

# **Diocese of Davenport**



## **LIFELONG FAITH FORMATION CURRICULUM**

**2004**

November 2004

Dear Catechist:

The Feast of the Assumption, in August, gives us a time to ponder the modeling of Mary in her fiat to God. May we share with her in the great joy and challenges of bringing Christ to the world. Now we approach the season of Advent, we ask ourselves the question, "What will we do during Advent so that others can see that we have put on the light of Jesus Christ?"

It is with pleasure and gratitude we present the *Life Long Faith Formation Curriculum Guide: Standards, Concepts, Outcomes, and Assessments for the Diocese of Davenport*.

We thank the Faith Formation Curriculum Development Committee, the readers, and the review committee and are grateful for their dedication and generosity on behalf of the youth and the adults of the Diocese.

Our vision is that one day in the Diocese, all the people of God will fully, consciously and actively participate in and celebrate all aspect of passing on the faith, living the faith and celebrating the faith. May this new fire of faith draw them into a deeper relationship with Christ and be witnesses in their community of love and service.

This Life Long Faith Formation Curriculum Guide is an attempt to better pass on the Catholic faith to our young people and adults. Together, may we lovingly pass on these standards which are rooted in Catholic Scripture, Tradition, Doctrine, spirituality and moral life. We have incorporated aspects of Generations of Faith and Whole Community Catechesis which gives our parishes and schools a new paradigm and context for assessing what is best for the whole community in which we live and work. Catechesis for all assures us that every person in our parishes and schools have a foundation in the teachings of the Catholic Church. In our lifelong faith journey, may we learn and experience the Lord in our homes, world of work, parishes and communities. Making these connections is not just important, but is a vital dimension in our total and life long faith formation

These Standards are grounded in the *Catechism of the Catholic Church*. The committee was fully aware of the *Protocol for Assessing the Conformity of Catechetical Materials* along with the *Catechism of the Catholic Church* (1997). The document, *Our Hearts Were Burning within Us, the U.S. Bishop's Pastoral Plan for Adult Faith Formation*, was used as a source of encouragement for what we are planning in the Diocese. Though standard-oriented, it is imperative to remember that the goals of our Curriculum by no means satisfy our total response to the command to "love God with our whole mind, our whole heart and our whole soul." The Standards are only simple steps in assisting the catechist and parents as they help our children unreservedly respond to God's call.

The Catholic faith and life are based upon our Baptismal call to carry on the ministry of Jesus in the world. Our mission and goal is to carry out our faithfulness to the Message in our worship, in our community and in our service. Our Curriculum is rooted on the four pillars of the *Catechism of the Catholic Church*: Creed, Sacrament, Morality and Prayer.

We entrust these Standards to you with the understanding they will be implemented in every parish catechetical program or regional center. May you hand on the faith to all our people with love, joy and service.

Sincerely in the peace and joy of Christ,

(Most Rev.) Wm. E. Franklin  
Bishop of Davenport

## TABLE OF CONTENTS

Faith Formation Curriculum Guide .....	1
Mission Statement, Vision and Policy .....	1
Acknowledgments .....	2
Faith Formation Curriculum Committee .....	2
Preface to Curriculum Guide – Standards .....	3
Faith Formation Curriculum – Diocese of Davenport .....	4
Faith Formation Program Goals .....	6
Curriculum Guidelines	
Kindergarten – Grade 2.....	7
Grade 3 .....	13
Grade 4 .....	19
Grade 5 .....	25
Grades 6, 7, 8 .....	31
Grades 9-12 .....	48
Whole Community Catechesis.....	62
Adult Formation .....	66
Sacramental Prep.....	81
Appendix A: Textbook Selection Guidelines .....	90
Appendix B: Textbook Recommendations .....	105
Appendix C: Definitions .....	108

## **MISSION STATEMENT**

The Diocese of Davenport will foster the faith formation and spiritual growth of all persons based on standards of academic excellence which are rooted in Gospel values and Catholic Church teachings and celebrations so that faith becomes living, conscious, and active.

Therefore,

- All faith formation opportunities (parish, school, family) exist to teach and live the Gospel message of Jesus Christ
- Parents are the primary educators, and the parish and school are partners with parents in the faith formation and spiritual development of their children/adolescents
- Each person, regardless of race, cultural heritage, age or sex, will be provided with a warm, caring environment which fosters self-esteem, and helps to develop talents, skills and interests according to individual learning abilities
- The content of all faith formation opportunities within the diocese shall follow the curriculum guidelines set forth by the Diocese of Davenport, the Documents of Vatican II, and the Catechism of the Catholic Church
- All individuals appreciating the value of human dignity for themselves and others come together in liturgical celebration, and are called forth to establish a peace-filled, just, global society.

## **VISION**

The Diocese of Davenport will continue to base expectations of student learning on rigorous standards of academic excellence which address each child's developmental needs, are rooted in Gospel values and Catholic Church teachings.

## **POLICY 610.0**

### *Instruction Curriculum Guidelines*

It shall be the policy of the Davenport Diocesan Board of Education to provide guidelines for each curriculum area for grades K-12. A long-range plan for reviewing and refining the curriculum shall be developed and updated annually. Each parish and school, utilizing the diocesan guidelines, shall develop a five-seven year plan for assessment of needs, determination of goals, and selection of instructional materials for each area of the curriculum.

## ACKNOWLEDGMENTS

This document is the result of the efforts of many people and resources. The faith formation curriculum development committee that prepared the 2004 Faith Formation Curriculum Guidelines consisted of professional educators from schools and parishes of the Diocese of Davenport.

### FAITH FORMATION CURRICULUM DEVELOPMENT COMMITTEE

**Schools:**

City	Representative	School
Bettendorf	Chris Kostoglanis	Our Lady of Lourdes
Burlington	Bernie Helling	Aquinas
Davenport	Kathy Papageorgiou	Assumption High School
Davenport	Kitty Temming	John F. Kennedy
Davenport	Sr. Susan Rueve	St. Alphonsus
Davenport	Pam Cruz	St. Paul the Apostle
Iowa City	Sue Gensch	Regina Elementary
Iowa City	Ron Milder	Regina High School

**Directors of Religion Education:**

City	Representative	Parish
Bettendorf	Janice Uitenbroeck	Our Lady of Lourdes
Clinton	Betty Mantsch	Prince of Peace
Fort Madison	Connie Trautner	SS. Mary & Joseph
Keokuk	Brenda Bertram	All Saints
Newton	Tammy Norcross	Sacred Heart
Sigourney	Carole Olson	St. Mary

**Youth Ministers:**

City	Representative	Parish
Clinton	Sharon Roling	Prince of Peace
Long Grove	Ann Mohr	St. Ann's

**Diocesan Staff:**

City	Representative	Department
Anamosa	Robert Pilcher	Curriculum/Media Coordinator
Burlington	Msgr. John Hyland	Pastor and Vicar General
Colfax	Joe Dvorak	Youth Ministry Coordinator
Davenport	Bishop William Franklin	Bishop of the Diocese of Davenport
Davenport	Fr. John Whalen	Priest in residence
Davenport	Mary Wieser	Director of Faith Formation and Education/Superintendent of Schools
Davenport	Arnie Wieser	Archivist
Knoxville	Pat Finan	Faith Formation Coordinator
Newton	IlaMae Hanisch	Adult/Family Formation Coordinator

We are grateful to the competent and dedicated committee members who gave generously of their time and energy. Resource materials provided by the Diocese and by publishing companies were sincerely appreciated. And lastly, thanks to the schools and parishes for supporting the process by allowing their educators to participate.

## **PREFACE TO CURRICULUM GUIDE – STANDARDS**

This curriculum guide does not constitute a curriculum for faith formation. This document does provide a framework or set of parameters within which schools and parishes can develop a faith formation curriculum that works. This document provides nineteen standards of what students should be able to do to demonstrate significant learning in faith formation education. In addition, the document further specifies several additional statements indicating more specifically what students who achieve the standards should be able to do. For example, students who can “Read, interpret and apply Scripture to life” (standard) can also “Locate specific information within the Bible”, and “Use Scripture for prayer and liturgy” (outcomes/assessments). These outcomes become the assessment force for shaping a curriculum. The schools/parishes connect the outcomes to subject matter at various grade/developmental levels. These outcomes then become the driving force for designing assessments and selecting strategies. This document also offers sample assessments at all grade levels. These samples are intended to suggest ways to enhance or broaden assessments, including ways that invite the student to connect the classroom learning to real life. Articulating the grade level and course outcomes (consistent with the standards, skills/concepts and outcomes/assessments in this document), and stating the strategies the school/parish will use to facilitate the learning in the grade level constitutes the curriculum for the religion program.

# FAITH FORMATION CURRICULUM - DIOCESE OF DAVENPORT

Because of its wide recognition, the National Catholic Educational Association's (NCEA) work "By Their Fruits You Shall Know Them..." was selected by the Religion Curriculum Development Committee as its reference point. The NCEA has established nineteen K-12 faith formation education standards. The Faith Formation Curriculum Committee grouped the nineteen standards into six categories – Scripture, Doctrine, Spirituality, History, Liturgy and Morality/Social Justice.

## Summary of Standards for Faith Formation:\*

### Scripture

1. Read, interpret and apply Scripture to life.

### Doctrine

2. Present a reasoned rationale for being Catholic.
3. Illustrate basic understanding of Catholic dogma and doctrine in light of the "Catechism of the Catholic Church."
4. Acknowledge and affirm the diverse cultural expressions of Catholicism, and other faith traditions.
5. Examine the variety of Christian life-styles as ways to respond to the Baptismal call to a life of service.
6. Demonstrate the relationship between faith and culture (e.g., through the arts, social sciences, technology, etc.).

### Spirituality

7. Demonstrate an understanding and an appreciation for faith community as the way we come to know God.
8. Use effective community building skills in relating with others.
9. Use a variety of prayer forms to enrich and express personal and communal spirituality.

### History

10. Illustrate a basic understanding of the history of the Church.

### Liturgy

11. Demonstrate the importance of Sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.
12. Use appropriate resources to plan and participate in liturgy and other prayer services.
13. Celebrate the presence of the Sacred in the experiences of Sacramentals, symbols and rituals.
14. Demonstrate an understanding of liturgical seasons and feasts.

### Morality/Social Justice

15. Make moral decisions based on Catholic moral decision-making models.
16. Apply Catholic principles to interpersonal relations (e.g., family, peers, work, society, Church, etc.).

17. Critique societal structures in light of Catholic social justice principles, and apply those principles to social and personal situations.
18. Engage in service to the community (e.g., family, parish, local, national, global).
19. Exercise responsible stewardship for the gift of creation.

\*Adapted from “By Their Fruits You Shall Know Them...” by Lorraine Ozar, Ph.D.

## **FAITH FORMATION EDUCATION GOALS**

### **K-5**

1. Child will grow in ability to witness to Scripture and Catholic teachings.
  - Demonstrate knowledge and understanding of Scripture and teachings.
  - Respond to Scripture and teachings in every day behaviors.
2. Child will grow in a desire to respond to the needs and rights of others.
3. Child will mature in recognition of self as a child of God, trusting in the unconditional love of God.
4. Child will grow toward active participation in the faith community.
5. Child will mature in a personal relationship with Jesus.
6. Child will understand that the journey of faith is a life-long process.
7. Child will be guided in the development of Christian values to aid in moral decision-making process.

### **6-12**

#### **Adolescent Catechesis should recognize and respond to the need of youth to:**

1. Possess an acquaintance and interaction with Scripture, Doctrine, and Tradition.
2. Develop a knowledge and love of Jesus resulting in a closer relationship with and witnessing to Jesus.
3. Assume responsibility for their ongoing conversion.
4. Demonstrate their ability to be church.
5. Possess love of and trust in church.
6. Grow in full membership in the community through the sacramental life.
7. Grow in moral decision making reflected in the light of Catholic faith.
8. Grow in acceptance of self as a child of God experiencing the unconditional love of God.
9. See the challenge of faith in a variety of life-styles within religious, single and married vocations.
10. Recognize and turn to the family as the primary catechist.

Taken from “*Creating a Curriculum That Works*,” Lorraine A. Ozar, National Catholic Educational Association, Washington DC, 1994.

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level K-2**

Standard #1	Scripture
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Bible stories: Creation, Noah, Birth of Jesus, Entry into Jerusalem</li> <li>▪ Bible songs</li> <li>▪ Bible contains stories about God and Jesus</li> <li>▪ Psalms</li> </ul>
<b>Outcomes/Assessments</b>	<ul style="list-style-type: none"> <li>▪ Retell Bible stories</li> <li>▪ Sing Bible songs</li> <li>▪ Sing some psalms</li> <li>▪ Illustrate Bible stories</li> <li>▪ Name two parts of the Bible</li> <li>▪ Recognize that readings at Mass are from Old and New Testament</li> <li>▪ Respect Bible as inspired by God</li> <li>▪ Role-play Bible stories (The Good Samaritan)</li> <li>▪ Draw a picture of God's world</li> <li>▪ Make a timeline of Bible stories Old &amp; New Testament characters</li> <li>▪ Sing songs of Bible-related stories</li> <li>▪ Listen and retell stories from Old &amp; New Testament</li> <li>▪ Tell why the Bible is special</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level K-2**

<b>Standard #3 &amp; 5</b>	Doctrine
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Baptism</li> <li>▪ Mary as mother of Jesus</li> <li>▪ I am a child of God</li> <li>▪ Jesus is the Son of God</li> <li>▪ Jesus as human and divine</li> <li>▪ Jesus as Savior – Jesus suffered, died &amp; rose from the dead</li> <li>▪ Trinity</li> <li>▪ Forgiveness of sins</li> </ul>
<b>Outcomes/Assessments</b>	<ul style="list-style-type: none"> <li>▪ Recognize water as a sign of life</li> <li>▪ Retell story of their baptism</li> <li>▪ Retell story of angel’s visit to Mary</li> <li>▪ Identify Mary as mother of Jesus</li> <li>▪ Verbalize concept they are God’s child</li> <li>▪ Be familiar with Holy Trinity – Father, Son, Holy Spirit</li> <li>▪ Sequence events in the last days of Jesus</li> <li>▪ Recognize and relate Jesus as God’s Son, Our Brother, Our Friend, Human and Divine</li> <li>▪ Identify some of the names we use for God</li> <li>▪ Identify various ways to serve God</li> <li>▪ Participate in Mass reverently</li> <li>▪ Understand Golden Rule</li> <li>▪ Demonstrate understanding of God’s forgiveness</li> <li>▪ Make the Sign of the Cross</li> <li>▪ Name the ways we use water for life</li> <li>▪ Tell what Baptism means</li> <li>▪ Draw a picture of Jesus’ resurrection</li> <li>▪ Name ways they serve God</li> <li>▪ Make a mural depicting Jesus as God’s Son, Our Brother, Our Friend</li> <li>▪ Tell three of the names by which we call God</li> <li>▪ Role-play a story of God’s forgiveness</li> <li>▪ Retell the story of the Last Supper and tell how it is like our Mass</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level K-2**

<b>Standard #7, 8 &amp; 9</b>	Spirituality
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Jesus hears our prayers</li> <li>▪ We pray with others</li> <li>▪ Act of Contrition</li> <li>▪ God gives us the freedom to make choices</li> <li>▪ Lord’s Prayer</li> <li>▪ Prayers and responses at Mass</li> </ul>
<b>Outcomes/Assessments</b>	<ul style="list-style-type: none"> <li>▪ Pray with group: <ul style="list-style-type: none"> <li>- Sign of Cross</li> <li>- Hail Mary</li> <li>- Meal Prayer</li> <li>- Meditative Prayer</li> <li>- Spontaneous Prayer</li> <li>- Guided Imagery Prayer</li> <li>- Glory Be</li> <li>- Lord’s Prayer</li> </ul> </li> <li>▪ Be able to verbalize an act of forgiveness</li> <li>▪ Attend and participate in Mass</li> <li>▪ Participate in simple liturgies</li> <li>▪ Verbalize and explain meaning of Lord’s prayer</li> <li>▪ Distinguish between right and wrong choices</li> <li>▪ Recite with others: Sign of Cross, Hail Mary, Meal Prayer, Lord’s Prayer, Glory Be</li> <li>▪ Create a prayer of their own</li> <li>▪ Name some people who pray</li> <li>▪ Quiet self during meditation</li> <li>▪ Pray at prayer services</li> <li>▪ Attend Mass</li> <li>▪ Participate in prayers of Mass</li> <li>▪ Make a mural of the meaning of the Lord’s Prayer</li> <li>▪ Role-play asking forgiveness of someone you’ve hurt</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level K-2**

<b>Standard #10</b>	History
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Parish and leaders</li> <li>▪ Church is a community of Jesus' followers</li> </ul>
<b>Outcomes/Assessments</b>	<ul style="list-style-type: none"> <li>▪ Know name of parish and parish priest or parish leader</li> <li>▪ Know name of the Pope</li> <li>▪ Know the name of the Bishop</li> <li>▪ Recognize that they are members of a Catholic community, and be able to name their parish Church</li> <li>▪ Draw a picture of your parish church</li> <li>▪ Copy name of parish priest or leader</li> <li>▪ Name Pope and Bishop</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level K-2**

<b>Standard #11, 12, 13, 14</b>	Liturgy
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Sacraments are a sign of God’s presence with us now</li> <li>▪ Reconciliation</li> <li>▪ Eucharist</li> <li>▪ Liturgy participation</li> <li>▪ Liturgical seasons and feasts</li> <li>▪ Sacraments used by the Church</li> </ul>
<b>Outcomes/Assessments</b>	<ul style="list-style-type: none"> <li>▪ Name the seven sacraments</li> <li>▪ Recognize reconciliation as an opportunity to express sorrow and ask for forgiveness</li> <li>▪ Experience the sacrament of reconciliation as an opportunity to celebrate God’s forgiveness</li> <li>▪ Distinguish between sin, accidents, and mistakes</li> <li>▪ Realize that sin is a break in the relationship between God &amp; self</li> <li>▪ Celebrate Eucharist on a regular basis</li> <li>▪ Participate in and plan liturgy</li> <li>▪ Explain how Eucharist is a sacrament of Thanksgiving, Unity, Sacrifice, Peace, Justice</li> <li>▪ Experience / identify liturgical seasons and feasts with celebrations</li> <li>▪ Scavenger hunt to identify the vestments and vessels</li> <li>▪ Make a sacraments family tree</li> <li>▪ Describe and use an Advent wreath</li> <li>▪ Sing simple songs for the liturgical seasons</li> <li>▪ Retell the Nativity story</li> <li>▪ Study a saint and tell his/her story</li> <li>▪ Write intercessions for Mass</li> <li>▪ Write an “I’m sorry prayer”</li> <li>▪ Write a “thank you” prayer</li> <li>▪ On church tour identify cross, vestments, liturgical colors, tabernacle, sanctuary lamp, chalice, candles, lectionary, altar.</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level K-2**

<b>Standard #15, 16, 18, 19</b>	Morality/Social Justice
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Jesus wants us to love Him</li> <li>▪ Interpersonal relationships – Respect and love others</li> <li>▪ Ten Commandments show love for God and love for others</li> <li>▪ Service</li> <li>▪ Stewardship – Time, Talent, Treasure</li> </ul>
<b>Outcomes/Assessments</b>	<ul style="list-style-type: none"> <li>▪ Participate in community service</li> <li>▪ Follow Jesus’ example of love and treatment of others</li> <li>▪ Respect other’s property</li> <li>▪ Demonstrate respect for God’s creation</li> <li>▪ Understand what it means to be a good steward by following the examples of historical and current people of faith (Saints, Mother Teresa, family members, etc.)</li> <li>▪ Role-play or journal situations where forgiveness and peacemaking are needed (e.g., family peers, school, community)</li> <li>▪ Role-play Jesus’ stories</li> <li>▪ Do a service project (i.e. food, clothing, money, pop tabs)</li> <li>▪ Make cards for elderly or ill</li> <li>▪ Adopt a nursing home</li> <li>▪ Clean up parish / school grounds</li> <li>▪ Name someone they admire and how that person acts like Jesus</li> <li>▪ Draw or write ways they can be good stewards of their time, talent, treasure</li> <li>▪ Draw a picture of how you care for God’s world</li> <li>▪ Observe interaction with other children</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 3**  
**Scripture**

<b>Standard #1</b>	Read, interpret and apply Scripture to life.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Early Christian community</li> <li>▪ Call of disciples</li> <li>▪ Ascension and Pentecost</li> <li>▪ Parables of the Kingdom of God</li> <li>▪ Interrelatedness of Scripture and Liturgy</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Apply scripture to current Church events, persons, celebrations</li> <li>▪ Actively participate in planning prayer service using psalms and readings</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Plan a prayer service as a class – Based on Readings of the Day – from the Bible or Liturgy of the Hours – Choral Reading</li> <li>▪ List ways your parish is similar or different from early Christian communities – Sedar Meal</li> <li>▪ Participate in liturgical celebrations of Ascension and Pentecost, although these may occur after religious formation are completed for the year</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 3**  
**Doctrine**

