

RELIGION

Diocese of Green Bay

Religion Standards

Diocese of Green Bay, WI



Department of Education

**“The definitive aim of catechesis is to put people not only in touch,
but also in communion and intimacy, with Jesus Christ.”**

– General Directory of Catechesis, 80

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God's Plan of Salvation History

It is very important that before we dive into the curriculum and the catechetical standards that the year be introduced by the Story – the adventurous story of God's unfailing love for us, his persistence in drawing us back to himself, and the characters along the way who succeed and fail in their quest for holiness. The context of the Story of salvation History will provide the proper foundation for the rest of your catechetical instruction. The Story can be taught as a one day lesson, or a week long lesson. Each teacher must make a determination of how long they will take to present the Story to their students. It is vitally important that the story be given so that each of us know our purpose and our place in the bigger plan of God. An overview of God's Plan of Salvation History is to be presented at the beginning of each year. Please make the presentation appropriate to the grade level.

1. God is a communion of Persons: God the Father, God the Son, and God the Holy Spirit. The three Persons in one God is the Blessed Trinity. God has no beginning and no end. (CCC 234, 232, 237)
2. God is our Father Who loves us and cares for us. God created each person to be united with Him. (CCC 426, 301, 759, 305, 375, 2014)
3. God created everything out of nothing. (CCC 296-298, 338)
4. God created angels as spiritual beings. Angels are God's messengers. We all have our own personal guardian angel. Our guardian angel keeps constant, watchful care over us and guides us and protects us on our journey to God in Heaven. (CCC 328-329, 331-333, 336)
5. All of the angels were put to a test to see if they would be faithful to God. Lucifer and some of the angels completely rejected God and they became Satan and his demons. (Revelation 12:7-9) (CCC 391-395)
6. God created Adam and Eve in His image and likeness. He created Adam and Eve and the whole human race to know, love and serve Him so that we can be united with Him both here and forever in Heaven. Adam and Eve were united fully with God through sanctifying grace within their souls, a participation in God's Divine Life. (CCC, 362-366, 356-357, 374-376, 1934)
7. Adam and Eve were put to a test to see if they would be faithful to God. Adam and Eve were tempted by Satan and they disobeyed God. The first sin of Adam and Eve (the Original Sin) separated them from God. They and all their descendants lost the union with God that they had been created for. They no longer had sanctifying grace within their souls. (CCC 396-400, 402-406, 418)
8. God alone could fix the problem of sin and reunite all people to Himself. Thankfully, God promised a Savior (Genesis 3:15). Only the Savior could bring us back to the purpose for which we were created being united with God (communion with God). In the Old Testament, God began to form His people through Abraham. Moses was given

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the Law so that the people knew how to live in order to be faithful to the one true God. The Israelites could not be faithful to the God's Law because they did not have sanctifying grace, a share in God's life, to strengthen them. The prophets told the people to prepare for the Messiah, Who would bring about a salvation which would include all the nations. Through the Savior, God would keep His promise to reunite us with Himself as adopted children. (CCC 410-412, 420-421, 54-64, 2570-2589)

9. Jesus is God. Jesus was born as man on the first Christmas as our Savior. This is called the Incarnation. (CCC 464, 461, 463, 443-445)
10. Mary's "yes" to God to be the Mother of Jesus made our salvation possible. Since Mary is the Mother of Jesus and Jesus is God, we rightly call Mary the Mother of God. (CCC 494-495, 497, 509, 485, 723).
11. Jesus began the foundation of the Church by preaching the Good News, instituting the seven sacraments and establishing the Church. The structure consisted of the twelve Apostles with Peter as the head. He taught about love and the forgiveness of God who wanted to be in relationship with us. (CCC 763-766, 759, 1114)
12. Jesus suffered, died on the cross and rose on Easter Sunday. Jesus did this to save us from the power of sin and death and to reunite us with Himself. (CCC 612, 616, 619, 629, 639-640, 654)
13. The Church was born from the flow of blood and water from the open side of the crucified Christ: the water of Baptism and the Blood of the Eucharist. (CCC 766)
14. Christ's work of redemption was accomplished primarily by His Suffering, Death, Resurrection and Ascension into Heaven. These four events are called the Paschal Mystery. (CCC 1067)
15. Forty days after the Resurrection Jesus ascended to His Father, which we celebrate on the Ascension. Ten days later, Jesus sent the Holy Spirit on Pentecost to remain with us until the end of time. (CCC 665, 731-732, 233)
16. At Pentecost the Holy Spirit strengthened the Apostles to imitate Christ. The Holy Spirit empowered them to administer the Sacraments, to teach what Jesus had taught them and to lead the Church. Pentecost is when we celebrate the public manifestation of the Catholic Church. (CCC 767, 747, 771-773, 1585, 780, 1076)
17. This was the first time that mankind received sanctifying grace, a participation in God's Divine Life, since the original sin of Adam and Eve. We are only able to live the Christian life with the aid of supernatural grace received through the Church by the Sacraments and from actual grace through a life of daily prayer. (CCC 1226-1228, 1265-1266, 747, 1996-2000)
18. Jesus will come again in glory with the Kingdom of God in its fullness. He will judge the living and the dead and those who have chosen to follow Jesus will reign forever with Him. He will bring His Family into full union with Him and put an end to suffering and death forever. (CCC 1040, 1042-1045)

Profiles of Students in Grades PreK/K-8**Pre-school/Kindergarten****Characteristics of a Pre-School/Kindergarten Child**

- ✚ They are beginning to understand turn taking
- ✚ Show difficulty following through on a task
- ✚ Become easily distracted
- ✚ They are still not able to wait very long regardless of their reward
- ✚ Learn best when they engage in hands on, tactile experiences
- ✚ Become overexcited in group activities
- ✚ Learn well by singing songs, finger plays, and rhymes
- ✚ Will begin to talk in groups about family experiences
- ✚ Can retell a story with three to four steps or details
- ✚ Will try and write their own name
- ✚ Can string small beads and do simple patterns
- ✚ Can draw simple shapes and simple people
- ✚ Show difficulty sharing objects
- ✚ Ask many who, what, where, when questions but have a more challenging time responding to questions of this nature back to them

Faith & Moral Development Characteristics/Needs

- ✚ Learn who Jesus is through stories
- ✚ Desire to be loved and affirmed
- ✚ Learn virtue by practicing and modeling good behavior and modeling poor behavior to deter them from sinful behavior

Catechetical Implications

- ✚ As a prime role model for the Children, the teacher of the faith needs to have a strong relationship with God through prayer and active involvement with a faith community

Prayers to Learn

Children in first grade should be introduced to the new prayers and encouraged to practice the previously learned prayers. They should be able to recite with some guidance.








- ✚ Sign of the Cross
- ✚ Our Father
- ✚ Hail Mary
- ✚ Glory Be
- ✚ Prayer before Meals
- ✚ Guardian Angel Prayer
- ✚ Short Mass Responses

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PreK-Kindergarten

Children of this age group should be participating in the following forms of prayer:

-  Spontaneous Prayer
-  Gestures: Genuflection, Sign of the Cross, blessing oneself with Holy Water
-  Song as prayer
-  Reflection: thinking about God and listening while reading from Scripture
-  Silence: at Mass or in the Church
-  Participate in a decade of the rosary/introduce joyful mysteries
-  Saint intercession

Children of this age should know and recognize the following sacramental:

-  Crucifix
-  Bible
-  Images of Jesus and Mary
-  Rosary – as a way to pray with Mary
-  Items in the Church: Tabernacle, Presider's chair, Holy Water font, Crucifix, candles, chalice, altar

1st Grade***Characteristics of a 1st grade Child***

- ✚ Is able to attend to and engage in classroom activities for longer than kindergarten
- ✚ Thrive in a structured environment
- ✚ Learning to read and write and other related intellectual skills
- ✚ Memorization is helpful tool for children to learn at this age
- ✚ They understand the concept of “story” and can retell them from beginning to end
- ✚ Some may even begin to interpret the “moral” or “lesson” to be taught in the story. Others can be told the moral and understanding of that moral can be achieved.
- ✚ Is moving from ego-centric behavior toward an awareness of others.
- ✚ Entering with excitement into peer groups/exercising social skills that develop friendships
- ✚ May need guidance in handling conflict, boundaries and social skills among peers
- ✚ Recognizes basic unity of society is family and that he/she is part of a family
- ✚ Recognizes that friends and family are special and different than stranger
- ✚ Enjoy being part of the “action”, like to be first and like to win
- ✚ Recognizes differences between “good” and “bad”
- ✚ Self worth is fragile, so children must corrected and disciplined in a manner in which their self worth is not damaged
- ✚ Moving further along in the Obedience and Punishment phase: they are beginning to understand on their own when something is wrong.
- ✚ May fall into a “tattling” habit at this age







Faith & Moral Development Characteristics/Needs

- ✚ Six year olds, in order to develop spiritually, emotionally, physically, intellectually and socially need to be loved so as to love. Faith has its roots in love.
- ✚ Faith, Hope and Love must be taught and fostered at this age
- ✚ Security and belonging is important at this age
- ✚ Recognizes that he/she belongs to the family of God
- ✚ Should be taught the stories of their family in faith (stories first from Scripture then from the Church and the lives of the saints)
- ✚ Needs to be recognized and appreciated as a unique individual created in God’s image and is precious
- ✚ Are capable of recognizing symbols of liturgy
- ✚ Tour of the Church
- ✚ Sacred Vessels
- ✚ Sacramentals: rosary, holy water etc
- ✚ Needs to be involved in group prayer and religious activities & needs to be taught and encouraged to do one on one prayer.
- ✚ Are able to learn virtue through different training opportunities: Virtues are like muscles, they develop as we use them
- ✚ Obedience, generosity, Kindness, prudence
- ✚ Can be taught virtues from Jesus and other models from scripture and their own lives. In these models they can be taught
- ✚ Lives of saints, priests, Parents, Grandp
- ✚ Is able to show respect and love for others because that is the good and right thing to do
- ✚ Are capable of understanding that actions have consequences



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1st Grade









-  Need to be taught to be responsible and independent making decisions so as not to cause unwanted consequences
-  Opportunities for self reflection are possible
-  Is able to ask and give forgiveness
-  Beginning to identify when another is in need and they should help
-  Need to begin to learn the structure of the Church Hierarchy
-  Should be encouraged to ask the question: What does God want me to be? (we must begin to instill in them the concept of God as a divine architect of our lives)

Catechetical Implications








-  As a prime role model for the Children, the teacher of the faith needs to have a strong relationship with God through prayer and active involvement with a faith community
-  Catechists should be practicing Catholics in good standing with the Church

Prayers to Learn






Children in first grade should be introduced to the new prayers and encouraged to practice the previously learned prayers. They should be able to recite with some guidance.

-  Sign of the Cross
-  Our Father
-  Hail Mary
-  Glory Be and Fatima Prayer
-  Prayer before Meals
-  Guardian Angel Prayer
-  Introduce the Joyful Mysteries of the Rosary
-  Mass Responses

Children of this age group should be participating in the following forms of prayer:

-  Spontaneous Prayer
-  Gestures: Genuflection, Sign of the Cross, blessing oneself with Holy Water
-  Song as prayer
-  Reflection: thinking about God and listening while reading from Scripture
-  Silence: at Mass or in the Church
-  Participate in a decade of the rosary/introduce joyful mysteries
-  Saint intercession

Children of this age should know and recognize the following sacramental:

-  Crucifix
-  Bible
-  Images of Jesus and Mary
-  Rosary – as a way to pray with Mary
-  Items in the Church: Tabernacle, Presider's chair, Holy Water font, Crucifix, candles, chalice, altar

2nd Grade***Characteristics of a 2nd grade child***

- ✚ Are beginning to develop a set of actions and patterns based on those whom they love and admire in their lives-choosing to imitate adult influences
- ✚ Have an interest in how things are made/work
- ✚ Are reaching the age of reason and are cognizant of “right” and “wrong” and the freedom they have to choose between the two
- ✚ Their attention span is slowly growing to a 15-20 minute attention span (depending on the task and the abstract thinking that is involved)
- ✚ Abstract learning is developing, but concrete examples and learning are still the best way to educate at this level
- ✚ Memorization and questions are a positive way to learn at this age: Prayers and Scripture
- ✚ Routine and habits help them to achieve independence which in turn helps to build self esteem
- ✚ Appreciates family situations and social networks (church, scouts etc.) and rituals
- ✚ Are capable of working in a group and are developing social circles and closer individual friendships (may pair off with friends whom they prefer)

Faith/Moral Characteristics & Needs

- ✚ Show an interest in God’s greatness and beauty
- ✚ Appreciates identity as a member of a group and/or family, yet recognizes uniqueness of individuals within the group
- ✚ Can identify situations in which another may need help and takes responsibility to offer help
- ✚ Needs opportunity to offer their gifts and talents; to know they are needed in some capacity
- ✚ Need freedom to make choices and need help to realize what the effects of the different choices may be
- ✚ Need to be taught that faith is our response to God. He gives himself to us and we make a choice to respond in faith
- ✚ Children should be taught to be “good” out of love for God and not out of fear of punishment
- ✚ Need to hear what Christ taught and see what he did in order to make a choice to follow and live as he lived (Lives of the saints as examples
- ✚ Consciences can be formed in 7 year olds by charitable yet firm discipline
- ✚ Are capable of giving and receiving mercy to/from another person and also from God
- ✚ Need to be taught the value of prayer, not just as talking to God or asking him for something but rather as an opportunity to deepen our relationship with him/to be with him
- ✚ Need to experience aspects of the faith by listening and thinking and also by imitating and doing
- ✚ Need to understand and handle constructively their feelings and emotions

Catechetical Implications

- ✚ As a prime role model for the Children, the teacher of the faith needs to have a strong relationship with God through prayer and active involvement with a faith community
- ✚ As they learn to imitate adults, the adult faith influences in their lives must be very deliberate in what they choose to model
- ✚ Need help and demonstration in the development of the examination of Conscience (may have trouble with things in the recent and the long time past)
- ✚ Catechists must be practicing Catholics in good standing with the Church












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2nd Grade

Prayers to Learn







Children in second grade should be introduced to the new prayers and encouraged to practice the previously learned prayers. They should be able to recite with some guidance. Prayers particular to this grade are in bold.

-  Sign of the Cross
-  Our Father
-  Hail Mary
-  Glory Be and Fatima Prayer
-  Prayer before Meals
-  Guardian Angel Prayer
-  Introduce the Joyful Mysteries of the Rosary
-  Mass Responses
-  **Act of Contrition**
-  **Introduced to Apostles' and Nicene Creed**
-  **Introduced to Stations of the Cross**

Children of this age group should be participating in the following forms of prayer:

-  Spontaneous Prayer
-  Gestures: Genuflection, Sign of the Cross, blessing oneself with Holy Water
-  Song as prayer
-  Reflection: thinking about God and listening while reading from Scripture
-  Silence: at Mass or in the Church
-  Participate in a Rosary
-  **Saint intercession**
-  **Participate in the Stations of the Cross**

Children of this age should know and recognize the following sacramental:

-  Crucifix
-  Bible
-  Images of Jesus and Mary
-  Rosary – as a way to pray with Mary
-  Items in the Church: Tabernacle, Presider's chair, Holy Water font, Crucifix, candles, chalice, altar, **vestments, ciborium, hosts, wine, ambo, purificator, corporal, cruets, thurible, incense, missal**
-  **Images of Saints**

3rd Grade***Characteristics of a 3rd Grader***

- ✚ Take on Group identity at this age
- ✚ Because of Group consciousness they like to do events and activities where they plan and complete the activity
- ✚ Looks forward to social activities and situations
- ✚ Learning at this age to take responsibilities seriously, their self image is fragile and can be easily disturbed or hurt by an influential adult at this age. Support and encouragement is needed.
- ✚ Are learning “good girl” and “nice boy” social expectations (may be critical or judge themselves according to these standards)
- ✚ Tend to identify with groups of friends of the same sex and dislike being identified with the opposite sex
- ✚ May be moody and sensitive at this age
- ✚ Begin to enjoy reading and writing for entertainment
- ✚ Have independent computer knowledge and technology skills
- ✚ Increased self confidence and less cautious than younger children
- ✚ Greater physical energy and growing curiosity in various interests
- ✚ Developing ability to feel empathy and compassion




Faith & Moral Development Needs

- ✚ Eight year olds need stimulating personal and group relationships that foster feelings of belonging and being cared for and caring for others
- ✚ They need positive reassurance for their fragile self images - from adults who also do the discipline and correction. They need examples of firm discipline with unconditional love.
- ✚ They need positive experiences of the Christian community and the Church (exposure to catechists, priests and bishops who love and support the community)
- ✚ Children at this time are starting to appreciate independent and “alone time”. They need opportunities to grow in meditative prayer and reading scripture. It is helpful for 3rd graders to be given opportunities to reflect, pray, and write about what has been presented to them.
- ✚ Confidence and social awareness may foster attitudes of arrogance or categorizing of others: Children need for charity and love of all people to be enforced to see all people, even though they are different are God’s creation and deserve respect
- ✚ Children at this age need to learn that true joy and peace in life come from a relationship and life lived with God. Following Christ and living his commands bring us real happiness
- ✚ Instructors go beyond just forming virtuous habits in the children, they now need it posed as a choice all are called make. To be virtuous is to choose to do good things.
- ✚ Need to be taught the differences between choosing worldly attitudes and choosing to have a Godly attitude. They are capable of recognizing that those who love God are different than those who choose to not know God.
- ✚ Need to be taught to resist temptations that may be presented in a group
- ✚ 3rd graders are in a phase when they begin to emulate “heroes”; they need to be presented with Godly heroes who will help them to be the saints they are called to be



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3rd Grade












-  Lives of the saints
-  Priests, bishops, popes
-  Parents, friends, family who live the faith

Catechetical Implications










-  As a prime role model for the Children, the teacher of the faith needs to have a strong relationship with God through prayer and active involvement with a faith community
-  Catechists should be practicing Catholics in good standing with the Church

Prayers to Learn







Children in third grade should be introduced to the new prayers and encouraged to practice the previously learned prayers. They should be able to recite with some guidance. Prayers particular to this grade are in bold.

