Bible dictionaries, and maps.
- C. Identify the structure and development of the Sacred Scripture.**
1. Identify some of the books of the Old and New Testaments.
 2. Explain how to find books, chapters and verses in Sacred Scripture.
 3. Illustrate that the Old Testament is the story of God’s covenant relationship with the Israelites, our ancestors in faith.
- D. Describe Sacred Scripture as the written story of the covenant relationship between God and the Israelites and God and the Christian community.**
1. Explain the Two Great Commandments and how the Ten Commandments are a response to our covenant relationship with God and our neighbor.
 2. Describe sins against each of the Ten Commandments.
- E. Describe the four Gospels as telling about Jesus’ life and teachings.**
1. Identify the four Gospels.
 2. Explain why the Gospels can be called the “Good News” of Jesus Christ. **(B)**
 3. Recognize New Testament titles of Jesus, particularly: Christ, Lord, Son of God, Savior and Messiah.
 4. Explain how some of the Gospel stories tell about the power, goodness, love and forgiveness of Jesus, e.g., the Cure of the Blind Man, the Paralytic, the Calming of the Sea.
 5. Share some parables and miracle stories of Jesus as related to his identity and mission, e.g., the Wedding Feast at Cana, the Feeding of the Multitude, the Sower and the Seed. **(B)**
 6. Explain that Jesus, the Apostles and some early Christians had Jewish roots. **(B)**
 7. Name and explain the major events in Jesus’ life: his birth, Baptism, Calling of the Apostles, Sermon of the Mount, Raising of Lazarus, the Last Supper, his Agony in the Garden, his trial, sufferings, death and resurrection/ascension. **(B)**
 8. Explain some of the teachings of Jesus from the Sermon on the Mount (Matt. 5-7 e.g., don’t judge others, or be angry or curse others; don’t swear-let your yes be yes- your no be no; don’t refuse the borrower; do your works of charity, quietly, not to be seen.) **(B)**
 9. Describe some of the parables that tell about Jesus’ teaching about the Kingdom or Reign of God, e.g., the Last Judgment, the Pearl of Great Price, the Parable of the Talents. **(B)**
 10. Explain that the focus of Jesus’ message was about bringing about the Kingdom or Reign of God. **(B)**
- F. Describe the growth of the early Church in Acts, Letters (Epistles) and the Book of Revelation.**
1. Give examples of how the Holy Spirit’s coming on Pentecost affected the growth of the early Church. **(B)**

2. Locate and label the lands of the New Testament on a map, e.g., in Galilee: Nazareth, Cana, Capernaum, Sea of Galilee; in Judea: Jerusalem, Jericho, Bethlehem, Mount of Olives, Dead Sea, the Jordan River; Samaria.
3. Recognize the Scriptural references related to the sacraments.

II. Content Standard: Discover, recognize and use God’s revelation in the Sacred Tradition of the Roman Catholic Church.

A. Describe God as personally involved in the history of God’s people.

1. Explain how God is active in his/her life and in the world. **(B)**
2. Express that Jesus was human like us and taught us how to live. **(B)**
3. Recognize ways God is revealed through people, Church and sacraments.

B. Describe Jesus Christ as the fulfillment of God’s promises.

1. Relate that Jesus Christ is the fullness of God’s revelation. **(B)**

C. Describe Jesus Christ as our Savior who redeemed us by His life, death, resurrection and ascension.

1. Illustrate the Paschal Mystery as the central salvific event of Christianity.

D. Recognize and illustrate God as Trinity: Father, Son and Holy Spirit.

1. Describe the Trinity as a community of persons in God.
2. Explain that the Holy Spirit works within each person and within each Christian community.
3. Recognize that there are different kinds of grace: sanctifying grace and actual grace.

E. Identify the Church as the Body of Christ continuing Christ’s mission of evangelization through word, worship, community and service.

1. Recognize saints who lived Christian lives, e.g., St. Elizabeth Seton, St. Katherine Drexel, St. Clare of Assisi, St. Theresa of Avila, St. Benedict, and St. Dominic.
2. Describe the Church as a community of believers in Jesus who pray, worship together and who give service to the world. **(B)**
3. Give examples of how Christians are the Body of Christ to the world.
4. Identify themselves as disciples who follow the teachings of Jesus Christ. **(B)**
5. Identify the present Holy Father and the bishop of our diocese.
6. Identify religious communities and their role in the Church, e.g., Dominicans, Franciscans, Jesuits.
7. Identify key lay leaders in their parish and discuss their ministries.
8. Recognize that each person is called to a particular vocation in which to live out their Christian life.
9. Give examples of how Catholic Christians are to live the precepts of the Church.
10. Identify that all Christians are called to be evangelizers.
11. Describe how each person shares in the responsibility for the mission of the Church.

F. Identify other approaches to the divine and to the meaning of life.

1. Recognize that there are numerous Catholic rites, e.g., Armenian, Byzantine, Coptic, Maronite, Syrian, Melkite.
2. List some other faith traditions.
3. Define ecumenism and identify examples of ecumenical efforts on the part of Catholics.

G. Illustrate basic understanding of Catholic dogma and doctrine.

1. Illustrate the Apostles’ and Nicene Creeds as a summary of some of the basic beliefs of Christians. **(B)**
2. Explain how the Apostles’ and Nicene Creeds form us as a community of faith. **(B)**
3. Know that the final destiny of Christians is eternal life with God in Heaven, while working for a better world here on earth. **(B)**
4. Give examples of how the Church is one, holy, catholic and apostolic. **(B)**
5. Identify some of the titles of Mary, e.g., Mother of God, Our Mother, First Disciple, Queen of Heaven and Earth.
6. Describe faith as a way of living, believing and trusting.
7. Explain the meaning of “Communion of Saints.”

III. Content Standard: Discover, recognize and participate in the life of the Church through prayer, liturgy and sacraments.

A. Identify prayer as being actively open to God through all forms of communication.

1. Practice various kinds of prayer: formal and spontaneous.
2. Review the use of Sacred Scripture in prayer especially with the Psalms, and various hymns and prayers.
3. Recognize the use of icons in prayer.
4. Review various formal prayers, e.g., the Act of Contrition, Acts of Faith, Hope and Love, Prayer to the Holy Spirit, Apostles' Creed and Memorare.
5. Explain the mysteries of the Rosary.
6. Practice various prayer forms, e.g., litanies, meditation on the Sunday readings, silent prayer, listening to music in prayer, Stations of the Cross.
7. Recognize and participate in the Liturgy of the Hours.

B. Examine liturgy as the official public worship of the Catholic Church by which it expresses its faith.

1. Explain various sacred spaces and sacred objects in Church, e.g., the Reconciliation Room, the ambry for the Sacred Oils, and the Stations of the Cross. **(B)**
2. Describe the difference between the Lectionary, the Book of the Gospels, and the Sacramentary used at Mass. **(B)**
3. Identify that the scriptural readings in the Lectionary follow a three-year cycle for Sunday Masses and a two-year cycle for daily Masses.
4. Explain the functions of the various liturgical ministries, e.g., presider, lector, server, cantor, reader, Extraordinary Minister of the Eucharist, choir, greeter, usher. **(B)**
5. Demonstrate some skills of liturgical ministries, e.g., reader in classroom or at Mass, cantor, server, greeter.
6. Explain the various kinds of public liturgy in the Church. **(B)**

C. Describe the importance of Sunday Liturgy and the meaning of the liturgical year, its traditions, rituals and customs.

1. Explain the various liturgical seasons of the year recognizing the main feasts within each. **(B)**
2. Chart/organize the meaning of the various colors and rituals in each liturgical season. **(B)**
3. Explain the importance of Sunday in the liturgical year. **(B)**
4. Identify the mysteries celebrated on the Holy Days of Obligation. **(B)**
5. List and explain the major feasts of Mary, e.g., Immaculate Conception, Mary, Mother of God, the Assumption, the Annunciation. **(B)**
6. Explain the significance of Holy Thursday, Good Friday and Holy Saturday.
7. Identify the Easter Triduum as the central celebration within the liturgical year.

D. Describe the Mass (Eucharistic Liturgy) as the source and summit of Christian living.

1. Explain the ways Jesus Christ is present at Mass. **(B)**
2. Define transubstantiation.
3. Chart the rites of the Liturgy of the Word and the Liturgy of the Eucharist. **(B)**
4. Explain the connection between the event of the Last Supper and the celebration of the Eucharist. **(B)**
5. Explain how the Mass is a meal, a sacrifice, and a prayer of thanksgiving and praise to God the Father. **(B)**
6. Plan and participate in the Mass and prayer services.

E. Identify the sacraments as God's active participation in ours lives.

1. Examine how sacraments are signs of God's working in peoples' lives. **(B)**
2. Identify sacraments as signs, symbols, rituals and actions of the Church.
3. Identify the signs, symbols, and rites for each sacrament.

4. Discuss why the various sacraments are called sacraments of initiation, healing and service.
5. Discuss ways celebrations of the sacraments are community worship. **(B)**
6. Describe how the sacraments carry on the ministry of Jesus Christ through the Church. **(B)**
7. Define the relationship between the Church and the sacraments.
8. Recognize that Baptism is a special event where sin is forgiven and by which one is empowered to do ministry.
9. Explain that in the Sacrament of Confirmation the Holy Spirit completes and deepens Baptism so one can give witness to their baptismal promises.
10. Explain that the celebration of the Sacrament of Reconciliation reconciles one to God, community and self. **(B)**
11. Describe the Catholic response to suffering and death through the Church's sacrament of the Anointing of the Sick.
12. Describe the Sacrament of Marriage as a celebration of the love and commitment of a man and a woman which symbolizes the union of Christ and His Church.
13. Describe the Sacrament of Holy Orders as a man's commitment to minister as the representative of Christ in the assembly and to attend directly to the order and mission of the Church.
14. Describe the significance of sacramentals and blessings as reminders of God's love, presence and protection.

IV. Content Standard: Discover and recognize the development of the Christian person and experience the baptismal call to dignity, relationship, moral decision-making and service.

