



Archdiocese of Omaha

**PK – 8
Religion
Curriculum
Standards**

May 2020



Archdiocese of Omaha
Catholic Schools

May 2020

Dear Friends in Christ,

The formation of disciples of Jesus Christ is at the heart of the mission of the Church, and it is the fundamental task of catechesis. While parents have the responsibility from God for the formation of their children in faith, the community of the Church stands ready to assist them.


In our Catholic schools and religious education programs, catechists and teachers are entrusted with the responsibility of helping to instruct and form disciples of Christ. For this reason, only those who live the Catholic faith, know and understand the doctrines and traditions of the Church, and are willing to teach the faith in a creative and comprehensive way are qualified to fulfill this important catechetical role.

After having reviewed these updates to the pre-K – 8 Religion Curriculum Standards, I make them normative for the Archdiocese of Omaha. Every teacher and catechist in Catholic elementary schools and parish religious education programs are to use these Standards in the design of curriculum and the selection of textbooks. The standards are also to be used in the training and evaluation of catechists and teachers. The Catechism of the Catholic Church and The National Directory for Catechesis are also to be used as basic references.

I offer my thanks to the committee who have shared their experience and knowledge of the faith to produce these Standards. They have built on the strengths of the previous edition while adding an important emphasis on evangelization and Christian anthropology and sexuality.

The whole Catholic community joins me in thanking the administrators, teachers and catechists whose faith and dedication are crucial to the formation of young disciples in the Church. May Jesus Christ the Teacher bless them and all of us with zeal and joy in carrying out his saving mission.

Sincerely yours in Christ,



Most Reverend George J. Lucas
Archbishop of Omaha

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Special Acknowledgements

The Archdiocese of Omaha Catholic Schools Office offers a special appreciation to Archdiocese of Louisville, Kentucky and The Archdiocese of Washington, DC for their permission to adapt components of their Religion Standards during our writing process.

Introduction

The purpose of the PK -8 Religion Standards is to assist pastors, principals, and teachers in the Archdiocese of Omaha. This curriculum guide offers direction within the wider task of faith formation in which the family and the entire parish community are engaged. The Catholic faith is formed primarily in the family and is supported by the school, parish, and the local community. However, it is possible to set standards for our school religious education programs and measure achievement of those standards. It is intended that this material be used in the development of local religious education curriculum plans and for the training of teachers of religious education. A parish based appendix will be available by the end of 2020.

This guide forms the content of instruction for religious education as well as the “vehicle for growth in one’s relationship with the Lord so that each may come to know him and live according to the truth he has given to us”. (*USCCB Framework 1*) According to the National Directory of Catechesis (2005), the fundamental task of catechesis is the “formation of disciples of Jesus Christ.” These standards directly support the USCCB’s *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials of Young People of High School Age*, the curriculum followed by Archdiocese of Omaha secondary schools.

Administrators will use this guide to assist teachers in applying the desired Religious Education Standards to the specific grade levels. Teachers will use the guide as the basis for planning their lessons for the year. Use of this curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the guide with 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Catholic Schools Mission Statement

The mission of the Catholic Schools in the Archdiocese of Omaha, Nebraska, in cooperation with the parents, is an extension of the four-fold educational mission of the Catholic Church:

- To proclaim the message of faith and morals
- To foster community
- To encourage worship and prayer
- To motivate to serve others

Each school is to foster in students a personal relationship with Jesus Christ, educating them to become academically proficient and responsible, community-minded adults who will be active and loyal members of their Church and their country.

Archdiocese of Omaha Catholic Schools Exit Standards

All graduates of Catholic Schools in the Archdiocese of Omaha demonstrate:

- Knowledge of Catholic Church teachings of faith, morals and virtue
 - Knowledge of core disciplines and fine arts
 - Higher-order thinking skills
 - Effective communication skills
 - Effective social interaction skills
 - Independent learning skills
 - Life-long learning with the ability to access and utilize resources
- Knowledge of practices essential to:
 - Christ-centered families
 - Full participation in parish community life
 - Sound health in mind, body and spirit
 - Responsible stewardship
 - Mature, responsible, and sensible use of technology
 - Effective citizenship

Religion Program Mission Statement

The mission of Religious Education within the Archdiocese of Omaha is to teach students the truths of their Catholic faith and provide opportunities to encounter Jesus so they may become merciful missionary disciples, building up one Church.

-revised 2020

Program Standards and Essential Standards

Grade level specific performance standards and indicators are organized under the overriding Program Standards tied to the Tasks of Catechesis for grades kindergarten through eight.

Program and Essential Standards

Four Program Standards, based on the Pillars of Catechism, provide the framework for each grade level. They are color coded the same in every grade.

Program Standard 1 – Profession of Faith (green)

Program Standard 2 – The Celebration of the Christian Mystery (red)

Program Standard 3 – Life in Christ (yellow)

Program Standard 4 – Christian Prayer (blue)


Program Standards	Archdiocese of Omaha Essential Standards
Profession of Faith	Essential Standard 1: Demonstrate comprehension of the Catholic faith through explanation of the Creed
The Celebration of the Christian Mystery	Essential Standard 2: Demonstrate comprehension of the public worship of the Church by explaining the meaning and celebration of the liturgy and sacraments
Life in Christ	Essential Standard 3: Demonstrate comprehension of our life in Christ through applying the moral teaching of Christ to one's daily life
Christian Prayer	Essential Standard 4: Demonstrate comprehension of the necessity of an authentic prayer life by developing a personal relationship with the Lord

Content Standards and Indicators

Content Standards are written for every grade level. The writing team respects the spiraling nature of instruction within religion. While some of the Content Standards will have similarities from grade to grade, many of the indicators will become more complex and unique to each grade level.


See the example below in Table 1. The first number before the dash indicates the grade level of the standards. In the example below, **1** represents first grade. The number immediately following the dash identifies the Essential Standard. In this case it is Essential Standard **1** – Profession of Faith. The last number indicates the Content Standard. This is the seventh (**7**) Content Standard under the Essential Standard 1 – Profession of Faith for 1st Grade.

Table 1

 1-1.7 To recognize we are all called to be saints
Scripture: “May the eyes of your hearts be enlightened, that you may know what is the hope that belongs to his call, what are the riches of glory in his inheritance.” (Ephesians 1:18)
Indicators
A. Begin to recognize the Communion of Saints.
B. Understand what it means to be a saint.
C. Describe the meaning of heaven - being happy with God forever.
D. Identify and recall a saint’s story.
E.
F.

In Table 1 you will notice that there are four indicators (A., B., C., D.). These are measurable indicators that teachers can observe students mastering in some way. The blank row is a space for a teacher to add a measurable indicator that is used in their classroom.

Focus Standards

On the left side of Table 1 is a chevron pointing to Standard 1-1.7. The chevron  is placed to indicate that this particular standard has been selected as a **Focus Standard** by the writing team. Focus Standards have been selected as the foundational standards that must be included in curriculum planning. For example, when a student experiences an extended absence from school for medical or care related reasons, the Focus Standards are the key concepts that must be taught to that student.

Scripture Reference

The Standards include scripture references for each grade level standard, a provision that assists teachers in consistently connecting the student learning back to the revelation recorded in Sacred Scripture. Teachers are encouraged to implement some form of bible study in their curriculum development. The passages are from the New American Bible Revised Edition.

Human Sexuality Formation

See the example below in Table 2. This 2nd grade standard can be found under Essential Standard 3: Life in Christ, it is the fourth (4) Content Standard and has five indicators. You will notice *TOB* in the scripture passage. TOB refers to a collection of documents written by Pope Saint John Paul II titled Theology of the Body. You will notice TOB throughout the document as a way to highlight where the formation of human sexuality will come up in your curriculum development. An ad hoc committee established by the Archbishop Lucas vetted materials and supports the use of two programs to assist schools and parishes with this topic. From the publisher Ruah Woods, the series *Rooted* is their school based program and from St. Benedict Press, *LovED* is the parent/parish based program.

Circle of Grace: Required Curriculum and Assessment for All Students, Kindergarten-12th Grades

The Archdiocese of Omaha, out of concern for all God's people and in response to the United States Conference of Catholic Bishops' Charter for the Protection of Children and Young People, has developed a program for the safe environment education of children and young people. This program is called *Circle of Grace*.

What is *Circle of Grace*? It is the love and goodness of God that surrounds us and all others. It is the recognition that God is with us always and is there to help us in difficult situations. Through the *Circle of Grace* program, adults assist children and youth to recognize God's love by understanding that each of us lives and moves within a Circle of Grace. It holds your very essence in mind, heart, soul, and sexuality. The *Circle of Grace* program helps children and youth identify early on when they are uncomfortable with a situation and include ways to seek the help of a trusted adult.

The curriculum teaches these topics at an age-appropriate level and is taught each year in students' religion classes. All lessons, instructional materials, assessments, and reporting documents are found on the assessment page of lovemyschool.com.

Table 2

2 –3.4 To identify God as the source of good desires in our hearts *TOB*
Scripture: "...all good giving and every perfect gift is from above, coming down from the Father..." (James 1:17)
Indicators
A. Define virtue as the habit of choosing what is morally good.
B. Explain that with God's help and grace, we can live a life of virtue.
C. Identify focus virtues (respect, self-control, trust, and moderation).
D. Explain that a pure heart is drawn to things that are true, good, and beautiful.
E. Recognize Jesus as the source of hope through difficulty.
F.
G.

Evangelization

Look at the example in Table 3. This is a 5th Grade Standard from Essential Standard 3 – Life in Christ. It is the fifth (5) Content Standard with two recommended indicators. Notice *E* after the Content Standard. This refers to developing an awareness and practice of evangelization. Whether in our school communities, our parish communities, or greater communities, we want to encourage all to share the faith with others with confidence. The team read two guiding documents, Evangelii Nuntiandi written by Pope Paul VI and Evangelii Gaudium by Pope Francis, to form an understanding of this concept;

Table 3

5 –3.5 To understand the meaning of discipleship *E*
Scripture: "...The harvest is abundant but the laborers are few; so ask the master of the harvest to send out laborer for his harvest." (Luke 10:2)
Indicators
A. Locate examples of discipleship in gospel stories.
B. Communicate ways they can imitate the disciples in Scripture.
C.
D.