-  Sign of the Cross
-  Our Father
-  Hail Mary
-  Glory Be and Fatima Prayer
-  Prayer before Meals
-  Guardian Angel Prayer
-  Mass Responses
-  Act of Contrition
-  Introduced to Apostles' and Nicene Creed
-  Introduced to Stations of the Cross
-  **Mysteries of the Rosary: Joyful, Sorrowful, Glorious**

Children of this age group should be participating in the following forms of prayer:

-  Spontaneous Prayer
-  Gestures: Genuflection, Sign of the Cross, blessing oneself with Holy Water
-  Song as prayer
-  Reflection: thinking about God and listening while reading from Scripture
-  Silence: at Mass or in the Church
-  Participate in a Rosary
-  Saint intercession
-  Participate in the Stations of the Cross
-  **Prayer Journaling**

Children of this age should know and recognize the following sacramental:

-  Crucifix
-  Bible
-  Images of Jesus and Mary
-  Rosary – as a way to pray with Mary
-  Items in the Church: Tabernacle, Presider's chair, Holy Water font, Crucifix, candles, chalice, altar, vestments, ciborium, hosts, wine, ambo, purificator, corporal, cruets, thurible, incense, missal
-  Images of Saints, **Icons**



4th Grade***Characteristics of a 4th grade Child***

- ✚ Enthusiasm, activity and self-confidence characterize this year
- ✚ Steady growth physically and mentally: Developing athletic skills
- ✚ Become fixated and engrossed in what they love
- ✚ More independent and motivated than even one year prior
- ✚ Mood swings can occur more significantly at age 9-from timid to bold, from cheerful to grumpy
- ✚ Learns from observation as well as direct instruction
- ✚ Like to plan and know where they are going. After starting a task it brings great accomplishment for them to follow it through
- ✚ Starting to organize time and may develop lists or schedules
- ✚ Starting to apply academic skills to real life: may start to save money to buy a much wanted item
- ✚ Reading and writing for personal enjoyment
- ✚ Starting to collect things: interests are very unique and distinct
- ✚ Want to please adults but peer group is central in importance
- ✚ Not only follows rules, but sees the need and importance for them. They want others to live by the rules and become frustrated when rules are not followed
- ✚ Have an interest in world affairs and global situations: cultures, people, government etc.
- ✚ Growing in awareness of Justice, and social justice issues
- ✚ Has an interest in preteen culture (music, movies, books etc.)
- ✚ Continuing to develop relationships primarily with the same sex
- ✚ Enjoys shared experiences with family and friends

Faith & Moral Development Characteristics/Needs















- ✚ Because they are prone to mood swings and get emotional when they are overtaxed, adults need to be patient and understanding while encouraging them. Try not to be irritated or impatient with their emotions.
- ✚ Because they want to be part of the group and be accepted, they need help in learning to resolve and deal with differences and conflict among peers. They need help accepting that people may think differently-this is acceptable. Learning to love and care for those who are unique and different is a very Godly way to live.
- ✚ They need to be free to make choices and encouraged when they choose the virtuous and moral path
- ✚ They need to be encouraged in their “rule following” “obedience” tendencies to look to the church for direction and instruction. This is a great opportunity to instill following Christ’s law of love and the 10 commandments.
- ✚ The desire to dive into interests should also include faith related activities not just interests in pop culture: faith related books, movies, saints, devotions etc.
- ✚ Need to learn about global and local social ills. Need to be encouraged to participate in caring of bringing solutions to those in need.
- ✚ Because they are “coming into their own” and are finding confidence in who they are, this is a great time to encourage them to reflect on what God might be asking them of their lives. When we form conscience it should be a reflection on “How does God want us to act”. Or when choosing a path in life, “What does God want me to be?”
- ✚ Need to be encouraged to participate in daily prayer: reading of scripture, learning about the saints, journaling etc.

Catechetical Implications









-  As a prime role model for the Children, the teacher of the faith needs to have a strong relationship with God through prayer and active involvement with a faith community
-  Catechists should be practicing Catholics in good standing with the Church

Prayers to Learn









Children in fourth grade should be introduced to the new prayers and encouraged to practice the previously learned prayers. They should be able to recite with some guidance. Prayers particular to this grade are in bold.

-  Sign of the Cross
-  Our Father
-  Hail Mary
-  Glory Be and Fatima Prayer
-  Prayer before Meals
-  Guardian Angel Prayer
-  Mass Responses
-  Act of Contrition
-  Introduced to Apostles' and Nicene Creed
-  Introduced to Stations of the Cross
-  Mysteries of the Rosary: Joyful, Sorrowful, Glorious, **Luminous**
-  **Memorare**
-  **Hail Holy Queen**
-  **Angelus**

Children of this age group should be participating in the following forms of prayer:

-  Spontaneous Prayer
-  Gestures: Genuflection, Sign of the Cross, blessing oneself with Holy Water
-  Song as prayer
-  Reflection: thinking about God and listening while reading from Scripture
-  Silence: at Mass or in the Church
-  Participate in a Rosary
-  Saint intercession
-  Participate in the Stations of the Cross, **Novena, Sacred Heart of Jesus**

Children of this age should know and recognize the following sacramental:

-  Crucifix
-  Bible
-  Images of Jesus and Mary
-  Rosary – as a way to pray with Mary
-  Items in the Church: Tabernacle, Presider's chair, Holy Water font, Crucifix, candles, chalice, altar, vestments, ciborium, hosts, wine, ambo, purificator, corporal, cruets, thurible, incense, missal
-  Images of Saints/Icons
-  **Introduce the Catechism**
-  **Relics**

5th Grade***Characteristics of a 5th grade Child***

- ✚ 5th graders are no longer little children but are not quite adolescents. They are in a phase of pre-adolescence.
- ✚ They develop with spurts of energy and also periods of laziness
- ✚ Girls beginning to show physical signs and awareness of approaching puberty. Boys show less signs concerns and less physical maturity. (Demonstrated differences in size and shape even among people of the sex)
- ✚ Personalities are well developed and have a wide range of interests
- ✚ Like sports and outdoor activities. Are deeply involved in personal interests (joining sports teams and clubs, may be involved in more than one activity)
- ✚ Have developed overall sense of well being and peace with the world
- ✚ Relationships are a focus for children this age: boys are more fluid and harmonious as opposed to upheaval and intense relationships among girls
- ✚ Talents and abilities are beginning to be identified (not just as interest)
- ✚ Admires talents and abilities in peers, famous people, adult examples: sports, talents, jobs etc. and can be influenced by such individuals
- ✚ Generally like school and are becoming more and more conscientious in personal school work
- ✚ They are open to the world around them and well on their way to understand the world's diversity and immensity
- ✚ Are still open to close family relationships and companionship
- ✚ They make friends easily at this age and are able to make valuable contributions to the groups they are involved with
- ✚ They have a strong desire for peer acceptance
- ✚ At a time when they begin to appreciate the aesthetic value/poetic value to life and all creation
- ✚ Have begun a time in life when they may want to begin to volunteer or serve on a regular basis (they are of valuable service to the people around them)

Faith & Moral Development Characteristics/Needs

- ✚ Need acceptance by the peers in their lives. From them they develop a sense of self-worth and ability to find themselves in a group. Children should be supported to know that if not cared for by their peers that they are loved and valued by God and others.
- ✚ Need key adults to help them understand the growth and changes that are happening in their personal development: growth in gifts and talents. They should be encouraged to thank God for their gifts and consider what he may intend them to use them for.
- ✚ Teachers need to help students experience God's love no matter how awkward or unsure they may feel
- ✚ Need parents and/or key adults to help them understand the physical and emotional changes happening to persons their age
- ✚ Adults need to help develop aesthetic-the good, true and the beautiful that is in all God made and in the Church. This is an appropriate time to explore the depth and beauty of the catholic life and the sacraments.
- ✚ Liturgy and being united in the Body of Christ is key to their commitment to the Church. They need to be encouraged to share faith with friends and look for ways they can be incorporated into the community.
- ✚ They need help now seeing God as a partner as one who walks with them in life. He is the ultimate peer. He is someone who will always accept them, be silent with them and love them unconditionally.

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5th Grade

- ✚ They should be encouraged to participate in daily prayer, reading of scripture, meditation and journaling.
- ✚ This is also a key time to be introducing concepts of the Dignity of the Human Person. This is to include opportunities and ways to serve those in need especially through the gift of prayer. Current areas of concern are world peace, hunger, rights of the oppressed, and the right to life for all people.

Catechetical Implications

- ✚ As a prime role model for the Children, the teacher of the faith needs to have a strong relationship with God through prayer and active involvement with a faith community
- ✚ Catechists should be practicing Catholics in good standing with the Church

Prayers to Learn

Children in fifth grade should be introduced to the new prayers and encouraged to practice the previously learned prayers. They should be able to recite with some guidance. Prayers particular to this grade are in bold.

- | | |
|--|---------------------------------------|
| ✚ Sign of the Cross | ✚ Introduced to Stations of the Cross |
| ✚ Our Father | ✚ Mysteries of the Rosary: Joyful, |
| ✚ Hail Mary | Sorrowful, Glorious, Luminous |
| ✚ Glory Be and Fatima Prayer | ✚ Memorare |
| ✚ Prayer before Meals | ✚ Hail Holy Queen |
| ✚ Guardian Angel Prayer | ✚ Angelus |
| ✚ Mass Responses | ✚ St. Michael Prayer |
| ✚ Act of Contrition | ✚ Litanies |
| ✚ Introduced to Apostles' and Nicene Creed | |

Children of this age group should be participating in the following forms of prayer:

- ✚ Spontaneous Prayer
- ✚ Gestures: Genuflection, Sign of the Cross, blessing oneself with Holy Water
- ✚ Song as prayer
- ✚ Reflection: thinking about God and listening while reading from Scripture
- ✚ Silence: at Mass or in the Church
- ✚ Participate in a Rosary
- ✚ Saint intercession
- ✚ Participate in the Stations of the Cross, Novena, Sacred Heart of Jesus

Children of this age should know and recognize the following sacramental:

- ✚ Crucifix
- ✚ Bible
- ✚ Images of Jesus and Mary
- ✚ Rosary – as a way to pray with Mary
- ✚ Items in the Church: Tabernacle, Presider's chair, Holy Water font, Crucifix, candles, chalice, altar, vestments, ciborium, hosts, wine, ambo, purificator, corporal, cruets, thurible, incense, missal
- ✚ Images of Saints/Icons
- ✚ Introduce the Catechism
- ✚ Relics

6th Grade***Characteristics of a 6th grade Child***

- ✚ Can vary in behavior and energy level from alert and outgoing to lethargic and lazy
- ✚ Likes now to “hang out” in peer groups
- ✚ May feel like “they don’t fit” are not young children but not quite in adolescence yet
- ✚ Can become easily argumentative, sad, and sensitive due to hormonal changes
- ✚ Is developing loyalty to close friends and highly influenced by peer opinions
- ✚ Is developing increased awareness of the opposite sex but may not have appropriate social skills to express this interest
- ✚ Increased sensitivity to criticism especially in front of peers
- ✚ Beginning to challenge authority
- ✚ Looking for heroes or individuals to emulate in popular culture
- ✚ Is aware of a sense of history – where did they come from
- ✚ Depends on support of the family while wanting at the same time to be independent of the family
- ✚ They have increased physical growth are developing new emotional patterns
- ✚ They have increased interest in body development, sexual curiosity intensifies and they need to begin taking care of their own bodies (some may be ambivalent to this). They take interest in clothes and things that will improve physical appearance (this has nothing to do with if it actually does improve appearance)!
- ✚ They are very comfortable with abstract reasoning and are interested with historical truths and are beginning to seek the Truth

Faith & Moral Development Characteristics/Needs

- ✚ Because of self consciousness they need to be led to understand to accept themselves as they are, created in God’s image with the potential to mature into adult with a unique and valuable role in the world and in the Church
- ✚ They are beginning to question and possibly rebel they need reasonable and rational explanations to their questions about the meaning of life
- ✚ They need to learn to think rationally through things and make moral judgments based on the truth and Christian principles (realizing that each choice or decision they make can cause harm to themselves, their relationship with God and their relationships with others)
- ✚ They have a true sense of History, they need to learn where they came from as a person of faith. They need to learn the good and the bad of the people of God-but always focusing on God’s plan to save us.
- ✚ Pre-adolescents, because of their awareness of themselves, their impulses and their feelings, develop definite ideas about their life work. The catechist should encourage them to learn about vocations and especially consider vocations to priesthood and religious life. Ask questions, “what might God want you to do with your life?”
- ✚ Since these students are beginning to experience the inner “world” of emotions, confusion, indolence, the catechist can help to develop the realization that in every situation we have human temptation and passions, but we also have intellect and will. WE ALWAYS HAVE A CHOICE. They should be encouraged to make virtuous ones.
- ✚ It is necessary to foster in these students the virtue of hope. They have a strong understanding of evil in the world and good that God has done. They should know that with God all things are possible.

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6th Grade

- ✚ They need a safe and secure place to ask questions and be heard (and understood). They are trying to integrate all they are learning into the reality of their existence. They need a forum to be accepted and encouraged to love God and make him real in their lives.
- ✚ Peer pressure is huge at this point in their lives, they need to be taught to encourage one another in virtuous and good ways
- ✚ In teaching them to pray the catechist should remember that learning to pray is much different than learning prayers. They should be encouraged to pray daily. To take their needs to God to listen to him and to take to God the decisions that need to be made in their daily lives. This encouragement to discern indicates to them that God is the Master Architect for their lives and he is invested in all things- he cares even about the smallest details of their lives.

Catechetical Implications

- ✚ As a prime role model for the Children, the teacher of the faith needs to have a strong relationship with God through prayer and active involvement with a faith community

Prayers to Learn

Children in sixth grade should be introduced to the new prayers and encouraged to practice the previously learned prayers. They should be able to recite with some guidance. Prayers particular to this grade are in bold.

- | | |
|--|--|
| ✚ Sign of the Cross | ✚ Introduced to Stations of the Cross |
| ✚ Our Father | ✚ Mysteries of the Rosary: Joyful, Sorrowful, Glorious, Luminous |
| ✚ Hail Mary | ✚ Memorare |
| ✚ Glory Be and Fatima Prayer | ✚ Hail Holy Queen |
| ✚ Prayer before Meals | ✚ Angelus |
| ✚ Guardian Angel Prayer | ✚ St. Michael Prayer |
| ✚ Mass Responses | ✚ Litanies |
| ✚ Act of Contrition | ✚ Divine Mercy Chaplet |
| ✚ Introduced to Apostles' & Nicene Creed | |

Children of this age group should be participating in the following forms of prayer:

- | | |
|---|---|
| ✚ Spontaneous Prayer | ✚ Silence at Mass or in the Church |
| ✚ Gestures: Genuflection, Sign of the Cross, blessing oneself with Holy Water | ✚ Participate in a Rosary |
| ✚ Song as Prayer | ✚ Saint Intercession |
| ✚ Reflection: thinking about God and listening while reading from Scripture | ✚ Participate in the Stations of the Cross, Novena, Sacred Heart of Jesus |
| | ✚ Adoration |

Children of this age should know and recognize the following sacramental:

- ✚ Crucifix
- ✚ Bible
- ✚ Images of Jesus and Mary
- ✚ Rosary – as a way to pray with Mary
- ✚ Items in the Church: Tabernacle, Presider's chair, Holy Water font, Crucifix, candles, chalice, altar, vestments, ciborium, hosts, wine, ambo, purificator, corporal, cruets, thurible, incense, missal
- ✚ Images of Saints/Icons
- ✚ Introduce the Catechism
- ✚ Relics

7th Grade***Characteristics of a 7th grade Child***

- ✚ One characteristic of 12 year olds is rapid growth: physical, emotional, social and spiritual. As a result they feel awkward, self-conscious and uncertain. Their interior turmoil and self-doubt are often expressed in symptoms associated with adolescence: boredom, frustration, sharp mood swings, withdrawal and apathy.
- ✚ Between different Children of this age variation in physical, emotional social and spiritual development is great
- ✚ 12 year olds may be experiencing sudden, sharp, and short lived pains in various parts of their bodies - they are growing and maturing
- ✚ Very aware of the changes in persons of the opposite sex
- ✚ Are impacted greatly by his/her changing body and newly acquired ability to think abstractly
- ✚ Struggle to express autonomy and need
- ✚ They thrive when are able to experience new opportunities to have positive experiences with new gifts and talents from both mind and body
- ✚ Are challenged when encouraged to think and engage in experiences that elicit deep compassion for another
- ✚ Have great introspective tendencies (great for journaling and meditation)
- ✚ Demonstrates a desire to see justice and fairness for all
- ✚ Experiences affirming and positive relationships with both sexes
- ✚ Beginning to question all forms of authority in their lives- may act rebellious, antagonistic and negative toward adults
- ✚ May consider peer approval more important than adult approval

Faith & Moral Development Characteristics/Needs

- ✚ 12 year olds need to come to terms with the influence of peers and responsible decision making. They need to cultivate the courage and strength to make the right decisions.
- ✚ They need to learn to develop self-discipline and sensitivity to others – this could be a very selfish time as well as one that fosters respect/disrespect for others
- ✚ They need to learn to deal positively with their own mistakes and failures. They should be encouraged by God's unconditional promise of love and presence. Acceptance and love can be found in the Church.
- ✚ Young adolescents need to experience love, freedom, belonging, trust, support and acceptance. They need to be respected as persons. This speaks to them of their dignity – they should be assured of their hope and salvation through Christ and Baptism.
- ✚ Young people should be encouraged and need to understand sexuality and the Humanity we have been given as a gift from God. It should not be disrespected or treated casually.
- ✚ Adults should encourage friendships with both sexes that foster respect for the dignity of each person
- ✚ Adolescents must be taught to live virtuously, that true happiness does not come from following friends or worldly examples, but rather true happiness comes from following Christ
- ✚ The Catechist needs to lead the young people to continued knowledge of the faith, more involvement in the sacraments, a deeper prayer life, and to reflection on Christian living
- ✚ Young people want to know practical knowledge of Catholic tradition and how to apply the teachings of the church to everyday life. They need adults to offer and foster examples of this.

