

Excellence *in* Theology:
Consensus Curriculum
Instructional Framework



**CATHOLIC
SCHOOLS**

DIOCESE *of* RICHMOND

July 1, 2023

Mission Statement

The mission of the Office of Catholic Schools is to assist the Bishop in his mandate as Teacher of the Catholic Faith, by establishing a climate and framework for fostering excellence in catechetical and academic education in the schools of the diocese in adherence to the Magisterium of the Church.

The mission of the schools in the Catholic Diocese of Richmond is to develop and nurture the spiritual, intellectual, social, and emotional growth of each student in the spirit of the Gospels and the teachings of the Catholic Church.

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INTRODUCTION

Through its mission, the Office of Catholic Schools in the Diocese of Richmond is called to establish a climate and framework for fostering excellence in its schools. Aligning to this mission, the Office of Catholic Schools has developed this document, *Excellence in Theology: Consensus Curriculum Instructional Framework*.

This revised Consensus Curriculum Instructional Framework serves as the structure for theology instruction in all Catholic schools in the Diocese of Richmond. The purpose is to assist all students as they mature into successful learners while they grow their understanding of the Roman Catholic faith and deepen their relationship with Jesus Christ.

This well-designed curriculum not only imparts knowledge but also equips students with essential skills that they will use throughout their lives. Among these skills are critical thinking, reasoning, problem-solving, and study skills. Critical thinking involves evaluation arguments and evident to make informed decisions. Reasoning is the process of using logic to reach conclusions. Problem-solving is the ability to identify, analyze, and solve problems effectively. Study skills refer to the techniques that students use to manage their time, organize information, and retain what they learn. By incorporating these skills into the curriculum, students in the Diocese of Richmond learn how to approach challenges systematically, think creatively, and become independent learners who are capable of adapting to a changing world.

The revision process included educators from across the Diocese and representing all grade-level bands. In developing the standards, the committee reviewed the existing Consensus Curriculum standards, along with the standards from various other dioceses including the Diocese of Arlington and the Diocese of Raleigh. This document represents a compilation of information gleaned from these sources.

Structure of the Framework

The Diocesan Theology standards are aligned to the 4 Pillars of the Catechism: Profession of Faith, Celebration of Christian Mystery, Life in Christ, and Christian Prayer.

The standards for Grades K-5 are framed around these Pillars and consist of ten fundamental domains which are the broad categories repeated in every grade: Creed, Trinity, Church History, Scripture, Liturgy, Sacraments, Morality, Theology of the Body, Social Justice, and Prayer.

The Middle School (Grades 6-8) standards are also formed around the Pillars, but as focused topics within each grade-level.

The High School (Grades 9-12) standards represent the *Doctrinal Elements of a Curriculum Framework* document from the United States Conference of Catholic Bishops and is structured in seven semester-long courses, followed by a capstone project to be completed in 12th grade.

The **Scope and Sequence** document provides a longitudinal view of the instructional standards across the grades.

Catholic Diocese of Richmond

Grade specific matter follows. The format for each grade begins with the **Domain**, followed by a **Standard**, which offers the teacher guidance in the key concept to be covered. Each of the standards is then delineated into three components:

Benchmarks, which are the core content and specific knowledge students will know or be able to articulate at their grade level. They are minimum competencies that are measurable.

Essential Knowledge, or the key facts, concepts, and ideas needed to successfully meet benchmarks. These provide more detail about the teaching and learning of the benchmarks.

Essential Questions, or the overarching or topical questions that guide the lessons; these questions promote conceptual thinking and add coherence to instruction. They are not intended to be assessment questions, rather thinking questions.

It is important to recognize that certain elements of our instruction are revisited in greater depth at each grade level. Students receive spiraling instruction which develops skills in critical thinking, problem-solving, and study habits.

Related **Scripture** passages and references for the **Catechism of the Catholic Church (CCC)** provide the teacher with background knowledge and a deeper comprehension of the content.

Additionally, the **Appendices** offer supplementary information on the Blessed Virgin and Saints as well as the Sequence of Prayers and Precepts. Definitions and explanations of the vocabulary can be found in the **Glossary**, which also references the *Catechism of the Catholic Church*.

Finally, sample **Pacing Guides** and **Units of Study** are provided electronically to assist teachers in long- and short-term planning.

Additional sections will be added to this framework to include Faculty Faith Formation and the Peacemaker Program.

Scope and Sequence

The student will

		Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	
Elementary School	Profession of Faith	Creed	<ul style="list-style-type: none"> Understand Christians share common beliefs (shared in creeds). 	<ul style="list-style-type: none"> Understand Christians share common beliefs (shared in creeds). 	<ul style="list-style-type: none"> Understand our Catholic beliefs are succinctly expressed in creeds. 	<ul style="list-style-type: none"> Understand our Catholic beliefs are succinctly expressed in creeds. 	<ul style="list-style-type: none"> Understand our Catholic beliefs are succinctly expressed in creeds. 	
		Trinity	<ul style="list-style-type: none"> Understand the Trinity as a mystery of faith. 	<ul style="list-style-type: none"> Understand the Trinity as a mystery of faith. 	<ul style="list-style-type: none"> Understand the Trinity as a mystery of faith. 	<ul style="list-style-type: none"> Understand the Trinity as a mystery of faith. 	<ul style="list-style-type: none"> Understand the Trinity as a mystery of faith. 	<ul style="list-style-type: none"> Understand the Trinity as a mystery of faith.
		Scripture	<ul style="list-style-type: none"> Recognize Sacred Scripture as the Word of God. 	<ul style="list-style-type: none"> Recognize Sacred Scripture as the Word of God. 	<ul style="list-style-type: none"> Recognize Sacred Scripture as the Word of God. 	<ul style="list-style-type: none"> Recognize Sacred Scripture as the Word of God. 	<ul style="list-style-type: none"> Recognize Sacred Scripture as the Word of God. 	<ul style="list-style-type: none"> Recognize Sacred Scripture as the Word of God.
		Church History	<ul style="list-style-type: none"> Understand the Church as the people of God throughout the world. 	<ul style="list-style-type: none"> Understand the Church as the people of God throughout the world. 	<ul style="list-style-type: none"> Understand the Church as the people of God throughout the world. 	<ul style="list-style-type: none"> Understand that the Church is the Body of Christ throughout the world guided by the Holy Spirit. 	<ul style="list-style-type: none"> Understand the Church is the Body of Christ throughout the world guided by the Holy Spirit. 	<ul style="list-style-type: none"> Understand the Church is the Body of Christ throughout the world guided by the Holy Spirit.
Elementary School	Celebration of Christian Mystery	Liturgy	<ul style="list-style-type: none"> Recognize liturgy as the public worship of the Church 	<ul style="list-style-type: none"> Recognize liturgy as the public worship of the Church 	<ul style="list-style-type: none"> Recognize liturgy as the public worship of the Church 	<ul style="list-style-type: none"> Understand their participation in the liturgy and the liturgical seasons. 	<ul style="list-style-type: none"> Understand their participation in the liturgy and the liturgical seasons. 	
		Sacraments	<ul style="list-style-type: none"> Understand the sacraments are signs given to us by Jesus which gives us grace 	<ul style="list-style-type: none"> Understand the sacraments are signs given to us by Jesus which gives us grace 	<ul style="list-style-type: none"> Understand the sacraments are signs given to us by Jesus which gives us grace. 	<ul style="list-style-type: none"> Understand the sacraments are signs given to us by Jesus which gives us grace. 	<ul style="list-style-type: none"> Understand the sacraments are signs given to us by Jesus which gives us grace. 	
Elementary School	Life in Christ	Morality	<ul style="list-style-type: none"> Recognize God calls us to love Him and other people. Recognize the gift of family life and human sexuality. 	<ul style="list-style-type: none"> Recognize the Great Commandment: love God and love your neighbor as yourself. Recognize the gift of family life and human sexuality. 	<ul style="list-style-type: none"> Recognize the Great Commandment: love God and love your neighbor as yourself. Recognize the gift of family life and human sexuality. 	<ul style="list-style-type: none"> Understand God has given us free will to make choices. Recognize the gift of family life and human sexuality. 	<ul style="list-style-type: none"> Understand moral law. Understand the gifts God has given us to help us choose the good. Recognize the gift of family life and human sexuality. 	
		Theology of the Body	<ul style="list-style-type: none"> Establish a vision of the human person according to God's loving design. 	<ul style="list-style-type: none"> Establish a vision of the human person according to God's loving design. 	<ul style="list-style-type: none"> Establish a vision of the human person according to God's loving design. 	<ul style="list-style-type: none"> Establish a vision of the human person according to God's loving design. 	<ul style="list-style-type: none"> Establish a vision of the human person according to God's loving design. 	
		Social Justices	<ul style="list-style-type: none"> Understand the Christian mission to care for all of God's creation. 	<ul style="list-style-type: none"> Understand the Christian mission to care for all of God's creation. 	<ul style="list-style-type: none"> Understand the Christian mission to care for all of God's creation. 	<ul style="list-style-type: none"> Understand the Christian mission to care for all of God's creation. 	<ul style="list-style-type: none"> Understand the Christian mission to care for all of God's creation. 	
Elementary School	Christian Prayer	Prayer	<ul style="list-style-type: none"> Recognize prayer is talking and listening to God. 	<ul style="list-style-type: none"> Understand the types of prayer and that prayer is a relationship between God and man. 	<ul style="list-style-type: none"> Understand the types of prayer and prayer is a relationship between God and man. 	<ul style="list-style-type: none"> Understand the types of prayer and prayer is a relationship between God and man. 	<ul style="list-style-type: none"> Understand the types of prayer and prayer is a relationship between God and man. 	

Middle School

High School

6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
<p>Old Testament Scripture:</p> <ul style="list-style-type: none"> Understand that in Divine Revelation, God chose to show forth and communicate Himself for the salvation of men. Understand how the Bible is structured. Understand that the Catholic Church provides tools for the interpretation of Sacred Scripture <p>Morality:</p> <ul style="list-style-type: none"> Understand that he or she is created to be in union with God for all eternity. Understand that our free will shapes our life. Recognize the gift of family life and human sexuality. <p>Theology of the Body:</p> <ul style="list-style-type: none"> Establish a vision of the human person according to God's loving design. <p>Prayer:</p> <ul style="list-style-type: none"> Explain that Christian prayer is a covenant relationship between God and man in Christ that springs forth from both the Holy Spirit and ourselves, wholly directed to the Father. 	<p>New Testament Scripture:</p> <ul style="list-style-type: none"> Understand God's revealing word in Sacred Scripture, as unfolding throughout the Old Testament and New Testaments, an in Sacred Tradition, as unfolding through the Church. Understand that the gospels are the heart of all the Scriptures because they are the principal source for the life and teaching of Jesus Christ. <p>Liturgy:</p> <ul style="list-style-type: none"> Understand that Liturgy means "public work" which continues the work of redemption wrought by Christ's Paschal Mystery. <p>Sacraments:</p> <ul style="list-style-type: none"> Articulate that the purpose of the sacraments given by the Church is to sanctify men, build up the Body of Christ, and give worship to God. <p>Morality:</p> <ul style="list-style-type: none"> Understand that conscience is a judgment of the intellect and will together on a moral act and must be properly formed in order to choose the true good. Recognize the gift of family life and human sexuality. <p>Theology of the Body:</p> <ul style="list-style-type: none"> Establish a vision of the human person according to God's loving design. <p>Social Justice:</p> <ul style="list-style-type: none"> Understand that social justice can be obtained in respecting the human person and his dignity, the rights that are owed to safeguard his dignity, and in standing against any social injustice that would threaten that dignity. <p>Prayer:</p> <ul style="list-style-type: none"> Explain that prayer is a "living relationship of the children of God and with persons of the Trinity." 	<p>Church History:</p> <ul style="list-style-type: none"> Understand that the Church was made manifest and empowered by the Holy Spirit at Pentecost. Explain the significance of the major Councils. Understand that the magisterium has the authority given from Christ to St. Peter to interpret and defend the Deposit of Faith. Understand the canonization of saints and its impact on the Church. <p>Morality:</p> <ul style="list-style-type: none"> Understand the intellect, will, emotions, and five senses as powers (abilities) of the soul that orient us toward God. Recognize the gift of family life and human sexuality. <p>Theology of the Body:</p> <ul style="list-style-type: none"> Establish a vision of the human person according to God's loving design. <p>Social Justice:</p> <ul style="list-style-type: none"> Understand that social justice can be obtained in respecting the human person and his dignity, the rights that are owed to safeguard his dignity, and in standing against any social injustice that would threaten that dignity. <p>Prayer:</p> <ul style="list-style-type: none"> Explain that prayer is a "living relationship of the children of God and with persons of the Trinity." 	<p>Covenants</p> <p>Core Content from USCCB Framework: Course 1: The Revelation of Jesus Christ in Scripture Additional Content from: Course 2: Who is Jesus Christ? Course 3: The Mission of Jesus Christ (The Paschal Mystery) Option A: Sacred Scripture</p> <p>Creed</p> <p>Core Content from USCCB Framework: Course 3: The Mission of Jesus Christ (The Paschal Mystery) Additional Content from: Course 1: The Revelation of Jesus Christ in Scripture Course 2: Who is Jesus Christ? Option A: Sacred Scripture</p>	<p>Sacraments</p> <p>Core Content from USCCB Framework: Course 5: Sacraments as Privileged Encounters with Jesus Christ Additional Content from: Course 2: Who is Jesus Christ? Option A: Sacred Scripture</p> <p>Catholic Moral Teachings</p> <p>Core Content from USCCB Framework: Course 6: Life in Jesus Christ Additional Content from: Course 2: Who is Jesus Christ? Option C: Living as a Disciple of Jesus Christ in Society</p>	<p>The Church in the Modern World</p> <p>Course 4: Jesus Christ's Mission Continues in the Church Additional Content from: Course 2: Who is Jesus Christ? Option A: Sacred Scripture Option B: History of the Catholic Church</p> <p>Discipleship, Evangelization, and Apologetics</p> <p>Core Content from USCCB Framework: Option C: Living as a Disciple of Jesus Christ in Society Additional Content from: Course 2: Who is Jesus Christ? Option E: Ecumenical and Interreligious Issues Option B: History of the Catholic Church</p>	<p>Vocations</p> <p>Core Content from USCCB Framework: Option D: Responding to the Call of Jesus Christ Additional Content from: Course 2: Who is Jesus Christ? Course 6: Life in Jesus Christ Option C: Living as a Disciple of Jesus Christ in Society, "</p> <p>Theology Capstone</p> <p>Core Content from USCCB Framework: Option E: Ecumenical and Interreligious Issues Additional Content from: Course 2: Who is Jesus Christ? Option B: History of the Catholic Church</p>
<p>Introduction to Catholicism</p> <p>Core Content from USCCB Framework: Course 1: The Revelation of Jesus Christ in Scripture Additional Content from: Course 2: Who is Jesus Christ? Course 3: The Mission of Jesus Christ (The Paschal Mystery)</p>						

Kindergarten

The student will:



Profession of Faith

- Creed:**
 - Understand Christians share common beliefs (shared in creeds).
- Trinity:**
 - Understand the Trinity as a mystery of faith.
- Scripture:**
 - Recognize Sacred Scripture as the Word of God.
- Church History:**
 - Understand the Church as the people of God throughout the world.



Celebration of Christian Mystery

- Liturgy:**
 - Recognize liturgy as the public worship of the Church
- Sacraments:**
 - Understand the sacraments are signs given to us by Jesus which gives us grace.



Life in Christ

- Morality:**
 - Recognize God calls us to love Him and other people.
 - Recognize the gift of family life and human sexuality.
- Theology of the Body:**
 - Establish a vision of the human person according to God's loving design.
- Catholic Social Teachings:**
 - Understand the Christian mission to care for all of God's creation.



Christian Prayer

- Prayer:**
 - Recognize prayer is talking and listening to God.

Standard K.1: Creed

The student will understand Christians share common beliefs (shared in creeds).



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Recognize all people are made in the image and likeness of God b. Recognize Christians are followers of Jesus c. Recognize each person is unique, has dignity given to them by God, and should be treated with love and respect</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Recognize all people are made in the image and likeness of God</p> <ul style="list-style-type: none"> ● Expand their natural sense of awe in the created world ● Understand all good things are gifts from God ● Recognize God as the creator of the world ● Know God makes each person special and good <ul style="list-style-type: none"> ○ As image-bearers of God, every person is unique, has dignity, and is to be treated with love and respect <p>b. Recognize Christians are followers of Jesus</p> <ul style="list-style-type: none"> ● Recognize God reveals Himself in the world around us ● Recognize God makes himself known to us so that we can love him ● Recognize Jesus is God's son <p>c. Recognize each person is unique, has dignity given to them by God, and should be treated with love and respect</p> <ul style="list-style-type: none"> ● Cultivate a sense of wonder, the awe of God, and gratitude for His creation <p>Vocabulary: creation, Christians</p>	<p>What do we believe? How do others know what we believe?</p>	
	<p>Scripture</p>	
	<p>Gn. 1:1-31</p>	
	<p>CCC</p>	
<p>166, 167 198, 199 270 422 464</p>		



Standard K.2: Trinity

The student will understand the Trinity as a mystery of faith.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Describe God as the Trinity. b. Identify the three persons of the Trinity. c. Recognize we believe in one God. d. Recognize God wants us to be happy with Him forever in heaven e. Identify God as the creator of the world, Jesus as God's Son, and the Holy Spirit as God's love.</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to:</p> <p>a. Describe God as the Trinity.</p> <ul style="list-style-type: none"> ● Recognize God is Three Divine Persons; this mystery is called the Blessed/holy Trinity <p>b. Identify the three persons of the Trinity.</p> <ul style="list-style-type: none"> ● Recognize the Blessed/Holy Trinity as the three persons: God the Father, God the Son, and God the Holy Spirit <p>c. Recognize we believe in one God.</p> <ul style="list-style-type: none"> ● Recognize God is Three Divine Persons <p>d. Recognize God wants us to be happy with Him forever in heaven.</p> <ul style="list-style-type: none"> ● Recognize God loves us and created us to share life with him in heaven, our true home ● God loves us more than anyone else can love us ● God made us to know, love and serve Him and, so, come to Heaven with Him <p>e. Identify God as the creator of the world, Jesus as God's Son, and the Holy Spirit as God's love.</p> <ul style="list-style-type: none"> ● Identify God the Father the First Person of the Blessed Trinity <ul style="list-style-type: none"> ○ God the Father is the creator of the universe ○ God the Father created human beings ● Identify Jesus, God the Son, as the Second Person of the Blessed Trinity <ul style="list-style-type: none"> ○ Jesus is the Savior of all people ● Identify God the Holy Spirit is the Third Person of the 	<p>What is a mystery? Who is God?</p>	
	<p>Scripture</p>	
	<p>Gen 1:1-31, 2:1-25 Lk 1:26-38; 2:1-20; 2:41-52; 15:11-32 Mt 1:18-2:15; 3:13-17 Rom 8:26, 27 Col 1:15 2 Cor 4:4</p>	
	<p>CCC</p>	
<p>232, 233 237-239 355-384 430 683 731 1700-1707</p>		

Blessed Trinity

- The Holy Spirit is God's love
- The Holy Spirit lives within us and gives us the gift of grace

Vocabulary: Mystery, Trinity



Standard K.3: Scripture
The student will recognize Sacred Scripture as the Word of God.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Demonstrate reverence for the Word of God, the Bible b. Retell the story of creation c. Retell stories from Scripture about Jesus' life</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to:</p> <p>a. Demonstrate reverence for the Word of God, the Bible</p> <ul style="list-style-type: none"> ● Recognize God makes himself known to us so that we can love him ● Recognize God reveals Himself to us through His Word which is recorded in the Bible ● A Bible is to be treated with great respect and care ● Demonstrate reverent care of a Bible <p>b. Retell the story of creation</p> <ul style="list-style-type: none"> ● Recognize God the Father as Creator of Heaven and Earth (all that is visible and invisible) ● Recognize the beauty and order of nature show God is the Creator <p>c. Retell stories from Scripture about Jesus' life</p> <ul style="list-style-type: none"> ● Annunciation, ● Visitation, ● the Birth of Jesus and the three Wise Men, ● the Presentation in the Temple, ● the Finding in the Temple, ● the Baptism of Jesus, ● the Last Supper, ● Resurrection, ● Pentecost, ● various parables and miracle of Jesus <p>Vocabulary: Reverence, Scripture, parable</p>	<p>Why is the Bible important? Tell me a story about Jesus.</p>	
	<p>Scripture</p>	
	<p>CCC</p>	
	<p>27 52 81 105 289</p>	



Standard K.4: Church History

The student will understand the Church as the people of God throughout the world.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<ul style="list-style-type: none"> a. Understand we are loved by God and are a part of God's family b. Identify specific roles in the Church c. Recognize Jesus called 12 men to be Apostles d. Identify Mary as the Mother of Jesus e. Identify the Holy Family f. Recognize we are called to be Saints g. Listen to and retell simple stories of the lives of some Saints 		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> a. Understand we are loved by God and are a part of God's family <ul style="list-style-type: none"> • Understand the Church, along with the Bible, helps us to know what to believe • Recognize the parish is the place where God's people gather to worship and serve others • Know the name of the local parish • Recognize family and friends make up a parish/school community b. Recognize Jesus called 12 men to be Apostles <ul style="list-style-type: none"> • Jesus still calls men in this special way to be priests and bishops c. Identify specific roles in the Church <ul style="list-style-type: none"> • Identify the roles of Bishop, Priest, and Deacon <ul style="list-style-type: none"> ○ A Bishop's role is to lead a diocese ○ A Priest's role is actively guide and lead the faithful ○ A Deacon's role is to help the priest and parish • Identify the importance and roles of Bishop, Priest, and Deacon • Talk about the word vocations 	<p>What is the Church? Who is in God's family? Who is God? What is a family? How do you become a Saint?</p>	
	<p>Scripture</p>	
	<p>Lk 1:26-38, 46-56 Jn 1:7; 19:25-27 Col 3:18-21 Acts 2:42-47</p>	
	<p>CCC</p>	
<p>461 490-491 495-496 966 971-972 1180-81 1667-1676</p>		

- Know God wants all people to love and serve him
- d. Identify Mary as the Mother of Jesus
 - Mary is the Mother of Jesus
 - Mary's birthday is September 8, the Nativity of Mary
- e. Identify the Holy Family
 - Identify Jesus, Mary and Joseph as the Holy Family
 - Recognize Jesus was raised in the Holy family of Jesus, Mary, and Joseph
 - The Holy Family is a model for our families
- f. Recognize we are called to be Saints
 - Know saints are special, holy people who love God and are now with Him in Heaven
- g. Listen to and retell simple stories of the lives of some Saints
 - Identify Saints as examples of God's friends and are role models who loved and followed Jesus
 - Talk about the patron Saint of the parish / school
 - Present Saints representing ethnic and cultural groups

Vocabulary: Church, vocation, Nativity, Apostle, Saint



Standard K.5: Liturgy

The student will recognize liturgy as the public worship of the Church.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<ul style="list-style-type: none"> a. Participate in Mass b. Recognize the Church has liturgical seasons and each season has specific traditions c. Participate in liturgical celebrations 		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. Participate in Mass <ul style="list-style-type: none"> • Know at Mass we worship and thank God <ul style="list-style-type: none"> ○ Understand the Mass as the perfect way Catholics pray together to worship God • Participate in Mass in an age-appropriate manner: <ul style="list-style-type: none"> ○ genuflect upon entering the pew ○ correct demonstration of the Sign of the Cross ○ listening to the homily ○ genuflect when exiting the pew • Recognize Jesus is present at Mass, most especially in the Eucharist • Begin to understand at Mass the community gathers and remembers the words and actions of Jesus at the Last Supper • Know the priest was chosen by God and leads us in prayer at Mass • Talk about Sunday as the Lord's Day b. Recognize the Church has liturgical seasons and each season has specific traditions <ul style="list-style-type: none"> • Talk about the liturgical seasons of Advent, Christmas, Lent, Holy Week, Easter, and Ordinary Time c. Participate in liturgical celebrations <ul style="list-style-type: none"> • Participate in activities during liturgical celebrations including, but not limited to Living Rosary, All Saints Day, Advent, Feast of the Immaculate Conception, Christmas, Epiphany, Lent, Easter, Pentecost, May Crowning 	<p>What does it mean to "worship?" How do we worship?</p>	
	<p>Scripture</p>	
	<p>CCC</p>	

Vocabulary: Genuflect, liturgical seasons	
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Standard K.6: Sacraments

The student understands the sacraments are signs given to us by Jesus which gives us grace.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Recognize the Sacraments are signs of God's love b. Identify Baptism as the moment they are welcomed into the Church as children of God c. Identify signs and symbols of Baptism d. Recognize Jesus is present at Mass, most especially in the Eucharist e. Recognize Jesus gave us the Eucharist at the Last Supper</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Recognize the sacraments are signs of God's love</p> <ul style="list-style-type: none"> ● Defines a sacrament as a sign given to us by Jesus which gives us grace. ● Identify Baptism and Eucharist as Sacraments ● Grow in appreciation for the gifts of the Sacraments ● Each sacrament is celebrated in a special way and with special holy objects and actions <p>b. Identify Baptism as the moment they are welcomed into the Church as children of God</p> <ul style="list-style-type: none"> ● Recognize the significance of Baptism <ul style="list-style-type: none"> ○ Baptism takes away sin ○ It gives us a share in God's life (grace) ○ It makes us a part of God's family, the Church <p>c. Identify signs and symbols of Baptism</p> <ul style="list-style-type: none"> ● In the Sacrament of Baptism, the gestures and words used are important <ul style="list-style-type: none"> ○ The words of Baptism: "I baptize you in the name of the Father, and of the Son, and of the Holy Spirit." ● The signs and symbols of Baptism include water, light, oil, white garment <p>d. Recognize Jesus is present at Mass, most especially in the Eucharist</p>	<p>When do we "see" Jesus? What is a sacrament? What is the Eucharist? What is Grace? Why do we use water? How does the Church welcome new members? What is God's grace?</p>	
	<p>Scripture</p>	
	<p>CCC</p>	
	<p>1131</p>	

- We owe God worship and the greatest form of worship is offered at the Holy Mass
 - We must behave appropriately and with reverence in church
 - God wants us to go to Mass every Sunday and Holy Days
- In Holy Eucharist, the whole Christ is truly present -- body, blood, soul, and divinity – in the appearance of bread and wine.
- Recognize Jesus gave us the Eucharist at the Last Supper
 - The “Last Supper” is the final meal (Passover) Jesus shared with his disciples before he was arrested and crucified

Vocabulary: Baptism, Eucharist, Mass, Sacrament, Worship



Standard K.7A: Morality

The student will recognize God calls us to love Him and other people.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Recognize God is Love and God loves us. b. Develop an awareness of the difference between right/wrong. c. Recognize we sin when we fail to love God and each other.</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with his standard, students are expected to</p> <p>a. Recognize God is Love and God loves us.</p> <ul style="list-style-type: none"> ● Recognize the Great Commandment as love God and love your neighbor as yourself. <p>b. Develop an awareness of the difference between right/wrong.</p> <ul style="list-style-type: none"> ● Recognize our actions affect others ● Accept responsibility for individual actions. ● Talk about actions that are loving and good <ul style="list-style-type: none"> ○ Demonstrate honesty, sharing, and respect for others' needs. ○ Recognize the importance of always telling the truth. ○ Demonstrate obedience and respect to parents, teachers, and other legitimate authorities. <p>c. Recognize we sin when we fail to love God and each other.</p> <ul style="list-style-type: none"> ● Identify God gives the gift of free will to choose what is good. ● Define sin as choosing to disobey God's law in thought, word and deed. ● Recognize sin wounds our relationship with God and each other. ● Recognize God forgives our sins. ● God forgives sins because He is merciful and all-powerful. 	<p>What does God teach us? What actions show God we love Him?</p>	
	<p>Scripture</p>	
	<p>Gen 1:27 Mt 22:34-40 Mk 10:17-20 Lk 10:25-28; 15:11-32 Col 1:15 2 Cor 4:4</p>	
	<p>CCC</p>	
<p>Vocabulary: The Great Commandment, free will, obedience, sin</p>		
<p>1700-07 1723 1724 1803 1805-09 1833</p>	<p>1849-50 1874 1996 2052 2055</p>	



Standard K.7B: Morality

The student will recognize the gift of family life and human sexuality.

Benchmarks

Key knowledge and skills we want students to know and be able to do

Empowering God's Children

K-5 Introductory Video

Lesson 1 – Physical Boundaries: Safe and Unsafe Touching Rules

Lesson 2 – Safe Adults, Safe Touches, and Special Safe Adults Recognize the correct way to demonstrate love of family

- a. Identify members of their families
- b. Demonstrate respect for the personal space of others
- c. Discuss safe touching



Standard K.8: Theology of the Body (TOB)

The student will establish a vision of the human person according to God’s loving design.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Express creation is a gift from God who is loving. (TOB 13:2-3; CCC 301, 356) b. Discuss it is unique to human beings to care for creation. (TOB 6:4; CCC 307, 373) c. Recognize the human person has a special relationship with God in comparison to animals. (TOB 5-6; CCC 356, 358, 380) d. Discuss how man images the communion of God; three persons in one God. (TOB 5-7, 9:2-9:3, 19:1; CCC 299, 343, 355-357) e. Compare the special dignity of man's work to the activity of animals. (cf. TOB 5:4; CCC 307, 342-343,378)</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>Follow with fidelity the adopted TOB material</p>	



Standard K.9: Catholic Social Teachings

The student will understand the Christian mission to care for all of God’s creation.

Benchmarks		
Key knowledge and skills we want students to know and be able to do		
<ul style="list-style-type: none"> a. Recognize our talents are gifts from God and we can use them to help others. b. Discuss every human person has worth unlike any other creation. c. Demonstrate a willingness to work with others and cooperate and share. d. Demonstrate an awareness of the poor and recognize the need to help them. e. Participate in simple outreach projects. 		
Essential Knowledge	Essential Questions	
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas	
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> a. Recognize our talents are gifts from God and we can use them to help others <ul style="list-style-type: none"> • Expand their natural sense of awe in the created world <ul style="list-style-type: none"> ○ All good things are gifts from God ○ God makes each of us in His image and likeness and each person is special and good b. Discuss every human person has worth unlike any other creation. <ul style="list-style-type: none"> • Expand their natural sense of awe in the created world <ul style="list-style-type: none"> ○ God makes each of us in His image and likeness and each person is special and good c. Demonstrate a willingness to work with others and cooperate and share. <ul style="list-style-type: none"> • Recognize Jesus wants us to love one another, and we are called to love our neighbor <ul style="list-style-type: none"> ○ We are to follow the example of Jesus and obey His teachings ○ Cultivate the human virtues of obedience, respect, responsibility, helpfulness, and kindness ○ Practice saying “please,” “thank you,” “I’m sorry,” and “I forgive you” d. Demonstrate an awareness of the poor and recognize the need to help them. <ul style="list-style-type: none"> • God makes each of us in His image and likeness and each person is special and good 	How can we show God's love to others?	
	Scripture	
	Gen 1:1-18; 2:1-25	
	CCC	
1 279-324 355-58 369-73 873 931 1700-06 1711 2415-18		

<ul style="list-style-type: none">• Discuss, as image-bearers of God, every human person has worth unlike any other creatione. Participate in simple, age-appropriate outreach projects <p>Vocabulary: Parish</p>	
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Standard K.10: Prayer

The student will recognize prayer is talking and listening to God.

Benchmarks		
Key knowledge and skills we want students to know and be able to do		
<ul style="list-style-type: none"> a. Recite traditional prayers b. Identify several specific times for prayer c. Identify the Rosary as a prayer d. Demonstrates spontaneous prayer e. Genuflect toward the presence of the Blessed Sacrament/Eucharist f. Participate in a retreat experience 		
Essential Knowledge	Essential Questions	
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas	
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. Recite traditional prayers <ul style="list-style-type: none"> ● Identify Church as a special place to pray <ul style="list-style-type: none"> ○ Talk about how to show respect in Church ● Know prayer is talking to God ● Learn by heart and recite the traditional prayers of: <ul style="list-style-type: none"> ○ genuflection – method and meaning ○ prayer before meals ○ prayer after meals ○ Our Father (the Lord's Prayer) ○ Sign of the Cross ○ Hail Mary ○ Glory Be ○ Guardian Angel Prayer b. Identify several specific times for prayer <ul style="list-style-type: none"> ● Specific times for prayer include morning, mealtime, before bed ● Talk about different way to pray: alone, with classmates, with family c. Identify the Rosary as a prayer <ul style="list-style-type: none"> ● Identify the Rosary as a prayer of devotion d. Demonstrates spontaneous prayer e. Genuflect toward the presence of Jesus in the Blessed Sacrament/Eucharist 	<ul style="list-style-type: none"> ● How do I talk to God? ● How does God talk to me? 	
	Scripture	
	CCC	

- | | |
|---|--|
| f. Participate in a retreat experience to deepening our relationship with Christ through wonder and awe of God. | |
|---|--|

1st Grade

The student will:



Profession of Faith

- Creed:**
 - Understand Christians share common beliefs (shared in creeds).
- Trinity:**
 - Understand the Trinity as a mystery of faith.
- Scripture:**
 - Recognize Sacred Scripture as the Word of God.
- Church History:**
 - Understand the Church as the people of God throughout the world.



Celebration of Christian Mystery

- Liturgy:**
 - Recognize liturgy as the public worship of the Church
- Sacraments:**
 - Understand the sacraments are signs given to us by Jesus which gives us grace.



Life in Christ

- Morality:**
 - Recognize the Great Commandment: love God and love your neighbor as yourself.
 - Recognize the gift of family life and human sexuality.
- Theology of the Body:**
 - Establish a vision of the human person according to God's loving design.
- Catholic Social Teachings:**
 - Understand the Christian mission to care for all of God's creation.



Christian Prayer

- Prayer:**
 - Understand the types of prayer and that prayer is a relationship between God and man.



Standard 1.1: Creed

The student will understand Christians share common beliefs (shared in creeds).