Prekindergarten Religion Standards

Profession of Faith	Essential Standard 1: Demonstrate comprehension of the Catholic faith through explanation of the Creed
PK –1.1 To Understand that God created all things good	
Scripture: The Creation Story (Genesis 1)	
Indicators	
A. Identify that God created the world.	
B. Give examples of God’s creation.	
C.	
D.	
PK –1.2 To understand that God gave us the Holy Family as a model for the Christian Family	
Scripture: “The Boy Jesus Lost in the Temple” (Psalm 139:13)	
Indicators	
A. Illustrate members of your family.	
B. Illustrate members of the Holy Family.	
C. Identify Mary as the Mother of God.	
D.	
E.	
PK – 1.3 To understand that the Bible is a special book that tells the story of God and his people	
Scripture: “All scripture is inspired by God and is useful for teaching, for refutation, for correction, and for training in righteousness, so that one who belongs to God may be competent, equipped for every good work. the truth.” (2 Timothy 3:16-17)	
Indicators	
A. Show reverence for the Bible.	
B. Share and talk about Bible stories.	
C.	
D.	

Prekindergarten Religion Standards

The Celebration of the Christian Mystery	Essential Standard 2: Demonstrate comprehension of the public worship of the Church by explaining the meaning and celebration of the liturgy and sacraments
PK –2.1 To understand and display reverence for events celebrated during the liturgical year	
Scripture: A time for every purpose. (Ecclesiastes 3:1-8)	
Indicators	
A. Talk about seasons of the Church (Advent, Christmas, Lent, Easter)	
B.	
C.	
D.	
PK –2.2 To appreciate the church buildings as special and sacred spaces	
Scripture: “Keep my sabbaths, and reverence my sanctuary. I am the Lord.” (Leviticus 19: 30)	
Indicators	
A. Identify the Crucifix, Mary, and St. Joseph in a church.	
B. Participate appropriately in rituals in a sacred space.	
C.	
D.	
E.	
PK –2.3 To show basic understanding that we use rituals as we are praying	
Scripture: “For where two or three are gathered together in my name, there I am in the midst of them” (Matthew 18:20)	
Indicators	
A. Participate in prayer.	
B. Make the “Sign of the Cross” in correct order.	
C.	
D.	
E.	
PK –2.4 To understand that we belong to the Church through Baptism	
Scripture: The Baptism of the Lord (Luke 3:21-22)	
Indicators	
A. Talk about sacramentals used in Baptism. (Holy Water, Candle, white garment)	
B. Draw a picture of people who are at Baptisms. (family, priest or deacon, Godparents)	
C.	
D.	

Prekindergarten Religion Standards

Life in Christ	Essential Standard 3: Demonstrate comprehension of our life in Christ through applying the moral teaching of Christ to one's daily life
PK –3.1 To show understanding that God wants us to love ourselves and others because we are all made in His image and likeness *E*	
Scripture: "...before birth the Lord called me, from my mother's womb he gave me my name." (Isaiah 49:1)	
Indicators	
A. Draw a picture about the things you love about yourself.	
B. Tell how you feel when you respect others.	
C. Tell how you feel if respect is shown to you.	
D.	
E.	
PK –3.2 To identify the importance of caring for God's creation	
Scripture: "Let them know that you alone are the Lord God, glorious over the whole world." (Daniel 3:45)	
Indicators	
A. Draw pictures of ways you can take care of God's world.	
B.	
C.	
PK –3.3 To develop an understanding that Jesus was sent to teach us how to love others as we love ourselves	
Scripture: "...You shall love the Lord, you God, with all year heart, with all your being, with all your strength, and with all your mind and your neighbor as yourself." (Luke 10: 27-37)	
Indicators	
A. Demonstrate ways you can show that you have a loving heart from God.	
B. Act out loving choices.	
C.	
D.	

Prekindergarten Religion Standards

PK –3.4 To understand Jesus’ teaching about sin and forgiveness
Scripture: Jesus and Zacchaeus (Luke 19:1-10)
Indicators
A. Talk about right and wrong choices.
B. Talk about ways we love each other.
C. Explain that all choices have consequences.
D.
E.
PK –3.5 To recognize God created each of us and our bodies out of love *TOB*
Scripture: “Your every act should be done with love.” (1 Corinthians 16:14)
Indicators
A. Talk about how each person’s body has a Circle of Grace that we need to respect. (*Intro to Circle of Grace)
B. Talk about how we love people even if they are different.
C.
D.
PK –3.6 To identify Church as a special family of God *E*
Scripture: “...when he said to Abraham ‘In your offspring all families of the earth shall be blessed’...” (Acts 3: 25)
Indicators
A. Draw a picture of a Church and talk about what happens in it.
B. Name your parish and pastor.
C.
D.
PK –3.7 To recognize that the church is bigger than the world and has many members including the Communion of Saints
Scripture: “Then how does each of us hear them in his own native language?” (Acts 2:8)
Indicators
A. Recognize pictures of saints.
B. Tell how you can be like a saint.
C.
D.

Prekindergarten Religion Standards

PK –3.8 To recognize the call from God to show concern for others *E*
Scripture: Jesus and Lazarus for Dinner (John 12: 2-8)
Indicators
A. Pray for those in need.
B.
C.
PK –3.10 To recognize that God calls all people to holiness
Scripture: “Come after me, and I will make you fishers of men.” (Mark 1: 17)
Indicators
A. Share a talent God gave you.
B. Talk about ways you can be holy and listen to God (obeying the commandments).
C.
D.

Prekindergarten Religion Standards

Christian Prayer	Essential Standards 4: Demonstrate comprehension of the necessity of an authentic prayer life by developing a personal relationship with the Lord
PK –4.1 To understand prayer is a friendship with God	
Scripture: “Probe me, God, know my heart; try me, know my thoughts. See if there is a wicked path in me; lead me along an ancient path.” (Psalm 139: 23-24)	
Indicators	
A. Explain that God wants to be close to him/her through prayer.	
B. Identify that you can pray anytime, anywhere, and about anything.	
C.	
D.	
PK –4.2 To Identify how Jesus prayed and taught us to pray	
Scripture: Jesus teaches us how to pray. (Matthew 6: 9-15)	
Indicators	
A. Name places and times you can pray.	
B. Recognize that Jesus prayed.	
C. Pray for something you need.	
D. Draw pictures of people you know that pray.	
E. Show what you do when you pray. (kneeling, sitting, hands folded, eyes closed, etc.)	
F.	
G.	

Kindergarten Religion Standards

Profession of Faith	Essential Standard 1: Demonstrate comprehension of the Catholic faith through explanation of the Creed
➤	K –1.1 To Understand that God created all things good
	Scripture: The Creation Story (Genesis 1)
	Indicators
	A. Identify that God is the creator.
	B. Identify ways we are special and created in God’s image and likeness.
	C. Give examples and illustrate God’s creation.
	D. Articulate that everything is a gift from God that needs to be appreciated.
	E.
	F.
➤	K –1.2 To identify self and family as belonging to God’s family
	Scripture: “You formed my inmost being; you knit me in my mother’s womb. (Psalm 139:13)
	Indicators
	A. Define a family. - A man and a woman united in marriage, together with their children, form a family. CCC2202 - The Christian family is a communion of persons, a sign and image of the communion of the Father and the Son and the Holy Spirit. CCC2205
	B. Name the members of his/her family.
	C. Identify that they are part of God’s family- the Church.
	D.
	E.
	K-1.3 To know God as our Father
	Scripture: “Everyone who asks, receives; and the one who seeks, finds; and to the one who knocks, the door will be opened.” (Matthew 7:8)
	Indicators
	A. State that God made us out of love and will love us always.
	B. Identify ways God shows love for us and how we can love him back.
	C. Identify the roles of father/mother/guardian in their family.
	D. Identifies Father (God) as the first person of the Trinity.
	E.
	F.

Kindergarten Religion Standards



K –1.4 To identify Jesus as the son of God

Scripture: Annunciation (Luke 2:10-14)

Indicators

- A. Name Jesus as the Son of God and the second person in the Holy Trinity.
- B. Identify Jesus as the Savior of the World.
- C.
- D.

K –1.5 To understand that the Holy Spirit lives inside us and guides us every day

Scripture: “And I will ask the Father, and he will give you another Advocate, who will be with you always.” (John 14: 16)

Indicators

- A. Identify the Holy Spirit as the third person of the Holy Trinity.
- B. Identify the Holy Spirit as a gift.
- C.
- D.



K –1.6 To understand that God gave us the Holy Family as a model for the Christian Family

Scripture: The Boy Jesus Lost in the Temple (Luke 2: 41-52)

Indicators

- A. List the members of the Holy Family.
- B. Identify Mary as the Mother of God.
- C. Identify Joseph as the Adoptive Father of Jesus.
- D. Compare/contrast how his/her family is like Jesus’s Family.
- E. Reiterate one Bible story about the Holy Family. (The Annunciation, The Visitation, The Nativity, The Presentation, The Finding in the Temple)
- F.
- G.

Kindergarten Religion Standards

K -1.7 To define faith as believing in God

Scripture: "...Have you come to believe because you have seen me? Blessed are those who have not seen and have believed." (John 20: 29)

Indicators

- A. Explain that having faith is belief in something you cannot see.
- B. Give examples of other things we believe but cannot see. (air, wind, sound, feelings)
- C.
- D.

K – 1.8 To understand that the Bible is a special book that tells the story of God and his people

Scripture: "All scripture is inspired by God and is useful for teaching, for refutation, for correction, and for training in righteousness, so that one who belongs to God may be competent, equipped for every good work." (2 Timothy 3:16-17)

Indicators

- A. Show reverence for the Bible.
- B. Explain that the Bible teaches us about God.
- C. Retell stories from the Old and New Testament.
(Creation, Adam/Eve, Noah, Jonah, Moses/Ten Commandments, Daniel, Samuel, The Nativity, The Passion, The Resurrection)
- D. Understand that God has asked us to share the Gospel.
- E.
- F.

Kindergarten Religion Standards

The Celebration of the Christian Mystery	Essential Standard 2: Demonstrate comprehension of the public worship of the Church by explaining the meaning and celebration of the liturgy and sacraments
➤	K –2.1 To understand and display reverence for events celebrated during the liturgical year
Scripture: A time for every purpose. (Ecclesiastes 3:1-8)	
Indicators	
A. Recognize that the Liturgical Year follows the Life of Christ.	
B. Recognize the four weeks before Christmas as Advent and a time of waiting for Christmas.	
C. Recognize the 40 days before Easter as Lent and a time for preparation for Easter.	
D. Identify the events during Holy Week leading up to Easter. (Palm Sunday, Holy Thursday, Good Friday, Holy Saturday)	
E.	
F.	
➤	K –2.2 To appreciate the church buildings as special and sacred spaces
Scripture: “Keep my sabbaths, and reverence my sanctuary. I am the Lord.” (Leviticus 19: 30)	
Indicators	
A. Label the sanctuary, tabernacle, altar, baptismal font, and the Stations of the Cross.	
B. Identify the Crucifix, Mary, and St. Joseph in a church.	
C. Participate appropriately in rituals in a sacred space.	
D.	
E.	
K –2.3 To identify sacramentals and appreciate how they tell us about God	
Scripture: “How lovely your dwelling, O Lord of Hosts.” (Psalm 84: 2)	
Indicators	
A. Begin to describe sacramentals as symbols of God’s active presence in our lives.	
B. Identify these as sacramentals: Bible, crucifix, pictures of saints, The Holy Family, Rosary, Holy Water, etc.	
C. Show respect for these symbols.	
D.	
E.	

