



CATHOLIC DIOCESE
OF YOUNGSTOWN

Diocesan Curriculum for Catechesis

Promulgated on September 7, 2021

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Bishop of Youngstown**

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DIocese of YOUNGSTOWN

September 7, 2021

OFFICE OF THE BISHOP

My Dear Friends,

The Diocesan Curriculum for Catechesis is mandated for all the Catholic Schools, Parish faith formation processes and home based catechesis for preschool, kindergarten and grades 1-12. In the promulgation of this Curriculum, it is my hope that a consistent presentation of the faith will lead all of us to embrace our call to Missionary Discipleship and the New Evangelization.

Pastors, Parochial Vicars, Parish Leaders, Catholic School Principals and Parish Directors of Religious Education and Youth Ministry are essential in oversight of the Curriculum in your particular ministry setting. Your careful adherence in implementation of the objectives will empower and enrich our young disciples on their journey of faith.

Religion teachers and catechists are expected to rely on the Curriculum to guide their session designs over and above the religion textbooks and other resources selected to reinforce the objectives. Your faithfulness will ensure an integrated and comprehensive approach for learning the faith throughout the diocese as you accompany children and adolescents.

Parents, as primary and first catechists of your children, you will pass on the faith most effectively by living the Catholic way of life. As the ones who first brought your children to the waters of Baptism and new life in Christ, be vigilant to keep the light of Christ burning within your homes.

We all have a tremendous responsibility in that what we have been given as gift – our faith – must be nurtured, sustained and returned to the Lord in abundance. Thank you very much, for accepting the call, and vocation of Missionary Discipleship, as we pray “That All May Be One.”

Sincerely in Christ,

Most Reverend David J. Bonnar
Bishop of Youngstown

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INTRODUCTION

“On the lips of the catechist the first proclamation must ring out over and over: “Jesus Christ loves you; he gave his life to save you; and now he is living at your side every day to enlighten, strengthen and free you.” This first proclamation is called “first” not because it exists at the beginning and can then be forgotten or replaced by other more important things. It is first in a qualitative sense because it is the principal proclamation, the one which we must hear again and again in different ways, the one which we must announce one way or another throughout the process of catechesis, at every level and moment.”

Evangelii Gaudium (The Joy of the Gospel) #164

The *Curriculum for Catechesis* reflects the understanding of faith formation presented in the *Directory for Catechesis* (Pontifical Council for the Promotion of the New Evangelization, 2020). This document places catechesis within the context and process of evangelization. More than an academic activity, catechesis is an ecclesial action which seeks to foster the development of faith “by means of a deeper and more systematic knowledge of the person and message of Jesus Christ” (*Catechesi Tradendae* #19).

The content of the *Curriculum for Catechesis* comes from Sacred Scripture, papal and episcopal documents, and the *Catechism of the Catholic Church* (what we believe), along with the *Directory for Catechesis* (the guide for how we teach what we believe).

Parents, as first and primary catechists of their children, initiate and sustain the catechetical process in the domestic church of the home. Catechetical leaders and catechists assist the parents in the task of passing on the faith with systematic and comprehensive formation.

The *Curriculum for Catechesis* is a coherent, sequential, developmentally appropriate presentation of the content of the Catholic faith for all parish, school, and home-based catechesis in the Diocese of Youngstown. The sharing of the content rests with the catechist who may combine several learning objectives or may integrate the learning objectives into other subject areas, i.e., social studies, art, music, economics.

The content of the *Curriculum for Catechesis* is organized according to the Tasks of Catechesis as outlined in the pontifical *Directory for Catechesis* (2020). According to that document, these



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tasks are “inspired by the way in which Jesus formed his disciples: he got them to *know* the mysteries of the Kingdom, taught them to *pray*, proposed to them *gospel values*, initiated them into the life of *communion* with him and among themselves, and into *mission*. This pedagogy of Jesus then molded the life of the Christian community....” (#79) Quality catechesis assists persons to grow in their communion with Christ by helping them to know, celebrate, pray, and live the faith.

The learning objectives of the *Curriculum for Catechesis* are presented in two ways: by theme and by grade level:

- The thematic arrangement makes clear how a child is led through stages of growth toward a mature understanding of faith. This arrangement helps catechists and parents to identify the learning objectives relative to a particular theme and to understand how the themes are developed throughout the entire span of the child’s school-age years. This arrangement also helps catechetical leaders prepare intergenerational or family-based formation centered on themes.
- The grade-level arrangement enables the catechist to examine the objectives of their area of responsibility, what was taught in the preceding year(s), and how a specific grade level prepares for subsequent years of catechesis.

The *Curriculum for Catechesis* combines the learning objectives for grades 7 and 8 and grades 9 through 12. Catechetical leaders can determine the sequence and ordering of these objectives in their ministry with adolescents and youth to lead and accompany them into mature faith practices. It is expected that the presentation of the learning objectives are systematic for the two full years and four full years, respectively.

Catechists will adapt sharing and teaching styles for the learning objectives to meet individual needs. Developmentally appropriate methods enhance the gifts and talents of the learners. Catechists will adapt for the variety of ways of learning including those for individuals with disabilities, so that the dignity of each person is affirmed and so that all learners can participate meaningfully in school, parish, and Church.

Additionally, preparation for the celebration of the sacraments is an expectation of the formational experiences. Readiness for reception of sacraments may be assessed through the knowledge of the faith and the practice of the faith. An expectation for prayer, liturgy, and Christian service experiences beyond grade level catechetical sessions is considered part of the immediate preparation for a sacrament and is accomplished through the parish at which the person worships.



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Catechetical and other pastoral leaders are to be aware of and extend welcome to persons in the parish community with disabilities to provide ongoing formation and preparation for sacraments. For persons with physical impairments, adaptations to the environment and specific resources are to be provided. Persons who learn differently will be provided with adapted materials and session designs which respect the needs of the individual. The Office of Faith Formation and Lay Ecclesial Ministry Library has appropriate materials for use and consultation is readily available.

CURRICULUM FOR CATECHESIS

LEADING TO KNOWLEDGE OF THE FAITH

Catholic Belief and Tradition

The student will be able to:

Pre-Kindergarten

- PK.CB.1 know that God makes all people.
- PK.CB.2 know that God makes everything and it is good.
- PK.CB.3 name Jesus as friend and brother.
- PK.CB.4 name Mary as Mother of Jesus.

Kindergarten

- K.CB.1 know God as the Father, who makes all things.
- K.CB.2 know Jesus as God's Son, a friend who shows people how to live.
- K.CB.3 recognize the Holy Spirit as God's loving presence in everyone.
- K.CB.4 name Mary as Mother of God.

Grade 1

- 1.CB.1 name God as Father and Creator.
- 1.CB.2 name Jesus as God's Son, who died and rose to save all people.
- 1.CB.3 recognize the Holy Spirit as God's loving presence helping and guiding everyone.
- 1.CB.4 know that God's plan for people is to be happy with him in heaven.
- 1.CB.5 name Mary as Mother of God and all people.

Grade 2

- 2.CB.1 name the Trinity as God: Father, Son, and Holy Spirit.
- 2.CB.2 know that the Apostles' Creed is a statement of what Catholics believe.

CURRICULUM FOR CATECHESIS

LEADING TO KNOWLEDGE OF THE FAITH

Catholic Belief and Tradition

The student will be able to:

- 2.CB.3 understand that people have freedom to accept or reject God's plan to live with him forever.
- 2.CB.4 know that Jesus, Son of God, was born of Mary into a human family through the power of the Holy Spirit.

Grade 3

- 3.CB.1 describe the Holy Trinity as three persons in one God and use various symbols in the Catholic tradition to illustrate this belief.
- 3.CB.2 know that Jesus, Savior and Redeemer of the world, suffered, died, was buried, rose from the dead, and ascended into heaven.
- 3.CB.3 understand that grace is participation in God's life now and forever.

Grade 4

- 4.CB.1 reflect upon the relationships of the persons of the Trinity as a model for loving relationships within the family, Church, and world.
- 4.CB.2 demonstrate an understanding of the faith statements in the Apostles' and Nicene Creeds.

Grade 5

- 5.CB.1 describe how three persons of the Trinity are present in the signs, rites, and effects of the seven sacraments.
- 5.CB.2 explain the essential characteristics of the Church, i.e., one, holy, catholic and apostolic.
- 5.CB.3 identify the Church as the communion of saints.

Grade 6

- 6.CB.1 cite accounts from the Old Testament that reveal God's unconditional love.

CURRICULUM FOR CATECHESIS

LEADING TO KNOWLEDGE OF THE FAITH

Catholic Belief and Tradition

The student will be able to:

- 6.CB.2 identify figures from the Old Testament who foreshadow Jesus as messiah and prophet, e.g., Adam, Moses, David, Isaiah.
- 6.CB.3 reflect on the Old Testament images of God's Spirit and explain how they reveal the person and action of the Holy Spirit in the Church and world.
- 6.CB.4 explain Mary's unique role in salvation history.

Grades 7 and 8

- 7/8.CB.1 discuss the relationship and works of the three Persons of the Trinity.
- 7/8.CB.2 recognize the Incarnation as a core doctrine of Christian faith.
- 7/8.CB.3 discuss the Church's belief in the communion of saints, the forgiveness of sins, and life everlasting.
- 7/8.CB.4 explain why the Church is identified as one, holy, catholic, and apostolic.

High School

- HS.CB.1 explain the trinitarian nature of the Catholic faith.
- HS.CB.2 reflect on the mystery of Jesus Christ as fully human and fully divine.
- HS.CB.3 discuss the implications of the doctrine of the Incarnation.
- HS.CB.4 explore the Paschal Mystery as the central event for all Christianity.
- HS.CB.5 trace the historical development of core doctrine through creeds, Church councils, and papal statements.
- HS.CB.6 discuss the Nicene and Apostles' Creeds as expressions of unity and faith.
- HS.CB.7 examine ways the Church is one, holy, catholic, and apostolic.
- HS.CB.8 explain the Church's teaching on life everlasting, resurrection of the body, final purification, heaven, and hell.

CURRICULUM FOR CATECHESIS

LEADING TO KNOWLEDGE OF THE FAITH

Catholic Belief and Tradition

The student will be able to:

HS.CB.9 compare and contrast Catholic eschatology with that of other religious traditions.

CURRICULUM FOR CATECHESIS

LEADING TO KNOWLEDGE OF THE FAITH

Scripture – Catholic Understanding

The student will be able to:

Pre-Kindergarten

- PK.S.1 recognize the Bible as a holy book which tells the story of God and his people.
- PK.S.2 identify some biblical characters and stories which illustrate God's love and goodness.

Kindergarten

- K.S.1 explain that Catholics reverence the Bible as the holy book of God's Word.
- K.S.2 recount stories from the Bible which illustrate people's loving response to God.

Grade 1

- 1.S.1 identify the Bible as a holy book written by people chosen by God to tell the story of God's love.
- 1.S.2 know that Bible stories are different from other stories because they are God's Word to people.
- 1.S.3 explain that a Christian is called to listen to God's Word in the Bible and respond in prayer and action.

Grade 2

- 2.S.1 explain that the coming of Jesus is the central event linking the Old and New Testaments.
- 2.S.2 explain how God's Word in the Bible prepares people for the reception of the Sacraments of Reconciliation and Holy Eucharist.
- 2.S.3 recognize that the readings at Sunday Mass are taken from the Old and New Testaments.

CURRICULUM FOR CATECHESIS

LEADING TO KNOWLEDGE OF THE FAITH

Scripture – Catholic Understanding

The student will be able to:

Grade 3

- 3.S.1 relate major biblical signs, e.g., creation, covenant, Exodus, Promised Land, to the life of Jesus and the Church.
- 3.S.2 explain the organization of the Bible according to book, chapter, and verse.
- 3.S.3 give examples of how the Church uses Scripture in prayer and worship.

Grade 4

- 4.S.1 explain that God's living word is revealed in Sacred Scripture through which God meets and speaks with people.
- 4.S.2 locate the passages of the Sunday readings in the Bible according to book, chapter, and verse.
- 4.S.3 give examples of how the Scriptures nourish, strengthen, and guide the life of the Christian.

Grade 5

- 5.S.1 explain that the Bible is inspired by God.
- 5.S.2 give examples of how the Church uses Scripture to preach, teach, and celebrate the Good News of Jesus and to foster growth in holiness.

Grade 6

- 6.S.1 explain that the Bible is God's living Word written by human authors through the inspiration of the Holy Spirit.
- 6.S.2 explain that the Bible records people's experience of God throughout salvation history.
- 6.S.3 identify the various types of writings used by the human authors of the Scriptures to communicate God's Word, e.g., story, poem, song, letter, history, wisdom.

CURRICULUM FOR CATECHESIS

LEADING TO KNOWLEDGE OF THE FAITH

Scripture – Catholic Understanding

The student will be able to:

- 6.S.4 give examples of Scripture as a source of Catholic prayer, teaching, and tradition.
- 6.S.5 relate significant events of God's saving action in Scripture to contemporary situations.

Grades 7 and 8

- 7/8.S.1 recognize that the Church accepts and reverences all the books of the Old and New Testaments as divinely inspired through the guidance of the Holy Spirit.
- 7/8.S.2 give examples of the unity of the Old and New Testaments showing the fulfillment of God's Word in Christ Jesus.
- 7/8.S.3 appreciate the role of Sacred Scripture in the life of the early Church and the present day faith community, e.g., strengthening faith, expressing worship, motivating service.
- 7/8.S.4 identify the origin and unique characteristics of various translations and paraphrases of the Scriptures.

High School

- HS.S.1 know the structure and major themes of both the Old and New Testaments.
- HS.S.2 research the history and the translation of the New American Bible Revised Edition.
- HS.S.3 distinguish between Catholic and Protestant versions of the Bible and name the books of the Apocrypha.
- HS.S.4 explain the relationship between divine inspiration and the faith community and the historical context in which the Bible was written.
- HS.S.5 explain the concept of inerrancy as God's truth revealed through human authors for the sake of salvation.
- HS.S.6 compare and contrast the concept of Biblical inerrancy from the Catholic and fundamentalist perspectives.

CURRICULUM FOR CATECHESIS

LEADING TO KNOWLEDGE OF THE FAITH

Scripture – Catholic Understanding

The student will be able to:

- HS.S.7 understand the role of oral tradition in the faith development of the Jewish and Christian Community.
- HS.S.8 explain how God’s covenant extends to creation and all people, especially in the monotheistic religions of Christianity, Judaism and Islam.
- HS.S.9 apply Catholic norms for interpretation of Scripture as found in the Pontifical Biblical Commission document, *Interpretation of the Bible in the Catholic Church*.
- HS.S.10 explain how divine truth is communicated through different literary styles found within the Bible, e.g., poetry, myth, parable, apocalyptic literature, psalms.
- HS.S.11 compare and contrast the development of a sense of God, Messiah, community, and salvation in the Old and New Testaments.
- HS.S.12 relate Sacred Scripture to individual, communal, and global concerns of the contemporary world.

CURRICULUM FOR CATECHESIS

LEADING TO KNOWLEDGE OF THE FAITH

Scripture - Old Testament

The student will be able to:

Pre-Kindergarten

PK.OT.1 understand that the Bible tells that God is good and the Creator of all things.

Kindergarten

K.OT.1 know that the Bible contains prayers of praise and thanksgiving to God for the gifts of life and creation.

Grade 1

1.OT.1 recognize significant biblical characters and their stories, e.g., Adam and Eve, Noah, Moses, Abraham, Sarah, David.

1.OT.2 retell the creation accounts to show that God is a loving Father who created and cares for all things.

1.OT.3 know that people were created to reflect God's image and goodness, to love God in return, and to live in harmony with all creation.

Grade 2

2.OT.1 relate stories and symbols in the Old Testament which prefigure the Sacraments of Reconciliation and Eucharist, e.g., Moses, manna in the desert, Samuel.

2.OT.2 explain how God's Word in the Ten Commandments calls people to love and serve God and others.

Grade 3

3.OT.1 explain how significant biblical characters and stories prefigure the Church as the People of God.

3.OT.2 give examples from the Old Testament that illustrate God's Word strengthening faith and calling people to community.

CURRICULUM FOR CATECHESIS

LEADING TO KNOWLEDGE OF THE FAITH

Scripture - Old Testament

The student will be able to:

Grade 4

- 4.OT.1 explain how the Ten Commandments express the covenant relationship between God and the Chosen People.
- 4.OT.2 compare the Old Testament concept of shalom with the New Testament challenge to work for justice and peace.

Grade 5

- 5.OT.1 identify the Old Testament roots of the signs and symbols of the seven sacraments.
- 5.OT.2 relate the Old Testament understanding of priest to Christ's priesthood, the common priesthood of the baptized, and the ministerial priesthood.

Grade 6

- 6.OT.1 explain that the Old Testament is a testimony of God's faithfulness recorded in different literary forms and at different times in the history of Israel.
- 6.OT.2 identify the major figures of the Old Testament and their roles in salvation history, e.g., Abraham and Sarah, Isaac, Rebecca.
- 6.OT.3 trace the theme of "covenant" throughout the Old Testament, and explain its relationship to the Ten Commandments.
- 6.OT.4 explain why the Exodus is the central event of Jewish history, a Passover from slavery to freedom, and a foreshadowing of the Paschal Mystery.
- 6.OT.5 trace the stages of God's revelation as recorded in the Pentateuch from the creation of the world through the formation of the Chosen People.
- 6.OT.6 relate the role and significance of kings in Israel's history to the expectation of the Messiah as King.
- 6.OT.7 relate the message of the major prophets to modern day prophets and their witness in today's society.

CURRICULUM FOR CATECHESIS

LEADING TO KNOWLEDGE OF THE FAITH

Scripture - Old Testament

The student will be able to:

Grades 7 and 8

- 7/8.OT.1 identify events in the formation of the Chosen People which prefigure the Church as the People of God.
- 7/8.OT.2 explain how God inspired the Old Testament prophets and inspires Catholics today to give prophetic witness.

High School

- HS.OT.1 realize that the Old Testament is a written faith testimony recorded in different forms and at different times in the history of Israel.
- HS.OT.2 explain the historical and religious significance of the Exodus.
- HS.OT.3 interpret the symbolic significance of the first eleven chapters of Genesis using contemporary biblical scholarship.
- HS.OT.4 identify the major male and female figures of the Old Testament and discuss their roles in salvation history.
- HS.OT.5 compare and contrast the messages of the major prophets.
- HS.OT.6 identify types of Psalms and explain their purposes for the Israelites and for Christians.
- HS.OT.7 explain the historical and religious significance of the Babylonian Exile.
- HS.OT.8 connect the themes of the Book of Job to the experiences of suffering in one's own life.
- HS.OT.9 identify the fundamental themes of Wisdom literature.
- HS.OT.10 compare and contrast the various covenants of the Old Testament, e.g., Noah, Abraham, Moses, David.
- HS.OT.11 trace the development of the understanding of God presented in the Old Testament.

CURRICULUM FOR CATECHESIS

LEADING TO KNOWLEDGE OF THE FAITH

Scripture - New Testament

The student will be able to:

Pre-Kindergarten

- PK.NT.1 know that the Bible contains stories of Jesus, the Son of God, who is a friend and brother.
- PK.NT.2 retell the story of the birth of Jesus.

Kindergarten

- K.NT.1 give examples from the Bible that show Jesus teaching people to love God, self, and others.
- K.NT.2 retell the Bible stories of the birth and childhood of Jesus.
- K.NT.3 know that the Bible contains the Easter story of Jesus who died and rose to give people new life.

Grade 1

- 1.NT.1 know that the Bible tells the stories of Jesus who shows the world God's goodness and love.
- 1.NT.2 relate Gospel stories of the life of Jesus which teach Christians how to live and pray.
- 1.NT.3 relate the biblical accounts of the passion, death, and resurrection of Jesus to people's experiences of life and death.

Grade 2

- 2.NT.1 relate New Testament accounts of Jesus' love and compassion to the Church's celebration of the Sacraments of Eucharist and Reconciliation.
- 2.NT.2 illustrate the connection between the words and actions of Jesus in the Gospels and the Church's celebration of the Eucharist.
- 2.NT.3 show how the works of mercy and the Beatitudes are practical ways Catholics daily live the meaning of Eucharist.