B. Express that every person is loved by God first and is made in the image and likeness of God.

1. Explain that each person is created with a soul which will live with God forever. **(B)**

B. Recognize that one responds to the love of God by growing in relationship to God, others self and all creation.

1. Illustrate and list the gifts and talents in his/her life that have been given to them by God to share with others. **(B)**
2. Explain that we show our love for God by respecting others and by caring for and sharing with others. **(B)**
3. Explain how they act out their feelings in their various relationships.
4. Express how they respect the gift of their sexuality in themselves and in others.
5. Demonstrate their role in their family as vital to the well-being of their family.
6. Discuss how to resolve conflicts with family members, friends and classmates. **(B)**
7. Illustrate how they can be kind to persons who are sick, suffering or disabled. **(B)**
8. Discuss losses experienced in their own lives.
9. Identify that everyone needs community for their own self-identity and growth.
10. Explain their own experiences about the positive and negative influence groups can have on building relationships. **(B)**
11. Demonstrate how stereotyping exploits individuals and impacts relationships. **(B)**
12. Discuss the effects of separation and divorce on families.
13. Identify the physical, intellectual and emotional needs of the human person.
14. Differentiate between wants and needs. **(B)**
15. Explore the nature and responsibility of friendship.
16. Identify influences which might hinder the development of relationships based on Christian ideals.
17. Describe harmful actions and how they hurt others, e.g., prejudice, gossip, lying, slander, stealing cheating and bullying.

C. Value the inherent dignity of every person.

1. Discuss the integration of the roles of men and women in our society today.
2. Relate examples from the Gospels of how Jesus reached out to the poor and marginalized to their responsibility as disciples, e.g., the Woman at the Well, Zacchaeus, the Beatitudes.

3. Demonstrate how one can respond to challenges with the elderly, people with disabilities, the poor and the sick.
4. Express that life is sacred from conception to natural death.
5. Recognize and value ethnic and racial diversities and their cultural contributions.

D. Explain discipleship as living out one's Baptismal call.

1. Explain how we can forgive persons who hurt us. **(B)**
2. Illustrate ways we can live out our discipleship to Jesus Christ. **(B)**
3. Describe the role of missionaries in witnessing to serving Christ by serving others. **(B)**
4. Demonstrate how their role models live out Christian values. **(B)**
5. Give examples of how to live the Beatitudes.
6. Examine and apply the ways to live out the virtues of faith, hope and love. **(B)**
7. Discuss how one can grow in the study, knowledge and practice of their religion.
8. Research and discuss the needs of those persons to whom they give service.
11. Describe the various Christian vocations of marriage, single life, priesthood and consecrated life.
12. Explain the ways contemporary society can have a positive and/or negative effect on living as a Christian.
13. Describe a process of reconciliation in daily life.

E. Describe the process of developing a person's informed conscience.

1. Explain the role of grace in the formation of their conscience. **(B)**
2. Illustrate the function of a person's informed conscience.
3. Recognize a process of decision-making

F. Describe the Kingdom of God as the presence of God's love, peace and justice in the world.

1. Review ways that people can be responsible for taking care of God's gift of creation.
2. Illustrate ways in which people suffer from discrimination and inequality. **(B)**
3. Illustrate performing the spiritual and corporal works of mercy. **(B)**
4. Show how local and global models of service are based on the teachings of Jesus.
5. Demonstrate how one can work for peace.
6. Identify social sin, such as, violence, prejudice, discrimination, pollution, causes of hunger.
7. Cite examples of organized attempts by Christians to address world problems, e.g., Pax Christi, Bread for the World, and the Right to Life.

Grade Level Six Indicators

B is Benchmarks for Grade Six

I. Content Standard: Discover, recognize and use God’s revelation in Sacred Scripture as a resource in one’s life.

A. Identify the Sacred Scripture as the Word of God and as a book of faith.

1. Identify biblical characters who show God’s love and care, e.g., Moses, David, Deborah, and Esther.
2. Describe how God speaks through persons and events in Sacred Scripture, e.g., Amos, Hosea, the Exodus, the Exile.
3. Explain how Sacred Scripture has meaning for one’s life, e.g., the creation stories, (Gen. 1 and 2), the Ten Commandments (Ex. 20); Ratification of the Covenant (Ex. 24); the teachings of the Prophets: Amos, Hosea, Jeremiah, The Sermon on the Mount (Matt. 5-7); and the Sunday Readings.
4. Relate how God’s self-communication has come in stages through word and actions.
5. Explain how Sacred Scripture reveals the presence of God in history. **(B)**
6. Identify the Church’s source of God’s revelation: Sacred Scripture and Sacred Tradition.
7. Give examples of revelation as an ongoing personal invitation from God throughout history requiring a personal, life-long response. **(B)**

B. Describe the Catholic approach to biblical interpretation.

1. Describe Sacred Scripture as being inspired by God, but written by human authors.
2. Recognize that there are different translations of the Bible.
3. Identify the canon of Sacred Scripture as the Catholic Church’s official list of the books of Bible.
4. Distinguish between the Greek (Catholic) and Hebrew (Protestant) canons of Sacred Scripture.
5. Recognize initial skills of biblical interpretation, e.g., the type of writing, the context in which it was written, the meaning of the words.
6. Recognize that there are different approaches to Sacred Scripture, e.g., the fundamentalist and contextualist.
7. Give some examples used by writers of Sacred Scripture to teach religious truths, e.g., Genesis 1-11, the creation stories, the flood stories.
8. Recognize that Sacred Scripture tells us the truth God wants us to know for our salvation.
9. Use references as needed in studying Sacred Scripture, e.g., footnotes, maps, timelines, Bible dictionaries, Bible commentaries.
10. Discuss the relationship between faith and science, e.g., evolution.
11. Recognize that the Church alone has authority to interpret Sacred Scripture authentically.

C. Identify the structure and development of the Bible.

1. Demonstrate the use of locating books, chapters and verses in the Bible. **(B)**
2. Describe the role of inspiration and oral tradition through the Holy Spirit in the formation of Sacred Scripture.
3. Identify most of the books of the Old Testament. **(B)**
4. Identify the literary forms and content of Old Testament books.
5. Describe the three stages of the development of the Old Testament, i.e., event, story, writing.
6. Identify the literary form and content of some of the New Testament books.
7. Describe the different parts of the Bible, e.g., Pentateuch, historic books, prophetic books, Gospels, Epistles/Letters, and the Book of Revelation.

D. Describe Sacred Scripture as the written story of the covenant relationship between God and the Israelites and God and the Christian community.

1. Discuss how the Two Great Commandments are a summary of the law and the prophets.
2. Illustrate the concept of covenant. **(B)**
3. Explain how the Ten Commandments are a response to our covenant relationship with God and our neighbor. **(B)**
4. Explain that the Ten Commandments are a fulfillment of the covenant begun with Abraham. **(B)**

5. Explain how the Ten Commandments are moral guides for our daily lives.
6. Explain that the Old Testament is the story of God's relationship with the Israelites and that its message is relevant today. **(B)**
7. Create a timeline of key events in the Old Testament.
8. Give some examples of the covenant with God in the Old Testament, e.g., Creation, Noah, Abraham, Moses, Joshua, Nehemiah, Ezra.
9. Describe the cycle of sin, repentance and reconciliation that occurs through selected events in the Old Testament e.g., with the Judges like Gideon and Samson; and Kings Saul and David.
9. Identify significant characters in the Old Testament, e.g., Abraham, Jacob, Joseph, Moses, David, Solomon, Isaiah, Amos, Jeremiah, Ezekiel, Nehemiah, Ezra.
10. Describe the role and significance of the kings and prophets in Israel.
11. Recognize that the basis for the Church's social ministry is found in the prophetic writings of the Old Testament and later in the preaching of Jesus.
12. Identify and explain the Exodus as the central event of Jewish and salvation history, a journey from slavery to freedom.
13. Describe how the images of God changed for the people of the Old Testament.
14. Explain that God's covenant with the Jews is still valid.
15. Explain that the new covenant is the relationship between God and God's people through Jesus.
16. Discuss the relationship between the Old and New Testaments.
17. Describe the relationship between some of the New Testament titles of Jesus with the Old Testament, e.g., Christ, Lord, Son of God, Messiah.

E. Describe the four Gospels as telling about Jesus' life and teachings.

1. Review the major events in Jesus' life.
2. Explain that the teachings of Jesus come from the Old Testament.
3. Explain that the parables taught about the Kingdom or Reign of God.
4. Review why the Gospels are called "Good News."

F. Describe the growth of the early Church in Acts, Letters (Epistles) and the Book of Revelation.

1. Recognize the relationship between the images of Church today with images in the Old Testament.

II. Content Standard: Discover, recognize and use God's revelation in the Sacred Tradition of the Roman Catholic Church.

A. Describe God as personally involved in the history of God's people.

1. Give an overview of Jesus' ministry.
2. Recognize that the term Incarnation means that God's Son, Jesus Christ, became fully human in all things but sin, while remaining fully divine.
3. Describe the ways God is revealed through people, the Church and the sacraments. **(B)**

B. Describe Jesus Christ as the fulfillment of God's promises.

1. Explain how Jesus Christ is the fulfillment of God's promises in the Old Testament.

C. Describe Jesus Christ as our Savior who redeemed us by His life, death, resurrection and ascension.

1. Recognize that Jesus Christ is the instrument of God's plan of salvation.
2. Begin to express what salvation through Jesus Christ means.

D. Recognize and illustrate God as Trinity: Father, Son and Holy Spirit.

1. Give examples of the roles of the three persons of the Blessed Trinity.
2. Recognize that grace is a relationship with God that enables one to experience God's love and power.
3. Identify the gifts and fruits of the Holy Spirit.

E. Identify the Church as the Body of Christ continuing Christ's mission of evangelization through word, worship, community and service.

1. Recognize saints, e.g., St. John Bosco, St. Lawrence, St. Maximilian Kolbe, St. Hildegard of Bingen, St. Ignatius of Loyola, and St. Monica.
2. Describe the process of canonization in the Catholic Church.

3. Explain that the Church continues Christ's mission of teaching, healing and service to others.
4. Explain how each person shares in the responsibility for the mission of the Church. **(B)**
5. Recognize the numerous roles within the Church for ordained and lay ministers. **(B)**
6. Describe that each person is called by God to a particular vocation to live the Christian life. **(B)**

F. Identify other approaches to the divine and to the meaning of life.

1. Review the meaning of ecumenism and how Christians can work together toward Christian Unity.

G. Illustrate basic understanding of Catholic dogma and doctrine in light of the Creed.

1. Explain that the Apostles' and Nicene Creeds are ways of forming our Church community. **(B)**

III. Content Standard: Discover, recognize and participate in the life of the Church through prayer, liturgy and sacraments.