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Recognize each person's human dignity comes from being loved by God and called by God to a life of holiness b. Identify rights and responsibilities of membership in: family, neighborhood, parish, and civil society c. Compare loving choices to selfish choices in community</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to:</p> <p>a. Recognize each person's human dignity comes from being loved by God and called by God to a life of holiness</p> <ul style="list-style-type: none"> • Expand their sense of wonder, the awe of God, and gratitude for His creation • Recognize God the Father as Creator of Heaven and Earth (all is visible and invisible) • Recognize God made each of us in His image; human beings are the highest of God's earthly creatures <ul style="list-style-type: none"> ○ Our human dignity comes from being loved by God <ul style="list-style-type: none"> ▪ Dignity is having worth or value ▪ God calls each of to a life of holiness ▪ God made us to know, love and serve Him so we can be happy with Him forever ▪ God gives us talents and gifts to share with others and to glorify Him <p>b. Identify rights and responsibilities of membership in: family, neighborhood, parish, and civil society</p> <ul style="list-style-type: none"> • Identify their rights and responsibilities as members of a... <ul style="list-style-type: none"> ○ Family: Family is the basic and first community ○ Neighborhood ○ Parish: Family and friends comprise a 	<p>What do we believe? How do we show we belong?</p>	
	<p>Scripture</p> <p>Gen 1:27 Lk 10:25-28; 15:11-32 Col 1:15 2 Cor 4:4 Mt 22:34-40 Mk 10:17-20</p>	
	<p>CCC</p> <p>309-324 1700-07 1723 1724 1803 1805-09 1833 1849-50 1874 1996 2052 2055</p>	

<p>parish/school community</p> <ul style="list-style-type: none">○ Civil society: Communities work together to help many people <p>c. Compare loving choices to selfish choices in community</p> <ul style="list-style-type: none">● Understand we make choices to love God and others<ul style="list-style-type: none">○ Distinguish between right and wrong through thoughts and action<ul style="list-style-type: none">▪ Develop an awareness of our need to be sorry for our wrongful thoughts and actions○ Compare how to choose actions that are loving versus actions that are selfish<ul style="list-style-type: none">▪ Loving choices include common good▪ Selfish choices include individual gain● Recognize human beings want what is good and choose what makes them happy <p>Vocabulary: dignity</p>	
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Standard 1.2: Trinity

The student will understand the Trinity as a mystery of faith.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Identify the Persons of the Holy Trinity b. Define Heaven</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Identify the Persons of the Holy Trinity</p> <ul style="list-style-type: none"> ● Recognize we believe in the Blessed/Holy Trinity - one God in Three Divine Persons ● Recognize the three Persons of the Trinity <ul style="list-style-type: none"> ○ Identify God the Father the First Person of the Trinity <ul style="list-style-type: none"> ▪ Understand God is the Creator of Heaven and Earth, of all things visible and invisible ○ Identify Jesus, God the Son, as the Second Person of the Trinity <ul style="list-style-type: none"> ▪ Understand Jesus is the Savior ▪ Discuss Jesus' life, death, and resurrection ○ Identify God the Holy Spirit is the Third Person of the Trinity <ul style="list-style-type: none"> ▪ Identify the Holy Spirit as one with the Father and the Son ▪ The Holy Spirit lives within us and gives us the gift of grace ▪ Know we receive the Holy Spirit at Baptism ▪ Understand the Holy Spirit is a helper, guide, and dwells within us <p>b. Define Heaven</p> <ul style="list-style-type: none"> ● Define Heaven as eternal life with God the Father, Jesus the Son, the Holy Spirit [Trinity], the Virgin Mary, the angels, 	<p>What is heaven? What is the Trinity?</p>	
	<p>Scripture</p>	
	<p>Gen 1:1-31; 2:1-25 Lk 1:26-38; 2:1-20; 2:41-52 Mt 1:18-2:15; 3:13-17 Rom 8:26, 27</p>	
	<p>CCC</p>	
<p>198-242 232-33 237-39 290-308 430 683 731 1023-1029</p>		

and all the blessed in the state of supreme and definitive happiness

- Recognize God loves us and created us to share life with him in heaven, our true home
 - God loves each of us and want us to be happy with Him forever in Heaven
 - God made us to know, love and serve Him and, so, come to Heaven with Him
 - Every person is made for God who is in heaven
 - God makes each of us in His image and likeness and each person
- Understand Angels are pure spirits who serve God and act as our Guardians
 - The angels and Saints are in Heaven with God
 - God gives each person a Guardian Angel to help us to get to heaven
 - They guide and protect us

Vocabulary: Trinity, Heaven, Angels



Standard 1.3: Scripture

The student will recognize Sacred Scripture as the Word of God.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Construct a deeper reverence for the Word of God b. Develop a beginning understanding of the structure and organization of the Bible c. Relate Biblical narratives. d. Identify the readings at Mass as Sacred Scripture</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Construct a deeper reverence for the Word of God</p> <ul style="list-style-type: none"> ● Know the Bible is the story of God's love for us <ul style="list-style-type: none"> ○ Develop a deepened reverence for the Holy Bible as the Word of God <ul style="list-style-type: none"> ▪ Reverence is expressed through words, silence, and gestures ○ Identify various terms to identify the Word of God, including Bible, Sacred Scripture, Readings <p>b. Develop a beginning understanding of the structure and organization of the Bible</p> <ul style="list-style-type: none"> ● Recognize the Holy Bible is comprised of the Old and New Testaments ● Identify the Gospels as the narratives of the life of Christ from Sacred Scripture <p>c. Relate Biblical narratives.</p> <ul style="list-style-type: none"> ● Creation, ● Noah, ● Moses, ● Birth of Jesus, ● Paschal Mystery of Jesus, ● Pentecost, ● Good Samaritan, ● Various Parables and Miracles of Jesus. <p>d. Identify the readings at Mass as Sacred Scripture</p> <ul style="list-style-type: none"> ● Know the Church uses Sacred Scripture to help us know 	<p>When do we read the Bible? What is Sacred Scripture? Tell me a Bible story?</p>	
	<p>Scripture</p>	
	<p>CCC</p>	
	<p>27 52 81 105 289</p>	

what to believe

Vocabulary: Bible, Sacred Scripture, Word of God, Parables, Miracles, Paschal Mystery, Old Testament, New Testament, Gospel



Standard 1.4: Church History

The student will understand the Church as the people of God throughout the world.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Recognize the universal Church as including the people of God throughout the world b. Identify key people in the Church c. Listen to and retell stories of the lives of key Saints</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, the students are expected to:</p> <p>a. Recognize the universal Church as including the people of God throughout the world</p> <ul style="list-style-type: none"> ● Recognize the Church as established by Jesus to continue his work and presence in the World <ul style="list-style-type: none"> ○ Understand the Church as God's family and The Body of Christ <ul style="list-style-type: none"> ■ She has many members, different roles ■ We join the Church through Baptism ○ Expand the definition of Church as the people of God, including the local parish and all baptized people ○ Recognize the parish is the gathering of God's people to worship and serve <ul style="list-style-type: none"> ■ Recognize the name of the local parish ○ Recognize the family is the basic and first community <ul style="list-style-type: none"> ■ Recognize family and friends comprise a parish/school community ○ Experience how communities work together to help many people ● Understand the Church has a mission given to her by Jesus, evangelization <ul style="list-style-type: none"> ○ Know through Baptism we are all part of this mission ○ Discuss way to live out this mission in our live 	<p>Why do we have a Pope? What does it mean to be ordained? Who is a Saint? Who is your Patron Saint?</p>	
	<p>Scripture</p>	
	<p>Col 3:18-21 Acts 2:42-47 Jn 1:7</p>	
	<p>CCC</p>	
<p>1 328-336 484-511 737-39</p>		

<ul style="list-style-type: none"> ○ Know God loves all people <ul style="list-style-type: none"> ■ Understand people express their belief in God in many different ways ■ Talk about friends and other people who worship in other Christian communities b. Identify key people in the Church <ul style="list-style-type: none"> ● Know the meaning of vocation <ul style="list-style-type: none"> ○ Know everyone has a vocation and each person's vocation is lived out in different ways of life ○ Distinguish between the ordained ministry and laity in the Church ● Key roles in the Church to discuss include: <ul style="list-style-type: none"> ○ Pope ○ Bishops ○ Priests ○ Religious Brothers and Sisters ○ Deacons ○ Laity c. Listen to and retell stories of the lives of key Saints <ul style="list-style-type: none"> ● Recognize some of the titles of Mary <ul style="list-style-type: none"> ○ Mother of Jesus, Mother of God, Mother of the Church, Our Lady of Guadalupe, and Mary, Our Mother ○ Identify special days in honor of Mary ○ Participate in May devotions ● Understand saints are holy people <ul style="list-style-type: none"> ○ Saints are people who are in Heaven because they were holy examples of discipleship; they love God and lived holy lives <ul style="list-style-type: none"> ■ They help us with their prayers ● Know the patron saint of the parish ● Know days in honor of special saints: Saint Patrick, Saint Nicholas ● Study some saints, listen to and retell simple stories, suggestions include: <ul style="list-style-type: none"> ○ Saint Joseph ○ Patron Saint of school ○ St. Vincent de Paul (Patron Saint of Diocese), ○ Patron saint of the parish 	<p>748-945</p> <p>782</p> <p>816</p> <p>818</p> <p>873</p> <p>931</p> <p>1180-81</p> <p>1700-07</p>
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- Our Lady of Guadalupe (Patron Saint of the Americas)
- Saint Elizabeth Ann Seton (first American born Saint)
- St. Francis of Assisi
- Blessed Carlo Acutis
- St. Dominic Savio
- Blessed Imelda
- St. Tarcisius
- St. Clare of Assisi

Vocabulary: The Church (the universal Catholic Church), vocations, laity



Standard 1.5: Liturgy

The student will recognize liturgy as the public worship of the Church.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Recognize Jesus is present at Mass, in the Word, and in the Eucharist b. Recognize the parts of the sanctuary c. Demonstrate reverent and appropriate participation in Church liturgies d. Recognize and participate in the seasons of the liturgical year</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Recognize Jesus is present at Mass, in the Word, and in the Eucharist</p> <ul style="list-style-type: none"> ● Experience Mass as a celebration of God's love for us and the primary way to worship God ● Understand Mass is celebrated in the church building, where the parish family gathers to worship God ● Recognize Jesus is truly present at Mass, he is in the Word and in the Eucharist ● Understand at Mass we hear the Word of God <p>b. Recognize the parts of the sanctuary including:</p> <ul style="list-style-type: none"> ● the altar, tabernacle, sanctuary lamp, Baptismal font, crucifix, ambo/lectern <p>c. Demonstrate reverent and appropriate participation in Church liturgies</p> <ul style="list-style-type: none"> ● Attend the Holy Sacrifice of the Mass. ● Recite/sing common Mass responses <p>d. Recognize and participate the seasons of the liturgical year</p> <ul style="list-style-type: none"> ● Recognize and participate in important seasons in the liturgical calendar, including Sunday as the Lord's Day, Ordinary Time, Advent, Christmas, Lent, Holy Week, and Easter ● Recognize the names of other important days in the Easter Season: Ascension, Pentecost 	<p>How as Catholics do we worship? What are some of the things we do when we are worshipping at Mass?</p>	
	<p>Scripture</p>	
	<p>CCC</p>	
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- Participate in other liturgical celebrations such as Living Rosary, All Saints Day, Feast of the Immaculate Conception, Epiphany, May Crowning, Stations of the Cross

Vocabulary: Liturgical year

Standard 1.6: Sacraments

The student will understand the sacraments are signs given to us by Jesus which gives us grace.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Identify Baptism and Eucharist as sacraments b. Broaden the understanding of the Sacrament of Baptism c. Recognize Baptism washes away original sin and gives sanctifying grace d. Explain the signs and symbols of Baptism</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Identify Baptism and Eucharist as Sacraments</p> <ul style="list-style-type: none"> ● Defines a sacrament as an outward sign given to us by Jesus which gives us grace (CCC 1131) ● Recognize the seven sacraments as special signs of God's love <p>b. Broaden the understanding of the Sacrament of Baptism</p> <ul style="list-style-type: none"> ● Define Baptism as the means by which we are incorporated into the Church, become members of Christ, and share in his mission ● Develop deep understanding of the Sacrament of Baptism <p>c. Recognize Baptism washes away original sin and gives sanctifying grace</p> <ul style="list-style-type: none"> ● Share the effects of Baptism: <ul style="list-style-type: none"> ○ Takes away sin (original Sin and personal sin) ○ Gives sanctifying grace <ul style="list-style-type: none"> ■ Grace helps us to live a good life here on earth ■ Grace enables us eventually to live the life in Heaven ○ Makes us children of God ○ Makes us members of the Church ○ Makes us members of Christ and share in His mission 	<p>What is a sacrament? What is original sin? Where do we get original sin? Why is water important?</p>	
	<p>Scripture</p>	
	<p>CCC</p>	
	<p>1131</p>	

d. Explain the signs and symbols of Baptism

- the Baptismal font, the holy water, the candle, the white garment are signs of the new life in Christ
- Understand the meaning of additional holy objects (sacramentals)
 - Recognize some holy objects used by the Church: Holy water, crucifix, candles, blessed medals, rosary, statues

Vocabulary: Sacraments, Baptism, Eucharist, grace



Standard 1.7A: Morality

The student will recognize the Great Commandment: love God and love your neighbor as yourself.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Recognize their actions / decisions have consequences that affect others. b. Determine the difference between morally correct or incorrect when making decisions. c. Recognize evil exists in the world d. Recite from heart the Great Commandment: Love God and love your neighbor as yourself.</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Recognize their actions / decisions have consequences that affect others.</p> <ul style="list-style-type: none"> ● Recognize human beings are created in God's image ● Recognize human beings want what is good and chose what makes them happy <ul style="list-style-type: none"> ○ Understand we make choices to love God and others ○ Distinguish between right and wrong in thoughts and actions ○ Develop an awareness of our need to be sorry for our wrongful thoughts and actions and that through God's forgiveness our relationship is restored (reconciliation). ○ Discuss how to choose actions that are good <p>b. Determine the difference between morally correct or incorrect when making decisions.</p> <ul style="list-style-type: none"> ● Recognize human relationships are built on respect and love of themselves and others ● Demonstrate honesty, sharing, and respect for others' needs ● Demonstrate and justify obedience and respect to parents, teachers, and other legitimate authorities ● Understand sin wounds our relationship with God and each other 	<p>What does God teach us? What actions show God we love Him?</p>	
	<p>Scripture</p>	
	<p>Gen 1:27 Mt 22:34-40 Mk 10:17-20 Lk 10:25-28; 15:11-32 Col 1:15 2 Cor 4:4</p>	
	<p>CCC</p>	
<p>1700-07 1723 1724 1803 1805-09 1833 1849-50 1874 1996</p>		

<ul style="list-style-type: none">● Understand sin is failing to love God, other people, and ourselves● Define sin as choosing to disobey God's law in thought, word, deed or omission.● Describe that God forgives sins because He is merciful and all-powerful.● Recognize morality as an invitation to respond freely to God's love, who is always ready to forgive.● God gives us the free will to choose what is good. <p>c. Recognize evil exists in the world</p> <ul style="list-style-type: none">● Introduce students that evil impacted the world at the Fall of Adam and Eve <p>d. Recite from heart the Great Commandment: Love God and love your neighbor as yourself.</p> <ul style="list-style-type: none">● The Great Commandment: love God and love your neighbor as yourself● Recognize the Great Commandment asks us to love God with our whole heart, soul and mind and our neighbor as ourselves● Know the Ten Commandments are the explanation for the Great Commandment <p>Vocabulary: The Great Commandment, free will, obedience, sin, morality, reconciliation</p>	<p>2052 2055</p>
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Standard 1.7B: Morality

The student will recognize the gift of family life and human sexuality.

Benchmarks

Key knowledge and skills we want students to know and be able to do

Empowering God's Children

K-5 Introductory Video

Lesson 3 – Boundaries

Lesson 4 – Secrets, Surprises and Promises Identify the members of their families

- a. Recognize they are all brothers and sisters in God's family
- b. Demonstrate respect for the personal space of others
- c. Explain how families pray together
- d. Identify members of the Holy Family and recognize them as models for our families



Standard 1.8: Theology of the Body

The student will establish a vision of the human person according to God’s loving design.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Express a sense of wonder for all of God's creation. (TOB 2-3, 13:2; CCC 299) b. Recognize the goodness of creation. (TOB 13:3; CCC 280, 339)" c. Express every person is a gift from God. (TOB 13:2-4, 14:4, 15, 16:3-4, 17, 18:3-19:1, 19:3; CCC 356-358, 371-372) d. Recognize human beings manifest their inner life through their body language. (TOB 19:4-5; CCC 2521-2524) e. Recognize true freedom comes by choosing the good. (TOB 13:3; CCC 1696, 1730, 1733)" f. Recognize each person is unique and unrepeatable. (TOB 20:5; CCC 357, 366) g. Recognize God calls us to make a gift of ourselves in love. (TOB 46:6, 78:3; CCC 357, 1878, 2196, Gaudium et Spes 24:3) 	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
Follow with fidelity the adopted TOB curriculum	



Standard 1.9: Social Justice

The student will understand the Christian mission to care for all of God’s creation.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Recognize God calls us to share our gifts with everyone. b. Recognize human dignity is within all races, sexes, and the rights of all people. c. Identify ways they can serve at home and in the community. d. Participate in school, church and/or community service projects.</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Recognize God calls us to share our gifts with everyone</p> <ul style="list-style-type: none"> ● Understand work in school is an expression of one of God's gifts <ul style="list-style-type: none"> ○ Know work deserves respect <p>b. Recognize human dignity is within all races, sexes, and the rights of all people</p> <ul style="list-style-type: none"> ● Know every person has God-given rights and all humans are to be treated with dignity <ul style="list-style-type: none"> ○ Understand responsibilities are responses to rights ○ Identify right and wrong actions and thoughts ● Understand every person must have a sense of responsibility for all people <p>c. Identify ways they can serve at home and in the community</p> <ul style="list-style-type: none"> ● Develop an awareness of what it means to be poor ● Appreciate creation as a gift from God <ul style="list-style-type: none"> ○ Recognize our responsibility to care for the gift of creation ○ Cultivate the appreciation for all levels of creation ○ Practice care of personal belongings, classroom, school building, and parish grounds <p>d. Participate in school, church, and/or community service projects</p> <ul style="list-style-type: none"> ● Participate in celebrations of the environment such as blessings of the animals, Earth Day and others 	<p>What gifts have you received from God? How can you serve your home and community?</p>	
	<p>Scripture</p>	
	<p>CCC</p>	
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Vocabulary:	
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Standard 1.10: Prayer

The student will understand the types of prayer and prayer is a relationship between God and man.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> a. Define prayer and what it means to pray. b. Describe appropriate times for prayer c. Participate in praying the Rosary and engaging in spontaneous prayer d. Genuflect toward the presence of Jesus in the Blessed Sacrament e. Demonstrate mastery of traditional prayers f. Participate in a retreat experience 	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. Define prayer and what it means to pray <ul style="list-style-type: none"> • Know prayer is talking and listening to God • Recognize the different types of prayer: <ul style="list-style-type: none"> ○ praise, thanksgiving, petition, sorrow • Review and recite the traditional prayers of: <ul style="list-style-type: none"> ○ prayer before meals ○ prayer after meals ○ Our Father (the Lord's Prayer) ○ Sign of the Cross ○ Hail Mary ○ Glory Be (Doxology) ○ Guardian Angel Prayer ○ Simple aspirations - short daily Catholic prayers which are easy to memorize, such as "Jesus, Mary, and Joseph, I love you; save souls" or "Sacred Heart of Jesus, I place all my trust in You" b. Describe appropriate times for prayer <ul style="list-style-type: none"> • Recognize some prayers are said at specific times which might include morning, mealtime, and before bed 	<p>Why do people pray? When do we pray?</p>
	<p>Scripture</p>
	<p>CCC</p>

<ul style="list-style-type: none">• Talk about different way to pray: alone, with classmates, with family• Recognize during Mass, people participate in choral prayer <p>c. Participate in praying the Rosary and engaging in spontaneous prayer</p> <ul style="list-style-type: none">• Recognize and pray the Rosary as a prayer of to God through the intercession of the Blessed Mary• demonstrate spontaneous prayer <p>d. Genuflect toward the presence of Jesus in the Blessed Sacrament</p> <p>e. Demonstrate mastery of traditional prayers learned in Kindergarten</p> <p>f. Participate in a retreat experience to deepening our relationship with Christ through wonder and awe of God.</p> <p>Vocabulary: Prayer, praise, Lord's Prayer</p>	
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2nd Grade

The student will:



Profession of Faith

- Creed:**
 - Understand our Catholic beliefs are succinctly expressed in creeds.
- Trinity:**
 - Understand the Trinity as a mystery of faith.
- Scripture:**
 - Recognize Sacred Scripture as the Word of God.
- Church History:**
 - Understand the Church as the people of God throughout the world.



Celebration of Christian Mystery

- Liturgy:**
 - Recognize liturgy as the public worship of the Church
- Sacraments:**
 - Understand the sacraments are signs given to us by Jesus which gives us grace.



Life in Christ

- Morality:**
 - Recognize the Great Commandment: love God and love your neighbor as yourself.
 - Recognize the gift of family life and human sexuality.
- Theology of the Body:**
 - Establish a vision of the human person according to God's loving design.
- Catholic Social Teachings:**
 - Understand the Christian mission to care for all of God's creation.



Christian Prayer

- Prayer:**
 - Understand the types of prayer and prayer is a relationship between God and man.

Standard 2.1: Creed

The student will understand our Catholic beliefs are succinctly expressed in creeds.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p> <p>a. Recognize the human person has dignity and worth because he/she is made in the image and likeness of God b. Recognize the human person is made with a body and soul, including intellect and free will</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Recognize the human person has dignity and worth because he/she is made in the image and likeness of God</p> <ul style="list-style-type: none"> ● Understand all people are made in the image and likeness of God ● Understand as image-bearers of God, every person has dignity and worth <p>b. Recognize the human person is made with a body and soul, including intellect and free will</p> <ul style="list-style-type: none"> ● Understand God gave us an intellect and free will <ul style="list-style-type: none"> ○ Free will: ability to make independent choices ○ Intellect: the ability to know and understand truth <p>Vocabulary: dignity, free will, intellect</p>	<p>What makes us human? Who is responsible for our choices?</p>	
	<p>Scripture</p>	
	<p>Gen 1:27 Lk 15:11-32 Col 1:15 2 Cor 4:4</p>	
	<p>CCC</p>	
<p>242-45 1700-07</p>		



Standard 2.2: Trinity

The student will understand the Trinity as a mystery of faith.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p> <p>a. Identify the Persons and missions of the Holy Trinity b. Describe Jesus Christ as truly God and truly human</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Identify the Persons and missions of the Holy Trinity</p> <ul style="list-style-type: none"> ● God the Father as Creator <ul style="list-style-type: none"> ○ Know all life comes from God ● God the Son as Savior <ul style="list-style-type: none"> ○ Know the name Jesus means Savior – Jesus dies to save us ○ Identify the Paschal Mystery as Jesus' Passion, Death, Resurrection and Ascension ● God the Holy Spirit as Sanctifier <ul style="list-style-type: none"> ○ The Holy Spirit lives within us, gives us the gift of grace and helps us make right choices ○ Sanctify means to make holy <p>b. Describe Jesus Christ as truly God and truly human</p> <ul style="list-style-type: none"> ○ Know Jesus is the Son of God and Son of Mary <ul style="list-style-type: none"> ■ The Incarnation – Jesus, the Son, is made man; thus, Jesus Christ is truly God and truly human ○ Understand Jesus promises to remain with us always through his presence in the Eucharist/Blessed Sacrament 	<p>Who is Jesus? What role does the Trinity play in my life?</p>
	<p>Scripture</p> <p>Gen 1:20-31 Mt 28:16-20 Mk 1:9-11 Lk 3:21-22 Rom 8:26, 27</p>
	<p>CCC</p> <p>234 243 253-55 423</p>
<p>Vocabulary: Blessed Sacrament, savior, Incarnation, Paschal Mystery, sanctify</p>	



Standard 2.3: Scripture

The student will recognize Sacred Scripture as the Word of God.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Demonstrates consistent reverence for the Word of God b. Distinguish the division of the Old and New Testaments and recognize they are comprised of smaller books c. Summarize the Biblical narrative of Creation d. Retell the Biblical narrative of the Fall e. Recall Scriptural stories which recount Jesus' power to forgive f. Identify the readings at Mass as Sacred Scripture g. Recognize the importance of Jesus's life and ministry including teachings and miracles</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to:</p> <p>a. Develop a consistent reverence for the Holy Bible as the Word of God</p> <ul style="list-style-type: none"> ● Know the Bible is the story of God's love for us ● Identify various terms to identify the Word of God, including Bible, sacred Scripture, Readings ● Reverence is expressed through words, silence, and gestures (attentive to actions of others during Mass) <p>b. Distinguish the division of the Old and New Testaments and recognize they are comprised of smaller books</p> <ul style="list-style-type: none"> ● Important Old Testament books include Genesis, Exodus, and Psalms ● Important New Testament books include the four Gospels <p>c. Summarize the Biblical narrative of Creation</p> <ul style="list-style-type: none"> ● God created the natural world ● Man is made in the image of God <p>d. Retell the Biblical narrative of the Fall</p> <ul style="list-style-type: none"> ● retell the story of Adam and Eve ● understand Original Sin <p>e. Recall Scriptural stories which recount Jesus' power to forgive</p> <ul style="list-style-type: none"> ● the Healing of the Paralytic, ● Parable of the Found Sheep, 	<p>How do we know about Jesus? How do we read the Bible? What does it mean to be "made in the image of God?"</p>	
	<p>Scripture</p>	
	<p>Eph 1:7-10 Rom 1:19-20 Gen 2:4-3:24; 6:11-9:19; Chapters 12-17; 22:1-17 Ex Chapters 2 & 3 Mt 9:1-8 Mk 2:1-12 Lk 5:17-26; 15:3-7; 23:39-43</p>	
<p>CCC</p>		
<p>51, 52 287-88 355-84 385-421</p>		

- Parable of the Lost Coin,
- The Prodigal Son
- Good Thief at the Crucifixion
- f. Identify the readings at Mass as Sacred Scripture
 - First Reading (Old Testament)
 - Responsorial Psalm (Book of Psalms)
 - Second Reading (New Testament)
 - Gospel (one of the 4 evangelists)
- g. Recognize the importance of Jesus's life and ministry including teachings and miracles
 - Wedding Feast at Cana
 - Healing the Blind Man
 - Walking on Water
 - Multiplying the Loaves and Fishes
 - Beatitudes

Vocabulary: Original Sin, Forgiveness of Sin, Gospel, evangelists



Standard 2.4: Church History

The student will understand the Church as the people of God throughout the world.

Benchmarks		
Key knowledge and skills we want students to know and be able to do		
<ul style="list-style-type: none"> a. Expand the definition of “Church” b. Recognize the ways to serve in the Church c. Explain apostolic succession d. Review key people of our faith e. Expand the definition of “saint” f. Listen to, read and/or retell stories of the lives of saints, especially saints that have a strong devotion to the Eucharist and Reconciliation, their patron saint and the patron saint or special event of their parish name 		
Essential Knowledge	Essential Questions	
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas	
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. Expand the definition of “Church” <ul style="list-style-type: none"> • Expand definition of Church as the people of God, the Body of Christ, and the Temple of the Holy Spirit (CCC 804, 805, 809) • Explain the Church includes people throughout the world, the local community, and the liturgical assembly (CCC Glossary) b. Recognize the ways to serve in the Church <ul style="list-style-type: none"> • Identify various roles in the Church: <ul style="list-style-type: none"> ○ Pope as visible head of the Church; he leads the Catholic Church ○ Bishops, and the successors of the apostles; they lead a diocese ○ Priests; they are the Bishop’s representative who actively guide and lead the faithful through the celebration of the Mass and Sacraments ○ Deacons; they are the priests’ helpers in the parish 	<p>How do I live my life like a Saint? How can I serve the Church? What impact does the Eucharist have on our lives?</p>	
	Scripture	<p>Mt 4:18-20; 22:37-40; 28:18-20 Mk 16:13 Lk 1:26-38, 46-56; 3:11 Jn 19:25-27 Col 3:19-21 Acts 2:42-47 1 Jn 1:7</p>
	CCC	<p>1 461 490-91 495-96 737-39 782</p>

<ul style="list-style-type: none"> ○ Religious (Sisters, Brothers): they serve the Church ○ Laity: they serve God in the world ○ Name the names of the current Pope, Bishop of Richmond, Pastor/Chaplain of school. ● Know the meaning of vocation <ul style="list-style-type: none"> ○ Vocation is a unique calling from God; each person's unique way to love and serve Him. ○ Know a vocation is a gift from God ○ Know everyone has a vocation which is lived out in unique ways in life ○ Understand one must pray to know one's vocation ○ Identify the main vocational calls in life: single life, marriage, priesthood and consecrated religious life <p>c. Explain apostolic succession</p> <ul style="list-style-type: none"> ● Jesus gave His authority to the Apostles who in turn passed on His authority to the bishops and the priests. <p>d. Review key people of our faith</p> <ul style="list-style-type: none"> ● Mary as the Mother of Jesus and Mother of the Church ● Joseph as the husband of Mary, the foster father of Jesus, and the patron of the Universal Church <p>e. Expand the definition of "saint"</p> <ul style="list-style-type: none"> ● A saint is one who is in Heaven and who has answered the universal call to holiness ● Universal call to holiness means all men and women are called to live lives of holiness <p>f. Listen to, read and/or retell stories of the lives of saints, especially saints:</p> <ul style="list-style-type: none"> ● saints that have a strong devotion to the Eucharist and Reconciliation <ul style="list-style-type: none"> ○ St. Thomas Aquinas ○ St. Peter Julian Eymard ○ Pope St. John Paul II ○ Blessed Imelda Lambertini ○ St. Tarcisus ○ St. Dominic Savio ○ St. Francisco Marto ○ Mother Teresa 	<p>804 805 809 825 828 873 931 956-57 966 971-72 1180-81 1195 1198-99 1655-58 2204 2685</p>
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- St. Clare of Assisi
- Blessed Carlo Acutis
- Padre Pio
- St. John Vianney
- The student's patron Saint
- the patron Saint or special event of their parish name
- Know Saints are celebrated on their feast days

Vocabulary: pope, bishop, priest, deacon, universal call to holiness, Saint, Feast Day, Body of Christ



Standard 2.5: Liturgy

The student will recognize liturgy as the public worship of the Church.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Identify the basic structure of the Mass b. Participate more fully in Mass c. Recognize Jesus is present at Mass in the Scripture and in the Eucharist d. Participate in seasonal liturgical celebrations e. Articulate the seasons of the liturgical year</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Identify the basic structure of the Mass</p> <ul style="list-style-type: none"> ● Grow in love and understanding of the Mass <ul style="list-style-type: none"> ○ Know and understand the composition (basic structure) of the Liturgy (Mass) <ul style="list-style-type: none"> ■ Introductory Rites ■ Liturgy of the Word ■ Liturgy of the Eucharist ■ Concluding Rites <p>b. Participate more fully in the Mass</p> <ul style="list-style-type: none"> ● Understand the obligation to attend Mass on Sundays and Holy Days of Obligation ● Model reverent and appropriate participation in Church liturgies, especially the Holy Sacrifice of the Mass <ul style="list-style-type: none"> ○ Know and partake in appropriate gestures during Mass ○ Know and articulate responses during Mass, including songs ○ Know the roles of those present at the Mass ● Identify the vestments worn by the celebrant ● Identify the vessels used at Mass ● Understand more fully the Mass and Eucharist as a(n) <ul style="list-style-type: none"> ○ memorial 	<p>How as Catholics do we worship? What are some of the things we do when we are worshipping at Mass? Why are there different parts of the Mass?</p>	
	<p>Scripture</p>	
	<p>CCC</p>	

<ul style="list-style-type: none">○ act of thanks and praise○ sacrifice○ source of grace○ source and sign of unity○ Recognize the Eucharist as “thanksgiving and praise to the Father; the sacrificial memorial of Christ and his Body; the presence of Christ by the power of his word and of his Spirit” (CCC 1358) <p>c. Recognize Jesus is present at Mass in the Scripture and in the Eucharist</p> <ul style="list-style-type: none">● Recognize the connection with the Last Supper and the celebration of Mass● Distinguish between everyday bread and the Eucharistic bread (the Host)● The Host is consecrated into the Body, Blood, Soul, and Divinity in the Liturgy of the Eucharist <p>d. Participate in seasonal liturgical celebrations including:</p> <ul style="list-style-type: none">● Living Rosary● All Saints Day● Advent● Feast of the Immaculate Conception● Christmas● Epiphany● Lent● Stations of the Cross● Easter● Pentecost● May Crowning <p>e. Articulate the seasons of the liturgical year</p> <ul style="list-style-type: none">● Celebrate Jesus Christ and learn to follow him by using readings of Ordinary time● Understand the Paschal triduum as the three-day celebration of Jesus’ passion, death, and resurrection● Articulate the seasons of:<ul style="list-style-type: none">○ Advent○ Christmas○ Ordinary Time○ Lent	
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- Easter

Vocabulary: Mass, Holy Days of Obligation, Host, liturgical



Standard 2.6: Sacraments

The student will understand the sacraments are signs given to us by Jesus which gives us grace.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<ul style="list-style-type: none"> a. Identify the seven sacraments b. Examine the foundational role of Baptism and its connection to the other sacraments especially Reconciliation c. Explain the Eucharist was instituted at the Last Supper by Jesus and is the real presence of Jesus Christ, Body, Blood, Soul and Divinity d. Define covenant as establishing a sacred relationship and identify examples of covenants e. Identify the form, matter, and minister of Baptism, Reconciliation, and Eucharist f. Explain how we are forgiven through the sacrament of Reconciliation, our relationship with God and the community is restored g. Demonstrate the procedure and frequency for celebrating the sacraments of Reconciliation and Eucharist h. Identify the preparations for and effects of fruitful reception of Holy Communion (CCC 1385-1405) i. Explore the Eucharistic devotions which follow from Christ's Real Presence, including visits to the Blessed Sacrament, Adoration, and Benediction j. Recognize the Old Testament symbols and retell stories which foretell the Eucharist (i.e. Abraham and Isaac, Passover, Manna, Multiplication of the Loaves, etc.) 	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. Identify the seven sacraments <ul style="list-style-type: none"> ● Articulate the definition of a Sacrament as an effective sign given to us by Jesus which gives us grace (CCC 1131) ● Identify the seven Sacraments <ul style="list-style-type: none"> ○ Sacraments of Christian Initiation: Baptism, Confirmation, Eucharist ○ Sacraments of Healing: Reconciliation, Anointing of the Sick ○ Sacraments at the Service of Communion: Holy Orders, Matrimony ○ Recognize multiple names given to the same Sacrament <ul style="list-style-type: none"> ■ Reconciliation, Confession, Penance 	<p>What is a sacrament? What is a covenant? What is forgiveness? Why do we do penance?</p>
	<p>Scripture</p>
	<p>CCC</p>
	<p>1131</p>

