

THE JOURNEY TO FAITH

*“Go your ways: behold, I send you forth as lambs among wolves,
...He that hears you hears Me, and he that despises
you despises Me; and he that despises Me,
despises Him that sent Me.
(Luke 10:3 and 16)*

In understanding the Religion Curriculum of the Diocese of Gaylord and the guiding principles behind it, it is best to view the entire process of Catechesis as a **Journey to Faith**. Our faith life is a journey, and catechizing young people in that lifestyle is a journey also, not a destination. **If there is any single guide for catechists in making curricular decisions (i.e. which principles should be used to make decisions, whether in teaching the school based program or in parish faith formation) it is the message of the Journey To Faith.**

There is a unique chronology to this **Journey to Faith** and two main introductory events from the Old Testament. The initial event centers around Abraham: God revealing himself to Abraham, calling him into a special relationship, and Abraham’s belief and response to God’s call in faith. The second is the Exodus: God intervening for Abraham’s descendants, choosing Moses to liberate His people and Moses leading them to the Promised Land. We look at these Old Testament events as preparing for the Christ Event. This Old Testament structure is prototypical. Even though we appreciate Moses’ encounter with God, his faithfulness to that relationship and God’s ongoing union with him and his people, it is more critical to see the direct parallel to God sending Christ as liberator, leading the people of God to the eternal kingdom. We approach the Old Testament in the context of Jesus Christ bringing the elementary truth to perfection through His transforming teaching—**God continues to call and His people need to respond.**

God’s Call to Abraham→Faith-filled response
God’s call to Moses→Faith-filled response
Christ’s call to all→Faith-filled response

It follows that the **first phase** of catechesis must **begin** with:

1) The Initiation into God’s People.

Therefore our story rightly begins with Abraham and not with Adam and Eve. We introduce the concepts of call and journey between the ages of five and eleven so that kindergarteners through fifth graders are led to an understanding of this aspect of their journey. They learn our story—how we came to be as Church; how we came to be a people of God. It is rich with New Testament and Old Testament reference. It includes story telling as its primary teaching tool. It also incorporates numerous scriptural references.

We introduce the Call of Abraham.¹ The initial experience is that of a loving and caring God - Abraham is called and invited to say “yes.” We then move on to tell the story of Isaac,² followed by the story of Jacob³ and Joseph.⁴ We relate to and have an experience of the continuing care of God and continuing allegiance of His people.⁵

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¹ Genesis 12

² Genesis 21:1-14; 24

³ Genesis 25:19-28; 27-32; 35; 46-50

⁴ Genesis 37; 39-45

⁵ Genesis 12, 15, 17, 22, 25:8-11

We follow this with a reflection on the Period of Captivity. It finally is here that we reflect on the Creation Story/stories found in Genesis.⁶ They are shared in the context of “How is it possible that we have a loving God even when evil exists in the world.”

The Creation Story and the concept of evil existing in the world despite God’s handiwork lead us to The Exodus Event, The Arrival of the chosen people in the Promised Land, and their life there.⁷ It is during this phase also that we have presentation of some of the Major Prophets (Nehemiah, Isaiah, Jeremiah, Ezekiel, Daniel. . .;) reflection on faithfulness and unfaithfulness-people cry out and God hears. There are promises of the Redeemer who is to come.

It is at the stage of the journey where we anticipate The Christ Event - as related through Matthew⁸ and Luke.⁹ Then we teach the call of the Disciples and Christ’s work with them.¹⁰

Ultimately this work with the Disciples leads us to The Paschal Mystery: Death - Resurrection – Ascension.¹¹ Through the Last Supper meal Jesus kept His promise to reveal the Father; and He did so both through the perfect sacrifice He made and His foundation of the Church.

During this early formative phase of catechesis we teach our beliefs as contained in the Apostles Creed. Though the Nicene Creed used at Mass is more theologically based, it is far less understandable by children. Knowledge of the Nicene Creed is important. However understanding through the Apostles Creed is ideally a more formative presentation of the Faith. We also concentrate on the Beatitudes and The Great Commandments of Love as the formula for Christian living. For as the Disciples followed Christ, so should all those that believe in Him, including ourselves.

During this period of formation, prayers to be learned include:

Apostles Creed, Our Father; Hail Mary; Glory Be;
The Responses prayed at Mass, most notably the Gloria; the Holy, Holy; and various Eucharistic Acclamations.

This represents the appropriate chronology of our story of Redemption. It does not follow a purely historical tradition, but a philosophical one. It is why we do not begin with the Creation story. As Christians and as Catholics, we begin with our relationship with God through Abraham.

The **second great phase** of our catechetical **Journey to Faith** can be termed:

2) Living the Moral Life.

We must also concentrate on teaching all to be living out the Gospel message of Christ. We are individually responsible for our actions and inactions—positive and negative. We continue to tell our story, but now it is more directed towards our responsibility for Christian living.

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⁶ Genesis 1-3

⁷ Exodus 1-20

⁸ Matt 1-2

⁹ Luke 1:26-38 and Chapter 2

¹⁰ Matt 4:18-22; 10; Mark 1:16-20; 3:13-21; 6:7-12; Luke 5:1-11; 6:12-16; 9:1-6; 10:1-16; John 1:35-51

¹¹ Matt-Chapters 26-28; Mark-Chapters 14-16; Luke-Chapters 22-24; John-Chapters 13-20

It is essential to teach morality based on Scripture, i.e. the Beatitudes¹² and the final judgment scene, as found in Matthew.¹³ In continuing the journey, the followers of Jesus would now take over—the beginning of the Church, especially as revealed in The Acts of the Apostles. We teach the Moral Life that the Church called for through the Epistles of Paul. Our mission is to live as the Lord lived. This life mission gets worked out through the sacraments of initiation: Baptism-Confirmation-Eucharist.

We facilitate teaching **Living the Moral Life**, by reflecting on the history of the Church - showing its good and not so good aspects. We highlight saints in certain periods, as well. We actively pursue the development of the order (structure) of the Church: the role of religious men and women and the laity in the history of the Church.

It is at these age (grade) levels that we delve more deeply into the mystery of the sacraments

- Baptism-Confirmation-Eucharist
- Reconciliation - Anointing of the Sick
- Marriage - Holy Orders.

The goals of this period of formation (sixth grade through high school) are to teach and inculcate: **“What skills, habits, knowledge and life-style young people need to be fully developed Christians.”** It is to these grade (age) levels that we teach:

- a) Responsibility for our actions and ourselves
- b) Beatitudes as a guide for Christian living
- c) Last Judgment Scene
- d) Living for justice
- e) Real love/commitment
- f) Preparing for the full development of the human person for his/her role in the adult faith world.

The critical message to impart on our young people is that: “We, with God’s ongoing love, are the creators of our own destiny. We are responsible for what we do—it is not someone else’s fault.” As adults our young people will have to look, reflect and then choose what is the correct thing to do or say.

In addition it is during these years that there needs to be a component teaching the importance of personal prayer and frequent opportunities to experience personal and communal prayer.

Finally, the five themes to be stressed during both phases of this journey are:

- I. God love us - shown in the calling of Abraham - sign of what is going on in our lives.
- II. Bringing young people up-to-date with the Church through:
 - Lives of the saints
 - Church history
 - Vatican II Documents (especially)
- III. Preparation of youth to be mature adults in the world.
- IV. Teaching the truer notion of what is love using the Thomistic definition:
 - a) Wishing good things for others,
 - b) Doing good things for others,
 - c) Spending one’s life for others.
- V. Development of the Christian person with intention response to the international and national social issues facing our society today.

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¹² Matt 5:1-12

¹³ Matt 25:31-46

It would be easy to merely impart knowledge of the faith. Indeed, that is how most of us were taught. However, mere knowledge is not sufficient for conversion. We all recognize from our youth that some very bright students, able to recite verbatim, frequently “pull the A” in Religion class. We also realize some of those same students were not the most faith filled. Knowledge is important. Our young people need to be knowledgeable adults. **However the real significance of catechesis is the way these young people go about living their lives.** By stressing the pilgrim aspect of our “journey to faith,” and by coming from a New Testament perspective, we help all young people to understand the nature of their individual responsibility and destiny with the Lord.

Excerpted from conversations with:

Bishop Patrick Cooney
Diocese of Gaylord
July 2001.

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Diocese of Gaylord

Belief Statements of Catholic Education

Sources

WE BELIEVE that Catholic education begins with faith that God, in creating, gifted us with life, became one of us in His Son Jesus, and in the Person of His Spirit awaits our response to His unconditional overture of love. Jesus remains with the community He formed, witnessing and sharing the Good News, in every age and with all people, ever yearning for a return of love by a sincere response to conscience by all, called to membership in His Church. It is from this perspective that the educational ministry of the Catholic Community flows.

Catholic Education

WE BELIEVE that education which is Catholic begins, with life, in the heart of the family. Parents, the primary educators, seed and nourish values deeply human, deeply spiritual. Affirmed, treasured, and supported by the loving witness of Christian faith communities, the child continues a lifelong response to God's love by growing and excelling through responsible involvement in the spiritual, ecclesial, academic, cultural and civic concerns of daily life.

Catholic Schools

WE BELIEVE that the Catholic school is sensitive to the mandate of Jesus: "Love one another as I have loved you." This is the goal toward which all Catholic education tends. The school community, in sharing this vision within an atmosphere designed to celebrate and practice love of God and neighbor, is the most effective means available to the Church for the education of youth. This vision motivates self-worth, self-discipline and critical thinking in the search for a moral way of life, and appreciation of our American heritage. With deep concern for their brothers and sisters, young people in the Catholic schools and the parish religious education programs form their personal response in truth, justice and love to God their maker.

GOALS FOR CATHOLIC SCHOOLS DIOCESE OF GAYLORD

- 1. To communicate the gospel message of Jesus so that those who are called will respond to Jesus the Lord by becoming His active disciples.**
- 2. To provide opportunities to build and experience a faith community**
- 3. To orient students to the responsibility and experience of service because of their membership in the Christian community**
- 4. To provide students with the opportunity of growth in prayer**
- 5. To provide instruction in religious truths and values in such a way that they become an integrated part of the school program**
- 6. To develop a faculty and staff who, by their presence and teaching, model: faith, Christian living, life-long learning and ongoing faith formation**
- 7. To provide an academic program and environment conducive to the optimal development of each student and their ability to practice critical thinking in a secular world**
- 8. To share the factual content of God's call, the coming of Christ and the development of Church**
- 9. To foster in students the desire to knowingly and lovingly respond to God's individual call to union with Him.**
- 10. To become a helping agent for parents in raising responsible and thoughtful Catholic youth.**

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Profile of a Catholic School Graduate¹

The Catholic School Graduate is:

A faith filled disciple of Christ who is:

Called by Baptism, *Confirmed in the Holy Spirit*²
and nourished by the Eucharist
*Prepared for the practice of critical thought
and evaluation of current events*²
Active in the Sacramental life of the Church
Centered in Gospel values
Prayerful

A Christian Leader who is:

A decision maker whose conscience is formed by the teachings of the Catholic Church
A witness to the faith
A person of Integrity
Respectful
Committed to justice
Collaborative
A community builder
A steward of the Environment
Active in Parish Life
*A humble servant*²

A centered well-rounded person who is:

Self confident
Self disciplined
Open to Growth
Responsible
An active and productive citizen

A loving person who is:

Compassionate
Kind
Forgiving
Appreciative of diversity
Welcoming
A peace filled mediator
Respectful of the talents and ability of others

A life-long learner who is:

Articulate
Creative
Technologically literate
Academically and Spiritually competent
A critical thinker
A problem solver

A healthy person who is:

Respectful of life
Practicing good health habits
Committed to reaching full potential
A good sport

¹ Used with Permission of the Diocese of Cleveland, Ohio

² Additions from the Diocese of Gaylord, Michigan

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Philosophy of the Religion Curriculum

*Go make disciples of all nations....and teach them to observe
All the commandments I have given you.
And know that I am with you always
Even to the end of time.
(Matthew 28:19-20)*

The religion curriculum is a means to the fulfillment of this mandate of Christ. It assists in maintaining, practicing and professing the faith (*Catechism of the Catholic Church #84*). The curriculum supports “instruction which is authentic in doctrine and contemporary in presentation” (*To Teach as Jesus Did #107*). The religion curriculum, as the foundation of all other learning, enables the students to relate

all of human culture to the good news of salvation so that the light of faith will illuminate everything that the students will gradually come to learn about the world, about life, and about the human person.
(*The Religious Dimension of Education in a Catholic School-#1.*)

The religion curriculum links religious education and faith formation. Education in the faith is a process touching the heart as well as the mind. Religious education involves the relation between faith and life, knowledge and practice. Formation in the faith integrates religious truth and values.