CURRICULUM FOR CATECHESIS

LEADING TO KNOWLEDGE OF THE FAITH

Scripture - New Testament

The student will be able to:

Grade 3

- 3.NT.1 give examples from the New Testament accounts of the life of Jesus which model Christian prayer and service.
- 3.NT.2 explore the early years of the Church by reading and discussing the lives and works of the apostles in the New Testament.

Grade 4

- 4.NT.1 identify the virtues of the Christian life modeled by Jesus in his relationships with people as recorded in the Gospels.
- 4.NT.2 relate the Beatitudes and the law of love to the Ten Commandments as guidelines for Christian living.

Grade 5

- 5.NT.1 give examples from the New Testament which form the basis of the Church's understanding and celebration of the sacraments.
- 5.NT.2 name the four evangelists and explain why the Gospels are the heart of Scripture.
- 5.NT.3 reflect on the life and teaching of Jesus, particularly the miracle accounts and parables, and apply their message to the Christian life.

Grade 6

- 6.NT.1 give specific examples of Jesus as the fulfillment of the promises and prophecies of the Old Testament.
- 6.NT.2 use Matthew's genealogy of Jesus to investigate the concept of Messiah.

Grades 7 and 8

- 7/8.NT.1 explain why the four Gospels hold the central place of importance in Scripture and why the Church affirms their historicity.

CURRICULUM FOR CATECHESIS

LEADING TO KNOWLEDGE OF THE FAITH

Scripture - New Testament

The student will be able to:

- 7/8.NT.2 recognize the Gospel accounts of the passion, resurrection, and post-resurrection events as expressions of the early Church's faith experience and understanding of the Risen Christ.
- 7/8.NT.3 recognize that the Acts of the Apostles records the beginnings of the Church, the spread of Christianity throughout the Roman Empire, the mission of the apostles, and the basis for the Church's ministry.
- 7/8.NT.4 explain the importance of Pentecost for the growth of the early Church.
- 7/8.NT.5 give examples of the challenge of the call to discipleship from the Gospels and writings of St. Paul.
- 7/8.NT.6 explore the New Testament stories about Mary as a woman of faith.
- 7/8.NT.7 compare and contrast the Ten Commandments to the Beatitudes as guidelines for living the law of love.
- 7/8.NT.8 identify the message of hope in the Book of Revelation for both the early Church undergoing persecution and the present age.

High School

- HS.NT.1 explain the beginning of the Church, the spread of Christianity, the mission of the apostles, and the roots of the Church's ministry as recorded in the Acts of the Apostles.
- HS.NT.2 compare and contrast the creation and redemption themes in the biblical accounts of Pentecost and Babel.
- HS.NT.3 explain the historical development and identify the major themes of the four Gospels.
- HS.NT.4 compare and contrast the synoptic Gospels to the Gospel of John.
- HS.NT.5 understand the challenges of the call to discipleship portrayed by each of the four Evangelists.
- HS.NT.6 relate the message of the miracles, parables, teachings, and major events of the life of Christ to Christian living.

CURRICULUM FOR CATECHESIS

LEADING TO KNOWLEDGE OF THE FAITH

Scripture - New Testament

The student will be able to:

- HS.NT.7 understand the significance of the infancy, passion, resurrection, and post-resurrection accounts for communal and personal growth.
- HS.NT.8 identify major themes of Paul's theology as reflected in his letters (epistles) to various Christian communities and relate them to Christian living.
- HS.NT.9 apply the message of hope expressed in the Book of Revelation to the present day.
- HS.NT.10 give examples of Mary as first disciple of Jesus from the Gospel of Luke and the Acts of the Apostles.

CURRICULUM FOR CATECHESIS

INITIATING INTO THE CELEBRATION OF THE MYSTERY

Church Year

The student will be able to:

Pre-Kindergarten

- PK.CY.1 relate the birth of Jesus to the celebration of Christmas.
- PK.CY.2 experience celebrations of feast days and holy days significant in the parish community.
- PK.CY.3 relate signs of new life in creation to the Church's celebration of Easter.

Kindergarten

- K.CY.1 relate the celebration of Christmas and Easter to events in the life of Jesus, and name some traditions the Church uses to prepare for these feasts.
- K.CY.2 experience celebrations of feast days and holy days significant in the parish community.

Grade 1

- 1.CY.1 identify and experience the traditions and symbols of Advent, Lent, and Holy Week that prepare the Church for the celebration of Christmas and Easter.
- 1.CY.2 explain why the Church celebrates the feasts of the Holy Family and Mary, Mother of God.

Grade 2

- 2.CY.1 understand how the traditions and symbols of Advent, Lent, Holy Week, and Triduum prepare the Church for the celebration of Christmas and Easter.
- 2.CY.2 explain how the Church celebrates every Sunday as the "Day of the Lord" and why attendance at Sunday Mass is an obligation for Catholics.

Grade 3

- 3.CY.1 name the seasons of the liturgical year.
- 3.CY.2 explain why the Church celebrates All Saints Day and All Souls Day.

CURRICULUM FOR CATECHESIS

INITIATING INTO THE CELEBRATION OF THE MYSTERY

Church Year

The student will be able to:

- 3.CY.3 explain how Ascension Sunday and Pentecost Sunday relate to the mission of the Church.

Grade 4

- 4.CY.1 explain the importance of the holy days of the Immaculate Conception and the Assumption and other Marian feasts.
- 4.CY.2 relate the life of a patron saint to one's own life.
- 4.CY.3 relate Ordinary Time in the liturgical year to one's responsibility to make every day holy.
- 4.CY.4 explain how participation in Sunday Mass is not only an obligation but also an expression of the individual and communal need to gather and worship God.

Grade 5

- 5.CY.1 explain why the Church celebrates Pentecost, Corpus Christi, and Trinity Sunday.
- 5.CY.2 compare and contrast the seasons of Advent and Lent with the secular preparations for Christmas and Easter.
- 5.CY.3 discuss how the parish or school name inspires and challenges the community to live out Christian discipleship.
- 5.CY.4 explain why the Church celebrates All Souls Day and link the practice of prayers for the dead to the Church's belief in purgatory.
- 5.CY.5 discuss the celebration of All Saints Day and the Communion of Saints.

Grade 6

- 6.CY.1 explain why the Church celebrates Epiphany and Christ the King and relate them to the Old Testament concept of the messianic kingdom.
- 6.CY.2 relate the Scripture, traditions, and symbols of the liturgical cycle to one's journey of faith.

CURRICULUM FOR CATECHESIS

INITIATING INTO THE CELEBRATION OF THE MYSTERY

Church Year

The student will be able to:

- 6.CY.3 explore the feasts of saints celebrated in the liturgical year and explain how their lives give witness to the Church.

Grades 7 and 8

- 7/8.CY.1 explain the seasons of the Church year and their signs, e.g., colors, symbols, Lectionary cycle, music.
- 7/8.CY.2 suggest ways to celebrate Advent as preparation for the Christmas season.
- 7/8.CY.3 use the Lenten readings of the Lectionary to reflect on one's call to conversion and baptismal commitment.
- 7/8.CY.4 explain how prayer, fasting, almsgiving, and other Lenten practices prepare one for Easter.
- 7/8.CY.5 relate the Triduum, Easter, Ascension, and Pentecost to central events in the life of Christ and the early Church, and explain how these celebrations renew the faith of the Church and the individual.
- 7/8.CY.6 use accounts of saints, e.g., martyrs, religious, other holy men and women, to illustrate the continuing action of the Holy Spirit in the life of the Church.

High School

- HS.CY.1 relate the liturgical seasons of the Church year to the natural rhythms of creation.
- HS.CY.2 explain why Sunday is the principal day for the celebration of the Eucharist and the preeminent day of the liturgical assembly.
- HS.CY.3 research a saint, his or her charisms, patronage, and how and when the person came to be canonized.
- HS.CY.4 explain how the Lenten practices of prayer, fasting, and almsgiving help one to live a Christian life.
- HS.CY.5 give examples of how the Triduum celebrations give meaning to the human experience of suffering, death, and resurrection.

CURRICULUM FOR CATECHESIS

INITIATING INTO THE CELEBRATION OF THE MYSTERY

Church Year

The student will be able to:

- HS.CY.6 explain how the dogmas of the Immaculate Conception, Mary Mother of God, Mary's Perpetual Virginity, and the Assumption reveal Mary's role in salvation history.
- HS.CY.7 research the origins of the name of the parish or school, and how the name can inspire individual and communal prayer and action.

CURRICULUM FOR CATECHESIS

INITIATING INTO THE CELEBRATION OF THE MYSTERY

Sacraments

The student will be able to:

Pre-Kindergarten

- PK.SA.1 recognize that Baptism is a welcome into the family of God.
- PK.SA.2 use a simple ritual to express gratitude for God's love experienced through family and friends.
- PK.SA.3 use a simple ritual to express sorrow to God and others.

Kindergarten

- K.SA.1 become familiar with the symbols used in Baptism and relate these to the celebration of one's own Baptism.
- K.SA.2 discover and cite examples of God's love and presence in family, school, and faith community.
- K.SA.3 reflect on personal actions and use a simple ritual to express sorrow to God and others.
- K.SA.4 participate in the celebration of the Mass.

Grade 1

- 1.SA.1 give examples of God's love and presence in family, school, and faith community and express gratitude.
- 1.SA.2 know that sacraments are special ways the Church celebrates God's presence in the life of the Catholic.
- 1.SA.3 explain how the Sacrament of Baptism cleanses original sin, gives God's life, and makes a person a member of the Catholic Church.
- 1.SA.4 use the Lord's Prayer and the Parable of the Prodigal Son to reflect on God's forgiveness and the need to forgive others.
- 1.SA.5 experience the Mass as the Catholic faith community gathered to share God's presence and to worship God.

CURRICULUM FOR CATECHESIS

INITIATING INTO THE CELEBRATION OF THE MYSTERY

Sacraments

The student will be able to:

Grade 2

- 2.SA.1 explain that the seven sacraments are signs of grace given to the Church by Christ to increase divine life in the Christian.
- 2.SA.2 name the seven sacraments and relate them to important moments of the Christian life.
- 2.SA.3 explain how we remember the Last Supper in the Eucharist.
- 2.SA.4 reflect on the Sacrament of the Eucharist as nourishment for the life of the Catholic.
- 2.SA.5 express the belief that Jesus is truly present in the Eucharist under the form of bread and wine.
- 2.SA.6 demonstrate a knowledge of the words, actions, and interior attitudes associated with the Sacrament of Eucharist, e.g., spoken “Amen,” manner of receiving both species, participation in songs and silent reflection.
- 2.SA.7 identify the parts of the Liturgy of the Word and the Liturgy of the Eucharist, and know the responses of the assembly.
- 2.SA.8 express the belief that through the Church, Jesus forgives sins in the Sacrament of Penance (Reconciliation).
- 2.SA.9 demonstrate a knowledge of the words, actions, and interior attitudes associated with the Sacrament of Penance (Reconciliation), e.g., examine conscience, confess sins, express sorrow, perform penance.

Grade 3

- 3.SA.1 name the Sacraments of Initiation, Healing, and at the Service of Communion.
- 3.SA.2 discuss the different names the Church uses for the Sacrament of the Eucharist: Breaking of the Bread, Holy Sacrifice of the Mass, Eucharistic Assembly, Holy Communion and Most Blessed Sacrament.
- 3.SA.3 understand the Mass as sacrament and sacrifice.

CURRICULUM FOR CATECHESIS

INITIATING INTO THE CELEBRATION OF THE MYSTERY

Sacraments

The student will be able to:

- 3.SA.4 identify ways the laity serve the Church in liturgical roles, e.g., servers, lectors, extraordinary ministers of the Eucharist.
- 3.SA.5 discuss the different names the Church uses for the Sacrament of Penance (Reconciliation): Sacrament of conversion, Sacrament of confession, Sacrament of forgiveness.
- 3.SA.6 relate the Sacraments of Eucharist and Penance (Reconciliation) to daily conversion and growth in the life of Christ expressed in actions such as fasting, prayer, almsgiving, works of charity and justice, and concern for the poor.

Grade 4

- 4.SA.1 relate the action and power of the Holy Spirit to the graces of the seven sacraments.
- 4.SA.2 explain how Baptism, Confirmation, and Eucharist call all Catholics to a life of holiness and mission in the Church and the world.
- 4.SA.3 explain how the Sacraments of Initiation and the Sacraments at the Service of Communion call each Catholic to a vocation, i.e., married life, single life, priesthood, permanent diaconate, and religious consecration.
- 4.SA.4 explain why the Eucharist is the central sacrament and how it is loved and lived by Catholics.
- 4.SA.5 know the responses of the assembly at Mass and use them appropriately.
- 4.SA.6 relate the need for ongoing forgiveness and conversion in the Christian life to the regular celebration of the Sacrament of Penance (Reconciliation).

Grade 5

- 5.SA.1 identify the symbols and actions appropriate to each of the seven sacraments.
- 5.SA.2 explain that the seven sacraments are signs of grace through which one shares in the life of Jesus and the Christian community.

CURRICULUM FOR CATECHESIS

INITIATING INTO THE CELEBRATION OF THE MYSTERY

Sacraments

The student will be able to:

- 5.SA.3 explain how the Sacraments of Initiation begin and sustain life in Christ and membership in the faith community.
- 5.SA.4 recognize that through the Eucharistic prayer the bread and wine are transformed into the Body and Blood of Christ.
- 5.SA.5 understand the Mass as the Catholic faith community gathered to share God's presence in Word and Eucharist.
- 5.SA.6 explain how the Church uses the Lectionary to proclaim God's Word.
- 5.SA.7 explain how the Sacraments of Reconciliation and Anointing of the Sick continue Jesus' ministry of healing through the Church.
- 5.SA.8 explain how the Sacraments at the Service of Communion work together to build up the Church.
- 5.SA.9 give examples of sacramentals and explain how they are signs of faith in the life of the Catholic community.

Grade 6

- 6.SA.1 explore the Old Testament signs, symbols and rituals which prefigure the Church's seven sacraments.
- 6.SA.2 compare and contrast the concepts of the Passover and covenant to the Lord's Supper and the Eucharist.
- 6.SA.3 discuss how God speaks to the Church through the Old Testament readings used in the Lectionary.
- 6.SA.4 study the various liturgical roles and discern how each person's gifts contribute to worship.
- 6.SA.5 relate the symbols used in the Sacrament of Confirmation to images of the Spirit found in the Old Testament.
- 6.SA.6 explain how the sacraments, through the power of the Holy Spirit, celebrate the presence of Christ in the faith community.

CURRICULUM FOR CATECHESIS

INITIATING INTO THE CELEBRATION OF THE MYSTERY

Sacraments

The student will be able to:

Grades 7 and 8

- 7/8.SA.1 explore how the seven sacraments relate to important moments and all stages of life.
- 7/8.SA.2 discuss how the Sacraments of Initiation begin a person's new life in Christ, strengthen the Christian for a life of service in the Church and the world, and nourish the person to bear witness to the Catholic faith.
- 7/8.SA.3 explain how the Sacraments at the Service of Communion confer a particular mission in the Church and serve to build up the people of God.
- 7/8.SA.4 relate the Sacraments of Reconciliation and Anointing of the Sick to the continuation of Jesus' ministry of healing.
- 7/8.SA.5 recognize that in the celebration of the Eucharist, Jesus is present in the assembly, the Word, the priest, and the Eucharistic species, and that participation sends the assembly forth as a Eucharistic people.
- 7/8.SA.6 define "transubstantiation" as the word that expresses the change of bread and wine, while the appearance of bread and wine remain, into the reality of the Body and Blood of Christ.
- 7/8.SA.7 identify ways in which the Church expresses belief in the Real Presence of Jesus in the reserved Blessed Sacrament, e.g., genuflection, reverent bow, tabernacle, sanctuary lamp, Benediction.
- 7/8.SA.8 explain what "full, conscious, active" participation in the Eucharist means.
- 7/8.SA.9 explore the role of the various liturgical ministries, e.g., lector, extraordinary minister of the Eucharist, server, greeter, musician, and discern how one may participate in these ministries.
- 7/8.SA.10 compare the process of the Rite of Christian Initiation of Adults to one's own initiation in the Catholic Church.
- 7/8.SA.11 relate mystagogy to lifelong faith formation.

CURRICULUM FOR CATECHESIS

INITIATING INTO THE CELEBRATION OF THE MYSTERY

Sacraments

The student will be able to:

High School

- HS.SA.1 trace the historical background of the seven sacraments including their roots in the ministry of Jesus and significant developments up to the Second Vatican Council.
- HS.SA.2 trace the renewal of the rites of the seven sacraments since the Second Vatican Council.
- HS.SA.3 explain the rites, symbols and effects of the seven sacraments which communicate the life and mystery of God and express the faith of the celebrating community.
- HS.SA.4 explain how the Sacraments of Initiation immerse one into the Paschal Mystery and the life of the Church.
- HS.SA.5 compare Matrimony and Holy Orders as Sacraments at the Service of Communion.
- HS.SA.6 recognize that in the Sacrament of Matrimony, the gift of human sexuality involves both privileges and responsibilities, e.g., mutual respect, fidelity, openness to children.
- HS.SA.7 explain how the Church continues Jesus' ministry through the Sacraments of Healing.
- HS.SA.8 discuss the relationship between the Eucharistic celebration, the Passover and the Last Supper.
- HS.SA.9 examine the stages of the Rite of Christian Initiation of Adults and explain why it is normative for all Christian initiation.
- HS.SA.10 understand that the Church is the sacrament of salvation.
- HS.SA.11 understand that in the celebration of Eucharist, Jesus is present in the assembly, the Word, the priest, and the Eucharistic species.
- HS.SA.12 explain that the Real Presence of Jesus in the Eucharist continues in each person and give examples of its power to transform all life.
- HS.SA.13 examine the *Constitution on the Sacred Liturgy* and the *Catechism of the Catholic Church* to understand the Real Presence of Jesus in the Blessed Sacrament.

CURRICULUM FOR CATECHESIS

INITIATING INTO THE CELEBRATION OF THE MYSTERY

Sacraments

The student will be able to:

- HS.SA.14 explain why the Eucharist is the source and summit of Christian life, i.e., the most intimate expression of prayer and celebration of the Christian mystery.
- HS.SA.15 reflect on God's call to serve in various ministerial roles in the Eucharistic celebration.
- HS.SA.16 understand grace, sanctifying and actual, as the gift of God's life that invites all to a free response in faith expressed in prayer, action, and witness.
- HS.SA.17 explain how sacramentals make holy the events of everyday life.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Arts, Science, and Technology

The student will be able to:

Pre-Kindergarten

- PK.AS.1 use art or music to retell a Bible story.
- PK.AS.2 identify safety rules for using online devices.

Kindergarten

- K.AS.1 use a variety of art forms to communicate the message of God's love.
- K.AS.2 discuss safety rules that will keep them safe online.

Grade 1

- 1.AS.1 discuss how God the Creator is revealed through the greatness and beauty of nature and art.
- 1.AS.2 compare how a Catholic family lives their faith in real life compared with family lives depicted in media.
- 1.AS.3 list specific actions that will keep them safe online.

Grade 2

- 2.AS.1 discuss how the religious art in the parish church expresses various Catholic beliefs.
- 2.AS.2 show how television commercials influence a person's perception of needs and wants.
- 2.AS.3 discuss specific actions that will keep them safe online.

Grade 3

- 3.AS.1 use drama, music, or art to thank God for the joy and beauty of creation.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Arts, Science, and Technology

The student will be able to:

- 3.AS.2 compare and contrast the Gospel values of nonviolence, respect, and cooperation to the values portrayed in toys, games, television, and movies.
- 3.AS.3 identify ways to be respectful of yourself and others while online.

Grade 4

- 4.AS.1 explore how human and cultural diversity is celebrated in art, music, and traditions.
- 4.AS.2 evaluate forms of advertising in light of the Christian values of honesty, justice, prudence, and the dignity of the person.
- 4.AS.3 identify positive contributions of science and technology which promote human dignity.
- 4.AS.4 list and discuss strategies to avoid unsafe online situations.