<p><b>Standard #3</b></p> <p><b>Standard #7</b></p> <p><b>Standard #14</b></p>	<p>Illustrate basic understanding of Catholic dogma in light of the “Catechism of the Catholic Church.”</p> <p>Acknowledge and affirm the diverse cultural expressions of Catholicism and other faith traditions.</p> <p>Examine the variety of Christian life -styles as ways to respond to the Baptismal call to a life of service.</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Church is the People of God, the Body of Christ, guided by the Holy Spirit</li> <li>▪ Apostles’ Creed or Nicene Creed: statement of beliefs</li> <li>▪ Marks of the Church: one, holy, catholic, apostolic</li> <li>▪ Mary, Mother of the Church</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Read and/or recite the Nicene Creed</li> <li>▪ Present examples of understanding of each point of Creed in words, actions or pictures</li> <li>▪ Name and explain the Marks of the Church</li> <li>▪ Identify the current leaders of the Church</li> <li>▪ Study and celebrate the various feasts of Mary in the world</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Recite the Nicene creed</li> <li>▪ Create a visual that shows understanding of the Creed – Divide into three parts, Father, Son, and Holy Spirit</li> <li>▪ List and describe the Marks of the Church – use graphic organizer to show the marks of the church</li> <li>▪ Create a poster of the various feasts of Mary as celebrated by the church (soluminity of Mary, Annunciation, Assumption, Immaculate Conception)</li> <li>▪ Create graphic pyramid of hierarchy of the church leaders, deacon, pastor, Bishops, Archbishops, Cardinal, and Pope.</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 3**  
**Liturgy**

<p><b>Standard #4</b></p> <p><b>Standard #16</b></p> <p><b>Standard #18</b></p> <p><b>Standard #19</b></p>	<p>Demonstrate the importance of Sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</p> <p>Use appropriate resources to plan and participate in liturgy and other prayer services.</p> <p>Celebrate the presence of the Sacred in experiences of sacramentals, symbols and rituals.</p> <p>Demonstrate an understanding of liturgical seasons and feasts.</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Overview of Sacraments: Sacraments of initiation, Sacraments of healing and Sacraments of service</li> <li>▪ Use of liturgical symbols</li> <li>▪ Sacramentals of the Church</li> <li>▪ Holy Days of Obligation</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Identify various liturgical ministers</li> <li>▪ Name the seven Sacraments and explain what they celebrate</li> <li>▪ Name the liturgical symbols of the sacrament</li> <li>▪ Participate in the plan liturgy</li> <li>▪ Show understanding of “Communion of Saints” by celebrating the Feast of All Saints and Mary the Queen of Saints</li> <li>▪ Explore the meaning of Scripture as used throughout the liturgical seasons (e.g., “Jesse Tree,” “O Antiphons”)</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ In small groups, form a list of liturgical ministers</li> <li>▪ Role-play each ministry</li> <li>▪ Create a booklet on the seven Sacraments, how they are celebrated, and the symbols used – Divide booklet into 3 sections: Initiations, Healing, Vocations</li> <li>▪ Celebrate the Holy Days and Feasts of Mary</li> <li>▪ Listen to Scripture stories used throughout the liturgical seasons, and create a project showing understanding – graphic organizer aligning secular calendar with Liturgical Calendar using colors to emphasize the seasons</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 3**  
**Morality/Social Justice**

<p><b>Standard #5</b></p> <p><b>Standard #8</b></p> <p><b>Standard #12</b></p> <p><b>Standard #13</b></p>	<p>Make moral decisions based on Catholic moral decision-making models. Make moral decisions consistent with Church Teaching.</p> <p>Apply Catholic principles to interpersonal relations (e.g., family, peers, work, society, Church, etc.)</p> <p>Engage in service to the community (e.g., family, parish, local, national, and global) in response to the Gospel call.</p> <p>Exercise responsible stewardship for the gift of creation.</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ The Church cares for those in need and helps to build a better world</li> <li>▪ Spiritual and Corporal works of mercy</li> <li>▪ Responsibilities as members of the Church</li> <li>▪ Church as welcoming community, hospitable and inclusive</li> <li>▪ Answering Jesus’ call to serve</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Read about the role models of Christian witnesses past and present</li> <li>▪ Invite parish members to explain their roles in the Parish community</li> <li>▪ Welcome others as “greeters” before Mass</li> <li>▪ Re-enact conflict situations and brainstorm solutions that build community</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Research Christian witnesses, pick one, role -play the person in an oral presentation</li> <li>▪ Write a “Thank You” note to the guest speaker who shared their role in the parish community</li> <li>▪ Tell about your experience as a greeter</li> <li>▪ Role -play conflict situations</li> <li>▪ List examples that build community</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 3**  
**History**

<b>Standard #6</b>	Illustrate a basic understanding of the history of the Church.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Early Christian community</li> <li>▪ Journeys of St. Paul</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Visit an historical religious site</li> <li>▪ Invite someone from the parish to give a brief history of the parish</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Visit, view a movie, or view photographs of historical religious sites “Footsteps of Abraham” – any Holy Land video</li> <li>▪ Write about how the historical site related to the mission of God</li> <li>▪ Create a timeline showing the history</li> <li>▪ Interview the pastor/parish leader or others to create a timeline depicting history of their parish</li> <li>▪ Make map of Paul’s journey in the Middle East</li> <li>▪ Locate a place on a map where Paul wrote his letters</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 3**  
**Spirituality**

<p><b>Standard #9</b></p> <p><b>Standard #10</b></p> <p><b>Standard #17</b></p>	<p>Demonstrate an understanding and an appreciation of faith community as the way we come to know God.</p> <p>Use effective community building skills in relating with others.</p> <p>Use a variety of prayer forms to enrich and express personal and communal spirituality.</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Conversion of St. Paul and his call to ministry</li> <li>▪ Psalms as form of communal prayer</li> <li>▪ Apostles’ Creed as prayer</li> <li>▪ Our role in building the faith community</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Pray the rosary prayers: Apostles’ Creed, Our Father, Hail Mary, Glory Be</li> <li>▪ Recognize our own call to witness</li> <li>▪ Name ways to recognize each individual’s contribution in building community</li> <li>▪ Write a prayer service on: community-building, talents and gifts, witnessing, commitment</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Plan a class prayer service that includes praying part of the rosary</li> <li>▪ Participate in a community building activity that identifies each person’s importance, such as church ministries (e.g.: altar server, singing, lector, greeter)</li> <li>▪ Plan a prayer service that includes praying for each child individually and thanking God for their gifts</li> <li>▪ Create a mime to show how Saul’s face was transformed as it was touched by the light of Jesus</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 4**  
**Scripture**

<b>Standard #1</b>	Read, interpret and apply Scripture to life.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ The Ten Commandments</li> <li>▪ The Beatitudes</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Understand the Ten Commandments as guides in living a faith-filled life</li> <li>▪ Understand that living the Beatitudes leads to true “happiness” in the kingdom of God</li> <li>▪ Demonstrate an understanding of the Beatitudes in daily life</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Write about a commandment that was difficult to follow. Rewrite the commandments to reflect our lives today. How do we live them out?</li> <li>▪ Identify how you and your family live out the Beatitudes. Draw out the Maltese Cross representing the Beatitudes</li> <li>▪ Write a story about how the Beatitudes led to true “happiness” in someone’s life.</li> <li>▪ Beach Ball Game – Have 1<sup>st</sup> say first part of Beatitude, pass ball to next person, finish Beatitude, pass ball, state quality of Beatitude</li> <li>▪ Have learners locate in newspaper articles which people are living the Beatitudes/Ten Commandments</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 4**  
**Doctrine**

<p><b>Standard #3</b></p> <p><b>Standard #14</b></p>	<p>Illustrate basic understanding of Catholic dogma in light of the “Catechism of the Catholic Church.”</p> <p>Examine the variety of Christian life -styles as ways to respond to the Baptismal call to a life of service.</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Sin</li> <li>▪ Holy Trinity</li> <li>▪ Grace</li> <li>▪ Virtues</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Recognize sin as turning away from God</li> <li>▪ Distinguish between mortal sin, which destroys charity in one’s heart by a grave violation of God’s law, and venial sin, which allows charity to subsist.</li> <li>▪ Describe the Holy Trinity as three distinct persons</li> <li>▪ Understand the relationships of the person with each other and with us</li> <li>▪ Understand that the seven gifts of the Holy Spirit are working through us</li> <li>▪ Explore ways to open ourselves to God’s grace, which is given freely</li> <li>▪ Understand the seven virtues</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Write a prayer of thanksgiving for the grace you have received</li> <li>▪ Create a mobile of the 7 Virtues</li> <li>▪ 4 groups – Teacher/Friend/Parent/Sibling. Make a poster for each group. On each poster write a thank you for forgiving me when...Discuss 3 steps: <ul style="list-style-type: none"> <li>- grave/serious</li> <li>- know it is wrong</li> <li>- do it anyway</li> </ul> </li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 4**  
**Liturgy**

<p><b>Standard #4</b></p> <p><b>Standard #16</b></p> <p><b>Standard #18</b></p>	<p>Demonstrate the importance of Sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</p> <p>Use appropriate resources to plan and participate in liturgy and other prayer services.</p> <p>Celebrate the presence of the Sacred in experiences of Sacramentals, symbols and rituals.</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Sacraments of initiation</li> <li>▪ Sacraments of healing</li> <li>▪ Sacraments of service</li> <li>▪ Liturgy and prayer services</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Recall how the Sacraments of initiation grace people</li> <li>▪ Give personal examples of how the Sacraments have made a difference in your life</li> <li>▪ Review the steps for celebrating the Sacrament of Reconciliation</li> <li>▪ Strengthen the baptismal call to carry on a life of service to others</li> <li>▪ Plan and participate in liturgy and prayer services</li> <li>▪ Regularly attend Mass</li> <li>▪ Demonstrate their knowledge of the definition of a Sacrament</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Within the Liturgy using Sacramentals, symbols &amp; rituals - share experiences of Celebrating the Sacraments - matching game – Sacrament / Sign of Sacraments / Sacramentals</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 4**  
**Morality / Social Justice**

<p><b>Standard #5</b></p> <p><b>Standard #8</b></p> <p><b>Standard #12</b></p>	<p>Make moral decisions consistent with Church Teaching based on Catholic moral decision-making models.</p> <p>Apply Catholic principles to interpersonal relations (e.g., family, peers, work, society, Church, etc.)</p> <p>Engage in service to community (e.g., family, parish, local, national, and global) in response to the Gospel call.</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Loving others as one's self</li> <li>▪ Making decisions based on gospel values</li> <li>▪ Accepting responsibility for our actions</li> <li>▪ Service</li> <li>▪ Stewardship</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Treat others with dignity and respect</li> <li>▪ Apply the gospel teachings to everyday decisions</li> <li>▪ Demonstrate accountability for his/her actions</li> <li>▪ Find ongoing ways within the community to be of service</li> <li>▪ Identify ways to take care of the earth</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Share times when you have treated others kindly</li> <li>▪ Role play how you felt when you were treated unkindly, and what you can do to prevent others from feeling that way</li> <li>▪ Journal about a time when you needed to apologize and make amends</li> <li>▪ Participate in monthly service projects</li> <li>▪ Brainstorm ways to take care of the earth, and implement one project</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 4**  
**History**

<b>Standard #6</b>	Illustrate a basic understanding of the history of the Church.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"><li>▪ God's covenant</li></ul>
<b>Outcomes</b>	The learner will: <ul style="list-style-type: none"><li>▪ Distinguish between God's everlasting covenant and the new covenant of Jesus</li></ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"><li>▪ Present skits illustrating God's covenant with us</li><li>▪ Graphic Organizer – Road of Faithfulness suggests names that belong on the road of faithfulness</li></ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 4**  
**Spirituality**

<p><b>Standard #9</b></p> <p><b>Standard #10</b></p> <p><b>Standard #17</b></p>	<p>Demonstrate an understanding and an appreciation of faith community as the way we come to know God.</p> <p>Use effective community building skills in relating with others.</p> <p>Use a variety of prayer forms to enrich and express personal and communal spirituality</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Loving others is a way of loving God</li> <li>▪ Prayer</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a sincere love for God through loving kindness bestowed on others</li> <li>▪ Engage in a variety of prayer forms, such as: devotional, spontaneous, meditative and liturgical, to deepen spirituality</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Role play-show how followers of Jesus put God first (Ten Commandments)</li> <li>▪ Gestures used to accompany phrases of the prayer.</li> <li>▪ Banners of Liturgical Art / Bookmarks / Prayer cards</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 5**  
**Scripture**

<b>Standard #1</b>	Read, interpret and apply Scripture to life.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Bible</li> <li>▪ Old Testament (Hebrew Scripture)</li> <li>▪ New Testament (Christian Scripture)</li> <li>▪ Israelites and salvation story</li> <li>▪ Locate passages in Bible</li> <li>▪ Bible has many authors</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Name the books in the Bible</li> <li>▪ Recite a common Scripture passage and identify it as Old or New Testament</li> <li>▪ Interpret and apply Scripture to daily life</li> <li>▪ Read the psalms</li> <li>▪ Role -play passages from Exodus</li> <li>▪ Understand the Bible was written by many people, and uses a variety of literary forms</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ List the books of the Bible</li> <li>▪ Look up Bible passages in both Old and New Testament</li> <li>▪ Read a Bible passage and write how it relates to their life</li> <li>▪ Interpret a psalm and present to the class</li> <li>▪ Role -play passages from Exodus</li> <li>▪ Match a literary form with Scripture</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 5**  
**Doctrine**

<p><b>Standard #2</b></p> <p><b>Standard #3</b></p> <p><b>Standard #7</b></p> <p><b>Standard #14</b></p>	<p>Present a reasoned rationale for being Catholic (one, holy, Catholic, apostolic).</p> <p>Illustrate basic understanding of Catholic dogma in light of the “Catechism of the Catholic Church.”</p> <p>Acknowledge and affirm the diverse cultural expressions of Catholicism and other faith traditions.</p> <p>Examine the variety of Christian life -styles as ways to respond to the Baptismal call to a life of service.</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ God, Creator of all</li> <li>▪ God revealed to us in Bible</li> <li>▪ Jesus as image of God</li> <li>▪ Holy Trinity</li> <li>▪ Belief in God</li> <li>▪ Vocations</li> <li>▪ Grace</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Continue to grow in understanding of Holy Trinity</li> <li>▪ Locate passages that tell us who God is</li> <li>▪ Retell story of creation</li> <li>▪ Give examples of God’s creation and recognize God’s creation is ongoing</li> <li>▪ Recognize God’s presence in Jesus, the Sacraments, Scripture, and community</li> <li>▪ Understand there are many ways to serve God</li> <li>▪ Understand that grace is part of each Sacrament</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Share with one another how God is present in Jesus and the Sacraments</li> <li>▪ Tell about a book, movie or TV show that illustrates service to God</li> <li>▪ Tribute about a good friend. Friendships prepare for future vocations</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 5**  
**Morality / Social Justice**

<p><b>Standard #5</b></p> <p><b>Standard #8</b></p> <p><b>Standard #11</b></p> <p><b>Standard #12</b></p> <p><b>Standard #13</b></p>	<p>Make moral decisions based on Catholic moral decision-making models.</p> <p>Apply Catholic principles to interpersonal relations (e.g., family, peers, work, society, Church, etc.).</p> <p>Critique societal structures in light of Catholic social justice principles and apply those principles to social and personal situations.</p> <p>Engage in service to the community (e.g., family, parish, local, national, and global) in response to the Gospel call.</p> <p>Exercise responsible stewardship for the gift of creation.</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Membership in the Catholic Church asks us to continue the mission of Christ</li> <li>▪ Everyone is made in God’s image</li> <li>▪ Promotes peace and justice</li> <li>▪ Beatitudes as a model for Christian life</li> <li>▪ Social teachings of Catholic Church including topics such as: the solidarity of the human family, workers’ rights, the dignity of work and stewardship of creation</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Examine decisions in light of Christ’s message</li> <li>▪ Treat others with care and respect</li> <li>▪ Use gospel values to make decisions</li> <li>▪ Examine and apply social teachings of the Catholic Church</li> <li>▪ Live a Christian lifestyle (e.g., respectful)</li> <li>▪ Evaluate current events (i.e., music, TV shows) as they relate to Gospel values</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Prepare and dialogue about current controversial issues in light of the Gospel message</li> <li>▪ Read the lyrics of a current song, interpret and evaluate in light of the Gospel</li> <li>▪ Identify and participate in a service project</li> <li>▪ Identify a project that shows care for creation</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 5**  
**History**

<b>Standard #6</b>	Illustrate a basic understanding of the history of the Church.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Hierarchy in Church</li> <li>▪ Teachings of the Church</li> <li>▪ Four Marks</li> <li>▪ Church as a sacrament</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Understand the development of the hierarchy in the Catholic Church</li> <li>▪ Differentiate between dogma, doctrine, encyclicals, counsels</li> <li>▪ Explore the four Marks of the Church</li> <li>▪ Give examples of how the Church is a visible sign of Christ in the world</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Create a poster diagramming the hierarchy</li> <li>▪ Share how the Catholic Church is One, Holy, Catholic and Apostolic</li> <li>▪ Make a collage of some of the ways the Church is a visible sign of Christ</li> <li>▪ Look through the Church bulletin and state how each activity is a sign of Christ in the world</li> <li>▪ In a small group, research on official teaching of the Church, and present findings to the class</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 5**  
**Spirituality**

<p><b>Standard #9</b></p> <p><b>Standard #10</b></p> <p><b>Standard #17</b></p>	<p>Demonstrate an understanding and an appreciation for faith community as the way we come to know God.</p> <p>Use effective community building skills in relating with others.</p> <p>Use a variety of prayer forms to enrich and express personal and communal spirituality</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Personal prayer</li> <li>▪ Nicene Creed</li> <li>▪ Traditional prayers</li> <li>▪ Spiritual and corporal works of mercy</li> <li>▪ One's inner search for God</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Pray spontaneously</li> <li>▪ Write a prayer</li> <li>▪ Keep a prayer journal</li> <li>▪ Memorize the Nicene Creed</li> <li>▪ Understand and demonstrate forms of private prayer (e.g., the rosary)</li> <li>▪ Participate in spiritual and corporal works of mercy activities</li> <li>▪ Participate in times of reflection</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Write a prayer and share it with the class</li> <li>▪ Journal each day about something they are grateful for – gratitude journal</li> <li>▪ Recite the Nicene Creed</li> <li>▪ Make a rosary for a younger student and explain how to pray the rosary to them</li> <li>▪ Plan and carry out a class activity that involves spiritual and corporal works of mercy</li> <li>▪ Journal about a class meditation or silent prayer time</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 5**  
**Liturgy**

<p><b>Standard #11</b></p> <p><b>Standard #12</b></p> <p><b>Standard #13</b></p> <p><b>Standard #14</b></p>	<p>Demonstrate the importance of Sacrament, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</p> <p>Use appropriate resources to plan and participate in liturgy and other prayer services.</p> <p>Celebrate the presence of the Sacred in experiences of Sacramentals , symbols and rituals.</p> <p>Demonstrate an understanding of liturgical seasons and feasts.</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Sacrament of initiation</li> <li>▪ Sacrament of healing</li> <li>▪ Sacrament of service</li> <li>▪ Liturgical year</li> <li>▪ RCIA</li> <li>▪ Sacramentals</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Identify the seasons of the Church and major feasts</li> <li>▪ Participate in the planning of liturgy</li> <li>▪ Identify key components of how each sacrament is celebrated</li> <li>▪ Define and give examples of Sacramentals</li> <li>▪ Explore the process of becoming a full member of the Catholic Church</li> <li>▪ Celebrate and participate in the Sacrament that they are able to receive</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Create a calendar identifying the seasons and major feasts of the year</li> <li>▪ Divide into groups, each group creates a lesson on how a particular Sacrament is celebrated</li> <li>▪ Invite a member of the Catechumenate to the class and listen to their experience of becoming a Catholic</li> <li>▪ Plan and celebrate a Reconciliation service</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**Scripture**

<b>Standard #1</b>	Read, interpret and apply Scripture to life.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Revelation is God revealing God’s self through Scripture and Tradition</li> <li>▪ Locate passages in Bible</li> <li>▪ Read Scripture</li> <li>▪ Apply ideas from Scripture to daily life</li> <li>▪ Bible characters</li> <li>▪ God’s saving action</li> <li>▪ Scripture as God’s word</li> <li>▪ Organization of the Bible</li> <li>▪ Relationship of Scripture to daily life</li> <li>▪ Bible is a collection of different types of literary works</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Explain how the Gospel is Good News</li> <li>▪ Compare and contrast the four Gospels (e.g., Resurrection stories)</li> <li>▪ Locate passages in the Bible</li> <li>▪ Recognize divisions of writings within the Bible</li> <li>▪ Identify Bible as the word of God</li> <li>▪ Identify prophets in Bible</li> <li>▪ Identify God’s saving action in Bible stories</li> <li>▪ Identify main Bible characters</li> <li>▪ Apply ideas from Scripture to daily life</li> <li>▪ Realize that God calls us to live the law of love</li> <li>▪ Will show reverence of the Bible</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Learners will locate passages in the Bible and identify which section of the Bible it came from</li> <li>▪ Learners will explain how God’s saving action is illustrated in a Bible story</li> <li>▪ Learners will read a passage from a Gospel, re-state its meaning, and explain how it applies to daily life</li> <li>▪ Learners will locate a Gospel passage and explain how it illustrates the Good News of Jesus Christ</li> <li>▪ Given a list of characters from Scripture, students will write a synopsis of their story</li> <li>▪ Learners will locate a passage in Scripture, read it, and explain to the class how it shows God’s call to us to live the law of love</li> <li>▪ Choose a story from Scripture in which there is travel from one place to another. Create a travel journal of one of the characters</li> <li>▪ Enthroned the Bible – special place, etc.</li> <li>▪ Prayer corner with Bible</li> <li>▪ Retell Bible story in modern day times</li> <li>▪ Old Testament Festival using O.T. characters and costumes</li> <li>▪ New Testament Festival</li> <li>▪ Interpret story from each character’s view point</li> <li>▪ Scripture Study – breakout group – to focus on word in a Scripture passage or identify with a character in a Scripture passage</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**Doctrine**