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7th Grade

- ✚ Adolescents are bombard with the profane in their lives, Adults should offer to deepen the experience of the sacred-that which is true, good and beautiful. Expose them to opportunities to learn reverence and the presence of God (tabernacle, adoration etc.)
- ✚ At this age the need to understand and appreciate the operations of the various powers of intellect, will and the sense appetite. Adults should, teach that the interior turmoil they feel are typical of most maturing individuals. They need to be patient with themselves while doing all they can to master these inner struggles. They should also be taught the grace that comes from God through sacraments and prayer. They simply need to go to God for help.

Catechetical Implications

- ✚ As a prime role model for the Children, the teacher of the faith needs to have a strong relationship with God through prayer and active involvement with a faith community
- ✚ Catechists should be practicing Catholics in good standing with the Church

Prayers to Learn

Children in seventh grade should be introduced to the new prayers and encouraged to practice the previously learned prayers. They should be able to recite with some guidance. Prayers particular to this grade are in bold.

- | | |
|--|------------------------------------|
| ✚ Sign of the Cross | ✚ Mysteries of the Rosary: Joyful, |
| ✚ Our Father | Sorrowful, Glorious, Luminous |
| ✚ Hail Mary | ✚ Memorare |
| ✚ Glory Be and Fatima Prayer | ✚ Hail Holy Queen |
| ✚ Prayer before Meals | ✚ Angelus |
| ✚ Guardian Angel Prayer | ✚ St. Michael Prayer |
| ✚ Mass Responses | ✚ Litanies |
| ✚ Act of Contrition | ✚ Divine Mercy Chaplet |
| ✚ Introduced to Apostles' & Nicene Creed | ✚ Divine Praises |
| ✚ Introduced to Stations of the Cross | ✚ Anima Christi |

Children of this age group should be participating in the following forms of prayer:

- | | |
|---|---|
| ✚ Spontaneous Prayer | ✚ Participate in a Rosary |
| ✚ Gestures: Genuflection, Sign of the Cross, blessing oneself with Holy Water | ✚ Saint Intercession |
| ✚ Song as Prayer | ✚ Participate in the Stations of the Cross, Novena, Sacred Heart of Jesus |
| ✚ Reflection: thinking about God and listening while reading from Scripture | ✚ Adoration |
| ✚ Silence at Mass or in the Church | ✚ Daily examination of conscience |

Children of this age should know and recognize the following sacramental:

- ✚ Crucifix
- ✚ Bible
- ✚ Images of Jesus and Mary
- ✚ Rosary – as a way to pray with Mary
- ✚ Items in the Church: Tabernacle, Presider's chair, Holy Water font, Crucifix, candles, chalice, altar, vestments, ciborium, hosts, wine, ambo, purificator, corporal, cruets, thurible, incense, missal
- ✚ Images of Saints/Icons
- ✚ Introduce the Catechism
- ✚ Relics

8th Grade***Characteristics of a 8th grade Child***

- ✚ The 13th year of life is one of complex transition involving body, mind and personality. The transition comes sometimes very unexpectedly. Changes in body build and body chemistry affect posture, coordination, appearance, voice and attitude. Body changes intensify awareness of becoming more adult-like. Moods can fluctuate between despair an optimistic self-confidence all the way to arrogance at times.
- ✚ They are often the oldest children in the school to which they belong
- ✚ They are not always open and communicative. Their lack of communication at times may appear to be apathetic or uninterested (especially when a topic or subject does not stir their interests)
- ✚ The young person is beset by interpersonal demands from family, peers, and teachers. Home, school, and peers often conflict and aggravate confusion
- ✚ Yet, in the midst of pressures, adolescents usually preserve self-identity and achieve new measures of independence. They meet struggles with heightened awareness of themselves and the world in which they live.
- ✚ At 13, they are in a momentous transition. They long for and need security, sympathetic understanding, attention and supportive love in spite of their inability to recognize the need and respond to it appropriately.
- ✚ Express a desire for isolation from family
- ✚ Tend to be withdrawn, sensitive and uncommunicative
- ✚ Worry about body, physical features and personality
- ✚ 8th graders continue to seek approval from adults and peers and are eager to have friends. They prefer 1 or 2 close friends to large groups (just a few years earlier). They tend to form cliques and identify strongly with peer groups and interests.
- ✚ The all encompassing, all-important question to a 13 year old is WHO AM I?

Faith & Moral Development Characteristics/Needs

- ✚ They need to learn to accept themselves, and their good characteristics and their weaknesses together will help the young person build a strong sense of worth
- ✚ Learning to live as Jesus did requires training and guidance this is an age where they can begin to incorporate into their lives the habits and disciplines that will continue to grow virtue and holiness in their lives for the rest of their lives
- ✚ Junior high students also closely identify and begin to form habits of a particular “hero” or person they admire. This is an important time to help them develop “heroes” in the faith. They need to seek out holy examples to model themselves after.
- ✚ This is the time where students also begin to form consciences. Junior high students must be taught the appropriate ways to grow their consciences (scripture, the sacraments, study etc.
- ✚ This is also a tumultuous time in growing in their understanding of sexuality. A real and honest teaching on The Theology of the Body is necessary in this time
- ✚ As they are searching for identity in this time it is important to reinforce their identity in Christ and in the Church
- ✚ As these young people prepare for high school and eventually adulthood they will be looking to social circles and peers for answers (about life, truth, identity, etc.) it is important that we give them a strong foundation to discern when they are faced with an untruth or serious immoral actions. We have an obligation to help form their consciences.

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8th Grade

Catechetical Implications

- ✚ As a prime role model for the Children, the teacher of the faith needs to have a strong relationship with God through prayer and active involvement with a faith community. Catechists must be practicing Catholics in good standing with the Church

Prayers to Learn

Children in eighth grade should be introduced to the new prayers and encouraged to practice the previously learned prayers. They should be able to recite with some guidance. Prayers particular to this grade are in bold.

- | | |
|---|--|
| ✚ Sign of the Cross | ✚ Memorare |
| ✚ Our Father | ✚ Hail Holy Queen |
| ✚ Hail Mary | ✚ Angelus |
| ✚ Glory Be and Fatima Prayer | ✚ St. Michael Prayer |
| ✚ Prayer before Meals | ✚ Litanies |
| ✚ Guardian Angel Prayer | ✚ Divine Mercy Chaplet |
| ✚ Mass Responses | ✚ Divine Praises |
| ✚ Act of Contrition | ✚ Anima Christi |
| ✚ Introduced to Apostles' & Nicene Creed | ✚ Prayer to Know One's Vocation |
| ✚ Introduced to Stations of the Cross | |
| ✚ Mysteries of the Rosary: Joyful, Sorrowful, Glorious, Luminous | |

Children of this age group should be participating in the following forms of prayer:

- | | |
|--|--|
| ✚ Spontaneous Prayer | ✚ Participate in a Rosary |
| ✚ Gestures: Genuflection, Sign of the Cross, blessing oneself with Holy Water | ✚ Saint Intercession |
| ✚ Song as Prayer | ✚ Participate in the Stations of the Cross, Novena, Sacred Heart of Jesus |
| ✚ Reflection: thinking about God and listening while reading from Scripture | ✚ Adoration |
| ✚ Silence at Mass or in the Church | ✚ Daily examination of conscience |
| | ✚ Examen and Lectio Divina |

Children of this age should know and recognize the following sacramental:

- ✚ Crucifix
- ✚ Bible
- ✚ Images of Jesus and Mary
- ✚ Rosary – as a way to pray with Mary
- ✚ Items in the Church: Tabernacle, Presider's chair, Holy Water font, Crucifix, candles, chalice, altar, vestments, ciborium, hosts, wine, ambo, purificator, corporal, cruets, thurible, incense, missal
- ✚ Images of Saints/Icons
- ✚ Introduce the Catechism
- ✚ Relics

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Prayers to bring us into deeper communion with Christ

"Acquire the habit of speaking to God as if you were alone with Him, familiarly and with confidence and love, as to the dearest and most loving of friends." – St. Alphonsus Ligouri

The Sign of the Cross

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

The Sign of the Cross is made with the right hand by touching the forehead at the word "Father," the chest at "Son," and the left and right shoulders at "Holy Spirit."

Our Father (Lord's Prayer)

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

Hail Mary

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

Glory be to the Father

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

Fatima Prayer

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

Prayer Before Meals

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

Guardian Angel Prayer

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

Act of Contrition

O my God, I am heartily sorry for having offended Thee, and I detest all my sins because of Thy just punishments, but most of all because they offend Thee, my God, Who art all-good and deserving of all my love. I firmly resolve, with the help of Thy grace, to sin no more and to avoid the near occasions of sin.
OR

My God, I am sorry for my sins with all my heart. In choosing to do wrong and failing to do good, I have sinned against you whom I should love above all things. I firmly intend, with your help, to do penance, to sin no more, and to avoid whatever leads me to sin. Our Savior Jesus Christ suffered and died for us. In his name, my God, have mercy.

The Apostles' Creed

I believe in God the Father Almighty, Creator of heaven and earth; and in Jesus Christ, His only Son, our Lord; Who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died and was buried. He descended into hell; the third day He rose again from the dead; He ascended into heaven and sits at the right hand of God, the Father Almighty; from thence He shall come to judge the living and the dead. I believe the Holy Spirit, the holy Catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting. Amen.

Nicene Creed

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

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Mass Responses:

Students should be able to participate in Mass by saying the proper responses.

For example, when the celebrant says, "The Lord be with you."

Students should know to respond, "And with your spirit."

Stations of the Cross

1st Station: Jesus is condemned to death

2nd Station: Jesus carries His cross

3rd Station: Jesus falls for the first time

4th Station: Jesus meets his mother

5th Station: Simon of Cyrene helps Jesus to carry his cross

6th Station: Veronica wipes the face of Jesus

7th Station: Jesus falls the second time

8th Station: Jesus meets the women of Jerusalem

9th Station: Jesus falls a third time

10th Station: Jesus is stripped of his clothes

11th Station: Jesus is nailed to the cross

12th Station: Jesus dies on the cross

13th Station: The body of Jesus is taken down from the cross

14th Station: Jesus is laid in the tomb

Mysteries of the Rosary

The **Five Joyful Mysteries** are traditionally prayed on the Mondays, Saturdays, and Sundays of Advent:

1. The Annunciation
2. The Visitation
3. The Nativity
4. The Presentation in the Temple
5. The Finding in the Temple

The **Five Sorrowful Mysteries** are traditionally prayed on the Tuesdays, Fridays, and Sundays of Lent:

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

The **Five Glorious Mysteries** are traditionally prayed on the Wednesday and Sundays outside of Lent and Advent:

1. The Resurrection
2. The Ascension
3. The Descent of the Holy Spirit
4. The Assumption
5. The Coronation of Mary

The **Five Luminous Mysteries** are traditionally prayed on Thursdays:

1. The Baptism of Christ in the Jordan
2. The Wedding Feast at Cana
3. Jesus' Proclamation of the Coming of the Kingdom of God
4. The Transfiguration
5. The Institution of the Eucharist

Memorare

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

Inspired by this confidence, I fly unto thee, O Virgin of virgins, my mother; to thee do I come, before thee I stand, sinful and sorrowful. O Mother of the Word Incarnate, despise not my petitions, but in thy mercy hear and answer me. Amen.

Hail, Holy Queen

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

V. Pray for us, O holy Mother of God.

R. That we may be made worthy of the promises of Christ.

Angelus (traditionally prayed at 6am, Noon, and 6pm):

The Angel of the Lord declared to Mary:

And she conceived of the Holy Spirit.

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

Behold the handmaid of the Lord: Be it done unto me according to Thy word.

Hail Mary . . .

And the Word was made Flesh: And dwelt among us.

Hail Mary . . .

Pray for us, O Holy Mother of God, that we may be made worthy of the promises of Christ.

Let us pray:

Pour forth, we beseech Thee, O Lord, Thy grace into our hearts; that we, to whom the incarnation of Christ, Thy Son, was made known by the message of an angel, may by His Passion and Cross be brought to the glory of His Resurrection, through the same Christ Our Lord. Amen.

St. Michael Prayer

St. Michael the Archangel, defend us in battle.

Be our defense against the wickedness and snares of the Devil. May God rebuke him, we humbly pray, and do thou, O Prince of the Heavenly Hosts, by the Power of God, thrust into hell Satan, and all the evil spirits, who prowl about the world seeking the ruin of souls. Amen.

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Litanies

Expose students to various types of litanies
(such as the litany of the saints, litany of humility, etc)

Divine Mercy Chaplet (prayed using a rosary)

1. Begin with the Sign of the Cross, 1 Our Father, 1 Hail Mary and The Apostles Creed.
2. Then on the Our Father Beads say the following:
Eternal Father, I offer You the Body and Blood,
Soul and Divinity of Your dearly beloved Son,
Our Lord Jesus Christ, in atonement for our sins and
those of the whole world.
3. On the 10 Hail Mary Beads say the following:
For the sake of His sorrowful Passion, have mercy on
us and on the whole world.
(Repeat step 2 and 3 for all five decades).
4. Conclude with *(three times)*:
Holy God, Holy Mighty One, Holy Immortal One,
have mercy on us and on the whole world.

Divine Praises (often prayed during Benediction)

Blessed be God.
Blessed be His Holy Name.
Blessed be Jesus Christ, true God and true man.
Blessed be the name of Jesus.
Blessed be His Most Sacred Heart.
Blessed be His Most Precious Blood.
Blessed be Jesus in the Most Holy Sacrament of the Altar.
Blessed be the Holy Spirit, the Paraclete.
Blessed be the great Mother of God, Mary most holy.
Blessed be her holy and Immaculate Conception.
Blessed be her glorious Assumption.
Blessed be the name of Mary, Virgin and Mother.
Blessed be Saint Joseph, her most chaste spouse.
Blessed be God in His angels and in His Saints.

Anima Christi (prayer widely used after Receiving Jesus in the Eucharist)

Soul of Christ, sanctify me
Body of Christ, save me
Blood of Christ, inebriate me
Water from Christ's side, wash me
Passion of Christ, strengthen me
O good Jesus, hear me
Within Thy wounds hide me
Suffer me not to be separated from Thee
From the malicious enemy defend me
In the hour of my death call me
And bid me come unto Thee
That I may praise thee with Thy saints
And with Thy angels
Forever and ever. Amen

Prayer to Know One's Vocation

Grace God,
You have called me to life
and gifted me in many ways.
Through Baptism You have sent me
to continue the mission of Jesus
by sharing my love with others.
Strengthen me to respond to
Your call each day.
Help me to become all You desire of me.
Inspire me to make a difference in
others' lives.
Lead me to choose the way. Amen.

Other suggested Prayers (optional)

Wyoming Prayer

Lord, help me to do your will – Nothing more,
nothing less. Lord, help me to do your will – Not a
moment sooner, not a moment later than you will
it. – Bishop David Ricken

Suscipe (St. Ignatius of Loyola)

Take, Lord, and receive all my liberty,
my memory, my understanding,
and my entire will,
All I have and call my own.
You have given all to me.
To you, Lord, I return it.
Everything is yours; do with it what you will.
Give me only your love and your grace,
That is enough for me. Amen.

Prayer for Generosity (St. Ignatius of Loyola)

Lord, teach me to be generous.
Teach me to serve you as you deserve;
to give and not to count the cost,
to fight and not to head the wounds,
to toil and not to seek for rest,
to labor and not to ask for reward,
Save that of knowing that I do your will. Amen.