<ul style="list-style-type: none">■ Eucharist, Communionb. Examine the foundational role of Baptism and its connection to the other sacraments especially Reconciliation<ul style="list-style-type: none">● Identify baptism as the sacrament which removes sin and gives sanctifying grace, making the baptized person a member of the Church● Review the key elements of Baptism● Baptism's connection to the other sacramentsc. Explain the Eucharist was instituted at the Last Supper by Jesus and is the real presence of Jesus Christ, Body, Blood, Soul and Divinityd. Define covenant as establishing a sacred relationship and identify examples of covenants<ul style="list-style-type: none">● A covenant establishes a sacred relationship● Recognize Christ instituted the seven sacraments as covenant-making and covenant-renewing oathse. Identify the form, matter, and minister of Baptism, Reconciliation, and Eucharist<ul style="list-style-type: none">● Conduct a detailed study of the Sacrament of Baptism<ul style="list-style-type: none">○ Review the key elements of Baptism<ul style="list-style-type: none">■ Its institution■ The matter, form and minister of Baptism■ The sacramental sign and ministers of Baptism■ The effects of Baptism■ The rite of the Baptism■ Baptism's connection to the other sacraments○ Signs of Baptism: Water, Oil, Candle, White Garment,● Conduct a detailed study of the Sacrament of Reconciliation<ul style="list-style-type: none">○ Introduce the key elements of Reconciliation<ul style="list-style-type: none">■ Its institution■ The matter, form, and minister of Reconciliation■ The sacramental sign and ministers of Reconciliation■ The effects of Reconciliation	
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<ul style="list-style-type: none">■ The rite of the Reconciliation■ Demonstrate the procedure for and frequency of the Sacrament of Reconciliation○ Know Jesus gave his life for us so that we may receive forgiveness.○ Explain through the priest Jesus forgives our sins in the Sacrament of Reconciliation○ Explain how we are forgiven and through the sacrament of Reconciliation, our relationship with God and the community is restored● Conduct a detailed study of the Sacrament of Eucharist<ul style="list-style-type: none">○ Introduce the key elements of Eucharist<ul style="list-style-type: none">■ Its institution■ Instituted by Jesus at the Last Supper■ The matter, form and minister of Eucharist■ The sacramental sign and ministers of Eucharist■ The effects of Eucharist■ The rite of the Eucharist○ Understand the Real presence of Jesus in the Eucharist○ Practice preparation for the reception of Communion<ul style="list-style-type: none">■ In the state of grace■ Live a good life■ No mortal Sin■ Pay attention/pray during Mass■ One hour fast■ Receive with reverence■ Make thanksgivingf. Explain how we are forgiven through the sacrament of Reconciliation, our relationship with God and the community is restoredg. Demonstrate the procedure and frequency for celebrating the sacraments of Reconciliation and Eucharist<ul style="list-style-type: none">● Reconciliation<ul style="list-style-type: none">○ Procedure for Reconciliation<ul style="list-style-type: none">■ Enter confessional and greet the priest■ Make the Sign of the Cross	
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- “Bless me, Father, for I have sinned. My last confession was [however many days/months/years] since my last confession then, I have sinned.”
- Confess sins
 - a. First, examine your conscience
 - i. Sin: Going against God's will
 - ii. Two kinds of sin: Mortal & Venial
 - b. Second: be sorry for your sins
 - i. Perfect and imperfect contrition
 - ii. Intend to not sin again (with the help of God's grace)
 - c. Third: Tell your sins to the priest
 - i. Know the priest represents Jesus
- Know the formula for confession
- Listen to the priest for guidance and suggestions on ways to avoid sin in the future
- Pray the Act of Contrition
- Receive absolution
- Depart and fulfill your act of penance
- Receive the Sacrament of Reconciliation at least once a year. However, it should be received anytime there is consciousness of grave sin.
- Eucharist
 - Procedure
 - Bow your head as an act of adoration
 - Extend the hands with the left hand resting atop the right, or tilt head back and extend your tongue
 - After the proclamation of “the Body of Christ,” respond “Amen”
 - Step aside and carefully and reverently consume the host
 - Return to your seat and pray silently

<ul style="list-style-type: none">○ Receive the Sacrament of Eucharist at least once a year, during the Easter season. However, you should receive the sacrament anytime you are at Mass and in a state of grace.h. Identify the preparations for and effects of fruitful reception of Holy Communion (CCC 1385-1405)<ul style="list-style-type: none">● Practice preparation for the reception of Communion<ul style="list-style-type: none">○ In the state of grace○ Live a good life○ No mortal Sin○ Pay attention/pray during Mass○ One hour fast○ Receive with reverence○ Make thanksgiving● Effects of fruitful reception of Holy Communion<ul style="list-style-type: none">○ Union with Christ○ Preserves, increases, and renews the life of grace received at Baptism○ wipes away venial sin○ preserves us from future mortal sin○ strengthens charityi. Explore the Eucharistic devotions which follow from Christ's Real Presence, including visits to the Blessed Sacrament, Adoration, and Benedictionj. Recognize the Old Testament symbols and retell stories which foretell the Eucharist<ul style="list-style-type: none">● Abraham and Isaac● Passover● Manna from Heaven● Multiplication of the Loaves <p>Vocabulary: Sacraments, covenant, Eucharist, consecration, Reconciliation, Confession, Penance, Absolution, transubstantiation</p>	
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Standard 2.7A: Morality

The student will recognize the Great Commandment: love God and love your neighbor as yourself.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Recognize their actions/decisions have consequences that affect others. b. Determine the difference between correct and incorrect moral choices. c. Recite from heart the Great Commandment: Love God and love your neighbor as yourself.</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Recognize human relationships are built on respect and love of themselves and others.</p> <ul style="list-style-type: none"> ● Understand actions/decisions have consequences that affect others and self <ul style="list-style-type: none"> ○ Demonstrate honesty, sharing, and respect for others' needs. ○ Demonstrate and justify obedience and respect to parents, teachers, and other legitimate authorities. ● Understand sin wounds our relationship with God and each other. <ul style="list-style-type: none"> ○ Define sin as choosing to disobey God's law in thought, word, deed or omission. ○ Describe God forgives sins because He is merciful and all-powerful. ○ Recognize morality as an invitation to respond freely to God's love, who is always ready to forgive. ○ God gives us the free will to choose what is good ○ Determine the difference between good and evil in various moral choices <p>b. Learn by heart The Great Commandment: love God and love your neighbor as yourself</p> <ul style="list-style-type: none"> ● Show kindness to our neighbors ● Develop an understanding of the Law of Love 	<p>What does God teach us? What actions show God we love Him?</p>
<p>Scripture</p>	
<p>Lk 10:25-37; 15:11-32; 19:1-10 Phil 4:8 Gen 3:5, 6</p>	
<p>CCC</p>	
<p>1700-07 1724 1776-77 1783-85 1789 1803 1805-09</p>	

<ul style="list-style-type: none">○ Know the Ten Commandments are laws given to us by God to help us respect and love one anotherc. Recognize God's help enables us to grow in virtue and grace<ul style="list-style-type: none">● Know virtue is a choice <p>Vocabulary: The Great Commandment, free will, obedience, sin, morality</p>	<p>1833-34 1849-50 1874 1962-65 1996 2447</p>
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Standard 2.7B: Morality

The student will understand God has given us free will to make choices.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Recognize their behavior affects their relationship with God and others. b. Identify, compare, and contrast types of sin: Original, Venial, and Mortal. c. Define grace. d. Distinguish between sin, temptation, accidents, and mistakes.</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Explain their actions / decisions have consequences that affect others.</p> <ul style="list-style-type: none"> ● Understand the meaning of examination of conscience ● Develop the practice of the examination of conscience, especially as it relates to the Sacrament of Reconciliation. ● Define conscience as judgment of the intellect about the moral quality of a human action <ul style="list-style-type: none"> ○ Identify conscience as God's gift to distinguish between right and wrong ● Recognize our goal is eternal unity with God in Heaven and, their actions have eternal consequences <ul style="list-style-type: none"> ○ Heaven = eternal unity with God ○ Hell = eternal separation from God ○ Purgatory = purification after death before union with God in Heaven <p>b. Know God forgives our sins</p> <ul style="list-style-type: none"> ● Define grace as God's life in our soul, the free undeserved help God gives us to become His children <p>c. Define sin as choosing to disobey God's law in thought, word, deed, or omission.</p> <ul style="list-style-type: none"> ● <u>Original Sin</u>: the first sin of Adam and Eve which affects every human person 	<p>How does God teach us to love? What turns us away from God's love? What turns us towards God's love? How can we show God we love Him?</p>	
	<p>Scripture</p>	
	<p>Lk 10:25-37; 15:11-32; 19:1-10 Phil 4:8 Gen 3:5, 6</p>	
	<p>CCC</p>	
<p>1700-07 1724 1776-77 1783-85 1789 1803 1805-09 1833-34 1849-50</p>		

<ul style="list-style-type: none">● <u>Venial Sin</u>: Sin that does not sever the relationship with God, but diminishes it● <u>Mortal Sin</u>: Sin that breaks a person's covenant with God; something very wrong, a person knows it's very wrong, and the person chooses to do it <p>d. Distinguish the difference among temptation, accident, and sin</p> <ul style="list-style-type: none">● Understand sin is a choice <p>e. Recognize God's help enables us to avoid sin</p> <p>f. Identify ways to make up for sin</p> <ul style="list-style-type: none">● Participate in the sacrament of Penance/Reconciliation <p>Vocabulary: Grace, Sin, Original Sin, Venial Sin, Mortal Sin, Conscience, Heaven, Hell, Purgatory</p>	<p>1874 1962-65 1996 2447</p>
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Standard 2.7C: Morality

The student will recognize the gift of family life and human sexuality.

Benchmarks

Key knowledge and skills we want students to know and be able to do

Empowering God's Children

K-5 Introductory Video

Lesson 5 – Being a Safe Friend

Lesson 6 – Boundaries: Feelings and Facts Identify members of the Holy Family and recognize them as models for our families

- a. Tell how families can work together
- b. Discuss ways they can contribute to good family relationships
- c. Explain how families can pray together
- d. Demonstrate respect for the personal space of others



Standard 2.8: Theology of the Body

The student will establish a vision of the human person according to God’s loving design.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<ul style="list-style-type: none"> a. Recognize all creatures are a sign of God's gift in love. (TOB 13:3; CCC 339, 342) b. Articulate how and why we are made for relationship with God (Communion). (TOB 6:2; CCC 357-358, 374) c. Relate how we learn more about ourselves through our relationships with others. (cf. TOB 9:4, 12:3) d. Discuss reasons why God made man male and female in Gen. 1:27 and Gen. 2:18-22a. (cf. TOB 2-3; 13:2; CCC 371-372) e. Discuss how we are created in the image and likeness of the Trinitarian God. (TOB 9:2 – 9:3, 13:2, 19:1; CCC 355-357) f. Express man is called to give himself through love as “Gift.” (TOB 15:1; CCC 357, 1878, 2196; Gaudium et Spes 24:3) g. Discuss how Jesus is the model of what it means for a person to be a gift. (TOB 90:5-6; CCC 519-520) h. Discuss how the character of a person is embodied in their comportment. (cf. 1Cor. 6:19-20, 1Thess. 4:4, TOB 57:1-3; CCC 2521-2524) i. Analyze how the body reveals that each person is made for relationship with God, others, and the world. (TOB 12:1, 13:4; CCC 340, 344, 371-373) 	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>Follow with fidelity the adopted TOB curriculum</p>	



Standard 2.9: Catholic Social Teachings

The student will understand the Christian mission to care for all of God’s creation.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Recognize God calls us to share our gifts with everyone. b. Define stewardship. c. Demonstrate an attitude of respect and reverence for one’s background and toward people of different cultural and economic backgrounds. d. Identify the needs of the local community and respond to them in a Christ-like manner. e. Participate in school, church and/or community service projects. f. Distinguish between actions that demonstrate prejudice, discrimination, equality, or justice.</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Recognize God calls us to share our gifts with everyone. b. Define stewardship.</p> <ul style="list-style-type: none"> • Define stewardship as the grateful response of a Christian disciple who recognizes and receives God’s gifts and shares these gifts in love of God and neighbor • Understand work in school is an expression of one of God’s gifts [The Dignity of Work and the Rights of Workers] <ul style="list-style-type: none"> ○ Know work deserves respect <p>c. Demonstrate an attitude of respect and reverence for one’s background and toward people of different cultural and economic backgrounds.</p> <ul style="list-style-type: none"> • Recognize human dignity [Rights and Dignity of the Human Person] <ul style="list-style-type: none"> ○ Know every person has God-given rights and all humans are to be treated with dignity ○ Identify ways human beings are different from other creatures 	<p>How do we act in stewardship? How do we love everyone equally? How are we all formed in the image of God?</p>
	<p>Scripture</p>
	<p>CCC</p>

<ul style="list-style-type: none">▪ Humans have intellect and free-will● Understand responsibilities are responses to rights [Rights and Responsibilities]<ul style="list-style-type: none">○ Identify right and wrong actions and thoughts○ Understand every person must have a sense of responsibility for all people [Solidarity]d. Identify the needs of the local community and respond to them in a Christ-like manner.<ul style="list-style-type: none">● Develop an awareness of what it means to be poor [Option for the Poor and Vulnerable]e. Participate in school, church and/or community service projects.<ul style="list-style-type: none">● Appreciate creation as a gift from God [Care for God's Creation]<ul style="list-style-type: none">○ Recognize our responsibility to care for the gift of creation○ Cultivate the appreciation for all levels of creation○ Practice care of personal belongings, classroom, school building, and parish grounds● Participate in celebrations of the environment such as blessings of the animals, Earth Day and othersf. Distinguish between actions that demonstrate prejudice, discrimination, equality, or justice.<ul style="list-style-type: none">● Know God loves all people● Understand Jesus calls all to live the values he gave us in the Gospels● Understand people express their belief in God in different ways● Identify some of the ways Jesus showed acceptance and tolerance during his life on earth <p>Vocabulary: stewardship, dignity, solidarity, prejudice, discrimination, equality, justice, vulnerable</p>	
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Standard 2.10: Prayer

The student will understand the types of prayer and prayer is a relationship between God and man.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<ul style="list-style-type: none"> a. Distinguish between memorized and spontaneous prayers b. Identify the different types of prayer c. Recite an Act of Contrition and Morning Offering d. Discuss prayer as a way of maintaining one's relationship with God e. Deepen the experience of praying the Rosary and engaging in spontaneous prayer f. Understand the purpose of genuflection in the presence of the Blessed Sacrament and practice it with reverence g. Identify the Eucharistic Liturgy as the source and goal of all Christian prayer h. Reflect on the Sunday Gospels i. Participate in a retreat experience 	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, the students are expected to</p> <ul style="list-style-type: none"> a. Distinguish between memorized and spontaneous prayers <ul style="list-style-type: none"> ● Know daily prayer is part of Christian life <ul style="list-style-type: none"> ○ Review prayer as talking to God; lifting our hearts and minds to God; and speaking and listening to God ○ God hears our prayers and wants us to pray to Him every day ○ We can ask Mary and the Saints to pray for us, especially in times of need or temptation ● Distinguish between fixed prayers and spontaneous prayer ● Practice spontaneous prayer b. Identify the different types of prayer <ul style="list-style-type: none"> ● Blessing ● Adoration ● Petition ● Intercession ● Thanksgiving 	<p>What is contrition? Why do we memorize prayers? What do the Gospels mean to me?</p>
	<p>Scripture</p>
	<p>CCC</p>

- Praise
- c. Recite an Act of Contrition and Morning Offering
 - Recite the following prayers:
 - Act of Contrition
 - Morning Offering or Simple Act of Faith, Hope, and Love
 - Review 1st grade prayers
- d. Discuss prayer as a way of maintaining one's relationship with God
- e. Deepen the experience of praying the Rosary and engaging in spontaneous prayer
 - Deepen the experience of praying the Rosary
 - Recognize the Rosary as a prayer to Our Lady
 - Know how to pray the Rosary with support
 - Practice spontaneous prayer
- f. Understand the purpose of genuflection in the presence of the Blessed Sacrament and practice it with reverence
- g. Identify the Eucharistic Liturgy as the source and goal of all Christian prayer
- h. Reflect on the Sunday Gospels
- i. Participate in a retreat experience to deepening our relationship with Christ through wonder and awe of God.

Vocabulary: contrition

3rd Grade

The student will:



Profession of Faith

- Creed:**
 - Understand our Catholic beliefs are succinctly expressed in creeds.
- Trinity:**
 - Understand the Trinity as a mystery of faith.
- Scripture:**
 - Recognize Sacred Scripture as the Word of God.
- Church History:**
 - Understand that the Church is the Body of Christ throughout the world guided by the Holy Spirit.



Celebration of Christian Mystery

- Liturgy:**
 - Understand their participation in the liturgy and the liturgical seasons.
- Sacraments:**
 - Understand the sacraments are signs given to us by Jesus which gives us grace.



Life in Christ

- Morality:**
 - Understand God has given us free will to make choices.
 - Recognize the gift of family life and human sexuality.
- Theology of the Body:**
 - Establish a vision of the human person according to God's loving design.
- Catholic Social Teachings:**
 - Understand the Christian mission to care for all of God's creation.



Christian Prayer

- Prayer:**
 - Understand the types of prayer and prayer is a relationship between God and man.



Standard 3.1: Creed

The student will understand our Catholic beliefs are succinctly expressed in creeds.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Interpret a creed as a statement of belief. b. Explore the Apostles' Creed as a summary of the beliefs of the Church c. Summarize the Communion of Saints d. Learn by heart and recite the Apostles' Creed</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Interpret a creed as a statement of belief.</p> <ul style="list-style-type: none"> • Understand a creed is a statement of belief <p>b. Explore the Apostles' Creed as a summary of the beliefs of the Church</p> <ul style="list-style-type: none"> • Explore the Apostles' Creed as a summary of the beliefs of the Church <ul style="list-style-type: none"> ○ The Creed reaffirms the Mystery of the Three persons of the Trinity <ul style="list-style-type: none"> ■ God the Father, the Creator ■ God the Son, Jesus Christ, who became man and died for our sins ■ God the Holy Spirit ○ The Creed states there is eternal life after death <p>c. Summarize the Communion of Saints</p> <ul style="list-style-type: none"> • Summarize the Communion of Saints [see below] <p>d. Learn by heart and recite the Apostles' Creed</p> <ul style="list-style-type: none"> • Learn by heart and recite the Apostles' Creed 	<p>What did the Apostles believe and how do we know? How am I a member of the Communion of Saints?</p>
	<p>Scripture</p> <p>Gen 2:17; 3:3; 3:19 Rom 6:23 2 Tim 1:9, 10</p>
	<p>CCC</p> <p>198-242 249-267 512-686 682-747 948 988 1021-41 1047</p>
<p>Vocabulary: creed</p>	

Standard 3.2: Trinity

The student will understand the Trinity as a mystery of faith.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Recognize the Blessed Trinity as three divine persons in one God: God the Father, God the Son; and God the Holy Spirit b. Understand the coming of Jesus and his earthly ministry prepared the coming of God's kingdom c. Recognize the historical significance of Pentecost</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Recognize the Blessed Trinity as three divine persons in one God: God the Father, God the Son; and God the Holy Spirit</p> <ul style="list-style-type: none"> • Know the Trinity is the Central Mystery of our faith <ul style="list-style-type: none"> ◦ Know the Trinity is a community consisting of God the father, God the Son, God the Holy Spirit <ul style="list-style-type: none"> ▪ Review the Mystery of the Trinity, One God in three Person <ul style="list-style-type: none"> a. Father – Creator <ul style="list-style-type: none"> • God the father is Creator of Heaven and Earth, all things visible and invisible • God creates freely and out of love • God keeps all things in existence and directs them to their own purpose with infinite wisdom, goodness, and justice • God always loves us and is always faithful to us • God is Heaven, on earth, and in all places; God is all-present • God has always existed, still exists, and will always exist - God is eternal and infinite 	<p>Who is Jesus? What role does the Trinity play in my life? What is God's kingdom?</p>	
	<p>Scripture</p>	
	<p>Gen 1:20-31 Mt 28:16-20 Mk 1:9-11 Lk 3:21, 22 Rom 8:26, 27 Acts 2</p>	
	<p>CCC</p>	
<p>198-242 234 243-267 296 432 436 512-686 682-747 737</p>		

- Identify some characteristics/ attributes of God
 - all-powerful, all-perfect, all-good, all-loving, all-knowing, all-merciful, unchanging, truth itself, goodness itself, beauty itself, eternal
- b. Son – Jesus Christ, became man and died for our sins
 - The name Jesus means Savior; he died to save us
 - Various names have been given to Jesus
 - The coming of Jesus and his earthly ministry prepared the coming of God's kingdom
- c. Holy Spirit- Sent by the Father and Son to help us become more like God
 - The Holy Spirit is the Paraclete promised by Jesus
 - The presence of the Holy Spirit was manifested (came upon the apostles) at Pentecost
 - The Holy Spirit is called upon during Eucharistic Pray to make the gifts and the people holy
- b. Understands the coming of Jesus and his earthly ministry prepared the coming of God's kingdom
- c. Recognize the historical significance of Pentecost
 - God the Holy Spirit descended upon the Church at Pentecost (50 days after Easter)
 - Recognize we celebrate the birthday of the Church at Pentecost

Vocabulary: Trinity, mystery, Pentecost



Standard 3.3: Scripture

The student will recognize Sacred Scripture as the Word of God.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Identify the author of Scripture b. Understand Jesus, in the New Testament, is the fulfillment of the covenants of the Old Testament c. Identify key Hebrew leaders d. Summarize the Parables relates to the Kingdom of God e. Write Scriptural citations by book, chapter, and verse</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Identify the author of Scripture</p> <ul style="list-style-type: none"> ● Identify Scripture and Tradition as was God revealed himself to us <ul style="list-style-type: none"> ○ Identify God is the author of Scripture which is expressed through inspired human authors (CCC 101; 106) <p>b. Understand Jesus, in the New Testament, is the fulfillment of the covenants of the Old Testament</p> <ul style="list-style-type: none"> ● Summarize the story of the Old Testament as the preparation for the Incarnation of the Son of God. ● The revelation of God's Son in the New Testament fulfills 	<p>Who wrote the Bible? What is the Kingdom of God? What is it like? Is there a difference between a covenant and a contract? Why? Why Jesus?</p>
	<p>Scripture</p> <p>Eph 1:7-10 Rom 1:19, 20</p>
	<p>CCC</p>

<p>the promises God made in the Old Testament</p> <ul style="list-style-type: none"> ● Understand what is a “covenant” <ul style="list-style-type: none"> ○ Define “covenant” <ul style="list-style-type: none"> ■ A solemn promise, fortified by an oath, concerning future action <p>c. Identify key Hebrew leaders</p> <ul style="list-style-type: none"> ● Identify key Hebrew leaders in the Old Testament and their covenant relationships <ul style="list-style-type: none"> ○ Noah ○ Abraham ○ Moses ○ David <p>d. Summarize the Parables relates to the Kingdom of God</p> <ul style="list-style-type: none"> ● Identify, discuss, and summarize the Parables relates to the Kingdom of God: <ul style="list-style-type: none"> ○ Mustard Seed (Mark 4:30-32) ○ Pearl of Great Price (Matthew 13: 45-46), ○ Hidden Treasure (Matthew 13:44), ○ Growing Seed (Mark 4:26-29), ○ Leaven Bread (Matthew 13:33) <p>e. Write Scriptural citations by book, chapter, and verse</p> <ul style="list-style-type: none"> ● Write Scriptural citations by book [Jn], chapter [3], and verse [16] Jn 3:16 <p>Vocabulary: covenant</p>	<p>80 84 104-05 109</p>
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Standard 3.4: Church History

The student will understand the Church is the Body of Christ throughout the world guided by the Holy Spirit.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Construct a deepened understanding of "Church", including evangelization as the mission of the Church b. Identify the hierarchy (Holy Orders) of the Church c. Identify principal Marian doctrines d. Refine the definition of "saint" e. Investigate key saints who brought devotions and introduced practices to the Church</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Construct a deepened understanding of "Church"</p> <ul style="list-style-type: none"> ● "Church" is defined as the Body of Christ and the temple of the Holy Spirit has Christ as its head ● Understand the birth and growth of the Church <ul style="list-style-type: none"> ○ Pentecost - the person of the Holy Spirit coming upon the Apostles, giving the gifts and fruits necessary to fulfill the great commission - to go out and preach the Gospel to all nations ○ Established by Christ when he gave direction to the Apostle Peter as the head of the church ● Understand the composition of the Church today: family, parish, diocese, universal church, communion of saints <ul style="list-style-type: none"> ○ Recognize the parish as the basic unit of Church ○ Recognize how, as Church, each of us is the light of the world <ul style="list-style-type: none"> ▪ Articulate attitudes needed to live in a community ▪ The Church continues Jesus' presence and work ● Understand the mission of the Church <ul style="list-style-type: none"> ○ State the Church's mission as given to her by Jesus Christ 	<p>What is Mary's role in salvation history? Where do I fit in the Church? How is the Church handed on to future generations? What is Sacred Tradition?</p>
	<p>Scripture</p>
	<p>CCC</p>

- Identify attitudes that help to better understand the mission of the Church
- Articulate ways to live out this mission in our own lives
- Discuss how one's choices demonstrate how to live the mission of the Church
- Review God's plan of salvation
 - Define "Salvation History" as God's plan to save mankind from sin and lift the human family to the glory of Heaven
 - Recall Creation
 - God's goodness, wisdom, power, and beauty can be seen in His creation
 - Angels are created pure spirits
 - Fallen angels are demons who tempt us to sin
 - We can know from reason and the natural world that God exists
 - Creation alone cannot teach us all that we need to know about God, so God chose to reveal Himself through His mighty deeds, prophets, and perfectly through Jesus
 - Recall Original Sin of Adam and Eve
 - Recall the Incarnation
- b. Identify the hierarchy (Holy Orders) of the Church
 - Understand the role of Peter and his successors (the bishops) as the head of the Church on earth
 - Connect Peter and his successors to the current hierarchy of the Church
 - The Apostles and their successors (the bishops), to whom Christ gave his authority, form the hierarchy of the Church
 - The Church hierarchy (three degrees of holy orders):
 - Deacon
 - Priest
 - Bishop
 - Differentiate what sacraments each office can confer

<ul style="list-style-type: none">○ Deacon - Baptism, Marriage○ Priest - Baptism, Reconciliation, Eucharist, Marriage, Anointing of the Sick○ Bishop - Baptism, Reconciliation, Eucharist, Confirmation, Holy Orders, Marriage, and the Anointing of the Sickc. Identify principal Marian doctrines<ul style="list-style-type: none">● Identify principal Marian doctrines<ul style="list-style-type: none">○ Know titles of Mary: Mother of God, Mother of Church, Mary as model for all believers, the Immaculate Conception, Our Lady of Guadalupe○ Know the solemnity and feast days in honor of Our Lady○ Know key Marian principles, including:<ul style="list-style-type: none">▪ Mary's role in God's plan and the principal doctrines which flow from it:▪ Immaculate Conception▪ Mother of God▪ the Assumption▪ Mary is the Immaculate Conception.○ Know Mary appeared (apparitions) to people throughout the world, including:<ul style="list-style-type: none">▪ Our Lady of Guadalupe (Mexico)▪ Our Lady of the Miraculous Medal (France)▪ Our Lady of La Salette (France)▪ Our Lady of Lourdes (France)▪ Our Lady of Knock (Ireland)▪ Our Lady of Fatima (Portugal)○ Identify and explain the important events in the life of Mary particularly through the lens of the Mysteries of the Rosary, including:<ul style="list-style-type: none">▪ the Annunciation▪ Visitation▪ Nativity▪ Finding of Jesus in the temple▪ Wedding Feast at Cana▪ Meeting Jesus on the way to the cross	
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- Know the Rosary is a prayer to God the Father through the intercession of Our Lady
- Know the titles of the Mysteries of the Rosary
- d. Refine the definition of "saint"
 - Define a "saint" as "the 'holy one' who leads a life in union with God through the grace of Christ and receives the reward of eternal life" (CCC 823).
 - Identify Saints as examples of God's friends and are people who loved and followed Jesus and are now in Heaven with him
 - Recognize belonging to the Communion of Saints
- e. Investigate key saints who brought devotions and introduced practices to the Church
 - Know the days to honor saints are ranked/celebrated in different degrees: solemnity, feast, memorial
 - Read about and identify saints who brought devotions and introduced practices to the Church:
 - Saint Margaret Mary and devotion to the Sacred Heart;
 - St. Josemaria Escriva and Opus Dei
 - St. Faustina and the Chaplet of Divine Mercy
 - Know the feast day of the parish saint

Vocabulary: evangelization, mission



Standard 3.5: Liturgy

The student will understand their participation in the liturgy and the liturgical seasons.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Identify sacred vessels, linens, and vestments used for the Mass b. Recognize liturgy as the public worship of the Church c. Recognize and explain the parts of the Mass d. Recite the appropriate responses while participating in the Mass e. Understands Jesus is truly present in the Eucharist that is kept in the Tabernacle f. Participate in and celebrate seasonal liturgical celebrations g. Model reverent and appropriate participation in Church liturgies, especially the Holy Sacrifice of the Mass</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to a. Identify sacred vessels, linens, and vestments used for the Mass</p> <ul style="list-style-type: none"> ● Vessels <ul style="list-style-type: none"> ○ Paten ○ Chalice ○ Ciborium ○ Monstrance ○ Luna/Lunette ○ Pyx ○ Thurible ○ Incense Boat ● Linens <ul style="list-style-type: none"> ○ Pall ○ Purificator ○ Corporal ● Vestments <ul style="list-style-type: none"> ○ Alb ○ Cincture ○ Stole ○ Chasuble 	<p>Why are there different liturgical seasons? What is unique about the Catholic Mass? Who is present at Mass?</p>
	<p>Scripture</p>
	<p>CCC</p>

<ul style="list-style-type: none"><ul style="list-style-type: none">o Roman collaro Dalmaticb. Recognize liturgy as the public worship of the Churchc. Recognize and explain the parts of the Mass<ul style="list-style-type: none">● Grow in love and understanding of the Mass● Understand the obligation to attend Mass on Sundays and Holy Days of Obligation● Know and understand the composition (basic structure) of the Liturgy (Mass)<ul style="list-style-type: none">o Introductory Riteso Liturgy of the Wordo Liturgy of the Eucharisto Concluding Ritesd. Recite the appropriate responses while participating in the Mass<ul style="list-style-type: none">● Participate more fully in the Mass● Know and partake in appropriate gestures during Mass● Know and articulate responses during Mass● Know the roles of those present at the Masse. Understands Jesus is truly present in the Eucharist that is kept in the Tabernaclef. Participate in and celebrate seasonal liturgical celebrations<ul style="list-style-type: none">● Recognize the Holy Days of Obligation in the United States● Know liturgical colors:<ul style="list-style-type: none">o White - Used during celebrations of Christmas, Easter, All Saints' Day, and marriage ceremonies; the color represents innocence, purity, joy, triumph, and glory. White is the color of the pope's non-liturgical dress. Gold sometimes replaces white.o Red - Typically worn on Palm Sunday, Good Friday, Pentecost, feast days of the martyrs, and when the Sacrament of Confirmation is performed, the color represents passion, blood, fire, God's love, and Jesus' sufferingo Green - Worn on all Sundays of Ordinary Time, the color green represents the Holy Spirit, life, eternity, and hope.	
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<ul style="list-style-type: none">o Violet or Purple - Worn on Sundays of Advent and Lent and whenever the priest performs the Sacrament of Reconciliation and the Anointing of the Sick.o Black - Worn at all Requiem Masses and at the All-Souls Day Liturgy; this color is traditionally used at funerals, although some priests prefer to wear white.o Rose - Worn on Gaudete (Advent) and Laetare (Lent) Sundays to symbolize joy. <p>g. Model reverent and appropriate participation in Church liturgies, especially the Holy Sacrifice of the Mass</p> <ul style="list-style-type: none">• Develop an appreciation of entering more deeply into the Paschal Mystery through participation in the liturgical year <p>Vocabulary: liturgy, vessels, vestments</p>	
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Standard 3.6: Sacraments

The student will understand the sacraments are signs given to us by Jesus which gives us grace.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Recognize the importance of attending the Sacrament of Reconciliation during the penitential seasons b. Review a sacrament is an effective sign given to us by Jesus which gives us grace c. Review the seven sacraments and identify them as signs of initiation, healing, and service d. Discuss sacramentals as sacred signs that lead us to the Triune God and identify examples of sacramentals</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Recognize the importance of attending the Sacrament of Reconciliation during the penitential seasons</p> <p>b. Review a sacrament is an effective sign given to us by Jesus which gives us grace</p> <ul style="list-style-type: none"> ● Grace is a supernatural gift from God to make us holy and unites us with Him now and forever ● A Sacrament is made up of two parts: the matter (the physical sign) and the form (the verbal sign or words) ● The minister is the person who celebrates the Sacrament ● Each sacrament gives and strengthens the life of grace within us <ul style="list-style-type: none"> ○ Each sacrament has its own special graces - its effects <p>c. Review the seven sacraments and identify them as signs of initiation, healing, and service</p> <ul style="list-style-type: none"> ● Review <ul style="list-style-type: none"> ○ Sacraments of Christian Initiation: Baptism, Confirmation, Eucharist ○ Sacraments of Healing: Reconciliation, Anointing of the Sick 	<p>What is a sacrament? What is a covenant? What is forgiveness? How do we show forgiveness? Why do we do penance?</p>
	<p>Scripture</p>
	<p>CCC</p>
	<p>1131</p>

<ul style="list-style-type: none">○ Sacraments at the Service of Communion: Holy Orders, Matrimony● Know and articulate the effects, symbols, ordinary minister, how the sacraments are celebrated and responsibilities flowing from receiving the Sacraments <p>d. Discusses sacramentals as sacred signs that lead us to the Triune God and identify examples of sacramentals</p> <ul style="list-style-type: none">● Know the sacramentals used in celebration of the Sacraments● Examples include: holy water, Crucifixes, statues and images of the Blessed Mother and/or the Saints, etc. <p>Vocabulary: penitential, grace, initiation</p>	
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Standard 3.7A: Morality

The student will understand God has given us free will to make choices.

Benchmarks		
Key knowledge and skills we want students to know and be able to do		
<ul style="list-style-type: none"> a. Examine the need to reconcile relationships between God and others. b. Define sin. c. Identify guides to develop an informed conscience. d. Engage in an examination of conscience. 		
Essential Knowledge	Essential Questions	
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas	
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. Examine the need to reconcile relationships between God and others. <ul style="list-style-type: none"> ● Understand we reconcile our actions through apologies through saying and showing contrition ● As Catholics we seek to reconcile with God for our sin through the Sacrament of Reconciliation ● Expand understanding of forgiveness and healing ● Participate in the Sacrament of Penance/Reconciliation b. Define sin. <ul style="list-style-type: none"> ● Categorize sin as a deliberate word, omission, thought, action, or desire that is against God's commands ● Explain sin is a choice ● <u>Original Sin</u>: the first sin of Adam and Eve which affects every human person ● <u>Conscience</u>: an interior voice which guides the human heart to follow God's Law c. Identify guides to develop an informed conscience. <ul style="list-style-type: none"> ● Recognize the need to act responsibility ● Understand how to form one's conscience <ul style="list-style-type: none"> ○ Recognize the following as guides to developing an informed conscience: <ul style="list-style-type: none"> ▪ Ten Commandments 	<p>How does God teach us to love? What turns us away from God's love? What turns us towards God's love? How can we show God we love Him? What has God given us to help us follow Him?</p>	
		Scripture
		CCC

<ul style="list-style-type: none">▪ Beatitudes▪ Sacred Scripture, and teachings of the Church▪ Theological Virtues (Faith, Hope, and Love)▪ Cardinal/Moral Virtues (Prudence, Justice, Temperance, Fortitude)▪ Precepts of the Church <p>d. Engage in an examination of conscience.</p> <ul style="list-style-type: none">● Develop a deeper understanding of the Ten Commandments<ul style="list-style-type: none">○ Know the Scripture story of God and Moses○ Recognize the Ten Commandments as given by God to Moses as a covenant with God's people○ Understand the first three commandments express our fundamental duties to God○ Understand the last seven commandments express our fundamental duties to neighbor○ Understand the Great Commandment of Love as given by Jesus○ Realize the Great Commandment is a summary of the Ten Commandments○ Demonstrate an understanding that the Ten Commandments serves as a guide to living as disciples of Jesus● Read and discuss the Beatitudes● Read and discuss the Works of Mercy<ul style="list-style-type: none">○ Give examples of how to work for justice and peace● Develop a deeper understanding of the Precepts of the Church<ul style="list-style-type: none">○ Recognize the Precepts of the Church as Laws of Church○ Recognize how the Precepts help us grow in love of others○ Identify how the Precepts guide community● Understand the Theological Virtues of Faith, Hope, and Love are given at Baptism	
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<p>Vocabulary: Sin, Beatitudes, Theological Virtues, Moral Virtues, Original Sin, Venial Sin, Mortal Sin, Conscience, Precept</p>	
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Standard 3.7B: Morality

The student will recognize the gift of family life and human sexuality.