The Catholic school is truly unique because it has a two-fold vision—learning and believing. It is a place where young people...become literate in their faith and in a common set of values.
(*Bishop Anthony M. Pilla, April 28, 1997*)

The message of faith is characterized by Christocentricity, as liberating, ecclesial, inculturated, and comprehensive. (*General Directory for Catechesis #97, 100*). The Word comes alive in a profession of faith and the proclaiming of Christ. Worship of God is manifest in participation in liturgy and service. Service and works on behalf of justice are motivated by following Christ.

Implementation of the religion curriculum presumes the context of the Christian community, a community of faith, hope and love.

This integration of religious truth and values with the rest of life is brought about in the Catholic school not only by its unique curriculum but...by the presence of teachers who express an integrated approach to learning and living...(To Teach as Jesus Did 104)

The religion curriculum makes accessible in age-appropriate forms the teachings conveyed in the *Catechism of the Catholic Church*. The religion curriculum encompasses not only knowledge but understanding and application. The mind, body, heart and soul—the whole being—must be touched by the learning processes. A reverent regard for each person includes openness to God’s action in the learner. Faith, ultimately, is a free gift of God inspired and nurtured continually by the Spirit of God. A pedagogy of faith

underlines divine initiative...and respect for liberty; values the community experience of faith; is rooted in interpersonal relations and...the process of dialogue; conducts a pedagogy of signs, where words and deeds, teaching and experience are interlinked
(*General Directory for Catechesis*#145)

The religion curriculum helps to assure that “our Catholic Identity will permeate every aspect of the school climate and program.”

This is a matter of crucial importance today in view of contemporary trends to isolate the religious dimension of existence from other areas of human life. ...The Catholic school has the opportunity and obligation to be unique, contemporary and oriented to Christian service; unique...because its total design and operation foster integration of religion with the rest of learning and living; contemporary...because it enables students to address with Christian insight the multiple problems which face individuals and society today; oriented to Christian service...because it helps students acquire skills, virtues and habits of heart and mind required for effective service:

(*To Teach as Jesus Did*)

Through Christ to the Father in the Holy Spirit: With this expression, the *General Directory for Catechesis* emphasizes the Christocentric-trinitarian foundation of all catechesis. This catechesis promotes the kind of relationships that ought to exist among all people, relationships of dignity and equality (*General Directory for Catechesis*, #97 and 100).

In Jesus’ words, signs and works during His life, the disciples had direct experience of the fundamental traits of the pedagogy of Jesus, and recorded them in the Gospels: receiving others, especially the poor, the little ones and sinners, as persons loved and sought out by God...a pressing invitation to a manner of living sustained by faith in God, by hope in the Kingdom and by charity to one’s neighbor, the use of all resources of interpersonal communication, such as word, silence, metaphor, image, example and many diverse signs. (*General Directory for Catechesis* #1831)

Learning by means of the pedagogy of Jesus will enable each student to become a person knowledgeable in the traditions and heritage of Christianity, a person who integrates beliefs and practices and a person who participates actively in the Christian Community in worship and works.

May “the grace of the Lord Jesus Christ and the love of God and the fellowship of the Holy Spirit” (*2Cor. 13:13*) be with us as we ponder the profound truths of our faith with our students guided by the gifts of knowledge and wisdom. (*Cf. Catechism of the Catholic Church* #1831)

GOALS OF THE RELIGION CURRICULUM

1. To present those materials and opportunities that enable students to grow in a spirit of discipleship.
2. To develop knowledge, skills and values related to the teachings of the Catholic Church;
3. To develop the three strands of Word, Worship and Works and their relationship to each other;
4. To promote the characteristics of the *Profile of a Graduate of a Catholic School* by fostering growth in each student as

a faith filled disciple of Christ
a Christian leader
a centered, well-rounded person
a loving person
a life-long learner
a healthy person
a person of Christian initiative;

5. To make the teachings conveyed in the *Catechism of the Catholic Church* accessible in age-appropriate forms;
6. To develop the foundations and supports for life in Christ;
7. To nurture the development of virtues and values supportive of a lived faith.

Values Context for the Religion Curriculum

The environment and relationships of the classroom should be characterized by Christian virtues, especially

the theological virtues of faith, hope and love,
the seven Catholic social teachings,
the cardinal virtues of prudence, justice, fortitude and temperance,
compassion,
kindness,
forgiveness,
appreciation of diversity,
welcoming and inclusiveness,
reverence for life in all its forms,
respect for the talents and ability of others,
peace-filled mediation.

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The Three Strands of the Religion Curriculum

The three strands of the religion curriculum are: Word, Worship and Works. They are interwoven throughout the whole of the curriculum. They are the threads through which the tapestry of information, formation and transformation are portrayed. These threads provide unity, continuity, coherence and emphasis. The following list includes major categories developed within each of the strands:

WORD	WORSHIP	WORKS
History/ Tradition	Liturgy/ Sacraments	Community
Creed	Prayer—Communal	Ministry /Christian Living
Scripture	Prayer—Private	Beatitudes/ Commandments

ARTICULATING THE STRANDS

SHARING THE FAITH

We have been given a tremendous opportunity to share the faith with our students. In the process of sharing the faith we also share ourselves. In this process, we establish our credentials and credibility, not only as teachers, but also caring people.

It is important that we model how deeply we care about the faith we teach, deeply enough not only to want to share it, but also to live it in our lives. In addition we are to come across as people who care deeply about those with whom we share that faith. It must be unmistakably clear to those we teach that we respect them, appreciate them and love them. Finally, we must come across as people who care deeply about the world in which we live. We see our faith in Jesus Christ as having the most important message imaginable for that world. This is why we feel such an urgency to share the faith. Jesus summed up our mission to the world in this way: *“You are the light of the world...No one after lighting a lamp puts it under a bushel basket, but on a lamp stand, and it gives light to all in the house.”* (Matthew 5:14-15)

THE WAYS OF UNDERSTANDING Information/Formation/Transformation

The sharing of the faith can happen in different ways. The first way is the *informational* level. This level is primarily concerned with communication of facts or information. The main concern of this level can be summed up in one sentence: **What are the teachings of our faith?** At this level, our role as teacher is much like that of a scientist. Our appeal is mainly to the mind. Our approach, therefore, is impersonal (objective.)

The second approach to faith sharing is the *formational* level. This level goes beyond the communication of information to demonstrating the value that information has for our lives. The main concern of this level can be summed up in the sentence: **What value does this teaching have for us as Catholics in our world?** At this level our role as teachers is much like that of the poet. Our appeal is mainly to the heart. Our approach is therefore personal.

Finally, the third methodology is through the *transformational* level. This level sets religious education apart from all other education. It is the *faith* level. It prepares the student to respond to God’s call, thereby helping students to be a *disciple of Christ*. At this level, our role as teachers may be compared to that of a prophet. Our appeal is mainly to the deepest part of our students, the eternal part of them—the soul. This level can be summed up in one sentence: **Do the students personally accept faith as revelation from God?** Our approach is therefore interpersonal. We say interpersonal because, ultimately, our goal is to encourage an encounter between the students and Jesus Christ.

LEVEL	ROLE	APPROACH	GOAL
Informational	Scientist	Impersonal	<i>Inform the Mind</i>
Formational	Poet	Personal	<i>Move the Heart</i>
Transformational	Prophet	Interpersonal	<i>Touch the Soul</i>

THREE WAYS OF TEACHING

The three ways of teaching and presenting the faith relate to three very important teaching methodologies that we, as teachers, need to keep in mind. At the *fact* level, we can *examine* the students and grade them. At the *value* level, we can only help them *clarify* their values. And at the *faith* level we can only *invite* the students to encounter Christ.

Informational	<i>We Examine</i>
Formational	<i>We Clarify</i>
Transformational	<i>We Invite</i>

The Role of the Teacher

The role of the teacher is not only to know the faith and to teach it, but also to be a model of the faith. The teacher of religion complements teaching with witness.

Commitment to ongoing formation in the faith is based on the concept of education in the faith as an experience touching the heart as well as the mind. Therefore, the teacher must plan processes that involve the whole person. Learning activities must incorporate cognitive and affective experiences. Activities which involve sign, symbol, images, art and ritual ignite the religious imagination.

Teaching of religion should be supported by incorporating the various aspects of intelligence: artistic/special; musical/rhythmical; bodily/kinesthetic; mathematical/logical; verbal/linguistic; interpersonal; intrapersonal; naturalistic and emotional.

The teacher should begin with the world of the students and with the intention of helping students expand their world and their vision to a sure and clear Christian vision. The teacher creates the environment of community as context for successful teaching and learning.

Comprehensive unit planning organized around the five *Dimensions of Learning* and would include:

- 1. Developing Positive Attitudes and Perceptions About Learning,**
- 2. Acquiring and Integrating Knowledge,**
- 3. Extending Knowledge,**
- 4. Refining and Using Knowledge Meaningfully,**
- 5. Developing Habits of Mind.**

However, going beyond the organization of knowledge and content is essential to the process of religious education: processes of sharing faith and experience must be integral. Story-telling, creative imaging and focusing activities, for example, the steps in shared praxis, are indispensable in helping students to claim the faith and act on it.

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DIOCESE OF GAYLORD COVENANT OF PARTNERSHIP

(Renewed Annually)

Baptism establishes a child in an intimate personal relationship with Jesus. The child becomes one of His disciples and a member of the community of disciples, the Church. At Baptism, parents, the parish community and the parish's catechists assume together the awesome responsibility to nurture and support the child's growth in this discipleship.