<b>Standard #2</b>	Present a reasoned rationale for being Catholic.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Faith and religion</li> <li>▪ Personal faith life</li> <li>▪ Commitment to a specific religion</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Explain difference between faith and religion</li> <li>▪ Define the meaning of Catholic</li> <li>▪ Critique the unique qualities of Catholicism</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Learners keep a journal relating how they find God present in their lives</li> <li>▪ Learners will create a video interviewing Catholic adults and/or teens about what they believe</li> <li>▪ Define “creed”</li> <li>▪ Research images of God in world religions</li> <li>▪ Make a chart illustrating the similarities and differences of the view of God in world religions</li> <li>▪ Research the image of God from Old to New Testament (the God of Abraham, the God of Jacob, etc.)</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**Doctrine**

<b>Standard #3</b>	Illustrate basic understanding of Catholic dogma glossary in light of the <u>“Catechism of the Catholic Church.”</u>
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Dogma and doctrine of the Catholic Church</li> <li>▪ Historical events that made it necessary for the Church to write down specific Doctrines</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Understand the difference between dogma and doctrine</li> <li>▪ Understand historical significance of dogma and doctrine in the Catholic Church</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Learners will compare the Church of their grandparents (senior citizens) with modern Church by interviewing them</li> <li>▪ Learners will trace the development of the doctrines through the various Councils of the Church</li> <li>▪ Learners will illustrate a booklet of examples of living out the Nicene Creed in daily life</li> <li>▪ Using the internet: learners could study a particular heresy in the Church and find out how it was resolved</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**Doctrine**

<b>Standard #4</b>	Acknowledge and affirm the diverse cultural expression of Catholicism and other faith traditions.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Judaism</li> <li>▪ World religions</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Recognize diversity and ethnicity within Catholicism</li> <li>▪ Understand the importance of Judaism in Catholic history</li> <li>▪ Identify various world religions</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Encourage a visit to a synagogue or another denomination</li> <li>▪ Discuss and/or illustrate the beliefs and practices of other religions</li> <li>▪ Research using the internet and other forms of technology</li> <li>▪ Invite guest speakers of other religious faiths and/or conduct interviews</li> <li>▪ Invite priests of other cultures</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**Doctrine**

<b>Standard #5</b>	Examine the variety of Christian vocations as ways to respond to the Baptismal call to a life of service.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Responding to baptismal call</li> <li>▪ Connections of lifestyles</li> <li>▪ Recognize vocations to the religious life, single life, and married life</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Recognize the different ways of responding to the Baptismal call of a life of service</li> <li>▪ Realize Jesus’ mode of teaching involves serving others</li> <li>▪ Relate vocations to a life of service</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Learners will interview parish leaders who have assumed roles in the parish to show them how people use their various gifts</li> <li>▪ Learners list ways that service is needed in their Church and community, and perform some service</li> <li>▪ Learners will invite priests, sisters, lay ministers to tell the story of their call to ministry</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**Doctrine**

<b>Standard #6</b>	Demonstrate the relationship between faith and culture (e.g., through the arts, social science, technology, etc.)
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Church history</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Illustrate the faith/religious impact on culture through the ages</li> <li>▪ Critique periods in history when faith greatly impacted culture</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Analyze movie “Jesus of Nazareth” for historical significance, and assess periods of history to see how faith influenced culture</li> <li>▪ Research media for appropriate video</li> <li>▪ Teach team using art, history, and music teachers</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**Spirituality**

<b>Standard #7</b>	Demonstrate an understanding and an appreciation for faith community as the way we come to know God.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Active listening</li> <li>▪ Questioning</li> <li>▪ Reading the Bible and other religious works</li> <li>▪ Discussion</li> <li>▪ Prayer development</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Recognize the importance of faith community throughout history</li> <li>▪ Practice faith at home and in the parish</li> <li>▪ Affirm the importance of Christian unity</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Learners develop and lead a prayer service</li> <li>▪ Re-enact Bible stories</li> <li>▪ Interview a Bible character for newspaper article</li> <li>▪ Plan parish activity such as Mardi Gras, Advent Party</li> <li>▪ Celebrate the Seder Meal</li> <li>▪ Learners will plan a parish community service project (food drive, rummage sale)</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**Spirituality**

<b>Standard #8</b>	Use effective community-building skills in relating with others.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Ecumenical movement</li> <li>▪ Other religions</li> <li>▪ Community activities</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Explore the purpose of the ecumenical movement</li> <li>▪ Evaluate one's role in working toward Christian unity</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Organize/participate in ecumenical prayer in the community</li> <li>▪ Visit churches and discuss differences</li> <li>▪ Investigate and report on Christian Churches in community, comparing and contrasting beliefs and celebrations</li> <li>▪ Participate in Thanksgiving and Easter ecumenical services</li> <li>▪ Learners will research and report on different world religions, comparing similarities and differences with Catholicism</li> <li>▪ Learners will portray the various Protestant leaders during the Reformation, citing reasons for founding their religion</li> <li>▪ Learners will plan a community service project and work with social service agencies</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**Spirituality**

<b>Standard #9</b>	Use a variety of prayer forms to enrich and express personal and communal spirituality.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Prayer <ul style="list-style-type: none"> <li>- Blessing and Adoration</li> <li>- Petition</li> <li>- Intercession</li> <li>- Thanksgiving</li> <li>- Praise</li> </ul> </li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Explore the traditional forms of prayer and their importance to faith life</li> <li>▪ Demonstrate the difference between formal and informal prayer</li> <li>▪ Engage in personal and communal prayer</li> <li>▪ Explain the development of traditional prayer</li> <li>▪ Experience informal prayer (silent or oral)</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Plan a prayer service using the Psalms</li> <li>▪ Explore Biblical references to prayer</li> <li>▪ Engage in opportunities for spontaneous prayer</li> <li>▪ Lead class in some form of prayer</li> <li>▪ Develop personal prayers to include thanksgiving, and petition based on current events</li> <li>▪ Lead school in May Crowning service</li> <li>▪ Learners will participate in and/or plan the Mass</li> <li>▪ Learners will keep a personal journal with prayers and reflections</li> <li>▪ Learners will recite the common traditional prayers</li> <li>▪ Participate in Living Rosary, Living Stations</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**History**

<b>Standard #10</b>	Illustrate a basic understanding of the history of the Church.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Development of the Church from early church writings to a modern contemporary church (early church leaders to contemporary pastors and theologians)</li> <li>▪ Ordering of events and Church history</li> <li>▪ Mary in Church history</li> <li>▪ Church Councils</li> <li>▪ Encyclicals in Church history</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Identify Mary’s story as one part of salvation history</li> <li>▪ Trace the roots of the early Church</li> <li>▪ Identify turning points in the history of the Church</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Learners will create a time -line of the significant events in Church history</li> <li>▪ Learners will portray (or interview) main characters of a specific period in Church history</li> <li>▪ Learners will create a historical record of their own parish</li> <li>▪ Surf the net to see if they can get general idea of Papal Encyclicals</li> <li>▪ Write a character profile of Mary (ex: 5 ideas or characteristics)</li> <li>▪ Study the apparitions of Mary and how her message affected the countries of where they occurred</li> <li>▪ Musical interpretation of an event/or events in Church history</li> <li>▪ Identify differences and similarities of Mary’s role as a mother and television’s roles of a mother</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**Liturgy**

<b>Standard #11</b>	Demonstrate the importance of the Sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Name the Sacraments</li> <li>▪ Classify the Sacraments</li> <li>▪ Understand the Sacraments</li> <li>▪ Analyze the meaning of “Sacrament”</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ List and describe the seven Sacraments</li> <li>▪ Define meaning of Sacrament</li> <li>▪ Demonstrate an openness to the grace of Sacraments</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Develop a service day where one could witness to others by example</li> <li>▪ Evaluate an appropriate lifestyle for a Christian as a: <ul style="list-style-type: none"> <li>- single person</li> <li>- married person</li> <li>- priest</li> <li>- permanent deacon</li> <li>- religious</li> </ul> </li> <li>▪ Youth promote attendance at Sunday Mass</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**Liturgy**

<b>Standard #12</b>	Use appropriate resources to plan and participate in liturgy and other prayer services.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Liturgical planning</li> <li>▪ Ministries of liturgy</li> <li>▪ Feasts of the Catholic Church</li> <li>▪ Liturgical seasons</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Recognize the order of the liturgy and components of liturgy</li> <li>▪ Examine the importance of the Eucharist as a sacrifice and as a meal</li> <li>▪ Explore the cycles, liturgical seasons and feasts of the Catholic Church</li> <li>▪ Recognize symbol, color and meaning for each liturgical season</li> <li>▪ Recognize the different ministerial roles in liturgy</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Plan a Jesse Tree prayer service</li> <li>▪ Visit with a priest about the color of vestments</li> <li>▪ Prepare reflection on a Scripture reading</li> <li>▪ Research and report on the liturgical seasons, and representation of the different colors of the priest's vestments</li> <li>▪ Plan an all-school Mass or prayer service assuming the roles of the extraordinary ministers</li> <li>▪ Field trip to sacristy at Church, show and explain everything</li> <li>▪ Demonstrate understanding of Liturgy by creating video or a power point demonstration</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**Liturgy**

<b>Standard #13</b>	Celebrate the presence of the Sacred in experiences of Sacramentals, symbols, and rituals.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Sacramental</li> <li>▪ Symbol</li> <li>▪ Ritual</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Identify and give examples of Sacraments, symbols and rituals</li> <li>▪ Describe how these enhance prayer, worship and faith life</li> <li>▪ Incorporate Sacraments, symbols and rituals into prayer</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Associate Sacraments with a Church symbol by presenting a videotape story showing parishioners living the Sacraments</li> <li>▪ Work with First Communion class to show how the Eucharist is the greatest prayer of the Catholic Church</li> <li>▪ Attend Chrism Mass</li> <li>▪ Attend Holy Week Services</li> <li>▪ Become aware of RCIA rituals by viewing “This Is The Night” (video) and choose and describe 3 actions demonstrated in the video</li> <li>▪ Present and explain Sacramentals and their meanings</li> <li>▪ Have students make a video of a Baptism illustrating the rites and symbols</li> <li>▪ Have Sacramental tables in classroom</li> <li>▪ Have a Generations of Faith event highlighting the symbols of Baptism</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**Liturgy**

<b>Standard #15</b>	Make moral decisions based on Catholic moral decision-making models.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Commandments and beatitudes</li> <li>▪ Moral decision making</li> <li>▪ Church’s stance on major moral issues</li> <li>▪ Christian values used to make social, political and economic choices</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Realize that doing wrong involves turning away from God</li> <li>▪ Apply some simple steps for examining one’s conscience</li> <li>▪ Identify stages of moral reasoning</li> <li>▪ Identify Church’s position on some moral issues</li> <li>▪ Recognize sexuality as a sacred and unique gift from God</li> <li>▪ Compare and contrast moral decisions using scenarios</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Identify positive and negative moral decision making</li> <li>▪ Report on a social issue as if they were a prophet</li> <li>▪ Use media to find examples of people choosing to live by Christian morals</li> <li>▪ Role -model for young students showing how the beatitudes can be actively lived</li> <li>▪ Learners find examples of social injustice, moral issues and “sin” in their world through newspapers, TV programs and movies, and suggest Christian approaches to resolve these issues</li> <li>▪ Learners identify documents of Church and the social justice issues they address</li> <li>▪ Creating or formulating an examination of conscience for middle school</li> <li>▪ View, discuss, and write a report on “Bridging the Gap” video</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**Liturgy**

<b>Standard #16</b>	Apply Catholic principles to interpersonal relations (e.g., family, peers, work, society, Church, etc.)
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Jesus’ call to love one another as He loves us</li> <li>▪ Centrality of community in Catholic life</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Read Bible stories which demonstrate Jesus’ love</li> <li>▪ List examples of Jesus’ love in the Bible</li> <li>▪ Give examples of how to show Jesus’ love in interpersonal relationships</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Learners select Bible stories that show God’s love for us</li> <li>▪ Learners list ways in which Jesus shows His love for us everyday</li> <li>▪ In small groups, create skits in which people choose to be inclusive rather than exclusive towards all types of people</li> <li>▪ Learners will visit nursing homes and pre-schools, and report on how they were able to build a relationship built on Christian values</li> <li>▪ Learners identify a moral concern in their community (or school), develop a plan of action for resolving the situation, and communicate it to the city council (or principal)</li> <li>▪ Learners will dramatize situations of conflict or intolerance to illustrate good and bad moral decision-making</li> <li>▪ Conduct a retreat focus “Growing In Love”</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 6-8**  
**Morality / Social Justice**

<b>Standard #17</b>	Critique societal structures in light of Catholic social justice principles and apply those principles to social and personal situations.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ List and define Catholic social justice principles</li> <li>▪ Name various societal structures</li> <li>▪ Name personal situations and the Catholic social justice principle which applies to it</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Recognize the injustice of some societal structures throughout history and in the world today</li> <li>▪ Realize the Christian responsibility to advocate for peace and justice</li> <li>▪ Apply Catholic social teachings to societal problems</li> <li>▪ Identify ways in which prejudice and stereotyping rob people of dignity and other fundamental rights</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Learners will identify a social problem and give the corresponding Christian response</li> <li>▪ Learners will evaluate various media in light of Christian values</li> <li>▪ Learners will participate in service projects which address a community need for action</li> <li>▪ Learners will watch a specific television show and give specific examples of Christian values and lack of</li> <li>▪ Assign specific news media to watch for 1 week and graph the statistics of outcome of social justice issues</li> <li>▪ Biographical example of a person involved in a social issue</li> <li>▪ Generations of Faith Festival inviting people to dress as advocates for social justice, e.g., Martin Luther King, Mother Theresa, etc. (incorporate with All Saints Day)</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**

**Grade Level 6-8**

**Morality / Social Justice**

<p><b>Standard #18</b></p>	<p>Engage in service to the community (e.g., family, parish, local, national, and global) in response to the Gospel call.</p>
<p><b>Standard #19</b></p>	<p>Exercise responsible stewardship for the gift of creation.</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Service to others</li> <li>▪ Catholic people in service</li> <li>▪ Bible passages</li> <li>▪ Genesis</li> <li>▪ Service as our call to be Christian</li> <li>▪ Service extends to local and world communities</li> <li>▪ Service as rooted in Gospel message</li> <li>▪ Stewardship</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Realize that Jesus’ model of teaching involves serving others</li> <li>▪ Recognize role models of service in history and modern day society</li> <li>▪ Explore ways to listen to and answer God’s call to service</li> <li>▪ Affirm that God is the origin of all creation</li> <li>▪ Identify ways to serve your home, Church and community</li> <li>▪ Locate Bible passages which call us to serve</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Study modern day service people such as Dorothy Day, Mother Teresa, Dr. Martin Luther King, Oscar Romero</li> <li>▪ Describe how God is the origin of all creation</li> <li>▪ Learners make a list and complete service tasks</li> <li>▪ Celebrate a “Volunteer Mass” or prayer to honor the volunteers and their service to our parish</li> <li>▪ Participate in Holy Thursday celebrations, assisting priest in preparations of washing of the feet</li> <li>▪ Put together an earth day presentation focusing on God as the creator of all things</li> <li>▪ Learners will participate in organized service projects and personal-choice projects involving some community need</li> <li>▪ Learners will be actively involved in recycling efforts</li> <li>▪ Give reasons for service to others</li> <li>▪ Name ways to serve your home, church and community</li> <li>▪ List Catholic people in service</li> <li>▪ Locate Bible passages which call us to serve</li> <li>▪ Interview member of social justice committee</li> <li>▪ Follow Catholic politicians and their views on social justice issues, email politicians on issues such as pro-life issues, tax credits for Catholic schools, fare reforms, etc.</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 9-12**  
**Scripture**

<b>Standard #1</b>	Read, interpret and apply Scripture to life.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Historical formation and structure of the Bible</li> <li>▪ Bible passages</li> <li>▪ Use of appropriate references (e.g., Commentary, Concordance)</li> <li>▪ Critical interpretations</li> <li>▪ Catholic methods of interpreting Scripture</li> <li>▪ Role of Scripture in the life of the Church , and Scripture’s meanings in our lives</li> <li>▪ Scripture as living document</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Locate assigned passages</li> <li>▪ Summarize the message of biblical passages</li> <li>▪ Apply ideas from scripture to daily life</li> <li>▪ Make use of appropriate references as aids in Scripture interpretation</li> <li>▪ Identify the role of Scripture in Catholic teaching, practice, and liturgy</li> <li>▪ Engage in theological reflection on Scripture</li> <li>▪ Identify Christ as the fulfillment of God’s revelation and the realization of the New Covenant</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Working in groups, the learners locate an assigned passage, summarize its message, use appropriate references to explain its meaning, and tell how it applies to their daily lives.</li> <li>▪ Learners will make an oral presentation of the biblical roots of a specific Catholic teaching or practice (e.g., the Eucharist).</li> <li>▪ Learners will prepare a reflection based on one Sunday’s Scripture passages and how it can be applied to one’s personal life.</li> <li>▪ Picking a particular theme (e.g., forgiveness, friendship, love, handling difficulties, etc.), learners will locate appropriate Scriptural passages and develop a prayer service.</li> <li>▪ After discussing a particular passage, learners will write a prayer expressing the message of the passage.</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 9-12**  
**Doctrine**

<b>Standard #2</b>	Present a reasoned rationale for being Catholic.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Definition of “Catholic”</li> <li>▪ Distinguishing between “religion” and “faith”</li> <li>▪ Reasons people believe in God</li> <li>▪ Relationship of reason and faith</li> <li>▪ Meaning of commitment, conversion</li> <li>▪ Apologetics</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Define “Catholic”</li> <li>▪ Discuss the relationship between religion and faith</li> <li>▪ Examine reasons for believing in God</li> <li>▪ Explain the relationship of reason and faith</li> <li>▪ Recall specific examples of personal conversion</li> <li>▪ Illustrate the effects of faith commitment in daily life</li> <li>▪ Recognize and respond to some of the key challenges of our faith</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Students will role -play Paul and convince an audience to “convert.”</li> <li>▪ Students will distinguish between religion and faith and address a key challenge to our faith.</li> <li>▪ Students will prepare a visual display of examples of the effects of faith commitment in everyday life.</li> <li>▪ Students will use a journal to express how their Catholic religion (creed, code, cult) helps them grow in their personal faith relationship with God.</li> <li>▪ Learners will explain in writing why they are proud to be Catholic.</li> <li>▪ Learners will identify core Catholic beliefs and practices (e.g., the Trinity, Transubstantiation, etc.)</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 9-12**  
**Doctrine**

<b>Standard #3</b>	Illustrate basic understanding of Catholic dogma in light of the <u>“Catechism of the Catholic Church.”</u>
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Meanings of “Creeds”</li> <li>▪ History of “Creeds”</li> <li>▪ Nicene Creed</li> <li>▪ Meaning of “Dogma” and “Doctrine”</li> <li>▪ Applications of dogma/doctrine to daily life</li> <li>▪ Organization/development of <u>Catechism of the Catholic Church</u></li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Memorize the Nicene Creed</li> <li>▪ Understand the content of the Nicene Creed, including God and Triune, Christ as human and divine, Salvation, Paschal Mystery, Presence of the Holy Spirit, Communion of Saints, Christian Hope</li> <li>▪ Acknowledge the conciliar process by which the Creeds were developed</li> <li>▪ Articulate the meaning of faith statements for how we are to live</li> <li>▪ Be able to distinguish between “doctrine” and “dogma”</li> <li>▪ Demonstrate the use of <u>Catechism of the Catholic Church</u></li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Recite the Nicene Creed</li> <li>▪ Learners will prepare and videotape a TV news show on one of the aforementioned doctrines which will include its history, place in Creed, and meaning in Christian life, and current discussions thereof (using the <u>Catechism</u> as a resource)</li> <li>▪ Learners will successfully define dogma/doctrine in a written/oral quiz</li> <li>▪ Share a faith journey with a parent or relative in a reflective manner, learning why he or she believes in God</li> </ul>

**.CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 9-12**  
**Doctrine**

<b>Standard #4</b>	Acknowledge and affirm the diverse cultural expression of Catholicism and other faith traditions.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Catholic spirituality</li> <li>▪ Cultural traditions in Catholic liturgy</li> <li>▪ Popular Catholic devotions</li> <li>▪ Other faith traditions</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Explore Catholic spirituality</li> <li>▪ Experience and reflect on Catholic devotions</li> <li>▪ Investigate cultural differences in Catholic liturgy</li> <li>▪ Discuss other faith traditions</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Use the Internet to locate and obtain information concerning specific Catholic traditions (e.g., All Saints, Lent, Christmas, Easter, etc.) in a variety of cultures (e.g., Spain, Africa, Russia, etc.)</li> <li>▪ Working in groups, learners will develop a presentation on private devotions, such as Rosary, scapular, Novenas, Adoration of Blessed Sacrament, etc.</li> <li>▪ Prepare a report that compares and contrasts the beliefs and/or practices of one other faith tradition to Catholicism</li> <li>▪ Learners will investigate a particular form of spirituality (e.g., Franciscan, Benedictine, Ignacian, etc.) and report to the class</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 9-12**  
**Doctrine**