RELIGION

Diocese of Green Bay

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RELIGION

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Knowledge of Faith

Knowledge of Faith

To prepare Christians to know, understand, and integrate the foundational beliefs of the Catholic faith through Sacred Scripture, Tradition, and teachings of the Magisterium

| Pre-K/Kindergarten | First Grade | Second Grade |
|--|---|--|
| <p>1. Recognize through revelation that God desires to be in relationship with us</p> <ul style="list-style-type: none"> a. Know and retell the story of Salvation History b. Understand that God is both one and a family, a communion of persons – Father, Son, and Holy Spirit (CCC 237) c. Recognize that God created all and cares for all creation (CCC 290) d. Know that the Father and Jesus love us (CCC 218) e. Understand that God gave us His only Son Jesus (CCC 422-423) | <p>1. Recognize through revelation that God desires to be in relationship with us</p> <ul style="list-style-type: none"> a. Know and retell the story of Salvation History b. Describe the loving relationship between the Father, Son, and Holy Spirit c. Illustrate how we can know God through his creations “...From the greatness and beauty of created things comes a corresponding perception of their creator” (CCC 41) d. Describe how baptism makes us members of God’s family | <p>1. Recognize through revelation that God desires to be in relationship with us</p> <ul style="list-style-type: none"> a. Know and retell the story of Salvation History b. Describe the loving relationship between the Father, Son, and Holy Spirit c. Identify that Jesus is both truly God and truly man |
| <p>2. Reflect on God’s revelation and thus come to understand our human desire for God</p> <ul style="list-style-type: none"> a. Recognize that we all have a desire to know God (CCC 27) b. Know the love of God through relationships with others | <p>2. Reflect on God’s revelation and thus come to understand our human desire for God</p> <ul style="list-style-type: none"> a. Recognize that God is with us at all times – he has no beginning and no end (CCC 212-213) | <p>2. Reflect on God’s revelation and thus come to understand our human desire for God</p> <ul style="list-style-type: none"> a. Know how God is present in ourselves, in our families, and in our communities b. Demonstrate that the purpose of a Christian life is to know, love, and serve God |

Note: Underlined words denote vocabulary that students should know for the national ACRE exam

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| <p>3. Explore, understand, and apply Scripture to life through the guidance of the Magisterium</p> <ul style="list-style-type: none"> a. Know that the Bible is a very special book comes from God to tell us about his love (CCC 104) b. Listen to and retell the stories of <ul style="list-style-type: none"> (1) Creation (Gen 1-2) (2) Birth of Jesus (Luke 2) (3) Good Shepherd (John 10) (4) Resurrection of Jesus (Luke 24) (5) Pentecost (Acts 2) c. Recognize that Bible stories tell us about Jesus and how we can be more like Him | <p>3. Explore, understand, and apply Scripture to life through the guidance of the Magisterium</p> <ul style="list-style-type: none"> a. Know that the Bible is a very special book comes from God to tell us about his love (CCC 104) <ul style="list-style-type: none"> (1) Annunciation (Luke 1:26-35,38) (2) Zacchaeus (Lk 19:1-10) (3) Death of Jesus (Mt 27, Jn 19) (4) Resurrection of Jesus (Luke 24) (5) Ascension (Lk 24:50-53, Acts 1:6-12) (6) Pentecost (Acts 2:1-11) | <p>3. Explore, understand, and apply Scripture to life through the guidance of the Magisterium</p> <ul style="list-style-type: none"> a. Explain that in the Bible, “the Father who is in Heaven comes lovingly to meet his children, and talks with them” (CCC 104) b. Indicate that the Bible consists of the Old and New Testaments c. Listen to and retell the stories of <ul style="list-style-type: none"> (1) The Call of Samuel (1 Sam 3:1-21) (2) The Wedding Feast of Cana (Jn 2:1-11) (3) Miracle of the Loaves and Fishes (Jn 6:1-13) (4) Jesus instituting Baptism (Matt 28:16-20) (5) Jesus instituting the Holy Eucharist at the Last Supper (Mt 26:26-29, Lk 22: 14-20, Mk 24:22-25, Jn 13:1-15) (6) Jesus instituting Reconciliation (Jn 20:19-23) |
| <p>4. Learn the history of the Catholic Church and its role in the world</p> <ul style="list-style-type: none"> a. Know the story of Pentecost | <p>4. Learn the history of the Catholic church and its role in the world</p> <ul style="list-style-type: none"> a. Know the story of Pentecost | <p>4. Learn the history of the Catholic church and its role in the world</p> <ul style="list-style-type: none"> a. Recognize Pentecost as the birthday of the Church |
| <p>5. Understand the core teachings of the Catholic Church</p> <ul style="list-style-type: none"> a. Know that Mary is the Mother of Jesus (CCC 488) and Joseph is her husband b. Name God as Father, Son, and Holy Spirit (CCC 234) | <p>5. Understand the core teachings of the Catholic Church</p> <ul style="list-style-type: none"> a. Know that Mary is the Mother of God and our heavenly Mother. She was told by the angel Gabriel that she was to have a son, Jesus b. Know that Jesus died on the cross for us and rose from the dead to give us new life | <p>5. Understand the core teachings of the Catholic Church</p> |

Liturgy and Sacraments

To prepare Christians to understand and foster a full, active, and conscious participation in the celebration of the liturgy and Sacraments

| Pre-K/Kindergarten | First Grade | Second Grade |
|---|---|--|
| <p>1. Understand that the Sacraments which are celebrated by the church are outward signs of God's love revealed through the Paschal Mystery of Christ</p> <ul style="list-style-type: none"> a. Exposure to the changes in the liturgical seasons of the Church year b. Know why our Church celebrates Christmas and Easter c. Know and experience how our Church celebrates the liturgical seasons of Advent, Christmas, Lent, and Easter | <p>1. Understand that the Sacraments which are celebrated by the church are outward signs of God's love revealed through the Paschal Mystery of Christ</p> <ul style="list-style-type: none"> a. Explain and recognize the change in the liturgical seasons of the Church year b. Describe how and why our Church celebrates the liturgical seasons of Advent, Christmas, Lent, and Easter | <p>1. Understand that the Sacraments which are celebrated by the church are outward signs of God's love revealed through the Paschal Mystery of Christ</p> <ul style="list-style-type: none"> a. Explain and recognize the change in the liturgical seasons of the Church year b. Know and tell that Jesus died for us on the cross and rose from the dead on Easter Sunday |
| <p>2. Know and value the importance of the Sacraments of initiation, including the dignity and responsibility of Baptism, the deepening of grace in Confirmation, and the centrality of the Eucharist</p> <ul style="list-style-type: none"> a. Know that we are welcomed into God's family at Baptism b. Share personal stories of Baptism | <p>2. Know and value the importance of the Sacraments of initiation, including the dignity and responsibility of Baptism, the deepening of grace in Confirmation, and the centrality of the Eucharist</p> <ul style="list-style-type: none"> a. Describe the signs and rituals of Baptism b. Describe how Baptism makes us <u>disciples</u> of Jesus | <p>2. Know and value the importance of the Sacraments of initiation, including the dignity and responsibility of Baptism, the deepening of grace in Confirmation, and the centrality of the Eucharist</p> <ul style="list-style-type: none"> a. Name and describe the two main parts of the Mass: <u>Liturgy of the Word</u> and Liturgy of the Eucharist b. Understand how Jesus is truly present in the Eucharist and in the Word |
| <p>3. Know and value the importance of the Sacraments of healing – Reconciliation and Anointing of the Sick</p> <ul style="list-style-type: none"> a. Apologize and forgive when prompted in appropriate situations b. Know the difference between right and wrong | <p>3. Know and value the importance of the Sacraments of healing – Reconciliation and Anointing of the Sick</p> <ul style="list-style-type: none"> a. Relate forgiveness of others to God's forgiveness b. Identify people who need God's healing | <p>3. Know and value the importance of the sacraments of healing – Reconciliation and Anointing of the Sick</p> <ul style="list-style-type: none"> a. Understand we <u>sin</u> when we choose anything against God. Recognize that sin harms or breaks our friendship with God (CCC 386) b. Understand heaven, hell, and <u>purgatory</u> |

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Liturgy and Sacraments

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| c. Recognize the importance of prayer for those who are sick | | c. Explain sin (eg: original sin, personal, <u>venial</u> , mortal and social sins) d. Celebrate God's forgiveness and our need for <u>conversion</u> in the <u>Sacrament</u> of Reconciliation e. Participate in prayer for the sick |
| 4. Know and value the importance of the Sacraments of service to the Church – Marriage and Holy Orders a. Identify a <u>priest/pastor</u> in terms of "Father" b. Know that priests serve God in a special way c. Know the parish priest's name | 4. Know and value the importance of the Sacraments of service to the Church – Marriage and Holy Orders a. Describe the different roles of the priest, deacon, and Bishop b. Recognize the Holy Family as the model for all families c. Know the Bishop and <u>Pope's</u> Name and role as head of the Church | 4. Know and value the importance of the Sacraments of service to the Church – Marriage and Holy Orders a. Recognize and understand Marriage and Holy Orders as Sacraments b. Introduce students to praying for their own <u>vocation</u> or "calling" in their life |
| 5. Understand that the Eucharist is the source and summit of the life of the Church a. Understand Eucharist as a special meal | 5. Understand that the Eucharist is the source and summit of the life of the Church a. Recall the Last Supper narrative b. Exposure to Eucharistic Adoration | 5. Understand that the Eucharist is the source and summit of the life of the Church a. Indicate that the Sacrament of Eucharist was begun by Jesus at the Last Supper b. Recognize that the Eucharist is the Body and Blood of Jesus c. Identify, explain, and pray in Eucharistic Adoration |

Moral Formation in Jesus Christ

To prepare Christians to grow in holiness and make good moral choices by being drawn into a deep personal relationship with Christ

| Pre-K/Kindergarten | First Grade | Second Grade |
|--|---|--|
| 1. Develop a moral foundation centered in a virtuous life and properly informed conscience through the teaching of the Catholic Church <ol style="list-style-type: none"> Understand that we are loved by important people in our life Realize that Jesus came to teach us how to truly live (CCC 459) | 1. Develop a moral foundation centered in a virtuous life and properly informed conscience through the teaching of the Catholic Church <ol style="list-style-type: none"> Define holiness as being set apart by the grace of God to fulfill his plan Model how loving choices relate to becoming a holy person Christians are followers of Christ who desire to do His will | 1. Develop a moral foundation centered in a virtuous life and properly informed conscience through the teaching of the Catholic Church <ol style="list-style-type: none"> Evaluate how choices in life relate to becoming a holy person Demonstrate how to examine our conscience |
| 2. Recognize the need for grace to live a moral life and to be faithful to Scriptural values <ol style="list-style-type: none"> Demonstrate love for self and others Introduce the Great Commandment and the Golden Rule | 2. Recognize the need for grace to live a moral life and to be faithful to Scriptural values <ol style="list-style-type: none"> Explain the meaning of the Great Commandment and the Golden Rule Know that God gave us the free will to choose right from wrong Pray for God's help in knowing right from wrong | 2. Recognize the need for grace to live a moral life and to be faithful to Scriptural values <ol style="list-style-type: none"> Apply the Great Commandment and Golden Rule to daily life Explain grace as "<i>favor</i>, the free and undeserved help that God gives us to respond to his call to become children of God" (CCC 1996) |
| 3. Recognize and honor the dignity of human life from natural conception to natural death <ol style="list-style-type: none"> Know that God made people in His image | 3. Recognize and honor the dignity of human life from natural conception to natural death <ol style="list-style-type: none"> Know we need to respect all people by our words and actions | 3. Recognize and honor the dignity of human life from natural conception to natural death <ol style="list-style-type: none"> Demonstrate respect for all people of all ages |
| 4. Understand the nature of sin and personal responsibility <ol style="list-style-type: none"> Explore right and wrong choices through examples and Bible stories <ul style="list-style-type: none"> Cain and Abel Prodigal Son Know the difference between right and wrong choices Demonstrate personal responsibility for wrong choices | 4. Understand the nature of sin and personal responsibility <ol style="list-style-type: none"> Recognize that our wrong choices hurt others and our wrong choices are called sins | 4. Understand the nature of sin and personal responsibility <ol style="list-style-type: none"> Explain sin and its origins Relate the concept of sin to its destructive effects on our relationship with God and others Distinguish between accidents, mistakes, and sin |

Prayer

To prepare Christians to come into communion with God by learning to pray with Christ

| Pre-K/Kindergarten | First Grade | Second Grade |
|--|--|--|
| <p>1. Develop a life-long relationship with God through prayer</p> <ul style="list-style-type: none"> a. Define prayer and experience talking and listening to God through prayer and song b. Experience prayer daily c. Know that God hears us when we pray d. Pray to the angels to ask for their help e. Explain and demonstrate reverence at Mass (genuflection, folded hands, no snacking or gum chewing, sitting properly) | <p>1. Develop a life-long relationship with God through prayer</p> <ul style="list-style-type: none"> a. Experience listening to God when praying b. Share reasons for prayer c. Know that we can talk to God anywhere and at anytime d. Pray for the intercession of each child's guardian angel e. Pray with the intercession of saints – Understand how the Communion of Saints can help us in their prayers f. Explain and demonstrate reverence at Mass (genuflection, folded hands, sitting properly) | <p>1. Develop a life-long relationship with God through prayer</p> <ul style="list-style-type: none"> a. Distinguish the five types of prayer (praising, asking, intercession, thanking, and asking for forgiveness) (CCC 2626-2643) b. Demonstrate the five types of prayer c. Explain and demonstrate reverence at Mass (genuflection, folded hands, sitting properly) |
| <p>2. Know and participate in Catholic prayer traditions</p> <ul style="list-style-type: none"> a. Experience simple prayer gestures <ul style="list-style-type: none"> (1) Folded hands (2) Dipping hands in holy water (3) Sign of the cross (4) Genuflecting b. Kneeling c. Pray the appropriate Pre-K/Kindergarten prayers d. Pray spontaneously on special occasions with family and at Church e. Pray in class, with the family, and at Church f. Observe and model talking to God in private prayer | <p>2. Know and participate in Catholic prayer traditions</p> <ul style="list-style-type: none"> a. Experience simple prayer gestures <ul style="list-style-type: none"> (1) Praying with a rosary b. Pray the appropriate First Grade prayers c. Respond appropriately to the prayers at Mass d. Participate in the different forms of prayers associated with the Church seasons (Advent wreath, Stations of the Cross, Marian devotions) e. Know what and where the tabernacle is. Pray in the presence of Jesus in the tabernacle | <p>2. Know and participate in Catholic prayer traditions</p> <ul style="list-style-type: none"> a. Pray using their own words b. Pray the appropriate Second Grade prayers |

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Prayer

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| <p>3. Recognize the importance of the role of Scripture in our prayer life</p> <p>a. Learn to thank God through the stories from <u>Scripture</u></p> <p>b. Respond to God through Scripture stories</p> | <p>3. Recognize the importance of the role of Scripture in our prayer life</p> <p>a. Seek God's help to love and serve others by listening to appropriate Bible Stories (Good <u>Samaritan</u>, Zacchaeus, Good Shepherd)</p> | <p>3. Recognize the importance of the role of Scripture in our prayer life</p> <p>a. Connect forgiveness and Eucharist Scripture stories with their preparation for the reception of Reconciliation and Eucharist</p> |
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Community Life through Discipleship in the Church

To prepare Christians to live in community and to participate actively in the life and mission of the church

| Pre-K/Kindergarten | First Grade | Second Grade |
|--|---|---|
| 1. Actively participate in the life and work of the local and global faith community <ul style="list-style-type: none"> a. Discover our role as members of God's family b. Participate in whole parish activities | 1. Actively participate in the life and work of the local and global faith community <ul style="list-style-type: none"> a. Celebrate Sundays and special family and Church Holy Days and seasons (Advent, Christmas, Lent, Easter) b. Participate in ministries of the parish (eg. Greeter, lector, usher) | 1. Actively participate in the life and work of the local and global faith community <ul style="list-style-type: none"> a. Participate in works of charity beyond the classroom and family b. Participate in ministries of the parish |
| 2. Grow spiritually as a faith community <ul style="list-style-type: none"> a. Attend Sunday Masses b. Expose to parish prayer times (<u>Stations of the Cross</u>, Eucharistic Adoration, Novenas, etc) | 2. Grow spiritually as a faith community <ul style="list-style-type: none"> a. Participate in Church devotions and liturgies | 2. Grow spiritually as a faith community <ul style="list-style-type: none"> a. Learn the Sacramentals (Ambo, <u>altar</u>, tabernacle, chalice, ciborium) and parts of the Mass (eg: Introductory Rite, Readings, <u>Prayers of the Faithful</u>, <u>Consecration</u>) b. Understand how Jesus is present in the Eucharist: in the Word, in the people and celebrant, and in the bread and wine |
| 3. Cultivate human values and Christian virtues <ul style="list-style-type: none"> a. Practice ways of loving and being generous toward others b. Identify ways Jesus served c. Identify gifts and talents | 3. Cultivate human values and Christian virtues <ul style="list-style-type: none"> a. Describe ways you have served others b. Recognize your gifts and talents given by God | 3. Cultivate human values and Christian virtues <ul style="list-style-type: none"> a. Explain how your service participation is following Jesus' example b. Tell how you may share your talents and gifts with the Church |

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Evangelization and Missionary Spirit