A. Identify prayer as being actively open to God through all forms of communication.

1. Practice prayers to Mary and the saints, e.g., the Rosary, the Memorare, the Angelus, the Prayer of St. Francis, the Prayer of St. Ignatius of Loyola. **(B)**
2. Participate and plan prayer services with various kinds of prayer forms, i.e., silent prayer, Liturgy of the Hours, formal and spontaneous prayer.
3. Explain the Apostles' Creed. **(B)**
4. Participate in praying the Rosary using meditations on the mysteries, e.g., through written prayer and/or song.
5. Explain the meaning of the Stations of the Cross.
6. Pray with Sacred Scripture using the Psalms in the Liturgy of the Hours and selected prayers from various books of the Bible, e.g., Hymn of the Three Young Men in the book of Daniel, the Song of Deborah, Exodus 15, and the Canticles of Mary and Zechariah.
7. Identify prayer and the sacraments as sources of strength, encouragement and peace in relationships.
8. Describe the relationship between prayer and action in the call to be a disciple of Jesus.
9. Employ the Gospels as a source of prayer.

B. Examine liturgy as the official public worship of the Catholic Church by which it expresses its faith.

1. Demonstrate how various examples of sacred art and liturgical music inspire us to pray. **(B)**
2. Review skills needed in various liturgical ministries.
3. Give examples of Sacred Liturgy, the public prayer of the Church.
4. Describe the mysteries celebrated in the Holy Days of Obligation. **(B)**

C. Describe the importance of Sunday Liturgy and the meaning of the liturgical year, its traditions, rituals and customs.

1. Review the meaning of the liturgical year and identify its liturgical seasons, colors and major feasts.
2. Chart the various rituals on Holy Thursday, Good Friday and Holy Saturday. **(B)**
3. Explain the Easter Triduum as the central celebration within the liturgical year. **(B)**

D. Describe the Mass (Eucharistic Liturgy) as the source and summit of Christian living.

1. Describe the different rites of the Mass, e.g., Introductory Rites, Penitential Rite, Liturgy of the Word, Liturgy of the Eucharist, Communion Rite, and Concluding Rite.
2. Demonstrate how to participate in various parts of the Mass and prayer services.
3. Describe the Jewish Sabbath and compare it to the Christian Sunday because these are holy days of both traditions.
4. Identify the relationship among the following: the Passover, the Last Supper and the Eucharistic Liturgy.
5. Make a connection between the Mass as a prayer of thanksgiving and praise with the celebration of the Paschal Mystery of Jesus Christ. **(B)**
6. Explain that the scriptural readings in the Lectionary follow a three-year cycle for Sunday Masses and a two-year cycle for daily Masses. **(B)**

E. Identify the sacraments as God’s active participation in our lives.

1. Explain the meaning of the sacraments they have celebrated, e.g., Baptism, Reconciliation, Eucharist. **(B)**
2. Review the sacramentals that are a part of their faith life.

IV. Content Standard: Discover and recognize the development of the Christian person and experience the baptismal call to dignity, relationship, moral decision-making and service.

A. Express that every person is loved by God first and is made in the image and likeness of God.

1. Explain that each person is created with a longing for God.

B. Recognize that one responds to the love of God by growing in relationship to God, others, self and all creation.

1. Differentiate various kinds of feelings one has in maintaining relationships with family, friends and others.
2. Discuss how the gift of sexuality can be used positively in forming relationships, i.e., the complimentary of male and female.
3. Examine how they have grown in their relationship with God, others, self and all creation.
4. Examine the kinds of love shown in various relationships.
5. Demonstrate ways to resolve conflicts in various situations in their lives, i.e., home, school, neighborhood. **(B)**
6. Discuss experiences of brokenness, separation, death and loss and how persons can deal with them.
7. Illustrate the effects groups can have on building relationships. **(B)**
8. Review how stereotyping impacts relationships.
9. Compare and contrast positive and negative peer relationships. **(B)**
10. Give examples of how their peers influence their behavior. **(B)**
11. Review the ways to settle conflicts by nonviolent means.
12. Describe how showing love for others is the key to our covenant relationship with God.
13. Examine how keeping the Commandments aid good relationships between persons and communities at large.
14. Describe the physical, intellectual, spiritual and emotional needs of the human person.
15. Review the difference between needs and wants.
16. Discuss the characteristics they want in a friend.
17. Illustrate influences which might hinder the development of friendship based on Christian ideals.
18. Discuss how one’s harmful actions, e.g., gossip, lying, stealing, cheating, jealousy or bullying hurts forming relationships with others. **(B)**

C. Value the inherent dignity of every person

1. Discuss the friendships/relationships that Jesus had with others in his life, especially the poor and the marginalized. **(B)**
2. Discuss the ways they can respond to the elderly, people with disabilities, the poor and the sick in their lives. **(B)**
3. Explain that Catholic Christians view all life as sacred from conception to natural death.
4. Discuss cultural contributions of various ethnic and racial groups in society.

D. Explain discipleship as living out one’s Baptismal call.

1. Demonstrate their responsibility to forgive others and seek forgiveness. **(B)**
2. Review ways that Mary and some saints were persons of great faith, service and discipleship.
3. Review ways they give service to various persons in their life.
4. Discuss how they can work for the missions. **(B)**
5. Identify how local and national celebrities are models in witnessing to Christian values.
6. Explain that the knowledge and study of one’s faith is a prerequisite to the intentional practice of their faith. **(B)**
7. Explain how their service to others has impacted their practice and understanding of their faith.

8. Explain the difference between a vocation and a job.
 9. Give examples of ways movies, television, music and other media can have a positive and/or negative effect on living as a Christian.
 10. Explain how Gospel teachings of love of neighbor are carried out in daily living. **(B)**
 11. Describe how one's behavior bears witness to one's faith.
- E. Describe the process of developing a person's informed conscience.**
1. Discuss the role of grace and the sources one has in forming a right or informed conscience. **(B)**
 2. Express that Catholic Church teachings are formative of conscience.
 3. Explain what sin is and the various kinds of sin, i.e., mortal, venial, personal, social. **(B)**
 4. Explain some of the different sins against each of the Ten Commandments. **(B)**
 5. Identify sins of omission.
 6. Define the doctrine of original sin.
 7. Explore how one has options when faced with personal decisions. **(B)**
 8. Explain a process of examining one's conscience. **(B)**
 9. Describe a process of decision-making.
 10. Practice a Christian decision-making process using moral dilemmas.
- F. Describe the Kingdom of God as the presence of God's love, peace and justice in the world.**
1. Demonstrate responsible use of environmental resources.
 2. Discuss situations in which one's rights and those of others have been denied. **(B)**
 3. Compare and contrast attitudes and behaviors that promote peace. **(B)**
 4. Demonstrate ways they can live the Theological Virtues. **(B)**
 5. Discuss the connection between the Beatitudes and the Christian life.
 6. Illustrate how they can practice the spiritual and corporal works of mercy. **(B)**
 7. Discuss how some global models of service model the teachings of Jesus, e.g., Habitat for Humanity, Catholic Relief Services, Campaign for Human Development.
 8. Illustrate how social sin in their city, the country, and the world prevents the building up of the Kingdom of God.
 9. Describe what it means to live justly at home, at school and in the community.
 10. Identify the relationship between justice and peace.
 11. Explain why service is an obligation of baptized Christians. **(B)**
 12. Identify the services their parish community offers that promote love, peace and justice in the world.
 13. Explain how Old Testament prophets are role models for pursuing justice and peace today.

Grade Level Seven Indicators

B is Benchmarks for Grade Seven

- I. Content Standard: Discover, recognize and use God’s revelation in Sacred Scripture as a resource in one’s life.**
- A. Identify the Sacred Scripture as the Word of God and as a book of faith.**
1. Explain Revelation as God’s self-communication to all people which calls forth a response in faith. **(B)**
 2. Explain that the source of God’s revelation is found in Sacred Scripture and Sacred Tradition. **(B)**
 3. Apply some of the Sunday readings to their life.
 4. Explain how biblical characters show God’s love and care, e.g., Peter, Paul, the Man Born Blind.
 5. Explain how God speaks through persons and events in Sacred Scripture, e.g., the Conversion of St. Paul, the call of the Apostles, the Sermon on the Mount.
- B. Describe the Catholic approach to biblical interpretation.**
1. Explain inspiration of the Sacred Scripture as the Holy Spirit guiding human authors at every stage of the development of the writing of Sacred Scripture.
 2. Name and experience different translations of Sacred Scripture.
 3. Name the books of Sacred Scripture found in the Catholic Canon that are not found in the Hebrew (Protestant) Canon. **(B)**
 4. Demonstrate some skills of biblical interpretation, e.g., using footnotes, a Bible dictionary, a Bible commentary, a Bible atlas.
 5. Describe the difference between the fundamentalist and contextualist approach to Sacred Scripture.
 6. Describe how the Church alone has the authority to interpret Sacred Scripture authentically.
- C. Identify the structure and development of Sacred Scripture.**
1. Locate books, chapters and verses in the Old and New Testaments. **(B)**
 2. Recognize which books of the Bible are in the Old and New Testaments. **(B)**
 3. Differentiate between the literary forms in the Old and New Testaments. **(B)**
 4. Describe the three stages of the development of the New Testament.
 5. Demonstrate understanding of some of the books in the different parts of the Bible, e.g., the Pentateuch, historic books, prophetic books, wisdom literature, the Gospels, the Epistles/Letters, and the Book of Revelation. **(B)**
 6. Discuss the four Gospels, the community being addressed and the purpose of each. **(B)**
- D. Describe Sacred Scripture as the written story of the covenant relationship between God and the Israelites and God and the Christian community.**
1. Describe the relationship between covenant and testament. **(B)**
 2. Place on a timeline key events in the New Testament, e.g., birth of Jesus, public ministry/death and resurrection, writing of Paul’s letters, death of Peter and Paul, writing of the Gospels. **(B)**
 3. Explain the relationship between the Old and New Testaments. **(B)**
 4. Demonstrate that the covenant with the Jews is still valid. **(B)**
 5. Define the new covenant as the relationship between God and God’s people as expressed in Jesus. **(B)**
 6. Apply the relationship between of the New Testament titles of Jesus with Old Testament titles, e.g., Lord, Son of God, Son of Man, Messiah (Christ), Suffering Servant. **(B)**
 7. Discuss the relationship between miracles and faith. **(B)**
 8. Illustrate how Jesus taught about the Kingdom or Reign of God through parables. **(B)**
 9. Explain that the basis for the Church’s social ministry is found in Sacred Scripture, e.g., through the Ten Commandments, the teachings of the Old Testament prophets and Jesus.