Benchmarks

Key knowledge and skills we want students to know and be able to do

Empowering God's Children

K-5 Introductory Video

Lesson 1 – Physical Boundaries: Safe and Unsafe Touching Rules

Lesson 2 – Safe Adults, Safe Touches, and Special Safe Adults Recognize the importance of being a committed, responsible member of a family

- a. Show kindness not selfishness or cruelty to others
- b. Reinforce everyone is unique and special and should be treated with love and respect
- c. Identify the qualities of a good friend
- d. Practice ways of including everyone in group activities
- e. Practice anti-bullying behavior
- f. Demonstrate appropriate ways to show affection for immediate family members, extended family members, and friends
- g. Recognize feelings and emotions affect behavior
- h. Learn and respect one's own health and safety



Standard 3.8: Theology of the Body

The student will establish a vision of the human person according to God’s loving design.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Give examples of man's unique relationship with God as set apart from the rest of creation: naming the animals, cultivating the earth, and choosing between good and evil. (TOB 5:4, 6; CCC 343, 356, 373, 378)"</p> <p>b. Contrast how God can enable people to view the world and others as gifts with how some people view the world and others as a threat, eliciting a response of selfishness and manipulation. (cf. TOB 15:1, 46:6; CCC 2514, 2517-2519, 2524, 2531)</p> <p>c. Relate how the body reveals the person. (TOB 14:4; CCC 364-366, 371)</p> <p>d. Relate man's relationship with God in original solitude to the restoration of man's relationship with God through baptism. (cf. TOB 91:5, 92:2, 96:2-5; CCC 374, 1265, 1272-1273)</p> <p>e. Relate being connected to Jesus the True Vine (Jn 15:4-5) to manifesting the fruits of the Spirit (Gal 5:22-23). (cf. TOB 51; CCC 736, 1831-1832, 2074)</p> <p>f. Recognize in heaven there will be a profound unity and harmony between the soul and the body. (TOB 66:5-6; CCC 996-997)</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>Follow with fidelity the adopted TOB curriculum</p>	



Standard 3.9: Catholic Social Teachings

The student will understand the Christian mission to care for all of God’s creation.

Benchmarks		
Key knowledge and skills we want students to know and be able to do		
<ul style="list-style-type: none"> a. Identify ways to demonstrate concern for the hungry, the poor, immigrants, those treated unjustly, victims of violence, the unborn, the elderly, and less abled. b. Explain ways of being stewards who gratefully share gifts of time, talent and treasure. c. Understand the meaning of human dignity which respects human life from conception to natural death. d. Identify actions or behaviors that violate or jeopardize human dignity. e. Participate in school, church and community service projects. 		
Essential Knowledge	Essential Questions	
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas	
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. Identify ways to demonstrate concern for the hungry, the poor, immigrants, those treated unjustly, victims of violence, the unborn, the elderly, and less abled. <ul style="list-style-type: none"> ● Identify some causes for poverty b. Explain ways of being stewards who gratefully share gifts of time, talent and treasure. <ul style="list-style-type: none"> ● Identify different types of work in a community <ul style="list-style-type: none"> ○ Know all work deserves respect ● Identify ways in which we can help others ● Appreciate creation as a gift from God <ul style="list-style-type: none"> ○ Encourage choices showing respect for all creation ○ Recognize responsibility to care for the gift of creation <ul style="list-style-type: none"> ■ Practice care of personal belongings, classroom, school building, and parish grounds c. Understand the meaning of human dignity which respects human life from conception to natural death. 	<p>How can we care for others? How can we support the dignity of others?</p>	
	Scripture	
	CCC	

<ul style="list-style-type: none">● Identify actions or behaviors that violate or jeopardize human dignity.<ul style="list-style-type: none">○ Begin to appreciate responsibility and to act responsibly● Recognize individuals have rights● Recognize groups have rights <p>d. Participate in school, church and community service projects.</p> <p>Vocabulary: steward, stewardship, dignity</p>	
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Standard 3.10: Prayer

The student understands the types of prayer and prayer is a relationship between God and man.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<ul style="list-style-type: none"> a. Define prayer as "the raising of one's mind and heart to God or the requesting of good things from God." (CCC 2559) b. Pray formally and spontaneously as an integral part of the day c. Understand aspirations (or ejaculations) as short prayers that come spontaneously from the heart (i.e. Come, Holy Spirit) d. Define types of prayer as blessing, adoration, petition, intercession, thanksgiving, and praise. e. Recognize psalms as prayer f. Learn by heart and recite rosary prayers including Apostles Creed, Hail Holy Queen, and Fatima Prayer. g. Learn by heart the mysteries of the rosary h. Become familiar with acts of faith, hope, and love i. Discuss and participate in Eucharistic Adoration. j. Reflect on the Sunday Gospels k. Participate in a retreat experience 		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> a. Define prayer <ul style="list-style-type: none"> • Prayer is "the raising of one's mind and heart to God or the requesting of good things from God." (CCC 2559) b. Pray formally and spontaneously as an integral part of the day <ul style="list-style-type: none"> • Realize the need for prayer daily • Pray as a family (domestic church) c. Understand aspirations <ul style="list-style-type: none"> • These are short prayers that come spontaneously from the heart (i.e. Come, Holy Spirit) d. Define types of prayer <ul style="list-style-type: none"> • Prayers can be blessing, adoration, petition, intercession, thanksgiving, and praise • Differentiate between private and communal prayer e. Recognize psalms as prayer f. Learn by heart and recite rosary prayers 	<p>What does it mean to "pray?" Why do we participate in Eucharistic Adoration? What does it mean to adore something?</p>	
	<p>Scripture</p>	
	<p>CCC</p>	

- Recognize the Rosary as a prayer to Our Lady
 - Know how to pray the Rosary
 - Learn by heart and recite prayers of the Rosary, including the Apostles Creed, Hail Holy Queen, and Fatima Prayer
 - Review 2nd grade prayers
- g. Learn by heart the mysteries of the rosary
 - h. Become familiar with acts of faith, hope, and love
 - i. Discuss and participate in Eucharistic Adoration
 - j. Reflect on the Sunday Gospels
 - k. Participate in a retreat experience to deepening our relationship with Christ through wonder and awe of God.

Vocabulary: prayer, adoration, Psalms

4th Grade

The student will:



Profession of Faith

- Creed:**
 - Understand our Catholic beliefs are succinctly expressed in creeds.
- Trinity:**
 - Understand the Trinity as a mystery of faith.
- Scripture:**
 - Recognize Sacred Scripture as the Word of God.
- Church History:**
 - Understand the Church is the Body of Christ throughout the world guided by the Holy Spirit.



Celebration of Christian Mystery

- Liturgy:**
 - Understand their participation in the liturgy and the liturgical seasons.
- Sacraments:**
 - Understand the sacraments are signs given to us by Jesus which gives us grace.



Life in Christ

- Morality:**
 - Understand moral law.
 - Understand the gifts God has given us to help us choose the good.
 - Recognize the gift of family life and human sexuality.
- Theology of the Body:**
 - Establish a vision of the human person according to God's loving design.
- Social Justice:**
 - Understand the Christian mission to care for all of God's creation.



Christian Prayer

- Prayer:**
 - Understand the types of prayer and prayer is a relationship between God and man.



Standard 4.1: Creed

The student will understand our Catholic beliefs are succinctly expressed in creeds.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Analyze “creeds” as statements of belief. b. Identify the principal doctrines of the Church summarized the Nicene and Apostles’ Creed. c. Connect basic beliefs of Catholics using the Creeds. d. Define “evangelization.”</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Analyze “creeds” as statements of belief.</p> <ul style="list-style-type: none"> ● Recognize the Creeds as statements of beliefs ● Recognize the Nicene Creed as our Profession of Faith <p>b. Identify the principal doctrines of the Church summarized the Nicene and Apostles’ Creed.</p> <ul style="list-style-type: none"> ● Principal doctrines of the Church summarized in the Creeds include: <ul style="list-style-type: none"> ○ God as Trinity, ○ role of Mary as the Immaculate Conception, ○ the Paschal Mystery, ○ the Ascension, ○ Final Judgment, ○ the Four Marks of the Church; one, holy, catholic and apostolic. <p>c. Connect basic beliefs of Catholics using the Creeds.</p> <ul style="list-style-type: none"> ● The Creed is broken into three parts: <ul style="list-style-type: none"> ○ Creation, the Father ○ Redemption, the Son ○ Sanctification, the Spirit ● Who we are in relation to God <ul style="list-style-type: none"> ○ God as creator of all things out of love ○ Created man and woman in His own image and likeness so that they could respond with 	<p>What do Catholics believe? How can we share our beliefs with others?</p>	
	<p>Scripture</p>	
	<p>Mk 16:15-18</p>	
	<p>CCC</p>	
<p>1 4 5 14 25-26 54-65 72-73 148-49 186 187 218 234 261-265 288-89</p>		

<ul style="list-style-type: none"> <ul style="list-style-type: none"> love and freedom o Promised to send a Savior after death came into the world through sin ● Mary as chosen by God to be the Mother of the Savior <ul style="list-style-type: none"> o Mary said "yes" to God o She is our model of faith and obedience to God ● Jesus as God's only begotten Son, and God's greatest gift of love to us, to be our Savior <ul style="list-style-type: none"> o Jesus as the Way to the Father and to eternal happiness <p>d. Define "evangelization."</p> <ul style="list-style-type: none"> ● Understand the mission of the Church is evangelization ● Define evangelization - the proclamation of Christ and His Gospel by word and the testimony of life in fulfillment of Christ's command ● Realize we are called to proclaim the Good News of Jesus Christ by the way we live and act <p>Vocabulary: belief, creed, evangelization, catholic (universal), doctrine</p>	<p>293-94 355-58 385-412 416-19 420-29 456-61 484-89 494 508-11 561 705-06 762-63 768 771-78 848-49 857 888-92 905 1700-10 2002 2077 2674-79 2682</p>
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Standard 4.2: Trinity

The student will understand the Trinity as a mystery of faith.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p> <p>a. Discuss the Trinitarian relationship b. Investigate the Incarnation</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Discuss the Trinitarian relationship</p> <ul style="list-style-type: none"> ● Know the Trinity is the Central Mystery of our faith <ul style="list-style-type: none"> ○ It is the mystery of God himself ○ It is the source of all other mysteries of faith ● Connect each Person of the Trinity is separate and distinct while remaining fully one God <ul style="list-style-type: none"> ○ Review the persons and functions of the Trinity <ul style="list-style-type: none"> a. God the Father as Creator b. God the Son as Redeemer c. Holy Spirit as Sanctifier ● Discuss the trinitarian relationship as: <ul style="list-style-type: none"> ○ God the Father as the Lover, ○ God the Son as the Beloved, ○ God the Holy Spirit as the Love between the Father and the Son <p>b. Investigate the Incarnation</p> <ul style="list-style-type: none"> ● Understand the Incarnation as the mystery of God taking human form by becoming Jesus - Jesus is fully God and fully human ● The birth of Jesus fulfills the Old Testament prophecy that Christ would come to Earth as the Savior ● God sent Jesus to die on the cross as a sacrifice to make up for the sins of humanity ● Jesus' sacrifice offers reconciliation between God and humans and gives humans the possibility of eternal life in 	<p>What is the relationship between the persons of the Trinity? What role does the Trinity play in my life? How is Jesus different from me?</p>	
	<p>Scripture</p> <p>Mt 3:13-17 Jn 1:1</p>	
	<p>CCC</p> <p>232-256 456-463</p>	

Heaven after we die

Vocabulary: Incarnation, mystery, redeemer, sanctifier



Standard 4.3: Scripture

The student will recognize Sacred Scripture as the Word of God.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Investigate how Sacred Scripture is the Word of God b. Summarize the Scriptural stories that contain the covenants God established c. Analyze the signs, promises, and progression for each of the Covenants God established d. Analyze Scriptural passages that relates to Christ's fulfillment of the Covenants established in the Old Testament e. Investigate Shema f. Review citations for Scriptural passages, including their use g. Understand the organization of Old Testament books</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Investigate how Sacred Scripture is the Word of God</p> <ul style="list-style-type: none"> ● Sacred Scripture "contains the Word of God and, because they are inspired, they are truly the Word of God" (Dei Verbum 24). ● Realize God revealed himself out of love for his people <p>b. Summarize the Scriptural stories that contain the covenants God established</p> <ul style="list-style-type: none"> ● God's mediators in the Old Testament through which He established His covenant include: <ul style="list-style-type: none"> ○ Adam ○ Noah ○ Abraham ○ Moses ○ David ○ New Covenant ● Realize God revealed Himself and established His covenant out of love for His people. <p>c. Analyze the signs, promises, and progression for each of the Covenants God established</p>	<p>Who wrote the Bible? What is a covenant? How do God's commandments show God's love for us?</p>
	<p>Scripture</p>
	<p>CCC</p>

- The covenants progressively build upon one another, forming a complete redemptive storyline. God preserved the world through Noah, initiated redemption through Abraham, established the nation of Israel through Moses, promised an eternal shepherd-king through David, and then fulfilled all of his covenants through Jesus. With each covenant, God's promises and plans to save the world through the seed of the woman become clearer and clearer until we finally see that redemption can only come through King Jesus.
- d. Analyze Scriptural passages that relate to Christ's fulfillment of the Covenants established in the Old Testament
- Jesus, as the New Covenant, is the Fulfillment of the Old Covenant
 - Know Jesus Christ reveals the meaning of New Covenant and fulfills God's promises
 - Identify Scriptural passages that relate to Christ's fulfillment of the Covenants established in the Old Testament, for example the Ten Commandments fulfilled by the Beatitudes.
 - Know the names of the four evangelists who wrote the gospels
- e. Investigate Shema
- Identify and recite the Shema as the central commandment of the Jewish Law (See "Shema" in the Appendices)
- f. Review citations for Scriptural passages, including their use
- Locate scripture chapters and verses appropriately
 - Record proper scriptural citations.
- g. Understand the organization of Old Testament books
- Pentateuch - Law
 - History
 - Wisdom
 - Major Prophets
 - Minor Prophets
 - Learn by heart the titles of the 46 books of the Old Testament

Vocabulary: covenant, evangelist, prophet



Standard 4.4: Church History

The student will understand the Church is the Body of Christ throughout the world guided by the Holy Spirit.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<ul style="list-style-type: none"> a. Construct a deepened understanding of "Church" b. Review the hierarchy of the Church c. Review the principal Marian doctrine d. Recognize the steps to the canonization process e. Analyze the lives of key Saints and how they live out Church teaching 		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. Construct a deepened understanding of "Church" <ul style="list-style-type: none"> ● "Church" is defined as the connection that "what the soul is to the human body, the Holy Spirit is to the Church" and by being connected to Christ, one remains connected to the Body of Christ, the Church ● Understand the role of the Church is a guide for the formation of one's conscience throughout life b. Review the hierarchy of the Church <ul style="list-style-type: none"> ● Understand the role of Peter as the first Pope and his successors as the head of the Church on earth ● Understand the hierarchy of the Church is the Apostles and their successors, the bishops, to whom Christ gave his authority ● The Church Hierarchy (three levels of Holy Orders) <ul style="list-style-type: none"> ○ Deacon ○ Priest ○ Bishop ● Differentiate what sacraments each office can confer <ul style="list-style-type: none"> ○ Deacon - Baptism, Marriage ○ Priest - Baptism, Reconciliation, Eucharist, Marriage, Anointing of the Sick 	<p>How is the Holy Spirit present in the Church? Where do we see the works of mercy in our world? What is your role in the Church?</p>	
	<p>Scripture</p>	
	<p>Lk 1:26-38; 1:39-56</p>	
	<p>CCC</p>	
<p>273 797 2030</p>		

- Bishop - Baptism, Reconciliation, Eucharist, Confirmation, Holy Orders, Marriage, and the Anointing of the Sick
- c. Review the principal Marian doctrine
 - Mary's role in God's plan and the principal doctrines which flow from it:
 - The Immaculate Conception – Born without Original Sin
 - The Annunciation – The angel Gabriel proclaimed to Mary that she was to become the Mother of Jesus
 - The Assumption – Mary was assumed into Heaven body and soul
 - Review the solemnity and feast days in honor of Mary
 - Review various titles of Mary; ex. The Immaculate Conception, Mother of God, Our Lady of Guadalupe, Blessed Virgin Mary, Queen of Heaven, Our Lady of Good Counsel, etc.
- d. Recognize the steps to the canonization process
 - Servant of God,
 - Venerable
 - Blessed
 - Saint
- e. Analyze the lives of key Saints and how they live out Church teaching
 - The Beatitudes
 - Assess the impact of the Beatitudes on the lives of key Saints
 - Works of Mercy
 - Cite evidence of the works of mercy in the ministries of the Church
 - Virtues
 - Include examples of how the theological and cardinal virtues were lived out in the lives of the Saints

Vocabulary: Beatitudes, canonization, theological virtues, cardinal virtues.



Standard 4.5: Liturgy

The student will understand their participation in the liturgy and the liturgical seasons.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Discuss how ancient Jewish sacrifices were practiced (i.e. the slaying of the lamb) b. Understand the heart of worship is sacrifice c. Celebrate the liturgical year (Advent, Christmas, Ordinary Time, Lent, Easter season) and recognize the Holy Days of Obligation liturgies d. Demonstrate reverent behaviors and postures in liturgical situations including genuflecting, bowing, kneeling, processions, and fully and actively participating. e. Match the color of the vestments with liturgical seasons and special celebrations</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Discuss how ancient Jewish sacrifices were practiced (i.e. the slaying of the lamb) b. Understand the heart of worship is sacrifice</p> <ul style="list-style-type: none"> • Recognize liturgy as the public worship of the Church • Recognize and explain the parts of the Mass <ul style="list-style-type: none"> ○ Grow in love and understanding of the Mass ○ Understand the obligation to attend Mass on Sundays and Holy Days of Obligation ○ Know and understand the composition (basic structure) of the Liturgy (Mass) ○ Participate more fully in the Mass ○ Know and partake in appropriate gestures during Mass ○ Know and articulate responses during Mass ○ Know the roles of those present at the Mass 	<p>Why do people practice customs? Why do we sacrifice?</p>
	<p>Scripture</p>
	<p>CCC</p>

- Recite the appropriate responses while participating in the Mass
- Understands Jesus is truly present in the Eucharist that is kept in the Tabernacle
- c. Celebrate the liturgical year (Advent, Christmas, Ordinary Time, Lent, Easter season) and identify the Holy Days of Obligation
 - Recognize the Holy Days of Obligation in the United States (see appendix)
- d. Demonstrate reverent behaviors and postures in liturgical situations
 - Behaviors include: genuflecting, bowing, kneeling, processions, and fully and actively participating
- e. Match the color of the vestments with liturgical seasons and special celebrations
 - Liturgical colors:
 - White - Used during celebrations of Christmas, Easter, All Saints' Day, and marriage ceremonies. White is the color of the pope's non-liturgical dress. gold sometimes replaces white.
 - Red - Typically worn on Palm Sunday, Good Friday, Pentecost, feast days of martyrs, and when the Sacrament of Confirmation is performed.
 - Green - Worn on all Sundays of Ordinary Time.
 - Violet or Purple - Worn on Sundays of Advent and Lent and whenever the priest performs the Sacrament of Reconciliation and the Anointing of the Sick.
 - Black – Traditionally worn at Requiem Masses and All Souls' Day.
 - Rose - Worn on Gaudete (Advent) and Laetare (Lent) Sundays and represent joy.
- f. Model reverent and appropriate participation in Church liturgies, especially the Holy Sacrifice of the Mass
 - Develop an appreciation of entering more deeply into the Paschal Mystery through participation in the liturgical year

Vocabulary: Paschal Mystery



Standard 4.6: Sacraments

The student will understand the sacraments are signs given to us by Jesus which gives us grace.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<ul style="list-style-type: none"> a. List the seven Sacraments b. Identify and explain the Eucharist c. Identify the signs and symbols of the Sacraments of Healing d. Articulate the necessity of receiving the Sacrament of Reconciliation at least once a year e. Identify passages of the Old Testament that are typologies of the Seven Sacraments f. Discuss how the saints were aided by the Sacraments to surrender their will to God and were opened to live out their calling g. Review what a sacramental is and distinguishes it from a sacrament (sacramentals prepare us to receive the grace that Sacraments give us) (CCC 1668-1670) 	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. List the seven Sacraments b. Identify and explain the Eucharist <ul style="list-style-type: none"> ● the "source and summit of the Christian life" ● the highest form of liturgical worship (CCC 1324) c. Identify the signs and symbols of the Sacraments of Healing (Reconciliation and Anointing of the Sick) <ul style="list-style-type: none"> ● Reconciliation <ul style="list-style-type: none"> ○ The five symbols of Reconciliation are keys, a stole, a raised hand, the cross and a scourging whip. Reconciliation includes a priest, the sign of the cross, and the words of absolution to signify sins have been forgiven. ● Anointing of the Sick <ul style="list-style-type: none"> ○ Oil is to signify an interior action has taken place. Other symbols are, sign of the cross, laying on of hands, and words. 	<p>Why are the Sacraments important? How do the Sacraments deepen our relationship with God?</p>
	<p>Scripture</p>
	<p>CCC</p> <p>1131</p>

<p>d. Articulate the necessity of receiving the Sacrament of Reconciliation at least once a year</p> <p>e. Identify passages of the Old Testament that are typologies of the Seven Sacraments such as...</p> <ul style="list-style-type: none">● the Great flood is a typology of the Sacrament of Baptism● the sacrifice of the Passover lamb foreshadows the Eucharist <p>f. Discuss how the saints were aided by the Sacraments to surrender their will to God and were opened to live out their calling</p> <p>g. Review what a sacramental is and distinguishes it from a sacrament</p> <ul style="list-style-type: none">● Sacramentals prepare us to receive the grace that Sacraments give us (CCC 1668-1670)● Review the meaning of sacramentals<ul style="list-style-type: none">○ Holy gestures or objects used in connection with Sacraments● Incorporate sacramentals into daily life <p>Vocabulary: typology</p>	
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Standard 4.7A: Morality
The student will understand moral law.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Explain how the Ten Commandments, Beatitudes, Sacred Scripture and teachings of the Church are guides to develop an informed conscience.</p> <p>b. Define the Ten Commandments as God's Law for moral decision making, expressing love for God and neighbor, and the manner in which we attain eternal life.</p> <p>c. Recite from heart the Ten Commandments.</p> <p>d. Understand actual sin is divided into mortal and venial sin and identify the three conditions of mortal sin.</p> <p>e. Understand both mortal and venial sin can be committed through words, omission, thoughts, actions, and desires.</p> <p>f. Understand and differentiate between the doctrines on Heaven, Hell, and Purgatory.</p> <p>g. Define virtue.</p> <p>h. Define the theological virtues.</p> <p>i. Define the cardinal virtues.</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Explain how the Ten Commandments, Beatitudes, Sacred Scripture and teachings of the Church are guides to develop an informed conscience.</p> <ul style="list-style-type: none"> ● Know conscience enables one to assume responsibility for choices ● Know how to examine one's conscience using the Ten Commandments, Beatitudes, and Works of Mercy ● Explain how the Ten Commandments, Beatitudes, Sacred Scripture and teachings of the Church are guides to develop an informed conscience <ul style="list-style-type: none"> ○ Ten Commandments (see below) ○ The Beatitudes 	<p>How does God teach us to love? What turns us away from God's love? What turns us towards God's love? How can we show God we love Him? What has God given us to help us follow Him?</p>
	<p>Scripture</p>
	<p>CCC</p>

<ul style="list-style-type: none">▪ Recognize the Beatitudes as the way of life modeled by Jesus guiding us on the way to happiness▪ Know and understand the Beatitudes are the heart of Jesus' preaching and express the vocation of the faithful▪ Describe how to practice the Beatitudes in life▪ Recite from heart the eight Beatitudes○ Precepts of the Church<ul style="list-style-type: none">▪ Recognize Precepts as Laws of the Church▪ Recognize how Precepts help one grow in love of others▪ Articulate examples of how to practice Precepts in daily lifeb. Define the Ten Commandments as God's Law for moral decision making, expressing love for God and neighbor, and the manner in which we attain eternal life.<ul style="list-style-type: none">● Ten Commandments<ul style="list-style-type: none">○ Know and understand the Ten Commandments are the Word of God○ Know commandments show the covenant with God and duties to neighbor○ Define the Ten Commandments as God's Law for moral decision making, expressing love for God and neighbor, and the manner in which we attain eternal life○ Know the full meaning of the commandments is revealed in Jesus in the New Covenantc. Recite from heart the Ten Commandments.d. Understand actual sin is divided into mortal and venial sin and identify the three conditions of mortal sin.<ul style="list-style-type: none">● Know and understand original sin and its effects● "For a sin to be mortal, three conditions must together be met: 'Mortal sin is sin whose object is grave matter and which is also committed with full knowledge and deliberate consent.'" (CCC 1857)	
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- e. Understand both mortal and venial sin can be committed through words, omission, thoughts, actions, and desires.
- f. Understand and differentiate between the doctrines on Heaven, Hell, and Purgatory.
- g. Define virtue.
 - Virtue: a firm and habitual disposition to do the good (a strong habit to do God's will)
 - Expand understanding of virtues
 - Define "virtues" as special graces given by God to the soul for the accomplishment of particular objectives. They inhere in the soul and are subject to strengthening or weakening
 - Recognize the Holy Spirit as a support for Virtue.
- h. Define the theological virtues.
 - Theological Virtues: Faith, Hope, and Love / Charity
 - Gifts from God given to us at Baptism
 - Recognize Theological Virtues as ways of living as disciples of Jesus
- i. Define the cardinal virtues.
 - Cardinal Virtues: Prudence, Justice, Temperance, and Fortitude (also known as "Moral Virtues")
 - Natural human virtues that are delivered through education and practice.
 - Recognize the Cardinal Virtues as ways of living the Christian life

Vocabulary: Conscience, Sin, Mortal Sin, Venial Sin, Virtue, Theological Virtues, Cardinal Virtues



Standard 4.7B: Morality

The student will understand the gifts God has given to help us choose the good.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Analyze the gift of Conscience. b. Connect intellect and will as the highest powers of soul that set the human person apart as the only creature who shares in the image and likeness of God. c. Understand grace is a participation in the very life of God Himself and it is freely and undeservedly given. d. Contrast sanctifying grace and actual grace.</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Analyze the gift of Conscience</p> <ul style="list-style-type: none"> ● Define conscience as the interior voice of a human being, within whose heart the inner law of God is inscribed, by which one can determine the moral quality of a human act ● Know conscience enables one to assume responsibility for choices ● Understand one must always form and follow one's conscience <ul style="list-style-type: none"> ○ Realize the formation of conscience is a life-long task, assisted by the Holy Spirit and guided by the Church ○ Apply the work of conscience in moral scenarios. ● Understand one role of the Church is a guide for the formation of one's conscience throughout life ● Know how to examine one's conscience using the Ten Commandments, Beatitudes, and Works of Mercy <ul style="list-style-type: none"> ○ Engage in a regular examination of conscience and when preparing for the Sacrament of Reconciliation. 	<p>How does God teach us to love? What turns us away from God's love? What turns us towards God's love? How can we show God we love Him? What has God given us to help us follow Him?</p>
	<p>Scripture</p>
	<p>CCC</p>

- Participate in the Sacrament of Reconciliation
- b. Connect intellect and will as the highest powers of soul that set the human person apart as the only creature who shares in the image and likeness of God.
 - Realize what it means to be made in God's image
 - Understand God gives human beings intellect and will
 - Integrate the intellect, will, and conscience for making moral choices that lead to good or evil.
 - Define intellect as the power of the soul that aims to know the truth while the will aims to choose the good
 - Realize the obligation of being made in God's image by taking care of their body as the "temple of the Holy Spirit"
- c. Understand grace is a participation in the very life of God Himself and it is freely and undeservedly given.
 - Know and understand grace and its effects
 - Understand God's forgiveness
- d. Contrast sanctifying grace and actual grace.
 - Sanctifying grace: necessary for salvation
 - Actual grace: prepares and / or leads to the reception of sanctifying grace

Vocabulary: Intellect, Will, Conscience, Sanctifying Grace, Actual Grace



Standard 4.7C: Morality

The student will recognize the gift of family life and human sexuality.

Benchmarks

Key knowledge and skills we want students to know and be able to do

Empowering God's Children

K-5 Introductory Video

Lesson 3 – Boundaries

Lesson 4 – Secrets, Surprises and Promises Discuss the unity of the persons of the Trinity as the basis for the communion of persons in the family

- a. Discuss the practice of love as a sacrificial gift to others in the family
- b. Define the family as the domestic church
- c. Discuss how/why the body is the temple of the Holy Spirit
- d. Use the creation story to illustrate the complementary nature of man and woman
- e. Compare and contrast respect and/or love for self, peers, family members, and others
- f. Discuss appropriate social interactions between friends
- g. Discuss friendship in the context of the Great Commandment
- h. Discuss the effect of excluding, ignoring, and manipulating others
- i. Demonstrate appropriate ways to show affection for classmates and peers
- j. Define modesty in relation to dress and behavior



Standard 4.8: Theology of the Body

Standard: The student will establish a vision of the human person according to God’s loving design.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Interpret the significance of Genesis 2:18: "It is not good for man to be alone. I will make a helper fit for him. (TOB 9:2; CCC 371-372) b. Compare Adam's joy at the creation of Eve to his response to the creation of the animals. (TOB 10:1; CCC 371) c. Extrapolate how man is created in God's image through the communion of persons. (TOB 9:3, 14:6; CCC 355-357) d. Connect how virtues (which have to do with man's inner life) are expressed through the body. (TOB 51:5-6, 53:4, 54:2-55:7; CCC 2516, 2520-2524) e. Recognize suffering is a result of the Fall and suffering can make it difficult for us to see the gifts of God. (cf. TOB 26:4-5, 27:1-2; CCC 385, 400, 402, 404-405) f. Relate how Christ nourishes communion through the gift of himself in the Eucharist. (TOB 99:1; CCC 1391, 1392) g. Demonstrate how through our work we make a gift of ourselves. (cf. TOB 6:4, 7:2; CCC 2427-2428)" h. Relate how work helps us fulfill a mission. (cf. TOB 6:4, 7:2; CCC 373, 2427-2428)" i. Discuss how at the Resurrection we will experience the most perfect communion with God and others. (TOB 68:1-4; CCC 1023-1025) j. Identify ways where God is, or was, present in their own life. (cf. TOB 65:5; CCC 356-357, 22ff) 	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
Follow with fidelity the adopted TOB curriculum	



Standard 4.9: Catholic Social Teachings

The student will understand the Christian mission to care for all of God’s creation.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Demonstrates what it means to show dignity for another person. b. Recognize violations of human dignity by examining the Ten Commandments. c. Demonstrate ways to apply the Spiritual and Corporal works of Mercy in the local community. d. Participate in school, church and community service projects.</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Demonstrates what it means to show dignity for another person.</p> <ul style="list-style-type: none"> ● Acknowledge the unique importance of each person <ul style="list-style-type: none"> ○ realize the obligation of benign made in God's image by taking care of self and others as "temples of the Holy Spirit" ● Articulate why we have a duty to treat others as we wish to be treated <ul style="list-style-type: none"> ○ Understand the one is responsible for caring for others ○ Give examples of people who suffer ● Distinguish between the poor and vulnerable <ul style="list-style-type: none"> ○ Become aware of the needs of the poor in local area ● Describe the importance of work and how it is a participation in God's life <ul style="list-style-type: none"> ○ Demonstrate an understanding of respect for all work and workers ○ Recognize the dignity of all work <p>b. Recognize violations of human dignity by examining the Ten Commandments.</p> <ul style="list-style-type: none"> ● Know and understand the Ten Commandments are the Word of God 	<p>What is dignity? How do we show dignity? What does it mean to work in mercy?</p>
	<p>Scripture</p>
	<p>CCC</p>

- Know the commandments show the covenant with God and duties to neighbor
- Know the full meaning of the commandments is revealed in Jesus in the New Covenant
- Recite the Ten Commandments and be able to rephrase in age-appropriate language
- c. Demonstrate ways to apply the Spiritual and Corporal works of Mercy in the local community.
 - Know, understand, and recite from heart the Corporal and Spiritual Works of Mercy
 - Spiritual Works of Mercy:
 - Admonish the sinner
 - Instruct the ignorant
 - Counsel the doubtful
 - Bear wrongs patiently
 - Forgive offenses willingly
 - Comfort the sorrowful
 - Pray for the living and the dead
 - Corporal Works of Mercy:
 - Feed the hungry
 - Give drink to the thirsty
 - Clothe the naked
 - Shelter the homeless
 - Visit the sick
 - Visit the imprisoned
 - Bury the dead
 - Describe how to practice the Corporal and Spiritual Works of Mercy
- d. Participate in school, church and community service projects.
 - Participate in Commonwealth Catholic Charities outreach

Vocabulary: Corporal and Spiritual Works of Mercy, vulnerable, admonish, human dignity



Standard 4.10: Prayer

The student understands the types of prayer and prayer is a relationship between God and man.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<ul style="list-style-type: none"> a. Recognize spontaneous prayer is a personal expression of one's heart calling to God through vocal, written, and silent prayer b. Discuss the Biblical origin and context of common prayers including the Our Father and Hail Mary c. Identify and describe the four types of prayer d. Learn by heart the Nicene Creed and Prayer to St. Michael e. Comprehend a litany is a form of intercessory prayer; pray a litany (i.e. St. Joseph) f. Recognize the necessity of daily personal prayer g. Discuss and participate in Eucharistic Adoration h. Reflect on the Sunday Gospels i. Participate in a retreat experience 	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. Recognize spontaneous prayer is a personal expression of one's heart <ul style="list-style-type: none"> • calling to God • vocal, written, and silent prayer b. Discuss the Biblical origin and context of common prayers <ul style="list-style-type: none"> • Know Abraham and Moses are models of prayer in the Old Testament • Know Jesus and Mary are models of prayer in the New Testament • Understand the Lord's Prayer, "Our Father," is a summary of the whole gospel c. Identify and describe the four types of prayer <ul style="list-style-type: none"> • four types of prayer: <ul style="list-style-type: none"> ○ adoration ○ contrition ○ thanksgiving ○ supplication 	<p>What does it mean to be spontaneous? From where do prayers come?</p>
	<p>Scripture</p>
	<p>CCC</p>

<ul style="list-style-type: none">● Understand how the Psalms incorporate prayers of adoration, contrition, thanksgiving, and supplicationd. Learn by heart the Nicene Creed and Prayer to St. Michael<ul style="list-style-type: none">● Lead a communal prayer service● Review 3rd grade prayerse. Comprehend a litany is a form of intercessory prayer; pray a litany (i.e. St. Joseph)<ul style="list-style-type: none">● Know and use aspirations with the common response of "pray for us"f. Recognize the necessity of daily personal prayerg. Discuss and participate in Eucharistic Adorationh. Reflect on the Sunday Gospelsi. Participate in a retreat experience to deepening our relationship with Christ through wonder and awe of God. <p>Vocabulary: supplication</p>	
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5th Grade

The student will:



Profession of Faith

- Creed:**
 - Understand our Catholic beliefs are succinctly expressed in creeds.
- Trinity:**
 - Understand the Trinity as a mystery of faith.
- Scripture:**
 - Recognize Sacred Scripture as the Word of God.
- Church History:**
 - Understand the Church is the Body of Christ throughout the world guided by the Holy Spirit.



Celebration of Christian Mystery

- Liturgy:**
 - Understand their participation in the liturgy and the liturgical seasons.
- Sacraments:**
 - Understand the sacraments are signs given to us by Jesus which gives us grace.