Kindergarten Religion Standards

K –2.4 To show basic understanding that we use rituals as we are praying

Scripture: “For where two or three are gathered together in my name, there I am in the midst of them.” (Matthew 18:20)

Indicators

- A. Demonstrate with reverence the learning of Church rituals (bowing, genuflecting, sitting, standing, kneeling, silence, sign of peace).
- B. Appropriately participate in prayer.
- C. Reverently make the “Sign of the Cross.”
- D.
- E.

K –2.5 To identify the Mass as the greatest prayer of our Church

Scripture: “...singing psalms, hymns, and spiritual songs with gratitude in your hearts to God.” (Colossians 3:16)

Indicators

- A. Recount the message or story of a gospel from the school Mass.
- B. Identify that something special happens to the bread and wine at Mass.
- C. State that when people receive Holy Communion they receive Jesus.
- D.
- E.



K – 2.6 To understand that we belong to the Church through Baptism

Scripture: The Baptism of the Lord (Luke 3: 21-22)

Indicators

- A. Identify Baptism as a special sign of God’s welcoming him/her into His life and the life of the Church.
- B. Recognize that each time he/she is blessed with the Holy Water, he/she is reminded of his/her baptism.
- C.
- D.

Kindergarten Religion Standards

Life in Christ	Essential Standard 3: Demonstrate comprehension of our life in Christ through applying the moral teaching of Christ to one's daily life
➤	K –3.1 To show understanding that God wants us to love ourselves and others because we are all made in His image and likeness *E*
	Scripture: "...before birth the Lord called me, from my mother's womb he gave me my name." (Isaiah 49:1)
	Indicators
	A. List things they like about themselves.
	B. Exhibit an acceptance and respect of others.
	C. List activities done to take care of themselves.
	D. List actions done to show love for others.
	E. Identify how it feels to respect others and how it feels when respect is not shown.
	F.
	G.
➤	K –3.2 To identify the importance of caring for God's creation
	Scripture: "Let them know that you alone are the Lord God, glorious over the whole world." (Daniel 3:45)
	Indicators
	A. List ways we can take care of God's world. (recycling, planting trees, turning off lights, pick up trash, etc.)
	B. Construct "I Care" statements to state how they can take care of God's world.
	C.
	D.
	K –3.3 To develop an understanding that Jesus was sent to teach us how to love others as we love ourselves
	Scripture: "...You shall love the Lord, you God, with all your heart, with all your being, with all your strength, and with all your mind and your neighbor as yourself." (Luke 10: 27-37)
	Indicators
	A. Give examples of Jesus' loving actions.
	B. State the Golden Rule or 'Do to others whatever you would have them do to you.' (Mt 7:12)
	C. Identify ways in which he/she lives the Golden Rule.
	D.
	E.

Kindergarten Religion Standards

➤	K –3.4 To understand Jesus’ teaching about sin and forgiveness
	Scripture: Jesus and Zacchaeus (Luke 19:1-10)
	Indicators
	A. Define sin as failing to love.
	B. Explain how to ask for Jesus’ forgiveness when you sin.
	C. Compare right/wrong choices.
	D. State that God will always forgive.
	E.
	F.
➤	K –3.5 To recognize God created each of us and our bodies out of love *TOB*
	Scripture: “Your every act should be done with love.” (1 Corinthians 16:14)
	Indicators
	A. State we are created to love, by love, and for love with prompting and support.
	B. List ways we love each other as Jesus loves us.
	C. Explain that God gave us the gift of life and a loving heart.
	D. Articulate that ALL of God’s people are important, from the unborn to the elderly.
	E. Articulate that each person’s body is special and sacred because it is a temple of the Holy Spirit and is made in God’s image.
	F. State how God made boys/girls bodies different but equally good.
	G. List ways we can take care of our bodies to treat them as a temple of God.
	H. Participate appropriately in the Circle of Grace Program.
	I.
	J.
	K –3.6 To recognize God gives us the gift of choice and that the Holy Spirit can help us make good choices *TOB*
	Scripture: The Ten Commandments (Exodus 20: 1-17)
	Indicators
	A. Describe loving choices.
	B. Identify that God gives us laws/commandments to help us make good choices.
	C. Explain that all choices have consequences.
	D. Identify the Holy Spirit as our helper in making good choices.
	E.
	F.


Kindergarten Religion Standards

<p>K –3.7 To identify the Church as the special family of God *E*</p> <p>Scripture: “...when he said to Abraham ‘In your offspring all families of the earth shall be blessed’...” (Acts 3: 25)</p> <p style="text-align: center;">Indicators</p> <p>A. State meaning of Church family.</p> <p>B. Define Church as a special place where families come to pray, praise God, and receive God’s blessings.</p> <p>C. Name his/her own parish and pastor.</p> <p>D. Explain that Mass is a community celebration.</p> <p>E.</p> <p>F.</p>
<p>K –3.8 To recognize that the church is bigger than the world and has many members including the Communion of Saints</p> <p>Scripture: “Then how does each of us hear them in his own native language?” (Acts 2:8)</p> <p style="text-align: center;">Indicators</p> <p>A. Express that the Catholic Church has members all over the world.</p> <p>B. Identify the pope as the leader of all the world’s Catholics.</p> <p>C. Recognize that saints are part of our church family.</p> <p>D. Define the term saint as a person in Heaven with God.</p> <p>E. Identify a saint and explain how they served God in a special way.</p> <p>F. Describe how he/she can be like a saint.</p> <p>G. Call upon a saint for intercession.</p> <p>H.</p> <p>I.</p>
<p>K –3.9 To show basic understanding that we love and respect people who are different from us just as God loves all people</p> <p>Scripture: “For you are a people holy to the Lord, your God; the Lord, your God has chosen you from all the people on the face of the earth to be a people specially his own. ” (Deuteronomy 7:6)</p> <p style="text-align: center;">Indicators</p> <p>A. Articulate that not everyone is Catholic or Christian.</p> <p>B. Demonstrate respect towards people who are different.</p> <p>C.</p> <p>D.</p>

Kindergarten Religion Standards

K –3.10 To recognize the call from God to show concern for others *E*
Scripture: Jesus and Lazarus for Dinner (John 12: 2-8)
Indicators
A. Identify ways we are all in need of help from others.
B. Pray for those in need, including deceased souls in Purgatory.
C. Explain the importance of participating in stewardship activities in the school, parish, and community.
D.
E.
K –3.11 To respond to Jesus’s call to share the good news of the gospel and our Catholic Faith with those we meet *E*
Scripture: “...Go into the whole world and proclaim the gospel to every creature....” (Mark 16:15-16)
Indicators
A. Share stories of Jesus’s love and friendship with others.
B. Retell a New Testament story where Jesus or disciples shared faith with others.
C. Share his/her faith with others.
D.
E.
K –3.12 To recognize that God calls all people to holiness
Scripture: “Come after me, and I will make you fishers of men.” (Mark 1: 17)
Indicators
A. Explain that God has a unique plan for all of us.
B. Articulate that God wants us to use our gifts and talents to make the world better.
C. Explain that living according to God’s plan leads to true happiness.
D. Identify vocation as a call from God. (priest, sister, monk, single, married)
E. Articulate that their current vocation is to be holy and to listen to God.
F.
G.

Kindergarten Religion Standards

Christian Prayer	Essential Standards 4: Demonstrate comprehension of the necessity of an authentic prayer life by developing a personal relationship with the Lord
 K –4.1 To understand prayer is a friendship with God	
Scripture: “Probe me, God, know my heart; try me, know my thoughts. See if there is a wicked path in me; lead me along an ancient path.” (Psalm 139: 23-24)	
Indicators	
A. Explain that God wants to be close to him/her through prayer.	
B. Express different ways of praying including but not limited to song, silence, drawing, etc.	
C. Pray or sing using his/her own words about what is in his/her heart.	
D. Identify that you can pray anytime, anywhere, and about anything.	
E. Compare how building a friendship with God is like building friendships with others. (talking and listening to one another.)	
F.	
G.	
K –4.2 To Identify how Jesus prayed and taught us to pray	
Scripture: Jesus teaches us how to pray. (Matthew 6: 9-15)	
Indicators	
A. Recognize that Jesus spent time praying before His important choices.	
B. Explain that Jesus taught His friends to pray the “Our Father.”	
C. Pray with Scripture using imagination. (Lectio Divina) Genesis 3:1-6, John 6: 1-14, Luke 2: 4-7	
D.	
E.	
K –4.3 To understand the basic forms of prayer	
Scripture: “Know that the Lord works wonders for his faithful one; the Lord hears when I call out to him. (Psalm 4:4)	
Indicators	
A. Identify one of the four forms of prayer. (Adoration, Petition, Contrition, and Thanksgiving)	
B. Offer a prayer of petition for themselves and for others.	
C.	
D.	

Kindergarten Religion Standards

➤	K –4.4 To express the importance of prayer in personal life
	Scripture: “...if then my people, upon whom my name has been pronounced, humble themselves and pray, and seek my face and turn from their evil ways, I will hear them from heaven...” (2 Chronicles 7:14)
	Indicators
	A. Identify that prayer is very important in his/her life.
	B. Give examples of people in his/her life who pray.
	C. Describe what I do when someone else is praying.
	D.
	E.
➤	K –4.5 To pray and recite traditional Catholic prayers
	Scripture: Annunciation and Visitation (Luke 1: 26-45)
	Indicators
	A. Recite and make “The Sign of the Cross”.
	B. Pray and recite the “Hail Mary”.
	C. Pray and recite the “Our Father”.
	D. Pray and recite the prayer before and after meals.
	E.
	F.

1st Grade Religion Standards

Profession of Faith	Essential Standard 1: Demonstrate comprehension of the Catholic faith through explanation of the Creed.
1 –1.1 To understand the Holy Trinity, God’s Family, and his/her role in it	
Scripture: Jesus’ Mother and Brothers (Matthew 12: 46-50)	
Indicators	
A.	State belief that there are three persons in one God-The Holy Trinity.
B.	Identify the Sign of the Cross as a prayer naming the Persons of the Holy Trinity.
C.	State that God is love and He created us to share in that love.
D.	Explain that Jesus created His Church to continue to share that love when He returned to the Father.
E.	Recognize that Baptism makes us members of the Church, which is the family of God.
F.	Identify God as our loving Father.
G.	Describe the meaning of faith as a gift from God that enables us to follow Him.
H.	
I.	
1 –1.2 To know God as a loving Father and Creator	
Scripture: Creation Story (Genesis 1:1-31)	
Indicators	
A.	Recognize the Father as Creator of everything.
B.	Identify ways that God shows love for us.
C.	Understand that God made us out of love.
D.	Recognize that God made each of us special with unique gifts and talents.
E.	Understand that God created me good and cares for me as a loving parent.
F.	Recognize that God reveals Himself in all creation.
G.	Indicate belief that God made human beings in His own image and likeness, giving them responsibility to care for the earth.
H.	Recognize that God intended us to have dominion and care for His creation.
I.	
J.	

