

**Relationship Education
K-8**

**CURRICULUM GUIDE
STANDARDS, CONCEPTS, OUTCOMES,
ASSESSMENT ACTIVITIES**

**Diocese of Davenport
St. Vincent Center
2706 N. Gaines Street
Davenport, IA 52804**

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Dear People of God,

This letter not only authorizes but also encourages the use of the new curriculum guide for Human Relations. This curriculum was generated on the premise that the parents are the primary educators of their child.

This new curriculum supports the teaching that the family is the primary community in which Gospel values are shared, taught and nurtured. The Diocese has the responsibility to support and encourage families in educating their children, especially the responsibility of conveying complex and sensitive information on reproductive biology, puberty, genital sexuality and childbirth. This must be done within the context of Catholic teaching and in partnership with our parents, who are their children's primary educators.

We have used the latest research and have been in close communication with one of the main publishers, Harcourt Religion Publishers. The other textbook that supports the curriculum is the Benziger series. Both of these series have been reviewed and approved to be in conformity with the *Catechism of the Catholic Church* by the National Conference of Catholic Bishops Act Hoc Committee, which oversees such programs for the entire body of United States Catholic Bishops.

Our curriculum guide is based upon the seven key Catechetical themes of Catholic education in the morality of relationships, family life, human sexuality and human love as presented in the Catechism of the Catholic Church. These seven themes are presented at age appropriate levels K-8 according to the child's level of maturity:

Creation-Created in God's Image

God- Called to communion with God, who is love

Jesus Christ- Incarnational

The Church- Responsible to one another as members of Christ's Body

Christen Morality- Called to holiness and wholeness

The Sacraments- United, faithful and open to life

Salvation History- Part of the love story of salvation

It is most appropriate that all of our parish religious education programs and schools use this curriculum guideline and implement this curriculum within the next two years. Our office of Pastoral Service will aid, promote strategies, and support this curriculum in this period of implementation.

Sincerely in the Peace & Joy of Christ,

+Wm. E. Franklin

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INTRODUCTION

This document represents the efforts of the Diocese of Davenport in response to the local need for a curriculum framework in the area of relationship education. This document does not constitute a curriculum for human growth and development, either for the Diocese or for a local school. This document does provide a framework or set of parameters within which schools can develop a human growth and development curriculum that works.

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, and are rooted in Gospel values and Catholic Church teachings.

ACKNOWLEDGMENTS

This document is the result of the efforts of many people and resources. The human relations development committee that prepared the Human Relations Curriculum Guidelines consisted of professionals of the Diocese of Davenport staff.

This curriculum was developed using a different process from our other curricula. The Coordinators of Youth Ministry, Family Life, and Curriculum as well as the Director of Faith Formation began the outline for the guide. The Coordinator of Curriculum took the outline and with much time and effort put flesh onto the outline consistent with our curriculum guides.

We are grateful to the competent and dedicated committee members who gave generously of their time and energy. Resource materials from the Archdiocese of Dubuque, the Diocese of Des Moines and Sioux City were sincerely appreciated. Thank you to the parishes and schools for supporting the process by giving input to the draft of this curriculum guide. We want to thank Bishop Franklin and Father Drake Shafer for their valuable insights and comments.

HUMAN GROWTH AND DEVELOPMENT STANDARDS

After reviewing the literature, seven standards were identified for the Human Growth and Development curriculum. A standard describes what a student should know and be able to do.

SUMMARY OF STANDARDS*

1. Created in God's image
Male and female, we are created by God.
2. Called to communion with God, who is love
We love because God first loves us.
3. Incarnational
We are fully human, body and spirit.
4. Responsible to one another as members of Christ's Body
We are meant to live in relationship and in community.
5. Called to holiness and wholeness
There is a moral dimension to our relationships.
6. United, faithful, and life giving
We are called to live chaste and fruitful love according to our vocation.
7. Part of the love story of salvation
Our relationships have a dimension that transcends time.

* Taken from *Growing in Love*, Harcourt Religion Publishers, Orlando, Florida, 2001

RELATIONSHIP EDUCATION STANDARDS

After reviewing the literature, seven standards were identified for the Relationship Education curriculum. A standard describes what a student should know and be able to do.

SUMMARY OF STANDARDS*

1. Created in God's image
Male and female, we are created by God.
2. Called to communion with God, who is love
We love because God first loves us.
3. Incarnational
We are fully human, body and spirit.
4. Responsible to one another as members of Christ's Body
We are meant to live in relationship and in community.
5. Called to holiness and wholeness
There is a moral dimension to our relationships.
6. United, faithful, and life-giving
We are called to live chaste and fruitful love according to our vocation.
7. Part of the love story of salvation
Our relationships have a dimension that transcends time.

* Taken from *Growing in Love*, Harcourt Religion Publishers, Orlando, Florida, 2001.

KINDERGARTEN

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Kindergarten

Standard #1	Demonstrate an understanding of and an appreciation for being created in God's image.
Skills/Concepts	<ul style="list-style-type: none">▪ Creation▪ God made all people and all things▪ Each person is special▪ Respect others
Outcomes	The student will: <ul style="list-style-type: none">▪ Recognize that God made all things.▪ Identify people as God's special creation, unique and gifted.▪ Describe the good things about being created boys and girls.▪ Celebrate the diversity of human life.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Ask the students if they have ever been told that they look like someone else in their family. Have them give examples of how they look like that person. Have them give examples of differences.▪ Ask the students to name people who are special. What things make a person special? For small groups, have each student describe something special about himself or herself.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Kindergarten

Standard #2	Demonstrate an understanding of and an appreciation for being called to communion with God, who is love.
Skills/Concepts	<ul style="list-style-type: none">▪ God (Father, Son, and Holy Spirit)▪ Love
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that the one God is a communion of three persons.▪ Identify families as people who share God's love.▪ Describe ways that express and show love.▪ Give thanks for their family.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Ask the students, "What do people do to show that they love you?"▪ Have the students demonstrate ways of showing love. How do people share love in families?▪ Have the students draw a shamrock, and on each leaf write <i>Father, Son, and Holy Spirit</i>. Explain to the students that these three Persons are one God.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Kindergarten

Standard #3	Demonstrate an understanding for “Incarnational.”
Skills/Concepts	<ul style="list-style-type: none">▪ Jesus Christ▪ Incarnational▪ Senses▪ Love
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that Jesus, the Son of God, is human.▪ Identify the senses as one way to learn about and enjoy the world.▪ Describe ways to show love as Jesus did.▪ Thank God for the senses.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students name something they would like to do with Jesus if Jesus were their age.▪ Ask the students to name the members of Jesus’ human family.▪ Create a senses worksheet. Have each student draw a line from a sense (see, hear, smell, taste, touch) to an appropriate object.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Kindergarten

Standard #4	Demonstrate an understanding and appreciation for being responsible to one another as members of Christ's Body.
Skills/Concepts	<ul style="list-style-type: none">▪ Church▪ Community▪ Love▪ Help one another
Outcomes	The student will: <ul style="list-style-type: none">▪ Recognize some of the communities to which people belong.▪ Identify ways to share love in the community.▪ Describe ways people in the community can provide for safety.▪ Give thanks for their communities.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Ask the students if they ever had a friend who wanted to play one thing when they wanted to play something else. Have the students explain what happened.▪ Have the students put people (who have something in common) into groups.▪ In small groups, have the students discuss ways others in their community have helped them feel safe.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Kindergarten

Standard #5	Acknowledge and affirm being called to holiness and wholeness.
Skills/Concepts	<ul style="list-style-type: none">▪ Christian morality▪ Holiness▪ Wholeness▪ Love▪ Forgiveness
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize the difference between loving and unloving choices.▪ Identify what to do when unloving choices are made.▪ Describe ways to forgive and ask forgiveness.▪ Give thanks for God's forgiving love.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Ask the students to think of one thing they did that day or the day before to show someone in their family that they loved that person.▪ Ask the students to give examples of actions that could be unloving.▪ Have the students give examples of choices they have already made today.▪ Give examples of times when people have hurt another person and should say they are sorry.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Kindergarten