Grade 5

- 5.AS.1 give examples of how different cultures have used various art forms to express their religious beliefs.
- 5.AS.2 develop a set of criteria based on Gospel values to evaluate various forms of media.
- 5.AS.3 identify ways social media comments and behaviors can affect a person.

Grade 6

- 6.AS.1 give examples of God's goodness revealed through nature, culture, the arts, and life experiences.
- 6.AS.2 explain how science and technology benefit humanity when used in conformity with God's plan.
- 6.AS.3 learn how to maintain a safe and healthy online presence.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Arts, Science, and Technology

The student will be able to:

Grades 7 and 8

- 7/8.AS.1 find examples of art, music, and cultural traditions that illustrate diversity within the parish community.
- 7/8.AS.2 explain how the arts, as distinctively human forms of expression, arise from God-given talent and human effort.
- 7/8.AS.3 evaluate the use of science and technology to promote human dignity and God's plan for creation.
- 7/8.AS.4 evaluate how individuals and communities can be influenced by popular trends.
- 7/8.AS.5 examine the celebrity culture of sports, the arts, entertainment, and business as it relates to Gospel values.
- 7/8.AS.6 identify actions in response to unsafe or uncomfortable online situations.

High School

- HS.AS.1 research examples of Catholic art and music and relate them to the era and region in which they were created.
- HS.AS.2 critically examine the relationship between science and theology in addressing life issues.
- HS.AS.3 critique the values imparted by various media in terms of their compatibility with the Gospel message.
- HS.AS.4 analyze one's digital presence and develop a personal code of ethics for using digital communications.
- HS.AS.5 understand unsafe online behaviors and discuss ways to stay safe in various situations.
- HS.AS.6 explore the appropriate and creative uses of technology and other forms of social communications as tools for evangelization.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Care for Creation

The student will be able to:

Pre-Kindergarten

- PK.CC.1 use their senses to explore God's creation.
- PK.CC.2 know that all life is a gift from God and demands care and respect.

Kindergarten

- K.CC.1 explain how the five senses help people to appreciate God's creation.
- K.CC.2 identify practical ways to care for all God's creation.

Grade 1

- 1.CC.1 recognize a good steward as one who cares for God's creation.
- 1.CC.2 explain why God's gifts are meant to be shared with others.

Grade 2

- 2.CC.1 explain why participation in activities such as Arbor Day and Earth Day are expressions of Christian stewardship.
- 2.CC.2 show how the uniqueness of a person's God-given talents and abilities finds expression in human work.
- 2.CC.3 explain that caring for creation affects our relationship with God and each other.

Grade 3

- 3.CC.1 give reasons to support the value of all life as God's most precious gift.
- 3.CC.2 show how respect and care for the environment express love for God the Creator.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Care for Creation

The student will be able to:

Grade 4

- 4.CC.1 explain how the planet is a sign of God's love for us and relate environmental issues to God's plan for creation.
- 4.CC.2 list ways to protect and preserve the local environment.

Grade 5

- 5.CC.1 give examples of how proper use of the earth's resources can be an expression of justice for all creation.
- 5.CC.2 explain how the natural elements of each of the sacraments are signs of God's presence in creation.

Grade 6

- 6.CC.1 give a rationale based on Scripture and Catholic Social Teaching for the call to care for creation.
- 6.CC.2 design and implement a plan of action that addresses a particular issue of creation care.

Grades 7 and 8

- 7/8.CC.1 apply the principles of the Church's social teaching to contemporary issues.
- 7/8.CC.2 explain that the earth's resources are destined for all people and give examples of ways to distribute more equitably the gifts of creation.
- 7/8.CC.3 relate the right use of material possessions to the call to live simply in the spirit of the Gospel.
- 7/8.CC.4 explain why the interdependence of all creation obligates one to care for the environment.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Care for Creation

The student will be able to:

High School

- HS.CC.1 explain the mission of the laity to transform the world, e.g., work, politics, and culture.
- HS.CC.2 explain sacramentality as the presence of God found in nature, culture, and life experiences.
- HS.CC.3 celebrate how the created world in all its richness and diversity is ordered to the glory of God.
- HS.CC.4 contrast the Christian perspective about suffering and death with that of contemporary cultural practices and customs.
- HS.CC.5 explore the relationship between the economy and creation as outlined in *Laudato Si* (On Care for Our Common Home).
- HS.CC.6 formulate a personal plan for environmental stewardship based on respect for the integrity of creation and the obligation to protect and preserve the environment.
- HS.CC.7 evaluate critically how materialism, consumerism, and reliance on technology influence personal attitudes and behaviors.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Christian Service

The student will be able to:

Pre-Kindergarten

PK.CS.1 demonstrate loving ways to show care for family and friends.

Kindergarten

K.CS.1 know that God wants people to help each other by following Jesus' example.

Grade 1

1.CS.1 identify persons in the family and neighborhood who need help, e.g., the sick, lonely, elderly, poor.

1.CS.2 recognize that we are all called to serve God by serving others.

Grade 2

2.CS.1 explain how one's participation in Eucharist on Sunday is lived throughout the week by acts of service and generosity.

2.CS.2 give examples of service activities that can be shared with family, neighborhood, school, and parish.

Grade 3

3.CS.1 work as a group to plan and participate in service activities.

3.CS.2 identify in the Church and community those who give witness to God through loving service to others.

Grade 4

4.CS.1 define stewardship as sharing one's time, talent, and treasure and identify examples in the family, parish, school, and community.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Christian Service

The student will be able to:

- 4.CS.2 relate the Church's mission to participation in service opportunities.
- 4.CS.3 discuss how Christ's law of love motivates a Catholic to live the spiritual and corporal works of mercy.

Grade 5

- 5.CS.1 give examples of how a life of prayer and stewardship contributes to the good of the Church and strengthens the entire community.
- 5.CS.2 explain how the graces of the sacraments strengthen a Catholic to live the spiritual and corporal works of mercy.
- 5.CS.3 discuss how a person's willingness to serve others is a response to God's call to discipleship.

Grade 6

- 6.CS.1 explain how stewardship is freely giving one's gifts and talents in loving service to others.
- 6.CS.2 identify ways of living the corporal and spiritual works of mercy in contemporary situations.
- 6.CS.3 relate the Church's social teaching to acts of charity, justice, and peace.
- 6.CS.4 develop and implement a personal plan for stewardship of time, talent, and treasure.

Grades 7 and 8

- 7/8.CS.1 explain how Catholics participate in the Church's mission through the corporal and spiritual works of mercy.
- 7/8.CS.2 discern a personal plan of stewardship to share time, talents, and material resources with the parish community.
- 7/8.CS.3 initiate and participate as a group in the apostolic work of the Church.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Christian Service

The student will be able to:

High School

- HS.CS.1 recognize that God's grace empowers all works of charity, justice, and peace.
- HS.CS.2 relate personal Christian living to stewardship of time, talent, and treasure.
- HS.CS.3 reflect on the Christian vocation, rooted in baptism, to serve God and neighbor.
- HS.CS.4 discern ways of living the corporal and spiritual works of mercy.
- HS.CS.5 investigate and select service opportunities based on the Gospels.
- HS.CS.6 relate one's essential responsibility to live a life of missionary discipleship to the Church's call to build the Kingdom of God.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Morality

The student will be able to:

Pre-Kindergarten

- PK.M.1 identify actions that are good or bad.
- PK.M.2 retell stories that show Jesus' love for others.
- PK.M.3 identify persons who love and care for him or her.

Kindergarten

- K.M.1 give examples of actions that are good or bad.
- K.M.2 understand that God wants people to love God, self, and others.
- K.M.3 give examples of how to show respect for those who love and care for him or her.
- K.M.4 discuss how some actions may hurt others and role play examples of sorrow and forgiveness.

Grade 1

- 1.M.1 recognize that Jesus' example shows people how to make good choices.
- 1.M.2 explain God's law of love.
- 1.M.3 identify consequences of both good and bad actions.

Grade 2

- 2.M.1 understand that conscience is God's law in the human heart calling a person to love, do good, and avoid evil.
- 2.M.2 use the Ten Commandments and the law of love in an examination of conscience.
- 2.M.3 explain that God made people free to make choices that have either good or bad consequences.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Morality

The student will be able to:

- 2.M.4 understand that sin is a turning away from God which affects others as well as the individual.
- 2.M.5 understand that racism is a sin.

Grade 3

- 3.M.1 explain how the Ten Commandments and the law of love assist in making moral choices.
- 3.M.2 give examples of Christian virtues and explain their role in making good decisions.
- 3.M.3 identify the saints as models of Christian virtues.
- 3.M.4 understand the importance of supporting others in making good choices.
- 3.M.5 explain how a person's witness of Christian virtues helps others make good choices.
- 3.M.6 explain how racism is a sin.

Grade 4

- 4.M.1 explain how the Ten Commandments, the law of love, and the Beatitudes assist a person in forming a good conscience.
- 4.M.2 show how the Ten Commandments are the foundation of other laws that build up the human community.
- 4.M.3 explore how God's law calls the Christian to respond to the social injustices in the world, especially racial injustices.
- 4.M.4 define mortal and venial sin.
- 4.M.5 discuss the role of freedom and responsibility in avoiding or committing personal sin.
- 4.M.6 discuss how to use technology responsibly and morally.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Morality

The student will be able to:

- 4.M.7 discuss choices that respect God's gift of life and human sexuality.

Grade 5

- 5.M.1 discuss the role of grace and the gifts of the Holy Spirit in forming a good conscience and making moral decisions.
- 5.M.2 discuss how to use technology responsibly and morally.
- 5.M.3 define social sin, e.g., racism, violence, materialism, degradation of the planet.
- 5.M.4 discuss the role of freedom and responsibility in responding to social sin.
- 5.M.5 give examples of saints or contemporary witnesses who have lived the Gospel mandate of nonviolence in a heroic way.
- 5.M.6 know the Church's teaching on the sanctity of human life, from conception to natural death, and the Christian duty to protect all life.
- 5.M.7 relate the Christian virtue of chastity to developing healthy relationships and good habits that respect God's gift of sexuality.

Grade 6

- 6.M.1 examine the role of Scripture, the witness and advice of others, and the inspiration of the Holy Spirit in forming one's conscience.
- 6.M.2 discuss the moral implications of technology.
- 6.M.3 relate personal and social sin to the Old Testament concept of Covenant fidelity.
- 6.M.4 identify personal and practical ways the Christian uses Gospel values in response to social injustices, especially racial injustices and degradation of the planet.
- 6.M.5 explain what the Church teaches about the goodness of human sexuality.
- 6.M.6 explain how prayer and the sacraments help a person live a mature, loving, and chaste life.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Morality

The student will be able to:

- 6.M.7 give examples from Scripture that form the basis of the Church's understanding of the sacredness of all human life.
- 6.M.8 explain how persons in authority are called to exercise their God-given duty to guide and serve those in their care.

Grades 7 and 8

- 7/8.M.1 recognize the role of freedom, conscience, and personal responsibility in making moral decisions.
- 7/8.M.2 give examples of how the theological and cardinal virtues are guides for conduct and moral decision making.
- 7/8.M.3 discuss how personal use of technology can affect relationships.
- 7/8.M.4 identify a process of prayer and discernment for making moral decisions in the face of conflicting values.
- 7/8.M.5 discuss what it means to be chaste.
- 7/8.M.6 explain how the gift of human sexuality involves both privileges and responsibilities, e.g., abstinence, respect, modesty.
- 7/8.M.7 summarize the Church's teaching on the sacredness of human life from the moment of conception to natural death.
- 7/8.M.8 compare and contrast personal sin and social sin, e.g., racism, degradation of the planet.
- 7/8.M.9 analyze passages from Scripture that are the foundation for the Church's social teaching.

High School

- HS.M.1 discuss the Ten Commandments, the Beatitudes, and the law of love as the foundation of Christian morality.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Morality

The student will be able to:

- HS.M.2 explain the interrelationship among the different expressions of the moral law: eternal, natural, revealed, civil, and ecclesiastical.
- HS.M.3 apply to case studies the sources of morality: object, intention, and circumstances.
- HS.M.4 describe how commitment to moral living is an acceptance of God's grace.
- HS.M.5 reflect on the moral implications of his/her personal use of technology.
- HS.M.6 reflect on how the virtues, gifts, and fruits of the Holy Spirit empower a person to live as a mature Catholic.
- HS.M.7 explain how the seven major themes of the Church's social teaching are rooted in Scripture, are integral to an adult Catholic lifestyle, and speak to contemporary issues.
- HS.M.8 apply the Catholic Social Teaching on the sacredness of all life to current issues, e.g., abortion, capital punishment, euthanasia, poverty, racism, stem cell research.
- HS.M.9 use Catholic Social Teaching to evaluate the impact of globalization on the economic and social interdependence of developed and developing countries.
- HS.M.10 explain the Church's tradition regarding peacemaking and pacifism.
- HS.M.11 evaluate capitalism and a market economy in light of *Laudato Si* (On Care for Our Common Home) and *Fratelli Tutti* (On Fraternity and Social Friendship).
- HS.M.12 explain the doctrine of original sin as the source of evil in the world.
- HS.M.13 examine the relationship between freedom and personal responsibility.
- HS.M.14 link the spiritual need to atone for personal sin, including reparation, to a deepening acceptance of personal responsibility.
- HS.M.15 explain how a well-formed conscience, which takes seriously the Church's moral teaching and Scripture, helps resolve various moral dilemmas and frees one to live the law of love.
- HS.M.16 explain the nature of social sin, especially in regard to racism, and give examples of its consequences.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Morality

The student will be able to:

- HS.M.17 develop a personal process of prayer and discernment for making any moral decision.
- HS.M.18 understand that God's gift of sexuality involves privileges and responsibilities, promotes self respect, and enhances interpersonal relationships.
- HS.M.19 brainstorm possible ethical dilemmas in various careers.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Family and Community

The student will be able to:

Pre-Kindergarten

- PK.FC.1 identify ways family members give and receive love and affirmation according to God's plan.
- PK.FC.2 give examples of how one's God-given gifts and talents can be used for the good of the family.
- PK.FC.3 talk about how God cares for their safety.

Kindergarten

- K.FC.1 discuss how Christian love and affirmation shared in the family is extended to others in the school, parish, and neighborhood.
- K.FC.2 describe how God's people share their gifts and talents for the good of others.
- K.FC.3 recognize that God cares about their safety in all places and with all people.
- K.FC.4 identify people who keep them safe.

Grade 1

- 1.FC.1 explain how people are called to follow Jesus within the family and community.
- 1.FC.2 explain how good rules created by parents, caregivers, and teachers reflect God's love.
- 1.FC.3 recognize that all people are made in God's image and likeness.
- 1.FC.4 tell what to do if they feel unsafe with certain people.

Grade 2

- 2.FC.1 give examples of how people demonstrate their love for Jesus through their roles and responsibilities within the family.
- 2.FC.2 discuss various ways to act on emotions that build loving relationships.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Family and Community

The student will be able to:

- 2.FC.3 discuss how rules serve the good of the family, school, and community.
- 2.FC.4 identify the difference between safe secrets and unsafe secrets.
- 2.FC.5 know who to tell when they witness bullying behaviors.

Grade 3

- 3.FC.1 recognize that one's choices have consequences, good or bad.
- 3.FC.2 identify qualities that sustain loving relationships among family members, friends, and classmates.
- 3.FC.3 know that it is okay to avoid people who make them feel uncomfortable or unsafe, and know who to tell why they avoid certain people.

Grade 4

- 4.FC.1 identify the causes and predict the possible consequences of conflict in everyday situations.
- 4.FC.2 describe the qualities of a good friend and explain how healthy friendships strengthen and support the Christian way of life.
- 4.FC.3 develop strategies for responding to persons who make them feel uncomfortable or unsafe.
- 4.FC.4 identify common bullying behaviors and discuss ways to respond.

Grade 5

- 5.FC.1 develop strategies for peacefully resolving conflicts with family and friends.
- 5.FC.2 explore ways that families can nurture and strengthen their role as the "domestic church," e.g., loving sacrifice, communication skills, family rituals, traditions.
- 5.FC.3 explore how good laws contribute to the common good of the community.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Family and Community

The student will be able to:

- 5.FC.4 discuss different ways children may be abused or neglected.
- 5.FC.5 develop anti-bullying values and practices.

Grade 6

- 6.FC.1 recognize the unique abilities and differences among all God's people, each of whom is created in God's image.
- 6.FC.2 define "sacrifice" as an essential quality of love.
- 6.FC.3 relate good laws to personal freedom and responsibility.
- 6.FC.4 cite examples of attitudes and behaviors that reflect responsible and irresponsible living in society.
- 6.FC.5 demonstrate understanding that no one has a right to touch another in ways that make them feel uncomfortable.
- 6.FC.6 role play situations with appropriate and inappropriate responses to bullying.

Grade 7 and 8

- 7/8.FC.1 recognize the value of good laws in promoting freedom and justice in the world.
- 7/8.FC.2 identify the civic responsibilities of Catholics as faithful citizens.
- 7/8.FC.3 use contemporary examples to illustrate that sacrifice is an essential quality of love of God and others.
- 7/8.FC.4 compare the need for lifelong study of and formation in the Catholic faith to the ongoing process of human growth and maturity.
- 7/8.FC.5 explain how the principle of inherent equality and dignity of each person challenges the Christian to work against racism.
- 7/8.FC.6 develop a variety of nonviolent responses to resolve problems and conflicts.
- 7/8.FC.7 develop strategies for responding to manipulative, abusive, or bullying behaviors in relationships.

CURRICULUM FOR CATECHESIS

FORMING FOR LIFE IN CHRIST

Family and Community

The student will be able to:

High School

- HS.FC.1 relate personal priorities, values, and goals to those of Christ expressed in the law of love and the Beatitudes.
- HS.FC.2 recognize that true self love is a discernment of God's will which includes self-acceptance, self-worth, self-respect, and self-confidence.
- HS.FC.3 recognize the value of law as a protection of freedom.
- HS.FC.4 critique contemporary cultural issues in light of the Gospel, e.g., preferential option for the poor, concern for the marginalized, respect for persons with disabilities, and nonviolent conflict resolution.
- HS.FC.5 research the lives of contemporary people who are examples of Christian disciples.
- HS.FC.6 recognize that altruism is an essential quality of Christian love.
- HS.FC.7 formulate a personal plan of action to advocate for the rights of persons with disabilities in school, parish, and community life.
- HS.FC.8 identify the values that are important for forming and maintaining healthy relationships, e.g., forgiveness, chastity, fidelity, compassion, respect.
- HS.FC.9 compare and contrast the sacred nature of sexuality with the contemporary culture's portrayal of sex.
- HS.FC.10 identify the spiritual, biological, and psychological benefits of abstinence.
- HS.FC.11 explain how the hope of the Gospel message promotes respect for all life.
- HS.FC.12 develop and practice nonviolent conflict resolution skills.
- HS.FC.13 recognize and take action in response to manipulative, abusive, or bullying behaviors.
- HS.FC.14 explore the possibilities of involvement in the political process based on the principles of Catholic Social Teaching.

CURRICULUM FOR CATECHESIS

TEACHING PRAYER

Prayer

The student will be able to:

Pre-Kindergarten

- PK.P.1 experience prayer as listening and talking to God with words, silence, movement, gesture, art, or song.
- PK.P.2 discover that one can pray anywhere, at any time, and for many reasons.
- PK.P.3 pray the Sign of the Cross, a simple mealtime prayer, and a bedtime prayer.

Kindergarten

- K.P.1 identify family as the first prayer community.
- K.P.2 pray the Sign of the Cross, Our Father, Hail Mary, and mealtime prayers.
- K.P.3 contribute to prayers of thanksgiving and intercession especially when praying with one's family.

Grade 1

- 1.P.1 pray the Sign of the Cross, Hail Mary, Our Father, Glory Be, and mealtime prayers.
- 1.P.2 create prayers to thank and praise God and ask for forgiveness.
- 1.P.3 participate in liturgical celebrations and prayer services.
- 1.P.4 participate in guided meditation and reflection.

Grade 2

- 2.P.1 understand that listening is an important part of personal and communal prayer.
- 2.P.2 use an examination of conscience and create prayers of sorrow.