For this reason we, the undersigned parents/guardians and catechists enter into this covenant of partnership, pledging ourselves:

As Parents/Guardians

- ❖ To model the faith we seek to share with the children entrusted to us
- ❖ To participate regularly in the parish's Eucharist and other community celebrations with our children
- ❖ To provide opportunities in the home for our children to experience family prayer, the celebration of religious and family traditions and works of care and service to others
- ❖ To insure that our children regularly attend classes and other catechetical activities scheduled for them by their parish
- ❖ To participate in the parent sessions as required by their parish
- ❖ To cooperate with our children's catechists and maintain open communication with them

As Catechists

- ❖ To model the faith we seek to share with the children entrusted to us
- ❖ To treat each child entrusted to us with reverence and Christian concern
- ❖ To prepare ourselves diligently through study and prayer for each session we teach
- ❖ To communicate in a timely way with parents regarding any programs or responsibilities involving them
- ❖ To communicate in a timely way with parents regarding their child's progress, responsibilities, needs and accomplishments
- ❖ To seek feedback from parents and to be responsive to the needs, concerns and suggestions they give us

As Leaders of the Parish Community

- ❖ To regard the catechetical ministry as one of the parish's central responsibilities
- ❖ To provide an adequate budget and facilities that will insure a top quality program of catechesis for each child
- ❖ To model the faith we seek to share with the children entrusted to us
- ❖ To help each child feel welcomed and valued as a member of the parish community
- ❖ To plan and celebrate parish liturgy with sensitivity to the needs of all age groups, including children and youth
- ❖ To provide opportunities for children and youth to participate with adults in the parish's ministerial and social activities
- ❖ To schedule parish programs and activities with sensitivity to the family and its needs
- ❖ To continue the building of a "friendly and caring" parish community.

We enter this covenant freely and with a firm determination to fulfill our responsibilities.

_____ Date _____
(Parent/Guardian)

_____ Date _____
(Catechist)

_____ Date _____
(Parish Representative)

Adapted from Catechesis for the New Millennium, Diocese of Green Bay, 2000.

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DIOCESE OF GAYLORD

For Parents

(The following materials are adapted from:

Sowing the Seeds of Faith

Produced by the National Council for Catechetical Leadership

As parent or guardian you are called to sow the seeds of faith in your child. In Baptism you covenanted with God to share faith with your child, thus introducing the child to the call to discipleship. The partnership of home and parish/school is the ground for nurturing faith. It is the quality of family life and parish/school involvement, as well as the use of religion textbooks and other resources, that provide the fertile soil in which your child's faith may grow and mature.

Because catechesis differs from other educational ventures, we hope to provide you with some insights into the developmental stages of children with relationship to their stages of faith development and growth. We hope you will find it helpful in "Sowing the Seeds of Faith" in your child.

"The Kingdom of God is as if someone should scatter seed upon the ground, and should sleep and rise night and day, and the seed should sprout and grow... ."

Mark 4:26

The Young Child **Ages 3-5**

- ❖ Experiences God's love mainly through parents/guardians and family members such as grandparents, brothers, sisters, aunts and uncles
- ❖ Enjoys discovering the wonders of his/her world
- ❖ Accepts what is taught about God
- ❖ Learns through stories and physical activities: seeing, hearing, touching, training and smelling.
- ❖ Requires a variety of activities to maintain attention
- ❖ Needs to learn in an atmosphere of trust and personal acceptance
- ❖ Forms his/her image of God from the important people in their lives

The Primary Child **Ages 6-8**

- ❖ Forms an image of God from the important people in his/her life
- ❖ Needs to have concepts and facts presented one at a time
- ❖ Experiences God's love through prayer and interaction with others
- ❖ Enjoys song, ritual and humor
- ❖ Needs to learn cooperation with peers
- ❖ Requires a variety of activities due to a short attention span
- ❖ Needs to learn in an atmosphere of trust and personal acceptance

The Intermediate Child **Ages 9-10**

- ❖ Learns faith identity through community customs and traditions
- ❖ Sees God as judge and lawgiver due to their sense of fair play
- ❖ Tends to be conformist and identifies strongly with his/her peer group
- ❖ Experiences the beginnings of sexual awareness
- ❖ Begins to think abstractly and have a longer attention span
- ❖ Is curious and independent
- ❖ Has a wide range of interests

The Young Adolescent Ages 11-14

- ❖ Learns faith identity through experiences of community customs and traditions
- ❖ Is in a period of rapid growth: physical, mental and emotional
- ❖ May experience awkwardness, uncertainty and self-consciousness
- ❖ Changes from a strong interest in the group to an interest in one or two “best” friends
- ❖ Finds peer acceptance more important than adult approval
- ❖ Experiences an increase in sexual awareness
- ❖ Is capable of reflective thinking

The Older Adolescent Ages 15-19

- ❖ Displays a searching faith
- ❖ Is capable of developing a personal spirituality
- ❖ Moves toward critical consciousness: “What do I think and why do I think that?”
- ❖ Establishes a personal identity and independence from parents
- ❖ Changes from a strong interest in the group to one or two “best” friends
- ❖ Establishes sex role identity
- ❖ Experiments with career choices
- ❖ Critiques personal and social values, and develops a personal value system

The Adult Believer Ages 20 +

- ❖ Evaluates information based on lived experience
- ❖ Is self-directed
- ❖ Reacts more positively to information that is readily understandable and usable
- ❖ Is able to ask questions and search for answers
- ❖ Is capable of the fullest expression of faith
- ❖ Expresses faith through service to others
- ❖ Is able to contribute time, talent and treasure to the local community and the community of faith
- ❖ Values ritual and prayer

DIOCESE OF GAYLORD
RELIGION CURRICULUM

FOUNDATION STRANDS CATECHETICAL COMPONENTS
WORD=INFORMATION
History/Tradition
Scripture
Creed
WORSHIP=FORMATION
Liturgy/ Sacraments
Prayer—Communal
Prayer—Private
WORKS=TRANSFORMATION
Community
Ministry/Christian Living
Beatitudes/Commandments

K E Y

I – Introduction—Students are exposed to content/concepts

D – Development—Content/concepts are revisited and/or explored

U – Understanding—Students attain competency level with content/concepts

A—Application—Able to articulate or put into action

WORD – In this print (Information)

WORSHIP–In this print (Formation)

WORKS–In this print (Transformation)

CCC – Catechism of the Catholic Church - paragraphs

Denotes National Conference for Catechetical Leadership—Principles of Faith

A=ACRE (2001) ASSESSED ITEM. (ACRE assessments are taken in the fifth, ninth and twelfth grades. An “A” after the “3-5” column means the content is assessed some time during the fifth grade. An “A” after the “6-8” column means the content is assessed in the ninth grade. Etc.)

RELIGION CURRICULUM CONTENT GRADES K-12

**Diocese of Gaylord
2001-2002**

I. HISTORY OF SALVATION

PROGRAM OBJECTIVES:

- A. Recounts key events of Salvation History
- B. States theology related to salvation
- C. Discusses God’s call to eternal life
- D. Describes obstacles to salvation
CCC 51-55, 124, 279-301, 337-349

SUBJECT OBJECTIVES:

A. SALVATION HISTORY

CCC 3, 295

- A1. Identifies God’s creation as consisting of the visible and invisible: heavens, earth, angels, human beings and all living things.....
- A2. Recognizes that all of creation is interrelated.....
- A3. Recognizes creation as the beginning of God’s plan for our salvation.....
- A4. Recognizes the presence of good and evil in the world.....
- A5. Describes God’s creation as:
 - Good.....
 - Glory of God.....
 - An expression of God’s wisdom.....
 - A sign of God’s presence.....
 - Gifts of God’s love.....
- A6. Describes signs of God’s presence in the people and events of scripture and history...
- A7. Discusses God’s **covenant** relationship with Abraham, i.e. **the Jewish people**.....
- A8. Recognizes God’s covenant relationship continues throughout history.....
- A9. Describes Jesus as the fulfillment of God’s plan for salvation.....
- A10. Discusses God’s unconditional love for **all people** through Jesus.....
- A11. Describes Jesus’ teachings about membership in the kingdom of God.....
- A12. Describes God’s inviting each of us into discipleship and supporting us with His active love.....

B. DEFINES SALVATION

CCC 302-314, 356-361, 1996-2005, 1023-1037

- B1. Discusses God’s call to be in relationship:
 - Know, love and serve God.....
 - Love one another.....
 - Respect all creation.....
 - Share eternal life with God.....
- B2. Defines grace as:
 - Participation in the life of God.....
 - God’s free gift to us.....
 - God’s undeserved help.....
 - God’s presence in our life.....
- B3. Describes God’s power as greater than the power of sin.....
- B4. Describes Jesus’ life/death/resurrection as conquering sin and death.....
- B5. Defines faith as God’s gift.....
- B6. Defines the doctrine of:
 - Heaven.....
 - Hell.....
 - Purgatory.....

KEY

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K – 2 3 – 5 6 – 8 9 – 10 11 - 12

	I-D	D-U			
	I-D	D-U			
	I-D	D	D		
	I	D-U			
	I-D	D-U			
	I-D	D-U			
	I-D	D-U			
	I-D-U				
	I	D	D	D	U
	I	DA	DA	U	
	I	I-D	D		
	I	D	D	U	
	I	DA	UA		
	I	D	D		
	I	D	D	D	D

	I-D	D-U			
	I-D	D-U			
	I-D	D-U			
	I-D	D	U		
	I	D	D	D	U
	I	D	D	D	UA
	I	D	D	D	UA
	I-D	D	D-U		
	I-D	D	U		
	I-D	D	U		
	I-D	DA	D-U		U
	I	D	D-U		U
	I-D	I-D	D-U		U

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I. cont'd.

	<u>K-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9-10</u>	<u>11-12</u>
B7. Identifies heaven as a place of happiness.....	I-A				
B8. Relates the term "Paschal Mystery" (Jesus' life/death/ resurrection/ascension) to life		IA	DA	D-U	UA
B9. Identifies the "Paschal Mystery" as God's saving action accomplished once for all....		I-DA	D		U

C. RESPONSE TO GOD'S CALL

CCC 142-175, 946-948, 989-1004, 1814-1816

C1. Discusses faith as God's call to a personal relationship with God.....	I	D	D		
C2. Discusses faith as a living belief in God and all God has revealed.....	I	D	D	D	A
C3. Discusses the required Christian response to God's gift of faith.....	I	D	D	D	A
C4. Explains the role of all Baptized persons to share their faith with others.....	I	DA	D-U		
C5. Responds to guidance to choose good.....	I-D	A	A	A	A
C6. Names ways of showing love and being loved.....	I-D-A				
C7. Discovers the Christian concern for the salvation of others.....	I	D	D		
C8. Discusses inner longing for a final union with God and all our loved ones.....	I	D	D	D	A
C9. Discusses Jesus' call to build up the kingdom of God.....	I	D	D		A
C10. Discusses Jesus' second coming/final judgment/resurrection of the body/fulfillment		I	D	D	A

D. OBSTACLES TO GRACE/SALVATION

CCC 1846-1869, 385-412, 1440-1449, 1730-1748

D1. Discusses the need to grow continually in the knowledge and love of God.....	I	D	D		
D2. Explains God's abundant love as a calling of sinners to new life.....	I	D	D		
D3. Describes Original Sin.....	I	D	D	D	D
D4. Identifies sin as:					
Unloving choices that turn us away from God and creation.....	I	DA	D-U		
A broken or weakened relationship with God.....	I	DA	D		
A condition of our society.....	I	D	D		
A failure to love, whether by action or by inaction, both personally and socially.....		I	DA	D	D
D5. Defines personal sin as:					
* Failure to love God and others.....	I	DA	UA	A	AA
Free and deliberate violation of God's moral law.....	I	DA	D		
Knowingly choosing to do what offends God.....	I	D	DA	A	AA
D6. Defines and discusses degrees of sinfulness:					
Venial sin.....	I	D	D-U		
Mortal sin.....	I	D	D-U		
D7. Defines social/corporate sin.....		I	D	D	D
D8. Identifies: atheism, heresy, schism.....			I		
D9. Discusses Original, personal and social sin as an obstacle to experiencing the fullness of the Kingdom of God.....			I		
D10. Distinguishes between sin and temptation.....	I	D	D		
D11. Recognizes the need for reconciliation with God and others.....	I	D	D		
D12. Recognizes the need to express sorrow.....	I-D-A				
D13. Describes Christian love as involving a life patterned on Jesus.....	I	D	D		
D14. Recognizes that following Jesus is not always easy and can be demanding.....	I	D	D		