Life in Christ

- Morality:**
 - Understand moral law.
 - Recognize the gift of family life and human sexuality.
- Theology of the Body:**
 - Establish a vision of the human person according to God's loving design.
- Catholic Social Teachings:**
 - Understand the Christian mission to care for all of God's creation.



Christian Prayer

- Prayer:**
 - Understand the types of prayer and prayer is a relationship between God and man.



Standard 5.1: Creed

The student will understand our Catholic beliefs are succinctly expressed in creeds.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p> <p>a. Compare the Apostles' and Nicene Creeds. b. Expand the definition of "evangelization."</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Compare the Apostles' and Nicene Creeds.</p> <ul style="list-style-type: none"> ● Compare the Apostles' and Nicene Creed, understanding: <ul style="list-style-type: none"> ○ the Apostles Creed is "considered to be a faithful summary of the apostles' faith" ○ the Nicene Creed expands on the mysteries that the Apostles' Creed summarizes ● Review the Creeds as statements of beliefs and as a tool for understanding faith <ul style="list-style-type: none"> ○ In the Profession of Faith, we accept God's word and profess belief in the Trinity – three persons in one divine nature. ● Recognize the Church as the presence of Jesus Christ in the world today <ul style="list-style-type: none"> ○ The Church and every Christian has the responsibility to spread the Gospel message to the world ○ The Church is one, Holy, Catholic, and Apostolic, and possess the fullness of God's revelation and the fullness of the means of salvation ○ The Church follows the example of Christ in His concern for insuring the worth, dignity and value of every human person ● Learn by heart and recite the Nicene Creed <p>b. Expand the definition of "evangelization."</p> <ul style="list-style-type: none"> ● Expand the definition of "evangelization" as the 	<p>Why are there two Creeds? Why do we evangelize? When can we profess the Creeds?</p>	
	<p>Scripture</p> <p>Mk 16:15-18</p>	
	<p>CCC</p> <p>186 188 194 261-26 748-810 848-856 811-870</p>	

spreading of the Good News

- Recognizes evangelization as the most important work of the Church
- Take opportunities to share the faith with others
- Practice the Catholic faith by participating in Mass weekly and view this as an opportunity to evangelize
- Develop an appreciation for people of other Christian communities
 - Know the definition of ecumenism – the promotion of cooperation and unity among Christians
 - Develop an appreciation for interreligious dialogue

Vocabulary: Creed, Evangelization, Ecumenism



Standard 5.2: Trinity

The student will understand the Trinity as a mystery of faith.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p> <p>a. Explain the mystery of the Holy Trinity is the central mystery of Christian faith and life. b. Interpret concepts of the Holy Trinity c. Explain the Paschal Mystery</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Explain the mystery of the Holy Trinity is the central mystery of Christian faith and life.</p> <ul style="list-style-type: none"> • Explain the Mystery of the Holy Trinity <ul style="list-style-type: none"> ○ The Trinity is the Central Mystery of our faith <ul style="list-style-type: none"> ■ The faith of Christianity rests on the Trinity <ul style="list-style-type: none"> a. It is the mystery of God himself b. It is the source of all other mysteries of faith c. Christians are baptized in the name of the Father and of the Son and of the Holy Spirit ■ Key concept of the Holy Trinity - the goal of the Christian life is for man's entry into the perfect unity of the Blessed Trinity <p>b. Interpret concepts of the Holy Trinity</p> <ul style="list-style-type: none"> • Connect each Person of the Trinity is separate and distinct while remaining fully one God <ul style="list-style-type: none"> ○ Articulate the names and roles of the three persons in one God <ul style="list-style-type: none"> ■ The Father is the 1st person of the Trinity <ul style="list-style-type: none"> a. Deepen awareness that God the Father created the whole world ■ Jesus Christ is the 2nd person of the Trinity <ul style="list-style-type: none"> a. Though He was sinless, and could never sin, Jesus took upon Himself 	<p>What is the role of baptism? Why do we get baptized? What is the Trinity?</p> <p>Scripture</p> <p>CCC</p> <p>186 198-242 232-33 252 254 260 267 571 604-608 687-747</p>

- our sins and died to save us
- b. Because He is God, Jesus could give His life for each one of us personally and individually and His sacrifice redeems the whole world
- c. Jesus will come again to judge the living and the dead
- The Holy Spirit is the 3rd person of the Trinity
 - a. The Holy Spirit works in each of us and in the Church through Scriptures, the sacraments, the teaching authority of the Church, Christian works of charity, the spiritual and corporal works of mercy, prayer, etc.
- c. Explain the Paschal Mystery
 - The Paschal Mystery is the Passion, Death, Resurrection, and Ascension of Jesus Christ made present in the Sacrifice of the Mass

Vocabulary: Mystery, Paschal Mystery



Standard 5.3: Scripture

The student will recognize Sacred Scripture as the Word of God.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Construct a deepened understanding of God as author of Sacred Scripture b. Investigate the Pentateuch and its significance. c. Cite Scriptural evidence of typology d. Investigate the three offices of Jesus' ministry e. Cite scriptural evidence for the foundation of the Seven Sacraments f. Review the books in the Old and New Testaments and their organization within the Bible</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Construct a deepened understanding of God as author of Sacred scripture</p> <ul style="list-style-type: none"> ● Understand God desires to reveal Himself to us ● God is the author of Sacred scripture who, without error, worked through human authors to communicate His Revelation ● The Bible is the "library of written word of God" <p>b. Investigate the Pentateuch and its significance.</p> <ul style="list-style-type: none"> ● The Pentateuch is the first five books of the Bible and it is known as the Jewish Torah (law) ● It is regarded as the most authoritative and highly inspired of all the Old Testament writings, in large part because these books contain the laws given to the Israelites by Yahweh. ● It contains some of the oldest and most well-known accounts in the Bible, including those of Adam and Eve, Jacob and his brothers, and Moses, as well as the first biblical codes of law known, including the Ten Commandments <p>c. Cite Scriptural evidence of typology</p> <ul style="list-style-type: none"> ● Typology is a person, place, or thing in the Old Testament 	<p>Does the New Testament replace the Old Testament? Why or why not? Why do we have Sacraments? To what extent does Sacred Scripture support the Sacraments?</p>	
	<p>Scripture</p>	
	<p>CCC</p>	
	<p>105 107</p>	

that foreshadows a person, place, or thing in the New Testament

- Analyze scriptural notations and recognizes each abbreviated book of the bible (i.e. Genesis = Gn, Exodus = Ex)
- d. Investigate the three offices of Jesus' ministry
- Prophet
 - Priest
 - King
 - Jesus fulfills the roles of the priests, prophets, and kings from the Old Testament
- e. Cite scriptural evidence for the foundation of the Seven Sacraments
- Cite scriptural evidence for the foundation of the Seven Sacraments
 - Baptism – Jesus' Baptism by John
 - Eucharist – instituted by Jesus at the Last Supper
 - Confirmation – the outpouring of the Holy Spirit at his Baptism and on his followers after his resurrection
 - Reconciliation – rooted in Jesus' ministry of forgiving sins and proclaiming salvation to the lost
 - Anointing of the Sick – Letter of James
 - Marriage – Creation of man and woman in Genesis; other passages refer to the covenant between married spouses
 - Holy Orders – Jesus' appointment of the Apostles to extend his ministry of teaching, healing, and proclaiming salvation
- f. Review the books in the Old and New Testaments and their organization within the Bible
- Review the books in the Old and New Testaments and their structures within the Bible
 - Old Testament Books: 46 titles
 - Pentateuch (or Torah Law)
 - Historical Books
 - Wisdom Books
 - Prophetic Books
 - New Testament Books: 27 titles
 - Gospels

- History (Acts of the Apostles)
- Letters (or Epistles)
- Prophecy (or Revelation)
- Review by memory the titles of the 46 books of the Bible and learn by heart the titles of the 27 books of the New Testament in order

Vocabulary: typology



Standard 5.4: Church History

The student will understand the Church is the Body of Christ throughout the world guided by the Holy Spirit.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Construct a deepened understanding of “Church” b. Formulate how one remains in communion with the Body of Christ the Church c. Identify key biblical locations on a current world map d. Deepen the understanding of the Church hierarchy e. Review and compare the steps to the canonization process of the Church f. Investigate how the effects of the Sacraments were applied in the lives of the saints</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, the students are expected to</p> <p>a. Construct a deepened understanding of “Church”</p> <ul style="list-style-type: none"> ● Identify the Church as the Mystical Body of Christ on earth ● Appreciate the Kingdom of God is within us ● Recognize the family is the domestic Church <p>b. Formulate how one remains in communion with the Body of Christ the Church</p> <ul style="list-style-type: none"> ● Recognize the Catholic Church is the Body of Christ and the Holy Spirit enriches His Church by different gifts and ministries ● Formulate how one remains in communion with the Body of Christ the Church <ul style="list-style-type: none"> ○ The Magisterium is the church’s authority or office to give authentic interpretation of the Word of God ○ The Magisterium is the teaching authority of the Church that interprets and defends the deposit of Faith; it is made up of the Pope and Bishops in union with the Pope ○ One remains in communion with the Body of Christ the Church through obedience to Christ’s authority on earth <p>c. Identify on a current world map key biblical locations.</p> <ul style="list-style-type: none"> ● Key biblical locations include: <ul style="list-style-type: none"> ○ Israel 	<p>What are the historical aspects of scripture? What is the historical foundation of the Church? It’s hierarchy? How is the Church governed?</p>	
	<p>Scripture</p>	
	<p>CCC</p>	
	<p>873</p>	

- o Jerusalem
- o Bethlehem
- o Nazareth
- o The Sea of Galilee
- d. Deepen the understanding of the Church hierarchy
 - Reaffirm the Church hierarchy as the Apostles and their successors to whom Christ gave the authority to teach, sanctify, and rule the Church in his name
- e. Review and compare the steps to the canonization process of the Church
 - The steps to the canonization process:
 - o Servant of God
 - o Venerable
 - o Blessed
 - o Saint
- f. Investigate how the effects of the Sacraments were applied in the lives of the saints, for example:
 - St. Padre Pio with the Sacrament of Reconciliation
 - Sts. Louis and Zelig Martin with the Sacrament of Matrimony

Vocabulary: Magisterium, canonization



Standard 5.5: Liturgy

The student will understand their participation in the liturgy and the liturgical seasons.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<ul style="list-style-type: none"> a. Differentiate between the sanctuary and the sacristy and understand what vessels, linens, and vestments are used for Mass b. Practice a mock setup of the celebration of the Mass by identifying and setting up the appropriate vessels, vestments, and linens c. Recognize the Sacrifice of the Mass is a Public Worship and participation in the Paschal Mystery of Christ d. Categorize parts of the Mass in the Liturgy of the Word and the Liturgy of the Eucharist e. Recognize Jesus reveals the love of the Father, especially in His self-gift of His Body and Blood f. Participate in and identify the Holy Days of Obligation on a liturgical calendar g. Model reverence for all types of liturgies 	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. Differentiate between the sanctuary and the sacristy and understand what vessels, linens, and vestments are used for Mass <ul style="list-style-type: none"> • Layout of a Church <ul style="list-style-type: none"> ○ The sanctuary symbolizes heaven; it is the elevated portion of the church where the clergy and other ministers perform their proper functions in the worship of God ○ The sacristy is the room where the sacred vessels, vestments, and other items used in the celebration of the liturgy are stored and prepared. ○ The Nave is the main body of the church where the congregation gathers ○ The altar is the sacred table on which the sacrifice of the Mass is offered to God; the table from which the faithful receive the Blessed Sacrament ○ The ambo is the lectern from which the readings 	<p>Why do we worship? What do we need to worship?</p>
	<p>Scripture</p>
	<p>CCC</p>

<ul style="list-style-type: none">are proclaimed○ The tabernacle is the golden container in which the Blessed Sacrament is reserved; the name derives from the Old Testament tent in which God dwelt among his people.<ul style="list-style-type: none">● Know and define the vessels, vestments, and linens used at Mass○ Vessels<ul style="list-style-type: none">■ Paten■ Chalice■ Ciborium■ Monstrance■ Luna/Lunette■ Pyx■ Thurible■ Incense Boat○ Linens<ul style="list-style-type: none">■ Pall■ Purificator■ Corporal○ Vestments<ul style="list-style-type: none">■ Alb■ Cincture■ Stole■ Chasuble■ Dalmatic○ Articulate the correlation between the color of vestments with the celebration of the liturgy (i.e. Red vestments correspond with Pentecost or a martyr of the Church)<ul style="list-style-type: none">● Liturgical books (alignment)<ul style="list-style-type: none">■ Roman Missal■ Lectionaryb. Practice a mock setup of the celebration of the Mass by identifying and setting up the appropriate vessels, vestments, and linensc. Recognize the Sacrifice of the Mass is a Public Worship and participation in the Paschal Mystery of Christ	
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<ul style="list-style-type: none">● Correlate the sacrifice of the Mass is at the heart of Christian worship that gives to God what is owed to Him <p>d. Categorize parts of the Mass in the Liturgy of the Word and the Liturgy of the Eucharist</p> <ul style="list-style-type: none">● Introductory Rites● Liturgy of the Word● Liturgy of the Eucharist● Concluding Rites <p>e. Recognize Jesus reveals the love of the Father, especially in His self-gift of His Body and Blood</p> <ul style="list-style-type: none">● Understand the celebration of the Eucharistic sacrifice is wholly directed toward the intimate union of the faithful with Christ who offers Himself to us (CCC 1382)● Articulate transubstantiation is the literal change of bread and wine into the Body and Blood of Jesus Christ that takes place at the Holy Sacrifice of the Mass● Describe Saint Thomas Aquinas as one who coined the word "transubstantiation" to describe the change of bread and wine into the Body and Blood of Jesus Christ <p>f. Participate in and identify the Holy Days of Obligation on a liturgical calendar</p> <p>g. Model reverence for all types of liturgies</p> <ul style="list-style-type: none">● Appreciate and participate in worship of Eucharist at Mass and devotions outside Mass such as Exposition and Benediction <p>Vocabulary: ambo, nave, vestments, vessels, Liturgy of the Word, Liturgy of the Eucharist</p>	
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Standard 5.6: Sacraments

The student will understand the Sacraments are signs given to us by Jesus which gives us grace.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Identify the rites, purpose, and categories of the seven Sacraments.</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Identify the rites, purpose, and categories of the seven Sacraments.</p> <ul style="list-style-type: none"> • Understand the Catholic Church is the sacrament of salvation for all men • Review by memory all seven sacraments and categorizes each sacrament into initiation, healing, or service <ul style="list-style-type: none"> • Sacraments of Initiation (Baptism, Eucharist and Confirmation) <ul style="list-style-type: none"> ○ Articulate the sacraments of initiation lay the foundation of living a Christian life and that the faithful are born anew by Baptism, strengthened by the Sacrament of Confirmation, and receive in the Eucharist the food of eternal life (CCC 1212) ○ Understand the Sacrament of Baptism is the basis of salvation, cleanses us from Original Sin, and is the doorway to the other sacraments ○ Explain the Sacrament of Baptism bestows the gifts of the Holy Spirit while the Sacrament of Confirmation strengthens them ○ Understand the Eucharist is the source and summit of the Christian life and all the other sacraments come from and point to this Sacrament (CCC 1324) ○ Define the RCIA as the Rite of Christian Initiation of Adults and identifies the steps in the process of entering the Church 	<p>How do we celebrate each Sacrament?</p>	
	<p>Scripture</p>	
	<p>CCC</p>	
	<p>1131</p>	

- Sacraments of Healing (Reconciliation and Anointing of the Sick)
 - Explain in the Sacraments of Healing, the Physician of our souls, "will that the Church continue his work of healing and salvation among her own members" (CCC 1421)
 - Recognize the Sacrament of Reconciliation is most expressive of repairing one's relationship with God and with the Church and is necessary for the confession of mortal sin (CCC 1484)
 - Understand the importance of going to Confession before receiving the Eucharist if one is in a state of mortal sin
- Sacraments of Service (Holy Orders and Matrimony)
 - Explain the Sacraments at the service of communion are "directed towards the salvation of others and confer a particular mission in the Church to build up the Kingdom of God" (CCC 1534)
 - Acknowledge God himself is the author of marriage who creates a union between man and woman in order that they may come to know God's love more deeply
 - Realize the priestly ordination (sacerdotal consecration) gives the minister the authority to act in the power and place of the Person of Christ (in persona Christi Capitis)
- Recognize the rite and purpose for each of the seven sacraments
- Articulate the matter, form, minister, effect, and symbol for each of the seven sacraments
- Define sacramentals as "sacred signs which bear a resemblance to the sacraments" (CCC 1667)
- Distinguish between a sacrament and sacramental and understand sacramentals do not give grace in the same way that sacraments do, but prepare one to receive and cooperate with the grace that the Holy Spirit wishes to give (CCC 1670)

Vocabulary:



Standard 5.7A: Morality
The student will understand moral law.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Understand the precepts of the Church are commands that are obligatory for the faithful. b. Differentiate between mortal sin from venial sin. c. Compare and contrast grace and actual grace. d. Distinguish between perfect and imperfect contrition. e. Understand the theological virtues are virtues which God alone can give. f. Understand the cardinal virtues are acquired through human effort by the help of God's grace. g. Review by heart the Ten Commandments.	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
a. Understand the precepts of the Church are commands that are obligatory for the faithful. <ul style="list-style-type: none"> ● List the Precepts of the Church: <ul style="list-style-type: none"> ○ You shall attend Mass on Sundays and on holy days of obligation from servile labor. ○ You shall confess your sins at least once a year. ○ You shall receive the Sacrament of the Eucharist at least during the Easter season. ○ You shall observe the days of fasting and abstinence established by the Church. ○ You shall help to provide for the needs of the Church. b. Differentiate between mortal sin from venial sin. c. Compare and contrast grace and actual grace	How does God teach us to love? What turns us away from God's love? What turns us towards God's love? How can we show God we love Him? What has God given us to help us follow Him?
	Scripture
	CCC

<ul style="list-style-type: none">● <u>Grace</u>: a participation in the very life of God Himself and it is freely and undeservedly given● <u>Actual grace</u>: a special help from God for the purpose of leading one into life (or sanctifying grace) with Him <p>d. Distinguish between perfect and imperfect contrition.</p> <ul style="list-style-type: none">● Perfect versus imperfect contrition (...)● Review the three criteria of a mortal sin: “● For a sin to be mortal, three conditions must together be met: ‘Mortal sin is sin whose object is grave matter and which is also committed with full knowledge and deliberate consent.’” (CCC 1857) <p>e. Understand the theological virtues are virtues which God alone can give.</p> <ul style="list-style-type: none">● <u>Theological Virtues</u>: Faith, Hope, and Love / Charity● <u>Cardinal Virtues</u>: Prudence, Justice, Temperance, and Fortitude (also known as “Moral Virtues”) <p>f. Understand the cardinal virtues are acquired through human effort by the help of God's grace.</p> <p>g. Reviews by heart the Ten Commandments.</p> <p>Vocabulary: Precepts of the Church, Contrition, Mortal Sin, Venial Sin, grace, actual grace</p>	
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Standard 5.7B: Morality

The student will recognize the gift of family life and human sexuality.

Benchmarks

Key knowledge and skills we want students to know and be able to do

Empowering God's Children

K-5 Introductory Video

Lesson 5 – Being a Safe Friend

Lesson 6 – Boundaries: Feelings and Facts Identify possible areas of abuse

- a. Discuss and set boundaries for safe touch
- b. Recognize the signs people use to lure one into unsafe touch
- c. Know the signs of sexual abuse
- d. Identify one adult with whom you can talk about safe touch
- e. Discuss our need for God's grace and the fruits of the Holy Spirit
- f. Pray for the protection of all human life from conception to natural death (Policy #204)
- g. Discuss the gift of human sexuality, experienced through the nature of puberty.



Standard 5.8: Theology of the Body

The student will establish a vision of the human person according to God’s loving design.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Explain how original nakedness refers to the gift of seeing the world and others as God intended b. Demonstrate man comes to know himself through a gift-of-self. c. Discuss how at the Resurrection we will see as God sees and our bodies will perfectly reveal his love.	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
Follow with fidelity the adopted TOB curriculum	



Standard 5.9: Catholic Social Teachings

The student will understand the Christian mission to care for all of God’s creation.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Understand the common good concerns the protection and preservation of all human life which includes elements of the respect for persons, social well-being and development, and peace b. Review the Corporal and Spiritual Works of Mercy c. Demonstrate the Corporal and Spiritual Works of Mercy through acts of service. d. Participate in school, church, and community service projects.</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Understand the common good concerns the protection and preservation of all human life which includes elements of the respect for persons, social well-being and development, and peace b. Review the Corporal and Spiritual Works of Mercy</p> <ul style="list-style-type: none"> ● Corporal Works of Mercy: <ul style="list-style-type: none"> ○ Feed the hungry ○ Give drink to the thirsty ○ Clothe the naked ○ Shelter the homeless ○ Visit the sick ○ Visit the imprisoned ○ Bury the dead ● Spiritual Works of Mercy: <ul style="list-style-type: none"> ○ Admonish the sinner ○ Instruct the ignorant ○ Counsel the doubtful ○ Bear wrongs patiently ○ Forgive offenses willingly ○ Comfort the sorrowful ○ Pray for the living and the dead <p>c. Demonstrate the Corporal and Spiritual Works of Mercy through acts of service.</p>	<p>What is the “common good?” What are works of mercy?</p>	
	<p>Scripture</p>	
	<p>CCC</p>	

<p>d. Participate in school, church, and community service projects.</p> <p>Vocabulary: Common good</p>	
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Standard 5.10: Prayer

The student will understand the types of prayer and prayer is a relationship between God and man.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<ul style="list-style-type: none"> a. Understand and experience the Liturgy of the Hours as the universal prayer of the Church b. Learn by heart and recite the Angelus during Ordinary Time and the Regina Caeli in the Easter Season c. Review a litany is a form of intercessory prayer; pray a litany d. Understand the necessity of daily personal prayer e. Model reverence in Eucharistic Adoration f. Reflect on the Sunday Gospels g. Experience Lectio Divina as a form of praying with Scripture using the four steps h. Participate in a retreat experience 	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. Understand and experience the Liturgy of the Hours as the universal prayer of the Church b. Learn by heart and recite the Angelus during Ordinary Time and the Regina Caeli in the Easter Season <ul style="list-style-type: none"> ● Review 4th grade prayers c. Review a litany is a form of intercessory prayer; pray a litany (i.e. St. Joseph) d. Understand the necessity of daily personal prayer <ul style="list-style-type: none"> ● Describe what it means to pray ● Recognize different types of prayer <ul style="list-style-type: none"> ○ Become familiar with the Jesus Prayer ["Lord Jesus Christ, Son of God, have mercy on me, a sinner."], praying in common, song and gesture, mediation ○ Compose Prayers of the Faithful for classroom use and to use at Mass ● Cultivate appropriate attitude for prayer and the value of silence in prayer ● Write an original prayer 	<p>Scripture</p>
	<p>CCC</p>
	<p>CCC</p>
	<p>CCC</p>

<ul style="list-style-type: none">● Compose and lead a communal prayer servicee. Model reverence in Eucharistic Adorationf. Reflect on the Sunday Gospelsg. Experience Lectio Divina as a form of praying with Scripture using the four steps<ul style="list-style-type: none">● Lectio● Meditatio● Oratio● Contemplatioh. Participate in a retreat experience to deepening our relationship with Christ through wonder and awe of God. <p>Vocabulary:</p>	
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Middle School

6th Grade

Old Testament Scripture:

- Understand that in Divine Revelation, God chose to show forth and communicate Himself for the salvation of men.
- Understand how the Bible is structured.
- Understand that the Catholic Church provides tools for the interpretation of Sacred Scripture

Morality:

- Understand that he or she is created to be in union with God for all eternity.
- Understand that our free will shapes our life.
- Recognize the gift of family life and human sexuality.

Theology of the Body:

- Establish a vision of the human person according to God's loving design.

Prayer:

- Explain that Christian prayer is a covenant relationship between God and man in Christ that springs forth from both the Holy Spirit and ourselves, wholly directed to the Father.

7th Grade

New Testament Scripture:

- Understand God's revealing word in Sacred Scripture, as unfolding throughout the Old Testament and New Testaments, as unfolding through the Church.
- Understand that the gospels are the heart of all the Scriptures because they are the principal source for the life and teaching of Jesus Christ.

Liturgy:

- Understand that Liturgy means "public work" which continues the work of redemption wrought by Christ's Paschal Mystery.

Sacraments:

- Articulate that the purpose of the sacraments given by the Church is to sanctify men, build up the Body of Christ, and give worship to God.

Morality:

- Understand that conscience is a judgment of the intellect and will together on a moral act and must be properly formed in order to choose the true good.
- Recognize the gift of family life and human sexuality.

Theology of the Body:

- Establish a vision of the human person according to God's loving design.

Social Justice:

- Understand that social justice can be obtained in respecting the human person and his dignity, the rights that are owed to safeguard his dignity, and in standing against any social injustice that would threaten that dignity.

Prayer:

- Explain that prayer is a "living relationship of the children of God and with persons of the Trinity."

8th Grade

Church History:

- Understand that the Church was made manifest and empowered by the Holy Spirit at Pentecost.
- Explain the significance of the major Councils.
- Understand that the magisterium has the authority given from Christ to St. Peter to interpret and defend the Deposit of Faith.
- Understand the canonization of saints and its impact on the Church.

Morality:

- Understand the intellect, will, emotions, and five senses as powers (abilities) of the soul that orient us toward God.
- Recognize the gift of family life and human sexuality.

Theology of the Body:

- Establish a vision of the human person according to God's loving design.

Social Justice:

- Understand that social justice can be obtained in respecting the human person and his dignity, the rights that are owed to safeguard his dignity, and in standing against any social injustice that would threaten that dignity.

Prayer:

- Explain that prayer is a "living relationship of the children of God and with persons of the Trinity."

Standard 6.1: Old Testament Scripture

The student will understand in Divine Revelation, God chose to show forth and communicate Himself for the salvation of men (DV 6).



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Differentiate between Sacred Scripture and Sacred Tradition b. Understand God the Son and God the Holy Spirit are progressively revealed in Sacred Scripture c. Construct a timeline that details Salvation History in the events of the Old Testament</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Articulates Sacred Scripture and Sacred Tradition - the Deposit of Faith - are the means in which God has divinely revealed Himself.</p> <ul style="list-style-type: none"> Explain Christianity has roots in Judaism that are based in the covenants and events of the Old Testament <p>b. Understand messianic prophecies of Christ and the Spirit of God rushing upon those who are anointed</p> <p>c. Analyze and understand the stories that recall Salvation History events of the Old Testament: 1. The Creation story 2. Adam and Eve 3 The Fall 4. Cain and Abel 5. The Tower of Babel 6. Noah and the Deluge 7. Abraham's travels 8. The birth and offering of Isaac 8. Isaac and Rebekah 9. The story of Jacob 10. The story of Joseph 11. The birth of Moses 12. The calling of Moses 13. The Plagues and the deliverance of Israel from Egypt 14. The wandering of the Israelites in the desert 15. The infidelity of the Israelites towards God 16. The story of Joshua 17. The major and minor Judges 18. Israel's Kingship: Saul, David, and Solomon 19. The major and minor prophets</p> <ul style="list-style-type: none"> Show familiarity with the role of the patriarchs in the unfolding of God's revelation to His people (K.6.6.3) Show how the prophets suffered persecution for preaching the message of repentance and relate it to leaders and Christians in the Church today who are persecuted for living in a counterculture. 	<p>How does God reveal Himself to us?</p>	
	<p>Scripture</p>	
	<p>CCC</p>	

- Understand how God remained faithful to His Chosen People (Israel) in the midst of their unfaithfulness
- Show how God's Providence and mercy continued to work even through Israel's sins (i.e. the Patriarch Jacob, and the Judges) and show how God's will can still be accomplished through our own failings and sins
- Explain and analyze the scriptural stories of the Covenants that God made with His chosen people of Israel: Noah, Abraham, Moses, and David

Standard 6.2: Old Testament Scripture
The student will understand how the Bible is structured.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Know and understand the division of books in the Bible b. Show the relationship between the Pentateuch and the Torah</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. The Old Testament and the New Testament</p> <ul style="list-style-type: none"> ● Old Testament: The Pentateuch, The Historical Books, The Biblical Novellas (Tobit, Judith, Esther, 1st and 2nd Maccabees), The Wisdom Books, The Prophetic Books ● New Testament: The Gospels, and The Epistles <p>b. Vocabulary</p> <ul style="list-style-type: none"> ● Pentateuch (the first five books of the Bible) ● Torah (the law of God revealed to Moses which is recorded in the first five books of the Bible) <p>c. Structure of Scripture</p> <ul style="list-style-type: none"> ● Students apply scriptural notations and book abbreviations for each book of the Bible ● Recognizes the forty-six books of the Old Testament and twenty-seven books of the New Testament as the Catholic canon of Scripture 	<p>How does the structure of the Bible help us better read and understand God's word?</p>	
	<p>Scripture</p>	
	<p> </p>	
	<p>CCC</p>	

Standard 6.3: Old Testament Scripture

The student will understand the Catholic Church provides tools for the interpretation of Sacred Scripture.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<ul style="list-style-type: none"> a. Understand Scripture is God's revelation of Himself and was written by inspired authors b. Recognize reading Scripture involves application of the literal sense and the spiritual sense (moral, anagogical, and allegorical) c. Understands the Magisterium has the authority, given from Christ to St. Peter, to interpret and defend the interpretation of the deposit of Faith 		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. Divine inspiration b. The Four Senses of Scripture <ul style="list-style-type: none"> • Literal - Reading Scripture in light of its meaning and literary style. • Moral - Reading Scripture in light of how to act (acting in a right way). • Anagogical - Reading Scripture in light eternal realities, namely the four last things (death, judgment, Heaven, Hell). • Allegorical - Reading Scripture in light of how persons, places, and things point to Christ and His Church. <ul style="list-style-type: none"> ○ Define, understand, and analyze what a typology is (events and persons of the Old Testament that point to Christ as its fulfillment in the New Testament) ○ Analyze typologies of persons in the Old Testament that point to Christ in their missions: Adam, Noah, Isaac, Moses, David c. 3 criteria to interpret scripture <ul style="list-style-type: none"> • Look closely at the content and unity of the whole scripture. • Read the scripture within the living Tradition of the whole Church. • Be attentive to the analogy of the faith. 	<p>How does the Church help us interpret Sacred Scripture?</p>	
	<p>Scripture</p>	
	<p>CCC</p>	

Standard 6.4A: Morality

The student will understand he or she is created to be in union with God for all eternity.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<ul style="list-style-type: none"> a. Understand the moral law was given to lead us to what is truly good and lead us to Heaven. b. Recognize the power of the human mind as both a gift from God and reflection of Him in whose image and likeness we are made (CCSD). c. Explain how the grace of the Holy Spirit endows one with the strength to choose rightly 	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. Show how the Ten Commandments is tied to the divine and natural law which shows man the way to follow so as to practice the good and attain his end (CCC1955) b. Understands dignity comes from the root word "dignus" which means "worth" and recognizes the dignity inherent to all human persons from conception to natural death c. Understand a properly formed conscience is vital to making decisions in accordance with God's law d. Distinguish between sanctifying and actual grace 	<p>What is my purpose?</p>
	<p>Scripture</p>
	<p>CCC</p>

Standard 6.4B: Morality
The student will understand our free will shapes our life.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>		
<p>a. Recognize the four Cardinal Virtues as firm, stable habits that guide our intellect, will, and emotions (CCC 1804) b. Distinguish between venial and mortal sin and the ways in which we can sin c. Perform Corporal Works of Mercy to demonstrate the Christian call to evangelize the nations (community outreach).</p>		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <p>a. Definition of free will - Freedom is the power, rooted in reason and will, to act or not to act, to do this or that, and so to perform deliberate actions on one's own responsibility b. Review definition of a virtue as a firm and habitual disposition to do the good c. Define the four cardinal virtues of Prudence, Justice, Fortitude, and Temperance. d. Ways we can sin: word, omission, thought, action, desire e. Review the doctrine on Heaven, Hell and Purgatory f. Review the precepts of the Church as the bare minimum a Catholic must abide by in order to remain in communion with the Catholic Church. g. Define evangelization (the proclamation of Christ and His Gospel by word and testimony of life in fulfillment of Christ's command) h. Define the Works of Mercy (Charitable actions by which we come to the aid of our neighbors in their bodily and spiritual needs) and recognize the difference between corporal and spiritual works of mercy. i. Recognizes stewardship is part of Christian living • Stewardship - giving of time, treasure, & talent j. Identify saints who are recognized as those who worked for social justice by performing Works of Mercy (i.e. Pope St. John Paul II, Mother Teresa, St. Damien of Molokai, St. Katharine Drexel) k. Define the three sources of a moral act: object (the "what" of an act"), circumstance (the "where" and "how" of the act), and the intention (the "why" of the act).</p>	<p>Do all persons have free will?</p>	
	<p>Scripture</p>	
	<p>CCC</p> <p>1023 1031 1033 14721731 2447</p>	

Standard 6.4C: Morality

The student will recognize the gift of family life and human sexuality.