E. Describe the four Gospels as telling about Jesus' life and teachings.

1. Describe some of the parable and miracles stories of Jesus as related to his identity and mission, e.g., Parable of the Wedding Feast, the Weeds among the Wheat, the Mustard Seed, Healing of the Paralytic. **(B)**
2. Describe the Jewish roots of Jesus, the Apostles and some of the early Christians. **(B)**
3. Explain how the Gospels tell about key events in Jesus' life, his teachings and ministry and his suffering, death and resurrection/ascension. **(B)**
4. Explain that the Gospels are called Good News because of Jesus' Resurrection. **(B)**
5. Locate Jesus in human history. **(B)**
6. List the characteristics of each Synoptic Gospel and the Gospel of John.
7. Explore the four portraits of Jesus presented by the Gospel writers. **(B)**
8. Name the symbols for the four evangelists.
9. Explain that the central message of Jesus was the Kingdom of God and how his listeners could work toward its arrival. **(B)**

F. Describe the growth of the early Church in Acts, Letters (Epistles) and the Book of Revelation.

1. Diagram the lands of the New Testament on a map. **(B)**
2. Describe scriptural references to the sacraments.
3. Describe of the images of the Church in the New Testament.
4. Discuss the ministries in the early Church with ministries in the Church today.

II. Content Standard: Discover, recognize and use God's revelation in the Sacred Tradition of the Roman Catholic Church.

A. Describe God as personally involved in the history of God's people.

1. Give examples of how God is revealed in the world through creation, people, Sacred Scripture, the Church and the sacraments. **(B)**

B. Describe Jesus Christ as the fulfillment of God's promises.

1. Explain that Jesus Christ is the fullness of God's revelation of God and the fulfillment of God's promises. **(B)**
2. Define the mystery of the Incarnation as it reveals our relationship to Jesus our friend and brother. **(B)**
3. Explain that Jesus Christ was fully human and fully divine.

C. Describe Jesus Christ as our Savior who redeemed us by His life, death, resurrection and ascension.

1. Review that Jesus Christ is our Savior through his life, suffering, death, resurrection and ascension.
2. Describe the Paschal Mystery of Jesus' suffering, death and resurrection as the central salvific event in Christianity. **(B)**
4. Describe the joys and sorrows of his/her life in light of the paschal mystery.
5. Describe the Resurrection as the central event in Christianity. **(B)**
6. Discuss that Jesus Christ saves us from sin and death.

D. Recognize and illustrate God as Trinity: Father, Son and Holy Spirit.

1. Describe grace as a relationship with God that enables one to experience God's love and power.
2. Explore how the gifts and fruits of the Holy Spirit help them live everyday life.

E. Identify the Church as the Body of Christ continuing Christ's mission of evangelization through word, worship, community and service.

1. Recognize saints, e.g., St. Stephen, St. Lawrence, St. Maria Goretti, St. Paul Miki and discuss how saints are canonized.
2. Describe the Church as the Body of Christ which continues Christ's mission through word, worship, community and service to the world. **(B)**
3. Describe the Church as the People of God who continue Christ's action in the world. **(B)**
4. Show how the Church spreads the Gospel of Jesus through missionary work and preaching.
5. Describe how one's parish evangelizes, how it shares the Good News of Jesus Christ with others.

6. Define the roles of the Pope, cardinals, bishops, priests, consecrated men and women, and lay ministers in the service of the Church and the world. **(B)**
7. Discuss how persons can discern their vocation in life.
8. Explore the formation process for the ordained, consecrated men and women and lay ministers.
9. Review the meaning of the precepts of the Church.
10. Discuss some of the ways they share in the mission of the Church. **(B)**

F. Identify other approaches to the divine and to the meaning of life.

1. Explain ways all Christians can work together in service of the world. **(B)**

G. Illustrate basic understanding of Catholic dogma and doctrine.

1. Describe Christian faith as a way of living, believing and trusting.
2. Discuss that the destiny of all people is eternal life with God in Heaven.
3. Distinguish between the concepts of purgatory, hell and judgment.
4. Illustrate some of the phrases of the Apostles' and Nicene Creeds in relation to their own personal faith life.
5. Express their role in the Communion of Saints. **(B)**
6. Define the Magisterium in the Catholic Church and explain its' role.
7. Differentiate between the core teachings of the Catholic Church and its' guidelines, rituals and feasts.

III. Content Standard: Discover, recognize and participate in the life of the Church through prayer, liturgy and sacraments.

A. Identify prayer as being open actively to God through all forms of communication.

1. Participate in many types of prayer, e.g., silent, communal, meditative, spontaneous, and formal.
2. Participate in and explain the Liturgy of the Hours.
3. Explain that prayer and the sacraments are sources of strength, encouragement, and peace in relationships and integral to being a disciple of Jesus Christ. **(B)**
4. Identify various traditional devotions of the Church, e.g., the Rosary, the Stations of the Cross, Benediction, Eucharistic Adoration, Blessing with Ashes, Blessing of Throats, Blessing of Palms, and Novenas.

B. Examine liturgy as the official public worship of the Catholic Church by which it expresses its faith.

1. Create ways that sacred art and liturgical music can help one pray.
2. Participate in liturgical celebrations and liturgical ministries as appropriate.

C. Describe the importance of Sunday Liturgy and the meaning of the liturgical year, its traditions, rituals and customs.

1. Explain the feasts of Pentecost, the Ascension and feasts of Mary. **(B)**
2. Review the liturgical seasons of the year with their colors and customs.
3. Explain why Easter is the most important feast of the year. **(B)**
4. Chart and explain key feasts of the liturgical year, along with Holy Days of Obligation and the Easter Triduum. **(B)**
5. Review why celebrating the Sunday Eucharist is so important to each member of the parish community.

D. Describe the Mass (Eucharistic Liturgy) as the source and summit of Christian living.

1. Plan and celebrate a Eucharistic Liturgy.
2. Explain the significance of the Book of the Gospels being carried in procession at the beginning of Mass. **(B)**
3. Organize the specific rites and the Order of the Mass.
4. Explain the different parts of the Mass.
5. Explain how the Mass developed through the centuries.

E. Identify the sacraments as God's active participation in our lives.

1. Give examples of rituals and symbols which are a part of their family.
2. Illustrate how the sacraments carry on the ministry of Jesus in the world. **(B)**

3. Define the seven sacraments of the Catholic Church and the effects of each. **(B)**
4. Explain the signs, symbols, rites and rituals of the seven sacraments. **(B)**
5. Interpret how the sacraments are special signs and actions of God's love and care in people's lives. **(B)**
6. Begin remote preparation for receiving the Sacrament of Confirmation.
7. Explain that the celebration of sacraments is community worship and an example of the public prayer of the Church. **(B)**
8. Explain how sign and symbol are used by the Catholic Church.
9. Demonstrate the meaning and purpose of sacramentals. **(B)**
10. Identify the major stages of the Rite of Christian Initiation of Adults (RCIA): Inquiry, Catechumenate, Enlightenment, and Mystagogy.
11. Identify the elements of the RCIA process, e.g., faith sharing based on scripture and experience, emphasis on the liturgical year, and the importance of the formational role of the parish community.

IV. Content Standard: Discover and recognize the development of the Christian person and experience the baptismal call to dignity, relationship, moral decision-making and service.

C. Express that every person is loved by God first and is made in the image and likeness of God.

1. Identify that the belief in the dignity of each person is a core social teaching of the Catholic Church. **(B)**
2. Explain that each person is created with an immortal soul. **(B)**

B. Recognize that one responds to the love of God by growing in relationship to God, others, self and all creation.

1. Explain how our love of God is shown in our caring for others. **(B)**
2. Discuss the difference between sex and sexuality.
3. Review the positive and negative influences various groups have in their lives.
4. Discuss how people stereotype individuals in society.
5. Examine the influence their peers have on them. **(B)**
6. Explore their need for the friendship of others and the ways they can be a friend. **(B)**
7. Demonstrate how they work cooperatively with others. **(B)**
8. Illustrate basic needs of all people, e.g., physical, intellectual, spiritual, and emotional. **(B)**
11. Give examples of the ways they can live the Ten Commandments.
12. Identify the Christian values and virtues that are foundational in forming, building and maintaining relationships.
13. Identify various types of intimacy.
14. Recognize that all persons are to practice chastity in their relationships.
15. Recognize appropriate ways of expressing love physically and emotionally.
16. Discuss the Church's teaching on pre-marital sex.
17. Discuss the Church's teaching on homosexuality and the pastoral approach to homosexuals.
18. Explain how the gift of their sexuality can be used positively in forming friendships. **(B)**
19. Recognize the exploitation of sex and sexuality in various media.
20. Recognize the roles of sex and sexuality in Christian marriage as unitive and procreative.

C. Value the inherent dignity of every person.

1. Illustrate why the Catholic Church teaches that all life is sacred from conception to natural death. **(B)**
2. Review from the Gospels how Jesus showed respect and care to persons, especially the poor and marginalized.
3. Explain why Catholics must respect all persons. **(B)**
4. Explore the convictions, beliefs and values underlying his/her approach to life in light of Catholic beliefs.

D. Explain discipleship as living out one's Baptismal call.

1. Demonstrate how discipleship is a way of living our faith, and believing and trusting in God as modeled by Jesus.
2. Illustrate how local and national role models do or do not witness to Christian values.
3. Discuss ways they are living the Theological Virtues of faith hope and love.
4. Illustrate ways they participate in service as an individual, with their family or with their peers.
5. Discuss the various Christian vocations and the requirements and responsibilities of each.
6. Describe how various vocations reflect a person's response to God's call.
7. Illustrate ways contemporary society can have a positive and/or negative effect on living as a Christian.