CURRICULUM FOR CATECHESIS

TEACHING PRAYER

Prayer

The student will be able to:

- 2.P.3 pray the Sign of the Cross, Our Father, Hail Mary, Glory Be, mealtime prayers, and Act of Contrition.
- 2.P.4 assist in the preparation of and participate in prayer services and liturgical celebrations, e.g., writing intercessions, preparing the environment, selecting hymns.
- 2.P.5 explain that the Mass is our greatest prayer as Catholics.

Grade 3

- 3.P.1 express an understanding of how and why we pray.
- 3.P.2 create examples of prayers of thanksgiving, praise, petition, and sorrow.
- 3.P.3 experience various devotions and prayers, e.g., Advent wreath blessing, rosary, mealtime prayers, morning and evening prayers.
- 3.P.4 discuss the importance of praying for the living and the dead.
- 3.P.5 assist in planning and participate in the prayer of the Catholic community, e.g., communal Reconciliation service, Stations of the Cross.
- 3.P.6 pray the Apostles' Creed as an expression of the faith of the Catholic Church.
- 3.P.7 pray a psalm from Morning or Evening Liturgy of the Hours.

Grade 4

- 4.P.1 use selected psalms of the Liturgy of the Hours as expressions of prayers of thanksgiving, praise, petition, sorrow, and other emotions.
- 4.P.2 use movement, gesture, song, drama, and art as expressions of prayer.
- 4.P.3 experience various traditional devotions of the Church, especially those unique to the parish.
- 4.P.4 participate in guided meditation using various scriptural prayers, e.g., Our Father, the Psalms, the Magnificat.

CURRICULUM FOR CATECHESIS

TEACHING PRAYER

Prayer

The student will be able to:

Grade 5

- 5.P.1 compose prayer that is an expression of love and trust in God.
- 5.P.2 pray the Rosary meditating on the events in the lives of Jesus and Mary expressed in the 20 Mysteries.
- 5.P.3 pray the Cantic of Zechariah and the Magnificat from the Liturgy of the Hours.
- 5.P.4 explain the meaning of postures and gestures used in communal and personal prayer.

Grade 6

- 6.P.1 assist in the preparation of and participate in the Liturgy of the Hours.
- 6.P.2 develop personal prayer using the Psalms and other Scripture passages.

Grades 7 and 8

- 7/8.P.1 give examples to show that Scripture, particularly the Gospels, is a source of personal and liturgical prayer.
- 7/8.P.2 compose a personal prayer based on a Scripture passage that expresses love and trust in God.
- 7/8.P.3 give examples of all the forms of prayer used at Mass, i.e., adoration, petition, contrition, thanksgiving.
- 7/8.P.4 identify the scriptural roots of traditional devotions of the Church, e.g., Stations of the Cross, Marian devotions, novenas.
- 7/8.P.5 use gesture, movement, song, or art to pray.
- 7/8.P.6 incorporate various expressions of prayer based on a gospel theme into a prayer service or day of retreat.

CURRICULUM FOR CATECHESIS

TEACHING PRAYER

Prayer

The student will be able to:

High School

- HS.P.1 research the Church's living tradition of prayer, giving several examples from the mystics, various cultures, spirituality of the saints, and contemporary forms of prayer.
- HS.P.2 explore the significance of traditional devotions in the life of the Church, e.g., Eucharistic devotions, Stations of the Cross, Marian devotions, veneration of the saints.
- HS.P.3 give examples of the use of Scripture as a primary source of personal and liturgical prayer.
- HS.P.4 explain that all prayer, both personal and communal, deepens the relationship with God and expresses the call to live in greater harmony with neighbor.
- HS.P.5 compare and contrast discernment in the Catholic tradition with ordinary decision-making.
- HS.P.6 realize that growth in faith is a continuous process requiring a lifelong commitment.

CURRICULUM FOR CATECHESIS

INTRODUCTION TO COMMUNITY LIFE

Church

The student will be able to:

Pre-Kindergarten

- PK.C.1 name the Church as God's family.
- PK.C.2 explain that the church building is a holy place.

Kindergarten

- K.C.1 compare a loving family to God's family, the Church.
- K.C.2 explain why the church building is a holy place where God's family gathers to worship and pray.

Grade 1

- 1.C.1 tell how people become members of the Catholic Church.
- 1.C.2 describe the Church as the family of God that gathers in a parish.
- 1.C.3 give examples of ways members of the Church share their gifts and talents for the good of others.

Grade 2

- 2.C.1 explain that the Church is a loving community of baptized people who share faith and gifts in service to others.
- 2.C.2 identify the church building as a holy temple, the dwelling place of God, and the sacred place where the People of God gather in community.
- 2.C.3 name sacred vessels, vestments, and spaces of the church building and explain how they are used in the prayer of the Church.

Grade 3

- 3.C.1 state the Church's belief that Mary is the first disciple of Jesus and Mother of the Church.

CURRICULUM FOR CATECHESIS

INTRODUCTION TO COMMUNITY LIFE

Church

The student will be able to:

- 3.C.2 relate membership in a local parish and diocese to membership in the Roman Catholic Church throughout the world.
- 3.C.3 identify the various roles in the hierarchy of the Roman Catholic Church, e.g., pope, bishop, pastor, laity.
- 3.C.4 use the image of the Body of Christ to explain how the Church lives out its mission of teaching the Gospel, sanctifying the world, and serving the poor.

Grade 4

- 4.C.1 explain how Mary, full of grace, is the model of Christian holiness.
- 4.C.2 name the precepts of the Church which Catholics are bound to observe as minimum duties and responsibilities as Church members.
- 4.C.3 explain how all members of the Catholic Church are responsible for sharing their faith with others.
- 4.C.4 explore ways the Church helps Catholics live the call to holiness.

Grade 5

- 5.C.1 relate Mary's faithful response to God to our call as Christians to obey God's will.
- 5.C.2 tell the story of Our Lady of Guadalupe and discuss why she is the patroness of the Americas.
- 5.C.3 recognize that the Church was instituted by Jesus, handed on to the apostles, and continues under the guidance of the Holy Spirit.
- 5.C.4 explain how the local parish and diocese are the ordinary context in which people experience the universal Church.
- 5.C.5 distinguish the unique roles of bishops, priests, deacons, brothers, sisters, and laity within the Church as the People of God.

CURRICULUM FOR CATECHESIS

INTRODUCTION TO COMMUNITY LIFE

Church

The student will be able to:

Grade 6

- 6.C.1 give examples of how Christians evangelize by spreading the Good News of Jesus through word and action.
- 6.C.2 explore the roles of leadership in the Church and their roots in the Old Testament.
- 6.C.3 compare and contrast the Church of the New Testament to the Chosen People of the Old Testament.

Grades 7 and 8

- 7/8.C.1 discuss the Church's teaching on papal infallibility.
- 7/8.C.2 explain the role of the Magisterium in the life of the Church.
- 7/8.C.3 trace the development of the Church as a living tradition from the Apostles through to the Second Vatican Council, and today.
- 7/8.C.4 explain the Pope's unique role of service and authority in the Church as the Successor of St. Peter, Bishop of Rome, Vicar of Christ, Servant of the Servants of God, and Pastor of the Universal Church.
- 7/8.C.5 discuss how the Church, under the guidance of the Holy Spirit, exists to bring about the reign of God on earth.
- 7/8.C.6 explain why the precepts of the Church are essential to one's spiritual and moral life.
- 7/8.C.7 investigate the history of the diocese and one's parish.
- 7/8.C.8 relate evangelization to the essential mission of the Church and the responsibility of each baptized Christian.
- 7/8.C.9 relate the baptismal call to holiness to one's discernment of a life vocation in the lay, ordained, or consecrated life.
- 7/8.C.10 survey major Christian denominations and non-Christian religions and identify common elements for ecumenical dialogue and interfaith relationships.

CURRICULUM FOR CATECHESIS

INTRODUCTION TO COMMUNITY LIFE

Church

The student will be able to:

High School

- HS.C.1 reflect upon the Church as the Communion of Saints.
- HS.C.2 examine how married, single, consecrated, or ordained life is a call to holiness and a means to personal and spiritual fulfillment.
- HS.C.3 analyze the interdependent gifts and responsibilities of the ordained, the laity and those in the consecrated life.
- HS.C.4 distinguish the diocesan priesthood from the religious priesthood in structure and witness.
- HS.C.5 compare and contrast monastic and apostolic forms of religious life.
- HS.C.6 highlight the contributions of religious men and women according to the charisms of their respective communities.
- HS.C.7 discuss the missionary mandate of the Church.
- HS.C.8 give a rationale for the Church's mission to evangelize and for the participation of each Catholic in that mission using *Evangelii Gaudium* (The Joy of the Gospel).
- HS.C.9 participate in a discernment process designed to recognize gifts and talents suitable for ministry.
- HS.C.10 identify men and women in the Church engaged in various lay ecclesial ministries and their responsibilities for the Church.
- HS.C.11 trace the history of the Church as a living tradition from the Apostolic Age to the present day.
- HS.C.12 examine various images and models of the Church as expressed in *Lumen Gentium* (The Dogmatic Constitution on the Church).
- HS.C.13 identify the major events in the history of the Catholic Church in the United States and in the Diocese of Youngstown.
- HS.C.14 compare various Christian denominations and give examples of ecumenical dialogue today.

CURRICULUM FOR CATECHESIS

INTRODUCTION TO COMMUNITY LIFE

Church

The student will be able to:

- HS.C.15 compare and contrast various non-Christian religions and give examples of interfaith dialogue today.
- HS.C.16 examine the teaching authority of the Magisterium in the life of the Catholic Church using *Ut Unum Sint* (That They May Be One): On Commitment to Ecumenism.
- HS.C.17 describe the structure and ministries of the parish and their relationship to the diocesan Church.
- HS.C.18 discuss Mary's role as Mother of the Church and preeminent model of faith for all people.
- HS.C.19 understand that Canon Law provides "the norms for good order in the visible society of the Church."
- HS.C.20 examine the Church's teachings about indulgences.

CURRICULUM FOR CATECHESIS
LEARNING OBJECTIVES BY AGE/GRADE LEVEL

CURRICULUM FOR CATECHESIS

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PRE-KINDERGARTEN

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

Catholic Belief and Tradition

- PK.CB.1 know that God makes all people.
- PK.CB.2 know that God makes everything and it is good.
- PK.CB.3 name Jesus as friend and brother.
- PK.CB.4 name Mary as Mother of Jesus.

Scripture – Catholic Understanding

- PK.S.1 recognize the Bible as a holy book which tells the story of God and his people.
- PK.S.2 identify some biblical characters and stories which illustrate God's love and goodness.

Scripture – Old Testament

- PK.OT.1 understand that the Bible tells that God is good and the Creator of all things.

Scripture – New Testament

- PK.NT.1 know that the Bible contains stories of Jesus, the Son of God, who is a friend and brother.
- PK.NT.2 retell the story of the birth of Jesus.

CURRICULUM FOR CATECHESIS

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PRE-KINDERGARTEN

INITIATING INTO THE CELEBRATION OF THE MYSTERY

The student will be able to:

Church Year

- PK.CY.1 relate the birth of Jesus to the celebration of Christmas.
- PK.CY.2 experience celebrations of feast days and holy days significant in the parish community.
- PK.CY.3 relate signs of new life in creation to the Church's celebration of Easter.

Sacraments

- PK.SA.1 recognize that Baptism is a welcome into the family of God.
- PK.SA.2 use a simple ritual to express gratitude for God's love experienced through family and friends.
- PK.SA.3 use a simple ritual to express sorrow to God and others.

FORMING FOR LIFE IN CHRIST

Arts, Science, and Technology

- PK.AS.1 use art or music to retell a Bible story.
- PK.AS.2 identify safety rules for using online devices.

Care for Creation

- PK.CC.1 use their senses to explore God's creation.
- PK.CC.2 know that all life is a gift from God and demands care and respect.

Christian Service

- PK.CS.1 demonstrate loving ways to show care for family and friends.

CURRICULUM FOR CATECHESIS

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PRE-KINDERGARTEN

FORMING FOR LIFE IN CHRIST

The student will be able to:

Morality

- PK.M.1 identify actions that are good or bad.
- PK.M.2 retell stories that show Jesus' love for others.
- PK.M.3 identify persons who love and care for him or her.

Family and Community

- PK.FC.1 identify ways family members give and receive love and affirmation according to God's plan.
- PK.FC.2 give examples of how one's God-given gifts and talents can be used for the good of the family.
- PK.FC.3 talk about how God cares for their safety.

TEACHING PRAYER

Prayer

- PK.P.1 experience prayer as listening and talking to God with words, silence, movement, gesture, art, or song.
- PK.P.2 discover that one can pray anywhere, at any time, and for many reasons.
- PK.P.3 pray the Sign of the Cross, a simple mealtime prayer, and a bedtime prayer.

INTRODUCTION TO COMMUNITY LIFE

Church

- PK.C.1 name the Church as God's family.
- PK.C.2 explain that the church building is a holy place.

CURRICULUM FOR CATECHESIS

KINDERGARTEN

LEADING TO KNOWLEDGE OF THE FAITH

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The student will be able to:

Catholic Belief and Tradition

- K.CB.1 know God as the Father, who makes all things.
- K.CB.2 know Jesus as God's Son, a friend who shows people how to live.
- K.CB.3 recognize the Holy Spirit as God's loving presence in everyone.
- K.CB.4 name Mary as Mother of God.

Scripture – Catholic Understanding

- K.S.1 explain that Catholics reverence the Bible as the holy book of God's Word.
- K.S.2 recount stories from the Bible which illustrate people's loving response to God.

Scripture – Old Testament

- K.OT.1 know that the Bible contains prayers of praise and thanksgiving to God for the gifts of life and creation.

Scripture – New Testament

- K.NT.1 give examples from the Bible that show Jesus teaching people to love God, self, and others.
- K.NT.2 retell the Bible stories of the birth and childhood of Jesus.
- K.NT.3 know that the Bible contains the Easter story of Jesus who died and rose to give people new life.

CURRICULUM FOR CATECHESIS

KINDERGARTEN

INITIATING INTO THE CELEBRATION OF THE MYSTERY

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The student will be able to:

Church Year

- K.CY.1 relate the celebration of Christmas and Easter to events in the life of Jesus, and name some traditions the Church uses to prepare for these feasts.
- K.CY.2 experience celebrations of feast days and holy days significant in the parish community.

Sacraments

- K.SA.1 become familiar with the symbols used in Baptism and relate these to the celebration of one's own Baptism.
- K.SA.2 discover and cite examples of God's love and presence in family, school, and faith community.
- K.SA.3 reflect on personal actions and use a simple ritual to express sorrow to God and others.
- K.SA.4 participate in the celebration of the Mass.

FORMING FOR LIFE IN CHRIST

Arts, Science, and Technology

- K.AS.1 use a variety of art forms to communicate the message of God's love.
- K.AS.2 discuss safety rules that will keep them safe online.

Care for Creation

- K.CC.1 explain how the five senses help people to appreciate God's creation.
- K.CC.2 identify practical ways to care for all God's creation.

CURRICULUM FOR CATECHESIS

KINDERGARTEN

FORMING FOR LIFE IN CHRIST

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The student will be able to:

Christian Service

- K.CS.1 know that God wants people to help each other by following Jesus' example.

Morality

- K.M.1 give examples of actions that are good or bad.
- K.M.2 understand that God wants people to love God, self, and others.
- K.M.3 give examples of how to show respect for those who love and care for him or her.
- K.M.4 discuss how some actions may hurt others and role play examples of sorrow and forgiveness.

Family and Community

- K.FC.1 discuss how Christian love and affirmation shared in the family is extended to others in the school, parish, and neighborhood.
- K.FC.2 describe how God's people share their gifts and talents for the good of others.
- K.FC.3 recognize that God cares about their safety in all places and with all people.
- K.FC.4 identify people who keep them safe.

CURRICULUM FOR CATECHESIS

KINDERGARTEN

TEACHING PRAYER

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The student will be able to:

- K.P.1 identify family as the first prayer community.
- K.P.2 pray the Sign of the Cross, Our Father, Hail Mary, and mealtime prayers.
- K.P.3 contribute to prayers of thanksgiving and intercession especially when praying with one's family.

INTRODUCTION TO COMMUNITY LIFE

Church

- K.C.1 compare a loving family to God's family, the Church.
- K.C.2 explain why the church building is a holy place where God's family gathers to worship and pray.

CURRICULUM FOR CATECHESIS

GRADE 1

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

Catholic Belief and Tradition

- 1.CB.1 name God as Father and Creator.
- 1.CB.2 name Jesus as God's Son, who died and rose to save all people.
- 1.CB.3 recognize the Holy Spirit as God's loving presence helping and guiding everyone.
- 1.CB.4 know that God's plan for people is to be happy with him in heaven.
- 1.CB.5 name Mary as Mother of God and all people.

***Grade
1***

Scripture – Catholic Understanding

- 1.S.1 identify the Bible as a holy book written by people chosen by God to tell the story of God's love.
- 1.S.2 know that Bible stories are different from other stories because they are God's Word to people.
- 1.S.3 explain that a Christian is called to listen to God's Word in the Bible and respond in prayer and action.

Scripture – Old Testament

- 1.OT.1 recognize significant biblical characters and their stories, e.g., Adam and Eve, Noah, Moses, Abraham, Sarah.
- 1.OT.2 retell the creation accounts to show that God is a loving Father who created and cares for all things.
- 1.OT.3 know that people were created to reflect God's image and goodness, to love God in return, and to live in harmony with all creation.

CURRICULUM FOR CATECHESIS

GRADE 1

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

Scripture – New Testament

**Grade
1**

- 1.NT.1 know that the Bible tells the stories of Jesus who shows the world God's goodness and love.
- 1.NT.2 relate Gospel stories of the life of Jesus which teach Christians how to live and pray.
- 1.NT.3 relate the biblical accounts of the passion, death, and resurrection of Jesus to people's experiences of life and death.

INITIATING INTO THE CELEBRATION OF THE MYSTERY

Church Year

- 1.CY.1 identify and experience the traditions and symbols of Advent, Lent, and Holy Week that prepare the Church for the celebration of Christmas and Easter.
- 1.CY.2 explain why the Church celebrates the feasts of the Holy Family and Mary, Mother of God.

Sacraments

- 1.SA.1 give examples of God's love and presence in family, school, and faith community and express gratitude.
- 1.SA.2 know that sacraments are special ways the Church celebrates God's presence in the life of the Catholic.
- 1.SA.3 explain how the Sacrament of Baptism cleanses original sin, gives God's life, and makes a person a member of the Catholic Church.
- 1.SA.4 use the Lord's Prayer and the Parable of the Prodigal Son to reflect on God's forgiveness and the need to forgive others.
- 1.SA.5 experience the Mass as the Catholic faith community gathered to share God's presence and to worship God.

CURRICULUM FOR CATECHESIS

GRADE 1

FORMING FOR LIFE IN CHRIST

The student will be able to:

Arts, Science, and Technology

- 1.AS.1 discuss how God the Creator is revealed through the greatness and beauty of nature and art.
- 1.AS.2 compare how a Catholic family lives their faith in real life compared with family lives depicted in media.
- 1.AS.3 list specific actions that will keep them safe online.

***Grade
1***

Care for Creation

- 1.CC.1 recognize a good steward as one who cares for God's creation.
- 1.CC.2 explain why God's gifts are meant to be shared with others.

Christian Service

- 1.CS.1 identify persons in the family and neighborhood who need help, e.g., the sick, lonely, elderly, poor.
- 1.CS.2 recognize that we are all called to serve God by serving others.

Morality

- 1.M.1 recognize that Jesus' example shows people how to make good choices.
- 1.M.2 explain God's law of love.
- 1.M.3 identify consequences of both good and bad actions.

Family and Community

- 1.FC.1 explain how people are called to follow Jesus within the family and community.

CURRICULUM FOR CATECHESIS

GRADE 1

FORMING FOR LIFE IN CHRIST

The student will be able to:

**Grade
1**

- 1.FC.2 explain how good rules created by parents, caregivers, and teachers reflect God's love.
- 1.FC.3 recognize that all people are made in God's image and likeness.
- 1.FC.4 tell what to do if they feel unsafe with certain people.