Evangelization and Missionary Spirit

To prepare Christians to participate in society as faith-filled disciples and to be able to witness their faith in word and deed

| Pre-K/Kindergarten | First Grade | Second Grade |
|---|--|---|
| 1. Recognize and respond to our baptismal call of service according to our vocation in life <ul style="list-style-type: none">a. Name people in our family who serve Godb. Learn about various saints | 1. Recognize and respond to our baptismal call of service according to our vocation in life <ul style="list-style-type: none">a. Give examples and retell stories of the saints | 1. Recognize and respond to our baptismal call of service according to our vocation in life <ul style="list-style-type: none">a. Identify how members of the parish are living their Baptismal callb. Recognize that the “People of God” are the Church |
| 2. Live as disciples of Christ through the knowledge and practice of Catholic social teaching <ul style="list-style-type: none">a. Recognize that all of God’s creation needs careb. List ways how to care for God’s creation | 2. Live as disciples of Christ through the knowledge and practice of Catholic social teaching <ul style="list-style-type: none">a. Tell how to love others as Jesus loves us | 2. Live as disciples of Christ through the knowledge and practice of Catholic social teaching <ul style="list-style-type: none">a. Discuss ways you can share your faith with othersb. Learn and practice sacrificing for others |
| 3. Give witness to Catholic principles and values in all aspects of daily life <ul style="list-style-type: none">a. Learn how to love and respect yourself and others | 3. Give witness to Catholic principles and values in all aspects of daily life <ul style="list-style-type: none">a. Learn to care for the poor and suffering | 3. Give witness to Catholic principles and values in all aspects of daily life <ul style="list-style-type: none">a. Practice works of charity with families and classmates |

Safe Environment

To help Christians realize that each person deserves to be loved and cared for and can help themselves stay safe

| Pre-K/Kindergarten | First Grade | Second Grade |
|--|--|---|
| 1. Understand each human being is created in the image and likeness of God <ul style="list-style-type: none"> a. Identify ourselves as children of God b. Recognize that all children are persons of worth and their bodies belong to God first | 1. Understand each human being is created in the image and likeness of God <ul style="list-style-type: none"> a. Understand that all children are persons of worth and respect | 1. Understand each human being is created in the image and likeness of God <ul style="list-style-type: none"> a. Understand that each person is worthy of respect from others |
| 2. Understand that choices have consequences <ul style="list-style-type: none"> a. Know that it is alright to say “no” | 2. Understand that choices have consequences <ul style="list-style-type: none"> a. Differentiate between good and bad play | 2. Understand that choices have consequences <ul style="list-style-type: none"> a. Say “no” with confidence |
| 3. Recognize experiences of good and bad human relationships and friendships | 3. Recognize experiences of good and bad human relationships and friendships <ul style="list-style-type: none"> a. Describe the positive aspects of friendships (safe and unsafe) | 3. Recognize experiences of good and bad human relationships and friendships <ul style="list-style-type: none"> a. Identify different kinds of friendship |
| 4. Differentiate between holy and sinful behavior <ul style="list-style-type: none"> a. Recognize that it is the best thing to tell a trusted adult when you are uncomfortable or feel unsafe b. Know that parts of our bodies are considered private because God made them special c. Describe the difference between holy and sinful behavior as it relates to relationships with others | 4. Differentiate between holy and sinful behavior <ul style="list-style-type: none"> a. Recognize that it is the best thing to tell a trusted adult when you are uncomfortable or feel unsafe b. Describe experiences that make you feel safe or unsafe c. Describe the difference between holy and sinful behavior as it relates to relationships with others | 4. Differentiate between holy and sinful behavior <ul style="list-style-type: none"> a. Recognize that it is the best thing to tell a trusted adult when you are uncomfortable or feel unsafe b. Describe the difference between holy and sinful behavior as it relates to relationships with others |

Knowledge of the Faith

To prepare Christians to know, understand and integrate the foundational beliefs of the Catholic faith through Sacred Scripture, Tradition, and teachings of the Magisterium

| Third Grade | Fourth Grade | Fifth Grade |
|---|---|--|
| <p>1. Recognize through revelation that God desires to be in relationship with us</p> <ul style="list-style-type: none"> a. Know and retell the story of Salvation History b. Retell the creation story c. Explain how God becoming Man whose name is Jesus is known as the Incarnation d. Understand that God loves us through his Son, through Holy Scripture, and through the Church (CCC 50). We know about God and his will through these three sources | <p>1. Recognize through revelation that God desires to be in relationship with us</p> <ul style="list-style-type: none"> a. Know and retell the story of Salvation History b. Relate how God's creation is a sign of His love for us c. Understand that God shares His life with us through the Church | <p>1. Recognize through revelation that God desires to be in relationship with us</p> <ul style="list-style-type: none"> a. Know and retell the story of Salvation History b. Describe how Jesus best models the <u>revelation</u> of God's love and care for us c. Trace the stories of God's loving covenant with Israel until the time of Jesus |
| <p>2. Reflect on God's revelation and thus come to understand our human desire for God</p> <ul style="list-style-type: none"> a. Understand that we are created by God to be like him b. Demonstrate that the Holy Spirit helps us to pray and grow closer to God | <p>2. Reflect on God's revelation and thus come to understand our human desire for God</p> <ul style="list-style-type: none"> a. Illustrate choices that show love for God and other people b. Describe ways that grace is sharing in God's life | <p>2. Reflect on God's revelation and thus come to understand our human desire for God</p> <ul style="list-style-type: none"> a. Understand that we are created by God to be like him and one day be with him in heaven |
| <p>3. Explore, understand, and apply Scripture to life through the guidance of the Magisterium</p> <ul style="list-style-type: none"> a. Understand that God speaks to us through Scripture b. Know and recall the New Testament stories of Jesus' life and <u>mission</u> c. Locate the Old and New Testament books of the Bible d. Demonstrate how to locate passages in the Bible by book, chapter, and verse | <p>3. Explore, understand, and apply Scripture to life through the guidance of the Magisterium</p> <ul style="list-style-type: none"> a. Know that Scripture is the inspired word of God b. Know and retell the New Testament stories of Jesus' life and mission c. Name, locate, and explain the significance of the Pentateuch and <u>Psalms</u> in the Old Testament | <p>3. Explore, understand, and apply Scripture to life through the guidance of the Magisterium</p> <ul style="list-style-type: none"> a. Find the New Testament stories about the life and mission of Jesus b. Name and locate the Pentateuch, Historical books, Psalms, and <u>Prophets</u> in the Old Testament c. Name and locate the four Gospels, Acts, and Paul's letters in the New Testament |

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Knowledge of the Faith

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| | d. Name, locate, and explain the significance of the four Gospels and Acts of the Apostles in the New Testament | |
| 4. Learn the history of the Catholic Church and its role in the world <ul style="list-style-type: none"> a. Recognize that Jesus and the Holy Spirit made the Church fully present to us at Pentecost b. Identify the basic structure of the Church – laity, religious, bishops, priests, deacons, pope | 4. Learn the history of the Catholic Church and its role in the world <ul style="list-style-type: none"> a. Name and understand the Church as the People of God and as the Body of Christ b. Demonstrate how the Church has and continues to spread the Good News about Jesus | 4. Learn the history of the Catholic Church and its role in the world <ul style="list-style-type: none"> a. Explain ways that the Holy Spirit guides the Church and is active in our daily lives b. Compare and contrast the community life of the early Church from Acts and Paul's letters and the Church today |
| 5. Understand the core teachings of the Catholic Church <ul style="list-style-type: none"> a. Recognize God as Father, Son, and Holy Spirit b. Name the marks of the Church – one, holy, Catholic, apostolic. Identify them in the Creed. c. Name and explain why the Virgin Mary is the Mother of God – <i>Theotokos</i> and is the perfect model of faith (CCC 144) d. Explain that Mary, through the Immaculate Conception is a virgin who <u>Assumed</u> body and soul into heaven e. Name two saints that show us how to live like Jesus f. Recognize that Jesus came to forgive our sins and wants us to be with Him in heaven | 5. Understand the core teachings of the Catholic Church <ul style="list-style-type: none"> a. Identify the <u>Trinity</u> - God as Father, Son, and Holy Spirit b. Explain the marks of the Church – one, holy, catholic, and apostolic c. Know the Blessed Virgin Mary and the saints are models of discipleship d. Demonstrate how God's mercy and forgiveness is given by Christ through the Church (St. Faustina and Divine mercy) | 5. Understand the core teachings of the Catholic Church <ul style="list-style-type: none"> a. Recite the Nicene Creed b. Explain key passages of the Nicene Creed c. Apply these key passages of the Nicene Creed to the child's life d. Tell stories of Catholic saints and demonstrate how to follow their example |

Note: Underlined words denote vocabulary that students should know for the national ACRE exam

Liturgy and Sacraments

To prepare Christians to understand and foster a full, active, and conscious participation in the celebration of the liturgy and Sacraments

| Third Grade | Fourth Grade | Fifth Grade |
|---|---|--|
| <p>1. Understand that the Sacraments which are celebrated by the Church are outward signs of God's love revealed through the Paschal Mystery of Christ</p> <ul style="list-style-type: none"> a. Name the symbols and signs for each Sacrament b. Understand that Sacraments are rooted in ancient rituals c. Explain the purpose and use of Sacraments in each Sacrament | <p>1. Understand that the Sacraments which are celebrated by the Church are outward signs of God's love revealed through the Paschal Mystery of Christ</p> <ul style="list-style-type: none"> a. Know how God's love and saving power is celebrated and is received in each of the Seven Sacraments | <p>1. Understand that the Sacraments which are celebrated by the Church are outward signs of God's love revealed through the Paschal Mystery of Christ</p> <ul style="list-style-type: none"> a. Explain how the Sacraments are necessary for salvation b. Understand that the Sacraments were given to the Church by Christ and are both "for the Church" and "by the Church" (CCC 1118) |
| <p>2. Know and value the importance of the Sacraments of initiation, including the dignity and responsibility of Baptism, the deepening of grace in Confirmation, and the centrality of the Eucharist</p> <ul style="list-style-type: none"> a. Explain the Sacraments of initiation – Baptism, Confirmation, and Eucharist | <p>2. Know and value the importance of the Sacraments of initiation, including the dignity and responsibility of Baptism, the deepening of grace in Confirmation, and the centrality of the Eucharist</p> <ul style="list-style-type: none"> a. Recognize Scripture stories that illustrate Christ's presence in the Sacrament of Baptism (Matt 28:16-20) b. Recognize Scripture stories that illustrate Christ's presence in the Sacrament of Confirmation (Acts 8:14–17, 9:17, 19:6, Hebrews 6:2) c. Recognize Scripture stories that illustrate Christ's presence in the Sacrament of Eucharist (Mt 26:26-29, Lk 22: 14-20, Mk 24:22-25, Jn 13:1-15) | <p>2. Know and value the importance of the Sacraments of initiation, including the dignity and responsibility of Baptism, the deepening of grace in Confirmation, and the centrality of the Eucharist</p> <ul style="list-style-type: none"> a. Define initiation as it relates to the Sacraments of Initiation: Baptism, Confirmation, and Eucharist |

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| <p>3. Know and value the importance of the Sacraments of healing – Reconciliation and Anointing of the Sick</p> <ul style="list-style-type: none"> a. Experience reconciliation b. Explain the Sacraments of healing – Reconciliation and Anointing of the Sick | <p>3. Know and value the importance of the Sacraments of healing – Reconciliation and Anointing of the Sick</p> <ul style="list-style-type: none"> a. Experience Reconciliation b. Identify Scripture stories that illustrate Christ's presence in the Sacrament of Reconciliation c. Identify Scripture stories that illustrate Christ's presence in the Sacrament of the Anointing of the Sick | <p>3. Know and value the importance of the Sacraments of healing – Reconciliation and Anointing of the Sick</p> <ul style="list-style-type: none"> a. Experience Reconciliation b. Define healing as it relates to the Sacraments of Healing – Reconciliation and Anointing of the Sick |
| <p>4. Know and value the importance of the Sacraments of service to the Church – Marriage and Holy Orders</p> <ul style="list-style-type: none"> a. Explain the Sacraments of service – Marriage and Holy Orders | <p>4. Know and value the importance of the Sacraments of service to the Church – Marriage and Holy Orders</p> <ul style="list-style-type: none"> a. Identify Scripture stories that illustrate Christ's presence in the Sacrament of Marriage b. Identify Scripture stories that illustrate Christ's presence in the Sacrament of Holy Orders | <p>4. Know and value the importance of the Sacraments of service to the Church – Marriage and Holy Orders</p> <ul style="list-style-type: none"> a. Define service as it relates to the Sacraments of Service – Marriage and Holy Orders |
| <p>5. Understand that the Eucharist is the source and summit of the life of the Church</p> <ul style="list-style-type: none"> a. Know that Sunday is the principle day for the celebration of the Eucharist b. Understand the different parts of the Mass: Liturgy of the Word and Liturgy of the Eucharist | <p>5. Understand that the Eucharist is the source and summit of the life of the Church</p> <ul style="list-style-type: none"> a. Explain and understand why the Mass is the greatest expression of prayer for the Church b. Understand that the Eucharist, above all the Sacraments is "the perfection of the spiritual life and the end to which all the Sacraments tend" (CCC 1374) | <p>5. Understand that the Eucharist is the source and summit of the life of the Church</p> <ul style="list-style-type: none"> a. Explain how Jesus loves us most perfectly in the celebration of the Eucharist |

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| <p>6. Acquire the knowledge, spirituality, and skills which lead to full, conscious, and active participation in the liturgical life of the Church</p> <ul style="list-style-type: none">a. Know the liturgical calendar and its connection to the life of Christb. Know the symbols, practices, and celebrations of the liturgical yearc. Identify the days of the Triduum – Holy Thursday, Good Friday, Holy Saturdayd. Identify and explain the Holy Days of Obligation | <p>6. Acquire the knowledge, spirituality, and skills which lead to full, conscious, and active participation in the liturgical life of the Church</p> <ul style="list-style-type: none">a. Name, locate, and state the purpose of the parts of the Church and Sacramentals | <p>6. Acquire the knowledge, spirituality, and skills which lead to full, conscious, and active participation in the liturgical life of the Church</p> |
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Moral Formation in Jesus Christ

To prepare Christians to grow in holiness and make good moral choices by being drawn into a deep personal relationship with Christ

| Third Grade | Fourth Grade | Fifth Grade |
|---|--|--|
| 1. Develop a moral foundation centered in a virtuous life and properly informed conscience through the teaching of the Catholic Church <ol style="list-style-type: none"> Describe how the Church's teachings inspired by the Holy Spirit helps you know right from wrong | 1. Develop a moral foundation centered in a virtuous life and properly informed conscience through the teaching of the Catholic Church <ol style="list-style-type: none"> Recite the Ten Commandments and explain how they serve as a guide to us Summarize the main ideas of the Beatitudes | 1. Develop a moral foundation centered in a virtuous life and properly informed conscience through the teaching of the Catholic Church <ol style="list-style-type: none"> Explain how the Ten Commandments and the Beatitudes help us live in good relationship with God and with others |
| 2. Recognize the need for grace to live a moral life and to be faithful to Scriptural values <ol style="list-style-type: none"> Define the meaning of grace and how it is necessary to live a <u>moral</u> life Explain the ways that God gives us grace | 2. Recognize the need for grace to live a moral life and to be faithful to Scriptural values <ol style="list-style-type: none"> Explain how grace is a gift from God that helps us be more like Jesus Name <u>saints</u> and explain how their lives were open to the transforming power of God's grace | 2. Recognize the need for grace to live a moral life and to be faithful to Scriptural values <ol style="list-style-type: none"> Explain how the Blessed Virgin Mary is "full of grace" Explain St. Paul's statement in Gal 2:20 – "It is no longer I who live, but Christ who lives in me" |
| 3. Recognize and honor the dignity of human life from natural conception to natural death <ol style="list-style-type: none"> Define dignity as it relates to human life | 3. Recognize and honor the dignity of human life from natural conception to natural death <ol style="list-style-type: none"> Identify Scripture stories of Jesus modeling respect for the dignity of human life (Luke 4:16-19, Mark 10:46-52) | 3. Recognize and honor the dignity of human life from natural conception to natural death <ol style="list-style-type: none"> Identify threats to the dignity of human life in our culture (<u>abortion</u>, <u>capital punishment</u>, murdering, wars, violence, etc.) Name ways to defend those whose dignity or life is threatened |
| 4. Understand the nature of sin and personal responsibility <ol style="list-style-type: none"> Explain Genesis 3 and man's disobedience to God's call Explain who the devil is and how God is always triumphant over him | 4. Understand the nature of sin and personal responsibility <ol style="list-style-type: none"> Give examples of a virtuous life Apply God's forgiveness from Scripture to real life situations | 4. Understand the nature of sin and personal responsibility <ol style="list-style-type: none"> Describe the process for making good moral decisions Teach a nightly examination of conscience Describe how to use critical decision-making when encountering a moral problem |