Standard #6	Demonstrate an understanding and an appreciation for being united, faithful, and life-giving.
Skills/Concepts	<ul style="list-style-type: none"> ▪ Baptism ▪ United, faithful, life-giving ▪ Family
Outcomes	<p>The student will:</p> <ul style="list-style-type: none"> ▪ Recognize that living things can help make new life. ▪ Identify ways families welcome new life. ▪ Describe how all are welcomed into the Church through Baptism. ▪ Give thanks to God for Baptism.
Sample Assessment Activities	<ul style="list-style-type: none"> ▪ Ask the students if they have seen childhood pictures of their mother and father. What kinds of games did they play? ▪ Ask if someone in the class has a new baby at home. What has changed in the family? ▪ Have the students describe ways a family can add new members (birth, adoption, and foster). ▪ Discuss the Sacrament of Baptism as giving new life in God, and membership in the Church family. Have the students talk to their parents about their baptism.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Kindergarten

Standard #7	Demonstrate an understanding and appreciation of being part of the love story of salvation.
Skills/Concepts	<ul style="list-style-type: none">▪ Salvation▪ God's creation▪ Promises
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize God's love for creation in the story of Noah.▪ Identify ways to help take care of God's creation.▪ Describe good promises and ways to keep them.▪ Celebrate God's love for all creation.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students give examples of how they can help take care of God's creations – home, school, community, self, etc.▪ Have the students recall a promise they made or a promise someone made to them. What did the promise mean? Is it hard to keep a promise?▪ Read the story of Noah.

GRADE 1

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 1

Standard #1	Demonstrate an understanding of and an appreciation for being created in God's image.
Skills/Concepts	<ul style="list-style-type: none">▪ Creation▪ Created in God's image▪ Each person is unique
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that God made humans male and female.▪ Identify what makes each person special.▪ Describe how all people are children of God.▪ Give thanks for God's creation.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Ask the students to name some of the things God made. From the list, have the students draw two things God made. Have the students explain how the two pictures are different.▪ Ask the students to share some of the special things they can do & some of the gifts that make them special.▪ Discuss the concept of God being neither male nor female. Site Bible references indicating how God appears as Father, King, or being like a mother.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 1

Standard #2	Demonstrate an understanding of and an appreciation for being called to communion with God, who is love.
Skills/Concepts	<ul style="list-style-type: none">▪ Holy Trinity▪ Love
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize the Holy Trinity – Father, Son, and Holy Spirit – as a communion of love.▪ Identify ways that love helps people grow.▪ Describe signs of God’s love.▪ Celebrate God’s love.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students share examples of how they should treat the things and the people they love. Have them think of one thing they could do at home today to be more loving and caring.▪ Review the concept of the Holy Trinity. Have the students name the three Persons of the Holy Trinity.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 1

Standard #3	Demonstrate an understanding of “Incarnational.”
Skills/Concepts	<ul style="list-style-type: none">▪ Jesus Christ▪ Incarnational▪ Love▪ Mary
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that Mary, the mother of Jesus, shows us how to love God and others.▪ Identify Jesus’ humanity and compare his life to their own.▪ Describe appropriate and respectful ways to show love.▪ Give thanks for Mary, our mother.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Tell the students the story of the annunciation. Have the students discuss how Mary showed love and faith by saying “yes” to God.▪ Have the students describe the kinds of things Jesus did when he was their age. How are they similar?▪ Describe ways people can live as Jesus did.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 1

Standard #4	Demonstrate an understanding of and appreciation for being responsible to one another as members of Christ's Body.
Skills/Concepts	<ul style="list-style-type: none">▪ Church▪ Members of the Body of Christ▪ God gives gifts
Outcomes	The student will: <ul style="list-style-type: none">▪ Recognize gifts from God.▪ Identify right and wrong ways to use God's gifts.▪ Describe ways the Christian community helps them use their gifts.▪ Give thanks for their gifts and their community.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students explain ways God shows love.▪ Ask the students to give reasons why it is not easy to love some people sometimes.▪ Have the students, in small groups, identify a community. Each group will describe how that community helps them develop their gifts.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 1

Standard #5	Acknowledge and affirm being called to holiness and wholeness.
Skills/Concepts	<ul style="list-style-type: none">▪ Christian Morality (Doing what is right (loving))▪ Holiness and Wholeness▪ Choices▪ Love
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize the ability to choose between loving and not loving.▪ Identify loving choices.▪ Describe how God helps us do better when we have done wrong.▪ Celebrate God's love.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students create a list of choices they already made today:<ul style="list-style-type: none">• From the list, have the students identify loving choices.• Have the students identify why choices are loving or not loving.▪ Have the students create a chart of people who can help them and the ways those people can help them.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 1

Standard #6	Demonstrate an understanding of and an appreciation for being united, faithful, and life-giving.
Skills/Concepts	<ul style="list-style-type: none">▪ Baptism▪ United, faithful, life-giving▪ Family
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that Baptism makes us members of our Church family.▪ Identify the members of their family who help them love.▪ Describe ways to show love in the family.▪ Give thanks to God for families.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students give examples of how they should treat the people they love and the things they like.▪ Using a disagreement over bedtime (or something else), have the students resolve the issue between the student and parent. How can this, and other problems, be handled with love?▪ In small groups, have the students discuss Baptism and how it makes them members of the Church. Have each group report to the class.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 1

Standard #7	Demonstrate an understanding of and appreciation of being part of the love story of salvation.
Skills/Concepts	<ul style="list-style-type: none">▪ Salvation – God’s love for us▪ Friendship with others▪ Friendship with Jesus
Outcomes	The student will: <ul style="list-style-type: none">▪ Recognize that God wants us to trust in Him and in one another.▪ Identify ways friends help us all grow.▪ Describe qualities of good friendships.▪ Give thanks for friends.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students list what they like most about their friends. Would Jesus make a similar list? What kinds of qualities of friendship would be in both lists?

GRADE 2

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 2

Standard #1	Demonstrate an understanding of and an appreciation for being created in God's image.
Skills/Concepts	<ul style="list-style-type: none">▪ Creation▪ Created in God's image▪ People are alike and different▪ Respect▪ Equal (Fairness they care about)
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that boys and girls are created by God.▪ Identify ways to show respect for differences.▪ Describe ways in which males and females are equal.▪ Celebrate God's gift of personhood.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students describe ways boys and girls are alike and different. The emphasis is not on being alike or different, but being created equal by God. Have the students list and explain ways boys and girls are equal.▪ In small groups, have the students identify people who are not treated fairly by others. Put a solution of the students' ideas on the board. Ask the students to describe how God wants them to treat the people listed.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 2

Standard #2	Demonstrate an understanding of and an appreciation for being called to communion with God, who is love.
Skills/Concepts	<ul style="list-style-type: none">▪ Communion with God▪ Love
Outcomes	The student will: <ul style="list-style-type: none">▪ Recognize that Jesus shows us the love of God, his Father.▪ Identify the universality of love.▪ Describe ways to give and receive love.▪ Respond in prayer to God's love.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students describe signs of love they see around them everyday.▪ Have the students describe signs of love Jesus gave.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 2

Standard #3	Demonstrate an understanding of “Incarnational.”
Skills/Concepts	<ul style="list-style-type: none">▪ Jesus Christ▪ Incarnational▪ Love▪ Respect
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that Jesus, the Son of God, grew up human in a human family.▪ Identify ways to show love and respect for others.▪ Describe healthful behaviors as ways to show respect.▪ Give thanks for their families.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students compare their family with Jesus’ family.▪ Have the students name at least one way to show loving care and respect for someone else.▪ Have the students list ways in which they can care for their bodies. Have the students explain how items on the list show respect for their bodies.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 2

Standard #4	Demonstrate an understanding of and appreciation for being responsible to one another as members of Christ's Body.
Skills/Concepts	<ul style="list-style-type: none">▪ Church▪ Members of the Body of Christ▪ Responsibility▪ Choices
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize belonging to the Church community.▪ Identify ways to be responsible.▪ Describe the consequences of choices for themselves and others.▪ Celebrate belonging to the Church.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students describe different communities. What makes them a community?▪ Have the students describe ways they and their families are a part of the Church community.▪ In small groups, have the students describe an event/activity where a person had to be responsible and when the person had to make a choice(s).