TEACHING PRAYER

Prayer

- 1.P.1 pray the Sign of the Cross, Hail Mary, Our Father, Glory Be, and mealtime prayers.
- 1.P.2 create prayers to thank and praise God and ask for forgiveness.
- 1.P.3 participate in liturgical celebrations and prayer services.
- 1.P.4 participate in guided meditation and reflection.

INTRODUCTION TO COMMUNITY LIFE

Church

- 1.C.1 tell how people become members of the Catholic Church.
- 1.C.2 describe the Church as the family of God that gathers in a parish.
- 1.C.3 give examples of ways members of the Church share their gifts and talents for the good of others.

CURRICULUM FOR CATECHESIS

GRADE 2

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

Catholic Belief and Tradition

- 2.CB.1 name the Trinity as God: Father, Son, and Holy Spirit.
- 2.CB.2 know that the Apostles' Creed is a statement of what Catholics believe.
- 2.CB.3 understand that people have freedom to accept or reject God's plan to live with him forever.
- 2.CB.4 know that Jesus, Son of God, was born of Mary into a human family through the power of the Holy Spirit.

**Grade
2**

Scripture – Catholic Understanding

- 2.S.1 explain that the coming of Jesus is the central event linking the Old and New Testaments.
- 2.S.2 explain how God's Word in the Bible prepares people for the reception of the Sacraments of Reconciliation and Holy Eucharist.
- 2.S.3 recognize that the readings at Sunday Mass are taken from the Old and New Testaments.

Scripture – Old Testament

- 2.OT.1 relate stories and symbols in the Old Testament which prefigure the Sacraments of Reconciliation and Eucharist, e.g., Moses, manna in the desert, Samuel.
- 2.OT.2 explain how God's Word in the Ten Commandments calls people to love and serve God and others.

Scripture – New Testament

- 2.NT.1 relate New Testament accounts of Jesus' love and compassion to the Church's celebration of the Sacraments of Eucharist and Reconciliation.

CURRICULUM FOR CATECHESIS

GRADE 2

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

- 2.NT.2 illustrate the connection between the words and actions of Jesus in the Gospels and the Church's celebration of the Eucharist.
- 2.NT.3 show how the works of mercy and the Beatitudes are practical ways Catholics daily live the meaning of Eucharist.

INITIATING INTO THE CELEBRATION OF THE MYSTERY

**Grade
2**

Church Year

- 2.CY.1 understand how the traditions and symbols of Advent, Lent, Holy Week, and Triduum prepare the Church for the celebration of Christmas and Easter.
- 2.CY.2 explain how the Church celebrates every Sunday as the "Day of the Lord" and why attendance at Sunday Mass is an obligation for Catholics.

Sacraments

- 2.SA.1 explain that the seven sacraments are signs of grace given to the Church by Christ to increase divine life in the Christian.
- 2.SA.2 name the seven sacraments and relate them to important moments of the Christian life.
- 2.SA.3 explain how we remember the Last Supper in the Eucharist.
- 2.SA.4 reflect on the Sacrament of the Eucharist as nourishment for the life of the Catholic.
- 2.SA.5 express the belief that Jesus is truly present in the Eucharist under the form of bread and wine.
- 2.SA.6 demonstrate a knowledge of the words, actions, and interior attitudes associated with the Sacrament of Eucharist, e.g., spoken "Amen," manner of receiving both species, participation in songs and silent reflection.

CURRICULUM FOR CATECHESIS

GRADE 2

INITIATING INTO THE CELEBRATION OF THE MYSTERY

The student will be able to:

- 2.SA.7 identify the parts of the Liturgy of the Word and the Liturgy of the Eucharist, and know the responses of the assembly.
- 2.SA.8 express the belief that through the Church, Jesus forgives sins in the Sacrament of Penance (Reconciliation).
- 2.SA.9 demonstrate a knowledge of the words, actions, and interior attitudes associated with the Sacrament of Penance (Reconciliation), e.g., examine conscience, confess sins, express sorrow, perform penance.

**Grade
2**

FORMING FOR LIFE IN CHRIST

Arts, Science, and Technology

- 2.AS.1 discuss how the religious art in the parish church expresses various Catholic beliefs.
- 2.AS.2 show how television commercials influence a person's perception of needs and wants.
- 2.AS.3 discuss specific actions that will keep them safe online.

Care for Creation

- 2.CC.1 explain why participation in activities such as Arbor Day and Earth Day are expressions of Christian stewardship.
- 2.CC.2 show how the uniqueness of a person's God-given talents and abilities finds expression in human work.
- 2.CC.3 explain that caring for creation affects our relationship with God and each other.

Christian Service

- 2.CS.1 explain how one's participation in Eucharist on Sunday is lived throughout the week by acts of service and generosity.

CURRICULUM FOR CATECHESIS

GRADE 2

FORMING FOR LIFE IN CHRIST

The student will be able to:

- 2.CS.2 give examples of service activities that can be shared with family, neighborhood, school, and parish.

Morality

**Gra
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2**

- 2.M.1 understand that conscience is God's law in the human heart calling a person to love, do good, and avoid evil.
- 2.M.2 use the Ten Commandments and the law of love in an examination of conscience.
- 2.M.3 explain that God made people free to make choices that have either good or bad consequences.
- 2.M.4 understand that sin is a turning away from God which affects others as well as the individual.
- 2.M.5 understand that racism is a sin.

Family and Community

- 2.FC.1 give examples of how people demonstrate their love for Jesus through their roles and responsibilities within the family.
- 2.FC.2 discuss various ways to act on emotions that build loving relationships.
- 2.FC.3 discuss how rules serve the good of the family, school, and community.
- 2.FC.4 identify the difference between safe secrets and unsafe secrets.
- 2.FC.5 know who to tell when they witness bullying behaviors.

CURRICULUM FOR CATECHESIS

GRADE 2

TEACHING PRAYER

The student will be able to:

Prayer

- 2.P.1 understand that listening is an important part of personal and communal prayer.
- 2.P.2 use an examination of conscience and create prayers of sorrow.
- 2.P.3 pray the Sign of the Cross, Our Father, Hail Mary, Glory Be, mealtime prayers, and Act of Contrition.
- 2.P.4 assist in the preparation of and participate in prayer services and liturgical celebrations, e.g., writing intercessions, preparing the environment, selecting hymns.
- 2.P.5 explain that the Mass is our greatest prayer as Catholics.

***Grade
2***

INTRODUCTION TO COMMUNITY LIFE

Church

- 2.C.1 explain that the Church is a loving community of baptized people who share faith and gifts in service to others.
- 2.C.2 identify the church building as a holy temple, the dwelling place of God, and the sacred place where the People of God gather in community.
- 2.C.3 name sacred vessels, vestments, and spaces of the church building and explain how they are used in the prayer of the Church.

CURRICULUM FOR CATECHESIS

GRADE 3

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

Catholic Belief and Tradition

- 3.CB.1 describe the Holy Trinity as three persons in one God and use various symbols in the Catholic tradition to illustrate this belief.
- 3.CB.2 know that Jesus, Savior and Redeemer of the world, suffered, died, was buried, rose from the dead, and ascended into heaven.
- 3.CB.3 understand that grace is participation in God's life now and forever.

Scripture – Catholic Understanding

- 3.S.1 relate major biblical signs, e.g., creation, covenant, Exodus, Promised Land, to the life of Jesus and the Church.
- 3.S.2 explain the organization of the Bible according to book, chapter, and verse.
- 3.S.3 give examples of how the Church uses Scripture in prayer and worship.

***Grade
3***

Scripture – Old Testament

- 3.OT.1 explain how significant biblical characters and stories prefigure the Church as the People of God.
- 3.OT.2 give examples from the Old Testament that illustrate God's Word strengthening faith and calling people to community.

Scripture – New Testament

- 3.NT.1 give examples from the New Testament accounts of the life of Jesus which model Christian prayer and service.
- 3.NT.2 explore the early years of the Church by reading and discussing the lives and works of the apostles in the New Testament.

CURRICULUM FOR CATECHESIS

GRADE 3

INITIATING INTO THE CELEBRATION OF THE MYSTERY

The student will be able to:

Church Year

- 3.CY.1 name the seasons of the liturgical year.
- 3.CY.2 explain why the Church celebrates All Saints Day and All Souls Day.
- 3.CY.3 explain how Ascension Sunday and Pentecost Sunday relate to the mission of the Church.

Sacraments

**Grade
3**

- 3.SA.1 name the Sacraments of Initiation, Healing, and at the Service of Communion.
- 3.SA.2 discuss the different names the Church uses for the Sacrament of the Eucharist: Breaking of the Bread, Holy Sacrifice of the Mass, Eucharistic Assembly, Holy Communion and Most Blessed Sacrament.
- 3.SA.3 understand the Mass as sacrament and sacrifice.
- 3.SA.4 identify ways the laity serve the Church in liturgical roles, e.g., servers, lectors, extraordinary ministers of the Eucharist.
- 3.SA.5 discuss the different names the Church uses for the Sacrament of Penance (Reconciliation): sacrament of conversion, sacrament of confession, sacrament of forgiveness.
- 3.SA.6 relate the Sacraments of Eucharist and Penance (Reconciliation) to daily conversion and growth in the life of Christ expressed in actions such as fasting, prayer, almsgiving, works of charity and justice, and concern for the poor.

FORMING FOR LIFE IN CHRIST

Arts, Science, and Technology

- 3.AS.1 use drama, music, or art to thank God for the joy and beauty of creation.
- 3.AS.2 compare and contrast the Gospel values of nonviolence, respect, and cooperation to the values portrayed in toys, games, television, and movies.

CURRICULUM FOR CATECHESIS

GRADE 3

FORMING FOR LIFE IN CHRIST

The student will be able to:

- 3.AS.3 identify ways to be respectful of yourself and others while online.

Care for Creation

- 3.CC.1 give reasons to support the value of all life as God's most precious gift.
- 3.CC.2 show how respect and care for the environment express love for God the Creator.

Christian Service

- 3.CS.1 work as a group to plan and participate in service activities.
- 3.CS.2 identify in the Church and community those who give witness to God through loving service to others.

***Grade
3***

Morality

- 3.M.1 explain how the Ten Commandments and the law of love assist in making moral choices.
- 3.M.2 give examples of Christian virtues and explain their role in making good decisions.
- 3.M.3 identify the saints as models of Christian virtues.
- 3.M.4 understand the importance of supporting others in making good choices.
- 3.M.5 explain how a person's witness of Christian virtues helps others make good choices.
- 3.M.6 explain how racism is a sin.

Family and Community

- 3.FC.1 recognize that one's choices have consequences, good or bad.

CURRICULUM FOR CATECHESIS

GRADE 3

FORMING FOR LIFE IN CHRIST

The student will be able to:

- 3.FC.2 identify qualities that sustain loving relationships among family members, friends, and classmates.
- 3.FC.3 know that it is okay to avoid people who make them feel uncomfortable or unsafe, and know who to tell why they avoid certain people.

TEACHING PRAYER

Prayer

- 3.P.1 express an understanding of how and why we pray.
- 3.P.2 create examples of prayers of thanksgiving, praise, petition, and sorrow.
- 3.P.3 experience various devotions and prayers, e.g., Advent wreath blessing, rosary, mealtime prayers, morning and evening prayers.
- 3.P.4 discuss the importance of praying for the living and the dead.
- 3.P.5 assist in planning and participate in the prayer of the Catholic community, e.g., communal Reconciliation service, Stations of the Cross.
- 3.P.6 pray the Apostles' Creed as an expression of the faith of the Catholic Church.
- 3.P.7 pray a psalm from Morning or Evening Liturgy of the Hours.

**Grade
3**

INTRODUCTION TO COMMUNITY LIFE

Church

- 3.C.1 state the Church's belief that Mary is the first disciple of Jesus and Mother of the Church.
- 3.C.2 relate membership in a local parish and diocese to membership in the Roman Catholic Church throughout the world.
- 3.C.3 identify the various roles in the hierarchy of the Roman Catholic Church, e.g., pope, bishop, pastor, laity.
- 3.C.4 use the image of the Body of Christ to explain how the Church lives out its mission of teaching the Gospel, sanctifying the world, and serving the poor.

CURRICULUM FOR CATECHESIS

GRADE 4

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

Catholic Belief and Tradition

- 4.CB.1 reflect upon the relationships of the persons of the Trinity as a model for loving relationships within the family, Church, and world.
- 4.CB.2 demonstrate an understanding of the faith statements in the Apostles' and Nicene Creeds.

Scripture – Catholic Understanding

- 4.S.1 explain that God's living word is revealed in Sacred Scripture through which God meets and speaks with people.
- 4.S.2 locate the passages of the Sunday readings in the Bible according to book, chapter, and verse.
- 4.S.3 give examples of how the Scriptures nourish, strengthen, and guide the life of the Christian.

**Grade
4**

Scripture – Old Testament

- 4.OT.1 explain how the Ten Commandments express the covenant relationship between God and the Chosen People.
- 4.OT.2 compare the Old Testament concept of shalom with the New Testament challenge to work for justice and peace.

Scripture – New Testament

- 4.NT.1 identify the virtues of the Christian life modeled by Jesus in his relationships with people as recorded in the Gospels.
- 4.NT.2 relate the Beatitudes and the law of love to the Ten Commandments as guidelines for Christian living.

CURRICULUM FOR CATECHESIS

GRADE 4

INITIATING INTO THE CELEBRATION OF THE MYSTERY

The student will be able to:

Church Year

- 4.CY.1 explain the importance of the holy days of the Immaculate Conception and the Assumption and other Marian feasts.
- 4.CY.2 relate the life of a patron saint to one's own life.
- 4.CY.3 relate Ordinary Time in the liturgical year to one's responsibility to make every day holy.
- 4.CY.4 explain how participation in Sunday Mass is not only an obligation but also an expression of the individual and communal need to gather and worship God.

Sacraments

- 4.SA.1 relate the action and power of the Holy Spirit to the graces of the seven sacraments.
- 4.SA.2 explain how Baptism, Confirmation, and Eucharist call all Catholics to a life of holiness and mission in the Church and the world.
- 4.SA.3 explain how the Sacraments of Initiation and the Sacraments at the Service of Communion call each Catholic to a vocation, i.e., married life, single life, priesthood, permanent diaconate, and religious consecration.
- 4.SA.4 explain why the Eucharist is the central sacrament and how it is loved and lived by Catholics.
- 4.SA.5 know the responses of the assembly at Mass and use them appropriately.
- 4.SA.6 relate the need for ongoing forgiveness and conversion in the Christian life to the regular celebration of the Sacrament of Penance (Reconciliation).

FORMING FOR LIFE IN CHRIST

Arts, Science, and Technology

- 4.AS.1 explore how human and cultural diversity is celebrated in art, music, and traditions.

CURRICULUM FOR CATECHESIS

GRADE 4

FORMING FOR LIFE IN CHRIST

The student will be able to:

- 4.AS.2 evaluate forms of advertising in light of the Christian values of honesty, justice, prudence, and the dignity of the person.
- 4.AS.3 identify positive contributions of science and technology which promote human dignity.
- 4.AS.4 list and discuss strategies to avoid unsafe online situations.

Care for Creation

- 4.CC.1 explain how the planet is a sign of God's love for us and relate environmental issues to God's plan for creation.
- 4.CC.2 list ways to protect and preserve the local environment.

Christian Service

- 4.CS.1 define stewardship as sharing one's time, talent, and treasure and identify examples in the family, parish, school, and community.
- 4.CS.2 relate the Church's mission to participation in service opportunities.
- 4.CS.3 discuss how Christ's law of love motivates a Catholic to live the spiritual and corporal works of mercy.

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4***

Morality

- 4.M.1 explain how the Ten Commandments, the law of love, and the Beatitudes assist a person in forming a good conscience.
- 4.M.2 show how the Ten Commandments are the foundation of other laws that build up the human community.
- 4.M.3 explore how God's law calls the Christian to respond to the social injustices in the world, especially racial injustices.

CURRICULUM FOR CATECHESIS

GRADE 4

FORMING FOR LIFE IN CHRIST

The student will be able to:

- 4.M.4 define mortal and venial sin.
- 4.M.5 discuss the role of freedom and responsibility in avoiding or committing personal sin.
- 4.M.6 discuss how to use technology responsibly and morally.
- 4.M.7 discuss choices that respect God's gift of life and human sexuality.

Family and Community

- 4.FC.1 identify the causes and predict the possible consequences of conflict in everyday situations.
- 4.FC.2 describe the qualities of a good friend and explain how healthy friendships strengthen and support the Christian way of life.
- 4.FC.3 develop strategies for responding to persons who make them feel uncomfortable or unsafe.
- 4.FC.4 identify common bullying behaviors and discuss ways to respond.

***Grade
4***

TEACHING PRAYER

Prayer

- 4.P.1 use selected psalms of the Liturgy of the Hours as expressions of prayers of thanksgiving, praise, petition, sorrow, and other emotions.
- 4.P.2 use movement, gesture, song, drama, and art as expressions of prayer.
- 4.P.3 experience various traditional devotions of the Church, especially those unique to the parish.
- 4.P.4 participate in guided meditation using various scriptural prayers, e.g., Our Father, the Psalms, the Magnificat.

CURRICULUM FOR CATECHESIS

GRADE 4

INTRODUCTION TO COMMUNITY LIFE

The student will be able to:

Church

- 4.C.1 explain how Mary, full of grace, is the model of Christian holiness.
- 4.C.2 name the precepts of the Church which Catholics are bound to observe as minimum duties and responsibilities as Church members.
- 4.C.3 explain how all members of the Catholic Church are responsible for sharing their faith with others.
- 4.C.4 explore ways the Church helps Catholics live the call to holiness.

***Gra
de
4***

CURRICULUM FOR CATECHESIS

GRADE 5

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

Catholic Belief and Tradition

- 5.CB.1 describe how three persons of the Trinity are present in the signs, rites, and effects of the seven sacraments.
- 5.CB.2 explain the essential characteristics of the Church, i.e., one, holy, catholic and apostolic.
- 5.CB.3 identify the Church as the communion of saints.

Scripture – Catholic Understanding

- 5.S.1 explain that the Bible is inspired by God.
- 5.S.2 give examples of how the Church uses Scripture to preach, teach, and celebrate the Good News of Jesus and to foster growth in holiness.

Scripture – Old Testament

- 5.OT.1 identify the Old Testament roots of the signs and symbols of the seven sacraments.
- 5.OT.2 relate the Old Testament understanding of priest to Christ's priesthood, the common priesthood of the baptized, and the ministerial priesthood.

**Grade
5**

Scripture – New Testament

- 5.NT.1 give examples from the New Testament which form the basis of the Church's understanding and celebration of the sacraments.
- 5.NT.2 name the four evangelists and explain why the Gospels are the heart of Scripture.
- 5.NT.3 reflect on the life and teaching of Jesus, particularly the miracle accounts and parables, and apply their message to the Christian life.

CURRICULUM FOR CATECHESIS

GRADE 5

INITIATING INTO THE CELEBRATION OF THE MYSTERY

The student will be able to:

Church Year

- 5.CY.1 explain why the Church celebrates Pentecost, Corpus Christi, and Trinity Sunday.
- 5.CY.2 compare and contrast the seasons of Advent and Lent with the secular preparations for Christmas and Easter.
- 5.CY.3 discuss how the parish or school name inspires and challenges the community to live out Christian discipleship.
- 5.CY.4 explain why the Church celebrates All Souls Day and link the practice of prayers for the dead to the Church's belief in purgatory.
- 5.CY.5 discuss the celebration of All Saints Day and the Communion of Saints.

Sacraments

- 5.SA.1 identify the symbols and actions appropriate to each of the seven sacraments.
- 5.SA.2 explain that the seven sacraments are signs of grace through which one shares in the life of Jesus and the Christian community.
- 5.SA.3 explain how the Sacraments of Initiation begin and sustain life in Christ and membership in the faith community.
- 5.SA.4 recognize that through the Eucharistic prayer the bread and wine are transformed into the Body and Blood of Christ.
- 5.SA.5 understand the Mass as the Catholic faith community gathered to share God's presence in Word and Eucharist.
- 5.SA.6 explain how the Church uses the Lectionary to proclaim God's Word.
- 5.SA.7 explain how the Sacraments of Reconciliation and Anointing of the Sick continue Jesus' ministry of healing through the Church.
- 5.SA.8 explain how the Sacraments at the Service of Communion work together to build up the Church.