E. Describe the process of developing a person's informed conscience.

1. Explain the doctrine of original sin.
2. Differentiate between personal and social sin.
3. Review how to examine one's conscience.
4. Review and apply a process of Christian decision-making to moral dilemmas.
5. Explain that the moral teachings of the Catholic Church have a role in the formation of conscience. **(B)**
6. Describe sins of omission.
7. Give examples of how the teachings of Jesus and the Church challenge social sin.
8. Recognize some of the Catholic Church's teachings on moral issues as expressed by the Magisterium, i.e., abortion, euthanasia.
9. Describe the moral or cardinal virtues and cite examples of them in daily life. **(B)**
10. Identify sources to help one make Christian moral decisions.
11. Explain how one's choices have consequences and social implications.
12. Recognize the relationship between freedom and responsibility.
13. Explain morality as being not just rules, but the human response to the love of God, neighbor and world.

F. Describe the Kingdom of God as the presence of God's love, peace and justice in the world.

1. Give examples of attitudes and behaviors that promote peace.
2. Discuss ways they are living the Beatitudes. **(B)**
3. Relate the spiritual and corporal works of mercy with the Gospel, e.g., Matt. 25. **(B)**
4. Discuss examples of social sin at the local and national levels, e.g., violence, prejudice, discrimination, pollution, homelessness, hunger and ways these can be addressed.
5. Explain the relationship between justice and peace. **(B)**
6. Describe responsible use of environmental resources locally and nationally.
7. Identify in our culture those values that enhance the efforts of justice and peace and identify those values that hinder the efforts of justice and peace.
8. Give examples from the Gospels of how Jesus dealt with injustices. **(B)**
9. Recognize the moral dimension of ecological issues.
10. Describe ways in which the social teachings of the Church are practiced.
11. Discuss one's experience of giving service and relate it to the Gospel message.
12. Participate in initiating, planning and carrying out various kinds of service. **(B)**

Grade Level Eight Indicators

B is Benchmarks for Grade Eight

I. Content Standard: Discover, recognize and use God’s revelation in Sacred Scripture as a resource in one’s life.

A. Identify the Sacred Scripture as the Word of God and as a book of faith.

1. Explain how God speaks through persons and events in Sacred Scripture, e.g., the Apostles, Paul, Timothy, the Resurrection, and the Destruction of Jerusalem. **(B)**
2. Explain how passages in Sacred Scripture relate to one’s life and one’s relationship with God, e.g., the Resurrection stories, the dependence on God in Luke 12, the disciples on the road to Emmaus, Jesus lost in the Temple. **(B)**

B. Describe the Catholic approach to biblical interpretation.

1. Explain what is meant by saying that the Sacred Scripture is inspired by God. **(B)**
2. Explain the difference between a Catholic and Protestant Bible. **(B)**
3. Discuss some of the main messages of Sacred Scripture. **(B)**
4. Demonstrate some skills of biblical interpretation, using footnotes, a Bible dictionary, a Bible atlas.
5. Use references available for understanding words and passages in the Bible. **(B)**
6. Illustrate the difference in approaching the Bible from a fundamentalist and contextualist position. **(B)**
7. Explain why the Church alone has the authority to interpret Sacred Scripture authentically. **(B)**

C. Identify the structure and development of the Sacred Scripture.

1. Discuss the role of inspiration through the Holy Spirit in the development of each stage in the formation of Sacred Scripture. **(B)**
2. Explain how the Old and New Testament developed, i.e., event, story and writing. **(B)**
3. List some of the kinds of writings found in different books of the Bible, e.g., the Pentateuch, the historical books, the prophetic books, wisdom literature, the Psalms, the Gospels, the Epistles, apocalyptic writings. **(B)**
4. Review the Gospels and the focus of each.

D. Describe Sacred Scripture as the written story of the covenant relationship between God and the Israelites and God and the Christian community.

1. Describe how the Old Testament helps us understand the New Testament. **(B)**
2. Describe covenant as it is used in the Bible. **(B)**
3. Explain how the Bible instructs us and challenges us in daily life.

E. Describe the four Gospels as telling about Jesus’ life and teachings

1. Explain what the Kingdom or Reign of God meant in Jesus’ teachings. **(B)**

F. Describe the growth of the early Church in Acts, Letters (Epistles) and the Book of Revelation.

1. Describe how the Holy Spirit’s coming at Pentecost affected the growth of the early Church. **(B)**
2. Review the images of Church from the Old and New Testaments as they study church history.
3. Compare ministries of men and women disciples in the early Church with ministries in the Church today. **(B)**
4. Describe the purpose of the Acts of the Apostles, some of the New Testament letters and the Book of Revelation.
5. Name some pastoral issues raised in the Pauline letters, e.g., eating meat sacrificed to idols, people dying before Jesus’ comes, Gentiles coming into the Christian community law-free, the necessity of circumcision.
6. Recognize the Epistles as letters to the various early Christian communities.
7. Identify the tensions which the early Church had and how they resolved them.
8. Describe the tensions that the early Church had with Hellenistic culture.
9. Discuss Paul’s conversion and how it changed his life.
10. Discuss the role of Paul in the establishment of early Church communities.

11. Identify scriptural passages that mark turning points in the development of the early Church, e.g., Pentecost, Council of Jerusalem, Fall of Jerusalem.

II. Content Standard: Discover, recognize and use God’s revelation in the Sacred Tradition of the Catholic Church.

A. Describe God as personally involved in the history of God’s people.

1. Explain why Jesus Christ is the fullness of God’s revelation. **(B)**
2. Explain how the mystery of the Incarnation reveals our relationship to Jesus Christ. **(B)**
3. Demonstrate how the concept of the Incarnation is lived out in one’s life.

B. Describe Jesus Christ as the fulfillment of God’s promises.

1. Discuss belief in the humanity and divinity of Jesus Christ and the impact it has on one’s life. **(B)**

C. Describe Jesus Christ as our Savior who redeemed us by His life, death, resurrection and ascension.

1. Discuss what salvation in Jesus Christ means in practical terms. **(B)**

D. Recognize and illustrate God as Trinity: Father, Son and Holy Spirit.

1. Describe grace as having a friendship with God and having God’s life and love. **(B)**
2. Illustrate the different kinds of grace: sanctifying grace and actual grace. **(B)**
3. Utilize simile and metaphor to illustrate the Trinity.
4. Describe the roles the persons of the Trinity have in our lives.
5. Illustrate how living the gifts and fruits of the Holy Spirit aids discipleship. **(B)**

E. Identify the Church as the Body of Christ continuing Christ’s mission of evangelization through word, worship, community and service.

1. Recognize saints, e.g., St. Benedict, St. Augustine, St. Gregory the Great, St. Thomas Aquinas, and St. Vincent de Paul.
2. Discuss the roles in the Church for ordained and lay ministers. **(B)**
3. Compare the various ways the Church has evangelized throughout history and how it continues this ministry today.
4. Recognize some key events in the Apostolic Age/Early Church (30-400) and describe their impact on the understanding of the Church and its mission today, e.g., the Conversion of St. Paul, the Gentiles becoming followers of Jesus Christ, Council of Jerusalem, the persecutions of the Christians, the writing of the New Testament, Constantine legalizing Christianity, the Council of Nicea and the Council of Constantinople.
5. Recognize the development of the papacy and hierarchy in the history of the Church.
6. Recognize some key events in the Early Middle Ages (400-1000) of the history of the Church and describe their impact on the understanding of the Church and its mission today, e.g., the conversion of St. Augustine, St. Jerome’s translation of the Greek Bible into Latin, The Council of Chalcedon, Pope Leo the Great defends Rome, St. Benedict and monasticism, Charlemagne is crowned Holy Roman Emperor by Pope Leo III.
7. Recognize some key events in the Late Middle Ages (1000-1500) in the history of the Church and describe their impact on the understanding of the Church and its mission today, e.g., the Crusades, the East-West Schism, the founding of the Dominicans and Franciscans, feudalism, the Black Death, the invention of the printing press, Columbus’ discovery of America, missionaries traveling to various parts of the world.
8. Recognize some key events during the Reformation and Counter-Reformation (1500-1800) and describe their impact on the understanding of the Church and its mission today, e.g., Martin Luther issues his 95 theses, the rise of new Christian traditions, the Council of Trent, the condemnation of Galileo, the revolutions in France and America.
9. Recognize some key events during the Modern and Post Modern Era (1800- present) and describe their impact on the understanding of the Church and its mission today, e.g., The Enlightenment, the election of Pope Pius IX and Vatican I, the election of Pope Leo XIII, World War I and II, Pope John XXIII, Vatican II, the Papacy of Pope John Paul II.

10. Discuss the purpose of Vatican II and some of the key documents and the changes that occurred.
11. Describe synods, and Church councils.
12. Recognize some important figures in the Catholic Church in American history in the United States, e.g., Bishop John Carroll, Bishop John Ireland, St. Frances Cabrini, St. Elizabeth Ann Seton.
13. Name some key people from each period of Church history.

F. Identify other approaches to the divine and to the meaning of life.

1. Describe how Christians are called to work for Christian unity. **(B)**

G. Illustrate basic understanding of Catholic dogma and doctrine.

1. Explain that the final destiny of all people is eternal life with God in Heaven, while working for a better world here on earth. **(B)**
2. Give examples of how the Church is one, holy, catholic and apostolic. **(B)**
3. Compare and contrast the Apostles' and Nicene Creeds.
4. Discuss the role of Mary as our mother and Mother of the Church. **(B)**
6. Illustrate the role of the Magisterium as a servant of Sacred Scripture and custodian of Sacred Tradition. **(B)**
7. Recognize that there is a "hierarchy of truths" in the Catholic Tradition.
8. Describe the concepts of heaven, hell, purgatory and judgment. **(B)**
9. Describe the consequences of one's unrepented rejection of God's love. **(B)**
10. Compare and contrast personal faith and communal faith.
11. Explain the meaning of the terms "encyclical" and "pastoral".
12. Define dogma and doctrine giving examples of each, especially core doctrines of the Catholic Church.

III. Content Standard: Discover, recognize and participate in the life of the Church through prayer, liturgy and sacraments.