<b>Standard #5</b>	Examine the variety of Christian vocations as ways to respond to the Baptismal call to a life of service.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Baptismal call to service</li> <li>▪ Vocations (single, married, religious, ordained, lay ministry)</li> <li>▪ Service dimensions to life styles</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the baptismal call to service</li> <li>▪ Identify the characteristics of various life styles (single, married, religious, ordained and lay ministers)</li> <li>▪ Explore the inherent service-dimensions of these life styles</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Students will interview one person about his or her Christian vocation. The interview questions will demonstrate an understanding of diversity of vocation, ministries, and calls to service.</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 9-12**  
**Doctrine**

<b>Standard #6</b>	Demonstrate the relationship between faith and culture (e.g., through the arts, social science, technology, etc.)
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Interaction between faith and the disciplines (arts, social sciences, sciences, technology, etc.)</li> <li>▪ Media effects on American culture</li> <li>▪ Religion’s effect on culture</li> <li>▪ Culture’s effect on faith expression</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Examine the interaction between faith and each discipline of learning</li> <li>▪ Explore the media’s effect on American culture</li> <li>▪ Give examples of religion’s effects on culture</li> <li>▪ Demonstrate ways in which the Catholic experience of faith has been, and is , shaped by culture</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Examine a U.S. (e.g., Declaration of Independence) or another culture (e.g., U.N. Universal Declaration of Human Rights) document and give examples of religious principles that are found within it.</li> <li>▪ Review religious paintings and art work and point out which are reflections of the period that produced them. Then suggest how these religious images might differ in our culture.</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 9-12**  
**Spirituality**

<p><b>Standard #7</b></p> <p><b>Standard #8</b></p>	<p>Demonstrate an understanding and an appreciation for faith community as the way we come to know God.</p> <p>Use effective community-building skills in relating with others.</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Central role of community in the history of Revelation</li> <li>▪ Community of faith</li> <li>▪ Community-building skills</li> <li>▪ Importance of using community-building skills</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Trace the central role of community in the history of Revelation</li> <li>▪ Describe personal experiences of coming to know God through faith community</li> <li>▪ Distinguish the elements of a welcoming and initiating community of faith</li> <li>▪ Identify skills for building community</li> <li>▪ Apply skills to concrete life situations</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Role-play members of a Christian community using good communication skills to discuss a controversial topic (e.g., women’s role in the Catholic Church, married priesthood, etc.)</li> <li>▪ Learners read the Acts of the Apostles for examples of community-life in the infant Church, and show how similar situations can be found in the present-day Church</li> <li>▪ Learners will do a journal reflection on the disciples’ Pentecostal experience as an example of God’s self-revelation in and to faith communities.</li> <li>▪ Using a chart or graph showing how the parish meets the criteria of the early church community that Luke describes in the Acts of the Apostles.</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 9-12**  
**Spirituality**

<b>Standard #9</b>	Use a variety of prayer forms to enrich and express personal and communal spirituality.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Prayer and various prayer forms</li> <li>▪ Relationship between personal and communal prayer</li> <li>▪ Reasons to pray (e.g., human need for God)</li> <li>▪ Cultivate a deeper understanding of traditional prayers</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Practice various prayer forms (e.g., traditional, spontaneous, devotional)</li> <li>▪ Compare/contrast communal and personal prayer experiences</li> <li>▪ Articulate the practical role of prayer in sustaining a God-centered life</li> <li>▪ Interpret traditional prayers at an age-appropriate level</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Each learner will lead the class in some form of prayer</li> <li>▪ Each learner will compose a prayer, a psalm prayer, a Bible prayer service, Stations, etc.</li> <li>▪ Learners will “adopt” a prayer partner, explaining traditional prayers and their importance to their partner.</li> <li>▪ Learners will keep a prayer journal in which they reflect upon their growth in understanding themselves, God, and their faith community. Students describe which prayer forms comforted them, challenged them, and spurred them into action for justice.</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 9-12**  
**History**

<b>Standard #10</b>	Illustrate a basic understanding of the history of the Church.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Sense of historical development of Church</li> <li>▪ Divine action in human history</li> <li>▪ Historical movements</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Trace the development of theological ideas, as well as institutional structures, throughout the history of the Church</li> <li>▪ Discern the active presence of God in historical events of the Church</li> <li>▪ Recognize that historical events portray the Church as a human institution struggling to do God's will</li> <li>▪ Identify key historical movements in the Church</li> <li>▪ Explore various images of the Church through the ages (e.g., the Body of Christ, hierarchical, Mystical Body of Christ, prophetic, etc.)</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ Class creates a time line of significant events in Church history</li> <li>▪ Learners trace the role of women in the Church throughout history</li> <li>▪ Working on a learning team, learners assemble a time capsule, complete with an artifact from each of the major historical periods of the Church, and explain the significance of each artifact.</li> <li>▪ Research 2 or 3 historical examples of the Church's struggles to be faithful (e.g., Reformation, Crusades, Council of Jerusalem, missionary efforts of the 16<sup>th</sup> Century, etc.)</li> <li>▪ Learners will create a trivial pursuit game using as categories various time periods, events, people, etc.</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 9-12**  
**Liturgy**

<p><b>Standard #11</b></p> <p><b>Standard #13</b></p>	<p>Demonstrate the importance of the Sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</p> <p>Celebrate the presence of the Sacred in experiences of Sacrament, symbols, and rituals.</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Sacrament(s) and sacramental(s)</li> <li>▪ Historical development of Sacraments</li> <li>▪ Sacramental life</li> <li>▪ Eucharist as the center</li> <li>▪ Natural and biblical roots of Sacramental signs</li> <li>▪ Ecumenical discussion/issues</li> <li>▪ Role of symbol and ritual in human life</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Define Sacrament(s) and sacramental(s)</li> <li>▪ Illustrate a Sacramental theology grounded in the Incarnation</li> <li>▪ Participate in the Sacramental life of the Church</li> <li>▪ Analyze and interpret the symbols of the Sacraments, identifying their roots in Scripture</li> <li>▪ Trace the historical development of the Sacraments</li> <li>▪ Demonstrate an understanding of Eucharist as central to Catholic life and as the source and sign of our unity</li> <li>▪ Discuss current ecumenical developments</li> <li>▪ Discuss the role of symbol and ritual in human life</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Learners will build a memory-book of their Sacramental life including photos, reflections, mementos, showing how they have grown in their understanding and appreciation of the Eucharist</li> <li>▪ Learners will choose an appropriate Catholic religious symbol to represent their stage in life</li> <li>▪ Learners will research and report on symbols used in their own parish Church or in their own family</li> <li>▪ Learners will explain the difference between the Catholic and another Christian Tradition’s view of one Sacrament or symbol (e.g., Eucharist)</li> <li>▪ Learners will demonstrate a Sacramental and how it has been used in the life of the Church or in their family’s life</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 9-12**  
**Liturgy**

<p><b>Standard #12</b></p> <p><b>Standard #14</b></p>	<p>Use appropriate resources to plan and participate in liturgy and other prayer services.</p> <p>Demonstrate an understanding of liturgical seasons and feasts.</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Relationship of liturgy and life</li> <li>▪ Historical development of liturgy</li> <li>▪ Liturgy as an expression of the faith of a community</li> <li>▪ Prayer planning process</li> <li>▪ Liturgical calendar</li> <li>▪ Triduum as pinnacle of liturgical year</li> <li>▪ Use of liturgical resources</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Locate and use a variety of resources for planning liturgy and prayer experiences</li> <li>▪ Plan liturgies and other prayer experiences that foster conscious participation</li> <li>▪ Consciously participate in liturgy and other prayer experiences</li> <li>▪ Demonstrate an appreciation of liturgy as a public expression of the faith community</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Learners present a liturgy or prayer plan with accompanying rationale for its elements</li> <li>▪ Learners participate in a discussion following community liturgy demonstrating they understood the various aspects of that liturgy</li> <li>▪ Learners will participate in the Triduum and explain how it ties into the scriptural account of Holy Week</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 9-12**  
**Liturgy**

<p><b>Standard #15</b></p> <p><b>Standard #16</b></p>	<p>Make moral decisions based on Catholic moral decision-making models.</p> <p>Apply Catholic principles to interpersonal relations (e.g., family, peers, work, society, Church, etc.)</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Primacy of conscience</li> <li>▪ Sources for Catholic moral discernment</li> <li>▪ Catholic moral principles (Love one another, etc.) <ul style="list-style-type: none"> <li>- Dignity of the human person</li> <li>- Consistent ethic of life</li> </ul> </li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Identify and utilize sources of information relevant to moral decision-making</li> <li>▪ Demonstrate knowledge of Catholic principles used to make moral decisions (e.g., Beatitudes, Commandments, teachings of Jesus, etc.)</li> <li>▪ Articulate the consistent ethic of life</li> <li>▪ Appreciate one’s own uniqueness and value as well as the uniqueness of others</li> <li>▪ Reflect upon a person’s responsibility for his/her own actions and their consequences</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Learners, in small groups, create a role -play in which community values, peer values, and Church teachings are accessed in making a moral decision</li> <li>▪ Learners, provided with a moral dilemma, interview members of the community regarding the possible solutions of this dilemma. Learners describe how these solutions compare with the teachings of the Catholic Church.</li> <li>▪ Learners will explain decisions they’ve made and share the motives, circumstances, methods, and consequences of the actions and conclude with a discussion of whether they were decisions of conscience or not.</li> <li>▪ Learners will explain what sources they should use in forming a good conscience</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 9-12**  
**Morality / Social Justice**

<p><b>Standard #17</b></p> <p><b>Standard #18</b></p>	<p>Critique societal structures in light of Catholic social justice principles and apply those principles to social and personal situations.</p> <p>Engage in service to the community (e.g., family, parish, local, national, and global) in response to the Gospel call.</p>
<p><b>Skills/Concepts</b></p>	<ul style="list-style-type: none"> <li>▪ Biblical call to service and justice</li> <li>▪ Catholic social justice principles and documents</li> <li>▪ Interdependent relationship of justice and service</li> <li>▪ Interdependence of global community</li> <li>▪ Ecumenical possibilities</li> <li>▪ Concept of social sin</li> </ul>
<p><b>Outcomes</b></p>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Define social justice and identify life situations requiring action (social sin)</li> <li>▪ Recognize the need for service</li> <li>▪ Utilize Catholic social justice principles and Church documents to identify appropriate responses</li> <li>▪ See the quest for justice as an area rich in possibilities for ecumenical cooperation</li> <li>▪ Participate in some action for justice (personal and/or communal)</li> </ul>
<p><b>Sample Assessment Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Learners will research an area that requires action for social justice, plan and carry out an appropriate action</li> <li>▪ Learners, in groups of 2 or 3, will investigate and report on the work of social justice agencies in their community</li> <li>▪ Given a list of justice issues, students will identify the Catholic social justice principles and supporting documents that apply</li> <li>▪ Explain and give examples of Catholic pro-life doctrine</li> <li>▪ Discuss an example of social sin in your community and how it might be confronted.</li> <li>▪ Prepare a resume of your service for this year.</li> </ul>

**CURRICULUM DEVELOPMENT WORKSHEET**  
**Grade Level 9-12**  
**Morality / Social Justice**

<b>Standard #19</b>	Exercise responsible stewardship for the gift of creation.
<b>Skills/Concepts</b>	<ul style="list-style-type: none"> <li>▪ Creation as a gift</li> <li>▪ Humans as part of the community of creation</li> <li>▪ Theology of stewardship</li> <li>▪ Limited nature of resources</li> </ul>
<b>Outcomes</b>	<p>The learner will:</p> <ul style="list-style-type: none"> <li>▪ Define stewardship</li> <li>▪ Explore the interdependence of God’s creation</li> <li>▪ Examine patterns of distribution and use of resources in light of the theology of stewardship</li> <li>▪ Engage in problem-solving to promote responsible stewardship</li> </ul>
<b>Sample Assessment Activities</b>	<ul style="list-style-type: none"> <li>▪ After maintaining a journal of their own use of natural resources for one week, learners will develop a plan for reducing their own consumption</li> <li>▪ Learners will identify a global environmental issue, and show how a theology of stewardship would call Christians to address that issue</li> <li>▪ Learners will start a school, church, or community recycling program or have a yard sale, etc.</li> <li>▪ Learners will investigate how carpooling or mass transit reflects responsible stewardship.</li> </ul>

# **Whole Community Catechesis**

## **Its Inspiration, Potential and Implementation**

Whole Community Catechesis is a vibrant way to spread the faith. It strives to bring people of all ages together to learn and grow as a community. This model of intergenerational, lifelong faith formation is gaining momentum across America and around our diocese. It is a fresh approach to passing on our Catholic faith in challenging times. Let's explore this movement and its potential.

### **Where it comes from**

The General Directory for Catechesis says that the Christian community is the origin, locus and goal of catechesis. Proclamation of the Gospel always begins with the community and invites people to conversion and the following of Christ (*GDC #254*).

The GDC states clearly that adult catechesis must be given priority. At the same time, catechesis for children and adolescents, which draws the majority of attention in both parish and school settings, must continue to be done and done well.

Catechesis is the work of the whole community. We are urged to take a broader look at who benefits from catechesis. In giving attention to the individual, it should not be overlooked that the recipient of catechesis is the whole Christian community and every person in it (*GDC #168*).

Catechesis is a rich term, describing “the whole of the efforts within the Church to make disciples, to help them believe that Jesus is the Son of God, so that believing they might have life in his name, and to educate and instruct them in this life and thus build up the Body of Christ.” (*Pope John Paul II, On Catechesis in Our Time, #1*).

Catechesis is a holistic endeavor. It embraces the total person in all their environments. It is not confined to a classroom or a book. It takes place in and through the family, in and through consciously planned learning activities, and in and through community rituals and involvement. It embraces the family and community life, liturgy and worship, evangelization, outreach, service and social action, as well as faith formation.

Recognizing this, catechetical leaders have called for catechesis that is more intergenerational and adapted to the community, more trusting of the parish's households, and more focused on adults. This call has been answered by creative thinkers who have tapped the richness of sacred scripture and Catholic tradition, weaving the stories, seasons, sacraments and saints of our church into a new approach that is as old as the faith itself. Most notable among these are John Roberto, who first promoted the Generations of Faith model to Iowa parish and school leaders in 2002, and Bill Huebsch, who outlines a vision and framework for Whole Community Catechesis in his books and workshops.

### **What it looks like**

These two leading proponents of Whole Community Catechesis offer similar approaches. Both are event-centered, gathering learners of all ages for two to three hours of faith formation, with an emphasis on flexibility. Both aim for ongoing conversion of all learners toward a deeper faith and a richer participation in the events of church life.

In the **Generations of Faith** model, the event usually begins with a simple meal, provided by parish volunteers, to foster fellowship and meet a need of busy families. Then, while all participants still are together, an all-ages learning experience introduces the event's theme with prayer and a focusing activity. From here, learners move on to age-specific learning activities, based on their life stage (adults, young adults, youth, and children – with parents when appropriate). They might participate in or choose from three or more activities, which ideally are designed to address a variety of learning styles. These could include age-appropriate Bible reflections, storytelling, prayer, drama, arts or crafts, music, problem-solving, games or other interactive activities. The goal is to reach many learners in many different ways.

After an hour or so of learning activities, all learners re-gather to share what they've learned and learn from each other. Before they are sent forth in prayer, learners hear about upcoming parish activities related to the theme of the event, and receive a home kit with materials designed to enhance continued learning and prayer in their households.

Generations of Faith events are designed to prepare learners for more active participation in the events of church life. For example, an event focusing on the signs and symbols of Lent, presented prior to Lent, would prepare learners to participate in Ash Wednesday liturgy, Stations of the Cross, Triduum liturgies, the Easter Vigil and other parish celebrations. The emphasis on increased participation would apply to events focusing on other seasons of the church year, sacraments, saints' feast days, Catholic Social Teaching or other themes.

Some additional benefits of Generations of Faith include:

- Adults who might avoid longer-term catechetical offerings might be more inclined to try an occasional faith festival. They could enjoy what they've tried and eventually commit to more.
- Parishioners are more likely to volunteer for shorter commitments, such as 4-6 faith festivals as opposed to 25 classes. These festivals might also draw non-traditional volunteers, who can share a unique gift such as telling a story, facilitating a discussion, or preparing a meal as opposed to being a full-time catechist.
- Discipline problems often encountered in traditional faith formation are reduced because parents are present at the same learning experience (faith festival).

*One key difference* between Generations of Faith events and the model outlined by Huebsch in his book "Handbook for Success in Whole Community Catechesis" is the role of faith formation textbooks (See Appendix B for recommendations). Huebsch suggests that the themes presented in the textbook series used by the parish's faith formation program for children can be the foundation for what's presented to learners of all ages at a Whole Community Catechesis event. Huebsch emphasizes a spiral scope and sequence, in which all learners are learning the same theme at the same time, and exploring these same themes in different and deeper ways every year.

A catechetical assembly using this model begins with welcome, prayer, and proclamation of the Gospel. Then a master catechist introduces the gathering's topic. Participants are assembled in a large room – preferably around round tables – with 5-8 learners at each, facilitated by a table leader. Over the next two hours, the focus flows back-and-forth between the master catechist and table groups. The master catechist introduces activities or video presentations, animates sections of student texts by sharing stories or reflections on the essentials of the faith, or uses prayer, music and scripture to draw connections between worship and our daily life. At several times during the gathering, table leaders help participants explore points and themes more deeply by "breaking open" texts and other resources, leading discussions and activities, and inviting all learners to respond.

These assemblies also place importance on table fellowship during a food break, and on providing activities and resources to promote continual learning in the home.

Huebsch also promotes several other elements essential to the growth of households and the parish. These include:

- The development of a “50/50 Contract,” in which the parish pledges to support households through liturgy, catechesis in outreach. In return, the member(s) of a household commit to greater participation in parish life and other forms of support.
- A focus on welcoming all in the community to the Sunday liturgy, with a hope that their welcome there will increase involvement in faith formation opportunities.
- The use of sponsors for learners of every age participating in the parish program.
- The use of retreats and faith-sharing as key tools for conversion. A “question of the week” based on the Sunday readings serves as a catalyst for faith-sharing. This approach is outlined well by Jo Rotunno in her book “Heritage of Faith: A Framework for Whole Community Catechesis.”

### **Implementing Whole Community Catechesis**

The growth of Whole Community Catechesis is a good thing. In some way, all parishes and schools will benefit from it. Each parish must make its own decisions as to how to best nurture the faith formation of its members. All parishes are encouraged to assess their efforts regularly, using the ACRE and IFG assessments and the diocesan curriculum guidelines for perspective. Any effort to engage more learners of all ages in faith formation is encouraged - especially those that break down barriers (including life stages) and bring people together.

Generations of Faith is the most intricately developed model of Whole Community Catechesis. Its resources, available to participating parishes both online and in printed form, outline both methodology and content for learners in all stages of life. In the vision of its designers, these resources could be used to develop a “primary” approach, in which monthly faith formation events form the core curriculum. Another option is a “blended” approach, in which regular classes for children and youth (structured around an approved text) continue to be offered and are augmented by a smaller number (4-6) of intergenerational events.

***Only a blended approach to Generations of Faith is recommended.*** The pillars on which this program are built - the liturgical year, parish life, scripture, sacraments, saints, etc. - are as old as the church itself. However, the model is still relatively new and evolving. Its outcomes are clear in terms of building community and participation, but its effectiveness in imparting a comprehensive knowledge of the faith is not yet proven.

The diocese encourages parishes and schools to learn more about Whole Community Catechesis and weave event-centered programming into their existing efforts. A list of resources on Whole Community Catechesis can be found on the following page. If you have questions, need more information or support, please contact the Diocesan Faith Formation Office.

## Resources

*Generations of Faith* Volume 1 (Saints and Seasons) and Volume II (The Sacraments) by Center for Ministry Development, Naugatuck, CT. [www.generationsofffaith.org](http://www.generationsofffaith.org)

*Handbook for Success in Whole Community Catechesis* by Bill Huebsch, 2004, Twenty-Third Publications

*Heritage of Faith: A Framework for Whole Community Catechesis* by Jo Rotunno, 2004, Twenty-Third Publications

*Whole Community Catechesis In Plain English*, by Bill Huebsch, 2002, Twenty-Third Publications

(DVD) 7 Key Principles from Handbook for Success in Whole Community Catechesis, by Bill Huebsch, 2004, Twenty-Third Publications

[www.generationsofffaith.org](http://www.generationsofffaith.org) is a website of the Center for Ministry Development. It contains introductory essays on the Generations of Faith model of Whole Community Catechesis.

[www.harcourtreligion.com](http://www.harcourtreligion.com) has a section devoted to Whole Community Catechesis. Bill Huebsch, is the main contributor to this site. It also offers a “Question of the Week” to launch discussion of Scripture in homilies, homes and every part of parish life.

[www.sadlier.com](http://www.sadlier.com) has a section called “Gather in My Name,” which provides pre-designed Whole Community Catechesis events, a “Question of the Week,” and other resources.

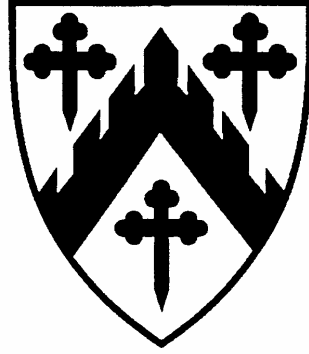
“At Home with the Word,” published annually by Liturgy Training Publications, is another fine resource for reflections on the Sunday Scriptures, including application questions.