***Grade
5***

CURRICULUM FOR CATECHESIS

GRADE 5

INITIATING INTO THE CELEBRATION OF THE MYSTERY

The student will be able to:

- 5.SA.9 give examples of sacramentals and explain how they are signs of faith in the life of the Catholic community.

FORMING FOR LIFE IN CHRIST

Arts, Science, and Technology

- 5.AS.1 give examples of how different cultures have used various art forms to express their religious beliefs.
- 5.AS.2 develop a set of criteria based on Gospel values to evaluate various forms of media.
- 5.AS.3 identify ways social media comments and behaviors can affect a person.

Care for Creation

- 5.CC.1 give examples of how proper use of the earth's resources can be an expression of justice for all creation.
- 5.CC.2 explain how the natural elements of each of the sacraments are signs of God's presence in creation.

**Grade
5**

Christian Service

- 5.CS.1 give examples of how a life of prayer and stewardship contributes to the good of the Church and strengthens the entire community.
- 5.CS.2 explain how the graces of the sacraments strengthen a Catholic to live the spiritual and corporal works of mercy.
- 5.CS.3 discuss how a person's willingness to serve others is a response to God's call to discipleship.

CURRICULUM FOR CATECHESIS

GRADE 5

FORMING FOR LIFE IN CHRIST

The student will be able to:

Morality

- 5.M.1 discuss the role of grace and the gifts of the Holy Spirit in forming a good conscience and making moral decisions.
- 5.M.2 discuss how to use technology responsibly and morally.
- 5.M.3 define social sin, e.g., racism, violence, materialism, degradation of the planet.
- 5.M.4 discuss the role of freedom and responsibility in responding to social sin.
- 5.M.5 give examples of saints or contemporary witnesses who have lived the Gospel mandate of nonviolence in a heroic way.
- 5.M.6 know the Church's teaching on the sanctity of human life, from conception to natural death, and the Christian duty to protect all life.
- 5.M.7 relate the Christian virtue of chastity to developing healthy relationships and good habits that respect God's gift of sexuality.

Family and Community

Grade 5

- 5.FC.1 develop strategies for peacefully resolving conflicts with family and friends.
- 5.FC.2 explore ways that families can nurture and strengthen their role as the "domestic church," e.g., loving sacrifice, communication skills, family rituals, traditions.
- 5.FC.3 explore how good laws contribute to the common good of the community.
- 5.FC.4 discuss different ways children may be abused or neglected.
- 5.FC.5 develop anti-bullying values and practices.

TEACHING PRAYER

Prayer

- 5.P.1 compose prayer that is an expression of love and trust in God.

CURRICULUM FOR CATECHESIS

GRADE 5

TEACHING PRAYER

The student will be able to:

- 5.P.2 pray the Rosary meditating on the events in the lives of Jesus and Mary expressed in the 20 Mysteries.
- 5.P.3 pray the Canticle of Zechariah and the Magnificat from the Liturgy of the Hours.
- 5.P.4 explain the meaning of postures and gestures used in communal and personal prayer.

INTRODUCTION TO COMMUNITY LIFE

Church

- 5.C.1 relate Mary's faithful response to God to our call as Christians to obey God's will.
- 5.C.2 tell the story of Our Lady of Guadalupe and discuss why she is the patroness of the Americas.
- 5.C.3 recognize that the Church was instituted by Jesus, handed on to the apostles, and continues under the guidance of the Holy Spirit.
- 5.C.4 explain how the local parish and diocese are the ordinary context in which people experience the universal Church.
- 5.C.5 distinguish the unique roles of bishops, priests, deacons, brothers, sisters, and laity within the Church as the People of God.

***Grade
5***

CURRICULUM FOR CATECHESIS

GRADE 6

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

Catholic Belief and Tradition

- 6.CB.1 cite accounts from the Old Testament that reveal God's unconditional love.
- 6.CB.2 identify figures from the Old Testament who foreshadow Jesus as messiah and prophet, e.g., Adam, Moses, David, Isaiah.
- 6.CB.3 reflect on the Old Testament images of God's Spirit and explain how they reveal the person and action of the Holy Spirit in the Church and world.
- 6.CB.4 explain Mary's unique role in salvation history.

Scripture – Catholic Understanding

- 6.S.1 explain that the Bible is God's living Word written by human authors through the inspiration of the Holy Spirit.
- 6.S.2 explain that the Bible records people's experience of God throughout salvation history.
- 6.S.3 identify the various types of writings used by the human authors of the Scriptures to communicate God's Word, e.g., story, poem, song, letter, history, wisdom.
- 6.S.4 give examples of Scripture as a source of Catholic prayer, teaching, and tradition.
- 6.S.5 relate significant events of God's saving action in Scripture to contemporary situations.

***Grade
6***

Scripture – Old Testament

- 6.OT.1 explain that the Old Testament is a testimony of God's faithfulness recorded in different literary forms and at different times in the history of Israel.
- 6.OT.2 identify the major figures of the Old Testament and their roles in salvation history, e.g., Abraham and Sarah, Isaac, Rebecca.

CURRICULUM FOR CATECHESIS

GRADE 6

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

- 6.OT.3 trace the theme of “covenant” throughout the Old Testament, and explain its relationship to the Ten Commandments.
- 6.OT.4 explain why the Exodus is the central event of Jewish history, a Passover from slavery to freedom, and a foreshadowing of the Paschal Mystery.
- 6.OT.5 trace the stages of God’s revelation as recorded in the Pentateuch from the creation of the world through the formation of the Chosen People.
- 6.OT.6 relate the role and significance of kings in Israel’s history to the expectation of the Messiah as King.
- 6.OT.7 relate the message of the major prophets to modern day prophets and their witness in today’s society.

Scripture – New Testament

- 6.NT.1 give specific examples of Jesus as the fulfillment of the promises and prophecies of the Old Testament.
- 6.NT.2 use Matthew’s genealogy of Jesus to investigate the concept of Messiah.

INITIATING INTO THE CELEBRATION OF THE MYSTERY

Grade
de Church Year
6

- 6.CY.1 explain why the Church celebrates Epiphany and Christ the King and relate them to the Old Testament concept of the messianic kingdom.
- 6.CY.2 relate the Scripture, traditions, and symbols of the liturgical cycle to one’s journey of faith.
- 6.CY.3 explore the feasts of saints celebrated in the liturgical year and explain how their lives give witness to the Church.

CURRICULUM FOR CATECHESIS

GRADE 6

INITIATING INTO THE CELEBRATION OF THE MYSTERY

The student will be able to:

Sacraments

- 6.SA.1 explore the Old Testament signs, symbols and rituals which prefigure the Church's seven sacraments.
- 6.SA.2 compare and contrast the concepts of the Passover and covenant to the Lord's Supper and the Eucharist.
- 6.SA.3 discuss how God speaks to the Church through the Old Testament readings used in the Lectionary.
- 6.SA.4 study the various liturgical roles and discern how each person's gifts contribute to worship.
- 6.SA.5 relate the symbols used in the Sacrament of Confirmation to images of the Spirit found in the Old Testament.
- 6.SA.6 explain how the sacraments, through the power of the Holy Spirit, celebrate the presence of Christ in the faith community.

FORMING FOR LIFE IN CHRIST

Arts, Science, and Technology

- 6.AS.1 give examples of God's goodness revealed through nature, culture, the arts, and life experiences.
- 6.AS.2 explain how science and technology benefit humanity when used in conformity with God's plan.
- 6.AS.3 learn how to maintain a safe and healthy online presence.

***Gra
de
6***

Care for Creation

- 6.CC.1 give a rationale based on Scripture and Catholic Social Teaching for the call to care for creation.
- 6.CC.2 design and implement a plan of action that addresses a particular issue of creation care.

CURRICULUM FOR CATECHESIS

GRADE 6

FORMING FOR LIFE IN CHRIST

The student will be able to:

Christian Service

- 6.CS.1 explain how stewardship is freely giving one's gifts and talents in loving service to others.
- 6.CS.2 identify ways of living the corporal and spiritual works of mercy in contemporary situations.
- 6.CS.3 relate the Church's social teaching to acts of charity, justice, and peace.
- 6.CS.4 develop and implement a personal plan for stewardship of time, talent, and treasure.

Morality

- 6.M.1 examine the role of Scripture, the witness and advice of others, and the inspiration of the Holy Spirit in forming one's conscience.
- 6.M.2 discuss the moral implications of technology.
- 6.M.3 relate personal and social sin to the Old Testament concept of Covenant fidelity.
- 6.M.4 identify personal and practical ways the Christian uses Gospel values in response to social injustices, especially racial injustices and degradation of the planet.
- 6.M.5 explain what the Church teaches about the goodness of human sexuality.
- 6.M.6 explain how prayer and the sacraments help a person live a mature, loving, and chaste life.
- 6.M.7 give examples from Scripture that form the basis of the Church's understanding of the sacredness of all human life.
- 6.M.8 explain how persons in authority are called to exercise their God-given duty to guide and serve those in their care.

**Grade
6**

CURRICULUM FOR CATECHESIS

GRADE 6

FORMING FOR LIFE IN CHRIST

The student will be able to:

Family and Community

- 6.FC.1 recognize the unique abilities and differences among all God's people, each of whom is created in God's image.
- 6.FC.2 define "sacrifice" as an essential quality of love.
- 6.FC.3 relate good laws to personal freedom and responsibility.
- 6.FC.4 cite examples of attitudes and behaviors that reflect responsible and irresponsible living in society.
- 6.FC.5 demonstrate understanding that no one has a right to touch another in ways that make them feel uncomfortable.
- 6.FC.6 role play situations with appropriate and inappropriate responses to bullying.

TEACHING PRAYER

Prayer

- 6.P.1 assist in the preparation of and participate in the Liturgy of the Hours.
- 6.P.2 develop personal prayer using the Psalms and other Scripture passages.

INTRODUCTION TO COMMUNITY LIFE

Church

- 6.C.1 give examples of how Christians evangelize by spreading the Good News of Jesus through word and action.
- 6.C.2 explore the roles of leadership in the Church and their roots in the Old Testament.
- 6.C.3 compare and contrast the Church of the New Testament to the Chosen People of the Old Testament.

***Grade
6***

CURRICULUM FOR CATECHESIS

GRADE 7/8

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

Catholic Belief and Tradition

- 7/8.CB.1 discuss the relationship and works of the three Persons of the Trinity.
- 7/8.CB.2 recognize the Incarnation as a core doctrine of Christian faith.
- 7/8.CB.3 discuss the Church's belief in the communion of saints, the forgiveness of sins, and life everlasting.
- 7/8.CB.4 explain why the Church is identified as one, holy, catholic, and apostolic.

Scripture – Catholic Understanding

- 7/8.S.1 recognize that the Church accepts and reverences all the books of the Old and New Testaments as divinely inspired through the guidance of the Holy Spirit.
- 7/8.S.2 give examples of the unity of the Old and New Testaments showing the fulfillment of God's Word in Christ Jesus.
- 7/8.S.3 appreciate the role of Sacred Scripture in the life of the early Church and the present day faith community, e.g., strengthening faith, expressing worship, motivating service.
- 7/8.S.4 identify the origin and unique characteristics of various translations and paraphrases of the Scriptures.

Scripture – Old Testament

- 7/8.OT.1 identify events in the formation of the Chosen People which prefigure the Church as the People of God.
- 7/8.OT.2 explain how God inspired the Old Testament prophets and inspires Catholics today to give prophetic witness.

***Grade
7/8***

CURRICULUM FOR CATECHESIS

GRADE 7/8

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

Scripture – New Testament

- 7/8.NT.1 explain why the four Gospels hold the central place of importance in Scripture and why the Church affirms their historicity
- 7/8.NT.2 recognize the Gospel accounts of the passion, resurrection, and post-resurrection events as expressions of the early Church's faith experience and understanding of the Risen Christ.
- 7/8.NT.3 recognize that the Acts of the Apostles records the beginnings of the Church, the spread of Christianity throughout the Roman Empire, the mission of the apostles, and the basis for the Church's ministry.
- 7/8.NT.4 explain the importance of Pentecost for the growth of the early Church.
- 7/8.NT.5 give examples of the challenge of the call to discipleship from the Gospels and writings of St. Paul.
- 7/8.NT.6 explore the New Testament stories about Mary as a woman of faith.
- 7/8.NT.7 compare and contrast the Ten Commandments to the Beatitudes as guidelines for living the law of love.
- 7/8.NT.8 identify the message of hope in the Book of Revelation for both the early Church undergoing persecution and the present age.

INITIATING INTO THE CELEBRATION OF THE MYSTERY

Church Year

**Grade
7/8**

- 7/8.CY.1 explain the seasons of the Church year and their signs, e.g., colors, symbols, Lectionary cycle, music.
- 7/8.CY.2 suggest ways to celebrate Advent as preparation for the Christmas season.
- 7/8.CY.3 use the Lenten readings of the Lectionary to reflect on one's call to conversion and baptismal commitment.
- 7/8.CY.4 explain how prayer, fasting, almsgiving, and other Lenten practices prepare one for Easter.

CURRICULUM FOR CATECHESIS

GRADE 7/8

INITIATING INTO THE CELEBRATION OF THE MYSTERY

The student will be able to:

- 7/8.CY.5 relate the Triduum, Easter, Ascension, and Pentecost to central events in the life of Christ and the early Church, and explain how these celebrations renew the faith of the Church and the individual.
- 7/8.CY.6 use accounts of saints, e.g., martyrs, religious, other holy men and women, to illustrate the continuing action of the Holy Spirit in the life of the Church.

Sacraments

- 7/8.SA.1 explore how the seven sacraments relate to important moments and all stages of life.
- 7/8.SA.2 discuss how the Sacraments of Initiation begin a person's new life in Christ, strengthen the Christian for a life of service in the Church and the world, and nourish the person to bear witness to the Catholic faith.
- 7/8.SA.3 explain how the Sacraments at the Service of Communion confer a particular mission in the Church and serve to build up the people of God.
- 7/8.SA.4 relate the Sacraments of Reconciliation and Anointing of the Sick to the continuation of Jesus' ministry of healing.
- 7/8.SA.5 recognize that in the celebration of the Eucharist, Jesus is present in the assembly, the Word, the priest, and the Eucharistic species, and that participation sends the assembly forth as a Eucharistic people.
- 7/8.SA.6 define "transubstantiation" as the word that expresses the change of bread and wine, while the appearance of bread and wine remain, into the reality of the Body and Blood of Christ.
- 7/8.SA.7 identify ways in which the Church expresses belief in the Real Presence of Jesus in the reserved Blessed Sacrament, e.g., genuflection, reverent bow, tabernacle, sanctuary lamp, Benediction.
- 7/8.SA.8 explain what "full, conscious, active" participation in the Eucharist means.

***Grade
7/8***

CURRICULUM FOR CATECHESIS

GRADE 7/8

INITIATING INTO THE CELEBRATION OF THE MYSTERY

The student will be able to:

- 7/8.SA.9 explore the role of the various liturgical ministries, e.g., lector, extraordinary minister of the Eucharist, server, greeter, musician, and discern how one may participate in these ministries.
- 7/8.SA.10 compare the process of the Rite of Christian Initiation of Adults to one's own initiation in the Catholic Church.
- 7/8.SA.11 relate mystagogy to lifelong faith formation.

FORMING FOR LIFE IN CHRIST

Arts, Science, and Technology

- 7/8.AS.1 find examples of art, music, and cultural traditions that illustrate diversity within the parish community.
- 7/8.AS.2 explain how the arts, as distinctively human forms of expression, arise from God-given talent and human effort.
- 7/8.AS.3 evaluate the use of science and technology to promote human dignity and God's plan for creation.
- 7/8.AS.4 evaluate how individuals and communities can be influenced by popular trends.
- 7/8.AS.5 examine the celebrity culture of sports, the arts, entertainment, and business as it relates to Gospel values.
- 7/8.AS.6 identify actions in response to unsafe or uncomfortable online situations.

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CURRICULUM FOR CATECHESIS

GRADE 7/8

FORMING FOR LIFE IN CHRIST

The student will be able to:

Care for Creation

- 7/8.CC.1 apply the principles of the Church's social teaching to contemporary issues.
- 7/8.CC.2 explain that the earth's resources are destined for all people and give examples of ways to distribute more equitably the gifts of creation.
- 7/8.CC.3 relate the right use of material possessions to the call to live simply in the spirit of the Gospel.
- 7/8.CC.4 explain why the interdependence of all creation obligates one to care for the environment.

Christian Service

- 7/8.CS.1 explain how Catholics participate in the Church's mission through the corporal and spiritual works of mercy.
- 7/8.CS.2 discern a personal plan of stewardship to share time, talents, and material resources with the parish community.
- 7/8.CS.3 initiate and participate as a group in the apostolic work of the Church.

Morality

- 7/8.M.1 recognize the role of freedom, conscience, and personal responsibility in making moral decisions.
- 7/8.M.2 give examples of how the theological and cardinal virtues are guides for conduct and moral decision making.
- 7/8.M.3 discuss how personal use of technology can affect relationships.
- 7/8.M.4 identify a process of prayer and discernment for making moral decisions in the face of conflicting values.
- 7/8.M.5 discuss what it means to be chaste.

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CURRICULUM FOR CATECHESIS

GRADE 7/8

FORMING FOR LIFE IN CHRIST

The student will be able to:

- 7/8.M.6 explain how the gift of human sexuality involves both privileges and responsibilities, e.g., abstinence, respect, modesty.
- 7/8.M.7 summarize the Church's teaching on the sacredness of human life from the moment of conception to natural death.
- 7/8.M.8 compare and contrast personal sin and social sin, e.g., racism, degradation of the planet.
- 7/8.M.9 analyze passages from Scripture that are the foundation for the Church's social teaching.

Family and Community

- 7/8.FC.1 recognize the value of good laws in promoting freedom and justice in the world.
- 7/8.FC.2 identify the civic responsibilities of Catholics as faithful citizens.
- 7/8.FC.3 use contemporary examples to illustrate that sacrifice is an essential quality of love of God and others.
- 7/8.FC.4 compare the need for lifelong study of and formation in the Catholic faith to the ongoing process of human growth and maturity.
- 7/8.FC.5 explain how the principle of inherent equality and dignity of each person challenges the Christian to work against racism.
- 7/8.FC.6 develop a variety of nonviolent responses to resolve problems and conflicts.
- 7/8.FC.7 develop strategies for responding to manipulative, abusive, or bullying behaviors in relationships.

***Grade
7/8***

CURRICULUM FOR CATECHESIS

GRADE 7/8

TEACHING PRAYER

The student will be able to:

Prayer

- 7/8.P.1 give examples to show that Scripture, particularly the Gospels, is a source of personal and liturgical prayer.
- 7/8.P.2 compose a personal prayer based on a Scripture passage that expresses love and trust in God.
- 7/8.P.3 give examples of all the forms of prayer used at Mass, i.e., adoration, petition, contrition, thanksgiving.
- 7/8.P.4 identify the scriptural roots of traditional devotions of the Church, e.g., Stations of the Cross, Marian devotions, novenas.
- 7/8.P.5 use gesture, movement, song, or art to pray.
- 7/8.P.6 incorporate various expressions of prayer based on a gospel theme into a prayer service or day of retreat.

INTRODUCTION TO COMMUNITY LIFE

Church

- 7/8.C.1 discuss the Church's teaching on papal infallibility.
- 7/8.C.2 explain the role of the Magisterium in the life of the Church.
- 7/8.C.3 trace the development of the Church as a living tradition from the Apostles through the Second Vatican Council, and today.
- 7/8.C.4 explain the Pope's unique role of service and authority in the Church as the Successor of St. Peter, Bishop of Rome, Vicar of Christ, Servant of the Servants of God, and Pastor of the Universal Church.
- 7/8.C.5 discuss how the Church, under the guidance of the Holy Spirit, exists to bring about the reign of God on earth.
- 7/8.C.6 explain why the precepts of the Church are essential to one's spiritual and moral life.