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 2

Standard #5	Acknowledge and affirm being called to holiness and wholeness.
Skills/Concepts	<ul style="list-style-type: none">▪ Christian Morality▪ Holiness and Wholeness▪ Feelings
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that feelings help to express themselves and learn about others.▪ Identify positive ways to respond to their feelings.▪ Describe what to do when feelings are expressed inappropriately.▪ Celebrate God's forgiving love.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students list types of feelings and have them explain how feelings help express themselves.▪ Have the students give examples of how God wants them to express feelings.▪ Sometimes poor choices are made. Have the students explain different ways they or others could deal with a poor choice.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 2

Standard #6	Demonstrate an understanding of and an appreciation for being united, faithful, and life-giving.
Skills/Concepts	<ul style="list-style-type: none">▪ Eucharist▪ United, faithful, life-giving▪ Family
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize the Eucharist as Jesus' loving gift of himself to us.▪ Describe ways that family members show love to one another.▪ Describe ways family members forgive one another.▪ Give thanks for the Eucharist.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students list examples of various kinds of families.▪ Have the students give examples of ways family members express love for one another. How does the "family" help each member grow?▪ Have the students discuss ways families can deal with different everyday situations.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 2

Standard #7	Demonstrate an understanding and appreciation of being part of the love story of salvation.
Skills/Concepts	<ul style="list-style-type: none">▪ Salvation▪ Friendship▪ Honesty▪ Sharing▪ Forgiveness
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that Jesus had friends and showed us how to be a good friend.▪ Identify honesty, sharing, and forgiveness as three qualities of good friendship.▪ Describe good choices about friendship.▪ Give thanks to God for friends.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students explain what they like about a good friend. Have the students make a list of the qualities of good friendships.▪ Have the students discuss ways Jesus showed them how to be a friend.

GRADE 3

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 3

Standard #1	Demonstrate an understanding of and an appreciation for being created in God's image.
Skills/Concepts	<ul style="list-style-type: none">▪ Creation▪ Created in God's image▪ Qualities
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that all people, created by God, reflect God's image.▪ Identify personal qualities (strengths and weaknesses) that make them unique.▪ Describe ways in which they carry out God's plan for creation.▪ Give thanks for God's wonderful creation.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Ask the students to describe things God made and the things people made. How are they different?▪ In small groups, have the students discuss what it means to be created in God's image.▪ Have the students write a paragraph on how the creation of both men and women show that God is wise and good.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 3

Standard #2	Demonstrate an understanding of and an appreciation for being called to communion with God, who is love.
Skills/Concepts	<ul style="list-style-type: none">▪ Communion with God▪ God's gifts▪ Prayer▪ Feelings
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize God's love.▪ Identify thoughts and feelings as gifts from God, and ways to experience love.▪ Describe prayer as loving communications with God.▪ Ask God's help to understand feelings.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Ask the students to give examples of how they know about God's love.▪ Have the students discuss and give examples of expressing both positive and negative feelings.▪ Have each student write a prayer to God.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 3

Standard #3	Demonstrate an understanding of “Incarnational.”
Skills/Concepts	<ul style="list-style-type: none">▪ Jesus Christ▪ Incarnational▪ Body and soul▪ Respect
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that each person is a union of body and spirit.▪ Identify good physical expressions of affection and friendship.▪ Describe ways to stay safe around strangers.▪ Give thanks for God’s gift of themselves.
Sample Assessment Activities	<ul style="list-style-type: none">▪ In small groups, have the students list examples of ways they are physical and spiritual. Have each group report examples to the class.▪ Ask the students for examples of good ways to show affection and friendship.▪ Have the students role-play a potentially dangerous situation. Ask the students to identify ways to avoid stranger danger.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 3

Standard #4	Demonstrate an understanding of and appreciation for being responsible to one another as members of Christ's Body.
Skills/Concepts	<ul style="list-style-type: none">▪ Church▪ Members of the Body of Christ▪ Love▪ Choices and Consequences
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that the gift of love is meant to be shared with others.▪ Identify ways in which personal actions and choices affect others.▪ Describe ways that family members, friends, and members of the Church community help one another grow.▪ Give thanks for family, friends, and the Church community.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students write a paragraph on why God wants us to be with other people.▪ After visiting with their parents, have students report on family traditions. How do traditions help keep the family together? Do other communities have traditions that keep them together?

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 3

Standard #5	Acknowledge and affirm being called to holiness and wholeness.
Skills/Concepts	<ul style="list-style-type: none">▪ Christian Morality▪ Holiness and Wholeness▪ Choices and Consequences▪ Forgiveness and Reconciliation▪ Love▪ Holy Spirit
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize the role of family and Church (providing virtues, rules, authority, and good examples) in guiding growth in love.▪ Describe opportunities for forgiveness and reconciliation in family life.▪ Identify the steps in making good choices.▪ Ask the help of the Holy Spirit in making good choices.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students discuss the importance of rules. What would it be like without rules?▪ Ask the students to give examples of how making good choices could help develop virtues.▪ Have the students write a paragraph on how sin differs from mistakes.▪ How can students use Jesus' life to help them make good choices?

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 3

Standard #6	Demonstrate an understanding of and an appreciation for being united, faithful, and life-giving.
Skills/Concepts	<ul style="list-style-type: none">▪ Sacraments▪ United, faithful, life-giving▪ Family
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize the role of parents in bringing new life into the world and the role of family members in welcoming new life.▪ Describe ways family members are loyal and faithful to one another.▪ Identify the sacraments as sources of strength for growing in love.▪ Celebrate the new life of Baptism.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Ask the students to discuss and list things that change or happen when a new member joins the family.▪ List the responsibilities different members of the family have when a new baby joins the family.▪ After working in small groups, have each student write a short paper on the role of the sacraments, especially Baptism and Matrimony, in the role toward family life?

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 3

Standard #7	Demonstrate an understanding of and appreciation of being part of the love story of salvation.
Skills/Concepts	<ul style="list-style-type: none">▪ Salvation▪ Trust▪ Family▪ Relationship
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize how trust in God is shown in the Bible.▪ Identify signs of trust in relationships with family members and friends.▪ Describe the consequences of broken trust in relationships.▪ Celebrate Mary's trust in God.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Ask the students if they ever made a promise to someone. Were they ever promised something? Have them give examples.▪ Ask the students to show the relationship between promise and trust.▪ As a class activity, have the students give examples of what happens when family members, students, community members, etc., break the rules.