II. REVELATION

PROGRAM OBJECTIVES

- A. States theology of revelation.
- B. Describes major elements of God’s self-revelation
- C. Develops appreciation for God’s self-revelation
- D. Develops appreciation for God’s revelation in Church tradition

SUBJECT OBJECTIVES:

A. MEANING OF REVELATION

CCC 51-55, 142, 364

- A1. Identifies revelation as God’s communication:
 - Of divine truth.....
 - Of the mystery of God’s love.....
 - Of God’s design for the world.....
- A2. Describes God’s self-revelation as reaching its fullest expression in the Incarnation..
- A3. Identifies God’s self revelation as being found:
 - In creation.....
 - In scripture.....
 - In the faith community.....
 - In the teachings of the Church.....
 - In the laws of the Church.....
- A4. Identifies scripture as the inspired Word of God.....
- A5. Discusses revelation as the unfolding of the mystery of God.....
- A6. Discusses revelation as the unfolding of God’s plan for salvation.....
- A7. Discusses revelation as God’s call to us to respond to His love.....
- A8. Identifies Sacred Scripture as a principle source of revelation.....
- A9. Identifies Sacred **Tradition** as a principle source of revelation.....

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		I	D		
		I	D		
		I	D		
		I	DA		
	I-D	D	D		
	I-D	D	D		
	I	D	D		
	I	D	D		
	I	D	D		
	I	I-D	D		
		I	D		
		I-D	D		
		I	D		
	I	D	D		
		I-D	DA		A

B. ELEMENTS OF GOD’S SELF-REVELATION

CCC 59-65, 232-267, 282, 301

- B1.** Describes God as a personal God intimately involved in the lives of His people.....
- B2. Describes God as Creator of Heaven and earth, Redeemer and Sanctifier.....
- B3. Describes God as creating the universe out of nothing.....
- B4. Describes God as all holy, wise, just, loving, true, faithful, merciful, forgiving and present everywhere.....
- B5. Describes God as Trinity of Father, Son and Holy Spirit.....
- B6. Describes the Father as revealed by Jesus as Abba.....
- B7. Describes God’s reign as already present in the appearance of Jesus, awaiting completion when He returns.....
- B8. Identifies the Father as Creator.....
- B9. Identifies the Son as Savior (God/man).....
- B10. Describes Jesus as Word made flesh, fully divine and fully human.....
- B11. Can grasp how the Spirit’s presence is like parents who are there but cannot always be Seen.....
- B12. Begins to experience peace, joy and hope as signs of the Spirit’s presence.....
- B13.** Identifies the Spirit as one who helps us, makes us holy, guides us, inspires us and makes us one.....
- B14. Identifies the Spirit as one with the Lord and giver of life.....
- B15. Recognizes the Spirit as Reconciler, Unifier, and Sanctifier.....
- B16. Explores the various images of the Holy Spirit, i.e. Reconciler, Unifier, Sanctifier.....
- B17. Recognizes the Spirit as one Who continues the work of Christ and Who builds up and animates the Church.....
- B18. Understands the role of the Holy Spirit in moral decision making.....
- B19. Identifies and can discuss the elements of the Mysteries of the Faith
 - Incarnation.....
 - Trinity.....
 - Immaculate Conception.....

	I	D	D	D	U
	I-D	U			
	I	D	D		
	I-D	D	D-U		U
	I	D-UA			
		I	D-U		
			I	D	U
	I	D-U			
	I	D-U			
		I-D	D-UA		A
	I-A				
	I-D	D	D-U		
	I	D	AA		
		I	D-U		
		I	D-U	U	
		I	D	A	
		I	D-U		
		I	D-U		
		I	DA	D	A
		I	DA	D	A
		I	D	D	A

II. cont'd.

C. UNDERSTANDING OF GOD'S SELF-REVELATION

CCC 54-67, 358, 74-79, 80-83, 126, 101-108, 121-133

	<u>K-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9-10</u>	<u>11-12</u>
C1. Discusses Scripture as helping us reach a deeper understanding of life and faith.....	I	D	A		
C2. Reads and discusses selected Scripture passages					
Genesis					
Exodus					
Matthew 5:1-12.....	I	D	U		
Matthew 16:13-20.....	I	D	D-AA		
Matthew 25:31-46.....	I	DA	D-A		
Mark 12:28-34.....	I	D	D-AA		
(SEE "Addendum of Essential Scriptural References")					
C3. Retells the major stories and themes in the Old Testament:					
God's love for creation.....	I	D	U		
* Our responsibility for creation as stewards of God.....	I	D	A		
Abraham and the chosen people.....	I-D	D-U	A		
Exodus and the Promised Land.....	I-D	D-U			
Moses receives Ten Commandments.....	I	I-DA	D		
Continuing covenant with the Jewish nation.....		I-D	D		
Judges/tribes.....		I-D	D		
Kings.....		I-D	D		
Prophets.....		I-D	D-U		
Babylonian exile.....		I-D	D		
C4. Relates the study of the New Testament as the fulfillment of our salvation through Jesus Christ.....	I	D	D		
C5. Recognizes Christ, the second person of the Trinity, Who opens the way to the fullness of life through His resurrection.....		I	D-U		
C6. Retells major events and themes of the New Testament:					
Birth of Jesus.....	I	D-UA			
Life/ministry of Jesus including His teachings.....	I	DA	D		
Sermon of the Mount.....	I	D	D	U	U
The Last Judgment Teaching.....	I	D	D	U	U
Miracles and parables.....	I	D	D		
The Vine & Branches.....	I	D-UA			
The Good Samaritan.....	I	DA	D-U		
The Prodigal Son.....	I	DA	D-UA		U
Institution of the Mass at the Last Supper.....	I	D	D-UA		U
Passion and death of Jesus.....	I	D	D		U
Resurrection and Ascension of Jesus.....	I	DA	DA		U
Coming of the Holy Spirit at Pentecost.....	I	DA	DA		U
Missionary activities of the Apostles.....	I	DA	D		U
Formation of Christian communities by which Church is established.....	I	D	D		U
C7. Recognizes theological ideas and truths which emerge from the biblical stories					
Creation and fall stories.....			I-D	UA	
Patriarchs and Matriarchs, Moses/Exodus and forming of Israel.....			I-D	U	
Rise and Fall of the Monarchy, Prophets and the Exile.....				I-D	
Life-death- resurrection , ministry and message of Jesus from the Gospels..		I-DA	DA	D-U	U
Birth of the Church in Acts, Pauline and Catholic Letters.....		I-D	D	D-U	U
Culmination of Salvation History in the Book of Revelation.....				I	D-U
C8. Recognizes Jesus, the second person of the Trinity, who redeems us by His death on the cross.....		I	D-U		
C9. Names and recognizes the Bible as revealing God..		I-D			
Beginning with creation and the covenants of the Hebrew Scriptures.....			I-D	D	U
Fulfilled in Jesus Christ.....			I-D	D	U
With the Church continuing to grow in understanding what God has revealed				I	D-U
C10. Finds Scripture references by book, chapter and verse.....	I-D	D-U			
C11. Finds geographic locations of major events in Scripture.....		I-D	D-U		U
C12. Identifies the Bible as a collection of Sacred books as has been determined by the Magisterium of the Church.....		I	D		U
C13. Displays reverence for the Bible as a special book.....	I-D-A				U

II. cont'd.

	K-2	3-5	6-8	9-10	11-12
C14. Describes the Bible as:		A			
The Word of God.....	I-D	U	A		
Various forms of literature.....		I	DA		
A collection of oral traditions.....		I	DA		
Having a variety of inspired authors.....	I	D	DA	D-U	A
Being written over a long period of time.....		I	D		
C15. Describes various Jewish customs, e.g., seder, prayers, songs.....	I	D	D		U
C16. Reconstructs Scripture's time-line.....		I	D		
C17. Identifies important women and men of Scripture.....	I	D	D		U
C18. Explains the division of the Bible into Old Testament (Hebrew Scriptures) and New Testament (Christian Scriptures).....	I	D-U			
Pentateuch, Historical Books, Writings, Prophets (OT).....		I-D	U		
Gospels, Acts, Letters, Revelation (NT).....		I-D	U		
C19. Explains the writing of the New Testament during the Apostolic Age.....				I-D	D-UA
C20. Understands the context of the New Testament writers.....				I-D	D-UA
C21. Identifies books of the Bible.....	I	D	D		
C23. Identifies books of the Bible by abbreviation.....		I	D		U
C24. Identifies the Evangelists (Matthew, Mark, Luke, John).....	I	D-UA		D	UA
C25. Uses basic tools to help understand the Bible					
Biblical dictionary.....				I-D	U
Biblical concordance.....				I-D	U
C26. Retells accounts of the early Church from Acts of the Apostles.....	I	D	D-U		UA
C27. Lists the characteristics of the early Christian communities in the Acts of the Apostles.....		I-D	D-U		U
C28. Discusses the purpose and origin of the Epistles (letters).....		I	D	U	U
C29. Discusses the need for continued study to gain a deeper understanding of Scripture..		I	D		U
C30. Understands the structure and themes of the Old Testament and New Testament and their relevance today.....		I	D	D	U
C31. Becomes familiar with basic biblical themes and concepts					
Biblical theses of salvation history such as chosen people, reign of God....	I	D	D	D	U
Biblical concepts such as sin, salvation, repentance, redemption, call, Covenant.....		I	D	D	U
C32. Discusses "fundamentalism" and the need for understanding literary form.....			I-D		U
C33. Can differentiate between a Catholic and a "fundamentalist" approach to Scripture					
Catholics view individual biblical texts within the whole of the biblical storyline.....				I	D
Catholics avoid using the Scripture as "proof texts".....				I	D
Catholics acknowledge and adhere to the Church's tradition and teaching of Sacred Scripture when teaching the Bible.....				I	D
C34. Appreciates the literary character and historical context when reading biblical texts					
Major biblical literary forms such as history, saga, poetry, myth, wisdom, Letter, parable, Apocalyptic.....			I	D-U	U
Historical and cultural contexts such as pre-exilic Judaism, Diaspora and Palestinian Jewish Christians.....				I-D	

D. GOD'S REVELATION IN CHURCH TRADITION

CCC 85-95, 185-197, 888-892

D1. Defines:					
Official Church documents.....			I-D		U
Dogma.....			I-D		U
Doctrine.....			I-D		U
Encyclical.....			I-D		U
Canon Law.....			I		D-U
Theology.....			I		D-U
D2. Lists the principal Precepts of the Church.....		I-D	U		
D3. Discusses need for continued study to gain a deeper understanding of Church Tradition			I-D		
D4. Distinguishes between Tradition as teaching authority of the Church and our tradition of legends, pious practices, personal devotions, etc.....				I-DA	U
D5. Describes Sacred Tradition as the ongoing work of the Church to bring God's revelation to the world.....				I-DA	U
D6. Describes the Magisterium, the teaching authority of the Church.....				I-DA	A
D7. Identifies the Apostles' Creed as the summary of the principle doctrines of the Church.	I	DA	D		U
D8. Names the statements of belief found in the Apostles' Creed.....		I-DA	D		U
D9. Discusses basic doctrines of the Church as expressed in our Creed (Apostles/ Nicene)	I	DA	D		UA