Prayer

To prepare Christians to come into communion with God by learning to pray with Christ

| Third Grade | Fourth Grade | Fifth Grade |
|---|--|--|
| 1. Develop a life-long relationship with God through prayer <ol style="list-style-type: none"> Explain how God calls each person to know Him intimately through prayer Explain how prayer is conversation with God and He always hears our prayers Explain and demonstrate the necessity of daily prayer | 1. Develop a life-long relationship with God through prayer <ol style="list-style-type: none"> Explain and experience “silent” prayer Know and pray with the three expressions of prayer: vocal, meditative, and contemplative prayer | 1. Develop a life-long relationship with God through prayer <ol style="list-style-type: none"> Be able to compose and vocalize spontaneous prayers: Adoration, Thanksgiving, Petition, Contrition, and Praise |
| 2. Know and participate in Catholic prayers <ol style="list-style-type: none"> Pray the appropriate third grade prayers Pilgrimage to or encourage families to visit local pilgrimage sites – in particular, the Shrine of our Lady of Good Help Explain and demonstrate reverence at Mass (genuflection, folded hands, sitting properly) | 2. Know and participate in Catholic prayers <ol style="list-style-type: none"> Pray the appropriate fourth grade prayers Know what a blessing is and how it confers God’s grace Retell the stories of how the saints prayed Recognize the different forms of prayer within the Mass – Adoration, Thanksgiving, Petition, Contrition, Praise | 2. Know and participate in Catholic prayers <ol style="list-style-type: none"> Pray the appropriate fifth grade prayers Know and pray through various devotions: Rosary, Stations of the Cross, Litanies, other Marian devotions Explain why the Mass is the Church’s most perfect form of prayer Demonstrate and pray the Liturgy of the Hours as the prayer of the Church |
| 3. Recognize the importance of the role of Scripture in our prayer life <ol style="list-style-type: none"> Give examples of how Jesus prayed in the Gospels <ul style="list-style-type: none"> Luke 6:12, Luke 9:18, John 6:15, Matthew 6:6, Matthew 14:13 (Appendix A) Recognize that Jesus taught the disciples and the Church to pray the Lord’s Prayer | 3. Recognize the importance of the role of Scripture in our prayer life <ol style="list-style-type: none"> Demonstrate the ability to spend time in quiet reflection on Scriptural passages in the form of Lectio Divina | 3. Recognize the importance of the role of Scripture in our prayer life <ol style="list-style-type: none"> Locate the Psalms in the Bible and identify their location and importance in the Mass and Liturgy of the Hour Locate the Old and New Testament passages that demonstrate the necessity and power of prayer (Appendix A) |

Community Life through Discipleship in the Church

To prepare Christians to live in community and to participate actively in the life and mission of the church

| Third Grade | Fourth Grade | Fifth Grade |
|--|--|--|
| <p>1. Actively participate in the life and work of the local and global Church</p> <ul style="list-style-type: none"> a. Recognize the role and importance of Baptism in becoming adopted children of God b. Participate in ministries of the parish | <p>1. Actively participate in the life and work of the local and global Church</p> <ul style="list-style-type: none"> a. Name the gifts and talents that God has given you to serve others b. Identify the responsibilities of being a Catholic c. Participate in ministries of the parish | <p>1. Actively participate in the life and work of the local and global Church</p> <ul style="list-style-type: none"> a. Explain how we are members of our local parish and members of the universal Church b. Explain how the Church helps foster the <u>Kingdom</u> of God c. Explain the necessity of the established Catholic Church d. Participate in ministries of the parish |
| <p>2. Grow spiritually as a Church</p> <ul style="list-style-type: none"> a. Understand that through Baptism, we become temples of the Holy Spirit b. Give examples of how to help others at home, school, and in our parish | <p>2. Grow spiritually as a Church</p> <ul style="list-style-type: none"> a. Explain the role of family and community in helping us live like Jesus b. Demonstrate ways that Jesus and the Church help us live Christian lives | <p>2. Grow spiritually as a Church</p> <ul style="list-style-type: none"> a. Demonstrate how sin hurts not only the sinner, but others b. Explain how our good deeds help our families, schools, parishes, and communities |
| <p>3. Cultivate human values and Christian virtues</p> <ul style="list-style-type: none"> a. Define <u>virtue</u> – “habitual and firm disposition to do the good. It allows the person not only to perform good acts, but to give the best of himself” (CCC 1803) b. Explain a virtuous person – one who “pursues the good and chooses it in concrete actions” (CCC 1803) c. Present five good ways to exercise virtue and name the virtue exemplified (generosity, loyalty, obedience, prayerfulness, respect, sincerity, patience, humility, modesty, etc.) | <p>3. Cultivate human values and Christian virtues</p> <ul style="list-style-type: none"> a. Recite and explain Jesus’ law of love: “Love one another as I have loved you” b. Explain the role and importance of authority in our lives as Christians | <p>3. Cultivate human values and Christian virtues</p> <ul style="list-style-type: none"> a. Explain the role and importance of forgiveness in our relationship with others and with God b. Tell the story of some saints who lived a virtuous life and identify the virtues associated with each one |

Evangelization and Missionary Spirit

To prepare Christians to participate in society as faith-filled disciples and to be able to witness their faith in word and deed

| Third Grade | Fourth Grade | Fifth Grade |
|--|--|--|
| <p>1. Recognize and respond to our baptismal call of service according to our vocation in life</p> <ul style="list-style-type: none"> a. Name ways to demonstrate service to our families b. Explain how to follow Jesus through the different vocations: marriage, vowed religious, ordained, single life c. Name ways we can take care of God's creation in our particular vocations | <p>1. Recognize and respond to our baptismal call of service according to our vocation in life</p> <ul style="list-style-type: none"> a. Identify saints who lived out their vocation to marriage, vowed <u>religious life</u>, and ordained life. Examples include: <ul style="list-style-type: none"> (1) Marriage: St. Gianna Molla, St. Louis and Zelig Martin, St. Margaret of Scotland (2) Religious Life – St. Therese of Lisieux, St. Norbert, St. Francis Xavier (3) Ordained Life – St. John Bosco, St. John Vianney, St. Maximilian Kolbe | <p>1. Recognize and respond to our baptismal call of service according to our vocation in life</p> <ul style="list-style-type: none"> a. Explain the universal call to holiness – everyone's first vocation is holiness. Describe tangible ways to be holy |
| <p>2. Live as disciples of Christ through the knowledge and practice of Catholic social teaching</p> <ul style="list-style-type: none"> a. Memorize, compare and contrast the corporal and spiritual works of mercy | <p>2. Live as disciples of Christ through the knowledge and practice of Catholic social teaching</p> <ul style="list-style-type: none"> a. List examples of the Corporal and Spiritual Works of Mercy | <p>2. Live as disciples of Christ through the knowledge and practice of Catholic social teaching</p> <ul style="list-style-type: none"> a. Demonstrate the Catholic understanding and tradition of ownership and property |
| <p>3. Give witness to Catholic principles and values in all aspects of daily life</p> <ul style="list-style-type: none"> a. Explain evangelization: purpose for sharing the Gospel | <p>3. Give witness to Catholic principles and values in all aspects of daily life</p> <ul style="list-style-type: none"> a. Name and explain your favorite Gospel stories b. Explain why Jesus always has a special love for the poor and give examples c. Give examples of how to live your life as a witness to Jesus and the Gospels (eg. charity, stewardship) | <p>3. Give witness to Catholic principles and values in all aspects of daily life</p> <ul style="list-style-type: none"> a. Illustrate how caring for others means meeting their needs with charity and <u>sacrifice</u> b. Name and give examples of the Seven Capital Sins (deadly) sins and corresponding virtues c. Explain how the Beatitudes are ways to honor God and to treat others |

Safe Environment

To help Christians realize that each person deserves to be loved and cared for and can help themselves stay safe

| Third Grade | Fourth Grade | Fifth Grade |
|---|--|--|
| 1. Understand each human being is created in the image and likeness of God | 1. Understand each human being is created in the image and likeness of God a. Realize that all children are persons of worth and their bodies belong to them | 1. Understand each human being is created in the image and likeness of God |
| 2. Understand that choices have consequences a. Recognize that secrets can separate you from others | 2. Understand that choices have consequences a. Understand some actions and behaviors are wrong or sinful | 2. Understand that choices have consequences a. Recognize the responsibility of the gift of free will |
| 3. Recognize experiences of good and had human relationships and friendships a. Identify different types of friendships | 3. Recognize experiences of good and had human relationships and friendships a. Name trusted adults | 3. Recognize experiences of good and had human relationships and friendships a. Describe strategies to get out of abusive or potentially abusive situations b. Know how to get help for a friend who has been abused |
| 4. Differentiate between holy and sinful behavior a. Define abuse as misusing or improperly using for another purpose | 4. Differentiate between holy and sinful behavior a. Explain the importance of reporting abuse and where to go for help if you are abused | 4. Differentiate between holy and sinful behavior a. Define appropriate gestures (hugging family, helping someone) and non-appropriate gestures (kicking, punching, hitting, being immodest or allowing someone to see those body parts that are meant only for you and God) |

Knowledge of the Faith

To prepare Christians to know, understand and integrate the foundational beliefs of the Catholic faith through Sacred Scripture, Tradition, and teachings of the Magisterium

| Sixth Grade | Seventh Grade | Eighth Grade |
|---|--|---|
| 1. Recognize through revelation that God desires to be in relationship with us <ol style="list-style-type: none"> Know and retell the story of <u>Salvation</u> History Explain various titles of Jesus (Priest, Messiah, Teacher, Lamb of God, Prophet, Son of God) Develop an understanding of revelation – “revealing the mystery, his plan of loving goodness, formed from all eternity in Christ, for the benefit of all men” (CCC 50) Develop an understanding of covenants by exploring the Old Testament | 1. Recognize through revelation that God desires to be in relationship with us <ol style="list-style-type: none"> Know and retell the story of Salvation History Understand the <u>Paschal Mystery</u> | 1. Recognize through revelation that God desires to be in relationship with us <ol style="list-style-type: none"> Know and retell the story of Salvation History Explain that faith is our life response to God, who reveals Himself to us |
| 2. Reflect on God’s revelation and thus come to understand our human desire for God <ol style="list-style-type: none"> Learn and appreciate the response of faith of the Patriarchs from the Old Testament | 2. Reflect on God’s revelation and thus come to understand our human desire for God <ol style="list-style-type: none"> Recognize our need to respond to the Paschal Mystery | 2. Reflect on God’s revelation and thus come to understand our human desire for God <ol style="list-style-type: none"> Discuss the implications for how belief in Jesus affects our life |
| 3. Explore, understand, and apply Scripture to life through the guidance of the Magisterium <ol style="list-style-type: none"> Recognize and memorize the list of the Old and New Testament books found in the Catholic Bible Know and retell the major stories of the Old Testament <ol style="list-style-type: none"> Adam and Eve Cain and Abel Noah <u>Abraham</u> Moses | 3. Explore, understand, and apply Scripture to life through the guidance of the Magisterium <ol style="list-style-type: none"> Know that Sacred Scripture is the inspired Word of God and not a book primarily for history or scientific facts | 3. Explore, understand, and apply Scripture to life through the guidance of the Magisterium <ol style="list-style-type: none"> Define oral <u>tradition</u>, literary forms, and synoptic Gospels |

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| <p>(6) David (7) Prophets (8) Exile (9) Revolt</p> <p>c. Develop the ability to interpret Scripture through the eyes of the Catholic church</p> | | |
| <p>4. Learn the history of the Catholic Church and its role in the world</p> <p>a. Develop the timeline for major events from the Old Testament</p> <p>b. Recall major events, themes, and people from salvation history in the Old Testament</p> | <p>4. Learn the history of the Catholic Church and its role in the world</p> <p>a. Develop a timeline for the New Testament</p> <p>b. Recall major events, themes, and people from salvation history in the New Testament</p> | <p>4. Learn the history of the Catholic Church and its role in the world</p> <p>a. Recognize some significant developments in church history after the time of Jesus</p> <p>b. Name holy men and women who lived throughout history and live now as disciples</p> <p>c. Recognize the importance of knowing the Catholic faith to engage in ecumenical dialogue</p> <p>d. Explore the origins, the history, and the mission of the Church and the role of the Church in salvation</p> |
| <p>5. Understand the core teachings of the Catholic Church</p> <p>a. Understand that the Old Testament covenants prepare us for the ultimate Covenant (Jesus)</p> | <p>5. Understand the core teachings of the Catholic Church</p> <p>a. Define the meaning of the Nicene Creed</p> <p>b. Know that the Trinity is the central mystery of our Christian faith and life</p> | <p>5. Understand the core teachings of the Catholic Church</p> <p>a. Know that salvation is a gift from God that requires us to respond in faith and good works</p> <p>b. Understand the four marks of the Church – one, holy, catholic, apostolic</p> <p>c. Develop knowledge of the Church by exploring the creeds and <u>Acts of the Apostles</u></p> <p>d. Understand the mission of the Church is to “announce, bear witness, make present, and spread the mystery of the communion of the Holy Trinity” (CCC 738)</p> <p>e. Explain the communion of saints - “this expression refers first to the “holy things” (<i>sancta</i>)” and “refers also to the communion of “holy persons” (<i>sancti</i>) (CCC 960-961)</p> |

Note: Underlined words denote vocabulary that students should know for the national ACRE exam

Liturgy and Sacraments

To prepare Christians to understand and foster a full, active, and conscious participation in the celebration of the liturgy and Sacraments

| Sixth Grade | Seventh Grade | Eighth Grade |
|--|---|--|
| <p>1. Understand that the Sacraments which are celebrated by the Church are outward signs of God's love revealed through the Paschal Mystery of Christ</p> <ul style="list-style-type: none"> a. Connect the Sacramental actions (water, table, anointing, etc.) of the Old Testament Scriptures with the Sacraments | <p>1. Understand that the Sacraments which are celebrated by the Church are outward signs of God's love revealed through the Paschal Mystery of Christ</p> <ul style="list-style-type: none"> a. Connect the Sacramental actions (water, table, anointing, etc.) of the New Testament with the Sacraments b. Give examples of how we give witness to Jesus' life, death, and resurrection c. Explain how the Sacraments strengthen us to give witness to the life of Jesus | <p>1. Understand that the Sacraments which are celebrated by the Church are outward signs of God's love revealed through the Paschal Mystery of Christ</p> <ul style="list-style-type: none"> a. Understand the Christian meaning of death and life after death b. Explain the <u>rites</u> of a funeral c. Describe the process of canonization of a saint |
| <p>2. Know and value the importance of the Sacraments of initiation, including the dignity and responsibility of Baptism, the deepening of grace in Confirmation, and the centrality of the Eucharist</p> <ul style="list-style-type: none"> a. Identify early elements of the Sacraments of initiation in the Old Testament | <p>2. Know and value the importance of the Sacraments of initiation, including the dignity and responsibility of Baptism, the deepening of grace in Confirmation, and the centrality of the Eucharist</p> <ul style="list-style-type: none"> a. Identify and explain the signs and symbols of each Sacrament b. Describe what each Sacrament celebrates c. Understand the nature and purpose of ritual d. Recognize that the Sacrament of Baptism is the basis of the whole Christian life where we are "freed from sin and reborn as sons of God; we become members of Christ, are incorporated into the Church, and made sharers in her mission" (CCC 1213) e. Discuss how our Baptismal vows relate to the creed | <p>2. Know and value the importance of the Sacraments of initiation, including the dignity and responsibility of Baptism, the deepening of grace in Confirmation, and the centrality of the Eucharist</p> <ul style="list-style-type: none"> a. Trace the development of the Sacraments of initiation through the Church's history b. Understand the significance of the Eucharist as the source and summit of our faith (CCC 1324) c. Define and explain evangelization d. Exhibit ways of evangelizing e. Explain the Rite of Christian Initiation of Adults (<u>RCIA</u>) |

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| | <ul style="list-style-type: none"> f. Describe the importance of the Eucharistic Prayer in the Mass g. Reflect on the Eucharist h. Name the gifts of the Holy Spirit | |
| 3. Know and value the importance of the Sacraments of healing – Reconciliation and Anointing of the Sick <ul style="list-style-type: none"> a. Experience Reconciliation | 3. Know and value the importance of the Sacraments of healing – Reconciliation and Anointing of the Sick <ul style="list-style-type: none"> a. Experience reconciliation b. Understand the relationship of Scripture and the Sacraments of healing | 3. Know and value the importance of the Sacraments of healing – Reconciliation and Anointing of the Sick <ul style="list-style-type: none"> a. Experience reconciliation |
| 4. Know and value the importance of the Sacraments of service to the Church – Marriage and Holy Orders <ul style="list-style-type: none"> a. Trace the Old Testament understanding of the Levitical priesthood and compare it to the priesthood instituted by Jesus b. Understand that throughout the Old Testament, a marriage relationship between a husband and wife is a reflection of God's relationship with his people | 4. Know and value the importance of the Sacraments of service to the Church – Marriage and Holy Orders <ul style="list-style-type: none"> a. Understand the Sacramental covenants in Marriage and Holy Orders b. Describe the main responsibilities of priesthood and permanent diaconate c. Understand the value of the Sacrament of matrimony d. Explain the importance of the vocation of Christian marriage e. Understand that the covenant of marriage entails fruitful love and is indissoluble | 4. Know and value the importance of the Sacraments of service to the Church – Marriage and Holy Orders |
| 5. Understand that the Eucharist is the source and summit of the life of the Church <ul style="list-style-type: none"> a. Recognize the influence of the Old Testament in the Mass | 5. Understand that the Eucharist is the source and summit of the life of the Church <ul style="list-style-type: none"> a. Understand the centrality of Eucharist in our faith life | 5. Understand that the Eucharist is the source and summit of the life of the Church <ul style="list-style-type: none"> a. Trace the development of the Mass throughout the history of the Church |