GRADE 4

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 4

Standard #1	Demonstrate an understanding of and an appreciation for being created in God's image.
Skills/Concepts	<ul style="list-style-type: none">▪ Creation▪ Created in God's image▪ God's gifts
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that human life is a special gift of God.▪ Identify the dignity of each individual.▪ Describe the differences between the genders and how they complement each other.▪ Celebrate the contributions of women and men to God's plan for human life.
Sample Assessment Activities	<ul style="list-style-type: none">▪ In small groups, have the students list reasons why the gift of life is the best gift. Have each group report their finding to the class.▪ Prior to a class activity, have the students discuss with their parents what the role heredity is or has played in the family. Have the students make a list. Discuss the findings in class.▪ Please be concerned about adopted children in your class.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 4

Standard #2	Demonstrate an understanding of and an appreciation for being called to communion with God, who is love.
Skills/Concepts	<ul style="list-style-type: none">▪ Communion with God▪ Vocation▪ Caring for our bodies▪ Respect
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that all people have a calling, or vocation, to love and be loved.▪ Identify the growth and change associated with puberty as signs of God's plan for life and love.▪ Describe ways to care for the body during the growing years.▪ Celebrate God's call to love and be loved.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students list lifelong values that will build good health habits.▪ In small groups, have the students define puberty. As a class activity, have the students explain what happens during puberty in boys and girls.<ul style="list-style-type: none">* As a follow-up, lead the class in a discussion as to why a child's body changes during puberty.* In small groups talk about vocations and their life style.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 4

Standard #3	Demonstrate an understanding of “Incarnational.”
Skills/Concepts	<ul style="list-style-type: none">▪ Incarnational▪ Human Sexuality▪ Relationships
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Identify friendship as one of the most important human relationships; Jesus is a model of friendship.▪ Recognize that God’s gift of sexuality is interwoven with all aspects of human life.▪ Describe the qualities of chaste relationships.▪ Give thanks for the love shared with friends.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students give examples of the qualities of friendship and relate those qualities to what Jesus taught about being a friend.▪ Have the students brainstorm ways to show respect for God’s gift of sexuality.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 4

Standard #4	Demonstrate an understanding of and appreciation for being responsible to one another as members of Christ's Body.
Skills/Concepts	<ul style="list-style-type: none">▪ Members of the Body of Christ▪ Responsibilities▪ Love
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that being members of the human community means having certain responsibilities.▪ Identify ways in which the Christian community helps their growth in responsibility.▪ Describe the qualities of responsible love as seen in the lives and witness of saints and other Christian role models.▪ Celebrate the support of the Christian community.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Ask the students to list different types of communities. Discuss the characteristics of the communities and the responsibilities the members of that community share.<ul style="list-style-type: none">- Have the students brainstorm ideas on how belonging to a community helps them grow.▪ After selecting an appropriate role model, have the students report the role model's contributions to leading a life of responsible love.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 4

Standard #5	Acknowledge and affirm being called to holiness and wholeness.
Skills/Concepts	<ul style="list-style-type: none"> ▪ Rules ▪ Growth in love ▪ Responsibility ▪ Forgiveness ▪ Restitution
Outcomes	<p>The student will:</p> <ul style="list-style-type: none"> ▪ Recognize that good rules help growth as responsible loving Christians. ▪ Identify some of the rules that guide the chaste expressions of affection. ▪ Describe what needs to be done after having sinned or deliberately disobeyed God. ▪ Celebrate God’s forgiving love.
Sample Assessment Activities	<ul style="list-style-type: none"> ▪ Have the students generate a list of rules they follow at home, school, etc. <ul style="list-style-type: none"> - Lead a discussion on the importance of rules. Relate the discussion to the Ten Commandments, Beatitudes, etc. ▪ Ask the students to explain consequences of violating rules. What are the consequences of violating rules? How can a person make restitution?

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 4

Standard #6	Demonstrate an understanding of and an appreciation for being united, faithful, and life-giving.
Skills/Concepts	<ul style="list-style-type: none">▪ Sacraments▪ United, faithful, life-giving▪ Vocations
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Identify the ways all people are called to be loving and faithful.▪ Recognize that the Sacraments of Matrimony and Holy Orders are special ways to celebrate vocations of love.▪ Describe ways all people can be life-giving.▪ Celebrate the vocation to love.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have students pick a career/vocation of interest to them. Have them write a short paragraph about the career they chose. In a second paragraph, have the student match the career with their interests and abilities.▪ Divide the class into small groups. Some of the small groups will have the Sacrament of Holy Orders and the others will have the Sacrament of Matrimony. Have the groups discuss the gifts and talents needed for each sacrament.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 4

Standard #7	Demonstrate an understanding of and appreciation of being part of the love story of salvation.
Skills/Concepts	<ul style="list-style-type: none">▪ Salvation-God's loving plan of relationship▪ Friendship▪ Love▪ Relationship
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize, in scriptural stories of friendship, some important qualities of growing in love.▪ Identify values to have and to share with friends.▪ Describe some ways to be a good and loving friend.▪ Celebrate the presence of good friends.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students identify scriptural stories relating to friendships. Have the students relate each story to helping people grow in love.▪ In small groups, have the students discuss the qualities/virtues that make friendships.

GRADE 5

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 5

Standard #1	Demonstrate an understanding and an appreciation for being created in God's image.
Skills/Concepts	<ul style="list-style-type: none">▪ Created in God's image▪ Respect▪ God's gift of life
Outcomes	The student will: <ul style="list-style-type: none">▪ Recognize the importance of self-respect and respect for others.▪ Identify the positive qualities of being male and being female.▪ Describe ways to avoid stereotyping and prejudice.▪ Celebrate God's gift of human life.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students list, in two columns labeled boys and girls, positive qualities of being a boy and being a girl. Have the students compare and contrast the qualities.▪ Have the students discuss how following the Golden Rule would impact stereotyping and prejudice.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 5

Standard #2	Demonstrate an understanding of and an appreciation for being called to communion with God, who is love.
Skills/Co ncepts	<ul style="list-style-type: none">▪ Communion with God▪ God's call to love▪ Relationship▪ Vocation
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that Baptism calls for a response to God's love.▪ Identify relationships and vocations (single life, religious life, priesthood, married life) as ways of responding to God's call to love.▪ Describe ways to answer God's call to love in everyday life.▪ Honor the dignity of work.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Ask the students to write a short paper on the concept of Baptism and new life.▪ Being a student is a vocation. In small groups, have the students discuss and list positive characteristics of this vocation. How do these characteristics relate to other vocations?

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 5

Standard #3	Demonstrate an understanding of “Incarnational.”
Skills/Concepts	<ul style="list-style-type: none">▪ Incarnational▪ Chaste relationship
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that Jesus had loving friendships.▪ Identify chastity as a virtue common to all vocations.▪ Describe ways to practice the virtue of chastity.▪ Give thanks for the gift of the Eucharist, which helps growing in love.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students cite examples from the Scripture that showed how Jesus treated people with respect.▪ In small groups, have the students discuss the virtue of chastity in all vocations. Have each group report to the class.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 5

Standard #4	Demonstrate an understanding of and appreciation for being responsible to one another as members of Christ's Body.
Skills/Concepts	<ul style="list-style-type: none">▪ Members of the Body of Christ▪ Responsible▪ Caring▪ Virtue
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that the Baptismal commitment makes all responsible to love one another wisely and well.▪ Identify ways that irresponsible actions affect relationships.▪ Describe ways to be responsible to family members, friends, and the community.▪ Celebrate the unifying and life-giving presence of the Holy Spirit.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Give the students a scenario that requires a choice. In small groups, have the students discuss the choice options (good or bad) and the consequences of the different choices.▪ Have the students give examples of harmful choices people their age could make. Continue the discussion by identifying possible solutions to the harmful choice.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 5

Standard #5	Acknowledge and affirm being called to holiness and wholeness.
Skills/Concepts	<ul style="list-style-type: none">▪ Christian morality▪ Virtues▪ Values▪ Reconciliation
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize and evaluate the messages of peers, society, and the media.▪ Identify the moral virtues that help make good moral choices.▪ Describe ways to deal with the influence of popular culture.▪ Reflect on God’s love and forgiveness.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Ask the students to give examples of popular TV characters. From the list of characters, have the students explain the message these characters are giving. Have the students relate the TV characters to other role models: Jesus, saints, etc. How are they the same and/or different?▪ Have the students describe ways media have a direct impact on their lives.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 5

Standard #6	Demonstrate an understanding and an appreciation for being united, faithful, and life-giving.
Skills/Concepts	<ul style="list-style-type: none">▪ Christian marriage▪ Special acts of love▪ United, faithful, life-giving
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that Matrimony is a sacrament.▪ Identify sacramental marriage as unitive and procreative.▪ Describe ways to be faithful and life-giving.▪ Celebrate the gifts of the Sacrament of Matrimony to the family and the Christian community.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have students read the wedding vows. Divide the class into groups to address each of the vows. Have the students discuss the vows and report to the class the significance of their vows.▪ Lead the students in a discussion of the special meaning of sexual intercourse to a married couple. Ask the students to explain why the Church teaches that sexual intercourse is reserved for married persons.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 5

Standard #7	Demonstrate an understanding and appreciation of being part of the love story of salvation.
Skills/Concepts	<ul style="list-style-type: none">▪ Salvation▪ Vocation to love▪ God's presence▪ Attraction and sexual desire
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that Scripture and tradition use images of human love to describe God's love.▪ Identify the role of attraction and sexual desire in drawing humans toward good relationships.▪ Describe ways that saints and other role models have lived the love story of salvation.▪ Practice personal prayer.
Sample Assessment Activities	<ul style="list-style-type: none">▪ In small groups, have the students discuss the differences between love and attraction. Have each group give examples of how people show love and attraction to someone else.▪ Have each student write a paper on a saint or other role model explaining how that person lived the love story of salvation.