III. JESUS

PROGRAM OBJECTIVES

- A. Describes the mission and identity of Jesus
- B. Describes the ministry and teaching of Jesus
- C. Identifies key events in Jesus' life
- D. Explains the meaning of the titles of Jesus

SUBJECT OBJECTIVES

A. MISSION AND IDENTITY OF JESUS

CCC 422-478, 484-507, 901-913

- A1. Explains Jesus' relationship with His Father.....
- A2. Describes Jesus as the greatest sign of God's love.....
- A3. Sees ways of relating to Jesus today.....
- A4. Identifies the Paschal Mystery as Jesus' life, death, Resurrection, Ascension and the sending of the Holy Spirit.....
- A5. Explains that Jesus shares the power of his resurrection with us by sending the Holy Spirit.....
- A6. Sees that through Jesus, God established a relationship of particular intimacy with us.....
- A7. Identifies Jesus as a human person, born of the virgin Mary, as a mystery of our faith.....
- A8. States that Jesus brings new life and hope.....
- A9. Describes how, through Jesus, we share in God's life.....
- A10. Describes Jesus as the ultimate model of what it means to be human, and all God wants us to be.....
- A11. Describes Jesus Christ as truly God and truly human.....
- A12. Identifies Jesus as Divine and as God's only begotten Son.....
- A13. Identifies Jesus as human and like us in every way except sin.....
- A14. Describes Jesus as one totally open and responsive to God's will.....
- A15. Sees Jesus as a model of a completely faithful person.....
- A16. Describes Jesus as one through Whom all are reconciled to the Father.....
- A17. Identifies Jesus as one who invites all to continuing conversion and growth in faith..
- A18. Discusses how Jesus revealed God as our loving Father.....
- A19. Describes Jesus as the New Covenant, the bond between God and the human family.
- A20. Recognizes Jesus as the one who enables us to call God our Father.....
- A21. Describes Jesus' command that we strive to love each other as God loves us.....
- A22. Describes Jesus as continuing to be human as well as divine after His Resurrection And Ascension.....
- A23. Identifies the three aspects of Jesus' ministry: celebrating the Sacred Mysteries (Priest), proclaiming God's Word (Prophet), serving the people (King).....
- A24. Recognizes Jesus as teacher, storyteller and prophet.....

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A1.	I	DA	D	D-U	
A2.	I	D-U			
A3.	I	D	D-U	U	U
A4.		I-DA	DA		UA
A5.	I	D	D-UA		U
A6.	I	D	D-U		
A7.	I	D-U	A		U
A8.	I-A				
A9.	I	D	D		
A10.	I	D	D		U
A11.	I	D	U		U
A12.	I	D	D		U
A13.	I	D	U		
A14.	I	D	D		
A15.		I	D	D-U	
A16.		I	D		
A17.			I		
A18.	I	D	D		
A19.			I-D		
A20.	I	DA	U		
A21.	I-D	A			
A22.			I		
A23.		I	D		
A24.		I-D	D-U		

B. MINISTRY AND TEACHING OF JESUS

CCC 514, 543-570, 1716-1729

- B1. Describes Jesus as one who proclaims the Kingdom of God (central mission).....
- B2. Explains how Jesus proclaims the Kingdom of God.....
- B3. Describes Jesus as one who reaches out to all, showing special concern for the poor, the weak and the suffering.....
- B4. Lists the Beatitudes.....
- B5. Discusses how the Beatitudes are to be lived.....
- B6. Illustrates how Jesus teaches us to live according to The Great Commandment, the Beatitudes and the Last Judgment scene (Matt 25).....
- B7. Explains Jesus' purpose for using parables in His teaching.....
- B8. Identifies Jesus as one who reveals God's love and forgiveness for every person...
- B9. Demonstrates how Jesus' life and teaching reveals God's compassion.....
- B10. Describes Jesus as one entrusted with the message and the ministry of Reconciliation
- B11. Identifies Jesus as one who teaches us that love of God and love of neighbor cannot be separated.....
- B12. Identifies The Great Commandments as the core of Jesus' message.....

B1.	I	D	DA		
B2.	I	D	D-U		
B3.	I	D	U		
B4.		I-D	U		
B5.		I-D	D	D	D-A
B6.	I-D	D	D-U		
B7.	I	D	U	D	A
B8.	I	D	U		
B9.	I	D	D-U		
B10.	I	D	D		
B11.	I	D	A		
B12.	I-D	DA	U		

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III. cont'd.

	<u>K-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9-10</u>	<u>11-12</u>
B13. Discusses the meaning of Jesus' parables.....	I	D	D		
B14. Describes a miracle as an action of Jesus revealing God's love and power at work in our lives.....	I	D	D		
B15. Associates Jesus' healing miracles with Reconciliation and the Forgiveness of Sins.		I	D		
B16. Explains that Jesus atones for our sins in His suffering and death.....	I	D	D		
B17. Explains that the Risen Jesus sent the Spirit who guides the Church and individuals into truth and new freedom.....	I	D	D		A

C. KEY ELEMENTS OF JESUS' LIFE

CCC 484-507, 571-618, 624-679, 687-701

C1. Tells the story of the Nativity.....	I-U				U
C2. Tells the story of the Presentation in the Temple.....	I-U				U
C3. Tells the story of the Finding in the Temple.....	I-U				U
C4. Describes the beginning of Jesus' public life/ministry—Baptism of Jesus.....	I	D	D	U	
C5. Discusses Jesus' calling of His disciples.....	I-D	D	D	U	
C6. Tells the story of Jesus teaching His disciples to pray.....	I-U	A			
C7. Describes Jesus' entry into Jerusalem/Palm Sunday.....	I-D	D	D	U	
C8. Describes the Last Supper/Holy Thursday.....	I-D	D	D	U	
C9. Describes the suffering and death of Jesus/Good Friday.....	I-D	D	D	U	
C10. Discusses the Resurrection/Easter Sunday.....	I-D	DA	D	U	
C11. Discusses Jesus' return to the Father/Ascension.....	I	D	D	U	
C12. Tells the story of the sending of the Spirit/Pentecost.....	I	D	DA	U	
C13. Describes the historical and social world of Jesus.....		I	D	U	

D. TITLES OF JESUS

CCC 430-442, 450-455, 102, 65, 901-913

D1. Describes the meaning of the titles:					
Christ.....		I	D		
Lord.....		I	D		
Son of God.....	I	D	D		
Son of Man (referring to humanity).....		I	D		
Messiah.....	I	D	D		U
Emmanuel.....	I	D	D		U
Son of David.....	I	D	D		U
Suffering Servant.....			I-D		
D2. Describes the meaning of the titles:					
Priest.....		I	D		
Prophet.....		I	D		
King.....	I	D	D		
D3. Describes the meaning of the titles:					
Word of God.....			I-D		
Lamb of God.....		I	D		
Redeemer.....	I	D	D		
Savior.....	I	D	D		

IV. CHURCH

PROGRAM OBJECTIVES

- A. Describes the Mission of the Church
- B. Explains membership in the Church
- C. Identifies images of the Church
- D. Describes the structure of the Church
- E. Recalls important events in Church History
- F. Tells about the Church’s relationship to other churches and the unchurched
- G. Explains Mary’s role in the Church
- H. Explains the saints’ role in the Church

SUBJECT OBJECTIVES

A. MISSION OF THE CHURCH

CCC 748-757, 797-798, 813-822, 830-838, 849-862

	<u>K-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9-10</u>	<u>11-12</u>
A1. Identifies Church as a gift of God’s love.....	I	D	D		
A2. Identifies role of the Church to bring about the Kingdom of God in this world.....	I	D	D	D	DA
A3. Explains that all members are called by Baptism, Confirmation and Eucharist to proclaim and share the Good News among all nations and cultures (Evangelization)	I	D	DA		A
A4. Can feel a sense of belonging to a Church as a family.....	I-D	D-U			
A5. Explains Church as a community of believers united in Christ.....	I	D	D		U
A6. Recognizes the Church community as the light of Christ and servant to the world....		I-D	D-U		
A7. Explains Church as led by the Spirit in its journey to the Father.....	I	D	D	D	D
A8. Explains the missionary nature of the Church.....	I	D	DA		UA
A9. Recognizes and explains the Marks of the Church: One/unity, Holy, Catholic/universal , Apostolic.....	I	D	D-UA		UA
A10. Recognizes some of the images Jesus used to tell about the nature of the Church.....	I	D	D		
A11. Recognizes the need for faithfulness to Christ’s Teachings.....	I	D	D		
A12. Describes Church as a community of believers with unity of faith amidst a diversity of gifts, peoples, cultures and ways of life.....		I	DA	D	D-UA
A13. Identifies various ways people actively participate in a parish community of faith...	I	D	D-UA		

B. CHURCH MEMBERSHIP

CCC 781-786, 831-838, 914-933, 944-945

B1. Explains Church as:					
Family.....	I-D	D	D	D	U
Local Community (Parish—Diocese).....	I	D	U		U
World Community (Universal).....	I	D	U		U
B2. Recognizes Church as a community of believers called to proclaim the teachings of Jesus to all people.....	I	D	U		A
B3. Explains Baptism, Confirmation and Eucharist as the beginning of our membership in the Church.....	I	D-U			
B4. Identifies Church members as People of God.....	I	D-U			
B5. Defines Catholic Church as the People of God fully participating in the Sacramental Life		I-D	D		
B6. Describes faith as a personal response to God’s call, leading to an active discipleship ..		I-D	DA	D-U	

C. IMAGES OF CHURCH

CCC 776-786, 831

C1. Identifies the Church as:					
Mystical Body of Christ.....			I-D		
The Community of God’s people.....	I	D	D-U		
Guide in our journey to union with God.....			I-D		
Sign of the Kingdom.....			I-D		
C2. Describes the Church using:					
Traditional biblical images such as Body of Christ, Bride of Christ.....				I	D
Vatican II themes such as Mystery, People of God, Pilgrim Church.....				I	D
Various models of Church.....				I	D

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IV. cont'd.