A. Identify prayer as being open actively to God through all forms of communication.

1. Practice prayers to Mary, e.g., the Rosary, the Memorare, the Angelus, the Litany of the Blessed Virgin Mary and prayers to various saints on their feast days. **(B)**
2. Demonstrate familiarity with various forms of prayer: formal, spontaneous, meditative, contemplative, Stations of the Cross, Liturgy of the Hours, Eucharistic Adoration. **(B)**
4. Review the importance of prayer in being a disciple of Jesus Christ.
5. Review various Catholic devotions and liturgical traditions in the Church.
6. Experience retreats as opportunities for reflection and spiritual growth.
7. Recognize Lectio Divina as a prayerful reading and reflecting on the Scriptures, e.g., read/listen, read/listen again, meditate on the reading, determine what leads to prayer about the reading, contemplate just being in God's presence, end with a Glory Be or Our Father.
8. Recognize and give examples of prayer as a source of strength, encouragement and peace.

B. Examine liturgy as the official public worship of the Catholic Church by which it expresses its faith.

1. Use sacred art to express their faith.
2. Explain how liturgical music enhances liturgical prayer. **(B)**
3. Review the word "Liturgy" as the work of the people.
5. Review the principle feasts and seasons of the liturgical year.
6. Review sacred spaces, objects, signs and symbols of the Catholic Church.
7. Experience mystagogy after a Eucharistic Liturgy or prayer service.

C. Describe the importance of Sunday Liturgy and the meaning of the liturgical year, its traditions, rituals and customs.

1. Review the significance of Holy Thursday, Good Friday, and Holy Saturday.
2. Review that the Easter Triduum is the central celebration within the liturgical year.

D. Describe the Mass (Eucharistic Liturgy) as the summit and source of Christian living.

1. Explain the history of the Mass and how the different parts of the Mass developed. **(B)**

2. Explain transubstantiation.

E. Identify the sacraments as God's active participation in our lives.

1. Review how the Sacrament of Reconciliation reconciles one to God, community and self.
2. Review the procedure for the Sacrament of Reconciliation, individual and communal.
3. Examine in detail the Sacrament of Confirmation in preparation for its reception and its significance in their life. **(B)**
5. Express the sacramentality of everyday life, e.g., God in the natural world and in our friendships.
6. Explore the history of the Rite of Christian Initiation of Adults (RCIA).
7. Describe the major stages of the Rite of Christian Initiation of Adults (RCIA): Inquiry, Catechumenate, Enlightenment, and Mystagogy.

IV. Content Standard: Discover and recognize the development of the Christian person and experience the baptismal call to dignity, relationship, moral decision-making and service.

D. Express that every person is loved by God first and is made in the image and likeness of God.

1. Express the importance of every person because they are created in God's image as a son or daughter of God. **(B)**
2. Explain why one's gifts given by the Holy Spirit are to be shared with others for the building up of the Christian community, i.e., the Body of Christ. **(B)**

B. Recognize that one responds to the love of God by growing in relationship to God, others, self and all creation.

1. Explain that one grows in the love of God by growing in relationship to others, self and all creation. **(B)**
2. Review how to deal with experiences of brokenness, separation, death and loss, e.g., divorce in their own life and in the life of those they know.
3. Identify and demonstrate skills important in the building of relationships. **(B)**
7. Illustrate how Christian values and virtues are foundational in forming, building and maintaining relationships. **(B)**
8. Review different types of intimacy.
9. Discuss the importance of intimacy and chastity in all relationships.
10. Describe the difference between sex and sexuality. **(B)**
11. Discuss the difference between intimacy and genital intimacy.
12. Discuss appropriate ways of expressing love physically and emotionally.
13. Explain the Church's teaching on homosexuality and the pastoral approach to homosexuals.
14. Explain the Church's teaching on pre-marital sex. **(B)**
15. Discuss the exploitation of sex and sexuality in various media.
16. Examine dating customs and patterns.
17. Recognize the false myth of safe sex.
18. Explain the roles of sex and sexuality in Christian marriage as unitive and procreative.

C. Value the inherent dignity of every person

1. Review why the Catholic Church teaches that all life is sacred from conception to natural death.
2. Recognize the effects of abortion, teenage pregnancy and contraception on families and society.
3. Illustrate the value of ethnic and racial diversities in society and in the Church. **(B)**
4. Examine his/her convictions, beliefs and values in light of Catholic beliefs.

D. Explain discipleship as living out one's Baptismal call.

1. Discuss how choosing one's life vocation reflects one's response to God's call.
2. Give examples of how learning and practicing one's faith are integral to living out the Christian faith. **(B)**
3. Chart the reasons for and the needs that were met by their service projects. **(B)**
4. Examine the characteristics needed for those seeking to live the single, married, priestly or consecrated religious life.

5. Compare and contrast ways contemporary society positively and/or negatively affects one's ability to live the Christian life.
 6. Illustrate ways they reconcile with others. **(B)**
 7. Discuss how his/her behavior bears witness to the Catholic faith. **(B)**
- E. Describe the process of developing a person's informed conscience.**
1. Illustrate sins of omission. **(B)**
 2. Discuss that options are a part of every moral dilemma.
 3. Review a process they use to examine their conscience.
 4. Describe a process they use in making moral decisions. **(B)**
 5. Examine some moral teachings of the Catholic Church which help a person make moral decisions.
 6. Discuss the doctrine of original sin and its implications in everyday life. **(B)**
 7. Discuss how the teachings of Jesus and the Church challenge social sin. **(B)**
 8. Review the theological and moral virtues and how they help one live the Christian life.
 9. Illustrate how one's choices have consequences for oneself and others. **(B)**
 10. Describe the relationship between freedom and responsibility. **(B)**
- F. Describe the Kingdom of God as the presence of God's love, peace and justice in the world.**
1. Illustrate how they promote peace and justice in their life and connect this with the Beatitudes. **(B)**
 2. Describe the ways they are active in the parish or local community.
 3. Illustrate and evaluate how they show God's love in the way they treat the created world. **(B)**
 4. Illustrate how peoples' rights are denied .
 5. Assess how they are just to others at home, school and in the parish. **(B)**
 6. Relate how Jesus handled injustices in his time. **(B)**
 7. Identify societal and cultural (ethnic) values that are in keeping with Gospel values and those that are in conflict with Gospel values.
 8. Discuss the moral importance of balancing the ecosystem and the moral dimension of ecological issues.
 9. Describe and discuss those values in our culture that enhance the efforts of justice and peace and identify those values that hinder the efforts of justice and peace.
 10. Compare and contrast examples from the Gospels and their own life how the corporal and spiritual works of mercy are lived. **(B)**
 11. Identify some causes of war and violence.
 12. Identify the Church's teaching in regard to human rights, civic responsibility, solidarity, preferential option for the poor, stewardship and justice issues and how Christians respond.
 13. Examine involvement in politics as part of Christian responsibility.
 14. Assess one's experience of giving service and relate it to the Gospel message. **(B)**
 15. Identify various agencies of service in the diocese.
 16. Review how local and global models of service are based on Jesus' teachings.

Sacred Scripture High School Level Indicators

B is for Benchmarks for High School

I. Content Standard: Discover, recognize and use God’s revelation in Sacred Scripture as a resource in one’s life.

A. Identify the Sacred Scripture as the Word of God and as a book of faith.

1. Explain that God has revealed Godself throughout history with a plan for creation and salvation which requires a personal, life-long response. **(B)**
2. Demonstrate how Sacred Scripture reveals the presence of God throughout history. **(B)**
3. Relate revelation to everyday life. **(B)**
4. Summarize key teachings about Sacred Scripture from the Vatican II document the *Dogmatic Constitution on Divine Revelation (Dei Verbum)*.

B. Describe the Catholic approach to biblical interpretation.

1. Explain how Sacred Scripture is inspired by God, written by human authors and inspired at every stage of development. **(B)**
2. Illustrate inerrancy as it relates to biblical interpretation.
3. Differentiate between the Catholic (Greek) and Protestant (Hebrew) canons of the Old Testament. **(B)**
4. Explain the development of the Catholic canon.
5. Compare and contrast the different translations of the Bible and note the differences, e.g., New Revised Standard Edition, New Jerusalem, New American, New International Version. **(B)**
6. Review the difference between the fundamentalist and contextualist approaches to Sacred Scripture.
7. Identify how symbolism is used by biblical authors to teach religious truths.
8. Recognize and illustrate religious truth within historical contexts, e.g., scientific, moral, religious and symbolic. **(B)**
9. Employ reference material in studying Sacred Scripture, e.g., Bible dictionary, *The Collegeville Commentary*, *The New Jerome Biblical Commentary*. **(B)**
10. Examine the concept of the compatibility between faith and science.
11. Recognize and define the five criticisms for interpreting Sacred Scripture, i.e., textual, historical, form, source and redaction.

C. Identify the structure and development of Sacred Scripture.

1. Discuss the development of the Old and New Testaments in their oral, written and editorial stages.
2. Review the literary forms in the Old and New Testaments.
3. Illustrate how the books of the Bible are organized.
4. Examine characteristics, purposes and examples of various literary forms of Sacred Scripture, e.g., apocalyptic, lament, canticle and wisdom literature.

D. Describe Sacred Scripture as the written story of the covenant relationship between God and the Israelites and God and the Christian community.

1. Recognize examples of the covenant and covenant renewal in the Old Testament and explain why there was a need for renewal, e.g., Noah, Abraham, Moses and Sinai, Joshua, David, Ezra, John the Baptist, Jesus, Paul.
2. Construct a timeline of key events in the Old and New Testaments. **(B)**
3. Examine significant men and women in the Old and New Testaments and their contribution to salvation history, e.g., Noah, Abraham, Sara, Isaac, Rebecca, Jacob, Rachel, Moses, Joshua, Samuel, Gideon, Samson, Deborah, Saul, David, Soloman, Esther, Ezra, Nehemiah, Cyrus, John the Baptist, Jesus, the Apostles, Mary Magdalene, Paul, Priscilla. **(B)**
4. Examine the role of the prophets throughout Sacred Scripture e.g., Elijah, Elisha, Isaiah, Amos, Hosea, Nathan, Jeremiah, Ezechiel, John the Baptist, Jesus, e.g., and their message there is only one God, and we are the people of God, and our election is for service to the world not for personal privilege.