GRADE 6

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 6

Standard #1	Demonstrate an understanding of and an appreciation for being created in God's image.
Skills/Concepts	<ul style="list-style-type: none">▪ Created in God's image▪ Gift of life is precious▪ Respect
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that all creation is a gift from God.▪ Identify the sacredness of human life at all stages.▪ Describe ways to show respect for God's gift of life by caring for themselves.▪ Celebrate the goodness of life.▪ Appreciate the humanity and sanctity of unborn human life.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students brainstorm examples of actions that benefit their physical health and actions that do not benefit their physical health.▪ Have each student write a short paragraph about a person who has made a difference in his or her life.▪ Students will identify the stages of pregnancy and fetal development.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 6

Standard #2	Demonstrate an understanding of and an appreciation for being called to communion with God, who is love.
Skills/Concepts	<ul style="list-style-type: none">▪ Communion with God▪ Great Commandment▪ Relationships
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that God, as Trinity, calls all into a personal relationship.▪ Identify the Great Commandment as the way to live the covenant with God, self, and others.▪ Describe ways to communicate with God in prayer and through the Scriptures.▪ Celebrate the commitment to justice, love, and peace.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students identify promises or commitments they have made. In addition, have the students explain the role of “trust” in a promise or a commitment.▪ In small groups, have the students discuss and report their findings on how a covenant and a promise are similar.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 6

Standard #3	Demonstrate an understanding of “Incarnational.”
Skills/Concepts	<ul style="list-style-type: none">▪ Incarnational▪ Paschal mystery▪ Christian love▪ Discipline and self-sacrifice
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that in Baptism we entered into Christ’s death and resurrection.▪ Identify characteristics of Christian love.▪ Describe how discipline and self-sacrifice support loving relationships.▪ Celebrate the power of God’s love in Christ.
Sample Assessment Activities	<ul style="list-style-type: none">▪ In small groups, have the students define the word “mystery.” Also, have the students describe some of the mysteries of life.▪ Have the students brainstorm examples of sacrifices people have made that showed support for a loving relationship.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 6

Standard #4	Demonstrate an understanding of and appreciation for being responsible to one another as members of Christ's Body.
Skills/Concepts	<ul style="list-style-type: none">▪ Members of the Body of Christ▪ God's gift of life▪ God's gift of sexuality▪ Church's magisterium
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that the Church's teachings on life issues and sexuality are rooted in the natural moral law and the God-given dignity of every person.▪ Identify some of the Church's key teachings on sexuality and bioethics.▪ Describe ways the Christian reaches out to those hurting or excluded by society.▪ Celebrate the support of the Christian community.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students write a report on the Church's teachings on sexuality and bioethics.▪ In small groups, have the students describe ways the Church can help them make responsible decisions.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 6

Standard #5	Acknowledge and affirm being called to holiness and wholeness.
Skills/Concepts	<ul style="list-style-type: none">▪ Christian morality▪ God's grace▪ Sinful attractions (Temptation)▪ Work of the Holy Spirit
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that God's grace makes it possible for people to be holy and whole.▪ Identify some of the acts against chastity by which humans are affected.▪ Describe ways to be open to God's grace and avoid temptation.▪ Ask the Holy Spirit to help in living the call to holiness and wholeness.
Sample Assessment Activities	<ul style="list-style-type: none">▪ In small groups, have the students give examples of situations in which it is difficult to do the right thing and <u>not</u> to follow what everyone else is doing.▪ Have the students cite examples of situations that may raise danger signs for a person their age.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 6

Standard #6	Demonstrate an understanding and an appreciation for being united, faithful, and life-giving.
Skills/Concepts	<ul style="list-style-type: none">▪ Birth▪ Sickness, suffering, death
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that pregnancy and birth are meant to be special times of family celebration.▪ Identify suffering, aging, and death as parts of the human condition that can have special meaning in the Christian experience.▪ Describe ways in which the Christian family honors the mysteries of birth, illness, and death.▪ Celebrate God's presence in families throughout all of life.
Sample Assessment Activities	<ul style="list-style-type: none">▪ In small groups, have the students identify parts of the human condition (birth, aging, death, etc.) that have special meaning in the Christian experience.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 6

Standard #7	Demonstrate an understanding and appreciation of being part of the love story of salvation.
Skills/Concepts	<ul style="list-style-type: none">▪ Salvation▪ Beatitudes▪ Prophetic mission
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that the Beatitudes offer a vision of real love.▪ Identify the prophetic mission of every Christian.▪ Describe ways by which we all can work to hasten the coming of God's reign in its fullness.▪ Commit to sharing God's love.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have students write a short paper on what the Beatitudes mean to them.▪ In small groups, have the students discuss and give examples of ways they can contribute to hasten the coming of the reign of God.

GRADE 7

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 7

Standard #1	Demonstrate an understanding of and an appreciation for being created in God's image.
Skills/Concepts	<ul style="list-style-type: none">▪ Created in God's image▪ Dignity and worth▪ Attraction between the sexes▪ Stereotypes▪ Discrimination
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that gender is part of being created in God's image.▪ Identify attraction between the sexes as part of God's plan for new life.▪ Describe ways to overcome gender stereotypes and sex discrimination.▪ Celebrate the complementarities of men and women.
Sample Assessment Activities	<ul style="list-style-type: none">▪ In small groups, have the students discuss and report to the class ways they can help reduce gender stereotyping and sex discriminations.▪ Have each student write an essay on God's plan for new life, relating to attraction between the sexes.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 7

Standard #2	Demonstrate an understanding of and an appreciation for being called to communion with God, who is love.
Skills/Concepts	<ul style="list-style-type: none">▪ Communion with God▪ Authentic Love▪ Relationships
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that God, who is the communion of love called the Trinity, calls all to loving communion with the Trinity and with others.▪ Identify and describe the characteristics of authentic love.▪ Describe ways to avoid inappropriate expressions of affection and inauthentic relationships.▪ Give thanks for God's gift of real love.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Divide the class into two groups. Have one group discuss and list characteristics/qualities of a good friendship. Have the other group discuss and list the characteristics/qualities of a relationship between a husband and wife. Have the whole class discuss the two lists. What's common to both lists and what makes the differences different?