D. CHURCH STRUCTURE

CCC 771, 815-816, 861-933, 1203, 1399, 2036-2038

	<u>K-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9-10</u>	<u>11-12</u>
D1. Recognizes the hierarchical structure as operative in the Church.....	I	D	D		U
D2. Identifies the hierarchical structure of the Church as : Laity (and Professed Religious, Deacons, Priests, Bishops (and Cardinals,) Pope.....	I	D-UA			U
D3. Describes the role of: Laity (and Professed Religious).....	I	D	D	U	
Deacons.....	I	D	D		U
Priests.....	I	DA	D		
Bishops (and Cardinals,) Pope.....	I	DA	D		
D4. Explains the election of a Pope.....			I		D-U
D5. Discusses Church authority.....		I	D		
D6. Discusses Magisterium/Infallibility.....			I-DA		D-U
D7. Names specific Church Leaders: Pope, Bishop, Pastor, Pastoral Administrator.....	I	D-U			U
D8. Recognizes Vatican City as the Religious Center of the Catholic Church.....		I	D		
D9. Explains Rites: Roman and Eastern.....			I-D	D	U
D10. Defines Councils, Conclaves, Synods.....			I	D	D
D11. Recognizes various ministers of Church ministries (Lay ministers, Eucharistic ministers).....	I	D	D-U		
D12. Names the different ministries in the Church and in the world as a response to a call from the Holy Spirit.....		I	D-U		

E. CHURCH HISTORY

CCC 758-769, 857-862

E1. Associates Church History with history of civilization.....			I		D-U
E2. Associates Pentecost with the birth of the Church.....	I	D-U			
E3. Is familiar with the formative events of the Church beginning with the mission and ministry of Jesus and sending the Spirit.....		I	D	D	U
E4. Identifies the influence of the Holy Spirit throughout the Church's history.....		I	D	D-U	
E5. Identifies specific characteristics of the Early Church, Dark Ages, Middle Ages, Periods of conflict, Missionary Church in America, present Universal Church.....			I-D		U
E6. Is familiar with the mission of the apostles, the witness of the martyrs and the growth of Christianity throughout the Roman Empire.....		I	DA	D	U
E7. Understands the challenge posed by the intellectual, political and social changes encountered by the Church including: Persecutions , wars and political revolutions.....					I-DA
Encounters with other religions and cultures.....					I-D
Philosophical and scientific developments.....					I-D
E8. Lists important leaders and events in the Church.....			I-D		D
E9. Recognizes each person as a pilgrim on a spiritual journey.....	I	D	D		
E10. Identifies major Councils: Jerusalem, Nicea , Constantinople, Ephesus, Chalcedon, Florence, Trent, Vatican I & II and the formation of Creeds.....			IA	D	UA
E11. Can identify the basic purpose and details of Vatican II.....				I-D	DA
E12. Discusses missionary activities world-wide.....	I	D	D		
E13. Appreciates the rich spiritual, cultural and intellectual heritage of the Catholic Church marked by: The writings of theologians.....					I-D
The devotions of various peoples.....					I-DA
The diversity of religious art, architecture and music.....			I	D	DA
E14. Is aware of key concepts and key people of the following periods: Early Church (1 st – 9 th century).....					I-D
Middle Ages (10 th – 15 th century).....					I-D
Reformation (16 th – 17 th century).....					I-DA
Enlightenment (18 th – 19 th century).....					I-D
Modern Church (20 th century).....					I-D
E15. Appreciates the impact of the Great Schism and of the Reformation on present-day Christianity: Understands causes of the schism between the Eastern and Western Churches.....					I-D
Understands the factors leading to the Reformation in various countries and the positions of the major reformers.....					I-D
Is aware of how other churches differ from the Catholic Church, appreciates how much is held in common and understands Catholic teaching regarding ecumenism.....			I-DA	D	D-UA

IV. cont'd.

F. ECUMENISM / INTERFAITH DIALOGUE

CCC 813-822, 841

	<u>K-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9-10</u>	<u>11-12</u>
F1. Shows Christ-like respect for the dignity all people regardless of background.....	I	D	D-A		U
F2. Describes prayer and work for unity among Christian Churches.....			I		D-U
F3. Discusses Islam as sharing our faith in the One God.....			I-D		U
F4. Discusses the Jewish heritage as related to Christianity.....	I	D	D		U
F5. Explains why the Catholic Church should be involved in ecumenical and interfaith dialogue.....			I		D-U
F6. Describes the beliefs and faith traditions of the major Christian Churches—their uniqueness and what they share in common with the Catholic Church.....			I	D	D-U
F7. Describes the beliefs and faith traditions of the major non-Christian Churches—their uniqueness and what they share in common with the Catholic Church.....			I	D	D-U
F8. Discusses the Catholic Church as containing the fullness of the Church that Christ founded.....		I			

G. MARY'S ROLE

CCC 487-507, 964, 975, 2673-2677

G1. Recognizes Mary as:					
Mother of Jesus.....	I-U				U
Mother of God.....	I-U		A		U
Mother of the Church.....	I	DA	D	D	D
Mother of all.....	I-U				
G2. Recognizes Mary as the perfect model of a Christian:					A
Model/witness of obedience.....	I-D	DA	D-U		
Model/witness of prayer.....	I-D	DA	D-U		
Model/witness of faith.....	I-D	DA	D-U		
Model of holiness.....	I-D	DA	D-U	U	U
G3. Tells the story of:					
Annunciation.....	I-D	U			
Visitation.....	I-D	U			
Immaculate Conception (Mary's sinlessness).....		I-DA	D		A
Assumption (Mary taken to Heaven, body and soul).....		I-DA	DA		U
G4. Retells accounts of apparitions of Mary: Fatima, Lourdes, Guadalupe , Others approved by Church.....		I-DA	D		UA
G5. Recognizes Mary as Patroness of the Americas, U.S.A., and Diocese of Gaylord...		I-DA	D		U
G6. Celebrates praying the Rosary.....	I	D	A		U-A
G7. Celebrates devotion to Mary during May.....	I-D				
G8. Explains the role of Mary in the life of the Church.....		I-DA	DA		

H. SAINTS

CCC 688, 828, 946-948, 956-959, 1717, 2030, 2156, 2683

H1. Identifies saints as:					
Seeking to do God's will.....	I-D	D-U	AA		U
In communion with Jesus.....	I-D				U
Models / witnesses of Christian life.....	I-D	DA	D	D	D-U
Intercessors (people who will pray for us).....	I-D	D	D	D	D-U
H2. Appreciates the saints' contributions to the life of the Church in history.....			D	D	D-U
H3. Explains the Communion of Saints.....	I	D	DA	U	UA
H4. Distinguishes between worship of God and devotion to the saints and Mary.....		I-D	U		U
H5. Identifies briefly the canonization process.....			I	D	UA
H6. Identifies some American saints, modern day saints, those whose cause for sainthood is being promoted.....	I-D	D	D		U
H7. Recounts the lives of several selected saints.....	I-D	D	D	D	D
St. Joseph.....	I-D				U
St. Thomas Aquinas.....		I-D	DA		U
H8. Appreciates the saints and the universal call to holiness.....	I-D	DA	D	D	D-U
H9. Explains the role of the saints in the life of the Church.....		I-D	D	D	UA

V. SACRAMENTS

PROGRAM OBJECTIVES

- A. Recalls basic sacramental facts
- B. Describes symbols / rites of Sacraments
- C. Participates in sacramental celebrations with Openness and responsiveness

SUBJECT OBJECTIVES

A. THEOLOGICAL POINTS

CCC 1066-1109, 1114-1130, 1297-1305, 1333-1571

	<u>K-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9-10</u>	<u>11-12</u>
A1. Describes Jesus as The Sacrament of God.....		I	D		
A2. Describes Church as the Sacrament of Christ.....		I	D		
A3. Lists the Sacraments of the Catholic Church.....	I-D	U			
A4. Describes Sacraments as public celebrations of Christ acting in our lives.....	I	D	UA		
A5. Describes how the power of the Sacraments flows from the Paschal Mystery.....		I			
A6. Explains why Jesus instituted the Sacraments.....	I	D	D	D	UA
A7. Recognizes grace as coming from the sacraments.....	I	DA	D-U		U
A8. Identifies Baptism, Confirmation and Eucharist as Sacraments of Initiation.....	I	DA	DA	U	
A9. Lists the process and purpose for the Catechumenate.....		I	DA	D-U	A
A10. Identifies Penance/Reconciliation and Anointing of the Sick as Sacraments of Healing.....	I	D	D	U	
A11. Identifies Matrimony and Holy Orders as Sacraments of Commitment/Community....	I	D	D	D	U
A12. Discusses the relationship between Baptism, Confirmation and Eucharist.....	I	D	D		
A13. Names the seven gifts of the Holy Spirit.....	I	D	D		A
A14. Explores the gifts of the Spirit in relation to one's own life.....		I-D	D		
A15. Defines Baptism as being made children of God which begins a permanent relationship with God in Christ.....	I	D	U		
A16. Explains the role of the Holy Spirit in Baptism and Confirmation.....	I	D	D-U		
Defines Baptism as being freed from sin through water and the Spirit to become a new creation.....	I	D	U		
Describes Confirmation as the community's celebration of the Spirit active in its midst.....	I	D	U		
Identifies Confirmation as the Sacrament in which a baptized person is sealed with the Holy Spirit in order to more actively live out their Baptismal commitment.....	I	D	U		
A17. Defines Eucharist as: meal, sharing, celebration, Jesus' gift of Himself.....	I-D	D	U		A
A18. Describes the Eucharist as:					
Recalling the Last Supper.....	I-D	U			
Recalling the sacrifice of the Cross.....		I	D		
Reminding us of our unity with one another in Christ.....	I-D	U			
A19. Defines Eucharist as a memorial of Jesus' Passion, Death and Resurrection.....	I	D	D		
A20. Discusses the nature of Eucharist (real presence...transubstantiation).....	I	D	D-AA		A
A21. Understands the Eucharist as an act of worship, one with that of Christ, in which we knowingly and willingly offer ourselves with the offering of Jesus.....	I	D	U		
A22. Understands that the Eucharistic Prayer is the prayer of the community and the ordained priest together.....		I	D-U		
A23. Describes the Eucharist as a commemoration of a past event, celebration of the present and a pledge of future glory.....		I	D		
A24. Describes the Eucharist as a means of reconciliation.....		I	D		
A25. Knows that the bread and wine become the Body and Blood of Jesus through the words and intention of the ordained minister and faith of the people.....	I	DA	U		UA
A26. Describes Penance/Reconciliation as Jesus continuing His work of forgiving and reconciling.....	I	DA	D		
A27. Describes Penance/Reconciliation as the sinner's reconciliation with a loving Father and with the Church community.....	I	D	D		
A28. Describes Anointing of the Sick as Jesus' continuing care for the sick and dying....	I	D	D		
A29. Identifies appropriate candidates for Anointing of the Sick.....	I	D	D		
A30. Describes Matrimony as a life-long partnership in life and love.....	I	D	D		
A31. Defines purpose of Matrimony as mutual love and raising children in the ways of God.....		I-D	D		

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V. cont'd.