Benchmarks

Key knowledge and skills we want students to know and be able to do

Empowering God's Children

6-8 Introductory Video

Lesson 1 – Physical Boundaries: Safe and Unsafe Touching Rules

Lesson 2 – Safe Adults, Safe Touches and Specials Safe Adults Recognize everyone is unique and should be treated with love and respect

- a. Affirm the role of the family in developing one's ability to love others
- b. Discuss the importance of loyalty and faithfulness in relationships
- c. Know what sexual abuse is
- d. Set and exercise boundaries of touch
- e. Recognize the privileges and responsibilities of human sexuality
- f. Review the gift of human sexuality, experienced through the nature of puberty

Standard 6.5: Theology of the Body

The student will establish a vision of the human person according to God’s loving design.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<ul style="list-style-type: none"> a. Exhibit wonder and awe at the generosity of God in the gifts of His abundant and beautiful creation (TOB 2-3, 13:2). b. Explain how creation is a good gift created from nothing (TOB 13:3). c. Define "original experience" as the most basic human experiences all humanity has in common: original solitude, original unity, original nakedness (TOB 4.4, 11:1). d. Differentiate how man, as the pinnacle of creation, is both similar and dissimilar from God e. Identify the two ways of being human, male and female f. Discuss why it is a good thing that God created man as male and female g. Exhibit the virtue of reverence for God, his creation, and other people by treating them with respect and honor, for God is all good and his creation is a good gift h. Explain how man, in the image of the Trinity, learns about himself through a gift of himself i. Describe how the body-soul unity reveals man's special dignity j. Explain gift-of-self as thoughts, words, or actions that place oneself at the service of others and seek the true good of the other. k. Explain how the human body is a visible sign (a "sacrament") of God's invisible love (TOB 19:4)." l. Explain how original solitude means the experience of man's being alone-with-God; his unique relationship to God (TOB 6:2). m. Differentiate how man, as the pinnacle of creation, is both similar and dissimilar from the rest of creation (TOB 6-7, 9:2-3). n. Define "original unity" as the experience of man's unity-in-difference; the unique relation between male and female (TOB 9:1). o. Set and exercise boundaries of touch with others and recognize how to report an unsafe touch to a safe adult (PGC) p. Understand good friendship is a means that God gives to help one grow in the virtue of chastity/purity q. Differentiate between the three levels of friendship: friendship of utility, friendship of pleasure, and friendship of virtue 	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>Follow with fidelity the adopted TOB curriculum</p>	

Standard 6.6: Prayer

The student will explain Christian prayer is a covenant relationship between God and man in Christ that springs forth from both the Holy Spirit and ourselves, wholly directed to the Father.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Review and integrate the practice of the four types of prayer: adoration, contrition, thanksgiving, and supplication (ACTS) b. Explain Christian prayer is a gift from God and should be approached with a humble and contrite heart. (CCC 2559) c. Understand the influence of Mary in our prayer life as the Mother of the Redeemer, who is the “New Eve,” and makes intercession for us (CCC 2676) d. Learn by heart the Memorare e. Participate in a retreat experience.</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Identify the forms of prayer used by figures in the Old Testament (Abraham, Moses, David, etc)CCC 2568-2569 b. Recognize the Liturgy of the Hours is a universal prayer of the Church and integrates the praying of psalms into prayer c. Learn the steps of Lectio Divina and apply them to praying with Scripture (Sunday Gospels or the Gospel of the day): Lectio, Meditatio, Oratio, Contemplatio d. Learn by heart the Memorare</p> <ul style="list-style-type: none"> ● Review the Angelus and Regina Caeli and understand its origins in scripture. <p>e. Recall and meditate on the Mysteries of the Rosary and the days on which they are prayed f. Participate in a retreat experience to deepening our relationship with Christ through wonder and awe of God.</p>	<p>Why do we pray? What happens when we pray? How do we pray?</p>
	<p>Scripture</p>
	<p>CCC</p>
	<p>2564</p>

Standard 7.1: New Testament Scripture

The student will understand God's revealing word in Sacred Scripture, as unfolding throughout the Old and New Testaments, and in Sacred Tradition, as unfolding through the Church.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Understand Scripture teaches solidly, faithfully, and without error the truth that God wanted written in Scripture for the sake of our salvation</p> <p>b. Apply the literal and the spiritual sense (moral, anagogical, and allegorical) to passages in Scripture</p> <p>c. Understand the division of the New Testament (i.e. the Gospels and the Epistles) and reviews memorization of all seventy-three books of the Bible</p> <p>d. Understand God the Son and God the Holy Spirit are progressively revealed in Sacred Scripture (i.e. messianic prophecies of Christ and the Spirit of God rushing upon those who are anointed)</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. The Four Senses of Scripture</p> <ul style="list-style-type: none"> • Literal - Reading Scripture in light of its meaning and literary style. • Moral - Reading Scripture in light of how to act (acting in a right way). • Anagogical - Reading Scripture in light eternal realities, namely the four last things (death, judgment, Heaven, Hell). • Allegorical - Reading Scripture in light of how persons, places, and things point to Christ and His Church. <p>b. Review understanding that the Magisterium has the authority, given from Christ to St. Peter, to interpret and defend the interpretation of the deposit of Faith</p> <p>c. Recognize the canon of Scripture as defined by the Catholic Church and the historical implications from the Council of Trent</p> <p>d. Differentiate between literal facts and spiritual truths of Sacred Scripture</p>	<p>How does God reveal Himself to us? How do we read Sacred Scripture?</p> <p>Scripture</p> <p>CCC</p>

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| <ul style="list-style-type: none">e. Articulate the mystery of the Holy Trinity is the central mystery of Christian faith and life.f. Understand the dogma of the Trinity as One God in three persons as the "consubstantial Trinity" but are distinct from one another. | |
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Standard 7.2: New Testament

The student will understand the Gospels are the heart of all the Scriptures because they are the principal source for the life and teaching of Jesus Christ.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> a. Show how Christ is portrayed by each of the Gospel authors and understands the themes of each of the Gospel b. Understand the Incarnation is when the Second Person of the Holy Trinity became flesh. c. Articulate the Paschal Mystery (the suffering, death, resurrection, and ascension) of Jesus was necessary for our salvation d. Understand the Church holds firmly and hands on what Jesus did and taught for the eternal salvation for men 		
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>	
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. Identify and know the symbol for each Gospel author and identify the audience to whom they were writing b. Define evangelization as spreading the good news of the Gospel message of Jesus Christ by word and action c. Understand how Jesus fulfills His mission as Priest, Prophet and King through the covenants made and how Christians are called to respond in His footsteps of Christ. d. Recite four reasons for the Incarnation: 1) To save us 2) so that we might know God's love 3) to be our model of holiness 4) to make us partakers of the divine nature e. Explain what it means for Mary to be the "Mediatrice of Grace" and was preserved from all stain of original sin and by a special grace of God committed no sin of any kind during her whole earthly life f. Review the dogmas affiliated with Marian solemnities and feasts (Immaculate Conception, Mary Mother of God, Annunciation, and Assumption) g. Understand the parables as told by Christ in the four Gospels as ways of Jesus preaching salvation. h. Recognize Christ's miracles as the way Christ made manifest the Kingdom of God on earth 	<p>What is the importance of the Gospels? What does it mean to be an evangelist? For who are the Gospels written?</p>	
	<p>Scripture</p>	
	<p>CCC</p> <p>125 126</p>	

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| i. Review what Apostolic Succession is and identifies Matthew 16:13-20 as a text for the establishment of the papacy | |
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Standard 7.3: Liturgy

The student will understand Liturgy means "public work" which continues the work of redemption wrought by Christ's Paschal Mystery.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Analyze the parts of the Mass b. Recognize the significance and necessity of participating in the Mass</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Know the parts of the Mass and the components of each part: Introductory Rites, Liturgy of the Word, Liturgy of the Eucharist, and Concluding Rites b. Recognize the significance and necessity of participating in the Mass</p>	<p>Why is it important to participate in Mass? What happens during the Mass? Why should we participate in Reconciliation before receiving the Eucharist?</p>
	<p>Scripture</p>
	<p>CCC</p>
	<p>1067-1069</p>

Standard 7.4: Sacraments

The student will articulate the purpose of the sacraments given by the Church is to sanctify men, build up the Body of Christ, and give worship to God.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Define a sacrament as "an efficacious sign of invisible grace, instituted by Christ and entrusted to the Church, by which divine life is dispensed to us through the work of the Holy Spirit. (cf. CCC 1131).</p> <p>b. Know the Sacraments of Initiation - Baptism, Confirmation, and the Eucharist - "lay the foundations of every Christian life and that by these means, they receive in increasing measure the treasures of the divine life and advance toward the perfection of charity" (CCC 1212)</p> <p>c. Know the Sacraments of Healing - Reconciliation and Anointing of the Sick - are meant to "restore our souls to spiritual health and that Christ willed His Church to continue, in the power of the Holy Spirit, his work of healing and salvation among her own members" (CCC 1421)</p> <p>d. Know the Sacraments of Service - Matrimony and Holy Orders - are the sacraments that are "directed towards the salvation of others and confer a particular mission in the Church and serve to build up the People of God"</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Articulate the matter, form, minister, effects, and scriptural foundations for all seven Sacraments (also repeated in "Sacraments")</p> <p>b. Demonstrate understanding of the rites for each of the seven Sacraments</p> <p>c. Articulate the Sacrament of Baptism as "necessary for salvation" and "doorway which gives access to the other Sacraments" (CCC 1257; 1213)</p> <p>d. Articulate the Holy Spirit is the "Giver of Life" who disposes one to receive grace</p> <p>e. Articulate Baptism of all Christians is a sign of communion with the</p>	<p>Why do we receive Sacraments? What is the difference between a Sacrament and a celebration?</p>
	<p>Scripture</p> <p>Jn 3:5</p>
	<p>CCC</p>

<p>Holy Trinity and sealed in the sacrament of Confirmation.</p> <ul style="list-style-type: none">f. Reviews the Gifts of the Holy Spiritg. Reviews the Fruits of the Holy Spirith. Articulate the Sacrament of the Eucharist as the Sacrament of Sacraments and the "source and summit of the Christian Life" (CCC 1324)i. Analyzes the discourse of the Eucharist in John 6 as the definitive Scriptural passage for the true presence of the Eucharistj. Review the importance of going to Confession if in a state of mortal sin before receiving the Sacrament of the Eucharistk. Acknowledge regular reception of the Sacrament of Reconciliation disposes one to greater grace and action of the Holy Spirit in one's personal lifel. Acknowledge the reception of Anointing of the Sick is reserved for those in immediate danger of death, and for those suffering from physical, spiritual, or mental sickness.m. Recognize the Sacrament of Holy Orders is to perpetuate in the Church the reality of Jesus Christ, Head and Husband of the Churchn. Understand marriage forms an unbreakable bond of love (free, total, faithful, and fruitful) between the husband and the wife, and that from the beginning, this was God's plan for man and woman, for marriage and the familyo. Realize Religious Life in the Church is a deepening of baptismal graces through the evangelical counsels of Poverty, Chastity, and Obedience	<p>1122 1535</p>
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Standard 7.5A: Morality

The student will understand conscience is a judgment of the intellect and will together on a moral act and must be properly formed in order to choose the true good.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Understand a moral act falls under a "human act" which is an action deliberately chosen and is either morally good or evil b. Analyze how the moral virtues are "firm attitudes, stable dispositions, habitual perfections of intellect and will that govern our actions, order our passions (emotions), and guide our conduct according to faith and reason (CCC 1804) c. Understand the divine law is safeguarded by the Magisterium of the Church</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Review the three sources of a moral act: object (the "what" of an act"), circumstance (the "where" and "how" of the act), and the intention (the "why of the act) and how the intellect and will integrally apart of a human act b. Define moral, venial, personal, and social sin and how it can be committed through word, omission, thought, action, and desire c. Define the intellect and will as powers (or abilities) of the soul d. Define the four cardinal virtues of Prudence, Justice, Fortitude, and Temperance, through the lives of the Saints and explains how their virtue was firm, stable habits that guided their intellect and will and ordered their emotions. (CCC 1804) e. Show the parallel between the Old Law (with its moral prescriptions summed up in the Ten Commandments) and the New Law (revealed by Christ through the grace of the Holy Spirit which works through charity and summarized through the Beatitudes). f. Articulate the doctrine on Heaven, Hell, and Purgatory (see CCC 1023; 1031; 1033; 1472)</p>	<p>Is there always a right and wrong? Is there only one truth?</p>
	<p>Scripture</p>
	<p>CCC</p>

Standard 7.5B: Morality

The student will recognize the gift of family life and human sexuality.

Benchmarks

Key knowledge and skills we want students to know and be able to do

Empowering God's Children

6-8 Introductory Video

Lesson 3 – Boundaries

Lesson 4 – Secrets, Surprises and Promises Reinforce everyone is unique and special and should be treated with love and respect

- a. Explore the meaning of being an adolescent/meaning of abstinence
- b. Identify, know, and exercise boundaries to keep one from harm
- c. Honor and respect the wishes of others who don't want to be touched
- d. Recognize the privileges and responsibility for human sexuality

Standard 7.6: Theology of the Body

The student will establish a vision of the human person according to God’s loving design.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<ul style="list-style-type: none"> a. Explain even after the Fall, creation remains a good gift and is not totally corrupted; it is able to be redeemed (cf. TOB 32:3, 86). b. Describe what "life according to the Spirit" is and how following of the law of God leads to true freedom and happiness (TOB 15:1, 45:1, 51:5-6, 53:4-5, 54:2-4). c. Explain how Christ does not accuse but instead appeals to the human heart to be pure (TOB 45:5, 46:5-6, 49:7). d. Point out because of original sin man experiences concupiscence and needs to bring emotions and desires into harmony with what is truly good (TOB 26:5, 31:3, 31:6, 32:3, 33:1-2, 51:5-6, 54). e. Evaluate how love, as a power, is a participation in the love of God himself: How it is total. How it is faithful. How it is fruitful. How it is generous (TOB 127:1). f. Understand how human sexuality and the human person, created either as male or female by God, is good and to be respected by oneself g. Describe how the body-soul unity reveals man's special dignity h. Evaluate actions for self-mastery and describe how actions of self-mastery free one to make a full gift of self (TOB 15: 1-4, 32:6). i. Explain how the body has a language: the body itself communicates the human being is a gift just by the fact that it exists (TOB 14:4). j. Provide examples of rightly ordered desire given by God and disordered "desire" (TOB 48:4). k. Understand how the institution of marriage at the beginning of Genesis is a reflection of Trinitarian love l. Identify, know and exercise boundaries to keep one from harm m. Realize all Christians are called live chastely in their state of life n. Review good friendships are a source for growing in holiness o. Review the three levels of friendship and identifies the four types of love: eros, storge, philia, and agape 	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>Follow with fidelity the adopted TOB curriculum</p>	

Standard 7.7: Catholic Social Teachings

The student will understand social justice can be obtained in respecting the human person and his dignity, the rights that are owed to safeguard his dignity, and in standing against any social injustice that would threaten that dignity.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Recognize the seven major principles of Catholic Social Teaching are "a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society" (USCCB)</p> <p>b. Perform acts of community outreach</p> <p>c. Understand the deliberate taking of another human person's life in abortion and euthanasia are morally grave offenses against the moral and natural law</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <p>a. Themes of Catholic Social Teaching</p> <ul style="list-style-type: none"> ● Life and Dignity of the Human Person ● Call to Family, Community and Participation ● Rights and Responsibilities ● Option for the Poor and Vulnerable ● The Dignity of Work and Rights of the Worker ● Solidarity ● Care for God's Creation. <p>b. Perform (a) corporal work(s) of mercy to demonstrate the Christian call to evangelize the nations</p> <p>c. Recognize the ways the Church has responded to these controversial issues.</p>	<p>What actions can we take against injustice? How can we participate in community service?</p>
	<p>Scripture</p>
	<p>CCC</p>
	<p>1929-1933</p>

Standard 7.8: Prayer

The student will explain prayer is a "living relationship of the children of God and with persons of the Trinity."

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> a. Review types of prayer and recognizes the power of prayer throughout salvation history b. Recognize the titles given to Mary from the Church and is familiar with popular devotions c. Recognize the ways and times in which Christ prayed in the New Testament d. Analyze how different saints have modeled humility in their prayer life e. Learn by heart Anima Christi and Divine Praises f. Participate in a retreat experience 	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> a. Identify and analyze types of communal prayer that exist within the Church b. Experience praying the Liturgy of the Hours and understands its prayer in which the clergy and laypeople alike "exercise the royal priesthood of the baptized" (CCC 1174) c. Understand the history and method of Lectio Divina and applies it to praying with Scripture d. Titles of Mary examples... the Sacred Heart of Jesus, the Immaculate Heart of Mary, and the Chaste Heart of Joseph e. Identify and pray the mysteries of the Rosary according to the liturgical season and other special times identified by the Church (Advent, Lent, Right to Life month, etc...) a. Reflect on the Sunday Gospels b. Recognize the seven petitions of the Our Father c. Learn by heart the Anima Christi and Divine Praises d. Example of Saints for modeled humility: St. Thérèse of Lisieux, Bl. Solanus Casey, St. Joseph, the 3 children of Fatima - St. Jacinta, St. Lucia, and St. Francisco) or through the Litany of Humility 	<p>How do we honor our relationships as children of God? How is prayer helpful?</p>
	<p>Scripture</p>
	<p>CCC</p>

e. Participate in a retreat experience to deepening our relationship with Christ through wonder and awe of God.	
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Standard 8.1: Church History

The student will understand the Church was made manifest and empowered by the Holy Spirit at Pentecost.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Recognize the preaching of the Good News was continued by the Apostles throughout the Ancient World (to Jews and Gentiles) b. Recognize the Early Church Fathers as early Christian writers who established the intellectual and doctrinal foundations of Christianity c. Identify the four marks of the Catholic Church and explains how the Church lives in its mission in these marks d. Understand Apostolic Succession and can identify the popes of the 21st century e. Understand the Church carries out the mission of Christ by exercising His priestly (liturgical), prophetic (doctrinal), and kingly (hierarchical) offices</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>a. Know the Apostles journeys to evangelize the early Church. b. Know St. Paul's journeys to evangelize to the Gentiles. c. Articulate the mystery of the Holy Trinity is the central mystery of Christian faith and life. d. Construct a timeline of the Early Church from 33 A.D. to 500 A.D. e. 4 Marks of the Church: One, Holy, catholic (universal), Apostolic f. Review the Paschal Mystery was necessary for our salvation and that it is made present to us in the Holy Sacrifice of the Mass g. Review the Rites for each of the seven Sacraments and understands regular reception of the Sacraments are necessary for communion with Christ and His Church h. Carrying out mission: <ul style="list-style-type: none"> • Liturgical • Doctrinal • Hierarchical </p>	<p>Where does the Church come from? Who started the Church? How did we get from there to here?</p>
	<p>Scripture</p>
	<p>Acts of the Apostles</p>
	<p>CCC</p>
	<p>751-752 760-766 783-786 873</p>

Standard 8.2: Church History

The student will explain the significance of the major Councils.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Recognize the Church councils that helped respond to false teachings (heresies), particularly on the Persons of the Holy Trinity b. Define who the Fathers of the Church were and contribution to the Early Church Councils c. Recognize the Council of Trent sought to affirm Church teaching and respond to protests in the Protestant Reformation (i.e. the dogma of the true presence of Jesus in the Eucharist; the hierarchy of the Church; the sacrament of reconciliation) d. Examine the history of the development of the Nicene Creed by the Church Fathers (cf. St. Athanasius and Arianism)	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
a. Explain the significance of the major councils and the heresies combatted, popes, and teachings of the Church established: Council of Jerusalem - 50 A.D. Council of Nicaea - 325 AD, Council of Constantinople - 381 AD, Council of Ephesus - 431 AD, Council of Chalcedon - 451 AD, Council of Trent - 1545 AD, Second Vatican Council - 1962 AD <ul style="list-style-type: none"> ● Understands the Council of Jerusalem affirmed that new life in Christ took precedence over the Old Testament Law and the promise of Christ to send His Holy Spirit was to be given to all nations. ● Understands the mystery of the Most Holy Trinity is the central mystery of the Christian faith and of Christian life. God alone can make it known to us by revealing himself ● Identifies the popes and councils that established the dogmas affiliated with Immaculate Conception, Mary Mother of God, Annunciation, and Assumption ● Reviews the meaning of "Mediatrice of Grace" and recognizes Mary as Mother of God (Theotokos) as ratified in the Council of Ephesus ● Reviews the doctrine of the Hypostatic Union: Jesus becomes fully man while still remaining fully God 	Who decides the teachings of the Church?
	Scripture
	Mt 24:9
	CCC
769 798 1884 1879	

<ul style="list-style-type: none">b. Review how the Canon of Scripture came to be through the Council of Trentc. Review the four reasons of the Incarnation and understands the Incarnation to be God's perfect revelation of Himself through His Son Who is consubstantial with the Father (CCC 262)	
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Standard 8.3: Church History

The student will understand the Magisterium has the authority given from Christ to St. Peter to interpret and defend the Deposit of Faith.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<ul style="list-style-type: none"> a. Define, distinguish, and defend dogmas, doctrines, councils, conclaves, synods, encyclical, apostolic letter, pastoral letter, canon law, b. Recognize the dogmas affiliated with Marian solemnities and feasts (Immaculate Conception, Mary Mother of God, Annunciation, and Assumption) c. Explain the word "infallibility" and understand the Pope has infallibility in matters of faith and morals 	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<ul style="list-style-type: none"> a. Defending the faith through Apologetics, an intellectual defense of the truth of the Catholic religion, deepens and enriches ones understanding of the Catholic truths. b. Understand the process of electing the Pope/conclave c. Identify the popes and councils that established the dogmas affiliated with Immaculate Conception, Mary Mother of God, Annunciation, and Assumption d. Explain how Mary, the Mother of God, is the "New Eve" e. Review the Canon of Scripture as defined by the Catholic Church and the Magisterium's role in protecting interpreting Divine Revelation f. Understand faith and reason are not at conflict with each other in the living of the Catholic Faith, but are founded in God who gave us both. 	<p>Who is the authority in the Church? How is this authority given?</p>
	<p>Scripture</p> <p>Isaiah 22:22 Mt 16:18-19</p>
	<p>CCC</p> <p>831 881 2473 2683</p>

Standard 8.4: Church History

The student will understand the canonization of saints and its impact on the Church.

<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Review the process and history of canonization in the Catholic Church b. Recognize the saints who were founders of religious orders in the Church c. Explain Church teaching on "communion of saints" and "resurrection of the body"</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>a. Understand the classes of relics and why the Church venerates relics of saints (1st, 2nd, and 3rd class) b. Identify the varying charisms orders that Religious Life brings to the life and heart of the Church (i.e. Dominicans, Franciscans, Carmelites, Jesuits, Benedictines,</p>	<p>How does a person become a saint?</p>
	<p>Scripture</p>
	<p>Eph 4:1-6</p>
	<p>CCC</p>
	<p>2683-2684 828 957</p>

Standard 8.5A: Morality

The student will understand the intellect, will, emotions, and five senses as powers (abilities) of the soul that orient us toward God.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<ul style="list-style-type: none"> a. Recognize the intellect's primary function is to know the truth and understands emotions can lead or deter one's will from choosing the good b. Recognize one who practices virtue is one who is more free to choose and do what is right and good. c. Define and analyze between objective and subjective truth d. Recognize the goal of the law is to direct one toward the objective truth and good 	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<ul style="list-style-type: none"> a. Determine how well-formed a conscience based on its understanding and grasping of the law b. Distinguish and define eternal law, divine law, natural law, and human law c. List and define the seven deadly sins: (Pride, Envy, Anger, Sloth, Gluttony, Greed, and Lust) and identifies their antidote: (Humility, Gratitude, Forgiveness, Zeal, Asceticism, Generosity, and Chastity (from Bishop Barron's talk - The Seven Deadly Sins and their Lively Virtues) d. Review the definitions of the Theological and Moral Virtues and demonstrates virtue is the mean between excess and deficiency (i.e. fortitude is the mean between rashness (excess) and cowardice (deficiency)) a. Apply the three sources of a moral act to a real-life situation and analyzes the role of the conscience 	<p>What distinguishes humans from God's all other creations?</p>
	<p>Scripture</p>
	<p>Rom 2:14-16 1 Jn 3:19-20</p>
	<p>CCC</p>
	<p>1777-1787 1755 1767-1768</p>

Standard 8.5B: Morality

The student will recognize the gift of family life and human sexuality.

Benchmarks

Key knowledge and skills we want students to know and be able to do

Empowering God's Children

6-8 Introductory Video

Lesson 5 – Being a Safe Friend

Lesson 6 – Boundaries: Feelings and Facts Honor and respect the wishes of others who don't want to be touched

- a. Explore the meaning of being an adolescent/teach abstinence
- b. Know the signs of sexual abuse
- c. Identify, know and exercise the boundaries to keep safe
- d. Recognize the privileges and responsibility for human sexuality
- e. Review the gift of human sexuality, experienced through the nature of puberty and expressed through the reproductive systems

Standard 8.6: Theology of the Body

The student will establish a vision of the human person according to God's loving design.

Benchmarks Key knowledge and skills we want students to know and be able to do	
a. Compare and contrast the sacrament of marriage to celibacy for the sake of the kingdom (TOB 76:6, 78:4). b. Propose creation should be received as a gift and not manipulated, dominated and controlled (cf. TOB 13:3-4, 59:3). c. Explain how the loving communion of man and woman is in the image of the Trinity, a communion of persons who are love and who in giving and receiving are fruitful (TOB 9:3). d. Give examples of how a person is pure in heart, that is, when he/she perceives and respects others as a gift and seeks to make a gift of him/herself to others (TOB 50; 54; 57:3). e. Describe the idea of a vocation and how it is the way one lives out spousal love (TOB 78; 86). f. Explain what will happen to the body at the Resurrection (cf. TOB 64-72). g. Explain when God calls two people to the vocation of marriage, he is inviting them into a special sacrament of his love (cf. Ephesians 5 and TOB 87-93). h. Explain how God invites, and does not force, when he calls someone to the vocation of married life, consecrated life, or the priesthood, leaving the person free to respond (TOB 73:3-4; 76:4; 79:8). i. Understand masculinity and femininity comes under sexuality and should be treated with respect and dignity j. Articulate what the virtue of chastity is and the importance of integrity and self-mastery in the living of chastity k. Understand chastity orders our love and helps us to love the other according to God's plans l. Know the experience of emotions - positive and negative - are amoral, meaning they have no moral quality m. Explain true love wills the good of the other and exemplifies Christ's way of loving freely, totally, faithfully, and fruitfully	
Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas
Follow with fidelity the adopted TOB curriculum	

Standard 8.7: Catholic Social Teachings

The student will understand social justice can be obtained in respecting the human person and his dignity, the rights that are owed to safeguard his dignity, and in standing against any social injustice that would threaten that dignity.



<p>Benchmarks Key knowledge and skills we want students to know and be able to do</p>	
<p>a. Apply and articulate the Church's stance on human life issues from encyclicals b. Understand it is a Christian duty to stand against any violations and threats against human life from conception to natural death. c. Teach and lead others in conducting charitable works for the local and/or wider community</p>	
<p>Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks</p>	<p>Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas</p>
<p>a. Examining encyclicals, including contraception, abortion, euthanasia, and suicide</p>	<p>What is social justice? How do today's norms reflect society's views on human dignity?</p>
	<p>Scripture</p>
	<p>CCC</p>
	<p>1929-1933</p>

Standard 8.8: Prayer

The student will explain prayer is a "living relationship of the children of God and with persons of the Trinity."

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> a. Model the four types of prayer through the Liturgy of the Hours, Rosary, Meditation, Eucharistic Adoration, and Stations of the Cross b. Understand the worship and adoration of One God in the Trinity and the Trinity in unity (without confusing the Persons), is the Catholic Faith (Athanasian Creed; CCC 266) c. Model Lectio Divina for others and apply it to praying with Scripture d. Participate in a retreat experience 	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<ul style="list-style-type: none"> a. Model humility through writing their own form of the act of contrition. b. Pray the Liturgy of the Hours c. Review all previously learned prayers d. Lead the school community in liturgical seasonal prayer a. Lead the Rosary b. Reflect on Sunday Gospels c. Review regular reception of the Sacrament of Reconciliation disposes one to greater grace and action of the Holy Spirit in one's personal life d. Participate in a retreat experience to deepening our relationship with Christ through wonder and awe of God. 	Why do we pray? How do we pray?
	Scripture
	CCC
	1174-1178 490 973 971 2678 2708 2096

High School

<p>9th Grade Faith Foundations</p>	<p>10th Grade Life in Christ</p>	<p>11th Grade Christ's Mission in the Church</p>	<p>12th Grade Witness to Christ</p>
<p><u>Covenants</u> Core Content from USCCB Framework: Course 1: The Revelation of Jesus Christ in Scripture Additional Content from: Course 2: Who is Jesus Christ? Course 3: The Mission of Jesus Christ (The Paschal Mystery) Option A: Sacred Scripture</p> <p><u>Creed</u> Core Content from USCCB Framework: Course 3: The Mission of Jesus Christ (The Paschal Mystery) Additional Content from: Course 1: The Revelation of Jesus Christ in Scripture Course 2: Who is Jesus Christ? Option A: Sacred Scripture</p>	<p><u>Sacraments</u> Core Content from USCCB Framework: Course 5: Sacraments as Privileged Encounters with Jesus Christ Additional Content from: Course 2: Who is Jesus Christ? Option A: Sacred Scripture</p> <p><u>Catholic Moral Teachings</u> Core Content from USCCB Framework: Course 6: Life in Jesus Christ Additional Content from: Course 2: Who is Jesus Christ? Option C: Living as a Disciple of Jesus Christ in Society"</p>	<p><u>The Church in the Modern World</u> Course 4: Jesus Christ's Mission Continues in the Church Additional Content from: Course 2: Who is Jesus Christ? Option A: Sacred Scripture Option B: History of the Catholic Church</p> <p><u>Discipleship, Evangelization, and Apologetics</u> Core Content from USCCB Framework: Option C: Living as a Disciple of Jesus Christ in Society Additional Content from: Course 2: Who is Jesus Christ? Option E: Ecumenical and Interreligious Issues Option B: History of the Catholic Church</p>	<p><u>Vocations</u> Core Content from USCCB Framework: Option D: Responding to the Call of Jesus Christ Additional Content from: Course 2: Who is Jesus Christ? Course 6: Life in Jesus Christ Option C: Living as a Disciple of Jesus Christ in Society, "</p> <p><u>Theology Capstone</u> Core Content from USCCB Framework: Option E: Ecumenical and Interreligious Issues Additional Content from: Course 2: Who is Jesus Christ? Option B: History of the Catholic Church, "</p>
<p>Introduction to Catholicism</p>			
<p>Core Content from USCCB Framework: Course 1: The Revelation of Jesus Christ in Scripture Additional Content from: Course 2: Who is Jesus Christ? Course 3: The Mission of Jesus Christ (The Paschal Mystery)</p>			

High School

9th Grade	10th Grade	11th Grade	12th Grade
<p>Faith Foundations: Covenants</p>	<p>Life in Christ: Sacraments</p>	<p>Christ's Mission in the Church: The Church in the Modern World</p>	<p>Witness to Christ: Vocations</p>
<p>Core Content from USCCB Framework: Course 1: The Revelation of Jesus Christ in Scripture</p> <p><i>Additional Content from:</i> Course 2: Who is Jesus Christ? Course 3: The Mission of Jesus Christ (The Paschal Mystery) Option A: Sacred Scripture</p>	<p>Core Content from USCCB Framework: Course 5: Sacraments as Privileged Encounters with Jesus Christ</p> <p><i>Additional Content from:</i> Course 2: Who is Jesus Christ? Option A: Sacred Scripture</p>	<p>Core Content from USCCB Framework: Course 4: Jesus Christ's Mission Continues in the Church</p> <p><i>Additional Content from:</i> Course 2: Who is Jesus Christ? Option A: Sacred Scripture Option B: History of the Catholic Church</p>	<p>Core Content from USCCB Framework: Option D: Responding to the Call of Jesus Christ</p> <p><i>Additional Content from:</i> Course 2: Who is Jesus Christ? Course 6: Life in Jesus Christ Option C: Living as a Disciple of Jesus Christ in Society,</p>
<p>The purpose of this course is to present students with the Kerygma and invite them to discipleship of Jesus Christ. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. Students will learn about Divine Revelation and the covenants of the Old Testament. Students will learn about Divine and human authorship, the inspiration of the Holy Spirit, and the inerrancy and canonicity of the books of the Bible. Basic teachings about Catholic discipleship will also be discussed, as students are given a basic introduction to the faith which will be deepened throughout their four years of study.</p>	<p>The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life. Students will understand the proper form, matter, minister, and effects of each of the sacraments. Particular attention should be paid to the scriptural roots of the sacraments and developing arguments for defending the Catholic view of the sacraments, in an evangelistic and apologetic tone.</p>	<p>The purpose of this course is to help the students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church. Students will defend the nature of the Church through examining the Scriptures and early Church documents. Students will examine how the Church is one, holy, Catholic, and apostolic. Students will be presented with opportunities to defend the nature and teachings of the Church in an evangelistic and apologetic way.</p>	<p>The purpose of this course is to help students to understand the vocations of life: how Christ calls us to live. In this course, students will learn how missionary discipleship is lived through married life, single life, priestly life, and consecrated life. The purpose of this course is to introduce students to the Church's social teaching. In this course, students are to learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission. Students will examine the model and teachings of Jesus in the <u>Gospel of John</u>, where He leads people to a life of discipleship through His words and deeds.</p>
<p>Faith Foundations: Creed</p>	<p>Life in Christ: Catholic Moral Teaching</p>	<p>Christ's Mission in the Church: Discipleship, Evangelization, and Apologetics</p>	<p>Witness to Christ: Theology Capstone</p>
<p>Core Content from USCCB Framework: Course 3: The Mission of Jesus Christ (The Paschal Mystery)</p> <p><i>Additional Content from:</i> Course 1: The Revelation of Jesus Christ in Scripture Course 2: Who is Jesus Christ? Option A: Sacred Scripture</p>	<p>Core Content from USCCB Framework: Course 6: Life in Jesus Christ</p> <p><i>Additional Content from:</i> Course 2: Who is Jesus Christ? Option C: Living as a Disciple of Jesus Christ in Society</p>	<p>Core Content from USCCB Framework: Option C: Living as a Disciple of Jesus Christ in Society</p> <p><i>Additional Content from:</i> Course 2: Who is Jesus Christ? Option E: Ecumenical and Interreligious Issues</p>	<p>Core Content from USCCB Framework: Option E: Ecumenical and Interreligious Issues</p> <p><i>Additional Content from:</i> Course 2: Who is Jesus Christ? Option B: History of the Catholic Church,</p>
<p>The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails. Students will read and study the <u>Gospel of Luke</u>, along with other selections of the New Testament, with preference to the narrative of the events of the life in the Early Church. Students will study how the Mass is the source and summit of Christian Prayer, and how Old Testament prophecies and types point directly to the fulfillment of the coming of the Messiah in Jesus. Students will learn about the depth and beauty of the Sacred Liturgy and the life of prayer of a disciple of Jesus Christ.</p> <p>During the 9th grade year, students will complete a day of missionary discipleship, where they have the opportunity to serve those in need in the community, if possible. Afterward, they will reflect on this service by writing a 3-page paper which references how Scriptural events and teachings relate to the life of a missionary disciple in the Church.</p>	<p>The purpose of this course is to help students understand that it is only through Christ that they can fully live out God's plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ's disciples. Students will study the invitation to discipleship and moral commands of Jesus in the <u>Gospel of Matthew</u>. Topics include: man and woman made in the image of God, the call to beatitude, freedom and responsibility, the sources of morality, moral conscience, the virtues, the gravity and kinds of sin, the communal character of the human vocation, the common good, the moral law, grace and justification, and the precepts of the Church. Students will learn about all Ten Commandments, while learning how to read the Catechism of the Catholic Church.</p> <p>During the 10th grade year, students will complete a 6-page evangelistic/apologetic paper about a moral teaching of the Catechism of the Catholic Church. Students should also use the Bible as a reference for this paper and discuss how living out the moral teaching of the Church enables a person to live out the call to missionary discipleship. Students should propose topics to their teacher for approval prior to writing. Particular care and attention must be paid to all topics relating to the 6th and 9th commandments. Students should be guided with their source material so that they do not break any code of student conduct.</p>	<p>The purpose of this course is to introduce students to the Catholic Social Teaching. In this course, students are to learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission. Students will work to discover how their own gifts and talents can be used in building up Christ's Church. They will study the <u>Gospel of Mark</u> and the persecutions of the early Church. Students will examine ecumenical and interreligious issues with the goal of presenting the Catholic position in an evangelistic and apologetic tone. Students will study recent magisterial teachings on the role of the Church in the world.</p> <p>During the 11th grade year, students will complete a 9-page evangelistic/apologetic paper about the relationship of the Catholic Church to the modern world. Students should also use the Bible, the Catechism, and modern Church documents as references for this paper. After the model of St. Augustine, who defended the role of the Church in the world, students will explain how living out the mission of the Church as a missionary disciple, in the various facets of private and public life, strengthen the community and enable others to embrace a life of holiness in Christ. Students should propose topics to their teacher for approval prior to writing and be guided in their research. Students will present and discuss their work to their class in an oral presentation, as class time allows.</p>	<p>The purpose of this course is to enable students to show the fruit of their theological study in the high school level. Students will examine how to communicate the role of a missionary disciple in the world through research, a series of dialogues, and a final project. This course will enable students to understand the manner in which the Catholic Church evangelizes and defends the Catholic faith to non-Catholic Christians as well as to other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course is intended to help students to approach conversations with honesty and humility, acknowledging the true positions of both the Catholic and non-Catholic view, but with the goal of finding common ground and building unity through evangelization and apologetics. Following formal research on a pre-approved topic, students will complete their active dialogues with their peers, adults of the community, and their parents/guardians. The final Capstone Project has three forms, each with equal research and rigor, but differentiated according to end-product. All topics must be pre-approved and should relate to a major doctrine of the Catholic faith. The end-project may be one of the following, according to the discretion of the teacher:</p> <p>(1) a 12-15 page evangelization and apologetics <u>paper</u>, using at least the Bible, Catechism of the Catholic Church, early Church documents, and modern Church documents as sources. The goal of this paper is to follow the model of peer-reviewed theological journals or theological reflections published by the Church.</p>

			<p>(2) a 15–20-minute evangelization and apologetics presentation, before a panel of students, faculty, administration, staff, priests, religious, and/or youth ministers, with defense and dialogue following the presentation. Presentations must include a digital slide presentation which includes proper citations including at least the Bible, Catechism of the Catholic Church, and modern Church documents. The goal of this presentation is to follow the model of an event where a Catholic speaker presents to the community on a topic related to their research.</p> <p>(3) an approved service-project which engages with the needs of the community related to Catholic Social Teaching and the corporal works of mercy, along with a 5-page reflection paper which references the Bible, Catechism of the Catholic Church, and modern Church documents as sources, and a 7-10 minute presentation to the class on their service. The goal of the service-project is to follow the model of those who initiate and continue the work of the Church in service to the poor in the community, especially those who organize routine volunteering or facilitate an event where many can gather to serve the needs of the community.</p>
	Introduction to Catholicism		
	Jesus Christ and the Catholic Church		
	<p>Core Content from USCCB Framework: Course 1: The Revelation of Jesus Christ in Scripture</p> <p>Additional Content from: <i>Course 2: Who is Jesus Christ?</i> <i>Course 3: The Mission of Jesus Christ (The Paschal Mystery)</i></p>		
	<p>The purpose of this course is to give students general knowledge about Divine Revelation and the Catholic Faith. Through their study of the Bible and an overview of the Catechism, students will encounter the living Word of God, Jesus Christ. The presentation of the Kerygma is the foundation of this course. Other topics include: the Covenants of the Old Testament as preparations for the Eucharistic Covenant and Paschal Triduum, arguments for the historicity of the Resurrection, basic introductions to the seven Sacraments, and the path of discipleship for a Catholic in today's world. All students should read at least one of the four Gospels as part of this course. At the end of their study, students may be presented with "bridge" material which corresponds to the first semester grade level course. In this manner, students are prepared to enter along with their grade level during the second semester. <i>Introduction to Catholicism is a one-semester course for students who transfer into the school in 10th, 11th, or 12th grade. The expectation is that students would achieve grade level proficiency during the first semester and transfer to the ordinary course for their grade level for the second semester.</i></p>		

High School “Empowering God’s Children”

The student will recognize the gift of family life and human sexuality.