Sunday by Sunday is a four-page weekly resource that invites adults, groups or individuals to reflect on the Sunday readings. [www.goodgroundpress.com](http://www.goodgroundpress.com)

Family Intergenerational Religious Education (FIRE) program by Liguori Publications

RCL FaithFirst “Legacy” series

Seasons of Faith



**DIOCESE OF DAVENPORT**

**ADULT FAITH FORMATION**

**FAITH FORMATION CURRICULUM APPENDIX**

# Adult Faith Formation

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## OVERVIEW OF “OUR HEARTS WERE BURNING WITHIN US”

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This pastoral plan for adult faith formation in the United States was issued by the United States Bishops in 1999. In this document the Bishops outlined the new focus on adult faith formation. They identified the qualities of mature adult faith and discipleship. These qualities are: a living faith (it is active, searching and seeking God), an explicit faith (it is rooted in a relationship with Jesus Christ and his message/mission), and fruitful faith (it is open to the action and power of the Holy Spirit).

Three major goals were put forth as important in adult faith formation:

- Invite and enable ongoing conversion to Jesus in the holiness of life.
- Promote and support active membership in the Christian community.
- Call and prepare adults to act as disciples in mission to the world.

The on-going conversion of adults to become Christian disciples in the world is the reason why adult faith formation is so important. It is living out our Baptismal call to be Christ’s witnesses in bringing about the kingdom of God here and now.

## THE IMPORTANCE OF HAVING MULTI-FACETED LEARNING OPPORTUNITIES

It is recommended that parishes/schools offer adults a “variety” of programming which comes from all six content areas:

- knowledge of the faith
- moral formation
- liturgy
- prayer
- communal life
- missionary spirit

Also it is important to have multi-faceted approaches that take into consideration the different learning styles of adults.

- Large group
- Small group
- Individual
- Seasonal (ie Advent, Lent, etc)
- Occasional
- Family-centered
- Home-centered
- Print (ie newspapers, magazines, bulletins, newsletters)
- Seminars
- Discussion groups
- Retreats
- Lecture series

- Faith-sharing groups
- Service and outreach
- Pilgrimages and trips
- Book study
- Parish loaning library
- Training programs for various ministries
- Sacramental preparation programs
- Support groups-life changes
- Parish renewal missions
- Liturgical events
- Feature films, video discussions
- Social events with educational component

#### THE EIGHT CHARACTERISTICS OF ADULT FAITH FORMATION

Good adult faith formation is: **Relational** Hospitality which pays attention to the comfort and needs of the adults as well as their learning styles is important and should not be overlooked. **Life-centered** Adults need opportunities to critically reflect on their faith as it relates to their life. **Empowering** Programming should allow adults to be fully engaged with their hearts, minds, and wills in learning about and loving God more. **Communal** Adult formation grows out of the community and is an ongoing experience of Church that is reinforced by rituals, structures, and mission as community. **Libe rating** Adult formation processes help learners to think and act critically and responsibly. **Developmental** Adult faith formation is a lifelong process that encourages and enables adults to deeper levels of faith understanding and discipleship lifestyles. **Integrative** Adults are exposed to a holistic and integrated experience of church community. **Transcending** Adult formation moves a person beyond their own personal needs and interests to a global view with a mission for the common good.

#### THE PRIMARY KINDS OF MOTIVATIONS FOR ADULTS TO LEARN

Several authors and much research has been done on why adults learn. Adults continue to experience life and grow through the various stages of the life cycle. Life-long faith formation invites and encourages ongoing conversion and enriches one's life and the lives of others. Adults come to the church for support and answers for their deepest feelings/questions.

Leon McKenzie and Malcolm Knowles have identified theories of motivations. These are: 1. Obligation. 2. Curiosity/attraction. 3. Achieve a goal. 4. Be with other people/socialization. 5. Life change/career change.

#### THE IMPORTANCE OF ADULT FAITH FORMATION IN THE PARISH AND DIOCESE

The parish plays a pivotal role in the faith life of its members and in the community. The Diocese of Davenport will continue to promote the US Bishops' plan for adult faith formation. We are committed to helping parishes develop action steps to meet the needs of their parish for adult faith formation.

We highly recommend that a person/s be identified as Adult Faith Formation Coordinators/Directors in each parish/school. We also recommend that adult faith formation be represented on all boards/committees of faith formation in the parish/school.

Following this introduction is a list of resources (not exhaustive) and publishers with a focus on the six tasks of adult catechesis. This list will be updated annually as new resources become available.

*Awakened and energized by the Spirit, let us strengthen our commitment and intensify our efforts to help the adults in our communities be touched and transformed by the life-giving message of Jesus, to explore its meaning, experience its power, and live in its light as faithful adult disciples today. Let us do our part with creativity and vigor, our hearts aflame with love to empower adults to know and live the message of Jesus. This is the Lord's work. In the power of the Spirit it will not fail but will bear lasting fruit for the life of the world.*

OHWB,

#183

# PARISH-EVALUATION RESOURCE

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## HOW IS YOUR PARISH DOING?

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1. Do the pastor and other pastoral leaders demonstrate a clear commitment for adult faith formation?
2. Does the pastor establish parish policies and procedures that give priority to the vision and practice of adult faith formation?
3. Does the parish staff promote and support the faith formation of adults, and do they encourage parish adults to participate in basic and continuous education in the faith?
4. Does the parish place adult catechesis at the center of its stated mission and goals, and does it promote the importance of adult faith formation at every opportunity?
5. Does the parish budget money for adult faith formation annually? \$\_\_\_\_\_
6. Does the parish have space delegated for adult faith formation?
7. Does the parish provide access to various learning resources and opportunities for adults?
8. Does the parish have adult print, audio, and video resources in a parish library/center?
9. Does your parish have bulletin or newsletter inserts that help adults grow in their faith?
10. Do you have a person designated as an adult faith formation leader who has been authorized by the pastor to assume primary responsibility for implementing the ministry of adult faith formation?
11. Does your parish have a team of parishioners committed to and responsible for implementing the parish vision and plan for adult faith formation?
12. Does the parish adult faith formation team provide for a diverse range of quality programming for parish adults?
13. Has the parish adult faith formation team received both initial and ongoing formation to prepare it to accomplish its mission effectively?
14. Are those who lead/facilitate adult faith formation programs/events well-prepared?
15. Are those who lead/facilitate adult faith formation programs supported and recognized for their ministry?
16. Evaluate what opportunities your parish offers in the following areas:

Knowledge of the Faith (doctrine, scripture, church teaching) What do you offer? Resources used?

Liturgical Life (worship, sacraments) What do you offer? Resources used?

Moral Formation (morality, justice, lifestyle) What do you offer? Resources used?

Prayer (devotion, spirituality, contemplation, retreats) What do you offer? Resources used?

Communal Life (strengthening relationships) What do you offer? Resources used?

Missionary Spirit (living and spreading the Good News) What do you offer? Resources used?

17. Do parish adult faith formation opportunities serve the needs and interests of the entire parish community?
18. Do parish adult faith formation opportunities actively challenge participants to get involved in their own faith?
19. Do parish adult faith formation programs respect the different learning styles and needs of participants, treating adults like adults, respecting their experience, and actively involving them in the learning process?
20. Do the adults in your parish become active in the life and ministry of the Christian community?
21. Are all adults respected for their cultural and ethnic diversity?
22. Does your parish prepare catechumens and candidates for the sacraments?
23. Does your parish offer parish-based sacramental preparation (entire community is involved)?
24. Does your parish have retreats, parish renewal, and missions to encourage conversion, evangelization, and formation of adults?
25. Does your parish have an outreach to inactive Catholics?
26. Does your parish have faith-sharing groups or small Christian communities?
27. What is offered for:
  - Young Adults (19-25)
  - Middle Age Adults (35-60)
  - Older Adults (60 and older)

# Resources for Parish Adult Faith Formation

There is an ever increasing number of publishers who offer resources for adult faith formation. These are not by any means an exhaustive list, but they are from reputable authors and publishers.

## RESOURCES ABOUT ADULT FAITH FORMATION:

*Adult Catechesis in the Christian Community*\_United States Catholic Conference Publishing Service

*Adult Education in the Parish-A Practical Handbook* Kathy D Rucker, St Anthony Messenger Press

*Caravan-A Resource for Adult Religious Education* by National Office of Religious Education-  
Canadian Conference of Catholic Bishops Available for \$27.00 per year (4 issues) from: NOVALIS,  
C.P. 990 Ville Mont-Royal, Quebec H3P 3M8 Telephone 1-800-668-2547 or 514-278-3025

*Lifelong Learning-The Adult Chapter-A Manual for Parish Adult Religious Education.* National  
Conference of Catechetical Leadership 3021 Fourth Street, NE Washington, DC 20012-1102 1-202-  
636-3826

**\*\*Nurturing Adult Faith: A Manual for Parish Leaders, Kristina Krimm, Jane A. Pierron, & David  
M. Riley, National Conference of Catechetical Leadership 3021 Fourth Street, NE Washington, DC  
20012-1102 1-202-636-3826**

**\*\*Our Hearts Were Burning Within Us-A Pastoral Plan for Adult Faith Formation in the United  
States.**\_US Bishops. United States Catholic Conference Publishing Service 1-800-235-8722  
[www.usccb.org](http://www.usccb.org) Also available *Leader's Guide to Our Hearts Were Burning Within Us* (includes the  
pastoral plan along with discussion guides).

**\*\*A Practical Guide for Starting an Adult Faith Formation Program, Richard C. Brown, Resource  
Publications, Inc**

**\*\*Toward An Adult Church-A Vision of Faith Formation,, Jane E. Regan, Loyola Press**

**\*\*If you have limited finances, these would be the best books to have on adult faith formation!**

August, 2004

## **PUBLISHER CONTACT INFORMATION:**

Ave Maria Press, P.O. Box 428 Notre Dame, IN 46556-0428 1-800-282-1865

[www.avemariapress.com](http://www.avemariapress.com)

Center for Learning, The Box 910 Villa Maria, PA 16155-0910 1-800-767-9090

[www.centerforlearning.org/religion](http://www.centerforlearning.org/religion)

Claretian Publications [www.claretianpubs.org](http://www.claretianpubs.org) 1-800-328-6515

Crossroad Publishing Company, The 370 Lexington Ave. New York, NY 10017-6550 1-800-395-0690

[www.nbnbooks.com](http://www.nbnbooks.com)

Liguori Publications One Liguori Drive Liguori, MO 63057-9999 1-800-325-9521 [www.liguori.org](http://www.liguori.org)

Liturgical Press, The St John's Abbey P.O.Box 7500 Collegeville, MN 56321-7500 1-800-858-5450

[www.litpress.org](http://www.litpress.org)

Liturgy Training Publications, 1800 North Hermitage Ave Chicago, IL 60622-1101 1-800-933-1800

[www.ltp.org](http://www.ltp.org)

Living The Good News 600 Grant Street Suite 400 Denver, CO 80203 1-800-824-1813

[www.livingthegoodnews.com](http://www.livingthegoodnews.com)

Loyola Press 3441 N. Ashland Avenue Chicago, IL 60657 1-800-621-1008 [www.loyolapress.com](http://www.loyolapress.com)

National Issues Forum Kendall Hunt Publishing; 4050 Westmark Drive; Dubuque, IA; 52002 1-800-228-0810

Paulist Press 997 Macarthur Blvd. Mahwah, NJ 07430 1-800-218-1903 [www.paulistpress.com](http://www.paulistpress.com)

RENEW International Press 1232 George Street Plainfield, NJ 07062-1717 1-888-433-3221

[www.renewintl.org](http://www.renewintl.org)

Resource Publications, Inc. 160 E. Virginia Street # 290 San Jose, CA 95112-5876 [www.rpinet.com](http://www.rpinet.com)

St Anthony Messenger Press 28 W. Liberty Street Cincinnati, OH 45202-6498 1-800-488-0488

[www.AmericanCatholic.org](http://www.AmericanCatholic.org)

Twenty-third Publications P.O. Box 180 Mystic, CT 06355 1-800-321-0411

[www.twentythirdpublications.com](http://www.twentythirdpublications.com)

United States Catholic Conference Publishing Service 1-800-235-8722 [www.usccb.org](http://www.usccb.org)

**August, 2004**

<b>Knowledge of the Faith</b>	<b>Liturgical Life</b>	<b>Moral Formation</b>	<b>Prayer</b>	<b>Communal Life</b>	<b>Missionary Spirit</b>
<i>Catechism of the Catholic Church</i>	<i>The Liturgical Year and Sunday-The Church Celebrates</i> (video) St. Anthony Messenger Press	<i>Making Moral Choices</i> , <b>Mark Miller C.S.S.R.</b> -Twenty-third Publications	<i>Christian Spirituality</i> , <b>Lawrence S. Cunningham &amp; Keith J. Egan</b> , Paulist Press	<i>The Work Trap-Rediscovering Leisure, Redefining Work-Life</i> -edited by <b>Martin C. Helldorfer</b> , Twenty-third Publications	<i>Follow Me: Evangelization-A Parish Planning Workbook</i> , <b>Frank DeSiano, CSP</b> St. Anthony Messenger Press
<i>The Catholic Study Bible: New American Bible</i> , general editor <b>Donald Senior</b> , Loyola Press	<i>A Walk Through the Mass</i> (video) St. Anthony Messenger Press	<i>Beyond Violence-In The Spirit of the Non-Violent Christ</i> - <b>Gerard Vanderhaar</b> , Twenty-third Publications	<i>Teach Us to Pray</i> (video series) St. Anthony Messenger Press	<i>Simpler Living, Compassionate Life</i> -edited by <b>Michael Schut</b> , Living the Good News, Inc.	<i>Catholics Can Come Home Again</i> , <b>Carrie Kemp</b> , Paulist Press
<i>What Makes Us Catholic?</i> , <b>Thomas Groome</b> , Harper San Francisco	<i>A History of the Mass</i> (video), Liturgy Training Publications	<i>Making Moral Decisions</i> -Video-Twenty-third Publications	<i>Catholic Household Blessings and Prayers</i> , <b>United States Conference of Catholic Bishops</b>	<i>Training Bereavement Ministers</i> (video) St. Anthony Messenger Press	<i>The Evangelizing Catholic: The Practical Handbook for Reaching Out</i> , <b>Frank P. DeSiano CSP</b> , Paulist Press
<i>The Documents of Vatican II-The Conciliar and Post-Conciliar Documents</i> , <b>Austin Flannery, OP editor</b> , The Liturgical Press	<i>How to Form A Parish Liturgy Board</i> , <b>Yvonne Cassa &amp; Joanne Sanders</b> , Liturgy Training Publications	<i>The Ten Commandments: Covenant of Love</i> , <b>Alfred McBride O Praem</b> , St. Anthony Messenger Press	<i>Paths to Prayer</i> , <b>Robert F. Morneau</b> , St. Anthony Messenger Press	<i>Caring With Faith</i> (video series) St. Anthony Messenger Press	<i>Evangelizing America</i> , <b>Thomas P. Rausch SJ</b> , Paulist Press
<i>The Interpretation of the Bible in the Church</i> , <b>Pontifical Biblical Commission</b> , USCC Publishing	<i>Liturgical Calendar</i> , Liturgy Training Publications	Conscience in Conflict: How to Make Moral Choices (revised edition), <b>Kenneth R Overberg, SJ</b> St. Anthony Messenger Press	<i>The Blessing Cup: Prayer-Rituals for Families and Groups</i> (expanded edition), <b>Rock Travnikar OFM</b> , St. Anthony Messenger Press	<i>The Seven Secrets of Successful Catholics</i> , <b>Paul Wilkes</b> , St. Anthony Messenger Press	<i>Creating the Evangelizing Parish</i> , <b>Frank P. DeSiano CSP &amp; Kenneth Boyack CSP</b> , Paulist Press
<i>Catholic Customs &amp; Traditions</i> , <b>Greg Dues</b> , Twenty-third Publications	<i>Companion to the Calendar: A Guide to the Saints and Mysteries of the Christian Calendar</i> , <b>Mary Ellen Hynes</b> , Liturgy Training Publications	<i>Bringing Forth Justice: Basics for Just Christians</i> , <b>Archbishop Daniel E. Pilarczyk</b> , St. Anthony Messenger Press	<i>A Retreat With</i> (series of individual books with holy men and women) <b>Various authors</b> , St. Anthony Messenger Press	<i>Here and Now: Living in the Spirit</i> , <b>Henri JM Nouwen</b> , St. Anthony Messenger Press	<i>The Seven Commandments of Discipleship: What God Asks of Us</i> , <b>Frank P. DeSiano CSP</b> , Paulist Press

<b>Knowledge of the Faith</b>	<b>Liturgical Life</b>	<b>Moral Formation</b>	<b>Prayer</b>	<b>Communal Life</b>	<b>Missionary Spirit</b>
<i>The Bible Makes Sense</i> , <b>Walter Brueggemann</b> , St Anthony Messenger Press	<i>To Crown the Year: Decorating the Church Through The Seasons</i> , <b>Peter Mazar</b> , Liturgy Training Publications	<i>Apples in Eden: Seven Deadly Sins</i> , <b>Albert Haase, OFM</b> , St Anthony Messenger Press	<i>The Holy Longing-The Search for Christian Spirituality</i> , <b>Ronald Rolheiser, OMI</b> , St Anthony Messenger Press	<i>How to Forgive: A Step-by-Step Guide</i> , <b>John Monbourquette</b> , St Anthony Messenger Press	<i>Encountering Jesus: How People Come to Faith and Discover Discipleship</i> , <b>Anthony J. Gittins</b> , Liguori Publications
<i>Believing Catholic, Thinking Catholic, Practicing Catholic</i> (3 booklets) <b>Archbishop Daniel E. Pilarczyk</b> , St. Anthony Messenger Press	<i>Liturgy With Style and Grace</i> , <b>Gabe Huck &amp; Gerald T Chinchar</b> , Liturgy Training Publications	<i>Follow Me: Social Ministry-A Parish Planning Workbook</i> , <b>Ron Krietemeyer</b> , St. Anthony Messenger Press	<i>Spirituality @ Work: Ten Ways to Balance Your Life On-The-Job</i> , <b>Gregory F A Pierce</b> , Loyola Press	<i>Follow Me: Pastoral Care-A Parish Planning Workbook</i> , <b>Joseph M. Champlain</b> , St. Anthony Messenger Press	<i>Parish Social Ministry: Strategies for Success</i> , <b>Tom Ulrich</b> , Ave Maria Press
<i>Handing On the Faith</i> (video series) St. Anthony Messenger Press	<i>A Sourcebook About Liturgy</i> , <b>Gabe Huck</b> , Liturgy Training Publications	<i>Conscience: Readings in Moral Theology No 14</i> , edited by <b>Charles E. Curran</b> , Paulist Press	<i>The Book of Catholic Prayer:2000 Years of Spiritual Writing</i> , compiled by <b>Teresa de Bertodano</b> , Loyola Press	<i>Friend for the Journey-A Peer Ministry Training Program for Teens</i> , <b>Joseph Moore</b> , St. Anthony Messenger Press	<i>Called to Be Stewards: Bringing New Life to Catholic Parishes</i> , <b>Patrick McNamara</b> , The Liturgical Press
<i>Why Be Catholic? Understanding Our Experience and Tradition</i> , <b>Richard Rohr OFM &amp; Joseph Martos</b> ,	<i>Liturgy Made Simple</i> , <b>Mark Searle</b> , The Liturgical Press	<i>Making Disciples: A Handbook of Christian Moral Formation</i> , <b>Timothy E. O'Connell</b> , Crossroads Publishing Co	<i>Lectio Divina: Renewing the Ancient Practice of Praying the Scriptures</i> , <b>M Basil Pennington</b> , Crossroads Publishing Co	<i>Called to Marriage: Journeying Together Toward God</i> , <b>Carol Luebering</b> St. Anthony Messenger Press	<i>Reading the Signs of the Times: A Seven-Week Small Group Process for Social Change</i> , <b>Nora Petersen, Stephen K. Hicken, &amp; Hector D. Medina</b> , Resource Publications,Inc.
<i>Breaking Open the Gospel of...</i> (4 book series), <b>Gerard P Weber &amp; Robert L. Miller</b> , St. Anthony Messenger Press	<i>Preparing for Liturgy-Preparing Morning and Evening Prayer</i> , <b>James Richards</b> , The Liturgical Press	<i>Morality of the Heart: A Psychology for the Christian Moral Life</i> , <b>Charles M. Shelton</b> , Crossroads Publishing Co	<i>The Heart of the World: An Introduction to Contemplative Christianity</i> , <b>Thomas Keating</b> , Crossroads Publishing Co	<i>Making Faith Sense: Theological Reflection in Everyday Life</i> , <b>Robert L. Kinast</b> , The Liturgical press	<i>Come Follow Me: The Commandments of Jesus Invitations to Discipleship</i> , <b>Anthony J. Gittins</b> , Liguori Publications
<i>Great Themes of Scripture (Old Testament &amp; New Testament –each a book)</i> <b>Joseph Martos &amp; Richard Rohr OFM</b> St. Anthony Messenger Press	<i>Sourcebook for Sundays and Seasons</i> , <b>Paul Turner</b> , Liturgy Training Publications	<i>Contemporary Christian Morality: Real Questions, Candid Responses</i> , <b>Richard C. Sparks</b> , Crossroads Publishing Co	<i>Preparing a Catholic Funeral</i> , <b>Teri Vasicek, FCBA</b> , Living the Good News, Inc.	<i>Worship and Work</i> , <b>Colman Barry OSB</b> , The Liturgical Press	<i>Returning Home to Your Catholic Faith: An Invitation</i> , <b>Sally L. Mews</b> , Liguori Publications