	<u>K-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9-10</u>	<u>11-12</u>
A32. Describes Matrimony as a sign of God's love and a mirror of God loving us.....	I	D	D		
A33. Describes Matrimony as a sign of Christ's love for His Church.....		I	D		
A34. Can vocalize the basic teachings of the Church on marriage including divorce and annulment.....		I	D	D	UA
A35. Defines Holy Orders as a call to share in a unique way the priestly ministry of sanctifying, teaching, and building community.....		I-DA	DA		
A36. Lists the ranks of Holy Orders as Bishop, Priest and Deacon.....	I	D	U		UA
A37. Explains the role of bishop, priest and deacon.....	I	D	U		U

B. SYMBOL/RITE COMPREHENSION

CCC 1136-1144

B1. Defines rite as an ordered action of the Church.....	I	D	D		
B2. Begins to recognize basic signs (cross, water, etc.) and the meanings that they have..	I-D				
B3. Explains the use of signs and symbols in the Church.....	I	D	D-U		
B4. Describes the symbols, rite and minister of:					
Baptism.....	I-D	D	U		
Confirmation.....	I-D	DA	U		
Eucharist.....	I-D	D	U		
Penance/Reconciliation.....	I-D	D	U		
Anointing of the Sick.....	I	D	U		
Matrimony.....	I	D	U		
Holy Orders.....	I	D	U		
B5. Explains the role of the sponsor for Baptism and Confirmation.....	I	D	U		
B6. Discusses the role of parents in the sacramental life of the child.....	I	D	U		
B7. Discusses the role of the community in the sacramental life of the candidate.....	I	D	D-U	U	
B8. Describes symbol as a way of communication.....	I	D	U		
B9. Explains the meaning of gestures, e.g., kneeling, singing, genuflecting, etc.....	I	D	U		
B10. Experiences opportunities to participate in Liturgy and prayer services.....	I	D	A		A
B11. Identifies specific signs of the presence of the Holy Spirit in the Church and in the World.....		I	D-U		A
B12. Identifies some of the symbols of the Spirit, e.g., wind, breath, fire.....		I-D	D		

C. SACRAMENTAL PARTICIPATION

CCC 1145-1162

C1. Practices simple rituals such as the sign of the cross, peace exchange, folding hands, genuflecting, etc.....	I-A				A
C2. Learns the basic responses of the Mass.....	I	D-U			A
C3. Discusses the effects of Sacraments on personal life.....	I	D	D		U
C4. Discusses appropriate frequency for participating in Eucharist and Penance.....	I	D	D		U
C5. Actively participates in Mass on Saturday p.m. or Sunday.....	I	D-U	U	U	U
C6. Experiences symbol as a way of communicating.....	I	D	D		U
C7. Prepares age-appropriately for sacramental reception.....	I	D	D		

VI. PRAYER / WORSHIP

PROGRAM OBJECTIVES

- A. States theology related to prayer
- B. Lists types of liturgical prayer
- C. Describes forms of liturgical prayer
- D. Describes forms of private prayer
- E. Appreciates prayer as essential to Christian life
- F. Participates in liturgical prayer

SUBJECT OBJECTIVES

A. THEOLOGICAL POINTS

CCC 1212-1274, 1285-1289, 2559-2699

- A1. Defines prayer as speaking with and listening to God.....
- A2. Recognizes quiet as appropriate for prayer.....
- A3. Recognizes prayer as a response to God’s love and goodness.....
- A4. Recognizes that God calls us to a relationship with Him through prayer.....
 - As expressed in the human desire to communicate with God.....
 - As God’s gift.....
 - As covenant and communication.....
- A5. Discusses prayer as a response to the constant activity of the Spirit in our lives.....
- A6. Lists and distinguishes praise, thanksgiving, petition and contrition as general purposes of prayer.....
- A7. Is aware that faith is expressed through drama, art, song and gesture.....
- A8. Identifies reading, thinking, listening, reflecting and meditating as ways to pray.....
- A9. Discusses play and work as flowing from prayer.....
- A10. Explains spontaneous prayer and formal prayer.....
- A11. Recognizes **sacramentals** as aids to devotion/prayer.....
- A12. Recognizes the purpose of **sacramentals** as helping us to grow in faith and holiness..
- A13. Discusses prayer as God’s self-revelation of His love and beauty through the power of the Spirit.....
- A14. Discusses private prayer as a help to enter into public/communal prayer.....
- A15. Describes prayer as a way of seeking the Saints’ intercession with God on our behalf
- A16. Discusses the influence of prayer on daily personal life.....
- A17. Historical development (tradition) of communal prayer

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I-D	U	A		U
I-A				U
I-D	A			
I-D	A	A		
		I	D	D
		I	D	D
		I	D	D
I	D	D		
I	D	D-U	U-A	U
I	I-D	DA		
I	D	DA	D	D-U
I	D	D		U
I	D	DA	D	
I	D	D	D	UA
		I-D		
		I-D	D	D
I	D	D		U
I	D	D		
		I	D	D

B. PRAYER FORMS

CCC 2700-2719

- B1. Relates Jesus’ teaching on prayer to one’s prayer life.....
- B2. Identifies the Eucharistic Liturgy as the Church’s greatest prayer.....
- B3. Identifies sacramental liturgies as flowing from the Eucharistic Liturgy.....
- B4. Defines the Liturgy of the Hours as the official liturgical prayer of the Church.....
- B5. Explains Liturgical and Prayer Services.....
- B6. Recognizes the difference between Communion Service and the Mass.....
- B7. Recalls various Psalms and common prayers from our tradition.....
- B8. Understands meditation and contemplative prayer forms.....
- B9. Identifies prayers of petition/intercession.....

		I-D	D	D-A
I	D		UA	
			I	
			I	
	I-D	D		
I	D	U		U
	I-D			U
	I	D	D-U	U
I-D	D-UA			UA

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VI. cont'd.

C. COMMUNITY PRAYER DESCRIPTION

CCC 2746-2856

	<u>K-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9-10</u>	<u>11-12</u>
C1. Defines Liturgy as the official prayer of the faith community.....		I-D	D		
C2. Recognizes the following as various forms of Communal Prayer in the Catholic Church					
Eucharistic Liturgy (the Mass).....	I-D	D	D		
Celebrations of the Seven Sacraments.....	I	D	D		
Liturgy of the Hours.....			I		
Prayer Services.....	I	D	D		
Communion Services.....	I	D	D		
Benediction/Exposition of the Blessed Sacrament.....		I	D		U
Way of the Cross.....	I	DA	D		
C3. Identifies some cultural expressions of Catholicism as it is lived locally, e.g., Hispanic, African, American, Vietnamese, Polish, Ethiopian, Chinese, etc.....		I-D	D		
C4. Demonstrates knowledge of the Eucharistic Liturgy					
The central role of the Eucharist (and Mass) in the life of the Church.....			I-DA	D	DA
Historical developments that shaped the celebration of the Eucharist.....			I-D	U	
The role of ministers and the assembly.....			I-D	U	
The parts of the Liturgy and the prayers and actions of the Mass.....		I-DA	D	U	
The purpose of the homily.....		I	D	D-U	A
The link between Liturgy and justice and charity.....			I	D	U

D. PRIVATE PRAYER DESCRIPTION

CCC 2559-2699

D1. Recognizes the following as various forms of private prayer in the Catholic Church:					
Rosary.....	I	D	D		U
Devotions to Mary and the Saints.....	I-D	D	D		U
Use of sacramentals.....	I	D	DA		U
Memorized prayers.....	D	D	D		U
Spontaneous prayers.....	I	D	D		
Forms and styles of meditation.....			I-D	D-U	
Retreats.....		I	D	D-U	
Examination of Conscience.....	I	D	D		U
Prayer based on the Beatitudes.....	I	D	D	D	

E. PRAYER / LIFE RELATIONSHIP

CCC 1163-1186, 1200-1206

E1. Describes the cycles of the liturgical year.....	I	D	U		A
E2. Explains the following seasons of the liturgical year:					
Advent.....	I	DA	U		
Christmas.....	I	D	U		
Lent.....	I	D	U		
Easter.....	I	D	U		
Pentecost.....	I	D	U		
Ordinary Time.....	I	D	UA		
E3. Lists the Holy Days of Obligation.....			I-D-U		U
E4. Names special days and times in family and in Church.....	I-A				
E5. Names the major feasts of the Lord and major Marian feasts.....			I-D	U	
E6. Recognizes that the Church honors the Saints throughout the year.....	I		D-U		U
E7. Understands basic concepts of Catholic teaching with regard to the example set by Holy men and women.....		I	D	D	U
E8. Discusses the relationship between Eucharistic Liturgy and daily personal life.....	I	D	D		
E9. Discusses the role of liturgical prayer as building community (Eucharistic Liturgy, Sacraments).....	I	D	D		
E10. Discusses prayer as a way of deepening our relationship with God.....	I	D	D-A		
E11. Discusses prayer as an activity to live in total harmony with God's will.....	I	D	D		
E12. Understands that there are cycles for the readings at Mass.....		I	D		
E13. Appreciates the cycle of the Liturgical Year					
As the unfolding celebration of the Paschal Mystery and of the Incarnation And life of Christ.....			I-D	U	
The annual cycle of feast days commemorating the saints.....		I	D-U		
E14. Recalls that one's talents are to be used to give praise to God and to serve others.....		I-D	D-U		

VI. cont'd.

F. PRAYING

CCC 2566-2619

	<u>K-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9-10</u>	<u>11-12</u>
F1. Makes the Sign of the Cross.....	A				
F2. Recites the:					
Our Father.....	AA				
Hail Mary.....	A				
Glory Be to the Father.....	A	A			
Act of Contrition.....	I	D-A			
Doxology.....	I	D-A			
Creed (Apostles/ Nicene).....	I	D-U	AA		A
Morning Offering.....	I	D-A			
Prayer to the Holy Spirit.....		I-D	A		
Grace Before Meals.....	I	D-A			
Grace After Meals.....	I	D-A			
Acts of Faith, Hope, Love.....		I	D-A		
Prayer to the Guardian Angel.....	A				
Angelus.....		I	D		
Prayer to St. Michael the Archangel, Regina Coeli, Memorare.....	I	D	D		
F3. Participates in/experiences:					
Holy Hours.....		I	D	D	D
The Rosary (and various Mysteries of the Rosary).....	I	DA	D		A
The Way of the Cross.....	I	DA	D	A	A
Devotions to Mary and the Saints.....	I-D	D	D		A
Spontaneous prayer.....	I	D	D		
Prayers to Jesus.....	I-D	A			
Prayers for Faith, Hope, Love.....		I	D-A		A
Intercessory Prayer.....			I-D	D-U	
Writes simple prayers of praise, thanksgiving, petition and contrition.....	I	D	D-U		
Plans and participates in a prayer service.....	I-D	D	D	A	
* Experiences/plans a retreat.....		I	D	A	A
Examination of Conscience.....	I	D	D		A
Forms and styles of meditation.....			I-D		
* Meditation, Scriptural Meditation.....		I	D-U	A	
Use of sacramentals.....	I	D	D		A
Psalms, Prayer of St. Francis, Prayers based on the Beatitudes.....		I	D	D-U	
Music as prayer.....	I	D	D	D-U	A
Prayer flowing from Service.....			I-D	D-U	
* Prayer of Discernment/Decision-making.....			I-D	D-U	
* Contemplation.....			I-D	D-U	
F4. Actively participates in Eucharist and Sacramental Liturgies (seasonal/Liturgical Prayer and celebrations).....	I	D	D	A	A
F5. Understands the need to pray for Faith, Hope and Love.....		I-D	D		
F6. Prays in harmony with the spirit of the seasons and the Church Year.....		I	D	D-A	

VII. CHRISTIAN LIFE / MORALITY

PROGRAM OBJECTIVES

- A. Recognizes the theology of Christian morality
- B. Identifies norms of Christian behavior
- C. Develops a sense of personal integrity
- D. Defines Christian vocations / stewardship
- E. Catholic Social Teachings

SUBJECT OBJECTIVES

A. CHRISTIAN RESPONSE

CCC 1731-1742, 1749-1775, 1804-1832, 1950-2016

- A1.** Recognizes Christian morality as an invitation to respond freely to God’s love.....
- A2. Recognizes that God calls us to ongoing conversion.....
- A3. Can relate the consequences of Christian moral conversion.....
- A4. Identifies a Christian as a follower of Jesus and doing as He did.....
- A5. Understands Catholic moral teaching with regards to the call to **discipleship**.....
- A6. Traces the movement of the Holy Spirit in one’s own life.....
- A7.** Recognizes authority:
 - Of God in one’s life.....
 - Of parent(s)/guardian in one’s life.....
- A8. Expresses gratitude for family/friends.....
- A9.** **Expresses gratitude for being a child of God**.....
- A10.** Identifies persons with authority.....
- A11.** Recognizes the importance of obedience.....
- A12. Identifies Christian values: truth, honesty, integrity, compassion, self-discipline, etc.....
- A13.** Recognizes virtues as gifts from God to help one live a Christian life.....
- A14. Defines virtues as habits or patterns of doing good.....
- A15. Identifies theological virtues: **Faith, Hope and Love**.....
- A16. Identifies moral virtues: Prudence, Justice, Temperance, Fortitude.....
- A17.** Associates virtues with good habits.....
- A18.** **Applies Christian values and decision-making skills in making moral judgments**.....
- A19. Memorizes and practices the corporal and spiritual works of mercy as ways to live out our concern for others.....
- A20.** **Applies works of mercy to daily living**.....
- A21.** Explains God’s invitation as calling for a free response.....
- A22. Identifies a Christian as one called to the task of bringing all creation to give glory to God.....
- A23. Identifies a Christian as one who is motivated by, prays for, proclaims and gives.... witness to God’s reign.....
- A24. Explains how the Beatitudes (Matt 5) can be lived today.....
- A25.** Performs acts of service to demonstrate love for others.....