5. Illustrate the application of the prophetic vocation to social justice issues in the Church and in society today.
6. Illustrate the cycle of sin, repentance and reconciliation that occurs through selected events of the Old Testament e.g., through the Judges and the Kings.
7. Explain how the Old Testament is relevant today and that God's covenant with the Jews is also still relevant. **(B)**
8. Explain why the Exodus, a journey from slavery to freedom, is the central event of Jewish history. **(B)**
9. Compare the development of the various images of God in the lives of the people of the Old Testament, e.g., Yahweh on Mt. Sinai to God as warrior, king, savior, father, mother, friend .
10. Describe the relationship between the Old and New Testaments, e.g., in regard to salvation history and the covenant. **(B)**
11. Demonstrate Jesus Christ as the fullness of God's self-revelation begun in the Old Testament. **(B)**
12. Examine how the basis for the Church's social teaching and ministry is grounded in Sacred Scripture. **(B)**
13. Demonstrate how Sacred Scripture challenges and guides them in daily life. **(B)**
14. Apply covenant theology to the New Testament.

E. Describe the four Gospels as telling about Jesus' life and teachings

1. Compare the purpose, characteristics and audience of each of the Gospels.
2. Differentiate the four portraits of Jesus presented by the Gospel writers. **(B)**
3. Examine significant Gospel stories in the context in which they were written and the meaning they have for us today, e.g., The Cure of the Blind Man, the Raising of Lazarus, the Last Judgment in Matthew 25.
4. Examine the teachings of Jesus from the Sermon on the Mount and their significance today. **(B)**
5. Research the interpretation of the meaning of the Kingdom parables of Jesus, e.g., The Wedding Feast, The Lost Sheep, The Good Shepherd, The Talents, The Wheat and the Weeds.
6. Compare and contrast the parables and miracle stories of the four Gospels and how they relate to Jesus' mission. **(B)**
7. Review the centrality of the Kingdom of God and repentance in Jesus' message and mission.
8. Justify why the Gospels are called the "Good News" of Jesus Christ. **(B)**
9. Examine New Testament titles of Jesus, their origin in the Old Testament and their personal relevance today, e.g., Christ, Lord, Son of God and Son of Man.
10. Compare and contrast the two infancy narratives in the Gospels of Matthew and Luke.
11. Examine distinctive elements in the passion narratives.
12. Compare and contrast the Synoptic Gospels with the Gospel of John.
13. Compare and contrast the Resurrection narratives in the New Testament, e.g., in 1 Cor. 15, and the Gospels).

F. Describe the growth of the early Church in Acts, Letters (Epistles) and the Book of Revelation.

1. Compare images of God and Israel in the Old Testament and Jesus Christ and the Church in the New Testament, e.g., holy nation, people of God, spouse, bride of Christ, Body of Christ. **(B)**
2. Examine the growth and development of the Church as described in the Acts of the Apostles. **(B)**
3. Research the meaning and purpose of the Book of Revelation. **(B)**
4. Recognize and describe the pastoral issues raised in the Pauline letters, e.g., whether Gentiles need to keep the mosaic law, whether Christians who die will miss seeing Jesus' return, the development of the idea of a New Jerusalem and new temple, and Baptism into a new life.
5. Describe the Epistles as letters to the various early Christian communities. **(B)**
6. Summarize the tensions of the early Church with Jewish leaders and with Hellenistic culture, and how they unfolded. **(B)**
7. Examine scripture passages that mark turning points in the early Church's development, e.g., Pentecost, the Conversion of Paul, the appointment of deacons, the martyrdom of Stephen, the Council of Jerusalem. **(B)**

8. Identify and distinguish primary teachings found in Paul's writings, e.g., redemption, justification, Christology, Church, Baptism and Eucharist.
9. Interpret the Pauline concept of "The Good News," the Body of Christ, the letter of the Law vs. the spirit of the Law, Salvation vs. faith and works.
10. Examine the issues addressed in the Catholic Letters of the New Testament, e.g., 1 and 2 Peter, James, Jude and 1-3 John.

Sacred Tradition High School Level Indicators
B is Benchmarks for High School

II. Content Standard: Discover, recognize and use God’s revelation in the Sacred Tradition of the Catholic Church.

A. Describe God as personally involved in the history of God’s people.

1. Examine ways God is revealed in the world through people, scripture, church and sacraments.
2. Examine how personal experience impacts images of God, attitudes and beliefs.

B. Describe Jesus Christ as the fulfillment of God’s promises.

1. Demonstrate how the reality of the Incarnation is lived out in one’s life. **(B)**
2. Examine the full humanity and divinity of Jesus as expressed in the Nicene Creed. **(B)**

C. Describe Jesus Christ as our Savior who redeemed us by His life, death, resurrection and ascension.

1. Interpret personal joys and sorrows in light of the Paschal Mystery.
2. Illustrate the development of the Catholic understanding of Salvation employing the *Catechism of the Catholic Church*, the Vatican II documents (the *Dogmatic Constitution on the Church*, “*Lumen Gentium*” and the *Declaration on the Relation of the Church to Non-Christian Religions*, “*Nostra Aetate*”.)

D. Recognize and illustrate God as Trinity: Father, Son and Holy Spirit.

1. Explain grace as relationship with God which gives one strength and power to live a Christian life. **(B)**
2. Express the Trinity using simile and metaphor.
3. Compare and contrast the relationships and functions of each person of the Trinity. **(B)**
4. Discuss how the doctrine of the Trinity affects relationships in community.
5. Examine ways of living the gifts and fruits of the Holy Spirit in community.

E. Identify the Church as the Body of Christ continuing Christ’s mission of evangelization through Word, worship, community and service.

1. Examine how the Church continues the mission and ministry of Jesus. **(B)**
2. Research the meaning of sainthood as a means of living a virtuous life in the Kingdom.
3. Investigate the effect that Church leadership has on the world, particularly the pope, cardinals and arch/bishops.
4. Review the different roles within the Church for the ordained, consecrated religious and lay persons. **(B)**
5. Compare and contrast the development of how the Church has understood evangelization.
6. Investigate how each baptized person shares in the responsibility of the evangelizing mission of the Church, e.g., to proclaim the Word, to celebrate and worship, to build community and to serve humanity. **(B)**
7. Explore various models of the Church and the implications these models have for local parish communities.
8. Describe how practical behaviors are impacted by particular models of Church.
9. Examine the implications of understanding the Church as the Body of Christ. **(B)**
10. Discuss the impact of key events in the history of the Church, e.g., the apostolic period, the patristic period, the early middle ages, the period of the reformation and counter reformation and modernism.
11. Identify significant men and women throughout church history. **(B)**
12. Examine the purposes of Vatican II, some of its key documents, the changes that occurred and the implications for the Church today, “*The Dogmatic Constitution on Divine Revelation*”, “*The Dogmatic Constitution on the Church*”, “*The Constitution on Sacred Liturgy*”, “*The Pastoral Constitution on the Church in the Modern World*”, “*The Decree on Ecumenism*”, and “*The Declaration on the Relation of the Church to Non-Christian Religions*. **(B)**
13. Illustrate the impact of Church Synods and Councils on Catholic life. **(B)**
14. Research the ways in which the Catholic Church is universal and multicultural in its scope. **(B)**

F. Identify other approaches to the divine and to the meaning of life.

1. Examine faith traditions of other Christians and other world religions with the Catholic tradition to better appreciate others' faith traditions as well as their own. **(B)**
2. Appraise various examples of ecumenical and interfaith efforts in regard to working for peace, combating local and world problems, meeting for prayer celebrations and dialogue. **(B)**
3. Research various philosophical/theological approaches to the divine.

G. Illustrate basic understanding of Catholic dogma and doctrine.

1. Examine key phrases in the Apostles' and Nicene Creeds. **(B)**
2. Compose a personal creed using the Apostles' and Nicene Creeds.
3. Discuss Mary as model of discipleship, and her role as Mother of God (Theotokos), for the Church. **(B)**
4. Explain the role of the Magisterium as the authoritative interpreter of revelation. **(B)**
5. Examine the Catholic Doctrine of the Parousia, including end of the world/second coming of Christ/final judgment as based on scripture and tradition.
6. Examine the concept of the hierarchy of truths and the implication on Church teaching. **(B)**
7. Examine various recent encyclicals and pastorals, e.g., "*On the Eucharist*", "*On the Most Holy Rosary*", "*The Splendor of Truth*", and "*God Is Love*". **(B)**
8. Examine the relationship between dogma and doctrine; religion and faith; and spirituality and belief. **(B)**
9. Discuss the development of doctrine and dogma and its constancy. **(B)**

Prayer, Liturgy and Sacraments High School Level Indicators
B is Benchmarks for High School

III. Content Standard: Discover, recognize and participate in the life of the Church through prayer, liturgy and the sacraments.

A. Identify prayer as being actively open to God through mutual communication.

1. Demonstrate various expressions of prayer in the Catholic tradition: vocal, meditative and contemplative. **(B)**
2. Illustrate various examples of personal and communal prayer, including but not limited to, spontaneous prayer, litanies, the Rosary, Lectio Divina, and traditional devotions. **(B)**
3. Compose prayers using different prayer forms; blessing and adoration, petition, intercession, repentance, thanksgiving and praise.
4. Examine the use of prayer in Sacred Scripture and in the lives of the saints, e.g., the psalms, the Benedictus, the Magnificat, the Prayer of St. Francis, the Prayer of St. Patrick, the Prayer of St. Ignatius of Loyola.
5. Examine prayer as a helpful source of strength, encouragement and peace in all of life. **(B)**
6. Assess the impact of the relationship between prayer and action in the life of a disciple of Jesus Christ.
7. Examine the process of discernment and the importance of prayer in its practice.
8. Examine dispositions or attitudes that prove helpful to a healthy, flourishing prayer life as well as obstacles that inhibit it, e.g., openness and humility on the one hand and self-centeredness and pride on the other.
9. Participate in and value retreats as opportunities for reflection and spiritual growth throughout life.

B. Examine liturgy as the official public worship of the Catholic Church by which it expresses its faith.

1. Evaluate how participation in the sacramental life of the Church continues the redemptive mission of Christ.
2. Relate how living the paschal mystery is a means of ongoing, deepening conversion in the life of Christian discipleship. **(B)**
3. Examine the implications of viewing Christ as the sacrament of God and the Church as the sacrament of Christ.
4. Research the historical and theological development of the sacraments and their importance in the Church today.
5. Explain the major periods of the Rite of Christian Initiation of Adults (RCIA) in light of the ongoing process of lifelong conversion. **(B)**
6. Examine the history of the catechumenate and explain its impact on contemporary parish renewal. **(B)**
7. Demonstrate skills employed by various liturgical ministries.
8. Plan and participate in various examples of liturgical prayer, e.g., Liturgy of the Hours, Liturgy of the Word, sacraments, ritual blessings, etc. **(B)**
9. Illustrate an experience of mystagogy following a Liturgy of the Word service.
10. Research the role of the Liturgy of the Hours in the liturgical life of the Church throughout history.
11. Select common elements for liturgical prayer, e.g., songs, Sacred Scripture, ritual actions.
12. Examine the impact of sacred art, sacred music and architecture on their experience of worship.
13. Summarize insights drawn from key liturgical documents of Vatican II and following Vatican II, and examine their implications for liturgical celebrations today, e.g., *“The Constitution on the Sacred Liturgy”*, *The General Instruction of the Roman Missal*.