Empowering God's Children 9-12 Introductory Video

9th Grade: Lesson 1 – Physical Boundaries
Lesson 2 – Safe Adults, Safe Touches and Special Safe Adults

10th Grade: Lesson 3 – Boundaries
Lesson 4 – Secrets, Surprises and Promises

11th Grade: Lesson 5 – Being a Safe Friend
Lesson 6 – Boundaries: Feelings and Facts

**CATHOLIC APOLOGETICS:
A SENIOR CAPSTONE YEAR
IN THEOLOGY**



A YEAR-LONG COURSE OF CATHOLIC APOLOGETICS IN LINE WITH THE UNITED STATES
CONFERENCE OF CATHOLIC BISHOPS' *DOCTRINAL ELEMENTS OF A CURRICULUM*
FRAMEWORK

Diocese of Richmond

Pastoral Center • 7800 Carousel Lane, Richmond, Virginia 23294-4201 • Phone: (804) 359-5661 • Fax: (804) 358-9159



Office of the Bishop

My dear friends,

This year the Office of Catholic Schools, under my direction, issued a new 4-year curriculum for the instruction of theology in our Catholic high schools. This curriculum will make our instructional content in theology consistent with the United States Conference of Catholic Bishops' *Curriculum Framework*. In addition, the new curriculum ensures that students across the Diocese will focus on the same subject matters in the same year of study.

Within the new curriculum, seniors in high school will embark upon a new course of study in Catholic apologetics. This course will allow students to concentrate their senior year on a deeper understanding of topics which are uniquely Catholic. As our young people prepare to graduate, this curriculum will equip them to understand, and explain their Catholic faith.

I believe this special initiative to prepare our students for the future is a great step toward our diocesan-wide evangelization effort, *Encounter the Joy of the Gospel and Set the World Ablaze*. I am grateful to our Catholic school administration, faculty, and staff for their consistent dedication to the education of our young people.

With prayerful best wishes, I remain,

Sincerely yours in our Lord,

A handwritten signature in black ink that reads "Francis X. Di Lorenzo". The signature is written in a cursive style.

Most Reverend Francis X. Di Lorenzo
Bishop of Richmond

Summer 2014

CATHOLIC APOLOGETICS: A SENIOR CAPSTONE YEAR IN THEOLOGY

Course Description: For the final and 4th year of Theology in the Catholic High School, students will firm the foundation of Catholic theology and belief through a year-long course in Catholic apologetics. Students will be able to defend the teaching and belief of the Catholic faith in the areas of Theology of God, the Authority of the Catholic Church, the Sacraments of the Church, and the selected Moral teachings of the Church. Particular emphasis on the dangers of relativism will be faced, while building a strong and competent understanding of a full life within the Catholic Church.

Course Requirements: Students completing the course will have a working knowledge of the essential teachings of the Church. Students should complete a summer reading assignment (Mere Christianity) and regular readings throughout the year relevant to explaining and defending the faith. The course will move them through basic Christian and Catholic apologetics. Students should be able to defend any of the teachings of the Church from a Biblical, Catechetical, and Pastoral approach. Students will specifically work toward embracing the fullness of the Church's teaching and achieve competence in explaining and, when necessary, defending the faith. This course will require a working knowledge of each of the sections. Along with regular on-going course work, each student will complete a year-long "capstone experience" project which will take a deeper look at one particular aspect of the Catholic Faith, culminating in a presentation and defense before peers and faculty.

Competency Areas:

I. Who is God?

In this segment, students will be able to express the basic arguments for the existence of God, for the divinity and humanity of Jesus Christ, and explain the role of the Holy Spirit. Students will be able to explain the role of Jesus Christ as miracle worker and Savior, and His Resurrection. An articulation of the theology of the Blessed Trinity will also be essential, along with the Catholic response to suffering.

2. What is Truth?

Students here will first claim an understanding of God as the author of natural and divine law. They will articulate that the fullness of God's truth has been entrusted to the Catholic Church. Students will explain and defend the Scriptural and Traditional reasons for the Church hierarchy. Further, in this section there will be a clear teaching on the idea of relativism and the Church's claim to absolute truths.

3. How do we Pray?

In this section, students will be able to explain and defend the basics of the Sacraments of the Church. A specific emphasis should be placed on the teachings regarding the

Sacraments that are frequently challenged by the secular world. In particular, there will be a focus on the Sacrament of Holy Orders, the Eucharist, and Matrimony. Students will also deepen their understanding of and need for the devotional life of prayer.

4. How do we Live?

In this section, students will come to learn the aim of life and how true freedom and happiness come from a moral life lived in response to God's love. Along with demonstrating an understanding of eternal life, sin, and free will, students will be able to propose why moral choices are never simply personal. There will be a particular emphasis on morality as it relates to marriage and children, addressing common challenges that the secular world presents.

Challenge Topics: As well as covering each of the four competency areas, each section has a list of Challenge Topics. In each section, each of the Challenge Topics need be covered. For each of the Challenge Topics, the class will be presented with an assigned Church Truth along with the pre-determined challenges to that Truth. A student or group of students or the teacher or guest presenter will present the Truth, walk through the challenges to that Truth, and defend the Church's teaching. Particular attention to articulating the faith in a positive and convincing way is essential. While the students should have a significant role in presenting the Challenge Topics, Catholic guest presenters such as Priests or Deacons, administrators, youth ministers, or colleagues in other subject fields should be strongly considered.

Recommended Texts: Each of the four Competency Areas has a list of recommended texts. Those with asterisks indicate that the material is available online for free. While the Catechism of the Catholic Church is readily available online, students should be encouraged to purchase one if they are able.

SECTION I: WHO IS GOD?

God, infinitely perfect and blessed in himself, in a plan of sheer goodness freely created man to make him share in his own blessed life. For this reason, at every time and in every place, God draws close to man. He calls man to seek him, to know him, to love him with all his strength.

- *Catechism of the Catholic Church, 1.*

Recommended Texts: *Mere Christianity* by C.S. Lewis.
 Why We're Catholic by Trent Horn
 Catechism of the Catholic Church, Paragraphs 26-73*
 *Dominus Jesus: The Congregation for the Doctrine of the Faith**

*These texts available on-line without charge.

Essential Content:

1. Who is God? How do we know He exists?

Students will be able to show that man can know of the existence of God based on natural reason. They should know and comprehend the basic proofs of the existence of God, including the proofs of Saint Anselm and Saint Thomas Aquinas. They must be able to articulate man's ability to speak of God and to defend the belief that God communicates with and through man.

2. Who is Jesus Christ? Why is He the Savior?

In this section, students will be able to explain the fall of man and our choice for sin. A basic articulation of free will, the fall, and our need for redemption will be essential as a groundwork for explaining the role of Jesus in humanity. This section will cover the historical basis for the life of Jesus of Nazareth and elucidate and explain the divinity and humanity of Christ. Christ's essential role for salvation should be clear.

3. What is the Blessed Trinity?

Students will work through the role of each of the three persons in the Blessed Trinity. A basic apologetic for the working of the Holy Spirit should be included. The history of the development of the Blessed Trinity as a basis for the nature of God is essential.

4. If the nature of God is good, why is there suffering?

Students will learn about the nature of God: God is all good. Evil is the absence of that good. Why God allows suffering must be considered. This section will explore the reasons for suffering in the world today due to free will, sin, and evil. Students will also

understand the idea of redemptive suffering. They will be able to convey why a good God allows suffering.

Challenge Topics for Section I, Who is God?

Truth: God, who is unbegotten, is the creator of everything that is or ever was.

Challenge: Who made God?
Evolution proves God does not exist.

Truth: God is all-loving and all-good.

Challenge: Natural disasters.
Suffering of the innocent.
Disease and famine.

Truth: Jesus Christ is the Son of God.

Challenge: History is ambiguous about the identity of Jesus.
Not all Jews accepted Him as Messiah.
Jesus is a moral teacher, but nothing more.

Truth: Jesus worked real, living, active miracles and still does.

Challenge: Historical analysis can explain away miracles.
Many who ask for miracles do not receive them.
Miracles are less prevalent today.

Truth: Jesus Christ alone is the source of all Salvation. Without Him, no one would be saved.

Challenge: There are many religions that have good beliefs; what does it matter that they do not believe in Jesus.
Many religions help make people moral.
Jesus can offer good life-lessons without His life being essential for salvation.
Many people are born into cultures or religions and do not hear of Jesus.

Truth: God is One: Father, Son, and Holy Spirit. Each Person is fully God; none is the same as the other.

Challenge: If each Person is fully God, Christians must have more than one God.
How can Jesus be fully God and also the Son of the Father?
If the Holy Spirit exists, shouldn't we experience the power that is highlighted in Acts?

SECTION II: WHAT IS TRUTH?

“Francis of Assisi tells us we should work to build peace. But there is no true peace without truth! There cannot be true peace if everyone is his own criterion, if everyone can always claim exclusively his own rights, without at the same time caring for the good of others, of everyone, on the basis of the nature that unites every human being on this earth.”

- His Holiness Pope Francis, Exhortation to the Diplomatic Corps of the Vatican City State, 22 March 2013

Recommended Texts: Absolute Relativism by Chris Stefanik
Veritatis Splendor, Pope Saint John Paul II, Paragraphs 1-34 and 118-120*
Catechism of the Catholic Church, Paragraphs 1878-1948, 2030-2051, 2234-2246, 2464-2513*

Essential Content:

1. Who is the source of all truth?

Students should come to the conviction that Jesus Christ Himself is the author and source of all Truth. In this section, an emphasis on God as the source of all Truth, including natural and divine law, will be essential. A review of the differences between natural and divine law, and the different places that the Church teaches and proclaims these laws is essential. Students will also cover the concept of the natural law applying universally to all people as a good for all mankind. Finally, the role of the Church as the pillar and guardian of all truth must be articulated and drawn out including both Scriptural and Traditional bases.

2. How and why does the Church protect, defend, and proclaim Truth?

Students should be able to trace the origin of the Catholic Church, including the role of the Church as the protector of Truth. The history and religious belief of the hierarchical Church should be reviewed, including the way that the Pope, Bishop, and Pastor are tasked with announcing and defending the Truth of Jesus Christ. There need also be an emphasis on how the Church wrestles with issues of the modern world, including the formation of society and community and including how and why the Church might stand in opposition to government(s) for their actions which are contrary to the Truth.

3. What is relativism? Why is it an enemy of the Truth of God?

Students will be introduced to what Pope Benedict coined as the “Dictatorship of Relativism.” In this section, working with the brief text by Stefanick, students will understand how relativism plays a role in the destruction of the preaching and teaching

of essential Truth. Students should work to understand specific ways that relativism has thwarted the teaching of the Church, reasons why moral relativism is destructive for the good of man, and how spiritual relativism robs man and woman from the Truth of the Christian virtues of Faith, Hope, and Love. 10

Challenge Topics for Section II: What is Truth?

Truth: Jesus Christ is the author of all Truth.

Challenge: Many religions believe similar truths that existed before Christianity.
Jesus Himself referred to Hebrew Scripture and the Jewish faith to share moral lessons.
Some of what Jesus teaches can be reasoned without faith.

Truth: There is a natural law which is accessible to all human beings regardless of background, experience, or faith.

Challenge: The natural law is not defined by any one person or institution, and thus it is hard to define.
The natural law describes how things are, not necessarily how they should be.
Some people may know the natural law, but nothing obligates them to follow it if they are not religious or a part of a community.

Truth: Jesus Christ has entrusted all truth to the Church.

Challenge: Non-Catholics follow the same or similar truths without the Church.
The Church sometimes fails to live the teachings of Christ.
Not all Catholics believe everything the Church teaches.

Truth: The Pope and the Bishops in Communion with him can speak infallibly on issues of faith and morals.

Challenge: The Pope is subject to sin and other human error.
It seems some Bishops do not always agree on issues of faith and morals.
Different Popes have allowed sin or seemed to "change policy" in the Church.

Truth: The Church has a responsibility to call the people and governments of the world to make decisions that are best for the common good.

Challenge: There should be a separation of Church and State.
The Church's teaching cannot be "forced" on people who are not Catholic.
When religions assert themselves in foreign policies, it leads more to war than peace.

SECTION III: HOW DO WE PRAY?

"To pray is to talk with God. But about what?' About what? About Him, about yourself: joys, sorrows, successes and failures, noble ambitions, daily worries, weaknesses! And acts of thanksgiving and petitions: and Love and reparation. In a word: to get to know him and to get to know yourself: 'to get acquainted!'"

- Saint Josemaría Escrivá, *The Way*, 91

Recommended Texts: *Catechism of the Catholic Church*, Paragraphs 2558-2758, 1077-1092, 1113-1134*

Essential Content:

1. How do we pray in the devotional life of the Church?

This section must consider the fact that the Catholic is connected to the Lord Jesus through a life of great personal prayer. While an emphasis will be placed on the Sacramental life of the Church, there must be a cursory knowledge of the many forms of prayer in the Church. This should include devotion to the Most Blessed Sacrament, Sacred Scripture, the prayer of the Rosary, Catholic meditation and contemplation, and extemporaneous prayer. Students should know the Church's belief in intercessory prayer, the role of the Priest, and the Saints, especially Mary, the Mother of God. An understanding of the difference between Catholic and non-Catholic Christian prayer is essential. Students will be provided with opportunities to engage in these devotional prayer experiences.

2. What are the Sacraments of the Church?

In this section, students must have a working command of the role of the seven Sacraments of the Church. A review of why and how the Church celebrates each of the seven Sacraments is essential. The role of the Church as the defender of these Sacraments is important. Students should be able to articulate why Sacraments must be celebrated within the Church (with the exception of Holy Baptism) and the Scriptural and Traditional Origin of each of the Sacraments. Students should be able to explain the Church's teaching of the Sunday and Holy Day of Obligation, the Discipline of the Sacraments, and the reasons for excommunication. Students should also understand why Sacraments are reserved for Catholics in a state of Grace.

3. Why can't the Sacraments be changed?

In this section, students will consider more in depth the Sacraments of Matrimony, Holy Orders, and the Eucharist. This section will examine what some within the

Christian community have argued should be changed. The Real Presence of Jesus in the Eucharist will be discussed from a historical, spiritual, and theological point. The reservation of Ordination to men alone will be understood including the reasons why this Sacrament cannot be conferred on women. Finally, the Sacrament of Matrimony between one man and one woman for life will be defended against the rising tide of society's attempt to redefine marriage.

Challenge Topics for Section III: How do we Pray?

Truth: There are many devotional prayers of the Church which lead us closer to Christ.

The Lord Himself taught us to pray in these ways. Tradition has shown us this prayer leads souls to Heaven.

Challenge: Memorized prayers are not "real prayers."

Saint Matthew 6:7.

We should pray from the heart, not from memory.

Truth: The Blessed Virgin Mary was conceived without sin, is ever-Virgin, and was Assumed into Heaven by the Power of God.

Challenge: We don't know if Mary sinned or not.

The Bible does not say that Saint Mary was assumed into heaven.

The Bible says Jesus had brothers.

Truth: The Blessed Virgin Mary and all the Saints intercede and pray on our behalf. We can and should ask for their intercession and prayer.

Challenge: Jesus is our only mediator.

Why would we "pray to" a Saint when we could pray directly to Jesus?

Once people die, they concentrate on Jesus in Heaven, not on the people on Earth.

Statues and images of the Saints distract us from Jesus. Kneeling in front of a statue is like worshiping it.

Truth: Jesus is really, truly present in the Holy Eucharist in Body, Blood, Soul, and Divinity. Transubstantiation is a theological truth.

Challenge: Holy Communion is a memorial meal.

If it was truly Jesus, people would never miss Mass and would be at Church all the time.

If it still looks like bread and tastes like wine, then it has not really changed.

The Eucharist is just a symbol to remind us of Jesus.

If the Eucharist was real, it would make us cannibals.

Truth: The Sacrament of Penance is required for us when we commit mortal sin and is the best means of forgiveness for all sin.

Challenge: I can tell Jesus I am sorry on my own.

A Priest is a sinner and cannot forgive our sins.

If you are saved, nothing more is required.

If Confession were real, you could just do whatever you want and then confess it later.

Jesus is our only mediator.

Truth: Men alone can be ordained to serve as Deacons or Priests.

Challenge: Jesus only ordained men because of the laws of the time and society; He would want women priests now.

Men and women all share the same Baptism and should be able to have equal opportunities to serve the Church.

Other Christian communities have women "priests."

Women played an important part of Jesus' ministry.

Truth: Marriage is not a right; it is designed by God so that one man and one woman may join together for life for the two-fold plan of begetting children and getting to heaven.

Challenge: If two men or two women cannot marry, then we are saying they cannot love each other.

People with Same-Sex Attraction should have the right to have the Church bless their love, too.

As long as it isn't the Church doing it, there is nothing wrong with Homosexual Marriage (civil marriage is okay).

Homosexual couples can adopt children, and then they will have a family, too.

Some heterosexual couples are infertile or past the age of having children, but they can still get married.

SECTION IV: HOW DO WE LIVE?

“Freedom consists not in doing what we like, but in having the right to do what we ought.”

– Pope Saint John Paul II, Homily to the Church in Baltimore, 8 October 1995

Recommended Texts: *Catechism of the Catholic Church*, Paragraphs 1730-1774*

*15th World Youth Day, Address of the Holy Father John Paul II, Vigil of Prayer**

*Humane Vitae, Pope Paul VI**

Contraception: Why Not? By Dr. Janet Smith (article could be read, or talk could be listened to by the class) *

Essential Content:

1. How can I be happy both in this life and forever with God?

In this section, students will come to the knowledge that God desires our happiness and out of love, not only saved us, but has given us a moral code. Students will comprehend that true freedom can only be found by choosing to live as God asks, as response to that love. The reality of the enslavement of sin, hell, heaven, and free will will be discussed. This section will also counter the prevailing idea that personal sin hurts no one, while challenging students to see that Christ must inform every aspect of their lives.

2. Why and how does God ask us to respect that He is the source of all life?

Here, students will understand God's plan for procreation and why sex is reserved for Marriage. The teaching on why sex must be open to life will be discussed, along with the evils of seeking to prevent, end, or create life outside of the marital act. Issues such as contraception, abortion, IVF, surrogacy, egg/sperm harvesting, and genetic engineering should be addressed in light of God's plan for new life and the respect for all human persons. Students should grasp the dangers of distorting the gift of sexuality through cohabitation, fornication, adultery, and pornography. A brief overview of Natural Family Planning should also be given.

Challenge Topics for Section IV: How do we Live?

Truth: God created us to live a life centered on Him; by living a Christ-centered life, we will find true freedom and happiness.

Challenge: I know best what will make me happy.
Success lies in rising through the ranks, making a name for myself, and becoming financially secure and independent.
I need to look out for myself; no one else will.
It's harmless to read my horoscope, have a lucky charm, or take part in things like séances, crystal balls, or palm reading.

Truth: Heaven is the fullness of communion with God for eternity. Hell is eternal separation from God for eternity. Our action, will, and faith determine how we will spend eternity.

Challenge: I believe in Heaven, but not hell.
If God is so loving, He would never let anyone go to hell.
People who are "good" will go to Heaven, even if they reject the Church or God.
Hell is reserved only for evil masterminds like Hitler and bin Laden.

Truth: Marriage is a sacrament that mirrors the faithful and fruitful love of the Trinity.

Challenge: It's better to live together first to see if a marriage will last.
People fall out of love; they shouldn't have to stay together.
The Church has no right to interfere with what I do in the privacy of my home.
How can "love" be wrong when it feels so right?
If life and babies are so good, it can't be wrong to seek assistance from the medical community.

*Note: This particular Truth and Challenges could go on with limitless directions. Allow the course of the discussion, including the Church's teachings on marriage and life, to direct the flow of the conversation. This would be a good way to tackle one or more of the things listed in essential content.

Truth: The use of drugs and alcohol that alter mind and body, unless used strictly for medical purposes, is an offence against the dignity of the human person.

Challenge: Certain drugs are legal in some places, here and abroad.
A little fun won't harm me or others.
Using these substances help me to be less stressed and to socialize.

Truth: When all other possibilities for peace have been exhausted, countries may defend themselves in war if they meet the traditional elements of the just war doctrine.

Challenge: If we are so pro-life, how can killing another person ever be right?
People will always be fighting; what good does it do to use force?
We have no right to interfere in other countries' problems.

CAPSTONE EXPERIENCE PROJECT

At the core of the senior year theology curriculum is the opportunity for students to show a command of theological and spiritual aptitude in the area of one specific Catholic concept. In this project, the student will seek to become a subject matter expert on one topic in the Catholic faith. The student will learn to present the topic, defend it against heresy or relativism, find creative ways to evangelize, and ultimately defend the topic before his or her peers and faculty.

Topic: Students will choose a topic that is specific to one of the four sections of the Senior Capstone class: *Who is God? What is Truth? How do we Pray? How do we Live?* The topic should be general enough in its scope to allow enough material for research, presentation, and defense. It should, however, be specific enough that it is not an “overview” of a general topic. Suggested topics are attached, but students may suggest other topics, so long as they are specific to a Catholic subject matter that can be presented and defended. Teachers should ensure that the selection of topics vary amongst students.

While collegiality and professionalism is important, students who happen to choose the same topic should be discouraged from working together. This is to allow them to approach the topic from their own viewpoint and gather unique resources.

Notice about non-Catholic Students: Some students from other Christian ecclesial communities may ask about presenting topics which are not only specific to the Catholic faith (e.g., the role of Jesus as Savior, the defense of marriage, the truth of the Sacred Scriptures). This is perfectly acceptable; however, the defense must still use Catholic sources in its response, including the official Church teaching and history of the Catholic Church's treatment of that particular topic. No positions which are inconsistent with the Catholic faith may be defended.

Milestones: The Project will have three Milestones, in addition to the final paper and defense.

Milestone 1: Evangelization. Students will create some way of expressing their topic in an apologetic but evangelical way. This project could be something like designing a pamphlet or brochure, or writing a script for a skit or dialog, or creating a television commercial similar the spots created by *Catholics Come Home* (www.catholicscomehome.org) which could be used to invite people to know the particular Church teaching or truth for his or her topic. The evangelization milestone should have significant content, should reflect deep thought and consideration of some obstacle or struggle that prevents Catholics from practicing the faith or non-Catholics from being open to the faith.

Milestone 2: Literature Review. Students will complete a literature review of at least seven sources (including the *Bible* and the *Catechism of the Catholic Church*) that will be used in the process of designing the final paper and defense. The literature review should look at ancient primary texts and current resources available.

Milestone 3: Active dialog reflection. In this piece, the student will schedule five or more separate dialogues to be at least 20 minutes each. In that dialog, the student will share the teaching on the particular topic and answer questions about the topic. The student should speak with at least one non-Catholic, one non-practicing Catholic, and should seek a diverse crowd by age and background. The dialog is a chance to practice responding to questions or opposing opinions about the topics. The students should also ask the subjects with whom they dialog for particular challenges they face with the topic personally, or for things that allow them to believe in the Church's teaching. Students should keep notes of the dialog as they talk and those notes or journals should be turned in along with a reflection paper of 3 pages which should explain how the student learned to strengthen skills, respond to pressure, and stay focused on the topic. The opportunity to reflect on how the person could better or more effectively evangelize or make a more convincing argument is essential.

It is recommended that the instructor choose a topic of his/her own and conduct one of these dialogs with someone in the classroom for the students to observe so they will understand how it should work. Because it is not intended to be a simple interview with predetermined questions, students may need additional help in understanding how to proceed.

Capstone: The final project of the semester is the Capstone paper and defense. Drawing on work done in the three milestones, the student will write a paper of 10 pages which seeks to present the Church's teaching on the topic, the research and theology supporting the position, and the history of the Church's teaching. The paper should defend the Church's teaching from a Biblical, Catechetical, and Pastoral approach. The paper should also examine the non-Catholic or heterodox Catholic responses or challenges to that teaching and how the Church can respond in a way that is a clear and convincing argument toward the Truth. Finally, the paper should encompass an understanding of how the Catholic Church can better evangelize others to the particular topic.

Initial Paper Submission: The paper should be submitted for review no later than the end of the 3rd nine-weeks for an initial review. The reader should view it as a reader for a thesis paper would, making criticism, challenges, and inviting the student to re-examine and re-write sections as necessary. If the paper is also used as a research paper for Senior English, a second reader may examine the paper for grammatical correction. The initial review of the paper should require the student to do significant re-writing and re-evaluation of the topic.

Final Paper Submission: After students have been given time to rewrite, they will turn in their final paper for final approval at least two weeks before they are scheduled to present and defend their topic.

Presentation and Defense: The paper will then be presented to the class and defended before a panel of at least 3 peers (though the entire class may be present) and the instructor, a second faculty member or administrator, and a member of the clergy or area youth minister. The student will present the topic for the first 15 minutes and then respond to challenges and questions for 15 minutes.

ADDENDUM: PROPOSED TOPICS

The following are suggested topics to be considered for the year-long Capstone Project. Students may also choose a *different* topic from this list for the Evangelization Milestone, but students may not choose the *same* topic for both.

He Who Is: The Existence of God (Combating the New Atheism)
Set Me Free: Jesus as Forgiver of Our Sin
Did You See That?: Jesus as Miracle Worker
Risen Indeed: The Resurrection of Jesus
The Blessed Trinity: One God, Three Persons
Free Will: Why Bad Things Happen to Good People
Deliver Us: The Meaning of Suffering
Feminine Genius: The Incredible Role of Women in the History of the Church
Absolute Truth: An Argument Against Relativism
One, Holy, Catholic, Apostolic: Why the Catholic Church today is the Church of Jesus Christ
The Vicar of Christ: The Authority and Role of our Holy Father
Faith and Reason: Why Catholicism and Science Are Made for Each Other
One Love, One Law: Natural Law
No Separation in Truth: Why the Church Must Influence the State
Notre Dame: The Role of the Blessed Virgin Mary as Mother of God
Queen of Heaven: The Blessed Virgin Mary's Conception and Assumption
Pray Without Ceasing: The History of the Rosary as a Christo-Centric Prayer
Body, Blood, Soul, Divinity: The Real Presence of Jesus in the Eucharist
Faith of Our Fathers: The Mass as Our Greatest Form of Prayer
Behold the Lamb of God: Eucharistic Miracles
I Confess: Why Confession is Essential to the Catholic Life
What God Has Joined: Marriage is for Life (Divorce and Remarriage, Annulments)
Male and Female: The Truth of Marriage
In Persona: Why The Priesthood is Reserved for Men Alone
Clear Minds, Full Hearts: How Drug Use Fails the Christian Soul
I Will Wait: Why Sex is Reserved for Marriage
Negative Image: How Pornography is Contrary to the Catholic Life
Free, Full, Faithful, Fruitful: Why Contraception is Contrary to God's Design
Before I Formed You in the Womb: Pro-Life, Pro-Woman, Pro-Family
God's Design: The Immorality of InVitro Fertilization
So Close: Purgatory as God's Gift of Mercy
Hell, Yes: The Reality of Eternal Separation from God
A Greater Love: The Church's Teaching on Same-Sex Attraction
To Lay Down One's Life: When War is Necessary

ADDENDUM II: ADDITIONAL SOURCES FOR INSTRUCTION

The following texts are recommended for instruction. Selections of these sources may be assigned as reading or students may make use of these resources for research. This list is not exhaustive and other readings may be used.

Beginning Apologetics paperback series, Various Authors

Catholic and Christian: An Explanation of Commonly Misunderstood Catholic Beliefs, Alan Schreck

Catholic Answers to Protestant Questions, Father John J. Pasquini

Catholicism and Fundamentalism: The Attack on "Romanism" by "Bible Christians", Karl Keating

Handbook of Catholic Apologetics: Reasoned Answers to Questions of Faith, Peter Kreeft
Orthodoxy, G. K Chesterton

Reasons to Believe: How to Understand, Explain, and Defend the Catholic Faith, Scott Hahn

Truth Be Told: Basics in Catholic Apologetics, Mark Hart

What is Marriage: Man and Woman: A Defense, Ryan T. Anderson, et.al.

APPENDICES

Grade Level Prayers

Kindergarten

New:

Sign of the Cross
Our Father (Lord's Prayer)
Hail Mary
Glory Be
Prayer to Guardian Angel
Grace Before Meals
Grace After Meals

3rd Grade

New:

Apostles Creed
Hail Holy Queen
Fatima Prayer (O my Jesus)
Mysteries of the Rosary

Review

Sign of the Cross
Our Father (Lord's Prayer)
Hail Mary
Glory Be
Guardian Angel
Prayer Before Meals
Prayer After Meals
Morning Offering
Act of Contrition

1st Grade

Review

Sign of the Cross
Our Father (Lord's Prayer)
Hail Mary
Glory Be
Guardian Angel
Prayer Before Meals
Prayer After Meals

4th Grade

New:

Prayer to Saint Michael
Nicene Creed

Review

Sign of the Cross
Our Father (Lord's Prayer)
Hail Mary
Glory Be
Guardian Angel
Prayer Before Meals
Prayer After Meals
Morning Offering
Act of Contrition
Apostles Creed
Hail Holy Queen
Fatima Prayer (O my Jesus)

2nd grade

New:

Morning Offering
Act of Contrition

Review

Sign of the Cross
Our Father (Lord's Prayer)
Hail Mary
Glory Be
Guardian Angel
Prayer Before Meals
Prayer After Meals

5th Grade

New:

Angelus
Regina Caeli

Review

Sign of the Cross
Our Father (Lord's Prayer)
Hail Mary
Glory Be
Guardian Angel
Prayer Before Meals
Prayer After Meals
Morning Offering
Act of Contrition
Apostles Creed
Hail Holy Queen
Fatima Prayer (O my Jesus)
Prayer to Saint Michael

Grade 6

New:

Memorare

Review

Sign of the Cross
Our Father (Lord's Prayer)
Hail Mary
Glory Be
Guardian Angel
Prayer Before Meals
Prayer After Meals
Morning Offering
Act of Contrition
Apostles Creed
Hail Holy Queen
Fatima Prayer (O my Jesus)
Prayer to Saint Michael
Angelus
Regina Caeli

Grade 7

New:

Anima Christi
Divine Praises

Review

Sign of the Cross
Our Father (Lord's Prayer)
Hail Mary
Glory Be
Guardian Angel
Prayer Before Meals
Prayer After Meals
Morning Offering
Act of Contrition
Apostles Creed
Hail Holy Queen
Fatima Prayer (O my Jesus)
Prayer to Saint Michael
Angelus
Regina Caeli
Memorare

Grade 8

Review

Sign of the Cross
Our Father (Lord's Prayer)
Hail Mary
Glory Be
Guardian Angel
Prayer Before Meals
Prayer After Meals
Morning Offering
Act of Contrition
Apostles Creed
Hail Holy Queen
Fatima Prayer (O my Jesus)
Prayer to Saint Michael
Angelus
Regina Caeli
Memorare
Anima Christi
Divine Praises

Prayers

Sign of the Cross

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

Lord's Prayer

Our Father who art in heaven, hallowed by thy name.

Thy kingdom come; thy will be done on earth as it is in heaven.

Give us this day our daily bread

and forgive us our trespasses as we forgive those who trespass against us and lead us not into temptation but deliver us from evil. Amen.

Hail Mary

Hail Mary full of grace, the Lord is with you

Blessed are you among women and blessed is the fruit of your womb, Jesus.

Holy Mary Mother of God, pray for us sinners,

now and at the hour of our death. Amen.

Glory Be

Glory be to the Father, to the Son, and to the Holy Spirit.

As it was in the beginning, is now, and ever shall be, world without end. Amen.

Prayer to Guardian Angel

Angel of God, my guardian dear, to whom God's love commits me here.

Ever this day be at my side, to light and guard, to rule and guide. Amen.

Grace Before Meals

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

Grace After Meals

We give you thanks, for all your benefits, Almighty God, who lives and reigns forever. Amen.

Act of Contrition, I

O my God, I am sorry for my sins with all my heart.

In choosing to do wrong and failing to do good,

I have sinned against you whom I should love above all things.

I firmly intend, with your help, to do penance, to sin no more,

And to avoid whatever leads me to sin.

Our Savior Jesus Christ suffered and died for us.

In his name, my God, have mercy. Amen.

Act of Contrition, II

O my God, I am heartily sorry for having offended you,

and I detest all my sins, because of your just punishment.

But most of all because they offend you, my God,

Who are all good and deserving of all my love.

I firmly resolve with the help of Your grace to sin no more

and to avoid the near occasions of sin.