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 7

Standard #3	Demonstrate an understanding of “Incarnational.”
Skills/Concepts	<ul style="list-style-type: none">▪ Incarnational▪ Self-control▪ Virtues
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that Jesus, truly God and truly human, shows the way to be most authentically human.▪ Identify the virtues of chastity, modesty, purity, and charity.▪ Describe ways to practice chastity and related virtues.▪ Give thanks for the example and continuing love of Jesus.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students brainstorm different virtues. From the list, have each student write a definition for each of the virtues. Have the students form into small groups. Each group will take 1-2 virtues. Each group will discuss and report to the class how their virtue helps them and others to be authentic.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 7

Standard #4	Demonstrate an understanding of and appreciation for being responsible to one another as members of Christ's Body.
Skills/Concepts	<ul style="list-style-type: none">▪ Members of the Body of Christ▪ Community of faith
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Describe the sources of support the Church provides in growing in love.▪ Identify ways in which participation in the Catholic community helps one another share love.▪ Recognize that all Christians are responsible to one another as members of Christ's body.▪ Practice working for the common good.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have the students brainstorm activities that help them feel that they belong to the Church.▪ Have each student give an oral report on a person who is or has recently done something benefiting others locally or within the state, nation, etc.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 7

Standard #5	Acknowledge and affirm being called to holiness and wholeness.
Skills/Concepts	<ul style="list-style-type: none"> ▪ Christian morality ▪ God’s grace ▪ Sexual drive ▪ Virtues
Outcomes	<p>The student will:</p> <ul style="list-style-type: none"> ▪ Recognize that grace, loving relationship with God, enables all to make good choices, even though the human nature is subject to temptation and sin. ▪ Identify the sexual drive as a source of both great blessing and great challenge. ▪ Describe the importance of prayer, practicing the virtues, and participating in the sacraments in helping to live the Christian morality. ▪ Celebrate God’s loving presence.
Sample Assessment Activities	<ul style="list-style-type: none"> ▪ In small groups, have the students discuss ways that married couples can invite God’s grace into their lives. ▪ Have each student write a paper on Christian morality, emphasizing the roles of prayer, virtues, and the sacraments.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 7

Standard #6	Demonstrate an understanding and an appreciation for being united, faithful, and life-giving.
Skills/Concepts	<ul style="list-style-type: none">▪ Sacraments▪ United, faithful, life-giving
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that all relationships offer the opportunity to nurture and protect God's gift of human life.▪ Identify the sacraments as a source of strength as people grow in love and forgiveness.▪ Describe ways to be faithful and life-giving in marriage and family life.▪ Celebrate God's gift of human life.
Sample Assessment Activities	<ul style="list-style-type: none">▪ In small groups, have the students list ways that Matrimony and Holy Orders build up Christian community.▪ After working in groups, have the students create skits showing the importance of forgiveness and unconditional love in marriage.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 7

Standard #7	Demonstrate an understanding and appreciation of being part of the love story of salvation.
Skills/Concepts	<ul style="list-style-type: none">▪ Salvation▪ Christian maturity▪ Love is a lifelong process
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that growing in love is a lifelong process, assisted by the Holy Spirit.▪ Identify characteristics of Christian maturity.▪ Cite and describe examples of responsible love in salvation history.▪ Celebrate the great love story of salvation.
Sample Assessment Activities	<ul style="list-style-type: none">▪ In small groups, have the students discuss and list the challenges and responsibilities they face in growing in love and friendship as teenagers.▪ As a class activity, have the students discuss factors that make a behavior inappropriate at one stage in life and not at another.

GRADE 8

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 8

Standard #1	Demonstrate an understanding of and an appreciation for being created in God's image.
Skills/Concepts	<ul style="list-style-type: none">▪ Created in God's image▪ Dignity▪ Stereotyping
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that self-worth comes from the dignity of being children of God.▪ Identify the qualities that mark a good Christian woman or man.▪ Describe the harm caused by stereotyping and discrimination.▪ Celebrate the goodness of humanity.
Sample Assessment Activities	<ul style="list-style-type: none">▪ In small groups, have the students list practical things they, teachers, parents, etc. could do to avoid stereotyping.▪ As a class activity, have the students list qualities that good Christian women or men have. In their journal, or as an essay, have each student write about their own qualities.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 8

Standard #2	Demonstrate an understanding of and an appreciation for being called to communion with God, who is love.
Skills/Concepts	<ul style="list-style-type: none"> ▪ Communion with God ▪ Created for eternal beatitude ▪ Gifts from God
Outcomes	<p>The student will:</p> <ul style="list-style-type: none"> ▪ Recognize that God, who is Love, created all for love and eternal happiness. ▪ Identify the theological virtues of faith, hope, and love as gifts from God that help all to grow in love. ▪ Describe ways to live the theological virtues. ▪ Give thanks for God’s love.
Sample Assessment Activities	<ul style="list-style-type: none"> ▪ In small groups, have the students discuss what causes a person to lose hope and what can give a person hope. ▪ As a class, discuss places in society, community, etc., where we see a lack of love and hope.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 8

Standard #3	Demonstrate an understanding of “Incarnational.”
Skills/Concepts	<ul style="list-style-type: none">▪ Incarnational▪ Friendship▪ Dating▪ Appropriate ways to express affection/love
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that friendships help to grow in love and that dating helps to prepare for marriage.▪ Identify the qualities of chaste friendships, including dating relationships.▪ Describe appropriate expressions of affection.▪ Ask God’s help, and follow the example of Jesus in growing in love.
Sample Assessment Activities	<ul style="list-style-type: none">▪ In small groups, have the students define what is a date. In addition, have the students discuss the significance and appropriateness of showing signs of affection in the dating relationship. Have the groups share their findings with the class.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 8

Standard #4	Demonstrate an understanding of and appreciation for being responsible to one another as members of Christ's Body.
Skills/Concepts	<ul style="list-style-type: none">▪ Members of the Body of Christ▪ Domestic Church▪ Vocations
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that the family, as the domestic Church, is a place where children explore vocations.▪ Identify religious life and the priesthood as two ways to live the vocation to love.▪ Describe how single life carries out the vocation to love.▪ Commit to living the vocation to love through God's revelation.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have each student write an essay on the kind of work they would like to do as an adult and how that kind of work will contribute to the common good.▪ In small groups, have the students discuss the relationship between a vocation and love.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 8

Standard #5	Acknowledge and affirm being called to holiness and wholeness.
Skills/Concepts	<ul style="list-style-type: none">▪ Holiness and wholeness▪ Grace▪ Sexual morality▪ Choices
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that God’s grace and forgiveness are available for all people.▪ Identify some of the Church’s key teachings on sexual morality and their foundation in Scripture and the natural moral law.▪ Describe ways to stay safe from sexual predators.▪ Celebrate God’s grace at work in their life.
Sample Assessment Activities	<ul style="list-style-type: none">▪ In small groups, have the students discuss how practicing chastity and abstinence today helps them prepare for being faithful in their future vocation.▪ After working in small groups, have the students create skits showing ways to stay safe from sexual predators.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 8

Standard #6	Demonstrate an understanding of and an appreciation for being united, faithful, and life-giving.
Skills/Concepts	<ul style="list-style-type: none">▪ Sacraments▪ Christian marriage▪ Parenting▪ Family life
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that the sacraments strengthen the Holy Spirit's presence in family life.▪ Identify some of the duties and responsibilities family members have toward one another.▪ Describe and demonstrate ways to resolve conflicts in the family.▪ Celebrate family life.
Sample Assessment Activities	<ul style="list-style-type: none">▪ In small groups, come up with a definition of real happiness. Share the definition with the class.▪ Have each group demonstrate a situation involving a family conflict. After the demonstration, have the group members discuss possible ways to resolve the conflict.

CURRICULUM DEVELOPMENT WORKSHEET

Grade Level: Grade 8

Standard #7	Demonstrate an understanding and appreciation of being part of the love story of salvation.
Skills/Concepts	<ul style="list-style-type: none">▪ Salvation▪ Growing in love▪ God's covenant of love▪ Saints as role models
Outcomes	<p>The student will:</p> <ul style="list-style-type: none">▪ Recognize that growing in love is a lifelong journey for the whole Christian community.▪ Identify love as the standard by which lives will be judged.▪ Using saints as models, describe ways people can live the works of mercy.▪ Commit to continuing to grow in love.
Sample Assessment Activities	<ul style="list-style-type: none">▪ Have each student write a short paper explaining why St. Paul said the gift of love is the most important gift.▪ In small groups, have the students discuss works of mercy they have done or expressed recently, and works of mercy done or expressed to them recently.

**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. | 3 | 2 | 1 | 0 |
| 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 | 2 | 1 | 0 |

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	<u>2</u>	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	<u>2</u>	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. (NCD, #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. (NCD, #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 “handling 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 prayer. 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 TO 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.

Signature

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.