1st Grade Religion Standards

1 –1.3 To know Jesus as the Son of God and see Him as a gift of the Father

Scripture: “Jesus, the Way to the Father.” (John 14:1-14)

Indicators

- A. Articulate that Jesus is the Son of God and the Son of Mary. He is both human and divine.
- B. Recognize that God gave us Jesus to teach us how to love one another.
- C. State meaning of the name of Jesus as “God saves” and the title of Christ as “anointed”.
- D.
- E.



1 –1.4 To read and comprehend stories of the Gospels

Scripture: The Parable of the Mustard Seed (Matthew 13: 31-32)

Indicators

- A. Retell the story of Jesus’s birth.
- B. Describe Nazareth as the place where Jesus grew up.
- C. State that Jesus taught people using stories called parables.
- D. State that Jesus performed miracles to show He was God.
- E. Understand that Jesus prayed and taught his friends how to pray.
- F. Understand that Gospel means “Good News”.
- G.
- H.

1 –1.5 To recognize the influence of the Holy Spirit in our lives

Scripture: “...The Advocate, the holy Spirit...will teach you everything and remind you of all that I told you.” (John 14:26)

Indicators

- A. Articulate how Spirit of God makes His home in us.
- B. Identify the Holy Spirit as God’s love alive in us.
- C. Explain that the Bible was written by men and women who were inspired by the Holy Spirit.
- D. Identify a time where the Holy Spirit worked in the life of a Biblical figure (Mary, Elizabeth, Pentecost, Baptism).
- E.
- F.

1st Grade Religion Standards



1 –1.6 To recognize Mary as Mother of Jesus and ourselves

Scripture: The Birth of Jesus (Luke 1: 26-38)

Indicators

- A. Explain that Mary said “Yes” to God always.
- B. Identify Mary as our Mother and a role model for all people, including mothers.
- C. List ways the Church honors Mary. (Mary Mother of God, Immaculate Conception, Assumption, Our Lady of Guadalupe, month of Oct. and May)
- D. Participate appropriately in the Rosary.
- E.
- F.



1 –1.7 To recognize we are all called to be saints

Scripture: “May the eyes of your hearts be enlightened, that you may know what is the hope that belongs to his call, what are the riches of glory in his inheritance among the holy ones.” (Ephesians 1: 18)

Indicators

- A. Begin to recognize the Communion of Saints.
- B. Understand what it means to be a saint.
- C. Describe the meaning of heaven - being happy with God forever.
- D. Identify and recall a saint’s story.
- E.
- F.

1st Grade Religion Standards

The Celebration of the Christian Mystery	Essential Standard 2: Demonstrate comprehension of the public worship of the Church by explaining the meaning and celebration of the liturgy and sacraments
1 –2.1 To identify Sacraments as signs of God’s love and presence that give us grace	
Scripture: “Remain in me, as I remain in you...” (John 15:4)	
Indicators	
A. Understand that the sacraments are our opportunity to encounter the love of Christ.	
B. Explain that Jesus gave the sacraments to the Church.	
C. Identify that there are seven sacraments.	
D. Recognize a symbol of each sacrament.	
E.	
F.	
1 –2.2 To understand that the Sacrament of Baptism makes us members of the Church	
Scripture: “Go, therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the holy Spirit.” (Matthew 28:19)	
Indicators	
A. Describe the sacrament of Baptism as the first sacrament allowing Christians to receive other sacraments.	
B. Identify Baptism as the sacrament by which a person becomes a member of God’s family and the Roman Catholic Church.	
C. Identify that water and the Trinitarian formula are a necessary part of Baptism.	
D. Name ways he/she can practice their baptismal call through loving actions and participating in the parish family.	
E. Explain that through Baptism we receive the gifts of faith, hope, and love.	
F. Identify that many people are baptized all over the world and belong to the Catholic Church.	
G.	
H.	
1 –2.3 To identify the church as a sacred place where we meet God and show God our respect and love	
Scripture: “...you shall seek out the place which the Lord, your God chooses out of all your tribes and designates as his dwelling to put his name there.” (Deuteronomy 12:5)	
Indicator	
A. Define sacred.	
B. Explain why they show respect for the presence of God in the church by genuflecting, making the Sign of the Cross, and showing quiet reverence.	
C. Understand that Jesus is present in the tabernacle.	
D. Identify the red sanctuary lamp signifying the presence of Jesus in the tabernacle.	
E.	
F.	

1st Grade Religion Standards

1 – 2.4 To exhibit basic recognition of the Sacrament of the Eucharist as a sign of Jesus sharing himself with us

Scripture: The Lord’s Supper (Luke 22:14-20)

Indicators

- A. Identify that Jesus ate a special meal with his friends on the night before he died - Holy Thursday. (Passover meal)
- B. Describe how Jesus said, “Do this in memory of me” and relate it to what is said at Mass.
- C. State that when the priest says the words of consecration during the Mass, the bread and wine become the Body and Blood of Jesus.
- D. Show understanding that the Mass is an opportunity to give thanks to God through active participation.
- E. Define Eucharist as “thanksgiving.”
- F. Identify Holy Days of Obligation as the primary days for worship and Mass is not optional. (Sundays and Holy Days)
- G. Recognize the Mass as the greatest prayer of the Church.
- H.
- I.

➤ **1 – 2.5 To increase understanding of what is happening at Mass, recognizing the meaning behind the symbols and gestures**

Scripture: “Every day they devoted themselves to meeting together in the temple area and to breaking bread in their homes...” (Acts 2:46)

Indicators

- A. Label the names of the ciborium, chalice, paten, and chasuble.
- B. Label the sacramentals in the church and their meanings. (altar, cross, tabernacle, sanctuary lamp, Easter candle, baptismal font, statues of saints, images of Mary, holy water fonts, and the Stations of the Cross.)
- C. Articulate the meanings of some gestures at Mass (signing gesture, during the gospel dialogue, and sign of peace).
- D.
- E.

1 – 2.6 To understand and display reverence for events celebrated in the liturgical year

Scripture: “In an acceptable time, I heard you, and on the day of salvation I helped you...” (2 Corinthians 6:2)

Indicators

- A. Define the liturgical year as the seasons of the Church reflecting the Life of Christ.
- B. Identify the colors of the seasons of the liturgical year.
- C.
- D.

1st Grade Religion Standards

Life in Christ	Essential Standard 3: Demonstrate comprehension of our life in Christ through applying the moral teaching of Christ to one's daily life
1 –3.1 To understand that God created us to love Him and our neighbor *E*	
Scripture: The Parable of the Good Samaritan (Luke 10:29-37)	
Indicators	
A. Explain that God created us to know Him, to love Him, and to serve Him in this life and be happy with Him forever in Heaven.	
B. Articulate that God calls us to love our neighbor as ourselves.	
C. Explain that as members of a family we care for one another, help one another, and love one another.	
D. Identify different kinds of families: our own family, our Church family, our community family, our school family, and our world family.	
E.	
F.	
1 –3.2 To develop a moral conscience informed by Church teachings	
Scripture: "Cleanse me with hyssop, that I may be pure; wash me, and I will be whiter than snow." (Psalm 51:9)	
Indicator	
A. Explain that God gives us the gift of choice, free will, to choose to do what is good and avoid what is wrong.	
B. Describe some loving choices.	
C. Recognize the Ten Commandments and the Greatest Commandment as laws that give us guidelines to make good choices.	
D.	
E.	
1 –3.3 To make good choices with the help of the Holy Spirit	
Scripture: "There is but one, wise and truly awesome, seated upon his throne – the Lord." (Sirach 1:8)	
Indicators	
A. Articulate that God gives us the grace to make good choices.	
B. Explain that the Holy Spirit helps us make good choices.	
C. Identify positive and negative consequences of different choices.	
D.	
E.	

1st Grade Religion Standards

1 –3.4 To understand that God calls us to care for His creation *E*

Scripture: “Look at the birds in the sky...yet your heavenly Father feeds them.” (Matthew 6:26)

Indicators

- A. Recognize ways he/she cares for God’s world. (Recycle, plant trees, turn off lights, pick up trash, etc.)
- B. Construct “I can” statements to state how they can take care of God’s world.
- C. Discuss why it is important to serve others through service projects.
- D.
- E.

1 –3.5 To recognize God created each of us out of love *TOB*

Scripture: “Father, they are your gift to me...” (John 17:24)

Indicators

- A. Explain that the human person was created with an ability to love, unlike other bodily creatures.
- B. Explain that God created each one of us unique and out of love. There is not and never will be another person like you.
- C. Explain that God created us with a body and soul with which we can think, choose, and feel. He created us to choose to love Him.
- D. State that love is to desire what is good for another person.
- E. State that life is a gift and each person is created as a gift.
- F.
- G.

1 –3.6 To recognize that how we treat ourselves and our neighbor is based upon the dignity of the human person *TOB*

Scripture: “Do you not know that your body is a temple of the holy Spirit within you, whom you have from God, and that you are not your own?” (1 Corinthians 6:19)

Indicators

- A. Define respecting ourselves as treating ourselves in a healthy way, in soul, mind, and body. (Temple of the Holy Spirit)
- B. Define respecting others as respecting their souls, minds, differences, and bodies.
- C. Demonstrate understanding that they should never be disrespectful of someone they disagree with.
- D. Explain that true happiness comes when we make virtuous choices. (Definition of virtue - a good habit)
- E. Participate appropriately in Circle of Grace program.
- F.
- G.

1st Grade Religion Standards

1 –3.7 To value what can be learned from family relationships *TOB*

Scripture: “Honor your father and your mother, that you may have a long life in the land the Lord your God is giving to you.” (Exodus 20:12)

Indicators

- A. Explain that within the family is where we first learn to give and receive love.
- B. Explain that since no family is perfect or sinless, we first learn about forgiveness in our families.
- C.
- D.