C. Describe the importance of Sunday Liturgy and the meaning of traditions, rituals and customs of the liturgical year.

1. Appraise the traditions, rituals and customs of the liturgical calendar and how they foster Catholic identity.

2. Recommend ways that young people and families can witness to the importance of Sunday in today's American culture.
3. Examine traditions, rituals and customs of liturgical celebrations from various cultures and why they need to be preserved.

D. Describe the Mass (Eucharistic Liturgy) as the source and summit of Christian living.

1. Explain the various meanings of the Mass: a meal, a memorial of Jesus' sacrifice, a prayer of worship and thanksgiving to God. **(B)**
2. Discuss ways to make the Mass more central to parish life. **(B)**
3. Discuss the implications of the various ways Jesus Christ is present in the Mass. **(B)**
4. Explain the relationship between the Jewish Sabbath and the Christian Sunday as well as the links between the Passover, the Last Supper and the Mass. **(B)**
5. Explain the Church's teaching on transubstantiation.

E. Identify the sacraments as God's active participation in our lives.

1. Review the roles of sign and symbol and their meaning in Catholic ritual and worship.
2. Discuss the importance of ritual in everyday living.
3. Discuss the implications of the symbols, gestures and prayers of each of the seven sacraments. **(B)**
4. Chart the matter and form, the effects and the minister of each sacrament. **(B)**
5. Discuss the rationale behind the requirements before the reception of each of the seven sacraments.
6. Differentiate the priesthood of the faithful from the ordained Priesthood.
7. Explain the meaning of the sacraments of Baptism, Confirmation, Eucharist, Penance/Reconciliation, Anointing of the Sick, Matrimony and Holy Orders in light of Christian discipleship. **(B)**
8. Discuss the implications of the sacramentality of daily life. **(B)**
9. Discuss the communal dimension of the sacraments and their implications for family life and social living, e.g., how we become Eucharist for one another, and how we heal and forgive one another.
10. Interpret the meaning of suffering and death in light of Catholic worship and the Catholic Tradition.
11. Describe the rites available to the sick, the dying and their loved ones found in the Pastoral Care of the Sick and assess the importance of the broader community's role in participating in these liturgical celebrations.
12. Discuss the meaning of the Catholic funeral rites and their significance in supporting the emotional and spiritual aspects of the grieving process.
13. Examine the role of sacramentals in Catholic prayer and worship.

Development of the Christian person, Relationship, Moral Decision-Making and Service
High School Level Indicators
B is Benchmarks for High School

IV. Content Standard: Discover and recognize the development of the Christian person and experience the baptismal call to dignity, relationship, moral decision-making and service.

A. Express that every person is loved by God first and is made in the image and likeness of God.

1. Evaluate the implications of each person being created with an immortal soul, the core of human consciousness and freedom.
2. Design an example of a society in which each person uses their gifts of intellect and free will in making responsible moral decisions.
3. Explain that within the human person there is a need and desire for God.

B. Recognize that one responds to the love of God by growing in relationship to God, others, self, and all creation.

1. Examine the Trinity as the pattern of all relationships.
2. Illustrate how the care and respect of one's body and those of others is a response to God's love for us. **(B)**
3. Chart the development of the physical, intellectual, emotional and spiritual needs of the human person.
4. Assess the importance and the effects of community in the formation of one's personality.
5. Compare and contrast the positive and negative influences culture can have on building relationships. **(B)**
6. Measure how stereotyping individuals impacts personal and social relationships. **(B)**
7. Demonstrate cooperative behavior in peer relationships.
8. Create an inventory of Christian values and virtues that are foundational in forming, building and maintaining covenantal relationships. **(B)**
9. Evaluate the influences (sinful and otherways) that might hinder the development of relationships based on Christian ideals. **(B)**
10. Examine natural law and its relationship to the Ten Commandments.
11. Assess the nature and responsibility of being in relationship with others.
12. Develop conflict management skills necessary for peaceful living. **(B)**
13. Examine the encyclical of Pope Benedict XVI's, *God Is Love (Deus Caritas Est)* and look at different kinds of love, e.g., agape, filia and eros.
14. Examine appropriate ways of expressing love and intimacy both physical and emotional in light of Gospel values. **(B)**
15. Evaluate dating customs and patterns.
16. Value the importance of chastity in all relationships. **(B)**
17. Examine the Church's teaching on homosexuality and the pastoral approach to homosexuals. **(B)**
18. Estimate the degree of exploitation of sex and sexuality by the media and explain the myth of safe sex. **(B)**
19. Demonstrate how decisions about contraception, teenage pregnancy, and abortion have a desensitizing impact on the values and morals of society. **(B)**
20. List elements in the culture that could dehumanize and/or abuse persons and those elements that could humanize persons.

C. Value the inherent dignity of every person.

1. Assess how valuing the ethnic, social, religious and racial background of every person is an integral part of the inherent dignity of the person.
2. Value all life as a gift from God that needs care and respect. **(B)**

3. Propose convictions, beliefs and values that are foundational to Christian life.
4. Assess the implications of belief in the intrinsic value of human life in its various stages.

D. Explain discipleship as living out one's Baptismal call.

1. Value that knowledge, study and practice of faith are integral to living the Catholic religion.
2. Compare and contrast elements in society that contribute to a culture of life and a culture of death.
3. Examine what it means to live a moral and just life in response to our Baptismal call. **(B)**
4. Illustrate how the choice of a vocation reflects a person's response to God's call. **(B)**
5. Apply the elements of vocational discernment by identifying the factors involved in the discernment of one's vocation.
6. Differentiate the various Christian vocations of marriage, single life, priesthood and consecrated religious life and how each can be supported.

E. Describe the process of developing a person's informed conscience.

1. Review the Catholic doctrine of original sin and its effects on human nature.
2. Review the difference between mortal, venial, personal and social sin and how sin affects everyday life.
3. Review how one develops an informed conscience, e.g., through prayer, reflection, Church documents, Catholic Church teachings.
4. Describe various methods for the examination of conscience.
5. Appraise the social consequences of choices made in one's life.
6. Examine the essential role of on-going conversion in the life of a disciple.
7. Examine models of Christian moral decision-making.
8. Demonstrate the living out of the theological and moral virtues. **(B)**
9. Apply the Catholic Church's teaching on key moral issues as expressed by the Magisterium. **(B)**
10. Examine the role of the community of faith in Catholic moral formation.
11. Discuss the relationship between spirituality and morality.

F. Describe the Kingdom of God as the presence of God's love, peace and justice in the world.

1. Examine the biblical foundations of moral and social justice teachings and their implications for daily life. **(B)**
2. Explain each of the seven principles of social justice. **(B)**
3. Examine the Church's teachings on social justice, e.g., 20th century encyclicals, e.g., "*On the Reconstruction of the Social Order*", "*Christianity and Social Progress*", "*Peace on Earth*", "*On the Development of Peoples*", "*Decree on the Missionary Activity of the Church*", and "*The Pastoral Constitution on the Church in the Modern World*".
4. Summarize the key elements of current pastorals, e.g., *The Challenge of Peace: God's Promise and Our Response*, *Economic Justice for All* and *Faithful Citizenship*.
5. Research the Catholic Church's "Just War" theory and discuss how it has been employed throughout history.
6. Apply a Catholic decision-making process when dealing with social justice issues.
7. Examine basic human rights defended in Church teachings as related to social justice issues.
8. Critique current social structures and current events using the principles of social justice.
9. Examine how Catholic social justice teaching develops the Kingdom of God. **(B)**
10. Compare and contrast the distinctions and connections among charity, justice and peace. **(B)**
11. Assess elements and values in various cultures, and including the American culture, that promote or hinder efforts of justice and peace. **(B)**
12. Demonstrate how service is an essential part of the Gospel message and our baptismal call. **(B)**
13. Examine how local and global models of service are based on Jesus teachings. **(B)**
14. Summarize the impact of Old Testament prophets and modern day prophets on social justice issues, e.g., Elijah, Isaiah, Amos, Hosea, Jeremiah, Ezechiel, Dorothy Day, Cesar Chavez, Daniel Berrigan Mother Teresa and Archbishop Oscar Romero.

ASSESSMENT

Assessment of a student's progress should be based upon a variety of evaluative tools including, but not limited to:

1. Religion Portfolio
2. Scripture log
3. Teacher observations
4. Self and peer evaluations
5. Teacher anecdotal records
6. Teacher-pupil conferences
7. Reflection journals
8. Timelines
9. Role plays
10. Student presentations
11. Student projects
12. Checklists
13. Group discussions
14. Individual response
15. Objective/subjective tests

Categories for Resources for Religion Graded Course of Study

GENERAL RESOURCES

Book of Blessings. Prepared by International Commission on English in the Liturgy. NY: Catholic Book Publishing Co., 1989.

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National Directory for Catechesis. USCCB Publishing, Washington, D.C., 2005.

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Vatican Council II Constitutions, Decrees, Declarations, Gen. Ed., Austin Teannery, O.P. Costello Publishing Co., 1996.

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White, Joseph. Catechists for All Children. Huntington, IN: Our Sunday Visitor, 2003.

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Anderson, Bernhard. *Understanding the Old Testament*. Prentice Hall. Englewood Cliffs, NJ. 1986

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- Editors of Catholic Exchange. *A Guide to the Passion*: Ascension Press. West Chester, PA. 2004
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- Esler, Philip Francis. *Community and Gospel in Luke-Acts*: Cambridge University Press. Cambridge, MA. 1987
- Getty-Sullivan, Mary Ann. *Women in the New Testament*: The Liturgical Press. Collegeville, MN. 2001
- Harrington, Daniel J., S.J. *The Church According to the New Testament*: Sheed & Ward. Franklin, WI. 2001
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