***Grade
7/8***

CURRICULUM FOR CATECHESIS

GRADE 7/8

INTRODUCTION TO COMMUNITY LIFE

The student will be able to:

- 7/8.C.7 investigate the history of the diocese and one's parish.
- 7/8.C.8 relate evangelization to the essential mission of the Church and the responsibility of each baptized Christian.
- 7/8.C.9 relate the baptismal call to holiness to one's discernment of a life vocation in the lay, ordained, or consecrated life.
- 7/8.C.10 survey major Christian denominations and non-Christian religions and identify common elements for ecumenical dialogue and interfaith relationships.

CURRICULUM FOR CATECHESIS

HIGH SCHOOL

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

Catholic Belief and Tradition

- HS.CB.1 explain the trinitarian nature of the Catholic faith.
- HS.CB.2 reflect on the mystery of Jesus Christ as fully human and fully divine.
- HS.CB.3 discuss the implications of the doctrine of the Incarnation.
- HS.CB.4 explore the Paschal Mystery as the central event for all Christianity.
- HS.CB.5 trace the historical development of core doctrine through creeds, Church councils, and papal statements.
- HS.CB.6 discuss the Nicene and Apostles' Creeds as expressions of unity and faith.
- HS.CB.7 examine ways the Church is one, holy, catholic, and apostolic.
- HS.CB.8 explain the Church's teaching on life everlasting, resurrection of the body, final purification, heaven, and hell.
- HS.CB.9 compare and contrast Catholic eschatology with that of other religious traditions.

Scripture – Catholic Understanding

- HS.S.1 know the structure and major themes of both the Old and New Testaments.
- HS.S.2 research the history and the translation of the New American Bible Revised Edition.
- HS.S.3 distinguish between Catholic and Protestant versions of the Bible and name the books of the Apocrypha.
- HS.S.4 explain the relationship between divine inspiration and the faith community and the historical context in which the Bible was written.
- HS.S.5 explain the concept of inerrancy as God's truth revealed through human authors for the sake of salvation.

CURRICULUM FOR CATECHESIS

HIGH SCHOOL

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

- HS.S.6 compare and contrast the concept of Biblical inerrancy from the Catholic and fundamentalist perspectives.
- HS.S.7 understand the role of oral tradition in the faith development of the Jewish and Christian Community.
- HS.S.8 explain how God's covenant extends to creation and all people, especially in the monotheistic religions of Christianity, Judaism and Islam.
- HS.S.9 apply Catholic norms for interpretation of Scripture as found in the Pontifical Biblical Commission document, *Interpretation of the Bible in the Catholic Church*.
- HS.S.10 explain how divine truth is communicated through different literary styles found within the Bible, e.g., poetry, myth, parable, apocalyptic literature, psalms.
- HS.S.11 compare and contrast the development of a sense of God, Messiah, community, and salvation in the Old and New Testaments.
- HS.S.12 relate Sacred Scripture to individual, communal, and global concerns of the contemporary world.

Scripture – Old Testament

- HS.OT.1 realize that the Old Testament is a written faith testimony recorded in different forms and at different times in the history of Israel.
- HS.OT.2 explain the historical and religious significance of the Exodus
- HS.OT.3 interpret the symbolic significance of the first eleven chapters of Genesis using contemporary biblical scholarship.
- HS.OT.4 identify the major male and female figures of the Old Testament and discuss their roles in salvation history.
- HS.OT.5 compare and contrast the messages of the major prophets.
- HS.OT.6 identify types of Psalms and explain their purposes for the Israelites and for Christians.

CURRICULUM FOR CATECHESIS

HIGH SCHOOL

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

- HS.OT.7 explain the historical and religious significance of the Babylonian Exile.
- HS.OT.8 connect the themes of the Book of Job to the experiences of suffering in one's own life.
- HS.OT.9 identify the fundamental themes of Wisdom literature.
- HS.OT.10 compare and contrast the various covenants of the Old Testament, e.g., Noah, Abraham, Moses, David.
- HS.OT.11 trace the development of the understanding of God presented in the Old Testament.

Scripture – New Testament

- HS.NT.1 explain the beginning of the Church, the spread of Christianity, the mission of the apostles, and the roots of the Church's ministry as recorded in the Acts of the Apostles.
- HS.NT.2 compare and contrast the creation and redemption themes in the biblical accounts of Pentecost and Babel.
- HS.NT.3 explain the historical development and identify the major themes of the four Gospels.
- HS.NT.4 compare and contrast the synoptic Gospels to the Gospel of John.
- HS.NT.5 understand the challenges of the call to discipleship portrayed by each of the four Evangelists.
- HS.NT.6 relate the message of the miracles, parables, teachings, and major events of the life of Christ to Christian living.
- HS.NT.7 understand the significance of the infancy, passion, resurrection, and post-resurrection accounts for communal and personal growth.
- HS.NT.8 identify major themes of Paul's theology as reflected in his letters (epistles) to various Christian communities and relate them to Christian living.

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CURRICULUM FOR CATECHESIS

HIGH SCHOOL

LEADING TO KNOWLEDGE OF THE FAITH

The student will be able to:

- HS.NT.9 apply the message of hope expressed in the Book of Revelation to the present day.
- HS.NT.10 give examples of Mary as first disciple of Jesus from the Gospel of Luke and the Acts of the Apostles.

INITIATING INTO THE CELEBRATION OF THE MYSTERY

Church Year

- HS.CY.1 relate the liturgical seasons of the Church year to the natural rhythms of creation.
- HS.CY.2 explain why Sunday is the principal day for the celebration of the Eucharist and the preeminent day of the liturgical assembly.
- HS.CY.3 research a saint, his or her charisms, patronage, and how and when the person came to be canonized.
- HS.CY.4 explain how the Lenten practices of prayer, fasting, and almsgiving help one to live a Christian life.
- HS.CY.5 give examples of how the Triduum celebrations give meaning to the human experience of suffering, death, and resurrection.
- HS.CY.6 explain how the dogmas of the Immaculate Conception, Mary Mother of God, Mary's Perpetual Virginity, and the Assumption reveal Mary's role in salvation history.
- HS.CY.7 research the origins of the name of the parish or school, and how the name can inspire individual and communal prayer and action.

Sacraments

- HS.SA.1 trace the historical background of the seven sacraments including their roots in the ministry of Jesus and significant developments up to the Second Vatican Council.

CURRICULUM FOR CATECHESIS

HIGH SCHOOL

INITIATING INTO THE CELEBRATION OF THE MYSTERY

The student will be able to:

- HS.SA.2 trace the renewal of the rites of the seven sacraments since the Second Vatican Council.
- HS.SA.3 explain the rites, symbols and effects of the seven sacraments which communicate the life and mystery of God and express the faith of the celebrating community.
- HS.SA.4 explain how the Sacraments of Initiation immerse one into the Paschal Mystery and the life of the Church.
- HS.SA.5 compare Matrimony and Holy Orders as Sacraments at the Service of Communion.
- HS.SA.6 recognize that in the Sacrament of Matrimony, the gift of human sexuality involves both privileges and responsibilities, e.g., mutual respect, fidelity, openness to children.
- HS.SA.7 explain how the Church continues Jesus' ministry through the Sacraments of Healing.
- HS.SA.8 discuss the relationship between the Eucharistic celebration, the Passover and the Last Supper.
- HS.SA.9 examine the stages of the Rite of Christian Initiation of Adults and explain why it is normative for all Christian initiation.
- HS.SA.10 understand that the Church is the sacrament of salvation.
- HS.SA.11 understand that in the celebration of Eucharist, Jesus is present in the assembly, the Word, the priest, and the Eucharistic species.
- HS.SA.12 explain that the Real Presence of Jesus in the Eucharist continues in each person and give examples of its power to transform all life.
- HS.SA.13 examine the *Constitution on the Sacred Liturgy* and the *Catechism of the Catholic Church* to understand the Real Presence of Jesus in the Blessed Sacrament.
- HS.SA.14 explain why the Eucharist is the source and summit of Christian life, i.e., the most intimate expression of prayer and celebration of the Christian mystery.

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ool**

CURRICULUM FOR CATECHESIS

HIGH SCHOOL

INITIATING INTO THE CELEBRATION OF THE MYSTERY

The student will be able to:

- HS.SA.15 reflect on God's call to serve in various ministerial roles in the Eucharistic celebration.
- HS.SA.16 understand grace, sanctifying and actual, as the gift of God's life that invites all to a free response in faith expressed in prayer, action, and witness.
- HS.SA.17 explain how sacramentals make holy the events of everyday life.

FORMING FOR LIFE IN CHRIST

Arts, Science, and Technology

- HS.AS.1 research examples of Catholic art and music and relate them to the era and region in which they were created.
- HS.AS.2 critically examine the relationship between science and theology in addressing life issues.
- HS.AS.3 critique the values imparted by various media in terms of their compatibility with the Gospel message.
- HS.AS.4 analyze one's digital presence and develop a personal code of ethics for using digital communications.
- HS.AS.5 understand unsafe online behaviors and discuss ways to stay safe in various situations.
- HS.AS.6 explore the appropriate and creative uses of technology and other forms of social communications as tools for evangelization.

Care for Creation

- HS.CC.1 explain the mission of the laity to transform the world, e.g., work, politics, and culture.
- HS.CC.2 explain sacramentality as the presence of God found in nature, culture, and life experiences.

CURRICULUM FOR CATECHESIS

HIGH SCHOOL

FORMING FOR LIFE IN CHRIST

The student will be able to:

- HS.CC.3 celebrate how the created world in all its richness and diversity is ordered to the glory of God.
- HS.CC.4 contrast the Christian perspective about suffering and death with that of contemporary cultural practices and customs.
- HS.CC.5 explore the relationship between the economy and creation as outlined in *Laudato Si*.
- HS.CC.6 formulate a personal plan for environmental stewardship based on respect for the integrity of creation and the obligation to protect and preserve the environment.
- HS.CC.7 evaluate critically how materialism, consumerism, and reliance on technology influence personal attitudes and behaviors.

Christian Service

- HS.CS.1 recognize that God's grace empowers all works of charity, justice, and peace.
- HS.CS.2 relate personal Christian living to stewardship of time, talent, and treasure.
- HS.CS.3 reflect on the Christian vocation, rooted in baptism, to serve God and neighbor.
- HS.CS.4 discern ways of living the corporal and spiritual works of mercy.
- HS.CS.5 investigate and select service opportunities based on the Gospels.
- HS.CS.6 relate one's essential responsibility to live a life of missionary discipleship to the Church's call to build the Kingdom of God.

Morality

- HS.M.1 discuss the Ten Commandments, the Beatitudes, and the law of love as the foundation of Christian morality.
- HS.M.2 explain the interrelationship among the different expressions of the moral law: eternal, natural, revealed, civil, and ecclesiastical.

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CURRICULUM FOR CATECHESIS

HIGH SCHOOL

FORMING FOR LIFE IN CHRIST

The student will be able to:

- HS.M.3 apply to case studies the sources of morality: object, intention, and circumstances.
- HS.M.4 describe how commitment to moral living is an acceptance of God's grace.
- HS.M.5 reflect on the moral implications of his/her personal use of technology.
- HS.M.6 reflect on how the virtues, gifts, and fruits of the Holy Spirit empower a person to live as a mature Catholic.
- HS.M.7 explain how the seven major themes of the Church's social teaching are rooted in Scripture, are integral to an adult Catholic lifestyle, and speak to contemporary issues.
- HS.M.8 apply the Catholic Social Teaching on the sacredness of all life to current issues, e.g., abortion, capital punishment, euthanasia, poverty, racism, stem cell research.
- HS.M.9 use Catholic Social Teaching to evaluate the impact of globalization on the economic and social interdependence of developed and developing countries.
- HS.M.10 explain the Church's tradition regarding peacemaking and pacifism.
- HS.M.11 evaluate capitalism and a market economy in light of *Laudato Si* and *Fratelli Tutti*.
- HS.M.12 explain the doctrine of original sin as the source of evil in the world.
- HS.M.13 examine the relationship between freedom and personal responsibility.
- HS.M.14 link the spiritual need to atone for personal sin, including reparation, to a deepening acceptance of personal responsibility.
- HS.M.15 explain how a well-formed conscience, which takes seriously the Church's moral teaching and Scripture, helps resolve various moral dilemmas and frees one to live the law of love.
- HS.M.16 explain the nature of social sin, especially in regard to racism, and give examples of its consequences.
- HS.M.17 develop a personal process of prayer and discernment for making any moral decision.

CURRICULUM FOR CATECHESIS

HIGH SCHOOL

FORMING FOR LIFE IN CHRIST

The student will be able to:

HS.M.18 understand that God's gift of sexuality involves privileges and responsibilities, promotes self respect, and enhances interpersonal relationships.

HS.M.19 brainstorm possible ethical dilemmas in various careers.

Family and Community

HS.FC.1 relate personal priorities, values, and goals to those of Christ expressed in the law of love and the Beatitudes.

HS.FC.2 recognize that true self love is a discernment of God's will which includes self-acceptance, self-worth, self-respect, and self-confidence.

HS.FC.3 recognize the value of law as a protection of freedom.

HS.FC.4 critique contemporary cultural issues in light of the Gospel, e.g., preferential option for the poor, concern for the marginalized, respect for persons with disabilities, and nonviolent conflict resolution.

HS.FC.5 research the lives of contemporary people who are examples of Christian disciples.

HS.FC.6 recognize that altruism is an essential quality of Christian love.

HS.FC.7 formulate a personal plan of action to advocate for the rights of persons with disabilities in school, parish, and community life.

HS.FC.8 identify the values that are important for forming and maintaining healthy relationships, e.g., forgiveness, chastity, fidelity, compassion, respect.

HS.FC.9 compare and contrast the sacred nature of sexuality with the contemporary culture's portrayal of sex.

HS.FC.10 identify the spiritual, biological, and psychological benefits of abstinence.

HS.FC.11 explain how the hope of the Gospel message promotes respect for all life.

HS.FC.12 develop and practice nonviolent conflict resolution skills.

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CURRICULUM FOR CATECHESIS

HIGH SCHOOL

FORMING FOR LIFE IN CHRIST

The student will be able to:

- HS.FC.13 recognize and take action in response to manipulative, abusive, or bullying behaviors.
- HS.FC.14 explore the possibilities of involvement in the political process based on the principles of Catholic Social Teaching.

TEACHING PRAYER

Prayer

- HS.P.1 research the Church's living tradition of prayer, giving several examples from the mystics, various cultures, spirituality of the saints, and contemporary forms of prayer.
- HS.P.2 explore the significance of traditional devotions in the life of the Church, e.g., Eucharistic devotions, Stations of the Cross, Marian devotions, veneration of the saints.
- HS.P.3 give examples of the use of Scripture as a primary source of personal and liturgical prayer.
- HS.P.4 explain that all prayer, both personal and communal, deepens the relationship with God and expresses the call to live in greater harmony with neighbor.
- HS.P.5 compare and contrast discernment in the Catholic tradition with ordinary decision-making.
- HS.P.6 realize that growth in faith is a continuous process requiring a lifelong commitment.

INTRODUCTION TO COMMUNITY LIFE

Church

- HS.C.1 reflect upon the Church as the Communion of Saints.
- HS.C.2 examine how married, single, consecrated, or ordained life is a call to holiness and a means to personal and spiritual fulfillment.

CURRICULUM FOR CATECHESIS

HIGH SCHOOL

INTRODUCTION TO COMMUNITY LIFE

The student will be able to:

- HS.C.3 analyze the interdependent gifts and responsibilities of the ordained, the laity and those in the consecrated life.
- HS.C.4 distinguish the diocesan priesthood from the religious priesthood in structure and witness.
- HS.C.5 compare and contrast monastic and apostolic forms of religious life.
- HS.C.6 highlight the contributions of religious men and women according to the charisms of their respective communities.
- HS.C.7 discuss the missionary mandate of the Church.
- HS.C.8 give a rationale for the Church's mission to evangelize and for the participation of each Catholic in that mission using *Evangelii Gaudium* (The Joy of the Gospel).
- HS.C.9 participate in a discernment process designed to recognize gifts and talents suitable for ministry.
- HS.C.10 identify men and women in the Church engaged in various lay ecclesial ministries and their responsibilities for the Church.
- HS.C.11 trace the history of the Church as a living tradition from the Apostolic Age to the present day.
- HS.C.12 examine various images and models of the Church as expressed in *Lumen Gentium* (The Dogmatic Constitution on the Church).
- HS.C.13 identify the major events in the history of the Catholic Church in the United States and in the Diocese of Youngstown.
- HS.C.14 compare various Christian denominations and give examples of ecumenical dialogue today.
- HS.C.15 compare and contrast various non-Christian religions and give examples of interfaith dialogue today.
- HS.C.16 examine the teaching authority of the Magisterium in the life of the Catholic Church using *Ut Unum Sint* (That They May Be One): On Commitment to Ecumenism.

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CURRICULUM FOR CATECHESIS

HIGH SCHOOL

INTRODUCTION TO COMMUNITY LIFE

The student will be able to:

- HS.C.17 describe the structure and ministries of the parish and their relationship to the diocesan Church.
- HS.C.18 Discuss Mary's role as Mother of the Church and preeminent model of faith for all people.
- HS.C.19 understand the Canon Law provides "the norms for good order in the visible society of the Church."
- HS.C.20 examine the Church's teachings about indulgences.

CURRICULUM FOR CATECHESIS

ASSESSMENT IN THE CATECHETICAL PROCESS

Catechesis seeks to help the learner develop a relationship with God, and to gain the knowledge and skills needed to be disciples of Jesus in today's world. Catechetical instruction enables students to grow in their knowledge of the Catholic faith, internalize that knowledge, and translate that knowledge into the lived practice of their lives. In general, catechetical assessment takes three forms: formal assessment (quizzes, tests, essays), informal assessment (observation of each learner's grasp of concepts by observing their participation in written or group work and activities), and authentic assessment (providing opportunities for participants to put into action the acquired learnings).

The methods of assessment and evaluation should be appropriate to the objectives and to the maturity and ability of the students. This evaluation of student progress can be accomplished through a variety of means. The most appropriate method is often indicated within the objective.

Assessment means could include reciting memorized prayers or concepts, participating in discussions and projects or performance on quizzes and tests. These methods should be combined with periods of reflection and dialogue, moments of silence and prayer, and both oral and written work. Memorization of select biblical, doctrinal, and liturgical texts as well as common prayers of the Catholic Tradition assist in the common doctrinal, cultural, and linguistic heritage of the Catholic Faith. Appropriate assessment in catechesis ultimately takes into consideration the student's growing maturity in Catholic faith and hunger for lifelong learning.

By engaging in a variety of assessment methods on an ongoing basis, the catechist is best able to effectively monitor progress toward age/grade-level objectives. Such a comprehensive assessment plan plays a critical role in the catechetical program by serving three distinct purposes:

1. It lets the individual student determine how well he/she is meeting the objectives of the *Curriculum for Catechesis*.
2. It enables the catechist to determine how well a student is doing in meeting the objectives of the *Curriculum for Catechesis* and to tailor instruction to meet the needs of the student.
3. It permits catechists to examine the program as a whole to determine strengths and areas that need improvement.

Diocesan, school, parish and home-based catechists can find insights in the results from standardized measures that allow them to compare local performance against national norms. While such measures should be seen as providing a snapshot of performance at a particular moment, the results furnish a broader perspective of the program that affirm the catechist in areas of strength and challenge him or her in areas that need improvement.

Through comprehensive and cohesive assessment practices, the diocese, school, and parish move toward reaching the goal of quality catechetical instruction that enables students to grow in their knowledge of the Catholic faith, internalize that knowledge, and translate that knowledge into the lived practice of their lives, and ultimately, deepen their relationship with the person of Jesus Christ.

CURRICULUM FOR CATECHESIS

LEARNING OBJECTIVES ARE BASED ON THESE CHURCH DOCUMENTS

Leading to Knowledge of the Faith

The Bible, the Jews, and the Death of Jesus: A Collection of Catholic Documents. Committee for Ecumenical and Interreligious Affairs, United States Conference of Catholic Bishops, 2004.