Apostles' Creed

I believe in God, the Father Almighty, Creator of heaven and earth
and in Jesus Christ his only son our Lord
Who was conceived of the Holy Spirit and born of the Virgin Mary,
suffered under Pontius Pilate, was crucified, died and was buried.
He descended into hell. On the third day, he rose again.
He ascended into heaven and is seated at the right hand of God the Father Almighty.
He will come again to judge the living and the dead.
I believe in the Holy Spirit,
the Holy Catholic Church, the Communion of Saints,
the forgiveness of sins,
the resurrection of the body,
and life everlasting.
Amen.

Hail Holy Queen

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

Fatima Prayer

O my Jesus, forgive us our sins, save us from the fires of hell, and lead all souls to heaven,
especially those in most need of Thy mercy.

Rosary prayer

(Verse) Let us pray,

(Response) O God, whose only begotten Son, by His life, death, and resurrection, has
purchased for us the rewards of eternal salvation. Grant, we beseech Thee, that while
meditating on these mysteries of the most holy Rosary of the Blessed Virgin Mary, that we may
both imitate what they contain and obtain what they promise, through Christ our Lord. Amen.
Most Sacred Heart of Jesus, have mercy on us.
Immaculate Heart of Mary, pray for us.

Prayer to Saint Michael

Saint Michael the Archangel, defend us in battle. Be our protection against the wickedness
and snares of the devil; May God rebuke him, we humbly pray; And do thou, O Prince of the
Heavenly Host, by the power of God, thrust into hell Satan and all evil spirits who wander
through the world for the ruin of souls. Amen.

Nicene Creed

I believe in one God, the Father almighty, maker of heaven and earth,
of all things visible and invisible.
I believe in one Lord, Jesus Christ, the only Begotten Son of God,
Born of the Father before all ages.
God from God, Light from Light,
true God from true God, begotten, not made, consubstantial with the Father;
Through him all things were made.
For us men and for our salvation
He came down from heaven and by the Holy Spirit was incarnate
of the Virgin Mary, and became man.
For our sake he was crucified under Pontius Pilate;
He suffered death and was buried,
And rose again on the third day in accordance with the Scriptures;
He ascended into heaven and is seated at the right hand of the Father.
He will come again in glory to judge the living and the dead,
and His kingdom will have no end.
I believe in the Holy Spirit, the Lord, the giver of life,
Who proceeds from the Father and the Son,
Who with the Father and the Son is adored and glorified,
Who has spoken through the prophets.
I believe in one, holy, catholic, and apostolic Church.
I confess one baptism for the forgiveness of sins
And I look forward to the resurrection of the dead, and the life of the world to come. Amen.

Angelus

The angel of the Lord declared unto Mary
R. And she conceived of the Holy Spirit.
Pray the Hail Mary
Behold the handmaid of the Lord
R. Be it done unto me according to your word.
Pray the Hail Mary
And the world was made flesh
R. And dwelt among us.
Pray the Hail Mary
Pray for us, O Holy Mother of God
R. That we may be made worthy of the promises of Christ.

Let us pray,

Pour forth we beseech You, O Lord, Your grace into our hearts, that we to whom the
Incarnation of Christ your Son, was made know by the message of an angel, may His passion
and cross be brought to the glory of His resurrection, through the same Christ our Lord. Amen.

Regina Caeli - During Easter Time (Queen of Heaven)

Queen of heaven, rejoice, alleluia.

R.The Son whom it was your privilege to bear, alleluia.
Has risen as He said, alleluia.

R. Pray God for us, alleluia.

Rejoice and be glad Virgin Mary alleluia.

R. For the Lord has truly risen alleluia.

Let us pray,

O God, You were pleased to give joy to the world through the resurrection of Your Son, our Lord Jesus Christ. Grant, we beseech You, that through the mediation of the Virgin Mary, his other, we may come to the joys of life everlasting. Through the same Christ our Lord. Amen.

Memorare

Remember, O most gracious Virgin Mary, that never was it known,
That anyone who fled to your protection, implored your help,
Or sought your intercession was left unaided.

Inspired with this confidence I fly unto you, o Virgin of Virgins, my Mother;

To you I come before I stand sinful and sorrowful: O Mother of the Word Incarnate, despise not my petitions, but in your mercy hear and answer them. Amen.

Anima Christi

Soul of Christ, sanctify me.

Body of Christ, save me.

Blood of Christ, inebriate me.

Water from the side of Christ, wash me.

Passion of Christ, strengthen me.

O Good Jesus, hear me.

Within your wounds hide me.

Permit me not to be separated from you.

From the wicked foe, defend me.

At the hour of my death, call me
and bid me come to you

That with your saints I may praise you

For ever and ever. Amen.

Divine Praises

Blessed be God.
Blessed be His Holy Name.
Blessed be Jesus Christ, true God and true Man.
Blessed be the Name of Jesus.
Blessed be His Most Sacred Heart.
Blessed be His Most Precious Blood.
Blessed be Jesus in the Most Holy Sacrament of the Altar.
Blessed be the Holy Spirit, the Paraclete.
Blessed be the great Mother of God, Mary most Holy.
Blessed be her Holy and Immaculate Conception.
Blessed be her Glorious Assumption.
Blessed be the name of Mary, Virgin and Mother.
Blessed be St. Joseph, her most chaste spouse.
Blessed be God in His Angels and in His Saints. Amen.

Grail Prayer

Lord Jesus,
I give you my hands to do your work,
I give you my feet to go your way,
I give you my eyes to see as you do,
I give you my tongue to speak your words,
I give you my mind that you may think in me,
I give you my spirit that you may pray in me,
Above all, I give you my heart,
that you may love in me your Father and all mankind,
I give you my whole self that you may grow in me
so that it is you Lord Jesus who live and work and pray in me. Amen.

Confiteor

I confess to Almighty God, and to you my brothers and sisters,
That I have sinned through my own fault in my thoughts and in my words,
In what I have done and in what I have failed to do;
And I ask Blessed Mary, ever Virgin, all the angels and saints, to pray for me to the Lord our
God. Amen.

Devotions & Precepts

Divine Mercy
Seven Sorrows
Litany of Humility
Litany of Loreto

Simple Act of Faith, Hope, and Love

My God, I believe in You, I trust You, and I love You with my whole heart. Amen.

Mysteries of the Rosary

Joyful Mysteries

1. Annunciation
2. Visitation
3. Birth of Our Lord
4. Presentation of Jesus in the Temple
5. Finding of Jesus in the Temple

Sorrowful Mysteries

1. Agony in the Garden
2. Scourging at the Pillar
3. Crowning with Thorns
4. Carrying of the Cross
5. Crucifixion and Death of Jesus

Glorious Mysteries

1. Resurrection
2. Ascension
3. Descent of the Holy Spirit
4. Assumption of Our Lady into Heaven
5. The Coronation of Mary, Queen of Heaven and Earth

Luminous Mysteries

1. Baptism of Jesus
2. Wedding Feast of Cana
3. Proclamation of the Kingdom of God
4. Transfiguration
5. Institution of the Eucharist

Seven Sacraments

Sacraments of Initiation

Baptism/Confirmation/Holy Eucharist

Sacraments of Healing

Penance/Anointing of the Sick

Sacraments of Service

Holy Orders/Matrimony

Ten Commandments

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

Laws of Love

1. Love God with your whole heart, soul, mind, and strength.
2. Love your neighbor as yourself.

Precepts of the Church

1. Participate at Mass on Sundays and holy days of obligation.
2. Confess your sins at least once a year.
3. Receive Communion at least during the Easter season.
4. Observe the prescribed days of fasting and abstinence.
5. Provide for the material needs of the Church.
6. Observe the laws of the Church concerning marriage.

Theological Virtues

Faith, Hope, Love

Cardinal Virtues

Prudence, Justice, Fortitude Temperance

Capital Sins

Pride, greed, lust, envy, anger, gluttony, and sloth

Spiritual Works of Mercy

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

Corporal Works of Mercy

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

Holy Days of Obligation in the United States

- | | |
|-------------------------|---|
| 1. November 1: | Feast of All Saints |
| 2. December 8: | Feast of the Immaculate Conception |
| 3. December 25: | Feast of the Nativity of Our Lord |
| 4. January 1: | Feast of the Solemnity of Mary, the Mother of God |
| 5. 40 days after Easter | Feast of the Ascension of our Lord |
| 6. August 15: | Feast of the Assumption of the Blessed Mother |

Other Feasts of Our Blessed Mother

- | | |
|-----------------|--------------------------|
| 1. February 12: | Our Lady of Lourdes |
| 2. March 25: | Annunciation |
| 3. July 16: | Our Lady of Mount Carmel |
| 4. September 8: | Birth of Our Lady |
| 5. October 7: | Feast of the Holy Rosary |
| 6. December 12: | Our Lady of Guadalupe |

Gifts of the Holy Spirit

Wisdom/Understanding/Counsel/Fortitude/Knowledge/Piety/Fear of the Lord

Principles Themes of Catholic Social Teaching

1. Life and dignity of the human person
2. Call to family, community participation
3. Rights and responsibilities
4. Option for the poor and vulnerable
5. Dignity of work and the rights of workers
6. Solidarity
7. Care for God's creation

Shema

The Shema (or Sh'ma) is Israel's basic creed, it is not a prayer, but rather a declaration of faith. The Jews call this section "Kiriathshema" – the last letter of the first word in this verse is "Shema" meaning hear, and the last letter of the last word is 'Echad" meaning "one'. English translation became "Hear, O Israel, the Lord is our God, the Lord is one." Israel is first called to 'hear', second, they must learn that Yahweh is the only God, and third, that their response to Yahweh is to be one of love.

There are 3 parts to the Shema; Deuteronomy 6:4-9 – accepting God's absolute sovereignty and God's love; Deuteronomy 11:13-21 - accepting all the commandments and the concept of reward and punishment; and finally Numbers 15:37-41 – (the tzitzit) serves as a constant reminder of their obligations to God.

The Gospel of Mark 12:29-31 mentions that Jesus considered the beginning call of the Shema to be the first of his two greatest commandments. In addition, the apostle Paul reworked the Shema in 1 Corinthians 8:6.

The Shema is a call to be completely faithful to the covenant, its focus is on daily life rather than in liturgy. When the Shema says to "love God with all your heart," it means to use not only your "good traits" like kindness and compassion to do god's will, but also to use your more challenging traits to serve him.

Web Resources for Religion Curriculum

The following sites are good resources for your religion classes:

- www.catholiceducation.org
- www.cin.org (Catholic Information Network)
- www.memorare.com/games/index.html
- www.catholic.org
- www.faithfirst.com
- www.catholic.net
- www.ewtn.com
- www.catholicnews.com
- www.silk.net/RelEd/
- www.4catholiceducators.com
- www.domestic-church.com
- <http://themass.org>
- www.usccb.org

Each religion series has its own web site.

the seven themes of CATHOLIC SOCIAL TEACHING



Life and Dignity of the Human Person

God made each person, so every life is important and should be protected.



The Dignity of Work and the Rights of Workers

Work is important in God's plan for adults and their families, so jobs and pay should be fair.



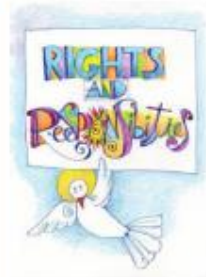
Call to Family, Community, and Participation

God made us to be part of communities, families and countries, so all people can share and help each other.



Solidarity

God made everyone so we are all brothers and sisters in God's family wherever we live.



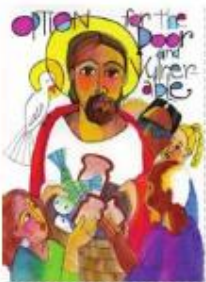
Rights and Responsibilities

God wants us to help people who are poor, who do not have enough food, or a safe place to live, or a community.



Care for God's Creation

The world was made by God, so we take care of all creation.



Option for the Poor and Vulnerable

God wants us to help make sure everyone is safe and healthy and can have a good life.

Examples of Typography

Exodus Event	Scripture	Foreshadowing	Scripture
Moses the prophet, priest and king Raised in house of a king Life endangered at birth Gave up royal inheritance Fasted 40 days Hated by Jews Mediator between God and man Continued a nation Founded a kingdom	Ex2:10 Ex2:3 Ex2:15 Ex24:18 Ex17:4 Ex20:19 Ex3:10 Ex3:18	Jesus the prophet, priest and king Jesus son of God Herod killed first born Jesus became flesh to serve Fasted 40 days Was plotted against for murder Mediator between God and man Finalized/completed Jewish religion Jesus is the leader of Gods kingdom	Jhn 20:31 Mat 2:13 Mat 20:28 Mat 4:2 Mat 26:4 1Tit 2:5 Eph 2:14-15 Jhn 18:36
<u>Deliverance from kingdom of Egypt</u> -Israel's old worship habits of Egypt -Israel longed for bondage	Ex5:1 Ex32:4 Ex14:11,12 Ex16:3 Ex17:3	Salvation (from kingdom of Satan) Worship God God's way The flesh is controlling	Col1:13 Rom 12:1 Rom 7:18 Rom8:6 Jam 4:4
<u>Passover</u> -Saved by blood of unblemished lamb -Must eat the flesh of lamb -Calendar is set to start here -Consecration of first born	Ex12:23 Ex12:5 Ex12:8 Ex12:2 Ex13:2	Atonement of sin, everlasting life Blood shed for forgiveness "Partake" of Jesus' body Constantine reset year system Give first fruits to God	Jhn 3:16 1Pet 1:19 John 6:51 Jhn 15:16
<u>Passing through the Red Sea</u> -Led by different path -Pharaoh chases after Israel -Angel of God protects Israelites -Total destruction of the enemy	Ex14:21-22 Ex13:17 Ex14:9-10 Ex14:19-20 Ex14:28	Baptism into newness Walk the narrow path Satan the devourer Jesus protects us Destruction of Satan	1Pet 3:21 Mat7:14 1Pet 5:8 1Cor 1:8 Rev 20:10
<u>Gifts of provision</u> -Hunger –manna & quail -Thirst -water	Ex16:35 Ex16:12-13 Ex17:6	Spiritual gifts given unto man Specific provision-Jesus bread of life Specific provision	1Cor 12:7-11 Jhn 6:33-35 Jhn 4:14
<u>Bitter water to drinkable water</u>	Ex15:22-25	Death to self brings life in Christ	Rom 8:12,13
<u>Rest at Elim</u> -12 Springs of water -70 Palm trees	Ex15:27	Rest in life from Christ 12 Disciples 70 Disciples sent from the 12	Mat11:29 Mat 10:1 Luk 10:17
<u>Water from the rock</u> Doubt of God being among them	Ex17:6 Ex17:7	Water from Jesus' side (the Rock) Holy Spirit (water) from Jesus (Rock) Disbelief amongst believers	Jhn19:34 Jhn14:16,17 Luk22:34
<u>Victory against Amalek</u> -Raising of Moses' hands brought victory	Ex17:8-16 Ex17:11	Victory against Satan's force Praise and faith brings victory Jesus (from tribe of Judah) is victory	1Cor 15:54,55 1Jhn 5:4 1Cor 15:57
<u>Leadership formed under Moses</u> -Moses delegates authority	Ex18:14-23 Ex18:25	Structure in church congregation 12 tribes = 12 disciples under Christ Jesus delegates authority to us	Heb13:17 Luk 10:19,20
<u>Moses ascends mountain of God</u> Moses alone goes near God	Ex19:3 Ex24:1,2	Going before Gods throne boldly Jesus ascending to heaven	Heb 4:16 Heb 12:21-24

Glossary of Terms

4 Marks of the Church one, holy, catholic and apostolic

Abortion The act of destroying an unborn child; refer to CCC #2271-2272.

Absolution The blessing of forgiveness prayed by the priest over the penitent in the sacrament of penance; refer to CCC # 1441-1442.

Abstinence People over the age of 14 are obliged to refrain from eating meat on Ash Wednesday and the Fridays of Lent as a means of corporate penance.

Adam and Eve The first parents of the human race created in God's own image and likeness; God breathed his life into the couple and gave them charge of all creation; refer to CCC #3699-379.

Adoration One of the ends of prayer; the act of reverence to God and Jesus in the Eucharist.

Adultery Marital infidelity

Advent The first season of the Church year; a time of preparation for the celebration of the birth of Christ; the term comes from the Latin word for "coming."

Alb The white robe the priest, deacon, or altar server wears at Mass; the term come from the Latin word for "white."

Altar The table used for the celebration of Mass.

Ambo The stand from which the Scriptures are proclaimed in Church.

Amen The word said at the end of a prayer to mean, "So be it!"

Angel A spiritual being in heaven.

Annunciation The commemoration of the time that Mary said, "Yes!" when the angel asked her to be the Mother of God; First Joyful Mystery of the Rosary.

Apostles Originally this term meant the 12 people closest to Jesus whom he sent forth to bring the good news of salvation; those whom by baptism are charged to bring the good news

Apostolic One of the four marks of the church that means the roots of the church can be traced to the apostles; it is also the charge of the church to bring the good news of salvation to the world.

Ascension Term given to Jesus' ascending into heaven 40 days after his resurrection; the Second Glorious Mystery of the Rosary.

Ash Wednesday First day of Lent; a day of fasting and abstinence; the faithful receive ashes on their forehead as a sign of repentance.

Assembly The gathering of the baptized to give praise and worship to God.

Assumption Term given to Mary being taken into heaven; the Fourth Glorious Mystery of the Rosary; refer to CCC #966.

Baptism The first of the seven Sacraments; the sacrament that incorporates the person into the Body of Christ; refer to CCC #977.

Baptistry The place in the church where the baptismal font is placed.

Beatitudes Eight beatitudes are listed in Matthew 5: 1-11; a way of living in the manner of Jesus Christ.

Belief A truth that is held in a person's heart.

Benediction A devotion of the church to honor Jesus Christ in the Blessed Sacrament.

Benedictus The Canticle of Zechariah in Luke 1:67-79; used in Morning Prayer of the Church.

Bible The written revelation of God's love for his people; the two major segments are Old Testament and New Testament; refer to CCC #105-108.

Bishop The third of the sacraments of Holy Orders; the bishop is appointed by the Pope to be the clerical head of a particular diocese.

Blessed Sacrament Title given to Jesus present in the bread or host; reserved in the tabernacle for adoration and to be sacrament for the sick.

Blessing A prayer for good for the person being blessed; refer to CCC#1671-1672.

Body of Christ All the baptized form the Body of Christ when they come together in the name of Christ.

Book of Gospels A book used at Mass from which the Gospel for each Sunday or Feast Day is proclaimed.

Cathedral Kitchen A food pantry located in Camden at the Cathedral.

Catholic A mark of the church which refers to the fact that the church is for people of all races and cultures, whether rich or poor; refer to CCC#830.

Catholic Charities An organization within the church that works to help those in need; a special collection is taken up in church annually to support this effort.

Catholic Relief Services An organization that meets the needs of crisis victims throughout the world; a special collection is taken up in church annually to support this international effort.

Canonization Process whereby someone who has died is declared a saint in heaven.

Canticles A special hymn of praise found in the scriptures

Capital Sins Pride, greed, lust, anger, envy, gluttony, sloth; refer to CCC #1866.

Cardinal Virtues Cardinal Virtues include prudence, justice, fortitude, temperance; moral virtues acquired by human efforts around which all other virtues are related; refer to CCC #1805.

Cassock Robe worn by clergy; priests' cassocks are black, bishops' cassocks are red.

Celibacy The oath a priest takes at ordination to declare that he will not be married.

Chalice The cup used at Mass to hold the wine that will become the Blood of Christ; it is to be made of precious material.

Chasuble The outer vestment worn by the priest or deacon at Mass; its color reflects the liturgical season.

Chrism Olive oil and balsam consecrated by the Bishop each Holy Thursday to be used for baptisms and confirmations in each parish for the coming year

Christian Morality The way of living that is in the manner of Jesus Christ; refer to CCC#1749.

Christmas The feast of the birthday of Jesus Christ derived from the expression of Christ's Mass; the feast is also known as the Nativity.

Church The people of God; the Body of Christ; the building where the people of God gather to give praise and worship.

Ciborium The dish-like container for the bread that is the Body of Christ. It is kept in the tabernacle for adoration and to be heavenly food for the sick.

Cincture The rope-like belt worn a priest or altar server wears around the alb.

Clergy Those who are ordained in the Sacrament of Holy Orders to help others and make sacraments available for all the people of God.

Commandment A law given to God's people to help them live the way God plans for his people; refer to CCC #2052.

Commission The act of choosing to sin by doing something contrary to God's commandments.

Communal Prayer A way of praying with a gathering of people.

Community The name given to a group of God's people who come together.

Communion of Saints The gathering of the whole church in Christ: those on earth, those in purgatory, and those in heaven; refer to CCC #954.

Confession A name given to the sacrament of penance; the part of the sacrament where one names the sins for which forgiveness is asked.

Confirmation The second of the seven sacraments, it is the sacrament that seals baptism and charges the person to more completely live like Christ and help to participate in the life of the

Conscience A part of a person's intellect that passes judgment on a thought or action; a conscience is formed by a person's learning and living Jesus Christ; refer to CCC #1777.

Contrition One of the four ends of prayer; it is the desire for forgiveness within a person.

Corporal Works of Mercy Based on Matthew 25: 31-46, the corporal works of mercy include: feed the hungry, give drink to the thirsty, clothe the naked, visit the sick, visit the imprisoned, ransom the captive, bury the dead.

Covenant A special promise made between God and his people. Once God makes this promise, he never breaks it; refer to CCC #62.

Creed A summary of beliefs of the church. The term comes from a Latin word that means, "I give my heart to;" refer to CCC #187-193.

Crucifix A cross that holds the corpse of Jesus on it.

Deacon A person ordained to special service in the church.

Decade A term used to denote ten "Hail Mary's" in the rosary.

Diocese A group of parishes in a geographical area that is headed by a Bishop of the Church.

Disciple One who follows Jesus.

Discipleship The term given to the special way of life one is called to live who is baptized into Jesus Christ.

Dogma A belief that has been explained by the Magisterium in Church teaching.

Easter The celebration of Christ's rising from the dead.

Easter Vigil The church's celebration held on Holy Saturday to commemorate Jesus' resurrection; it is the time when people celebrate the sacraments of initiation through RCIA in the church.

Empathy Identifying with the joys and sufferings of others.

Eucharist A name given to Jesus in the Blessed Sacrament; the term comes from the Greek, "to give thanks;" refer to CCC #1322-1330.

Evangelists The term given to the four Gospel writers: Matthew, Mark, Luke, and John.

Evangelization The mission of the church to spread the good news of salvation to the ends of the earth; refer to CCC #861.

Evening Prayer Part of the Liturgy of the Church; it consists of psalms, canticles, readings, and intercessions for all God's people.

Evil The absence of good.

Faith A theological virtue that helps one believe in God; refer to CCC #26.

Fast On Ash Wednesday and Good Friday adults between the ages of 18 and 59 are to eat only three meals a day without eating anything in between; two of the meals combined cannot be larger than the main meal

Free Will Made in the image and likeness of God, a person has the ability to choose his/her own actions; refer to CCC #1730.

Forgiveness The reason Jesus came to earth; it is also something given to others when one has been offended.

Food Banks Places where the poor may go to receive the food they need.

Fruits of the Spirit Listed in Galatians 5:22-23, these virtues express the perfection of the Holy Spirit: charity, joy, peace, patience, kindness, goodness, generosity, gentleness, faithfulness, modesty, self-control, chastity.

Genuflect A reverence made before entering a pew in church or passing the Blessed Sacrament; a person touches the right knee to the floor.

Gifts of the Spirit Listed in Isaiah 11: 1-2, these are dispositions of the heart that helps a person to live in the Spirit of Jesus Christ: wisdom, understanding, counsel, knowledge, fortitude, piety, and fear of the Lord.

God The supreme being who is, was, and always will be; the creator of heaven and earth; refer to CCC #27.

God's Providence God's desire is to have his people return to be with him forever in heaven; refer to CCC #302.

Gospel The good news of salvation; there are four Gospel accounts in the New Testament: Matthew, Mark, Luke, and John.

Grace A gift from God that allows us to participate in the very life of God; it may be sanctifying or actual; refer to CCC #1996-1997.

Gratitude A disposition that should be in the heart of one who receives and lives Eucharist.

Habitat for Humanity A group dedicated to building homes for the poor.

Healing The process by which one is made whole in either/ or body and spirit.

Heaven The state of permanent perfection and union with God in heaven for eternity; refer to CCC #1023-1024.

Hell The opposite state of heaven; a permanent place of misery and separation from God; refer to CCC #1033.

Holiness A condition of baptism that allows one to be in relationship with God.

Holy One of the four marks of the church; as Christ is holy, so members of the church through baptism participate in the holiness of Jesus Christ; refer to CCC #823-829.

Holy Communion A name given to the reception of the Blessed Sacrament or Eucharist.

Holy Days of Obligation The seven days of the Days of the church year when the faithful people of the United States gather at Mass, other than Sundays, to worship God

Holy Orders The sacrament that ordains men to continue the sacramental life of the church; the three orders are deacon, priest, bishop; refer to CCC #1536

Homily Talk given by the priest or deacon after the Gospel to help make the message of scripture meaningful in today's society.

Hospitality A virtue that displays the welcoming spirit of Jesus Christ.

Host A term given to the bread of the Blessed Sacrament. It comes from the Latin, "hostia," which means victim.

Idol Someone or something that a person makes more important than God.

Immortality Understanding that the soul of a person will live forever and will be united with the body at the final judgment.

Incarnation The action of the Son of God coming down and becoming Jesus Christ; refer to CCC #461-463.

Infallibility A gift that the Pope receives to proclaim the truth about God and the things of God; refer to CCC #92.

Inspiration The act whereby God inspired the human authors of the Bible to reveal truth about God.

Intellect The ability to know things; it is one of the ways people are made in God's image and likeness.

Jesse Tree An Advent custom of hanging decorations on a tree to remember those great people in the scriptures who waited for coming of the Savior.

Judgment When one comes before God at the time of death; it also given to the meeting of God with all his people at the end of time, this will determine heaven, purgatory, or hell for the person being

Justice One of the cardinal virtues that means living in right relationship with God and all people by working to improve people's conditions; refer to CCC #1807.

Kingdom of God The reign of God; it is begun here on earth and perfected in heaven; refer to CCC #541-546.

Laity All of the baptized except for those who have Holy Orders; refer to CCC #897.

Laying on of Hands The symbolic gesture of the coming of the Holy Spirit upon God's people.

Lectionary The book used at Mass that contains the Scripture readings for each day.

Lent The six-week period before Easter that begins on Ash Wednesday, originally a time of baptismal preparation.

Liturgical cycles The seasons of the Church calendar: Advent, Christmas, Ordinary Time, Lent, Easter, Pentecost

Liturgy of the Hours Part of the Liturgy of the Church; the two major hours of prayer are morning and evening prayer.

Liturgy The public work of worship in the church. It includes: Mass, Sacraments, and Liturgy of the Hours; refer to CCC #1067.

Liturgy of Eucharist The second major part of the Mass where the Body and blood of Jesus is consecrated and the people receive Jesus in the Eucharist.

Liturgy of the Word The first major part of the Mass where the Word of God is proclaimed.

Lord's Prayer The prayer that Jesus taught his disciples; it is also called, "the Our Father."

Lumen Gentium One of the major documents from the Vatican II Council; it is also called, "The Dogmatic Constitution on the Church."

Luminous One of the four mysteries of the Rosary given to the Church by Pope John Paul II: Baptism of Jesus, Wedding at Cana, Proclamation of the Kingdom, the Transfiguration, and the Eucharist.

Magisterium The teaching body of the Church headed by the Pope; refer to CCC #85-87.

Magnificat A Gospel canticle taken from Luke 1: 46-55 and prayed at Evening Prayer of the Church.

Martyr One who dies for giving witness to Christ.

Mary The mother of Jesus, both God and man; refer to CCC #721-725.

Mass The worship of the Church that is based on the Last Supper; refer to CCC #1332.

Matrimony The sacrament that unites a man with a woman to share their love for one another and bring forth children; refer to CCC #1061

Miracle An act that has consequences beyond human understanding.

Missal The book that contains the prayers of the Mass and is used at the altar.

Mission The work of the church to bring the good news to others.

Monstrance The stand in which the Blessed Sacrament is placed for adoration.

Morning Prayer Part of the Liturgy of the Church prayed each morning; it consists of psalms, canticles, readings, and intercessions for all God's people.

Mortal Sin Sin that breaks a person's covenant with God; something very wrong, a person knows it's very wrong, and the person chooses to do it; refer to CCC #1854-1859.

Mystery A truth that is partly hidden from us, but partly revealed; refer to CCC #42-43.

Mystical Body of Christ A term used by Saint Paul in the Letter to the Corinthians to explain the mystery of unity in Jesus Christ that takes place at baptism; refer to CCC #787-791.

New Testament The second major part of the Bible that tells the good news of Jesus Christ.

Oil of Sick Olive oil blessed by the Bishop on Holy Thursday and used throughout the diocese in the coming of the year in the sacrament of the Anointing of the Sick.

Old Testament The first major part of the Bible that foretells the coming of the Savior.

Omission Sin that happens by not doing something that should be done by a disciple of Jesus Christ.

One A mark of the Church; there is one God, one Lord, and one Baptism; refer to CCC #865.

Ordinary Time The Sundays of the Church year that are designated by ordinal numbers.

Original Sin The first sin committed by Adam and Eve; refer to CCC #396-412.

Outreach Service to the poor and needy.

Parable A story used by Jesus to explain a truth about the Kingdom of God.

Parish A group of people who are registered and worship at a particular Catholic church.

Pastor The priest who leads a parish.

Paschal Candle The large candle that is lit during the Easter Season as a symbol of Jesus, the Light of the World; it is also used at funerals.

Paschal Mystery The mystery of Jesus' passion, death, and resurrection; refer to CCC #571.

Patén The plate that is used to hold the bread that is Jesus at Mass.

Patron Saint The saint in heaven for which a person is named.

Peace A condition of harmony of body, mind, and spirit; it may be individual and communal.

Penance Prayers or actions undertaken to indicate a desire to live a more Christ-centered life; a sacrament of healing where a person celebrates God's forgiveness for sin.

Pentecost The birthday of the Church; celebrates the coming of the Holy Spirit upon the apostles in Acts 2:1-11.

Pew The long bench where people sit in church.

Pope The visible head on earth of the Roman Catholic Church; refer to CCC #882.

Posada A Hispanic tradition on Christmas eve that re-enacts the story of Mary and Joseph seeking room in Bethlehem.

Praise A reason to pray and honor God for his love and goodness.

Prayer Lifting mind and heart to God in loving relationship with him; prayer is either private or communal; it may be formal or informal.

Precepts of the Church Minimal requirements for living out what it means to live as Roman Catholics. Refer to CCC #2041-2043

Prejudice A biased opinion against someone or thing.

Presider's Chair The chair where the priest sits during the Mass.

Priest One who is ordained by the bishop to be serve the spiritual needs of the people of God; refer to CCC #1551.

Priesthood of the Faithful All the baptized are called to share in the priesthood of Christ through participation at Mass; refer to CCC #1547.

Private Prayer The individual conversation that a person has with God, the Blessed Mother, or a saint.

Processional Cross The cross that leads the entrance procession at Mass.

Prophet One who calls people to remember the truth of God.

Psalms A song in the Bible. There are 150 songs in the Book of Psalms.

Purgatory A time of purification after death for those who are not yet ready to enter into heaven; refer to CCC #1030.

RCIA The Rite of Christian Initiation of Adults is the normative process for those seeking the three sacraments of initiation in the church.

Real Presence The belief that Jesus is truly present in the Eucharist; refer to CCC #1378-1379.

- Reconciliation** A name given to the Sacrament of Penance that expresses the understanding that through the sacrament one is brought to right relationship with God, self, and others.
- Redemption** The act of Jesus' passion, death, and resurrection that made it possible for the baptized to enter heaven; refer to CCC #571.
- Religion** The set of beliefs, way of life, and way of worship that a person embraces as a faith-response to God; refer to CCC #2135.
- Remembrance** Making the past present as in the act of consecration of the Eucharist at Mass; refer to CCC #1341.
- Respect** The act where one treats another person with dignity.
- Responsibility** A charge to be or do something for a very good reason.
- Resurrection** Christ's rising from the dead on Easter Sunday.
- Revelation** The act of God revealing truths about himself in the Scriptures.
- Reverence** Treating another with respect.
- Rosary** A prayer to the Blessed Mother; refer to CCC #2678.
- Sacrament** A universal efficacious sign of the church that signifies the saving act of Christ in the lives of God's people; there are 7 sacraments; refer to CCC #1131.
- Saints** The baptized; the term usually refers to those people who are now in heaven.
- Salvation** The condition of being redeemed by Jesus Christ; refer to CCC #169.
- Sanctifying Grace** The very life of God that is the habitual gift a person receives through participation in the sacraments; it is this very life that makes it possible to call God, "Father;" refer to CCC #1999-2000.
- Sanctuary** The place in the church where the Blessed Sacrament is reserved in the tabernacle. A light is always lit in this place.
- Satan** The Evil one.
- Sharing** A habit of helping those who are less fortunate.
- Sin** Missing the mark on how to live as God's people; a sin is constituted with: something is wrong, a person knows it's wrong, and chooses to do it; refer to CCC #1849-1850.
- Social Sin** A result of original sin, it is a sinful condition that is prevalent in society, such as: slavery, oppression of women, racism, bigotry.
- Soul** The spiritual part of a person that is immortal; refer to CCC #363.
- Spiritual Works of Mercy** Seven ways a Christian is called to tend to the spiritual needs of others; refer to CCC #2447.
- Stations of the Cross** A devotion to commemorate Jesus journey to his crucifixion.
- Steward** One who responds to the call to care for all God's creation.
- Stewardship** The responsibility to care for all of God's creation.
- Stole** The scarf-like vestment that a priest wears around his neck when performing sacramental duties; a deacon wears a stole across his chest.
- Supplication** The act of asking for needs in prayer; one of the four ends of prayer, also known as petition; refer to CCC #2679.

Tabernacle The receptacle in church where the Blessed Sacrament is reserved.

Temptation The time of choice to do wrong before choosing to perform an action; refer to CCC #538.

Ten Commandments The ten laws God gave Moses so that the people of God would know how to live as God's people; refer to CCC #2067.

Thanksgiving The attitude to which a person is called to live in gratitude for salvation through Jesus Christ.

Theological Virtues The three virtues: faith, hope, and love, that are infused in a person through baptism that are the source of all other virtue; refer to CCC #1812-1827.

Tithe The practice of donating a portion of one's income to God.

Tradition The oral, lived transmission of the faith from one generation to the next; refer to CCC #83.

Transubstantiation The consecration of the bread and wine at Mass into the Body and Blood of Jesus Christ.

Triduum The liturgical remembrance of Christ's passion, death, and resurrection comprising Holy Thursday, Good Friday, Holy Saturday and culminating in the Easter Vigil.

Trinity The mystery of faith that expresses the unity of God who is three persons: Father, Son, and Holy Spirit; refer to CCC #234.

Truth A belief held through faith in God.

Vatican II A gathering of the Bishops of the Church called by Pope John XXIII from 1962 to 1965 that called for renewal in the church.

Venial Sin Sin that does not sever the relationship with God, but diminishes it; refer to CCC #1862.

Vice A habit of evil.

Virtue A habit of doing good.

Vow A sacred promise a person makes to God; this is usually done in the presences of witnesses; refer to CCC #915.

Vocation The way a person responds to living out the baptismal call: single, married, priesthood or religious life.

Worship The act whereby a community gives praise and honor due to God through liturgical expression; refer to CCC #1067.

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