1 –3.8 To understand that the Church is supernatural

Scripture: “...living the truth in love, we should grow in every way into him who is the head, Christ.” (Ephesians 4: 15)

Indicators

- A. Define supernatural. (Something that comes from beyond what we can explain.)
- B. Explain that Jesus Christ established the Church to give us what we need to get to Heaven and help us grow in holiness.
- C. State that Jesus commanded His followers to help the Church grow.
- D. Define the Communion of Saints. (The members of the Church, living and dead, as one Body.)
- E. Explain that God wants all of us to be saints.
- F. Explain that the saints help us to understand how to love and serve God and each other.
- G. Articulate that people can praise, thank, and worship God inside and outside of the church.
- H.
- I.

1 –3.9 To understand that we grow in our faith by learning what we believe and by being active members of the Church *E*

Scripture: “Happy the one who listens to me, attending daily at my gates, keeping watch at my doorposts” (Proverbs 8:34)

Indicators

- A. Explain that the Church has a mission to tell the world (Catholic and non-Catholic) about God’s love.
- B. Articulate that we grow in knowledge of God through the Church and receiving the sacraments.
- C. Articulate that when our families pray, celebrate, and help others within the parish, the whole Church benefits.
- D.
- E.

1st Grade Religion Standards

1 –3.10 To understand the hierarchy of the Church
Scripture: Peter’s Declaration about Jesus (Matthew 16:13-19)
Indicators
A. Explain that Jesus appointed Peter as pope, as head of the Church, when He ascended into Heaven.
B. Identify the current pope.
C. Identify that the successors of the Apostles are the bishops.
D. Identify the current Archbishop of Omaha.
E. Explain that pastors are in charge of local parishes and identify their pastor(s).
F.
G.
1 –3.11 To understand that each person is called to a personal vocation to help them grow in holiness
Scripture: Jesus Calls Matthew (Matthew 9: 9-13)
Indicators
A. Explain that a vocation is a call to happiness.
B. State that Jesus shows us how to live.
C. Define vocation and compare/contrast career and vocation.
D. Explain the Sacrament of Matrimony and how married people can live a holy life.
E. Explain the Sacrament of Holy Orders and give examples of how priests and deacons can live a holy life.
F. Explain the vocation of consecrated life and give examples of how brothers, sisters, or nuns can live a holy life.
G.
H.
1 –3.12 To understand that God has generously given us many gifts and asks us to use them to build up the life of the Church *E*
Scripture: The Parable of the Talents (Matthew 25: 14-30)
Indicators
A. List the gifts God gives to us that we can use to help others.
B. List ways people give their time, treasure, and talent to the Church.
C.
D.

1st Grade Religion Standards

1 –3.13 To understand that God asks us to love all our neighbors and treat them justly *E*

**Scripture: “Do not withhold any good from the owner when it is in your power to act.”
(Proverbs 3: 27-28)**

Indicators

- A. Articulate how we live the Great Commandment.
- B. Demonstrate ways we show dignity and respect for people who are different from us either culturally, economically, or academically.
- C. Retell stories from the New Testament where Jesus shows us how to live: Good Shepherd, Good Samaritan.
- D.
- E.



1 –3.14 To understand that God calls us to spread the Gospel *E*

Scripture: “Go, therefore, and make disciples of all nations...” (Matthew 28:19)

Indicators

- A. Define evangelization as sharing how God works in a first grader’s life.
- B. Articulate that we are called to share our story of faith in Jesus and invite others to come to know and love His as we do.
- C.
- D.

1st Grade Religion Standards

Christian Prayer	Essential Standards 4: Demonstrate comprehension of the necessity of an authentic prayer life by developing a personal relationship with the Lord
1 –4.1 To understand that prayer is a relationship and requires listening to and talking to God	
Scripture: “For we do not know how to pray as we ought; but the Spirit itself intercedes with inexpressible groanings.” (Romans 8:26)	
Indicators	
A. Explain that the Holy Spirit will help us to pray as we ought.	
B. Express the value of starting and ending the day with prayer.	
C. Pray the different forms of prayer: Adoration, Petition, Contrition, Intercession, and Thanksgiving.	
D. Write and illustrate his/her own prayers of Adoration, Petition, Contrition, Intercession, and Thanksgiving.	
E. Pray using his/her own words and pictures.	
F. Pray using Lectio Divina: Exodus 14:21-23 (Parting of the Red Sea), Matthew 14:22-32 (Jesus walking on water), Luke 11:5-13 (Perseverance in Prayer)	
G. Articulate that we do not need to be afraid to pray at any time, any place, and for any reason.	
H.	
I.	
➤	1 –4.2 To explain how Jesus teaches us how to pray
Scripture: The Parable of the Pharisee and the Tax Collector (Luke 18: 9-14)	
Indicators	
A. Retell the story of how Jesus taught his disciples how to pray the Our Father in Scripture. (Matthew 6:9-15)	
B. Explain the meaning of the Our Father in age-appropriate language.	
C. Pray reverently as Jesus taught us.	
D.	
E.	
➤	1– 4.3 To memorize significant prayers
Scripture: “...we have this confidence in him, that if we ask anything according to his will, he hears us.” (1 John 5:14)	
Indicators	
A. Recite the following from memory: <ul style="list-style-type: none"> ● The Sign of the Cross ● Our Father ● Hail Mary ● Glory Be ● Angel of God ● Morning Offering ● Grace before Meals ● Grace after Meals ● Decade of the Rosary with Fatima Prayer ● Ten Commandments 	

1st Grade Religion Standards

1– 4.4 To understand the difference between worshipping Jesus and praying to Mary and the saints
Scripture: “For great is the Lord and highly to be praised; to be feared above all gods.” (1 Chronicles 16: 25)
Indicators
A. Explain that prayer to Jesus, as God, is called worship because God has the power to answer our prayers.
B. Articulate that prayer to Mary is honoring her as the Mother of God and not worshipping her. We ask for her help.
C. Articulate that prayer to the saints is asking for help.
D.
E.
1– 4.5 To recognize other prayer opportunities
Scripture: “...be gracious to me, Lord; to you I call all the day. ” (Psalm 86:3)
Indicators
A. Participate appropriately in: adoration, prayers for the dead in the month of November, the Rosary, prayer services, Stations of the Cross, and meditations.
B. Connect the life of a saint with a common prayer. (Prayer to St. Michael, St. Francis, etc.)
C.
D.

2nd Grade Religion Standards

Profession of Faith	Essential Standard 1: Demonstrate comprehension of the Catholic faith through explanation of the Creed
➤ 2 –1.1 To show understanding of the Nicene Creed	
Scripture: “Always be ready to give an explanation to anyone who asks for a reason for your hope.” (1 Peter 3:15)	
Indicators	
A. Define the meaning of creed as a short summary of key beliefs.	
B. List the three main parts of the Nicene Creed: Trinity, Paschal Mystery (Life, Death, and Resurrection of Jesus), Four Pillars of the Church (one, holy, catholic, apostolic)	
C.	
D.	
2 –1.2 To show understanding that God reveals Himself in the Holy Trinity	
Scripture: “...one body and one Spirit, as you were also called to the one hope of your call; one Lord, one father, one baptism; one God and Father of all, who is over all and through all and in all.” (Ephesians 4:4-6)	
Indicators	
A. Describe the Holy Trinity as three persons in one God - Father, Son, and Holy Spirit.	
B. Identify that God the Father is the first person, Jesus the Son is the second person, and the Holy Spirit is the third person.	
C. Relate the Holy Trinity to the Sign of the Cross.	
D. Explain how the Trinity is a demonstration of God's love always with us.	
E.	
F.	
2 –1.3 To recognize that God is holy, all wise, all-loving, and all-powerful	
Scripture: “But the wisdom from above is first of all pure, then peaceable, gentle, compliant, full of mercy and good fruits, without inconstancy or insincerity.” (James 3:17)	
Indicators	
A. Identify signs of God's holiness, wisdom, power, and love in nature, family life, and civic life.	
B. Define holy and wisdom.	
C.	
D.	

2nd Grade Religion Standards

2 –1.4 To identify Jesus as the Son of God, born of the Virgin Mary
Scripture: “For a child is born to us, a son is given to us...” (Isaiah 9:5)
Indicators
A. Define Son of God.
B. Explain that Jesus is both human and divine.
C. Define Jesus’ name as “Savior” and the title of Christ as meaning “Anointed One.”
D. Recount the Christmas story in chronological order, including the visit from the Angel Gabriel to Mary (Annunciation).
E.
F.
2 –1.5 To understand that Jesus Christ suffered under Pontius Pilate, died on the cross for our sins, was buried, and God resurrected from the dead
Scripture: “Amen, amen, I say to you, unless a grain of wheat falls to the ground and dies, it remains just a grain of wheat; but if it dies, it produces much fruit. ” (John 12:24)
Indicators
A. Retell what happened on Holy Thursday, Good Friday, Holy Saturday, and Easter Sunday.
B. Reflect upon the Stations of the Cross.
C. Define resurrection as the special word we use to describe God rising from the dead.
D.
E.
2 –1.6 To honor Mary as Jesus’ mother and the Mother of the Church
Scripture: “Hail, favored one! The Lord is with you.” (Luke 1:28)
Indicators
A. Identify Mary’s role in Jesus’ life, our lives, and the life of the Church.
B. Explain the meaning of the Hail Mary in age-appropriate language. (Luke 1:28,42)
C. State that Jesus Christ was born of the Virgin Mary.
D. Identify Mary as sinless.
E. Ask Mary to intercede for your intentions.
F.
G.

2nd Grade Religion Standards

➤ 2 –1.7 To understand the Bible is a special book that tells who God is and how we live as God's children
Scripture: "Your word is a lamp for my feet, a light for my path." (Psalm 119:105)
Indicators
A. State that the Bible is God's word and contains stories teaching us how to know, love, and serve God.
B. Explain that the Bible is the living word that reveals God to us.
C. Identify the Gospels and what they teach us.
D. Define parable.
E. Articulate the difference between the Old and New Testaments.

2nd Grade Religion Standards

The Celebration of the Christian Mystery	Essential Standard 2: Demonstrate comprehension of the public worship of the Church by explaining the meaning and celebration of the liturgy and Sacraments.
➤	2-2.1 To identify the Sacraments of Initiation and the signs, symbols, and effects of each
Scripture: “Repent and be baptized, every one of you, in the name of Jesus Christ for the forgiveness of your sins; and you will receive the gift of the holy Spirit.” (Acts 2:38)	
Indicators	
A. Describe Sacraments as visible signs of God’s action in our lives.	
B. Identify Baptism, Eucharist, and Confirmation as Sacraments of Initiation.	
C. Define sacramental signs, symbols, and effects.	
D. Define God’s grace as a special gift of love and action in our lives.	
➤	2-2.2 To exhibit understanding of the real presence of Jesus Christ in the Eucharist when consecrated by the priest at Mass
Scripture: “Then he took the bread, said the blessing, broke it, and gave it to them saying, “This is my body, which will be given for you; do this in memory of me.” (Luke 22:19)	
Indicators	
A. Explain the Real Presence of Jesus in the consecration.	
B. Reflect on the special meaning of the Sacrament of Holy Communion.	
C. State how Jesus is the center of our lives as Christians.	
D. Demonstrate reverence during reception of Holy Communion.	
➤	2-2.3 To understand that the Sacrament of the Eucharist unites us with the living Christ who is the source of our lives as Christians
Scripture: “Jesus said to them, “I am the bread of life; whoever comes to me will never hunger, and whoever believes in me will never thirst.” (John 6:35)	
Indicators	
A. Explain why a word meaning “thanksgiving” is used to name what we receive at Communion.	
B. Write a prayer to Jesus thanking him for his life in the Eucharist and in us.	
C. Explain that the Last Supper is the Institution of the Eucharist.	
D.	
E.	