Caritas in Veritate (Charity in Truth). Encyclical letter, Pope Benedict XVI, 2009.

Catechism of the Catholic Church, second edition. Vatican City: Libreria Editrice Vaticana, 2000, 2018.

Compendium: Catechism of the Catholic Church. Vatican City: Libreria Editrice Vaticana, 2006.

Compendium of the Social Doctrine of the Church. Pontifical Council for Justice and Peace, 2004.

Criteria for the Evaluation of Dramatizations of the Passion. Committee for Ecumenical and Interreligious Affairs, National Conference of Catholic Bishops, 1988.

Deus Caritas Est (God Is Love). Encyclical letter on Christian Love, Pope Benedict XVI, 2006.

Doctrinal Note on Some Questions Regarding the Participation of Catholics in Political Life. Congregation for the Doctrine of the Faith, 2004.

Dominum et Vivificantem (The Lord and Giver of Life). Encyclical letter on the Holy Spirit in the Life of the Church and the World, Pope John Paul II, 1986.

Evangelii Gaudium (The Joy of the Gospel). Apostolic exhortation, Pope Francis, 2013.

Fides et Ratio (Faith and Reason). Encyclical letter on the Relationship between Faith and Reason, Pope John Paul II, 1998.

The Hope of Eternal Life. Common Statement, Lutheran-Catholic Dialogue, 2010.

Lumen Fidei (Light of Faith). Encyclical letter on Faith, Pope Francis, 2013.

Mary in the Church: A Selection of Teaching Documents. United States Conference of Catholic Bishops, 2003.

A Pastoral Statement for Catholics on Biblical Fundamentalism. Ad Hoc Committee on Biblical Fundamentalism, National Conference of Catholic Bishops, 1987.

Redemptor Hominis (The Redeemer of Man). Encyclical letter, Pope John Paul II, 1979.

Redemptoris Mater (Mother of the Redeemer). Encyclical letter on the Blessed Virgin Mary in the Life of the Pilgrim Church, Pope John Paul II, 1987.

Salvifici Doloris (Redemptive Suffering). Apostolic letter on the Christian Meaning of Human Suffering, Pope John Paul II, 1984.

Spe Salvi (Saved in Hope). Encyclical letter on Christian Hope. Pope Benedict XVI, 2007.

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United States Catholic Catechism for Adults. Office of the Catechism, United States Conference of Catholic Bishops, 2006.

Veritatis Splendor (The Splendor of Truth). Encyclical letter, Pope John Paul II, 1993.

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Initiating into the Celebration of the Mystery

Built of Living Stones: Art, Architecture, and Worship. Guidelines, National Conference of Catholic Bishops, 2000.

Ecclesia de Eucharistia (The Church from the Eucharist). Encyclical letter on the Eucharist in Its Relationship to the Church, Pope John Paul II, 2003.

Gathered in Steadfast Faith: Statement on Sunday Worship in the Absence of a Priest. Committee on the Liturgy, United States Catholic Conference, 1991.

General Instruction of the Roman Missal Including Adaptations for the Dioceses of the United States, Third typical edition. Congregation for Divine Worship and the Discipline of the Sacraments, International Committee on English in the Liturgy, Inc., 2002.

Guidelines for the Celebration of the Sacraments with Persons with Disabilities, Revised edition, United States Conference of Catholic Bishops, 2017.

Happy Are Those Who Are Called to His Supper: On Preparing to Receive Christ Worthily in the Eucharist. Statement, United States Conference of Catholic Bishops, 2006.

Holy Days in the United States: History, Theology, Celebration. National Conference of Catholic Bishops, 1984.

Instruction on the Eucharist (Redemptionis Sacramentum). Congregation for Divine Worship and the Discipline of the Sacrament, 2004.

Lectionary for Mass, Second typical edition. International Commission on English in the Liturgy, 1998.

Norms for the Distribution and Reception of Holy Communion under Both Kinds in the Dioceses of the United States of America. *Liturgy Documentary Series Number 13*. Committee on the Liturgy, United States Conference of Catholic Bishops, 2002.

Order of Christian Funerals. International Commission on English in the Liturgy. Minnesota: The Liturgical Press, 1989.

Preaching and Teaching About the Sacraments. Resource, Committee on Evangelization and Catechesis, United States Conference of Catholic Bishops, 2015.

The Real Presence of Jesus Christ in the Sacrament of the Eucharist: Basic Questions and Answers. United States Conference of Catholic Bishops, 2001.

Redemptionis Sacramentum (Sacrament of Redemption). (Instruction on Certain Matters to Be Observed or to Be Avoided Regarding the Most Holy Eucharist). Congregation for Divine Worship and the Discipline of the Sacrament, 2004.

Rite of Christian Initiation of Adults. International Commission on English in the Liturgy and Bishops' Committee on the Liturgy, National Conference of Catholic Bishops, 1988.

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Sacraments and Social Mission: Living the Gospel, Being Disciples. Department of Justice, Peace, and Human Development, United States Conference of Catholic Bishops, 2013.

Sacramentum Caritatis (Sacrament of Charity). Apostolic exhortation on the Eucharist as the Source and Summit of the Church's ^{Page 119} Mission, Pope Benedict XVI, 2007.

Sing to the Lord: Music in Divine Worship. Music Subcommittee of the Committee on Divine Worship, United States Conference of Catholic Bishops, 2007.

Sunday Celebrations in the Absence of a Priest. United States Conference of Catholic Bishops, 2012.

Thirty-one Questions on Adoration of the Blessed Sacrament. Committee on the Liturgy, United States Conference of Catholic Bishops, 2004.

Forming for Life in Christ

Aetatis Novae (On Social Communications). Pastoral instruction, Pontifical Council on Social Communication, 1992.

Amoris Laetitia (The Joy of Love). Apostolic exhortation, Pope Francis, 2016.

Brothers and Sisters to Us. Pastoral letter, US Catholic Bishops, 1979.

A Call to Solidarity with Africa. Statement, United States Catholic Bishops, 2001.

Catechetical Formation in Chaste Living: Guidelines for Curriculum Design and Publication. United States Conference of Catholic Bishops, 2008.

Catholic Teaching on the Shoah: Implementing the Holy See's "We Remember." Resource, Secretariat for Ecumenical and Interreligious Affairs, National Conference of Catholic Bishops/United States Catholic Conference, 2001.

CCHD: Rooted in Our Catholic Identity. Resource, United States Conference of Catholic Bishops, 2017.

The Challenge of Peace: God's Promise and Our Response. Pastoral letter, National Conference of Catholic Bishops, 1983.

A Commitment to All Generations: Social Security and the Common Good. Statement, Administrative Board of the United States Conference of Catholic Bishops, 1999.

Confronting a Culture of Violence: A Catholic Framework for Action. Pastoral Message, United States Catholic Bishops, 1994.

A Culture of Life and the Penalty of Death. Statement, United States Conference of Catholic Bishops, 2005.

A Decade After Economic Justice for All: Continuing Principles, Changing Context, New Challenges. Pastoral Message, National Conference of Catholic Bishops, 1995.

Economic Justice for All: Pastoral Letter on Catholic Social Teaching and the U.S. Economy. United States Catholic Bishops, 1997.

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Educating to Intercultural Dialogue in Catholic Schools Living in Harmony for a Civilization of Love. Congregation for Catholic Education, 2013.

Ethical and Religious Directives for Catholic Health Care Services, Sixth edition. Committee on Doctrine, United States Conference of Bishops, 2018.

Familiaris Consortio (The Fellowship of the Family) (On the Role of the Christian Family in the Modern World). Apostolic exhortation, Pope John Paul II, 1982.

A Family Perspective in Church and Society. Statement, Committee on Marriage and Family, National Conference of Catholic Bishops, 1998 (10th Anniversary Edition).

Forming Consciences for Faithful Citizenship: A Call to Political Responsibility from the Catholic Bishops of the United States. Document, United States Conference of Catholic Bishops, 2004, 2011, 2015, 2019.

Fratelli Tutti (All Brothers). Encyclical letter, Pope Francis, 2020.

From Newcomers to Citizens: All Come Bearing Gifts. Statement, Committee on Migration, National Conference of Catholic Bishops, 1999.

Global Climate Change: A Plea for Dialogue, Prudence and the Common Good. Statement, United States Catholic Bishops, 2001.

The Harvest of Justice is Sown in Peace. Statement, National Conference of Catholic Bishops, 1994.

Laborem Exercens (On Human Work). Encyclical letter on Human Work on the Ninetieth Anniversary of Rerum Novarum, Pope John Paul II, 1981.

Laudato Si (Praise Be to You, O Lord). Encyclical letter on Care for Our Common Home, Pope Francis, 2015.

Leader's Guide to Sharing Catholic Social Teaching. United States Catholic Conference, 2000.

Love Thy Neighbor as Thyself: US Catholic Bishops Speak against Racism. Compilation, Committee on African American Catholics, United States Catholic Conference, 2001.

Mater et Magistra (Mother and Teacher). Encyclical letter on Christianity and Social Progress, Pope John XXIII, 1961.

Ministry to Persons with a Homosexual Inclination: Guidelines for Pastoral Care. United States Conference of Catholic Bishops, 2006.

One Family Under God: A Statement of the US Catholic Bishops on Migration. Committee on Migration, United States Catholic Conference, 1998.

Open Wide Our Hearts The Enduring Call to Love. Pastoral letter, United States Conference of Catholic Bishops, 2018.

Pacem in Terris (Peace on Earth). Encyclical letter on Establishing Universal Peace in Truth, Justice, Charity, and Liberty, Pope John Paul XXIII, 1963.

A Place at the Table: A Catholic Recommitment to Overcome Poverty and to Respect the Dignity of All God's Children. Pastoral reflection, United States Conference of Catholic Bishops, 2002.

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Quadragesimo Anno (In the 40th Year). Encyclical letter on Reconstruction of the Social Order, Pope Pius XI, 1931.

Renewing the Mind of the Media: Statement on Overcoming the Exploitation of Sex and Violence in Communications from Page 121 tholic Bishops. National Conference of Catholic Bishops/United States Catholic Conference, 1998.

Rerum Novarum (Of Revolutionary Change). Encyclical letter on the Rights and Duties of Capital and Labor, Pope Leo XIII, 1891.

Responsibility, Rehabilitation, and Restoration: A Catholic Perspective on Crime and Criminal Justice. Statement, United States Conference of Catholic Bishops, 2000.

Sharing Catholic Social Teaching: Challenges and Directions. Summary report, National Conference of Catholic Bishops/United States Catholic Conference, 1998.

Sollicitudo rei Socialis (The Social Concern). Encyclical letter. Pope John Paul II, 1987.

Strangers No Longer: Together on the Journey of Hope. Pastoral letter, United States Conference of Catholic Bishops in collaboration with the Conferencia del Episcopado Mexicano, 2003.

Welcoming the Stranger Among Us: Unity in Diversity. National Conference of Catholic Bishops/United States Catholic Conference, 2000.

When I Call for Help: A Pastoral Response to Domestic Violence against Women. Secretariat for Family, Laity, Women, and Youth, United States Conference for Catholic Bishops, 2002.

Who Are My Sisters and Brothers?: A Catholic Educational Guide for Understanding and Welcoming Immigrants and Refugees. Office for the Pastoral Care of Migrants and Refugees and the Department of Education, United States Conference of Catholic Bishops, 1996.

Who Are My Sisters and Brothers?: Reflections on Understanding and Welcoming Immigrants and Refugees. Office for the Pastoral Care of Migrants and Refugees and the Department of Education, United States Catholic Conference, 1996.

Teaching Prayer

Book of Blessing, Ritual, International Commission on English in the Liturgy, approved for use by the National Conference of Catholic Bishops and confirmed by the Apostolic See, 1989.

Catholic Household Blessings and Prayers, Revised edition. Committee on the Liturgy, United States Conference of Catholic Bishops, 2007.

Popular Devotional Practices: Basic Questions and Answers. Statement, United States Conference of Catholic Bishops. 2003.

Rosarium Virginis Mariae (Rosary of the Virgin Mary), Apostolic letter on the Most Holy Rosary, Pope John Paul II, 2002.

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Introduction to Community Life

- Blessings of Age: Pastoral Message on Growing Older with the Faith Community, National Conference of Catholic Bishops, 1999.
- Called and Gifted for the Third Millennium, Reflection, United States Catholic Bishops, 1995.
- Called to Global Solidarity: International Challenges for US Parishes. Statement, United States Catholic Conference, 1997.
- Catholic Evangelization in an Ecumenical and Interreligious Society. Resource, Committee on Evangelization, United States Conference of Catholic Bishops, 2004.
- CCHD: Rooted in Our Catholic Identity. Resource, United States Conference of Catholic Bishops, 2017.
- Christus Vivit (Christ Is Alive). Apostolic exhortation, Pope Francis, 2019.
- Co-Workers in the Vineyard of the Lord: A Resource for Guiding the Development of Lay Ecclesial Ministry. United States Conference of Catholic Bishops, 2005.
- Creating a Culture of Encounter: A Guide for Joyful Missionary Disciples. Resource, Committee on Cultural Diversity in the Church, United States Conference of Catholic Bishops, 2019.
- Deepening Communion: International Ecumenical Documents with Roman Catholic Participation. National Conference of Catholic Bishops, 1998.
- Dialogue with Muslims. Statement, Committee on Ecumenical and Interreligious Affairs, United States Conference of Catholic Bishops, 2014.
- The Dignity of Older People and Their Mission in the Church and in the World. Pontifical Council for the Laity, 1999.
- Directory for the Application of Principles and Norms on Ecumenism. Pontifical Council for Promoting Christian Unity, 1993.
- Disciples Called to Witness: The New Evangelization. Resource, Committee on Evangelization and Catechesis, United States Conference of Catholic Bishops, 2012.
- Eastern Catholics in the United States of America. Committee on the Relationship between Eastern and Latin Catholic Churches, National Conference of Catholic Bishops, 1999.
- Ecclesia in America (The Church in America), Apostolic exhortation, Pope John Paul II, 1999.
- The Ecumenical Dimension in the Formation of Those Engaged in Pastoral Work. Study document, Pontifical Council for Promoting Christian Unity, 1997.
- Ecumenical Formation of Pastoral Workers. Secretariat for Ecumenical and Interreligious Affairs, National Conference of Catholic Bishops, 1998.
- Encuentro and Mission: A Renewed Pastoral Framework for Hispanic Ministry. Addendum to The National Pastoral Plan for Hispanic Ministry, Committee on Hispanic Affairs, United States Conference of Catholic Bishops, 2002.
- Evangelii Nuntiandi (Evangelization in the Modern World). Apostolic exhortation, Pope Paul VI, 1976.

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Evangelium Vitae (The Gospel of Life). Encyclical letter, Pope John Paul II, 1995.

From Words to Deeds: Continuing Reflections on the Role of Women in the Church. Reflections, Committee on Women in Society and in the Church, National Conference of Catholic Bishops, 1998.

Gaudete et Exsultate (Rejoice and Be Glad)¹. Apostolic exhortation on the Call to Holiness in Today's World, Pope Francis, 2018. Page 123

Gaudium et Spes (Pastoral Constitution on the Church in the Modern World). Second Vatican Council (1962-1965), Pope Paul VI, 1965.

Go and Make Disciples: A National Plan and Strategy for Catholic Evangelization in the United States, Tenth anniversary edition. United States Conference of Catholic Bishops, 2002.

The Hispanic Experience in the United States: Pastoral Reflections Using the Catechism of the Catholic Church. Companion publication to statement, The Hispanic Presence... United States Catholic Conference, 1996.

The Hispanic Presence in the New Evangelization in the United States. Statement, United States Catholic Conference, 1996.

Living as Missionary Disciples: A Resource for Evangelization. Resource, Committee on Evangelization and Catechesis, United States Conference of Catholic Bishops, 2017.

Lumen Gentium (Dogmatic Constitution on the Church). Second Vatican Council (1962-1965), Pope Paul VI, 1964.

Ministry through the Lens of Evangelization: Major Presentations from the North American Institute for Catholic Evangelization. Secretariat for Evangelization, United States Conference of Catholic Bishops, 2004.

The Mission of the Redeemer (Redemptoris Missio). Encyclical letter on the Permanent Validity of the Church's Missionary Mandate, Pope John Paul II, 1990.

Opening Doors of Welcome and Justice to Parishioners with Disabilities: A Parish Resource Guide. Washington, DC: National Catholic Partnership on Disability, 2003.

Querida Amazonia (Beloved Amazon). Apostolic exhortation, Pope Francis, 2020.

Redemptoris Missio (The Mission of the Redeemer). Encyclical letter on the Permanent Validity of the Church's Missionary Mandate, Pope John Paul II, 1990.

Renewing the Vision: A Framework for Catholic Youth Ministry. Secretariat for Family, Laity, Women and Youth, National Conference of Catholic Bishops, 1997.

Sons and Daughters of the Light: A Pastoral Plan for Ministry with Young Adults. National Conference of Catholic Bishops/ United States Catholic Conference, 1996.

Sharing the Tradition, Shaping the Future: A Faith Sharing Experience for Christian Communities, Revised edition. Campaign for Human Development, United States Conference of Catholic Bishops, 2001.

Stewardship: A Disciple's Response. Pastoral Letter, Ad Hoc Committee on Stewardship, United States Conference of Catholic Bishops, 2002.

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To the Ends of the Earth: A Pastoral Statement on World Mission. Committee on Missions, National Conference of Catholic Bishops, 1986.

Towards a Pastoral Approach to Culture. Pontifical Council for Culture, 1999.

Understanding Islam: A Guide for Catholic Educators. Document, Committee for Ecumenical and Interreligious Affairs, United States Conference of Catholic Bishops, 2013.

Ut Unum Sint (That They May Be One). E Page 124 Letter on Commitment to Ecumenism, Pope John Paul II, 1995.

Vos Estis Lux Mundi (You Are the Light of the World). Motu proprio, Pope Francis, 2019.

General Catechesis and Faith Formation

Adaptation of Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age. United States Conference of Catholic Bishops, 2010.

Antiquum Ministerium: Instituting the Ministry of Catechist, Apostolic letter, Pope Francis, 2021.

Catechesi Tradendae (Catechesis in Our Time). Apostolic exhortation, Pope John Paul II, 1979.

The Challenge of Adolescent Catechesis: Maturing in Faith. National Federation for Catholic Youth Ministry, 1986.

Charter for the Protection of Children and Young People. United States Conference of Catholic Bishops, 2002, 2005, 2011, 2018.

Directory for Catechesis. Pontifical Council for the Promotion of the New Evangelization, 2020.

Doctrinal Elements of a Curriculum Framework for the Developmental of Catechetical Materials for Young People of High School Age. United States Conference of Catholic Bishops, 2008.

General Directory for Catechesis. Congregation for the Clergy, 1998.

General Directory for Catechesis. Congregation for the Clergy, 1971.

Guidelines for Doctrinally Sound Catechetical Materials. National Conference of Catholic Bishops, 1990.

The Joy of Adolescent Catechesis. Partnership on Adolescent Catechesis, 2017.

Leader's Guide to Our Hearts Were Burning Within Us: A Pastoral Plan for Adult Faith Formation in the United States. United States Conference of Catholic Bishops, 2000.

National Directory for Catechesis. Committee on Education and the Committee on Catechesis, United States Conference of Catholic Bishops, 2005.

Our Hearts Were Burning Within Us: A Pastoral Plan for Adult Faith Formation in the United States. National Conference of Catholic Bishops/United States Catholic Conference, 1999.

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Promise to Protect, Pledge to Heal: Charter for the Protection of Children and Young People Essential Norms. Statement, United States Conference of Catholic Bishops, 2018.

Sharing the Light of Faith: National Catechetical Directory for Catholics of the United States. Department of Education, National Conference of Catholic Bishops, 1979.

Teaching the Spirit of Mission (Ad Gentes): Continuing Pentecost Today. Statement, United States Conference of Catholic Bishops, 2005.

To Teach as Jesus Did. Pastoral message, Department of Education, National Conference of Catholic Bishops, 1973.

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Note: The National Conference of Catholic Bishops and the United States Catholic Conference were both formed in 1966, as separate bodies with distinct work. The two merged on July 1, 2001 to form the United States Conference of Catholic Bishops.