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

COMMENTS/CONCLUSIONS:

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). 3021 Fourth Street N.E., Washington, DC 20017-1102; (202) 636-3826; e-mail: nccl@nccl.org

TEXTBOOK RECOMMENDATION

The committee recognizes the quality and diversity in textbooks, and related materials. In their own way, many support the Relationship Education program. However, using the National Conference of Catholic Bishops' textbook approval process, the textbook selection guide (See Appendix A), and emphasizing a comprehensive program, the following series is recommended:

K-8 Textbooks

Growing in Love, Harcourt Religion Publishers, 2001

Family Life, Benziger Publishers, 2001

DEFINITIONS OF CURRICULUM COMPONENTS

Standards	Standards refer to the best possible quality of work – the “exemplar.” Standards developed at the state or national level by various professional organizations often contain good examples of exemplary performances. Standards provide input to the design of assessments.
Benchmarks	Statements of expected knowledge and skills are referred to as benchmarks . Benchmarks are used at various levels of development (4, 8, 12 or 2, 5, 8, 12) to identify expected or anticipated skill or understanding. Benchmarks are sub-components of a standard.
Assessments	The process of gathering evidence about what a student can do relative to the <u>education goals</u> , the expectations, and/or standards. Assessments facilitate student learning of concepts and skills because they provide context for those concepts and skills. Assessments also allow measurement of students towards understanding and demonstration of the concepts and skills. Assessments <u>include</u> 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. Assessments are used to make decisions about what instruction needs to occur next.
Concepts	Big ideas; basic essential understandings, e.g., problem solving, communication, reasoning, complex thinking, culture.
Skills	<p>A skill is something you learn to do with multiple practices – “use it or lose it.” Three types of skills are psychomotor, cognitive and interpersonal.</p> <p>Psychomotor examples: handwriting, keyboarding.</p> <p>Cognitive examples: analyzing, synthesizing, hypothesizing, classifying.</p> <p>Interpersonal examples: active listening, negotiating, networking, questioning.</p>
Strategies	<p>Systematic approach to help students learn. What opportunities will be provided to assist student learning?</p> <p>Examples: graphic organizers, webbing, process writing, group investigation, direct instruction, cooperative learning.</p>
Materials & Resources	<p>Instructional materials or resources used as a part of or supplemental to the curriculum and selected by the instructional staff.</p> <p>Examples: textbooks, films, speakers, field trips, software.</p>

Appendix D

Family Handout

Growing in Love K	Growing in Love 1	Growing in Love 2
<ul style="list-style-type: none"> ▪ Anatomy ▪ Families ▪ Touch ▪ Staying Safe ▪ Stranger Danger ▪ Family Conflicts ▪ Birth, Adoption, and Foster Parenting 	<ul style="list-style-type: none"> ▪ Gender ▪ Recognizing Diversity ▪ Older People ▪ Touch ▪ Resolving Family Conflicts ▪ Pregnancy and Birth ▪ Friendship 	<ul style="list-style-type: none"> ▪ Gender ▪ HIV and AIDS ▪ Personal Safety ▪ Personal Hygiene ▪ Feelings ▪ Marriage ▪ Birth and Parenting
Growing in Love 3	Growing in Love 4	Growing in Love 5
<ul style="list-style-type: none"> ▪ Using Appropriate Language ▪ Gender and Anatomical Differences ▪ Feelings ▪ Privacy ▪ Sexual Abuse ▪ Conception 	<ul style="list-style-type: none"> ▪ Reproductive Anatomy ▪ Disabilities ▪ Changes During Puberty ▪ Modesty in Language ▪ Sexual Messages in Media ▪ Discerning Vocations ▪ Abortion 	<ul style="list-style-type: none"> ▪ Puberty ▪ Expressing Affection ▪ Masturbation ▪ Pornography ▪ Sexual Intercourse ▪ Conception ▪ Sexual Orientation
Growing in Love 6	Growing in Love 7	Growing in Love 8
<ul style="list-style-type: none"> ▪ Respecting Life ▪ Bioethics ▪ Abstinence ▪ Masturbation ▪ Pregnancy and Childbirth ▪ Illness ▪ Aging and Death 	<ul style="list-style-type: none"> ▪ Sexual Orientation ▪ Gender Anomalies ▪ Appropriate Expressions of Affection ▪ Sexuality and the Media ▪ Drugs and Alcohol ▪ Sexually Transmitted Diseases ▪ Responsible Parenting ▪ Reproductive Ethics 	<ul style="list-style-type: none"> ▪ Reproductive Anatomy ▪ Natural Family Planning ▪ Genital Sexuality and Abuse ▪ Pornography and Prostitution ▪ Sexual Abuse and Assault ▪ Marriage ▪ Resolving Family Conflicts

Family Handout: Possible Questions

Levels K-1-2	Levels 3-4
<p>Why do boys stand up and girls sit down when they urinate?</p> <p>Why do grownup have bigger penises and breasts than children?</p> <p>What does “having sex” mean?</p> <p>Where do babies come from?</p> <p>Does having a baby hurt the mom?</p> <p>Why do people need privacy sometimes?</p> <p>What does “getting a divorce” mean?</p> <p>What does being “gay” mean?</p>	<p>What is an erection?</p> <p>What is sexual intercourse?</p> <p>What’s a “wet” dream?</p> <p>What is masturbation?</p> <p>What is “sexual abuse”?</p> <p>What’s a “period”?</p> <p>How will I know when my period will start?</p> <p>What are douches for?</p>
Levels 5-6	Levels 7-8
<p>What is foreplay?</p> <p>What does orgasm feel like?</p> <p>What is “French kissing”? What’s a “hickey”?</p> <p>What is oral sex?</p> <p>What is PMS? What’s menopause?</p> <p>How can I tell whether my body’s developing the way it should?</p> <p>I really like someone of my own gender. Does that mean I ‘m gay?</p> <p>What is AIDS? How do people get it?</p>	<p>What does “losing your virginity” mean? What is “secondary virginity”?</p> <p>How will I know when I’ve found the right person to marry if I haven’t had any sexual experience?</p> <p>What is anal sex?</p> <p>What is impotence? Is there a corresponding problem for women?</p> <p>What are “sex toys”? What is “S and M”?</p> <p>What’s a “test tube baby”? What’s a “surrogate mother”?</p> <p>Is celibacy possible?</p> <p>Do married people outgrow the desire for sexual intimacy?</p> <p>Why is it wrong to have an extramarital affair?</p>