<b>Knowledge of the Faith</b>	<b>Liturgical Life</b>	<b>Moral Formation</b>	<b>Prayer</b>	<b>Communal Life</b>	<b>Missionary Spirit</b>
<i>Journey Into Matthew 18 Lessons of Exploration and Discovery,</i> <b>Raymond Apicella</b> , St. Anthony Messenger Press	<i>Now and At The Hour of Our Death: Instructions Concerning My Death and Funeral,</i> <b>Peter Gilmour &amp; David A Lysik</b> , Liturgy Training Publications	<i>Understanding Catholic Morality,</i> <b>Elizabeth L. Willems</b> , Crossroads Publishing Co.	<i>By Way of the Heart: Toward a Holistic Christian Spirituality,</i> <b>Wilkie Au SJ</b> , Paulist Press	<i>Bible Names for Your Baby,</i> <b>Joy Gardner &amp; Paul Gardner</b> , The Liturgical Press	<i>Discipleship of Non-Violence,</i> <b>Mary Elizabeth Clark, SSJ</b> , RENEW Resources
<i>Journey Into Mark-16 Lessons of Exploration and Discovery,</i> <b>Raymond Apicella</b> , St. Anthony Messenger Press	<i>At Home With The Word</i> , (annual lectionary-based resource), Liturgy Training Publications	<i>Living the Beatitudes Today,</i> <b>Bill Dodds &amp; Michael J. Dodds, OP</b> , Loyola Press	<i>Out of the Ordinary,</i> <b>Joyce Rupp</b> , Ave Maria Press	<i>Grief Ministry: Helping Others Mourn (book &amp; facilitator's guide),</i> <b>Donna Reilly Williams &amp; JoAnn Sturzl</b> , Resource Publications, Inc.	<i>Everyday Evangelizing for Everyday Catholics,</i> RENEW Resources
<i>Journey Into Luke-16 Lessons of Exploration and Discovery,</i> <b>Raymond Apicella</b> , St. Anthony Messenger Press	<i>Workbook for Lectors and Gospel Readers</i> , (annual publication), Liturgy Training Publications	<i>7 Life-Changing Virtues,</i> <b>Bill Dodds &amp; Michael J. Dodds, OP</b> , Loyola Press	<i>Waiting on God: Becoming What God Wants Us To Be,</i> <b>Denis McBride</b> , Liguori Publications	<i>Ministry to the Homebound: A 10-Session Training Course,</i> <b>Kent C. Miller</b> , Resource Publications, Inc.	<i>Discipleship: The Journey and the Mission</i> , (6 learning sessions)The Center for Learning
<i>Journey Into John-16 Lessons of Exploration and Discovery,</i> <b>Raymond Apicella</b> , St. Anthony Messenger Press	<i>Pronunciation Guide to the Sunday Lectionary,</i> Liturgy Training Publications	<i>Civic Responsibility: What's It All About? (booklet),</i> <b>Mary Ann &amp; Steve Jeselson</b> , RENEW Resources	<i>The Sacraments- How Catholics Pray,</i> <b>Thomas Richstatter, OFM</b> St Anthony Messenger Press	<i>Velvet and Steel: A Practical Guide for Christian Fathers and Grandfathers,</i> <b>John K. Ream</b> , Resource Publications, Inc	<i>A Presence That Disturbs: A Call to Radical Discipleship,</i> <b>Anthony J. Gittins</b> , Liguori Publications
<i>A Catholic Response to Biblical Fundamentalism,</i> <b>Ronald Witherup SS</b> , St. Anthony Messenger Press	<i>Living Liturgy (bulletin inserts),</i> The Liturgical Press	<i>Embracing Life,</i> <b>Michael T. Mannion</b> , RENEW Resources	<i>Prayer: God's Presence and God's Power (6 learning sessions),</i> The Center for Learning	<i>M.O.M.S. (personal journal, developing a ministry of mothers, facilitator's guide),</i> <b>Paula Hagen with Vicki LoPiccolo Jennett</b> , Resource Publications, Inc.	<i>Reading the Clouds: Mission Spirituality for New Times,</i> <b>Anthony J. Gittins</b> , Liguori Publications
<i>Understanding the Bible with</i> <b>Stephen Doyle OFM</b> (two video series) St. Anthony Messenger Press	<i>Liturgical Training Resources: Training Videos for: Eucharistic Minister, Lector, Mass Server, Cantor, Hospitality, etc.</i> The Liturgical	<i>Reflections on "Dead Man Walking",</i> <b>Helen Prejean, CSJ &amp; Lucille Sarrat</b> , RENEW Resources	<i>Spirituality for Adult Christians Series (various topics and authors-Booklets)</i> The Center for Learning	<i>Keeping Romance in Your Marriage,</i> <b>Ralph E. Ranien</b> , Liguori Publications	<i>Christian Hospitality: A Handbook for Parishes,</i> <b>Archdiocese of Louisville</b>

<b>Knowledge of the Faith</b>	<b>Liturgical Life</b>	<b>Moral Formation</b>	<b>Prayer</b>	<b>Communal Life</b>	<b>Missionary Spirit</b>
	Press				
The Vision of the Gospels with Rev Michael Hines (4 video series) St. Anthony Messenger Press	<i>Celebrating the Church Year with Young Children</i> , <b>Joan Halmo, Sharon Pulvermacher</b> , The Liturgical Press	<i>Make Media Work for You</i> , <b>June Dwyer Castano</b> , RENEW Resources	<i>Prayers for Married Couples</i> , <b>Renee Bartkowski</b> , Liguori Publications	<i>Called and Chosen for married Life</i> , <b>William E. &amp; Susan Rabor</b> , Liguori Publications	<i>Could You Ever Come Back to the Catholic Church</i> , <b>Dorene Hanley Duquin</b> , Alba House Publishing
Scripture From Scratch-A Basic Bible Study Program-St Anthony Messenger Press	<i>Celebrating the Lectionary (all age groups)</i> , Resource Publications, Inc.	<i>Beginnings: Human &amp; World Issues</i> , <b>Mary C McGuinness &amp; Thomas A Kleissler</b> , RENEW Resources	<i>Welcome! Prayers for New and Pregnant Parents</i> , <b>Kathleen Finley</b> , Liguori Publications	<i>Making Your Marriage Last (booklet)</i> , <b>Joan Webster Anderson</b> , Liguori Publications	<i>The Evangelizing Parish</i> , <b>Patrick J. Brennan</b> , Tabor Publishing
Catholic Updates- Various topics, St. Anthony Messenger Press	<i>We Worship: A Guide to the Catholic Mass</i> , <b>Oscar Lukefahr, CM</b> , Liguori Publications, Inc.	<i>Beyond Black &amp; White</i> , <b>Danny Duncan Collum</b> , RENEW Resources	<i>Sacred Reading- The Ancient Art of Lectio Divina</i> , <b>Michael Casey</b> , Liguori Publications	<i>Creative Aging: Making a Difference in Later Life</i> , <b>Richard von Stamwitz</b> , RENEW Resources	<i>Faith Rediscovered: Coming Home to Catholicism</i> , <b>Lawrence S. Cunningham</b> , Paulist Press
Everyday Catholic (bulletin inserts)-St. Anthony Messenger Press	<i>The Essential Catholic Handbook of the Sacraments: A Summary of Beliefs, Rites, and Prayers</i> , <b>Thomas M. Santa, C.Ss.R.</b> , Liguori Publications	<i>Hunger in God's World</i> , <b>Art Simon</b> , RENEW Resources	<i>Prayers for Catholics Experiencing Divorce</i> , <b>Vicki Wells Bedard &amp; William E. Rabor</b> , Liguori Publications	<i>Nurturing Our Commitment: The Early Married Years</i> , <b>Maureen S. Hagan</b> , RENEW Resources	<i>How to Reach Out to Inactive Catholics: A Practical Parish Program</i> , <b>Rev. Wm. McKee CSSR</b> , Liguori Publications
How the Bible Came to Be: Exploring the Narrative and Message, John W. Miller, Paulist Press	<i>Doors to the Sacred: A Historical Introduction to the Sacraments in the Catholic Church</i> , <b>Joseph Martos</b> , Liguori Publications	<i>Witness: Morality and Message (6 learning sessions)</i> The Center for Learning	<i>Moments of Truth: A Spirituality of Time, Grace, and Sacred Space</i> , <b>Joseph Nassal</b> , Ave Maria Press	<i>Strengthening Family Life</i> , <b>Catherine Martin</b> , RENEW Resources	<i>Lost and Found Catholics</i> , <b>Christopher M Bellitto</b> , St. Anthony Messenger Press
The Churches the Apostles Left Behind, Raymond E. Brown, Paulist Press		<i>Sharing Catholic Social Teaching: Challenges and Directions (study guide available)</i> , <b>US Catholic Bishops</b> , USCCB Publishing	<i>Prayers for the Domestic Church</i> , <b>Rev. Edward Hays</b> , Ave Maria Press	<i>The World of Work</i> , <b>Edmund Flood</b> , RENEW Resources	<i>Marginal Catholic: The Challenge, Don't Crush</i> , <b>Joseph M. Champlin</b> , Alba House Publishing
Six-Weeks With the Bible (series of booklets), various authors, Loyola Press		<i>Faithful Citizenship: A Catholic Call to Political Responsibility</i> , <b>US Catholic Bishops</b> ,	<i>Words to Love By: Mother Theresa</i> , Ave Maria Press	<i>Holiness Family Style (video)</i> , <b>Kathleen O'Connell Chesto</b> , Liguori Publications	<i>Parish Ministry for Returning Catholics</i> , <b>Patricia Barbernitz</b> , Paulist Press

<b>Knowledge of the Faith</b>	<b>Liturgical Life</b>	<b>Moral Formation</b>	<b>Prayer</b>	<b>Communal Life</b>	<b>Missionary Spirit</b>
		USCCB Publishing			
Catholic Basics (series of booklets), various authors, Loyola Press		<i>The Catholic Wisdom Series (various titles-Booklets),</i> Claretian Publications	<i>Moment By Moment: A Retreat in Everyday Life,</i> <b>Carol Ann Smith SHCJ &amp; Eugene F. Mertz, SJ,</b> Ave Maria Press	<i>Playing, Learning, Praying: Parish Tools for Gathering Families,</i> <b>Kathleen O’Connell Chesto,</b> Liguori Publications	<i>Reaching Out: A Manual for Evangelizing Inactive Catholics,</i> <b>Archdiocese of Louisville</b>
Our Catholic Tradition Handbooks (series of booklets), various authors, Loyola Press		<i>Discernment: The Art of Choosing Well (revised edition based on Ignatian Spirituality),</i> <b>Pierre Wolff,</b> Liguori Publications	<i>30 Days with a Great Spiritual Teacher (various spiritualities and authors),</i> Ave Maria Press	<i>Generations of Faith,</i> Center for Ministry Development	<i>Reclaim the Fire-A Parish Guide to Evangelization,</i> <b>Martin Pable,</b> Ave Maria Press
<i>Butler’s Lives of the Saints,</i> <b>Paul Burns,</b> The Liturgical Press		<i>National Issues Forum</i> Current topics for discussion groups. Issue books published by Kendall Hunt Publishing Co	<i>May I Have This Dance?</i> <b>Joyce Rupp,</b> Ave Maria Press	<i>Grow Old Along With Me: Marriage in the Later Years,</i> <b>William E. &amp; Susan C Rabiør,</b> Liguori Publications	<i>The Reconciling Parish: A Process for Returning or Alienated Catholics,</i> <b>Patrick J. Brennan,</b> Thomas More Publishing
<i>The Cultural World of Jesus (cycles A, B, C),</i> <b>John Pilch,</b> The Liturgical Press			<i>Praying Our Goodbyes,?</i> <b>Joyce Rupp,</b> Ave Maria Press	<i>Nurturing Your Blended Family: A Special Vocation,</i> <b>Ralph Ranieri,</b> Liguori Publications	<i>Re-Imagining Evangelization: Toward the Reign of God and the Communal Parish,</i> <b>Patrick J Brennan,</b> Crossroads Publishing Co.
<i>Collegeville Bible Commentaries (individual booklets),</i> The Liturgical Press			<i>Fresh Bread And Other Gifts of Spiritual Nourishment,</i> <b>Joyce Rupp,</b> Ave Maria Press	<i>Nurturing Today’s Children: Cultivating the Family of Faith,</i> <b>Gaynell Cronin &amp; Jack Rathschmidt,</b> OFM Cap, Liguori Publications	<i>Re-Membering: The Ministry of Welcoming Alienated and Inactive Catholics,</i> <b>Sarah Harmony,</b> The Liturgical Press
<i>The Collegeville Bible Time-Line,</i> The Liturgical Press			<i>The Cup of Our Life: A Guide for Spiritual Growth,</i> <b>Joyce Rupp,</b> Ave Maria Press	<i>For Men Only-Strategies for Living Catholic,</i> <b>Mitch Finley,</b> Liguori Publications	<i>Disciples In Mission: Go and Make Disciples,</i> <b>US Bishops,</b> USCCB Publishing
<i>The Collegeville Bible Handbook,</i> The Liturgical Press			<i>With Open Hands,</i> <b>Henri J.M. Nouwen,</b> Ave Maria Press	<i>For Better, ForEver: Marriage Preparation,</i> <b>Rev. Robert Ruhnke</b>	

<b>Knowledge of the Faith</b>	<b>Liturgical Life</b>	<b>Moral Formation</b>	<b>Prayer</b>	<b>Communal Life</b>	<b>Missionary Spirit</b>
<i>Focus Bible Study Series-In-depth scripture study for Adults, Living the Good News, Inc The Essential Handbook Series (Catholic, Bible, Mary, Catholic Prayer, Sacraments, Advent and Christmas, Lenten, Moral), Liguori Publications</i>				<i>Catholic Annulment, Spiritual Healing, <b>Dennis &amp; Kay Flowers</b>, Liguori Publications</i>	
<i>Catholic Teaching Series (numerous topics-booklets), The Center for Learning</i>				<i>The What, Why, and How of Marriage Annulments, <b>Father William E. Young, Jr.</b>, Liguori Publications</i>	
<i>Christian Scripture Study Series (Booklets), Liguori Publications</i>				<i>Catholics Experiencing Divorce: Grieving, Healing, and Learning to Live Again, <b>Vicki Wells Bedard &amp; William E. Rabior</b>, Liguori Publications</i>	
<i>Little Rock Scripture Series</i>				<i>Making God Visible: Parenting Young Children, <b>Kathleen O'Connell Chesto</b>, RENEW Resources</i>	
				<i>Brothers! Calling Catholic Men Into Vital Relationships: A small-group discussion guide for Catholic Men's Groups, <b>Geoff Gorsuch</b>, Navpress Books</i>	
				<i>Handbook for Ministers of Care, <b>Genevieve Glen OSB</b>, Liturgy Training Publications</i>	

<b>Knowledge of the Faith</b>	<b>Liturgical Life</b>	<b>Moral Formation</b>	<b>Prayer</b>	<b>Communal Life</b>	<b>Missionary Spirit</b>
				<i>The Bereavement Ministry Program: A Comprehensive Guide for Churches</i> , <b>Jan Nelson &amp; David Aaker</b> , Ave Maria Press	
				<i>Rebuilding When Your Relationship Ends (facilitator &amp; Participant Books)</i> , <b>Bruce Fisher</b> , Impact Publishers, Inc.	
				<i>North American Conference of Separated and Divorced Catholics-Parish Resource Kit</i> , <b>NACSDAC Publishers</b>	

*“The definitive aim of catechesis is to put people not only in touch, but also in Communion and intimacy, with Jesus Christ.” (GDC, No. 80)*

### **Sacramental Preparation**

Preparing individuals and their families for an intimate experience of God through the Sacraments is among the most vital ministries of the church. These unique opportunities require special consideration by catechetical leaders. While parishes traditionally place emphasis on classes for children preparing for Reconciliation, Eucharist and Confirmation, this section discusses preparation for all Sacraments and the potential “teachable moments” for recipients and *all* learners.

#### ***Sacraments strengthen the Christian community, and so, too, should catechesis***

Each Sacrament is communal in nature. The Eucharist, often referred to as Communion, is the most sacred celebration of our unity as a church. The Sacraments of healing – Reconciliation and Anointing of the Sick – are usually celebrated privately and appear to focus on the recipient’s relationship with God. However, by imparting the graces of reconciliation with the church, these Sacraments likewise heal wounds within the faith community and strengthen all touched by the effects of sin for their ongoing journey of faith. Baptisms and marriages increasingly are being celebrated as part of weekend liturgies to raise awareness and support for the child or the couple. Parishes are placing greater emphasis on involvement by all members in the rites and catechesis of the Sacramental initiation process. To the greatest extent possible, preparation for Sacraments should involve all members of the community.

#### ***What should be learned, and how we learn it***

We’ll begin by looking at standards and expectations for the Sacraments of Reconciliation, Eucharist and Confirmation, along with guidelines and considerations for preparation. These standards are presented with the recipient in mind, but also serve as guidelines for ongoing formation and understanding of these Sacraments for all learners.

The ultimate standard for reception of the Sacrament is the readiness and willingness of the recipient, as determined by their pastor, parish faith formation team, parents and others – including, of course, the recipient. Decisions about learning expectations, methodology and assessment are made at the parish level, considering the best interests of the learners. Adaptations may be made for learners with special needs. These standards provide a baseline for readiness. Great care should be given in determining whether to confer a Sacrament or defer reception until a time when the learner is adequately prepared and willing to receive it.

Later, we will look at other Sacraments, what the church wants the faithful to understand about them, and some guidelines. Lastly, we’ll provide a list of resources for Sacramental preparation.

#### ***The Sacrament of Reconciliation***

Reconciliation, also known as Penance or Confession, is a Sacrament of healing in which sins are forgiven. It is the ordinary way of reconciling the faithful with God and with the Church. As children reach the age of reason (about 7), the Church invites them to join with the parish community in receiving God’s loving mercy, the gift of peace. Even though one may not have committed a serious (mortal) sin, regular reception of the Sacrament is a healthy way of celebrating ongoing conversion and spiritual growth.

Understanding choice and sin	God gives us the freedom to make choices
	The Holy Spirit guides and strengthens us to choose well
	Sin is “missing the mark,” a choice that strays from God’s will
	Sin hurts (venial) or breaks (mortal) relationship with God, others
	God will always forgive us if we express sorrow
	In Scripture, Jesus models and commissions forgiveness of sin
About the rite of Reconciliation	It is a Sacrament of healing, as is Anointing of the Sick
	It is a celebration of God’s forgiveness
	It is a sign of God’s mercy and love
	The priest has authority to forgive sins in Reconciliation
	He is required not to reveal sins confessed in Reconciliation
	A person’s “examination of conscience” precedes Reconciliation
	Ten Commandments, Beatitudes help guide this examination
	Steps of rite are: confessing sins, accepting penance, praying an Act of Contrition, receiving absolution, doing assigned penance
	Celebrating reconciliation regularly is a way we grow in faith
Prayers to know	Sign of the Cross
	Act of Contrition
	Lord’s Prayer
	Hail Mary
	Glory Be
Sacramental terms to know	Conscience (and Examination of Conscience)
	Contrition (or sorrow)
	Confess
	Forgiveness
	Grace
	Sin (including mortal, venial)
	Absolution
	Temptation
Ability to retell Scripture stories	Lost Sheep/Good Shepherd ( <i>Mt 18:12-14, Lk 15:4-7, Jn 10:1-18</i> )
	Zacchaeus ( <i>Lk 19:1-10</i> )
	Prodigal Son/Forgiving Father ( <i>Lk 15:11-32,</i> )

Catechesis for this Sacrament is to precede First Communion and must be kept distinct from it.

### ***Eucharist***

Eucharist, in which a person experiences the love of Christ most intimately by receiving his body and blood, is a Sacrament of Initiation. It is the “fount and apex of the whole Christian life,” providing people with the deepest source of strength and the highest moment of spiritual insight.

As with the Sacrament of Reconciliation, we begin preparing young people to receive Eucharist at the age of reason (about 7). The real presence of Christ in the Eucharist, and its nourishment of the faithful to build up the Christian community, is an essential mystery of our faith. It is

important that formation be done well for the young recipients and their families. While a lifetime of exploration into the Eucharist may not reveal a complete understanding, this time of preparation is an important springboard to lifelong faith formation.