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| <p>6. Acquire the knowledge, spirituality, and skills which lead to full, conscious, and active participation in the liturgical life of the Church</p> <ul style="list-style-type: none">a. Describe how the Christian mystery is celebrated through the <u>liturgical year</u>b. Help prepare for a Mass with the <u>parish</u> priest | <p>6. Acquire the knowledge, spirituality, and skills which lead to full, conscious, and active participation in the liturgical life of the Church</p> <ul style="list-style-type: none">a. Explain how liturgy is the “participation of the people of God in the ‘work of God’” (CCC 1069)b. Understand that the place of active participation in the Mass is internal and external (SC 19)c. Understand that “people should be encouraged to take part by means of acclamations, responses, psalmody, antiphons, and songs, as well as by actions, gestures, and bodily attitudes. And at the proper times all should observe a reverent silence.” (SC 30) | <p>6. Acquire the knowledge, spirituality, and skills which lead to full, conscious, and active participation in the liturgical life of the Church</p> <ul style="list-style-type: none">a. Recognize that Christ is present in the real presence of the Eucharist, priest, word, the assembled community (SC 7)b. Understand that the Eucharist “is called ‘real’ not to exclude the idea that the others presences of God are not ‘real’ too, but rather to indicate presence par excellence, because it is substantial and through it Christ becomes present whole and entire, God and man” (MF 39)c. Pray the Liturgy of the Hoursd. Explain the reason and history of the Lenten fasting regulations |
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Moral Formation in Jesus Christ

To prepare Christians to grow in holiness and make good moral choices by being drawn into a deep personal relationship with Christ

| Sixth Grade | Seventh Grade | Eighth Grade |
|---|--|---|
| <p>1. Develop a moral foundation centered in a virtuous life and properly informed conscience through the teaching of the Catholic Church</p> <ul style="list-style-type: none"> a. Identify the Ten Commandments as a foundation of moral decision making b. Understand the covenants and how they relate to the Ten Commandments | <p>1. Develop a moral foundation centered in a virtuous life and properly informed conscience through the teaching of the Catholic Church</p> <ul style="list-style-type: none"> a. Recognize that the foundation of Catholic morality is based on Christ b. Demonstrate how to be disciples of Jesus c. Understand how the <u>Ten Commandments</u>, <u>Beatitudes/Sermon on the Mount</u>, <u>Catholic Social Teachings</u>, and Works of Mercy apply to daily life d. Explain how the Great Commandment guides us in moral decision making and it's relation to free will | <p>1. Develop a moral foundation centered in a virtuous life and properly informed conscience through the teaching of the Catholic Church</p> <ul style="list-style-type: none"> a. Understand that living a moral life is a life-long process b. Apply principles of Catholic moral teachings to daily life |
| <p>2. Recognize the need for grace to live a moral life and to be faithful to Scriptural values</p> <ul style="list-style-type: none"> a. Recognize God's direction to live a moral life by exploring the Old Testament | <p>2. Recognize the need for grace to live a moral life and to be faithful to Scriptural values</p> <ul style="list-style-type: none"> a. Identify moral values in the teachings of Jesus by exploring the Beatitudes, Spiritual and Corporal Works of Mercy b. Identify stories concerning Jesus and forgiveness c. Understand that with the grace of God, we turn "toward God and away from sin" (CCC 1989) | <p>2. Recognize the need for grace to live a moral life and to be faithful to Scriptural values</p> <ul style="list-style-type: none"> a. Know the precepts of the Church b. Distinguish charity (CCC 1822) from justice (CCC 1807) |

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Moral Formation in Jesus Christ

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| <p>3. Recognize and honor the dignity of human life from natural conception to natural death</p> <ul style="list-style-type: none"> a. Explore the Ten Commandments through the lens of human dignity and right to life b. Demonstrate ways to respect life at each stage | <p>3. Recognize and honor the dignity of human life from natural conception to natural death</p> <ul style="list-style-type: none"> a. Demonstrate how moral virtues are “acquired by human effort” and allows human beings to “give the best of himself” (CCC 1803, 1804) b. Explain how the teachings of Jesus show ways to respect the poor, physically and mentally disabled, the elderly, and the forgotten c. Explain “Temple of the Holy Spirit” (CCC 364) | <p>3. Recognize and honor the dignity of human life from natural conception to natural death</p> <ul style="list-style-type: none"> a. Understand the teachings of the Church on the right to life from natural conception to natural death b. Relate how sources of violence, oppression, and injustice impact our society today c. Understand that human life is <u>sacred</u> d. Give examples of how to influence public policy concerning right to life issues |
| <p>4. Understand the nature of sin and personal responsibility</p> <ul style="list-style-type: none"> a. Trace the nature of sin found in the Old Testament b. Know how personal and social aspects of sin relate to the individual and society | <p>4. Understand the nature of sin and personal responsibility</p> <ul style="list-style-type: none"> a. Identify the elements of a well-formed conscience using scripture, doctrine, and Church teachings (CCC 1783) b. Provide examples of how we use a well-formed conscience to make moral decisions c. Understand that “the morality of human acts depends on: the object chosen, the end in view or the intention, and the circumstances of the action” (CCC 1750) d. Exhibit the use of prudence in making moral decisions e. Desire to live a moral, holy life | <p>4. Understand the nature of sin and personal responsibility</p> <ul style="list-style-type: none"> a. Identify the risk factors associated with sinful behavior and those who might use another person for their own personal use b. Provide examples of how we use a well-formed conscience to make moral decisions c. Desire to live a moral, holy life |

Prayer

To prepare Christians to come into communion with God by learning to pray with Christ

| Sixth Grade | Seventh Grade | Eighth Grade |
|---|--|--|
| 1. Develop a life-long relationship with God through prayer <ul style="list-style-type: none"> a. Recognize the roots of prayer found in the Old Testament b. Use the Old Testament as a form of prayer | 1. Develop a life-long relationship with God through prayer <ul style="list-style-type: none"> a. Recognize that prayer is a dialogue with God b. Recognize, appreciate, and understand various ways God answers prayers in the New Testament c. Recognize that every baptized person is called to be a blessing d. Lead others in prayers of petition and intercession | 1. Develop a life-long relationship with God through prayer <ul style="list-style-type: none"> a. Understand the freedom which comes from approaching God with our deepest needs and concerns b. Pray for the various complexities of the world |
| 2. Know and participate in Catholic prayers <ul style="list-style-type: none"> a. Pray the appropriate sixth grade prayers b. Connect the Old Testament prayer practices with the current Catholic liturgy | 2. Know and participate in Catholic prayers <ul style="list-style-type: none"> a. Pray the appropriate seventh grade prayers b. Explore the life of Christ through devotional prayer such as the Stations of the Cross and the Rosary c. Pray in Eucharistic Adoration d. Understand the Our Father as the prayer that Jesus taught us | 2. Know and participate in Catholic prayers <ul style="list-style-type: none"> a. Pray the appropriate eighth grade prayers b. Pray using Lectio Divina |
| 3. Recognize the importance of the role of Scripture in our prayer life <ul style="list-style-type: none"> a. Discover the beauty and richness of prayer that is guided by Scripture, especially in the Old Testament | 3. Recognize the importance of the role of Scripture in our prayer life <ul style="list-style-type: none"> a. Discover the beauty and richness of prayer that is guided by Scripture, especially in the New Testament | 3. Recognize the importance of the role of Scripture in our prayer life <ul style="list-style-type: none"> a. Learn how to teach and model prayer to other students |

Community Life through Discipleship in the Church

To prepare Christians to live in community and to participate actively in the life and mission of the Church

| Sixth Grade | Seventh Grade | Eighth Grade |
|--|---|--|
| 1. Actively participate in the life and work of the local and global Church <ul style="list-style-type: none"> a. Explore the value of the local parish through outreach and service | 1. Actively participate in the life and work of the local and global Church <ul style="list-style-type: none"> a. Participate in ministries of the parish | 1. Actively participate in the life and work of the local and global Church <ul style="list-style-type: none"> a. Describe the relationship between charity and justice b. Advocate for justice |
| 2. Grow spiritually as a Church <ul style="list-style-type: none"> a. Research the Old Testament's relationship with God in prayer highlighting various Biblical characters | 2. Grow spiritually as a Church <ul style="list-style-type: none"> a. Explain the centrality of the Eucharist in the life of the Church b. Name the gifts of the Holy Spirit and how they unite us as a parish | 2. Grow spiritually as a Church <ul style="list-style-type: none"> a. Experience growth through attending retreats |
| 3. Cultivate human values and Christian virtues <ul style="list-style-type: none"> a. Explore how the Old Testament teaches us about God's compassion b. Study the Old Testament covenant in light of spiritual formation | 3. Cultivate human values and Christian virtues <ul style="list-style-type: none"> a. Apply the cardinal and theological virtues and give examples of how they guide our daily living | 3. Cultivate human values and Christian virtues <ul style="list-style-type: none"> a. Foster responsibility for changes in behavior to enhance Christian virtue b. Distinguish between the long-lasting happiness that comes from God and temporary happiness that comes from the world and things c. Identify and interpret our duty to work with religious and civic leaders to build a world based on justice and the common good |

Evangelization and Missionary Spirit

To prepare Christians to participate in society as faith-filled disciples and to be able to witness their faith in word and deed

| Sixth Grade | Seventh Grade | Eighth Grade |
|---|--|---|
| <p>1. Recognize and respond to our baptismal call of service according to our vocation in life</p> <ul style="list-style-type: none"> a. Explore vocations in the light of people from the Old Testament b. Give examples of holy people found in the Old Testament and what makes them holy | <p>1. Recognize and respond to our baptismal call of service according to our vocation in life</p> <ul style="list-style-type: none"> a. Identify how Christian vocations reflect our baptismal call to discipleship b. Identify the ways vocations to married, vowed religious and ordained life give service to others c. Give examples of saints and holy people found in the New Testament, in history, and in the world today | <p>1. Recognize and respond to our baptismal call of service according to our vocation in life</p> <ul style="list-style-type: none"> a. Understand that every person is called to holiness and lay people contribute to the church according to their own state in life (CL 16) b. Identify the contributions of various religious orders throughout the world c. Identify founders of major religious communities and how their followers serve the Church today d. Visit a convent, seminary, monastery, or rectory to understand what it means to live as an ordained priest or religious priest, brother, or religious sister |
| <p>2. Live as disciples of Christ through the knowledge and practice of Catholic social teaching</p> <ul style="list-style-type: none"> a. Explore principles of Catholic social justice through the writings of the Prophets | <p>2. Live as disciples of Christ through the knowledge and practice of Catholic social teaching</p> <ul style="list-style-type: none"> a. Explore principles of Catholic social justice through the teachings of Jesus b. Apply the Gospel message of justice and peace to current events | <p>2. Live as disciples of Christ through the knowledge and practice of Catholic social teaching</p> <ul style="list-style-type: none"> a. Identify forces of violence, oppression, and injustice throughout history and in society today b. Discuss the issues of homelessness, hunger, poverty, and illiteracy through the social teaching of the Church |

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Evangelization and Missionary Spirit

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|---|---|---|
| 3. Give witness to Catholic principles and values in all aspects of daily life | 3. Give witness to Catholic principles and values in all aspects of daily life <ul style="list-style-type: none">a. Recognize the value of Christian discipleship as exemplified by men and women throughout historyb. Identify opportunities to perform the Works of Mercy | 3. Give witness to Catholic principles and values in all aspects of daily life <ul style="list-style-type: none">a. Give a personal witness story of their own faith lifeb. Evaluate wants and needs in relation to the common goodc. Identify opportunities to create change in personal behavior and/or attitude |
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Safe Environment

To help Christians realize that each person deserves to be loved and cared for and can help themselves stay safe

| Sixth Grade | Seventh Grade | Eighth Grade |
|--|--|---|
| 1. Understand each human being is created in the image and likeness of God a. Understand that you are loved and deserve respect | 1. Understand each human being is created in the image and likeness of God | 1. Understand each human being is created in the image and likeness of God |
| 2. Understand that choices have consequences | 2. Understand that choices have consequences a. Understand behaviors and actions that harm you and other physically, psychologically, or spiritually wrong | 2. Understand that choices have consequences a. Explain consequences of sin and how it hurts other people |
| 3. Recognize experiences of good and had human relationships and friendships a. Develop communication with parents and other family members to keep you safe b. Develop skills to recognize, trust, and follow your instincts about people and situations | 3. Recognize experiences of good and had human relationships and friendships a. Explore ideas of setting personal boundaries and the effects of having these boundaries violated | 3. Recognize experiences of good and had human relationships and friendships a. Identify personal boundaries that no one, not even a relative, should cross |
| 4. Differentiate between holy and sinful behavior a. Define emotional abuse (and as it relates to repercussions from one's sinful decision) b. Name concrete courses of action to take if you experience emotional abuse and how Jesus is always there to be with you | 4. Differentiate between holy and sinful behavior a. Develop virtues, including courage, that are necessary for responding to sinful situations of all kinds | 4. Differentiate between holy and sinful behavior a. Identify the risk factors associated with sinful behavior and those who might misuse another person |

CCC = Catechism of the Catholic Church

SC = Constitution on the Sacred Liturgy "Sacrosanctum Concilium"

MF = Mysterium Fidei

CL = Christifideles Laici

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Appendix A

Gospels

Stories, teachings, parables, miracles of Jesus

1. Essential Stories of Jesus / Mary / John the Baptist

- Genealogy of Jesus (Matt. 1:1-17; Luke 3:23-34)
- Promise of the Baptist's Birth (Luke 1:5-25)
- Annunciation – angel asks Mary to be the Mother of God (Luke 1:26-38)
- Visitation – Mary visits her cousin Elizabeth (Luke 1:39-56)
- Birth of the Baptist (Luke 1:57-80)
- Birth of Jesus (Mat. 1:18-25; Luke 2:1-20)
- Visit of the Magi (Matt. 2:1-12)
- Flight into Egypt (Matt. 2:13-23)
- Circumcision / **Presentation** of Jesus in the Temple (Luke 2:21-40)
- Jesus Lost in the Temple at Age Twelve (Luke 2:41-52)
- John the Baptist (Matt. 3:1-6; Mark 1:1-6; Luke 3:1-6)
- The Temptations (Matt. 4:1-11; Mark 1:12-13; Luke 4:1-13)
- The First Preaching in Galilee (Matt. 4:12-17; Mark 1:14-15; Luke 4:14-15)
- Rejection at Nazareth (Matt. 13:54-58; Mark 6:1-6a; Luke 4:16-30)
- The Call of the First Disciples (Matt. 4:18-22; Mark 1:16-20; Luke 5:1-11)
- The Call of Levi (Matt. 9:9-13; Mark 2:13-17; Luke 5:27-32)
- The Call of the Twelve (Matt. 10:1-4; Mark 3:13-19a; Luke 6:12-16)
- Plucking Grain on the Sabbath (Matt. 12:1-8; Mark 2:23-28; Luke 6:1-5)
- Death of John the Baptist (Matt. 14:3-12; Mark 6:17-29)
- Confession at Caesarea Philippi & First Prediction (Matt. 16:13-23; Mark 8:27-33; Luke 9:18-22)
- The Transfiguration (Matt. 17:1-8; Mark 9:2-8; Luke 9:28-36)
- The Coming of Elijah (Matt. 17:9-13; Mark 9:9-13; Luke 9:37)
- Second Prediction of the Passion (Matt. 17:22-23; Mark 9:30-32; Luke 9:43b-45)
- The Temple Tax (Matt. 17:24-27)
- Would-Be Followers of Jesus (Matt. 8:19-22; Luke 9:57-62)
- Sending out of the Seventy (Matt. 9:37-38, 10:7-16; Luke 10:1-16)
- The Return of the Seventy (Mark 16:17-18; Luke 10:17-20)
- Jesus' Gratitude to the Father (Matt. 11:25-27; Luke 10:21-22)
- The Blessedness of the Disciples (Matt. 13:16-17; Luke 10:23-24)
- The Lawyer's Question (Matt. 22:34-40; Mark 12:28-31; Luke 10:25-28)

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- Martha and Mary (Luke 10:38-42)
- Departure from Galilee (Luke 13:31-33)
- The Lament over Jerusalem (Matt. 23:37-39; Luke 13:34-35)
- The Day of the Son of Man (Matt. 24:26-28; Luke 17:22-37)
- Third Prediction of the Passion (Matt. 20:17-19; Mark 10:32-34; Luke 18:31-34)
- Jesus and the Sons of Zebedee (Matt. 20:20-28; Mark 10:35-45; Luke 22:24-27)
- Zacchaeus (Luke 19:1-10)