K E Y

I – Introduction
D – Development
U – Understanding
A – Application
WORD – In this print (Information)
WORSHIP – In this print (Formation)
WORKS – In this print (Transformation)
 CCC – Catechism of the Catholic Church
 NCCL Principle of Faith **A = ACRE ASSESSED**

	K – 2	3 – 5	6 – 8	9 – 10	11 – 12
			I		
		I	D	D-U	
				I-D	DA
	I-U		IA	D	D
		I	D	D-A	
	I-A				
	I-A				
	I-U				
	I-A				
	I	D	D		
	I-D	D	D		
	I-D	D	D	D	D
			I-D	D	D
		I-D	D	D-U	A
		I-DA	DA	D	DA
			I-D	D	D
		I	D		
		I	D	D-U	A
		I-D	D	D	A
	I	D	D	D	A
			I-DA	D	D
				D	D
			I	D	U
	I	D	D	D-U	
	I-D	D	D-A	A	A

B. CRITERIA FOR CHRISTIAN BEHAVIOR

CCC 1776-1794, 1846-1869

- B1. Identifies as norms for Christian behavior:
 - The Beatitudes / Sermon on the Mount.....
 - God’s Law of Love (The Great Commandment).....
 - The Judgment Scene (Matt 25).....
 - Ten Commandments.....
 - Last Supper discourse (St. John’s Gospel).....
 - Church **Laws**/Precepts.....
- B2. Can briefly describe the purpose as well as the Church’s laws of Fast and Abstinence
- B3.** Recognizes and responds when another is hurting or needs help.....
- B4. Names the The Great Commandment and the Ten Commandments
- B5.** Recognizes The Great Commandment and the Ten Commandments as a basic guide for a moral person and for loving God and others.....

	I	I-DA	D	D	D-U
	I	D	D	D	U
	I	D	D	D-U	
		I-DA	D	D-U	
			I-D		
		I-D	DA	D	
			I	D	D-U
	I-A				
		I-D-UA	A		
	I-D	D-A	A	A	

VII. cont'd.

	<u>K-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9-10</u>	<u>11-12</u>
B6. Recognizes the Beatitudes as a disposition of the heart for a disciple of Christ.....	I	D	A	A	A
B7. Recognizes Church teaching as a source for established norms for Catholic behavior		I-D	D		A
B8. Develops skills to critically reflect on culture in light of Catholic moral teaching.....		I	D	D-A	A
B9. Recognizes that personal morality is formed by conscience.....		I	DA		
B10. Identifies ones responsibility for developing a well-formed conscience.....	I	D	DA	D	A
B11. Recognizes the importance of the moral and ethical demands of the Gospel in forming one's conscience.....	I	D	DA		
B12. Recognizes conscience as the capacity to distinguish good from evil.....	I	D	DA		
B13. Acknowledges conscience as a guide to right behavior.....	I	D	DA		
B14. Recognizes God has given us a free will.....		I-D	D		
B15. Associates morality with values, decision-making, responsibility.....			I-D		
B16. Experiences solving moral dilemmas.....	I	D	D		
B17. Recognizes positive and negative messages in the media.....		I-D	D-U		U
B18. Experiences selecting priorities and clarifying one's values.....	I	D	D		
B19. Understands the Catholic/Christian perspective on Human Sexuality.....	I	D	D-U		
B20. Explores sexual identity in light of the Church's teachings and values: The gift of sexuality.....		I	D	D	D
The Catholic vision of chastity as the successful integration of ones chastity		I	D	D	D
Discernment of appropriate behaviors.....		I	D	D	D-U
Responsible family planning and parenthood.....		I	D	D	D
B21. Understands Catholic moral teaching regarding guidance of the natural moral law...		I	I-D	D-U	UA
B22. Understands the basic nature of AIDS and the Church's teaching on mercy.....		I	D	D-U	A

C. CONCEPTS OF SELF-WORTH

CCC 1878-1889

C1. Expresses gratitude to God for life.....	I	D	D	D	D
C2. Is given opportunity to express love of Jesus by loving self and others.....	I	D	D		
C3. Recognizes honesty, sharing and desire to make others happy as Christian values.....	I	D	D		
C4. Recognizes forgiveness of others and asking forgiveness as Christian values.....	I	D	D		
C5. Appreciates human abilities / uniqueness of self.....	I	D	D		
C6. Recognizes that growing in knowledge and use of one's talents and abilities is needed for furthering the Kingdom.....	I	D	D		
C7. Acknowledges oneself as a person with feelings.....	I	D	D		D
C8. Recognizes negative and positive feelings.....	I	D	D		U
C9. Understands oneself as a person accountable for choices and their consequences.....	I	D	D		U
C10. Recognizes one's dignity as a person loved and called by God to a life of holiness....		I	D		
C11. Recognizes the dignity of human life from the moment of conception to natural death		I-D	DA		
C12. Recognizes holiness as caring about others as Jesus cared about us.....	I	D	D-U	U-A	U
C13. Understands basic concepts of Catholic teaching regarding a moral life and the call to holiness.....				I	D
C14. Discusses facing death with courage and joy because of belief in Jesus' Resurrection			I-D		A
C15. Understands basic concept related to Catholic teaching regarding moral life with regards to the common good, the inherent dignity of the human person, created in the image and likeness of God.....		I	DA	D	U
C16. Identifies one's personal gifts for active participation in a community of faith.....	I	D	D	A	A

D. VOCATION / STEWARDSHIP

CCC 1700-1742

D1. Recognizes importance of: Giving oneself, sharing one's time, talents, money, possessions, etc.....	I	D	D	D	U
Making the best use of talents and abilities.....	I	D	D	D	U
Being Christ-like in our actions.....	I	D	D	D	U
D2. Recognizes vocation as single, married, ordained, professed in a religious community and ecclesial lay minister.....	I	D	D		
D3. Distinguishes between vocation and career.....		I-D	D		
D4. Understands vocation as commitment and personal response to the call at Baptism.			I-D	U	
D5. Discusses religious vows of poverty, chastity and obedience.....			I-D		D-U
D6. Distinguishes between vow and promise.....		I	D		
D7. Studies various religious orders (charism, ministry, history).....		I	D		
D8. Identifies types of ministry: preaching, teaching, healing, parenting, serving.....		I	D		
D9. Explains a life of sharing, service and witness as part of the total Mission of the Church		I	D		
D10. Identifies Christian service as a response to needs of the community.....		I	D		

VII. cont'd.

	<u>K-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9-10</u>	<u>11-12</u>
D11. Is provided age-appropriate Christian Service opportunities at every grade level					
1) family.....	I-D	D	D	D	A
2) parish.....	I-D	D	D	D	A
3) school.....	I-D	D	D	A	A
4) local community (food kitchens, nursing homes, shelters).....	I-D	D	D	D	A
5) greater community (civic—world wide).....	I-D	D	D	D	A
D12. Identifies rights, responsibilities of membership and acts of service in: family, neighborhood, parish , faith community.....	I	D	D-U ^A	U-A	U-A
D13. Practices stewardship and can identify scriptural passages referring to stewardship	I	D	D-U	U-A	A

E. CATHOLIC SOCIAL TEACHING

CCC 1897-1942

E1. Recognizes the work of the Church as love, peace and justice.....		I-D	D-U		U
E2. Begins to identify children of various cultures and groups.....	I-D	D-U			
E3. Recalls that God’s creation is for our enjoyment, respect and stewardship.....	I	D	D-U ^A		U
E4. Practices care for the earth.....	I	DA	UA	A	A
E5. Explains how Scripture is the basis for the Church’s teaching on social justice.....			I	D	U
E6. Names and explains the Seven Catholic Social Teachings					
1) Life and dignity of the human person.....	I	D	D-U ^A	U-A	AA
2) Call to family, community and participation.....	I	D	D-U	U-A	A
3) Rights and responsibility.....	I	D	D-U	U-A	A
4) Option for the poor and vulnerable.....	I	D	D-U	U-A	AA
5) The dignity of work and the rights of the worker.....	I	D	D-U	U-A	A
6) Solidarity.....	I	D	D-U	U-A	A
7) Care for God’s creation.....	I	D	D-U	U-A	A
E7. Can discuss the “preferential option for the poor.....		I	D	D	UA
E8. Applies the Church’s social teachings to current situations and problems.....			I	D	A
E9. Identifies ways of responsible use and reuse of resources.....	I	D	D-U	U-A	A
E10. Defines peace: personal, family, national, global.....	I	D	D		
E11. Describes and explains the Church’s teachings on life issues such as.....			I	D	A
1) Euthanasia.....			I	D	D-A
2) Abortion.....			I-D^A	D	D-A
3) Capital punishment.....			I	D	D-A
4) AIDS.....		I	D	D	D-A^A
5) Reproductive Issues.....			I	D	D-U
6) Cloning.....			I	D	D-U
7) Stem Cell Research.....			I	D	D-U
8) Just War.....			I	D	D-U
E12. Recognizes equality of races, sexes and the rights of all people.....	I	D	D	D	D
E13. Recognizes reconciliation, love and joy as core of family life.....	I	D	D		
E14. Recognizes conflict as a part of the human condition.....		I	D		
E15. Recognizes that human relationships are built on respect and love for self and others	I	D	D		
E16. Understands and practices the principle of non-violent conflict resolution.....	I	D	D		
E17. Recognizes the value of different cultural expressions of Catholicism.....		I	DA	D-U	A

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Heather Beckett, Holy Angels Elementary School, Traverse City

Fr. Dan Gallagher, St. Ann Parish, Cadillac

Mrs. Susan Maasberg, St. Francis High School, Traverse City

Sr. Charlotte Mondragon, St. Francis High School, Traverse City

John Powers, St. Mary's Jr./Sr. High School, Gaylord

Lorrene Spaulding, St. Joseph School, West Branch

Sr. Jean Karen Woloszyk, O.P., St. Ignatius School, Rogers City

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