Understanding the Eucharist	Jesus turned bread, wine into his body and blood at Last Supper
	We experience same sacrifice at Mass in Sacrament of Eucharist
	Jesus is truly present in the Eucharist
	Eucharist is both a meal and a sacrifice
About the Eucharistic Sacrifice	The bread and wine are consecrated by the priest
	Through Holy Spirit's power, they become Christ's body, blood
	The core parts of Mass are Liturgy of Word, Liturgy of Eucharist
	Mass is most important prayer (source and summit) for Catholics
	Sunday is to be kept holy, as it celebrates Christ's resurrection
	We should fast for one hour before receiving the Eucharist
Prayers and practices to know	Sign of the Cross
	Mass responses
	Lord's prayer
	Reception of the Sacrament
Sacramental terms to know	Related terms (sacrifice, Communion, Blessed Sacrament)
	Objects (altar, tabernacle, chalice, ciborium, paten)
	Consecrate
	Host
	Amen ("I believe" or "It is so")
	Eucharist as celebration (its root means "thanksgiving")
	Grace
Ability to retell Scripture stories	Last Supper ( <i>Mt 26:26-30, Mk 14:22-26, Lk 22:14-20</i> )
	Loaves & fishes ( <i>Jn 6:1-15, Lk 9:11-17, Mk 6:34-44, Mt 14:14-21</i> )
	Emmaus ( <i>Lk 24:13-35</i> )

### ***Reconciliation and Eucharist***

A key opportunity is programs usually presented to people at the age of reason (about 7 years old) for the Sacraments of Reconciliation and Eucharist. As signs of our Christian unity, care should be taken to model this unity both in preparation and celebration. In situations where a parish or cluster of parishes is affiliated with a Catholic school, the offering of separate preparation programs for students in the school and students in parish faith formation classes should be avoided. Whenever possible, students in both programs and their families should be brought together for Sacramental preparation sessions that are freestanding from their regular faith formation classes.

While emphasizing the unity of all participants, common and freestanding preparation efforts have several other benefits. From a practical standpoint, Sacramental preparation cuts into the already limited instructional time available to teachers and catechists. Standards and outcomes for the Grade 2 learner can be found elsewhere in this guide (note particularly pages on Doctrine, Liturgy). All textbook series have a scope and sequence which, while addressing Sacraments at

each grade level, are not designed to adequately prepare learners to receive Sacraments. Taking time in the school religion classroom or a parish faith formation class to focus on Sacramental preparation reduces time necessary to cover content that should be addressed as part of the standard curriculum.

Many fine textbooks and resources are published for Sacramental preparation. Special emphasis in their content and design is placed on family involvement. Often, a team including the parish faith formation coordinator, volunteer catechists and parents, and Catholic school staff (when applicable) can use these texts as the basis of a series of family preparation sessions or retreats. The diocesan faith formation office can provide guidance in creating such programs. In creating a family-friendly learning environment, the preparation provides side-benefits such as:

- Instructing or refreshing parents about the theology of Sacraments and their roles as mentors on their child's journey of faith.
- Gathered time to discuss specific details about celebration of the Sacraments.
- The opportunity to socialize and bond with other families in the parish.

A caveat: When introducing change, some resistance can be expected. Often, parents of children in Catholic schools suggest that Sacramental preparation is something they expect to be done during the school day, and as part of their child's tuition fees. Likewise, parents in parish faith formation programs might regret the additional sessions required for Sacramental preparation. These parents should be reminded of the primary importance of the Sacraments in our faith experience, as well as the benefits mentioned above. As a practical comparison, many parents of children gladly commit their time and money to children's sports programs. They not only attend practices required for participation in games, but would consider it inadequate if the practices were held as part of a school physical education class. In our view, the Sacraments are obviously more important than sports, but perhaps this comparison offers perspective on expectations and priorities.

The first celebration of these Sacraments likewise is a "teachable moment" for the entire parish community. Often, the sight of a first-time penitent, nervous beforehand or joyful afterward, inspires an older youth or adult to re-examine their participation in Reconciliation. The experience of a First Communion Mass, complete with piety and human flaws, can spark a renewed reverence for the Eucharist. A well-crafted homily or examination of conscience heightens the understanding of all involved, not just the first-time participant. With this in mind, parishes should make efforts to schedule first celebrations of the Sacraments open to the entire parish. First Eucharist might be scheduled during a regular Sunday liturgy (or at a series of Masses, if more logistically practical). First Reconciliation might be scheduled to coincide with the parish Advent or Lenten Reconciliation Service. Such scheduling often increases the likelihood that parents and other family members will receive the Sacrament.

Other practices modeled after features of the Rite of Christian Initiation of Adults can enhance parish participation in Sacramental preparation. The parish can provide sponsors or prayer partners to support the child and family during their preparation. Blessings and rites celebrated within the Sunday liturgy help promote understanding of the Sacraments and prayerful support for those preparing to receive them.

### ***The Baptismal Catechumenate as a Model for All Catechesis***

Catechesis must have a catechumenal style. It is more than merely sharing information, but formation that leads to transformation. The baptismal catechumenate, commonly referred to as the Rite of Christian Initiation for Adults, is seen as a "preparatory school for the Christian life."

The General Directory for Catechesis recommends many aspects of the RCIA as sources of inspiration for catechesis for those already baptized. These include:

- Catechesis focuses on conversion as a gradual, lifelong process
- Catechesis respects and supports individuals' faith journeys
- Catechesis appreciates the word of God, the mysteries of faith, and dogmas
- Catechesis involves and is nurtured within and by the community of faith
- Catechesis leads to liturgical and Sacramental life, and highlights liturgical signs and symbols
- Catechesis is directed toward personal apostolic witness and an awareness of the mission of the Church.

### ***The Role of Parents***

Parents and guardians of children and youth preparing for the Sacraments of Reconciliation, Eucharist and Confirmation have a right and duty to be intimately involved in this preparation. Catechesis for parents helps them grow in their understanding and appreciation of these Sacraments and to participate in the catechesis of their children. This should include peer ministry, wherein adults who have already helped prepare children for the Sacraments share the benefit of their experience.

Diocesan policies encourage parents to enroll their children in parish or regional faith formation programs. "Home-schooling" is allowed, but is to be done in collaboration with the parish faith formation coordinator using materials approved by the diocese.

However, regarding faith formation that specifically prepares a young person to receive a Sacrament, the participation of the child and parent in the parish program is required. Sacraments, as noted earlier, are communal celebrations of grace that strengthen not only the relationship of the recipient with God, but also the community and its witness of God's love. Sacramental preparation should reflect this, being done in the context of the community in which the Sacrament is celebrated.

For its part, the parish is expected to provide a program that includes these facets:

- Formal catechetical instruction
- Prayer and retreat
- Christian service
- Integration of the candidate into the life of the parish community.

### ***The Sacrament of Confirmation***

In Confirmation, a person is endowed by a special outpouring of the Holy Spirit with strength and guidance and is bound more intimately to the Church. Through the Sacramental signs of laying on of hands and sealing/anointing, the Church commissions and consecrates the recipient for mission, service and discipleship.

The Sacrament of Confirmation is prepared for and celebrated at a variety of grade/age levels at parishes around the diocese, ranging from Grade 7 to Grade 11. Given this range of ages, it is difficult to outline a single catechesis for Confirmation.

However, a candidate preparing for reception of this Sacrament should understand the following:

Understanding the Sacraments	God's plan of salvation is constant. Our journey of faith is lifelong
	Confirmation is a Sacrament of Initiation (with Baptism, Eucharist)
	Baptism calls us to holiness, membership in Christian community
	Confirmation completes Baptism, deepening its grace
	Confirmation, like Baptism, is celebrated only once
	In Confirmation, we make a deeper commitment to life of Church
	Virtues strengthen our relationship with God, others, self
About the Confirmation rite	Renewal of baptismal promises is our response to call of mission
	Laying on of hands symbolizes confirming with Spirit's holy power
	Anointing with oil symbolizes strength given by God
Prayer to know	Prayer to the Holy Spirit
Sacramental terms to know	Gifts of the Spirit
	Fruits of the Spirit
	Faith as a lifelong journey
	Pentecost
	Initiation (Sacraments of)
	Sponsor
	Virtues
	Mission and ministry of Jesus
Ability to retell Scripture story	Pentecost ( <i>Acts 2:1-41</i> )

***About Confirmation preparation***

Preparation for this Sacrament is done in the parish, in a program of at least one year in duration. Ideally, preparation sessions can be spread out over two years, be presented independently of ongoing general faith formation, and involve parents, other family members, and the whole parish community.

The preparation program should involve:

1. Formal catechetical instruction
2. Christian service
3. Prayer and retreat
4. Integration of the candidate into the life of the parish community.

The recommendations made above regarding preparation and parish involvement apply here as well.

***Baptism (of infants and children before the age of reason)***

With the exception of the baptism of catechumens, addressed in the section on RCIA later in these guidelines, most baptisms involve infants or children younger than age 7. Therefore, preparation efforts focus mostly on the parents and godparents.

The Rite of Baptism asks parents and godparents if they fully understand their roles and responsibilities. Likewise, it challenges all in the community to support the family in raising the child in the faith. Lastly, the Church calls for a “post-baptismal catechumenate,” that is, ongoing lifelong formation about baptism, for the young recipient when she or he comes of age. It is the duty of the parish to prepare all involved.

Understanding Baptism	It is the first Sacrament of Initiation
	Original sin: All are tainted by it; Baptism provides new birth, freedom
	Baptism is a gift from God; it does not presuppose human merit
	We believe in one baptism for the forgiveness of sins
	Infant baptism began in 2nd century as whole households were baptized
About the rite	With water, which symbolizes washing away of sin
	Blessing of water commemorates great events in salvation history
	Trinitarian formula (In the name of the Father, Son and Holy Spirit)
	Anointing with chrism reminds us that God calls us to be his own
	Candle reminds us that Jesus is light of world; we share light with others
	White garment symbolizes purification; clothed in Christ, we imitate him
	Parents are blessed, challenged to be first and best teachers of the faith
Other terms, practices	Prayer of exorcism
	Anointing
	Renunciation of Sin
	Profession of Faith
	Ephphatha (prayer over ears and mouth)
	Role of Godparents
Scripture to understand	Baptism of Jesus ( <i>Mt 3:11-17, Mk 1:7-11; Luke 3: 15-22</i> )
	Great Commission ( <i>Mt 28:19-20</i> )
	Pentecost ( <i>Acts 2:37-41</i> )

### ***Regarding the Rite of Christian Initiation***

This process of Christian initiation, in which a person is received into the Church and experiences Baptism (in the case of catechumens), Confirmation and Eucharist follows the model of the early Church. It was restored by the Second Vatican Council in 1966, and the Rite of Christian Initiation of Adults was promulgated in 1988 as a mandatory process of bringing adults into the church. Adaptations also may be made for the initiation of children beyond the age of reason.

The rite is designed as a journey, with four stages – Inquiry, Catechumenate, Purification and Enlightenment, and Mystagogia. Various liturgical celebrations mark the acceptance and progress of catechumens in the process, leading toward the celebration of the Sacraments of Initiation at the Easter Vigil.

Catechesis, a ministry of the Word, is in service to this liturgical process. Catechesis is essential to the formation of those preparing to enter the faith. At the same time, there is no expectation that preparation programs cram the breadth and depth of Catholic teaching (or even the basics found in the pages of this curriculum guide) into a two-year initiation process. The diocesan faith

formation office is eager to provide support and resources for parishes as they consider essential content and effective methodology for the initiation process.

***Sacrament of Marriage***

Marriage is a sacred covenant that joins two people for a lifelong of dedication to each other’s well-being and the well-being of their children and the community. While the covenant is between a man and a woman, the grace that marriage imparts on the community and the support the community provides the couple compel all in the community to better understand the Sacrament.

Understanding Marriage	Married love reflects God’s covenant love for the human race
	Bride and groom come freely and without reservation
	Bride and groom commit to a permanent marriage, lasting until death
	Married love is ordered to procreation and education of children
	Spouses are called to grow in Communion through day-to-day fidelity
	Marriage is a Sacrament of vocation for service
Scripture to understand	Man and woman shall become one ( <i>Genesis 2:23-24</i> )
	Cana wedding feast ( <i>Jn 2: 1-12</i> )
	Characteristics of love ( <i>1 Cor 13:4-8</i> )

***Preparation for the prospective bride and groom***

A man and woman engaged to be married should contact their local parish to begin the preparation process. They complete a prenuptial investigation form and the FOCCUS instrument. They then either prepare with a weekend retreat or a series of meetings with a sponsor couple. For more information about marriage preparation, call (563) 324- 1912, ext. 271.

***Sacrament of Anointing of the Sick***

In this Sacrament, God forgives sins and initiates spiritual - and sometimes physical -healing. It is celebrated for anyone in danger of death from sickness or old age, or facing serious surgery. Once known as Extreme Unction, it was celebrated only when a person was dying or in grave danger of dying. The true purpose of the Sacrament is to confer strength and healing on those who are sick.

Like the other Sacrament of healing, Reconciliation, the focus of this Sacrament is on an individual. Like all Sacraments, however, it has a communal aspect. Recipients seek and receive forgiveness of sins, which as discussed in the previous section on Reconciliation, has many communal aspects.

Understanding the Sacrament	Illness often provokes a search for God and a return to him
	It recalls how Jesus loved the sick, comforting and healing them
	It provides Grace of Spirit to be strong, courageous while ill, frail
	Suffering joins us to Christ, unites us with his redemptive Passion
	Church intercedes for the ill; ill contribute to Church’s sanctification
	It completes earthly pilgrimage, conformity to paschal mystery
	Illnesses are healed if it is God’s will

About the rite	Completes anointings marking faith journey (Baptism, Confirmation)
	Often preceded by Reconciliation, followed by Eucharist (Viaticum)
Relevant Scripture	Jesus “took our infirmities” (Mt 8:16-17, Isa 53:4)
	Is anyone among you sick? (James 5:14-15)
	Apostles anointed the sick (Mk 6:12-13)
	“My grace is sufficient for you” (2 Cor 12:8-9)

### ***Sacrament of Holy Orders***

Every Catholic, by Baptism, is called to serve others or minister with others. Some Catholics are called to ordained ministry for pastoral leadership in the Church. This ministry is conferred by the Sacrament of Holy Orders. Ordination is reserved for men who meet many specific requirements and have experienced extensive discernment and study. It empowers them for a lifetime of leadership and service in the Church. An understanding of ordination is important to the health of the community these men serve.

Understanding Ordination	A priest or deacon is configured to Christ to act as his representative
	Priests and deacons share in the ministry of the apostles to <ul style="list-style-type: none"> <li>• shepherd the followers of Jesus</li> <li>• lead them in worship and service</li> <li>• teach them in the way of salvation</li> </ul>
	Deacons are single or married men called to pastoral leadership
	Deacons’ service includes preaching, baptizing, marrying, funerals
	Priests remain celibate; celibacy models itself on Jesus, frees priest from demands of family to be more available for service to community
	Priests’ Sacramental service expands to include being celebrant of Eucharist, Reconciliation and Anointing of the Sick
	Diocesan priests work in a diocese under authority of a bishop
	Other priests belong to religious orders – each having unique spiritualities and ministries - under authority of a superior
About Ordination rites	Laying on of hands calls for outpouring of the Holy Spirit and his gifts
	Chrism marks permanent consecration to God for service of Church
	Stole and chasuble are symbols of ministerial service <ul style="list-style-type: none"> <li>• Stole is a sign of authority</li> <li>• Chasuble is a sign of love</li> <li>• Chasuble is worn over the stole because love covers authority</li> </ul>
Pertinent Scripture	Deacons (Acts 6:1-6)
	Priests (Acts 14:23)
	Bishops (Acts 20:28)

Preparation for ordination to the priesthood or permanent diaconate is a process that begins with discernment and, after the acceptance of a candidate, involves years of specialized studies. Parishes are always encouraged to promote vocations and to nurture the potential calling of individual members. For more information, please contact the Diocesan Vocations Office at (563) 324-1912, ext. 254, or the Diocesan Diaconate Office at (563) 324-1912, ext. 257.

# **APPENDIX A**

## **GUIDELINES FOR SELECTING A FAITH FORMATION EDUCATION PROGRAM**

### **Authorship**

1. Is the authorship consistent throughout the total program?
2. Are the authors and consultants recognized and competent in the field of religious education and in developing the program?

### **Philosophy**

1. What concepts are clearly stated in the philosophy?
2. Does the philosophy and content respect recent Church documents in regard to content and pedagogy (e.g., TTJD, GDC, NCD, Vatican II, Catechism of the Catholic Church, recent pastorals, ...)?

### **Program and Content**

#### **A. Information Gathering**

1. How are the following included and what attitudes are conveyed about each?
  - Scripture
  - Liturgy/Worship/Prayer
  - Church Tradition/History
  - Social Justice/Morality
2. How does the program teach morality as well as provide for the development of Christian values?
3. What doctrine is taught on each grade level? Is the doctrinal content presented in a developmental and sequential way according to the age and capacity of the learner?
4. How is justice included and what related attitudes are communicated?
5. How does the program present each of the following?
  - Mission
  - Christian vocation
  - Minority peoples
  - Cultural situations, race and sex roles, age, disadvantaged and handicapped
6. How are art and visuals (photos, drawings, etc.) used and related to program content? What is the quality of selection?  
How is music included and related to program content?

#### **B. Analysis and Judgment**

1. Is the program consistent with its stated philosophy?
2. How are the four dimensions of catechesis developed?
  - Proclaiming the message
  - Building community
  - Leading to worship and prayer
  - Motivating to service

3. Does the program stimulate enthusiasm and excitement for religious learning?
4. Does the content provide for active participation, stimulate thinking, develop critical judgment and decision making through analyzing, relating, and coordinating ideas?
5. Does the program have a balance of intellectual and experiential learning?

### **C. Teacher Materials**

Does the teacher's manual provide:

- Comprehensive overview of the program, i.e., a philosophy
- Clearly-stated objectives
- Appropriate and adequate theological, psychological, and pedagogical background
- Well-developed lesson plans
- A variety of prayer formats
- Identification of terms, glossary
- Highlighting of concepts and generalizations
- Provision for student interaction and involvement
- Flexible and varied assignments and activities
- Creative expression and activities
- Ways of meeting needs of students with varied abilities and backgrounds
- Help for evaluating pupil growth and progress
- Stimulus for personal growth

### **D. Student Text**

Does the student text provide:

- Clearly-stated objectives in student material
- Materials/media that match program philosophy and student need
- Provision for student interaction and involvement
- Flexible and varied assignments and activities
- Explanations and presentations relevant to student interest and experience
- Language that most students understand
- An attractive and appealing format
- Illustrations which reflect human and spiritual values
- A variety of styles of questions with an emphasis on questions which provoke thought and critical thinking

### **E. Parent/Home Materials**

Does the parent material provide:

- Comprehensive overview of the program, i.e., philosophy
- Explanation of the philosophy
- Clearly-stated objectives
- Highlighting of concepts and generalizations
- Clear, meaningful presentations of content
- Ways to meet needs of students with different abilities/backgrounds
- Help for evaluating student growth and progress
- Appropriate and adequate theological and psychological background
- Suggestions for home follow-up activities

**RELIGION TEXTBOOK EVALUATION FORM  
FAITH FORMATION AND EDUCATION OFFICE  
DIOCESE OF DAVENPORT**

Name of Series: \_\_\_\_\_

Publisher: \_\_\_\_\_

Copyright Date: \_\_\_\_\_

Evaluators' Names: \_\_\_\_\_

**EVALUATION CODE:**

- 3 – Outstanding: Fulfills the criteria exceptionally well
- 2 – Satisfactory: Adequately fulfills the criteria
- 1 – Minimally adequate: Partially fulfills the criteria; needs supplementary resources
- 0 – Unacceptable: Does not fulfill the criteria

***I. The Series as a Whole***

The *GDC*, *GCD*, the *NCD*, and *GDSCM* insist that the Christian message must be both authentic and complete and must be presented in its entirety. To do this well, catechetical programs are designed to reflect sensitivity to the growth and developmental levels of the student. Curricula should be properly sequenced, presenting essential truths in a manner appropriate to the abilities of the age group (*NCD* #181). The *GDSCM* further takes into account a hierarchy of the truths of faith insofar as they give priority to the foundational mysteries in the Creed. The *GDSCM* does not prescribe a particular order in which the truths are to be presented, but suggests that a variety of resources, learning strategies, and methodologies will be used for “groups and persons of diverse interests, needs, ages, and abilities.” (*GDSCM* P.5, p.2)

- |   | Circle One |   |   |   |
|---|------------|---|---|---|
|   | 3          | 2 | 1 | 0 |
| 1. The scope of the series is clearly explained so as to reveal the Christian mystery in its entirety, reinforcing truths and treating them in greater depth in successive years.           |            |   |   |   |
| 2. The program as a whole reflects the norms and guidelines outlined in the <i>GDC</i> , <i>NCD</i> and <i>CCC</i> , the <i>GDSCM</i> and other official documents referenced in this book. |            |   |   |   |

3.	Truths receive emphasis proportionate to the importance they hold within the total body of revealed truth.	3	2	1	0
4.	The program is sequenced so as to present essential truths of faith in an understandable and logical manner which corresponds to the stage of student's development.	3	2	1	0
5.	The individual texts in this series consistently correspond to the age level and ability of the student who will use them in regard to:	3	2	1	0
	- Readability	3	2	1	0
	- Graphics and art work	3	2	1	0
	- Relationship to life experiences	3	2	1	0
	- Presentation of doctrine	3	2	1	0
	- Prayer and worship	3	2	1	0
6.	The series suggests a wide variety of media.	3	2	1	0
7.	The series incorporates various methodologies	3	2	1	0
8.	As a whole, the series develops the catechetical dimensions of message, community, worship, and service and presents the concepts of Creed, Sacraments, Christian Life, and Prayer.	3	2	1	0