2nd Grade Religion Standards



2 –2.4 To understand the Sacrament of Reconciliation as a Sacrament of forgiveness and healing

Scripture: Parable of the Lost Son (Luke 15:11-32)

Indicators

- A. Define reconciliation, penance, forgiveness, sin, and healing.
- B. Apply an examination of conscience to his/her preparation for First Reconciliation. (kind, number and circumstances)
- C. Distinguish between an accident, venial sin, and mortal sin.
- D. Recall times when he/she received or showed forgiveness and how he/she felt.
- E. Identify sinful actions which call us to ask for God’s forgiveness.
- F. Identify Reconciliation as a Sacrament of Healing.
- G. Use the Ten Commandments to identify right and wrong.
- H. Define conscience.
- I. Give examples of making good choices.
- J. Define free will.
- K. Define evil and identify why it is important to avoid.
- L. Explain that when we sin, we turn away from God, choose to do wrong, and not do good.
- M. Explain what the seal of Confession is.
- N.
- O.



2 –2.5 To understand that Jesus Christ gave the sacraments to the Church as signs of His living presence and action in the world

Scripture: “...not because of any righteous deeds we had done, but because of his mercy, he saved us through the bath of rebirth and the renewal by the holy Spirit.” (Titus 3:5)

Indicators

- A. Describe how Jesus lives and works in the Church through the Holy Spirit and the Sacraments.
- B. Describe the role of the priest as a minister of the Eucharist and Reconciliation.
- C. Name the Seven Sacraments.
- D.
- E.

2nd Grade Religion Standards



2-2.6 To identify the parts of the Mass
Scripture: "On the first day of the week, when we gathered to break bread...." (Acts 20:7a)
Indicators
A. Identify the Eucharist as the source and summit of our faith.
B. Sort parts of the Mass into Liturgy of the Word or Liturgy of the Eucharist.
C. Identify the Gloria as a prayer of praise.
D. Demonstrate familiarity with the prayer responses of the Mass.
E. Understand that during the Eucharistic Prayer the Holy Spirit works through the words of the priest to change the bread and wine into the Body and Blood of Jesus: this is called transubstantiation.
F. Understand that the priest or deacon ends Mass by sending us forth to love and serve others.
G.
H.

2nd Grade Religion Standards

Life In Christ	Essential Standard 3: Demonstrate comprehension of our life in Christ through applying the moral teaching of Christ to one's daily life
2 –3.1 To recognize ourselves as good and deserving of love, created in God's image and likeness. *TOB*	
Scripture: "Whoever does not love does not know God. In this way the love of God was revealed to us: God sent his only Son into the world so that we might have life through him." (1 John 4: 8-9)	
Indicators	
A. Discuss respecting ourselves and others, as being made in the image of God.	
B. Explain that we love because God has loved us first.	
C. Define love as when we turn towards God and choose to do what is right and good.	
D.	
E.	
2 –3.2 To identify how we show our love for Jesus by following Him through our actions *E*	
Scripture: "For the Son of Man did not come to be served, but to serve and to give his life as a ransom for many." (Mark 10:45)	
Indicators	
A. Give examples of actions that show we know, love, and serve Jesus, ourselves, and others.	
B. Participate appropriately in the Circle of Grace Program.	
C. Identify Catholic Social Teaching as how the Church teaches us to treat others and all creation as Jesus taught us.	
D.	
E.	
➤	2 –3.3 To understand that we are given gifts from God and are called to share these with others *TOB* and *E*
	Scripture: "No one has greater love than this, to lay down one's life for one's friends." (John 15:13)
Indicators	
A. Define and list his/her gifts and ways that they can be shared and received.	
B. Explain that Jesus is the model of a human person being a gift.	
C. Acknowledge that life is a gift and each person is created as a gift.	
D. Identify how God's gift of grace affects our lives and how we treat others.	
E.	
F.	

2nd Grade Religion Standards

2 –3.4 To identify God as the source of good desires in our hearts *TOB*
Scripture: “...all good giving and every perfect gift is from above, coming down from the Father....” (James 1:17)
Indicators
A. Define virtue as the habit of choosing what is morally good.
B. Explain that with God’s help and grace, we can live a life of virtue.
C. Identify focus virtues (respect, self-control, trust, and moderation).
D. Explain that a pure heart is drawn to things that are true, good, and beautiful.
E. Recognize Jesus as the source of hope through difficulty.
F.
G.
2 –3.5 To understand that there are many Christians who are baptized and have a common belief in God, but belong to other churches and ecclesial communities
Scripture: “For in one Spirit we were all baptized into one body, whether Jews or Greeks, slaves or free persons, and we were all given to drink of one Spirit.” (1 Corinthians 12:13)
Indicators
A. Recognize there are other denominations of Christianity.
B. Explain that other Christians share a common baptism and belief in Jesus.
C. State that we are baptized only once, leaving a permanent mark.
D.
E.
2 –3.6 To identify the parish as a faith community of the Catholic Church, with the pastor as the head of the parish
Scripture: “We must consider how to rouse one another to love and good works. We should not stay away from our assembly...” (Hebrews 10: 24-25)
Indicators
A. Define a parish, name the parish to which he/she belongs, and describe what the parish does.
B. Define pastor, state the name of the pastor, and define his role in the parish.
C. Explain that in the parish, the sacramental life is celebrated and lived, which helps us grow closer to God.
D.
E.

2nd Grade Religion Standards

➤	<p>2 –3.7 To exhibit a sense of belonging to the parish community *E*</p> <p>Scripture: “For as in one body we have many parts, and all the parts do not have the same function, so we, though many, are one body in Christ and individually parts of one another.” (Romans 12: 4-5)</p> <p style="text-align: center;">Indicators</p> <p>A. Define community.</p> <p>B. Explain how the parish helps us to serve others.</p> <p>C. Describe how belonging to the parish helps us grow closer to God and feel like a part of a community.</p> <p>D. Describe how the Communion of Saints is effective in his/her life.</p> <p>E.</p> <p>F.</p>
➤	<p>2 –3.8 To understand that all Christians follow Jesus as the Way, the Truth, and the Life</p> <p>Scripture: “No disciple is superior to the teacher; but when fully trained, every disciple will be like his teacher.” (Luke 6:40)</p> <p style="text-align: center;">Indicators</p> <p>A. Describe what it means to be a disciple of Jesus.</p> <p>B. List ways his/her parents/guardians help him/her to live the way Jesus wants.</p> <p>C. Describe that when we pray in Jesus’ name, He listens.</p> <p>D.</p> <p>E.</p>
	<p>2 –3.9 To state that God calls each of us to serve in special ways</p> <p>Scripture: “Call to me, and I will answer you...” (Jeremiah 33:3)</p> <p style="text-align: center;">Indicators</p> <p>A. Describe ways in which we love and serve one another.</p> <p>B. Define vocation as a calling from God at each moment in one’s life.</p> <p>C. List special types of calls to serve: priest, religious life, married life, single life, and deacons.</p> <p>D. Reflect on the unique ways God speaks to him/her and the joy received when living out His plan.</p> <p>E.</p> <p>F.</p>

2nd Grade Religion Standards

2 –3.10 To understand that as Catholic Christians, students have a responsibility to become actively involved in the mission of the Church as servants of the world
Scripture: “...learn to do good. Make justice your aim; redress the wronged, hear the orphan’s plea, defend the widow.” (Isaiah 1:17)
Indicators
A. List ways to become fully involved in our family, community, and world (care of others, feed the hungry, provide for the poor, comfort the sick, and be God’s hands on earth).
B. Illustrate ways he/she can respect and celebrate the diversity of one another.
C. Explain the meaning of “Blessed are the peacemakers.”
D. Define social justice as treating every human being with respect and dignity.
E.
F.
2 –3.11 To understand that we are called to share what we have with others
Scripture: “As each one has received a gift, use it to serve one another as good stewards of God’s varied grace.” (1 Peter 4: 10)
Indicators
A. Recognize that we live in respectful relationships with all human persons belonging to the family of God.
B. Brainstorm practical ways in which we can get involved in community projects.
C. Define stewardship as sharing time, talent, and treasure to build the Kingdom of God.
D.
E.

2nd Grade Religion Standards

Christian Prayer	Essential Standards 4: Demonstrate comprehension of the necessity of an authentic prayer life by developing a personal relationship with the Lord
2 –4.1 To understand that prayer is essential to our life with God	
Scripture: “Rely on the mighty Lord; constantly seek his face.” (1 Chronicles 16: 11)	
Indicators	
A. Describe prayer as important because it is communication with God.	
B. Express personally how prayer helps him/her to be close to God.	
C. Identify and write different forms of prayer (adoration, contrition, thanksgiving, and petition)	
D. Pray using Lectio Divina.	
E.	
F.	
2 –4.2 To identify that Jesus taught us how to pray	
Scripture: “...if then my people...humble themselves and pray, and seek my face and turn from their evil ways, I will hear them from heaven and pardon their sins and heal their land.” (2 Chronicles 7: 14)	
Indicators	
A. Explain the importance of forgiveness in the “Our Father.”	
B. Retell how Jesus teaches us to pray to God our Father.	
C. Articulate that God knows what we need even before we ask.	
D.	
E.	
➤	2 –4.3 To recognize that we pray alone and with the Church community, especially at Mass
	Scripture: “May the eyes of [your] hearts be enlightened, that you may know what is the hope that belongs to his call, what are the riches of glory in his inheritance amount the holy ones.” (Ephesians 1: 18)
Indicators	
A. Compare/Contrast ways we pray alone and with others. (privately, meditation, singing, art, etc.).	
B. Identify Mass as our central prayer as a community.	
C. Discuss how the Mass unites us as Catholics through our active participation.	
D.	
E.	