Scope and Sequence

THEME	KINDERGARTEN	LEVEL 1	LEVEL 2	LEVEL 3
	Created in God's image	Called to communicate with God, who is love	Incarnatioal	Responsible to one another as members of Christ's Body
1 Created in God's image	Made by God God made all people and all things. Each person is special. We respect other boys and girls.	God Mad Us God made humans male and female. There is no one else exactly like us. God loves all people.	A New Creation People are alike and different but all are created by God. We respect people who are different from us. Boys and girls are equal in God's eyes.	Together in Love All people are created in God's image. We recognize our good qualities and work to overcome bad habits. Boys and girls are equal partners in God's plan for creation.
2 Called to communion with God, who is love	Made to love We belong to God (Father, Son, and Holy Spirit). Families share love. We are loved, and we can show love.	God Loves Us The Holy Trinity is a communion of love. Love helps all people grown. We feel God's love when others love us.	God's Love Jesus shows us God's love. All people are worthy of love. All people can give and receive love. By loving other people, we grow in love for God.	God Within Us God's love, mercy, and forgiveness are unlimited gifts. We experience and express love through our feelings, thoughts, and actions. Prayer is a special way to grow closer to God and others.
3 Incarnational	Made to Be Like Jesus Jesus is God's Son and human like us. We use our senses. We show love as Jesus did.	God and Human Mary's yes was her way of showing love for God. In Jesus, God became human. Jesus calls us to love others and shows us ways to love.	Learning from Jesus Jesus grew up in a family. Jesus showed us how to treat ourselves and others with love and respect. Taking care of our bodies is a way to show gratitude to God.	Whole Persons The human person is a unity of body, mind, and spirit. Jesus shows us how to love as fully human persons. When we are modest we show respect for our bodies and the bodies of others.
4 Responsible to one another as members of Christ's Body	Made to Be Together We share love in communities. We help one another. We help one another stay safe.	God's Gifts God gives us gifts. We learn to use God's gifts wisely. The Christian community helps us use our gifts. God makes many communities one in the Church.	Christian Community We belong to the Catholic Christian community. Responsibility is part of belonging to any community. Our choices have consequences for ourselves and for others.	Community of Love The followers of Jesus show love. Our actions and choices affect others and our world. Members of the Christian community help one another grow in faith, hope, and love.
5 Called to holiness and wholeness	Made to Be Holy We love others because God first loved us. Sometimes we do not make loving choices. We can ask and offer forgiveness. God loves us even when we misuse God's Gifts.	Choosing God's Love We are free to make choices. We can make loving choices. God loves us even though we do something wrong. God helps us do better.	Learning to Love God gives us feelings. We can express our feelings in positive ways. Even when we fail to use God's gifts well, God still loves us. God forgives us whenever we express sincere sorrow.	Loving Choices The Church and our family helps us learn what is good. We can make good choices. God loves us even when we fail to love. We can learn to forgive and work for reconciliation.
6 United, faithful, and life-giving	Made to Be Family Families welcome new life. Family members forgive one another. Family members are loyal.	Sharing God's Love The Sacramental of Baptism makes us members of the Church and helps us love as God loves. Families grow in love. Family members care of another.	Signs of Love The Eucharist brings us together in love. At Mass we celebrate with God's family. Love grows in the family. Family members forgive one another.	Family Life The sacraments-especially Baptism, Eucharist, Reconciliation, and Matrimony-help us grow in love. With God's help, a husband and wife are faithful to one another and can also create new life. Family members are called to be faithful to one another.
7 Part of the love story of salvation	Made to Grow in Love God made a promise to love to all creation. We help take care of God's creation. We keep promises.	Growing in God's Love Abraham and Sarah were called to a special friendship with God. Friends help us grow. Friendships need trust, honesty, and loyalty.	Following Jesus Jesus called his friends to love others. Honesty, sharing, and forgiveness are important for making and keeping friends.	People Who Trust Mary and the saints trusted in God. We are called to trust in God, trust others, and be trustworthy. God invites us to be true to him, our family, our friends, and ourselves.

LEVEL 4 Called to holiness and wholeness	LEVEL 5 United, faithful, and life-giving	LEVEL 6 Part of the love story of creation	LEVEL 7 Loving as Christ loves	LEVEL 8 Living the gospel of life
The Gift of Life We show respect for God's gift of life. Every person has gifts and limitations. God created people of both genders to be equal and complementary.	Respect for Life Being created by God is the basis of self-respect and respect for others. Men and women are different but complementary and equal in God's eyes. We are responsible for protecting and nurturing God's gift of life.	Life from Love God created all things out of love. God's gift of life is precious at all its stages. Taking care of ourselves as we grow shows respect for God's gift of life.	In God's Image Each person has dignity and worth. Attraction between the sexes is part of God's plan for new life. Respect for others is shown in honoring the whole person.	Christian Personhood Human dignity flows from our having been created in God's image. Women and men were created to complement, not compete with, each other. Stereotyping and other forms of discrimination are wrong.
Called to Love God calls all people to a vacation of love. Change and growth are part of God's loving plan for creation. Caring for our bodies shows respect for God's plan.	New Life in God In Baptism we are called to communion with God, who is love. There are many ways to answer God's call to love.	Covenant of Love God calls us into a personal relationship. One way to learn about God's love is from the Scriptures. We live our covenant with God by following the Great Commandment.	Real Love God expresses his desire to be united with us through love. Authentic love contains elements of physical attraction, emotional attachment, mutual friendship, and selfless, unconditional caring.	Trinity of Love God-Father, Son, and Holy Spirit-is love. Humans were created for eternal beatitude. The virtues of faith, hope, and love are gifts from God that help us grow in love.
The Love of Jesus Human sexuality is expressed in all relationships, Jesus had special friends. Jesus helps us live chaste relationships.	Life in Christ Jesus shows us how to live in chaste relationships. The Eucharist helps us grow in love.	Christian Love Christian love finds meaning in the Paschal mystery. We live our baptismal commitment in our relationships with God and others. Jesus is the fullness of God's revelation. Self-sacrifice is part of real love.	Fully Human Jesus, truly God and truly human, reveals God's love, shows us how to be fully human and enables us to do so. Self-control is an important part of growing in love as a whole person, physically and spiritually.	Living for Others Friendships help us grow in love. Jesus taught us how to live for others. There are appropriate ways to express affection and love in friendships and dating.
Being Responsible We are responsible to God, ourselves, and others. The Christian community helps us grow in responsibility. We can learn about responsible love from witness of others.	Loving One Another Baptism makes us members of the Church. We are called to be responsible and to care for others. The virtues of honesty, dedication, loyalty, and chastity are important in all relationships. The Holy Spirit, present in the Church, gives us the gifts we need to grow in virtue.	Practicing Love The Church protects and nurtures God's gift of life. The Church's magisterium teaches the right use of God's gift of sexuality. The Church reaches out to people who feel unloved, lonely, or excluded.	The Teaching Church The Christian community is the Body of Christ. In the Church we are offered opportunities to love as Jesus taught us. Being part of a community of faith strengthens and supports us as we grow in love.	Community of Love The family is the domestic Church. Religious life and priesthood are vocations to love. Single life is also a vocation to love.
Rules for Living Rules are intended to help us love. The Beatitudes and the Ten Commandments help us grow in love for God and others. We can express love in chaste ways. When we sin, we must take responsibility, seek forgiveness, and make things right.	Led by Virtue We can evaluate the morality of the messages we receive from peers, society, and the media. We can practice the moral virtues as positive values. Reconciliation helps us grow in love.	Holy and Whole God's grace is given to us as a gift. Humans are attracted to some things that can be sinful. The Holy Spirit guides us in living our call to holiness and wholeness.	Growing in Grace God's grace helps us grow and mature. The sexual drive is natural and good. The sexual drive can be misused. The virtues of temperance, chastity, modesty, and purity help us use God's gift of sexuality properly.	God's Life in Us Grace is available to all people. The Church's teachings on sexual morality make sense. They are rooted in the natural moral law. Some choices and actions are objectively right; others are objectively wrong.
Vocations The Sacraments of Service-Matrimony and Holy Orders are ways to live our vocation to love. All vocations call us to faithfulness. All vocations call us to be life-giving.	Christian Marriage Christian marriage is a sacrament. Sexual intercourse is a special act of love intended for husbands and wives. Married love is faithful and open to new life	Celebrating Life The Christian family celebrates birth. The Anointing of the Sick is a sacrament of God's healing love. The Christian family honors the mystery of suffering and death.	Giving Life All are called to be life-giving in every relationship. The Sacraments of Reconciliation and Eucharist increase our spiritual strength. Marriage is a covenant of faithful and fruitful love.	Life in the Spirit The Sacrament of Confirmation strengthens the Holy Spirit's presence in our lives. Christian marriage and parenting are loving and life-giving. Family life prepares us for living our vocation to love.
Friendship Scripture stories of friendship show us how to love. There are things we can do to build friendships.	Living in Love Love is a sign of God's presence. Prayer helps us grow in our vocation to love. Special people are examples of living as Jesus did.	Love in Action The Beatitudes show us how Jesus wants us to love. Every Christian has a prophetic mission. When the kingdom of God comes in its fullness, our growing in love will be complete.	Lifelong Love As we grow in love, we are capable of greater responsibility and deeper commitment. Growing in love is a lifelong process, guided by the Spirit of Jesus.	Our Lifelong Love Story The history of salvation, revealed in the Old and New Testaments, is a continuing story of the covenant of love God offers us. The Church witnesses to the value of growing in love. We will be judged on how well we have tried to love. The saints are role models for growing in love.