2. Teaching of Jesus

- Sermon on the Mount (Matt. chapters 5-7 – begins with the Beatitudes Matt. 5:3-12)
- Sermon on the Plain (Luke 6:20-49)
- On Divorce (Matt. 5:31-32; Matt. 19:9; Mark 10:11-12; Luke 16:18)
- Love Your Enemies (Matt. 5:43-48; Luke 6:27-28, 32-36)
- Almsgiving (Matt. 6:1-4); On Prayer (Matt. 6:5-8) and Fasting (Matt. 6:16-18)
- The Lord's Prayer (Matt. 6:9-15 – one said at Mass, 7 petitions; Luke 11:2-4 – only 4 petitions)
- On Treasures (Matt. 6:19-21; Luke 12:33-34)
- The Sound Eye (Matt. 6:22-23; Luke 11:34-36)
- Serving Two Masters (Matt. 6:24; Luke 16:13)
- On Anxiety - "do not worry" (Matt. 6:25-34; Luke 12:22-31)
- On Judging (Matt. 7:1-5; Luke 6:37-38, 41-42)
- God's Answering of Prayer (Matt. 7:7-11; Luke 11:9-13)
- The Golden Rule (Matt. 7:12; Luke 6:31)
- The Narrow Gate (Matt. 7:13-14; Luke 13:23-24)
- The Test of a Good Person (Matt. 7:15-20; Luke 6:43-45)
- On Self-Deception (Matt. 7:21-23; Luke 6:46)
- Hearer and Doers of the Word (Matt. 7:24-27; Luke 6:47-49)
- Questions on Fasting (Matt. 9:14-17; Mark 2:18-22; Luke 5:33-39)
- Sending out of the Twelve (Matt. 9:35-10:16; Mark 6:6b; Luke 6:13-16, 9:1)
- Divisions in Households (Matt. 10:34-36; Luke 12:51-53)
- Cost of Discipleship (Matt. 10:37-39; Luke 14:26-27)
- Welcoming Jesus (Matt. 10:40 – 11:1)
- John's Question to Jesus (Matt. 11:2-6; Luke 7:18-23)
- Jesus' Word about John (Matt. 11:7-19; Luke 7:24-35)
- Woes to the Unrepentant Cities (Matt. 11:20-24; Luke 10:13-15)
- Revealing to the Children (Matt. 11:25-27; Luke 10:21-22)

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- Jesus' Yoke is Light (Matt. 11:28-30)
- On Judging (Matt. 7:1-5; Luke 6:37-42)
- The Test of a Good Person (Matt. 7:16-21; Matt. 12:33-35; Luke 6:43-46)
- Hearer and Doers of the Word (Matt. 7:24-27; Luke 6:47-49)
- Woman with the Ointment (Matt. 26:6-13; Mark 14:3-9; Luke 7:36-50)
- The Ministering Women (Luke 8:1-3)
- Against Seeking for Signs (Matt. 12:38-42; Luke 11:29-30,32)
- Jesus' True Relatives (Matt. 12:46-50; Mark 3:31-35; Luke 8:19-21)
- Conditions of Discipleship (Matt. 16:24-28; Mark 8:34-9:1; Luke 9:23-27)
- Dispute over Greatness (Matt. 18:1-5; Mark 9:33-37; Luke 9:46-48)
- On Temptation (Matt. 18:6-9; Mark 9:42-48; Luke 17:1-2)
- On Reproving Another Believer (Matt. 18:15-20; Luke 17:3)
- On Forgiveness (Matt. 18:21-22; Luke 17:4)
- Friend at Midnight (Luke 11:5-8)
- The Answer to Prayer (Matt. 7:7-11; Luke 11:9-13)
- The Beelzebul Controversy (Matt. 12:22-30; Mark 3:22-27; Luke 11:14-23)
- The Return of the Unclean Spirit (Matt. 12:43-45; Luke 11:24-26)
- The Sign of Jonah (Matt. 12:36-42; Luke 11:29-32)
- The Light of the Body (Matt. 5:15; Luke 11:33-36)
- Watchfulness and Faithfulness (Matt. 24:43-51; Luke 12:35-46)
- Jesus the Cause of Division (Matt. 10:34-36; Luke 12:49-56)
- Settling with One's Accuser (Matt. 5:25-26; Luke 12:57-59)
- Repentance or Destruction (Luke 13:1-8)
- The Narrow Door (Matt. 7:13-14; Luke 13:22-30)
- Teaching on Humility (Luke 14:7-14)
- About the Law and About Divorce (Matt. 11:12-13; Luke 16:16-18)
- On Causing Sin (Matt. 18:6-7; Mark 9:42; Luke 17:1-2)
- On Forgiveness (Matt. 18:15; Luke 17:3-4)
- On Faith (Matt. 17:20; Luke 17:5-6)
- On the Kingdom of God (Luke 17:20-21)
- Marriage and Divorce (Matt. 19:1-12; Mark 10:1-12)
- Jesus Blesses the Children (Matt. 19:13-15; Mark 10:13-16; Luke 18:15-17)
- The Rich Young Man (Matt. 19:16-30; Mark 10:17-31; Luke 18:18-30)

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3. Parables of Jesus

- Parables of Salt & Light (Matt. 5:13-16; Mark 9:49-50; Luke 14:34-35)
- House Built on a Rock (Matt. 7:24-27; Luke 6:47-49)
- The Sower (Matt. 13:1-23; Mark 4:1-12; Luke 8:4-10)
- Interpretation of the Parable of the Sower (Matt. 13:18-23; Mark 4:13-20; Luke 8:11-15)
- Purpose of the Parables (Matt. 13:12; Mark 4:21-25; Luke 8:16-18)
- Jesus' Use of Parables (Matt. 13:34-35; Mark 4:33-34)
- The Seed Grows Secretly (Mark 4:26-29)
- The Weeds (Matt. 13:24-30; 36-43)
- The Mustard Seed (Matt. 13:31-32; Mark 4:30-32; Luke 13:18-19)
- The Leaven or Yeast (Matt. 13:33; Luke 13:20-21)
- The Hidden Treasure (Matt. 13:44)
- The Precious Pearl (Matt. 13:45-46)
- The Net (Matt. 13:47-50)
- The Unmerciful Servant (Matt. 18:23-35)
- The Laborers in the Vineyard (Matt. 20:1-16)
- The Two Sons (Matt. 21:28-32)
- The Tenants (Matt. 21:33-46; Mark 12:1-12; Luke 20:9-19)
- The Marriage Feast (Matt. 22:1-14; Luke 14:15-24)
- The Wedding Garment (Matt. 22:11-14)
- The Ten Virgins (Matt. 25:1-13)
- The Talents (Matt. 25:14-30; Pound - Luke 19:12-27)
- The Sheep and the Goats (Matt. 25:31-46)
- The Two Debtors (Luke 7:36-50)
- The Good Samaritan (Luke 10:29-37)
- The Friend at Midnight (Luke 11:5-8)
- The Rich Fool (Luke 12:16-21)
- The Vigilant and Faithful Servants (Luke 12:35-48)
- Barren Fig Tree (Luke 13:6-9)
- The Last Seat (Luke 14:7-11)
- The Great Supper (Luke 14:15-24)
- The Lost Sheep (Matt. 18:10-14; Luke 15:3-7)
- the Lost Coin (Luke 15:8-10)
- The Prodigal Son (Luke 15:11-32)
- The Unjust Steward (Luke 16:1-13)

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- The Rich Man and Lazarus (Luke 16:19-31)
- The Persistent Widow (Luke 18:1-8)
- The Pharisee and the Tax Collector (Luke 18:9-14)
- Ten Golden Coins (Luke 19:11-27)
- The Unforgiving Servant (Matt. 18:23-35)

4. Entry into Jerusalem

- The Entry into Jerusalem (Matt. 21:1-9; Mark 11:1-10; Luke 19:28-38, John 12:12-19)
- Prediction of the Destruction of Jerusalem (Luke 19:39-44)
- Jesus Cleanses the Temple (Matt. 21:10-17; Mark 11:11, 15-19; Luke 19:45-48)
- The Cursing of the Fig Tree (Matt. 21:18-19; Mark 11:12-14)
- The Lesson of the Withered Fig Tree (Matt. 21:20-22; Mark 11:20-26)
- The Question About Jesus' Authority (Matt. 21:23-27; Mark 11:27-33; Luke 20:1-8)
- The Parable of the Wicked Tenants (Matt. 21:33-46; Mark 12:1-12; Luke 20:9-19)
- The Question about Paying Taxes to Caesar (Matt. 22:15-22; Mark 12:13-17; Luke 20:20-26)
- The Question about the Resurrection (Matt. 22:23-33; Mark 12:18-27; Luke 20:27-40)
- The Great Commandment (Matt. 22:34-40; Mark 12:28-34; Luke 10:25-28)
- About David's Son (Matt. 22:41-46; Mark 12:35-37a; Luke 20:41-44)
- Jesus Denounces the Scribes and Pharisees (Matt. 23:1-36; Mark 12:37b-40)
- The Widow's Gift (Mark 12:41-44; Luke 21:1-4)
- Prediction of the Destruction of the Temple (Matt. 24:1-3; Mark 13:1-4; Luke 21:5-7)
- The Synoptic Apocalypse (Matt. 24:4-36; Mark 13:5-37; Luke 21:8-36)
- False Messiahs will Arise (Matt. 24:23-25; Mark 13:21-23; Luke 17:21, 23)
- The Day and Hour are Unknown except to God (Matt. 24:34-36; Mark 13:30-32; Luke 13:32-36)
- Last **Judgment** (Matt. 25:31-46)

5. Passion Narratives (Matt. 26-27; Mark 14-15; Luke 22-23)

- The Anointing at Bethany (Matt. 26:6-13; Mark 14:3-9; Luke 7:36-50, John 12:1-11)
- Last Supper (Matt. 26:20-25; Mark 14:17-21; Luke 22:14-38)
- Institution of the Lord's Supper (Matt. 26:26-29, Mark 14:22-25; Luke 22:15-20)
- Washing of the Feet (John 13:1-20)
- Peter's Denial Predicted (Matt. 26:30-35, Mark 14:26-31, Luke 22:39 + Luke 22:31-34, John 13:36-38)
- Jesus in Gethsemane (Matt. 26:36-46, Mark 14:32-42, Luke 22:40-46, John 18:1-14)
- Peter's Denial (Matt. 26:57-75, Mark 14:53-72, Luke 22:54-71; John 18:15-18, 25-27)
- Death of Judas (Matt. 27:3-10)
- The Trial Before Pilate (Matt. 27:11-14, Mark 15:2-5, Luke 23:2-5; John 18:28-19:1-16)

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- Jesus Before Herod (Matt. 27:12, Mark 15:3, Luke 23:6-16)
- Jesus Sentenced to Death (Matt. 27:15-26, Mark 15:6-15, Luke 23:17-25)
- The Mocking by the Soldiers (Matt. 27:27-31, Mark 15:16-20)
- Simon of Cyrene Carried Jesus' Cross (Matt. 27:32, Mark 15:21, Luke 23:26-32)
- The Crucifixion (Matt. 27:33-44, Mark 15:22-32, Luke 23:33-43, John 19:16b-30)
- The Death on the Cross (Matt. 27:45-56, Mark 15:33-41, Luke 23:44-49, John 19:31-37)
- The Burial of Jesus (Matt. 27:57-61, Mark 15:42-47, Luke 23:50-56, John 19:38-42)
- The Guards at the Tomb (Matt. 27:62-66)

6. The Resurrection / Ascension

- The Empty Tomb (Matt. 28:1-10, Mark 16:1-8, Luke 24:1-12, John 20:1-10)
- The Bribing of the Soldiers (Matt. 28:11-15)
- The Commissioning of the Disciples (Matt. 28:16-20)
- The Road to Emmaus (Luke 24:13-53)
- Jesus Appears to the Disciples (Luke 24:36-49, John 20:19-23)
- Appearance with Thomas (John 20:24-30)
- Appearance to Mary Magdala (John 20:11-18)
- Appearance of the Risen Lord on the shore of Lake Tiberias (John 21: 1-14)
- Risen Lord with Peter at Lake Tiberias (John 21:15-19)
- Appearances after the Resurrection (Mark 16:9-20)
- The Ascension (Luke 24:50-53)

7. Miracles of Jesus (4 types)

- Nature
 - i. Change water into wine (John 2:1-11)
 - ii. Miraculous Catch of Fish (Luke 5:1-11; ~ John 21:1-14)
 - iii. Calming of the storm (Matt. 8:23-27; Mark 4:35-41; Luke 8:22-25)
 - iv. Multiplication of the Loaves – Feeding 5,000 - (Matt. 14:13-21; Mark 6:32-44; Luke 9:12-17; John 6:1-13)
 - v. Multiplication of Loaves - Feeding 4,000 - Matt. 15:32-38; Mark 8:1-9)
 - vi. Walking on Water (Matt. 14:22-33; Mark 6:45-52; John 6:16-21)
 - vii. Coin in the fish's mouth (Matt. 17:24-27)
 - viii. Cursing the fig tree (Matt. 21:18-19; Mark 11:12-14)
- Healings
 - i. Numerous healings in general (Matt. 4:23-25; Luke 4:16-30; Mark 6:1-6)
 - ii. Jesus Heals the Multitude (Matt. 12:15-21; Mark 3:7-12; Luke 6:17-19)

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- iii. Healing at Gennesaret (Matt. 14:34; Mrk 6:53-56)
- iv. Healing of the royal official's son (John 4:46-54)
- v. Cleansing a leper (Matt. 8:2-4; Mark 1:40-45; Luke 5:12-14)
- vi. Cure of Peter's mother-in-law (Matt. 8:14-15; Mark 1:29-31; Luke 4:38-41)
- vii. The Centurion's Servant (Matt. 8:5-13; Luke 7:1-10)
- viii. The Sick Healed at Evening (Matt. 8:16-17; Mark 1:32-34; Luke 4:40-41)
- ix. Healing a paralytic (Matt. 9:1-8; Mark 2:3-12; Luke 5:18-26)
- x. Healing a sick man at Bethzatha (John 5:1-9)
- xi. Restoring a man with a withered hand (Matt. 12:9-13; Mark 3:1-6; Luke 6:6-11)
- xii. Healing the blind and mute person (Matt. 12:22)
- xiii. Healing a woman with a hemorrhage (Matt. 9:20-22; Mark 5:25-34; Luke 8:43-48)
- xiv. Two blind men healed (Matt. 9:27-31)
- xv. Healing of a deaf and mute man (Mark 7:31)
- xvi. Opening the eyes of a blind person at Bethsaida (Mark 8:22-26)
- xvii. Opening of the eyes of a person born blind (John 9:1-41)
- xviii. Restoring an infirm woman (Luke 13:10-17)
- xix. Healing of a man with dropsy (Luke 14:1-6)
- xx. Cleansing the lepers (Luke 17:12-19)
- xxi. Opening the eyes of the blind man (Matt. 20:29-34; Bartimaeus - Mark 10:46-52; Luke 18:35-43)
- xxii. Healing Malchus' ear (Matt 26:51-52; Mark 14:47; **Luke 22:49-51**; John 18:10-11)
- **Casting out Devils**
 - i. Numerous in general (Mark 1)
 - ii. Demoniac at Capernaum (Mark 1:23-28; Luke 4:33-37)
 - iii. Blind and mute demoniac (Matt. 12:22-29; Luke 11:14-15)
 - iv. Gadarene / Gerasene (Matt. 8:28-34; Mark 5:1-15; Luke 8:26-39)
 - v. Mute Demoniac (Matt. 9:32-34)
 - vi. Daughter of Syro-Phoenician woman (Matt. 15:21-28; Mark 7:24-30)
 - vii. Child with a demon (Matt. 17:14-21; Mark 9:14-29; Luke 9:37-43)
 - viii. Infirm Woman (Luke 13:10-17)
- **Resuscitation** (People Jesus brought back to life, but they still had to die to this life)
 - i. Daughter of Jairus (Matt. 9:18-26; Mark 5:21-43; Luke 8:41-56)
 - ii. Son of the widow of Nain (Luke 7:11-17)
 - iii. Lazarus (John 11:1-44)

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8. Jesus' Prayer

- "I thank you, Father" (Luke 10:21-22)
- Our Father (Matt. 6:9-13; Luke 11:1-4)
- Answer to Prayer (Matt. 7:7-11; Luke 11:9-13)

9. John's Gospel Seven "Signs" (Seven Miracles found first part of John's Gospel called "Book of Signs" - chapters 1-13)

- i. Changing water into wine at Cana (John 2:1-11)
- ii. Cure of royal official's son (John 4:46-54)
- iii. Cure on a Sabbath feast (John 5:1-15)
- iv. Multiplication of loaves at Passover (John 6:1-15)
- v. Walking on the sea (John 6:16-21)
- vi. Cure of the man born blind (John 9:1-34)
- vii. Raising of Lazarus (John 11:1-44)

10. John's Gospel - the 7 "I AM" statements

- John 6: I am the **bread of life**
- John 8:12 "I am the **light** of the world"
- John 10:7 "I am the **gate** for the sheep"
- John 10:11,14 "I am the **good shepherd**"
- John 11:25 "I am the **Resurrection**"
- John 14:10 "I am the **way** the **truth** and the **life**."
- John 15:1,5 "I am the **vine**"

11. John's Discourses

- John 3:1ff Nicodemus
- John 4:1f The Samaritan Woman at the Well
- John 6:22-59 I am the Bread of Life [
- John 8:1-11 Woman Caught in **Adultery**
- John 9:1-41 The Man Born Blind
- John 11:1-44 The Raising of Lazarus
- John chapters 14-17 Last Supper Discourses
 - i. "Do not let your hearts be troubled"(John 14:1-14)
 - ii. The Advocate (John 14:15-31)
 - iii. The Vine and the Branches (John 15:1-17)
 - iv. Jesus' Departure and the Coming of the Advocate (John 16:4b-33)
 - v. Prayer of Jesus (John 17:1-26)