2nd Grade Religion Standards

➤	2 –4.4 To understand how faith helps us to pray and believe in Jesus’ living presence without seeing Him
	Scripture: “But if any of you lack wisdom, he should ask God who gives to all generously and ungrudgingly, and he will be given it. But he should ask in faith, not doubting...” (James 1: 5-6)
	Indicators
	A. Define faith as belief in something you cannot see.
	B. Recite a simple act of faith, such as, “O my God, I believe in You”.
	C. Explain how God gave us Jesus to be our Good Shepherd on our journey through life.
	D. Compare the presence and power of Jesus to other things we cannot see but know exist (wind, air, feelings).
	E.
	F.
➤	2 –4.5 To state that God forgives us when we ask Him for forgiveness in prayer
	Scripture: “If we acknowledge our sins, he is faithful and just and will forgive our sins and cleanse us from every wrongdoing.” (1 John 1: 9)
	Indicators
	A. Recite the Act of Contrition.
	B. Explain the parts of the Act of Contrition in age-appropriate language.
	C. Explain that when we say the Act of Contrition, we have the intention of doing penance or a loving act of kindness and prayer.
	D.
	E.

3rd Grade Religion Standards

Profession of Faith	Essential Standard 1: Demonstrate comprehension of the Catholic faith through explanation of the Creed
➤	3 –1.1 To identify the Holy Trinity in the Nicene Creed and Apostles’ Creed
	Scripture: “But the one who gives us security with you in Christ and who anointed us is God; he has also put his seal upon us and give the Spirit in our hearts as a first installment.” (2 Corinthians 1:21-22)
	Indicators
	A. Identify the Holy Trinity.
	B. Define Creed (belief).
	C. Explain the difference between the Nicene and Apostles’ Creed.
	D. Describe how God the Father, God the Son, and God the Holy Spirit are one.
	E.
	F.
	3 –1.2 To understand God’s promise of forgiveness
	Scripture: “... Though your sins be like scarlet, they may become white as snow; Though they be red like crimson, they may become white as wool.” (Isaiah 1: 18)
	Indicators
	A. Retell an Old Testament story of forgiveness.
	B. Describe how God shows love and forgiveness for His people.
	C. Define sin and sorrow.
	D. Demonstrate why people should be sorry and accept God’s forgiveness.
	E.
	F.
	3 –1.3 To identify the Commandments as guides for doing good
	Scripture: “If you desire wisdom, keep the commandments, and the Lord will bestow her upon you.” (Sirach 1: 26)
	Indicators
	A. Describe each Commandment and how it helps us to know right from wrong.
	B. Memorize the Great Commandment in the New Testament and explain what it means.
	C.
	D.

3rd Grade Religion Standards

3 –1.4 To understand that Jesus rose from the dead and that we will join him in heaven
Scripture: “In my Father’s house there are many dwelling places...” (John 14: 2-3)
Indicators
A. Retell the resurrection story.
B. Define Ascension.
C. List the most holy days of the year (Holy Thursday evening, Good Friday, Holy Saturday, and Easter Sunday).
D. Recognize that Jesus came to bring God’s salvation to everyone.
E. Describe heaven as a state of being in relationship with God rather than a place.
F.
G.
3 –1.5 To recognize that the Bible is God’s word, written by people who were inspired by the Holy Spirit
Scripture: “All Scripture is inspired by God and is useful for teaching, refutation, for correction, and for training in righteousness, so that one who belongs to God may be competent, equipped for every good work.” (2 Timothy 3:16-17)
Indicators
A. Describe the two main parts of the Bible, Old Testament and the New Testament.
B. Compare and contrast the stories of the Old and New Testament.
C. Navigate to a particular book in the Bible.
D. Define Sacred Scripture.
E. List the four Gospel writers.
F. Explain how Jesus gave us the Holy Spirit to guide and inspire us.
G.
H.
3 –1.6 To identify the first book of the Old Testament as Genesis and describe how it tells the story of creation
Scripture: Creation story (Genesis 1)
Indicators
A. Locate the creation story in the Book of Genesis.
B. Identify God as Creator and Protector.
C. Articulate the figurative qualities of the creation story.
D. Relate the story of a significant biblical figure from Genesis to his/her own life.
E. Recognize that humans and all things were created by God.
F.
G.

3rd Grade Religion Standards

3 –1.7 To comprehend that the New Testament includes stories about the life and teachings of Jesus Christ and the early Church

Scripture: "...Let the children come to me and do not prevent them; for the kingdom of heaven belongs to such as these." (Matthew 19:14)

Indicators

A. Locate the New Testament in the Bible.

B. Identify Jesus as a teacher and a healer.

C. Retell stories regarding the Kingdom of God/ Kingdom of Heaven in the Gospels.

D.

E.

3rd Grade Religion Standards

The Celebration of the Christian Mystery	Essential Standard 2: Demonstrate comprehension of the public worship of the Church by explaining the meaning and celebration of the liturgy and sacraments
>> 3 –2.1 To summarize Sacraments of Initiation	
Scripture: “So whoever is in Christ is a new creation...” (2 Corinthians 5: 17)	
<p style="text-align: center;">Indicators</p>	
A. List the Sacraments of Initiation--Baptism, Eucharist, and Confirmation.	
B. Define Blessed Sacrament.	
C. Explain how these Sacraments help us to live the Christian life.	
D. Discuss the significance of each Sacrament and why it is received.	
E.	
F.	
>> 3 –2.2 To summarize Sacraments of Healing	
Scripture: “...Repent and be baptized, every one of you, in the name of Jesus Christ for the forgiveness of your sins; and you will receive the gift of the holy Spirit.” (Acts 2:38)	
<p style="text-align: center;">Indicators</p>	
A. List the Sacraments of Healing--Reconciliation and Anointing of the Sick.	
B. Define healing.	
C. Clarify when and why someone needs the Sacrament of Reconciliation.	
D. Determine when and why someone needs the Sacrament of Anointing of the Sick.	
E.	
F.	
>> 3 –2.3 To summarize Sacraments of Service	
Scripture: “Do not conform yourselves to this age but be transformed by the renewal of your mind, that you may discern what is the will of God, what is good and pleasing and perfect.” (Romans 12: 2)	
<p style="text-align: center;">Indicators</p>	
A. Describe service.	
B. Define the Sacrament of Marriage and explain how it is a Sacrament of Service.	
C. Define the Sacrament of Holy Orders and explain how it is a Sacrament of Service.	
D.	
E.	

3rd Grade Religion Standards

3 –2.4 To identify sacramentals and Christian symbols
Scripture: “I am baptizing you with water.... He will baptize you with the holy Spirit and fire.” (Matthew 3:11)
Indicators
A. Explain how sacramentals help us in our prayer life.
B. Give examples of sacramentals and describe how they are used.
C. Identify major symbols of the Christian Faith.
D. Illustrate symbols of the Holy Spirit (dove, fire, and wind).
E.
F.
3 –2.5 To understand the major parts and roles of the liturgy
Scripture: What God Requires (Psalm 15)
Indicators
A. Define liturgy, Liturgy of the Word, and Liturgy of the Eucharist.
B. Name the parts of the Liturgy of the Word.
C. Distinguish and know why readings are taken from the Old Testament and New Testament.
D. Describe why it is important to hear God’s holy word.
E. Know and say the correct responses during liturgy.
F. Name the parts of the Liturgy of the Eucharist.
G. Relate the Eucharist to the Last Supper.
H. Discuss what happens during each part of the Liturgy of the Eucharist.
I. Identify symbols of the Eucharist.
J. List the parts of the Introductory Rite-Sign of the Cross, Lord Have Mercy, Gloria, and Opening Prayer.
K. List the parts of the Concluding Rite- final blessing and sending forth.
L. Describe the roles of the priest, deacon, lector, ministers of communion, and acolyte during liturgy.
M. Explain the roles that a lay person can do during Mass and what roles are done by an ordained minister.
N.
O.

3rd Grade Religion Standards

Life In Christ	Essential Standard 3: Demonstrate comprehension of our life in Christ through applying the moral teaching of Christ to one's daily life
3 –3.1 To understand that we are called to love ourselves and one another *E*	
Scripture: "...because your faith flourishes ever more, and the love of every one of you for one another grows ever greater." (2 Thessalonians 1:3)	
Indicators	
A. Articulate that Jesus sums up the commandments in the law of love.	
B. Explain the law of love and give examples.	
C. Define morality and distinguish between being good and doing what is good.	
D. Participate appropriately in the Circle of Grace program.	
E.	
F.	
3 –3.2 To understand that God created us as naturally good and gave us free will	
Scripture: "For you were called for freedom, brothers. But do not use this freedom as an opportunity for the flesh; rather, serve one another through love." (Galatians 5: 13)	
Indicators	
A. Define free will and give examples of how we love, honor, and obey God freely.	
B. Define grace and explain how it helps us to make good moral choices.	
C.	
D.	
3 –3.3 To understand what virtues are and how virtues are acquired	
Scripture: "Finally brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence and if there is anything worthy of praise, think about these things." (Philippians 4:8)	
Indicators	
A. Define virtue and give examples.	
B. Articulate that we share in Jesus' mission to bring a message of love, justice, and hope.	
C.	
D.	

3rd Grade Religion Standards

>>	<p>3 –3.4 To understand that God created each person with a body and a soul in His image and likeness *TOB*</p> <p>Scripture: “Then God said, “Let us make human beings in our image, after our likeness.” (Gen: 1:26)</p> <p style="text-align: center;">Indicators</p> <p>A. Define sacred and explain how God made our bodies sacred and unique.</p> <p>B. Identify respect for our bodies and others, along with knowing forms of abuse.</p> <p>C. Summarize that each person is to be loved and give examples of how we show love towards ourselves and others.</p> <p>D. Explain that God made each human being as a boy or a girl as revealed in their bodies.</p> <p>E. Demonstrate how God is revealed through our loving actions.</p> <p>F.</p> <p>G.</p>
>>	<p>3 –3.5 To understand the importance of being in relationships with others *TOB*</p> <p>Scripture: “This one, at last, is bone of my bones and flesh of my flesh; This one shall be called ‘woman’, for out of man this one has been taken.” (Gen. 2:23)</p> <p style="text-align: center;">Indicators</p> <p>A. Explain why it is necessary for each person to make a free, authentic gift of themselves in relationships.</p> <p>B. Give examples of how being in relationships with others is also being in a relationship with God.</p> <p>C. Identify how we are in a self-giving relationship with our families.</p> <p>D.</p> <p>E.</p>
	<p>3 –3.6 To understand that Jesus Christ established the Church and is the head, while we are the body</p> <p>Scripture: “And let the peace of Christ control your hearts, the peace into which you were also called one body.” (Colossians 3:15)</p> <p style="text-align: center;">Indicators</p> <p>A. Define catholic as universal.</p> <p>B. Identify the apostles of Jesus as the ones who led the early church communities.</p> <p>C. Identify the birthday of the Church as the feast of Pentecost.</p> <p>D. Understand and participate in the call of the Church to be a sign of unity in the world.</p> <p>E.</p> <p>F.</p>

3rd Grade Religion Standards

	3 –3.7 To understand that our church community includes the pope, bishops, clergy, religious, and lay people
	Scripture: “...Offer yourselves as a living sacrifice, holy and pleasing to God, your spiritual worship.” (Romans 12:1)
	Indicators
	A. Recognize the pope as the visible head of the Church on earth and the successor of Peter.
	B. Identify the bishops as successors to the Apostles.
	C. Give examples of clergy, religious, and lay people and their role in the Church.
	D.
	E.
➤	3 –3.8 To express vocation as a calling to serve God, the Church, and others *E*
	Scripture: “...live in a manner worthy of the call you have received, with all humility and gentleness, with patience, bearing with one another through love, striving to preserve the unity of the spirit through the bond of peace.” (Ephesians 4:1-3)
	Indicators
	A. Identify the various vocations of the Church (marriage, priesthood, religious life, single life).
	B. Articulate that all people are called to holiness by living their lives close to God.
	C.
	D.
➤	3 –3.9 To demonstrate an appreciation for Catholic missionary and evangelization efforts *E*
	Scripture: “Always be ready to give an explanation to anyone who asks you for a reason for your hope.” (1 Peter 3:15)
	Indicators
	A. Discuss and give examples of missionary work.
	B. Role play ways in which he/she can be a missionary in his/her own life.
	C. Define evangelization.
	D. Illustrate how he/she would share his/her story of faith with others.
	E.
	F.