Further comments on **Series as a Whole:**

**RELIGION TEXTBOOK EVALUATION FORM  
FAITH FORMATION AND EDUCATION OFFICE  
DIOCESE OF DAVENPORT**

Publisher: \_\_\_\_\_

Title of Textbook: \_\_\_\_\_

Grade Level Reviewed: \_\_\_\_\_ Copyright Date: \_\_\_\_\_

Evaluators' Name: \_\_\_\_\_

**EVALUATION CODE:**

- 3 – Outstanding: Fulfills the criteria exceptionally well
- 2 – Satisfactory: Adequately fulfills the criteria
- 1 – Minimally adequate: Partially fulfills the criteria; needs supplementary resources
- 0 – Unacceptable: Does not fulfill the criteria

***II. Individual Textbooks***

**A. FORMAT**

The definitive aim of catechesis is to put people not only in touch, but also in communion and intimacy with Jesus Christ. (*GDC, #80*)

Through Catechesis all should be encouraged to know and respect other cultural, racial, and ethnic groups. Catechetical materials should be adapted to accommodate cultural, racial, and ethnic pluralism, the concerns of particular groups, and persons with special needs. (*NCD, #181*)

Textbooks must avoid racism, sexism, and narrow provincialism of all kinds, and must take special care to represent other religious traditions fairly. (*NCD, #264*)

**Criteria**

		<u>Circle One</u>			
1.	The text reviewed presents a broad cultural representation.	3	2	1	0
2.	There is evidence in the script of honest and fair representation of:				
	▪ Various races and cultures,	3	2	1	0
	▪ Both genders,	3	2	1	0
	▪ Various religious beliefs,	3	2	1	0
	▪ Various family groupings (e.g., single parent, blended, extended, etc.).	3	2	1	0
3.	The text uses short, clear sentences and complete sentence titles.	3	2	1	0
4.	The text layout is uncomplicated and easy to follow.	3	2	1	0

5.	The text provides and appropriates balance between information to be read and learning activities to be experienced.	3	2	1	0
6.	The graphics in this text:				
	▪ Are balanced between pictures, present day photos, charts and graphs,	3	2	1	0
	▪ Are appropriate for the age of the learners,	3	2	1	0
	▪ Contain examples of good Christian art	3	2	1	0
	▪ Are representative of various races, sexes, cultures and family groupings.	3	2	1	0

Further comments on **FORMAT**:

## B. CONTENT

To fulfill its tasks, catechesis avails itself of two principal means: transmission of the Gospel message and experience of Christ's life. (*GDC*, #85)

The evaluation statements in this section are organized to include the four dimensions of catechesis: message; community; worship; and service. (cf. *NCD*, #213)

### CONTENT: MESSAGE

The fundamental task of catechesis is to present Christ and everything in relation to him. (*GDC*, #98)

First and foremost, catechesis is Trinitarian and Christocentric in scope and spirit... Catechesis is centered in the mystery of Christ. (*NCD*, #47)

1.	In this particular text of the series, it is clearly evident that the mystery of Jesus Christ is the central message explored.	3	2	1	0
2.	Does the text present a positive image of God as present and active in the world?	3	2	1	0

...this means recognizing a certain hierarchy of truths. "These truths may be grouped under four basic heads: the mystery of God the Father, the Son and the Holy Spirit, Creator of all things; the mystery of Christ, the incarnate Word, who was born of the Virgin Mary, and who suffered, died and rose for our salvation; the mystery of the Holy Spirit, who is present in the Church, sanctifying it and guiding it until the glorious coming of Christ, our Saviour and Judge; and the mystery of the Church, which is Christ's Mystical Body, in which the Virgin Mary holds the pre-eminent place." This hierarchy of truths does not mean that some truths pertain less to faith itself than others inasmuch as other truths are based on and illumined by them. (*NCD*, #47)

3.	This text treats of the basic truths of faith in a manner that highlights the priority of:				
	▪ The mystery of the Trinity,	3	2	1	0
	▪ The life, death, and the resurrection of Jesus,	3	2	1	0
	▪ The Spirit alive in the Church.	3	2	1	0
4.	The content presented is at a level appropriate to the interest and ability of the student.	3	2	1	0
5.	The text is written on the same reading level as the grade for which it is intended.	3	2	1	0
	Catechesis must nevertheless recognize creedal statements and doctrinal formulas as indispensable instruments for handing on the faith. ( <i>NCD</i> , #45)				
	[Memorization]... should be adapted to the level and ability of the child and introduced in a gradual manner, through a process which, begun early, continues gradually, flexible, and never slavishly. ( <i>NCD</i> , #176)				
6.	When presented, important doctrinal formulas are clearly distinguished in a lesson.	3	2	1	0
7.	Formulas and facts for memorization are introduced gradually and are adapted to the level and ability of the student.	3	2	1	0

Further comments on **CONTENT: MESSAGE:**

**CONTENT: COMMUNITY**

Catechesis is a responsibility of the entire Christian Community. (*GDC*, #220)

Catechesis also provides experiences to live faith and apply the message of salvation to real-life situations. It encourages the use of imagination, as well as intelligence and memory. It stimulates not only exterior but interior activity – a prayerful response from the heart. Fostering a sense of community is also an important part of education for social life. (*NCD*, #181)

8.	The text allows for experiences in which students apply the message of Jesus to real-life situations.	3	2	1	0
9.	Suggestions are made for fostering a sense of community through:				
	▪ Discussion of life experiences common to this age group,	3	2	1	0
	▪ Opportunities to explore faith experiences at the level and ability of the students,	3	2	1	0
	▪ Shared activities or projects that require cooperation,	3	2	1	0
	▪ Periodic opportunities for celebrations and social interaction.	3	2	1	0

10. The text assists the students in relating to the wider Church community by encouraging them:
- To be aware of their parish community, 3 2 1 0
  - To understand, at their level and ability, what unites them to the Church community, 3 2 1 0
  - To celebrate the events of the Church community, 3 2 1 0
  - To understand at their level and ability the historical continuity of the Church community. 3 2 1 0

Further comments on **CONTENT: COMMUNITY:**

**CONTENT: WORSHIP**

Liturgical catechesis is a privileged means of catechesis with its richness of signs in expressing the Gospel message and its accessibility to so great a part of the people of God. (*GDC, #207*)

Children grow in their understanding and appreciation of what a worshipping community is through participating in class or group prayer and in liturgies, which have been carefully planned together by students and teachers. (*NCD, #229*)

11. The text offers a variety of opportunities for class or group prayer including:
- Formal prayer (e.g., Our Father), 3 2 1 0
  - Prepared prayers within the text to be recited as a group, 3 2 1 0
  - Opportunities for liturgical/sacramental celebrations, 3 2 1 0
  - Shared Scripture reading/reflection. 3 2 1 0
12. Suggestions are made for prayer services or liturgies, which call for planning by teachers and students. 3 2 1 0

The “handing on of the ‘Our Father’” is a summary of the entire Gospel and is therefore a true act of catechesis. When catechesis is permeated by a climate of prayer, the assimilation of the entire Christian life reaches its summit. (*GDC, #85*)

Private prayer is presented as an instrument of individual reflection and personal communication with God. (*NCD, #181*)

13. Suggestions are made to encourage personal reflection and enhance communication with God in prayer including:
- Times of silent reflection, 3 2 1 0
  - Opportunities for guided meditation according to the level and ability of the student, 3 2 1 0
  - Opportunities to write personal reflections and prayers. 3 2 1 0

Further comments on **CONTENT: WORSHIP:**

**CONTENT: SERVICE**

Evangelization is brought about in words and deeds. (*GDC*, #39)

As children mature, catechesis does more to help them observe, explore, interpret, and judge their experiences, ascribe a Christian meaning to their lives, and act according to the norms of faith and love. The presence in today's society of many conflicting values makes it all the more important to help young people to interiorize authentic values. (*NCD*, #181)

- |     |  |   |   |   |   |
|-----|--|---|---|---|---|
| 14. | Students are encouraged to discover the Christian response to the life situations they face.   | 3 | 2 | 1 | 0 |
| 15. | Students are directed to examine their actions to determine if they are consistent with Gospel values.   | 3 | 2 | 1 | 0 |
| 16. | Students are assisted in forming their consciences according to Gospel values.   | 3 | 2 | 1 | 0 |
| 17. | Students are challenged to respond in service according to their age and ability to:   |   |   |   |   |
|     | ▪ Their families,  | 3 | 2 | 1 | 0 |
|     | ▪ The parish family,   | 3 | 2 | 1 | 0 |
|     | ▪ The local community,   | 3 | 2 | 1 | 0 |
|     | ▪ The world community.   | 3 | 2 | 1 | 0 |
|     | Catechesis takes into account a group's special needs in relation to justice and peace, and prepares its members to assume their responsibility for achieving its just goals. ( <i>NCD</i> , #194) |   |   |   |   |
| 18. | The text clearly states the call to a just and peaceful lifestyle according to the age and ability of the student.   | 3 | 2 | 1 | 0 |
| 19. | The text encourages a loving yet critical dialogue between the student, the Church, and the civic community according to the age and ability of the student.                                       | 3 | 2 | 1 | 0 |

Further comments on **CONTENT: SERVICE:**

C. ASSISTANCE FOR THE CATECHIST

Teachers' manuals are essential components of any textbook series. They should contain "an explanation of the message of salvation (constant reference must be made to the sources, and a clear distinction must be kept between those things which pertain to faith and to the doctrine that must be held, and those things which are mere opinions of theologians); psychological and pedagogical advice; suggestions and methods." (NCD, #264)

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| 1. | The teacher's manual includes adequate background material for the catechist to understand the concepts presented in each lesson. | 3 | 2 | 1 | 0 |
| 2. | The teacher's manual is logically sequenced and easy to follow.   | 3 | 2 | 1 | 0 |
| 3. | The manual contains:  |   |   |   |   |
|    | ▪ Advice about the overall development of the child at that level,  | 3 | 2 | 1 | 0 |
|    | ▪ Suggestions for using various methodologies,  | 3 | 2 | 1 | 0 |
|    | ▪ Suggestions for developing a sense of community in the classroom.   | 3 | 2 | 1 | 0 |
| 4. | The manual assists the catechist in planning each lesson with regard to:  |   |   |   |   |
|    | ▪ The life experience of the child,   | 3 | 2 | 1 | 0 |
|    | ▪ The clear presentation of the faith message,  | 3 | 2 | 1 | 0 |
|    | ▪ Activities that will help the student internalize the lesson  | 3 | 2 | 1 | 0 |
|    | ▪ Prayer or service experiences for sharing faith.  | 3 | 2 | 1 | 0 |
| 5. | The manual corresponds well to the student text.  | 3 | 2 | 1 | 0 |
| 6. | The manual includes bibliographic references for the catechist (books, films, filmstrips, etc.).                                  | 3 | 2 | 1 | 0 |

Further comments about **ASSISTANCE FOR THE CATECHIST:**

D. RESOURCES FOR PARENT/FAMILY INVOLVEMENT

Manuals or developed notes for parents should accompany any materials designed for children. (NCD, #264)

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1. | The student text includes notes for parent/family involvement: |   |   |   |   |
|    | ▪ That adequately summarize the unit/lesson content,           | 3 | 2 | 1 | 0 |

- That suggest reinforcing activities to be shared in the home, 3 2 1 0
  - That suggest possible areas of further study and enrichment for the parent. 3 2 1 0
2. A parent notebook is available which parallels and supports the themes in the student text. 3 2 1 0
  3. There are materials designed specifically for parents that treat of particular catechetical topics (e.g., Sacraments). 3 2 1 0

Further comments on **PARENT/FAMILY INVOLVEMENT:**

E. **ADDITIONAL RESOURCES**

Instructional media are of many kinds, both print and non-print, and include activities such as arts, crafts, dramatics, mime, dance, role playing, simulation or instructional games, music, storytelling, visuals such as posters and charts, videotapes, films, filmstrips, slides, cassette tapes, and overhead transparencies. All instructional materials used in catechesis should be artistically sensitive and technically competent. They should also be theologically accurate and should reflect the insights derived from good catechetical research. (NCD, #265)

1. Support materials such as teacher training tapes, records and songbooks accompany textbooks. 3 2 1 0
2. Support services in catechist formation will be provided by the publisher, which will include:
  - Instruction in the use of all text materials, 3 2 1 0
  - Teaching suggestions for concrete experiences of lived faith such as group dynamics, field trips, service opportunities, 3 2 1 0
  - Teaching suggestions for the use of instructional media to enhance the lessons, 3 2 1 0
  - Bibliographical references for resource libraries for additional study and training. 3 2 1 0

Further comments about **ADDITIONAL RESOURCES:**

## **SUMMARY**

Each evaluator is asked to complete the following summary statement after having reviewed the materials.

1. On the whole, the major strengths of this text are:

2. On the whole the major weaknesses of this text are:

3. In summary, I

- Strongly recommend using this text.
- Recommend using this text.
- Recommend using this text with reservation.
- Do not recommend using this text.
- Strongly do not recommend using this text.

4. Basic reasons for response to question 3.

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Signature

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Date

**CORRELATION OF RELIGION TEXTBOOK WITH RELIGIOUS KNOWLEDGE SECTION OF ACRE ( Assessment of Catholic Religious Education)**

The religious knowledge section of ACRE includes seven domains:

**God, Church, Worship, Sacraments, Scripture, Morality, Religious Terms**

How well are each of the domains covered in the particular religion textbook you evaluated?  
Place a ✓ under the appropriate column.

<b>COVERAGE</b>	<b>IN-DEPTH</b>	<b>MODERATE</b>	<b>NOT AT ALL</b>
GOD			
CHURCH			
WORSHIP			
SACRAMENTS			
SCRIPTURE			
MORALITY			
RELIGIOUS TERMS			

COMMENTS/CONCLUSIONS:

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## ABBREVIATIONS

- CCC** Catechism of the Catholic Church (John Paul II, October, 1992)
- GDC** General Directory for Catechesis (Sacred Congregation for the Clergy, 1997)
- GCD** General Catechetical Directory (Sacred Congregation for the Clergy, 1971)
- GDSCM** Guidelines for Doctrinally Sound Catechetical Materials (USCC, 1990)
- NCCB** National Conference of Catholic Bishops
- NCB** Sharing the Light of Faith: National Catechetical Directory of the United States (NCCB, 1978)
- NCCL** National Conference of Catechetical Leadership ([www.nccl.org](http://www.nccl.org)). 3021 Fourth Street N.E., Washington, DC 20017-1102; (202) 636-3826; e-mail: [nccl@nccl.org](mailto:nccl@nccl.org)

# **APPENDIX B**

## Textbook Recommendation

The committee recognizes the quality and diversity in textbooks and related catechetical resources. Each book or series, in its own ways, supports the faith formation curriculum. However, as evaluated with our textbook guide (see appendix A), the following are recommended for use in grades K-12. They are arranged by alphabetical order, according to publisher names, and not by quality or any other priority.

### Elementary Texts

Benziger	Christ Jesus, the Way	K-6 parish & school	2003
	Come, Follow Me	K-8 parish & school	1998
	Share the Joy	K-6 school	1997
Harcourt	Call to Faith	K-6 parish & school	2005
	Walking by Faith	K-6 parish & school	1999
Loyola	Christ Our Life	K-8 parish & school	2002
	Finding God: Our Response to God's Gifts	1-6 parish & school	2005
RCL -	Faith First (Classic Edition)	K-6 parish & school	2001
Resources for	Faith First (Classic Edition)	7-8 parish & school	2001
Christian Living	Faith First Legacy Edition	K-8 parish	2006
	Our Catholic Identity	1-8 school	1998
Sadlier	Coming to Faith	K-6 parish & school	1999
	We Believe	K-6 parish & school	2004
Silver Burdett Ginn	Blest Are We	1-6 parish & school	2004
	Blest Are We	7-8 parish & school	2005
	This Is Our Faith	K-8 parish & school	1998

### High School Texts

Ave Maria Press	Catholic Social Teaching: Learning and Living Justice	2002
	The Church: Our Story	1999
	Encountering Jesus in the New Testament	2003
	Our Sacramental Life: Living and Worshiping in Christ	2003
	Your Life in Christ: Foundations of Catholic Morality	2001
Harcourt	Journey Through the New Testament	2002
	The Light of Faith	2005
RCL	Understanding the Catechism (series)	1999
St. Mary's Press	Living Justice and Peace	2002
	Total Catechesis Series	2005
	Total Youth Ministry Series	2004
	Written on Our Hearts	2002

## Sacramental Preparation

<b>Reconciliation</b>	Benziger	Reconciliation	1998
	Harcourt	Celebrating Our Faith: Reconciliation	2002
	RCL	Reconciliation	2003
	Sadlier	First Reconciliation	2000
	Silver Burdett Ginn	The Gift of Reconciliation	2000
<b>Eucharist</b>	Benziger	First Eucharist	1998
	Harcourt	Celebrating Our Faith: Eucharist	2002
	RCL	Eucharist	2003
	Sadlier	First Eucharist	2000
	Silver Burdett Ginn	The Gift of Eucharist	2000
<b>Confirmation</b>	Ave Maria Press	Send Out Your Spirit	2003
	Benziger	Confirmation (Junior High)	1998
	Benziger	Water and Spirit (HS, Young Adults)	2000
	Harcourt	Celebrating Our Faith: Confirmation	2000
	Loyola	Christ Our Life: Confirmed in the Spirit	1997
	Sadlier	The Spirit Sets Us Free	2000

## Human Relationships Curriculum

Benziger	Benziger Family Life	K-8	2003
Harcourt	Growing in Love	K-8	2001

## Materials in Other Languages

<b>Spanish</b>	Benziger	Christo Jesus, El Camino	K-6 series	2003
	Harcourt	Celebrar Nuestro Fe	Eucharist	2002
	Harcourt	Celebrar Nuestro Fe	Reconciliation	2002
	RCL	Eucharista	Eucharist	2003
	RCL	Reconciliacion	Reconciliation	2003
	RCL	Nuestra Identidad Catolica	1-8 series	1998
	Sadlier	Accercandote a la Fe	K-6 series	1999
	Sadlier	Creemos/We Believe	K-6 series	2005
	Sadlier	Primera Comunion	Eucharist	2000
	Sadlier	Primera Reconciliacion	Reconciliation	2000
<b>Vietnamese</b>	Vietnamese Catechetical Comm.	The Spirit Sets Us Free	Confirmation	2001

# **APPENDIX C**

## DEFINITIONS OF CURRICULUM COMPONENTS

<b>Expectations</b>	<p><b>Expectations</b> are statements establishing reasonable but high expectations for student performance at a given developmental level. These should accompany performance assessments. <b>Expectations</b> describe concepts, knowledge, and/or skills that will be instructed and assessed at each grade level or in each course. The <b>expectations</b> need to be thought of as general guidelines. Students’ developmental levels cannot be determined solely by grade level. Individuals within a classroom may be at varying stages depending on the task, the context, and the students’ experiences. By the end of each grade level or course, the majority of students should be able to meet the <b>expectations</b>.</p> <p><b>*See Grade Level Expectations K-6.</b>  <b>*See course expectations in the Program of Studies 7/8 and 9-12.</b></p>
<b>Standards</b>	<p><b>Standards</b> describe the knowledge and skills that students should attain. <b>Standards</b> developed at the state or national level by various professional organizations often contain good examples of exemplary performances. <b>Standards</b> provide input to the design of assessments.</p>
<b>Benchmarks</b>	<p>Statements of expected knowledge, are referred to as <b>benchmarks</b>. <b>Benchmarks</b> are used at various levels of development (4, 8, 12 or 2, 5, 8, 12) to identify expected or anticipated skill or understanding. <b>Benchmarks</b> are sub-components of a standard.</p>
<b>Assessments</b>	<p>The process of gathering evidence about what a student can do relative to the <u>education goals</u>, the expectations, and/or standards. <b>Assessments</b> facilitate student learning of concepts and skills because they provide context for those concepts and skills. <b>Assessments</b> also allow measurement of student towards understanding and demonstration of the concepts and skills. <b>Assessments include</b> performance assessments, traditional teacher-made tests, self-assessment, peer assessment and “kid watching.” Assessments help to answer the question: “How will you know what students know or can do?” Students should have varied and multiple opportunities to demonstrate achievement. <b>Assessments</b> are used to make decisions about what instruction needs to occur next.</p>
<b>Concepts</b>	<p>Big ideas; basic essential understandings, e.g., problem solving, communication, reasoning, complex thinking, culture.</p>
<b>Skills</b>	<p>A <b>skill</b> is something you learn to do with multiple practices – “use it or lose it.” Three types of skills are psychomotor, cognitive and interpersonal.          Psychomotor examples: handwriting, keyboarding.          Cognitive examples: analyzing, synthesizing, hypothesizing, classifying.          Interpersonal examples: active listening, negotiating, networking, questioning.</p>
<b>Strategies</b>	<p>Systematic approach to help students learn. What opportunities will be provided to assist student learning?          Examples: graphic organizers, webbing, process writing, group investigation, direct instruction, cooperative learning.</p>
<b>Materials &amp; Resources</b>	<p>Instructional materials or resources used as a part of or supplemental to the curriculum and selected by the instructional staff.          Examples: textbooks, films, speakers, field trips, software.</p>
<b>Infused Key</b>	<p>All curriculum projects must infuse the following areas, as <u>mandated</u> by state standards: <b>Career Education – School-to-Career (CE)*</b>; Guidance (G); Global Education (GE); <b>Multi-Cultural/Nonsexist (MN)*</b>; <b>Technology (T)*</b>; Media (M); Communication Skills (CS); Thinking Skills (TS); Learning Skills (LS).</p> <p>The Diocese of Davenport requires the Catholic Doctrine link to Gospel Values (CD).</p> <p>Each time you make provision for the above areas, identify them by using the above initials.</p>