3rd Grade Religion Standards

3 –3.10 To discover that social justice and stewardship affirm the dignity of the human person	
Scripture: “...Consider this: whoever sows sparingly will also reap sparingly, and whoever sows bountifully will also reap bountifully. Each must do as already determined, without sadness or compulsion, for God loves a cheerful giver.” (2 Corinthians 9:6-7)	
Indicators	
A.	Define social justice.
B.	Explain how love is the basis of living a life of justice and give examples of how people can treat others justly.
C.	Describe stewardship and share ways that people can be stewards of God’s creation.
D.	
E.	
3 –3.11 To distinguish ways we show love and kindness to others *E*	
Scripture: “Be merciful just as your Father is merciful.” (Luke 6:36)	
Indicators	
A.	Demonstrate how he/she shows his/her love for God when helping those in need.
B.	Explain that the Beatitudes show people how to trust God, to forgive, and to have mercy for others.
C.	Define the Corporal and Spiritual Works of Mercy as ways of showing love for Jesus.
D.	
E.	



3rd Grade Religion Standards

Christian Prayer	Essential Standard 4: Demonstrate comprehension of the necessity of an authentic prayer life by developing a personal relationship with the Lord
3 –4.1 To identify different forms of prayer	
Scripture: “Give to the Lord the glory due his name! Bring gifts, and come before him; bow down to the Lord, splendid in holiness.” (1 Chronicles 16: 29)	
Indicators	
A. Recognize and be able to pray the different types of prayer (praise, petition, thanksgiving, intercession).	
B. Distinguish the difference between spontaneous prayer and liturgical prayer.	
C. Define worship.	
D. Describe how, when, and where we worship God.	
E. Pray using Lectio Divina.	
F. Recognize that prayer is a relationship, and not about feelings and emotions.	
G.	
H.	
3–4.2 To describe different expressions of prayer and commit prayers to memory	
Scripture: “But when you pray, go to your room...” (Matthew 6:6)	
Indicators	
A. Design a prayer service.	
B. Define silent prayer and its importance for listening to God within oneself.	
C. Say prayers from memory: Divine Mercy Chaplet and Apostles’ Creed.	
D. Explain what Adoration of the Blessed Sacrament is and why we do it.	
E. Develop a deeper understanding of God’s words through Lectio Divina.	
F.	
G.	
➤	3 –4.3 To understand that we pray with the saints and Mary, guided by the Rosary
Scripture: “...Blessed is the womb that carried you and the breasts at which you nursed.” He replied, “Rather, blessed are those who hear the word of God and observe it.” (Luke 11:27-28)	
Indicators	
A. Describe and name the parts of the Rosary and the mysteries of the Rosary.	
B. Participate fully in praying the Rosary.	
C. Recognize Mary’s life as the perfect example of faith and obedience to God.	
D. Explain that Mary was taken into heaven preserved free from the stain of original sin and all sin.	
E. Identify saints as prayer models.	
F.	
G.	

4th Grade Religion Standards

Essential Standard 1: Profession of Faith	Essential Standard 1: Demonstrate comprehension of the Catholic faith through explanation of the Creed
4 –1.1 To establish an understanding of the Creed	
Scripture: “...And I will ask the Father, and he will give you another Advocate to be with you always, the Spirit of truth...On that day you will realize that I am in my Father, and you are in me and I in you.” (John 14:16-20)	
Indicators	
A. Understand God as Trinity: Father, Son, and Holy Spirit.	
B. Distinguish the Persons of the Trinity: The Father as Creator, the Son as Redeemer, the Holy Spirit as Sanctifier.	
C. Recite the Nicene and the Apostles’ Creed.	
D. Identify the Creeds as the restatement of our Baptismal promises.	
E. Compare and contrast the Nicene Creed and the Apostles’ Creed.	
F.	
G.	
4 –1.2 To read and comprehend Scripture as the History of Salvation	
Scripture: The Call of Moses (Exodus 3: 4-10)	
Indicators	
A. List the first books of the Old Testament: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.	
B. Understand how God’s covenant was passed on through salvation history.	
C. Identify key figures of the Old Testament (Abraham, Isaac, Jacob, Joseph, and Moses).	
D.	
E.	
4 –1.3 To have an understanding of The Son as Redeemer	
Scripture: The Parable of the Unforgiving Servant (Matthew 18:21-35)	
Indicators	
A. Discuss that God expects us to love and forgive each other as Christ taught us.	
B. Describe what it means to be holy.	
C. Demonstrate an understanding that God gives us freedom to choose between good and evil (free will).	
D.	
E.	

4th Grade Religion Standards

4 –1.4 To have an understanding of the Holy Spirit as perfect love and wisdom
Scripture: Jesus’s Appearance to the Disciples- “Jesus said to them again, ‘Peace be with you. As the Father has sent me, so I send you.’ ... he breathed on them and said...’Receive the holy Spirit’.” (John 20: 21-22)
Indicators
A. Describe the Holy Spirit as proceeding from both the Father and Son.
B. Understand the Holy Spirit as perfect love and wisdom.
C. Articulate that the Holy Spirit was present at the moment of creation.
D.
E.
4 –1.5 To explain the meaning of covenant as God’s promise to care for and love His people.
Scripture: God’s Fidelity to the Promise (Psalm 105:7-11); The Last Supper (Luke 22: 14-20)
Indicators
A. Define the meaning of covenant.
B. Compare and contrast the definitions of promise and covenant.
C. List Abraham’s Covenant and the Mosaic Covenant as the covenants from Scripture that God made with His people.
D. Identify Jesus as the new and final covenant.
E.
F.

4th Grade Religion Standards

The Celebration of the Christian Mystery	Essential Standard 2: Demonstrate comprehension of the public worship of the Church by explaining the meaning and celebration of the liturgy and sacraments
4 –2.1 To summarize the parts of the liturgy	
Scripture: Tradition of the Institution of the Lord’s Supper (I Corinthians 11:23-26)	
Indicators	
A. Define and name the parts of Liturgy as The Introductory Rites, The Liturgy of the Word, Profession of Faith, Liturgy of the Eucharist, and The Concluding Rites.	
B. Explain the Liturgy of the Eucharist as a part of the Mass in which the life, death, and Resurrection of Christ are made present again.	
C. Identify the common prayers and responses of the congregation.	
D.	
E.	
4 –2.2 To recognize the Jewish feast of Passover was Jesus’ last meal with His disciples	
Scripture: “...I have eagerly desired to eat this Passover with you before I suffer, for, I tell you, I shall not eat it [again] until there is fulfillment in the Kingdom of God.” (Luke 22:15-16)	
Indicators	
A. Recount the story of the Passover from Exodus.	
B. Explain that every Mass is a celebration of the Last Supper but Holy Thursday highlights it in a special way.	
C.	
D.	
4 –2.3 To recognize the relationship of the Liturgical calendar with the life of Jesus Christ	
Scripture: “There is an appointed time for everything, and a time for every affair under the heavens...” (Ecclesiastes 3:1-11)	
Indicators	
A. Describe the elements of the Liturgical Calendar.	
B. Identify the major liturgical seasons: Advent, Christmas, Lent, The Triduum, Easter, and Ordinary Time.	
C. Connect Ordinary Time with the teaching and public life of Jesus.	
D. Recognize the holy days of the church calendar and identify the Holy Days of Obligation.	
E. Recognize Sunday as the Lord’s Day.	
F.	
G.	

4th Grade Religion Standards

➤	4 –2.4 To identify all the liturgical roles of the participants
	Scripture: “There are different kinds of spiritual gifts, but the same Spirit.” (1 Corinthians 12:4)
	Indicators
	A. Define acolyte (server).
	B. Analyze roles of all liturgical ministers, including priest, deacon, acolytes and servers, lectors, music ministers, Extraordinary Ministers of Holy Communion, and the congregation.
	C.
	D.
	4 –2.5 To recognize the parts of the Rite of Penance/Reconciliation
	Scripture: “Then I declared my sin to you; my guilt I did not hide. I said, “I confess my transgressions to the Lord,” and you took away the guilt of my sins.” (Psalm 32:5)
	Indicators
	A. Report the essential components of the Sacrament of Penance/Reconciliation.
	B. Review the process of Penance and Reconciliation with an examination of conscience and act of contrition.
	C. Compare and contrast “saying sorry” and the act of penance.
	D.
	E.
	4 –2.6 To comprehend what “Sacrament” means
	Scripture: “...one body, and one Spirit, as you were also called to the one hope of your call; one Lord, one faith, one baptism; one God and Father of all, who is over all and through all and in all.” (Ephesians 4:4-6)
	Indicators
	A. State what a Sacrament is and what the word means.
	B. Explain the difference between a Sacrament and a sacramental.
	C. Identify the sacramental signs for all the Sacraments.
	D.
	E.

4th Grade Religion Standards

4 –2.7 To recognize that the Church welcomes members through baptism of infants and through the Rite of Christian Initiation for Adults

Scripture: “Repent and be baptized, every one of you... For the promise is made to you and to your children and to all those far off, whomever the Lord our God will call.” (Acts 2:38-39)

Indicators

A. Describe Sacraments of Initiation: Baptism, Eucharist, and Confirmation.

B. Demonstrate an understanding that the Eucharist is the source and summit of Christian life.

C. Relate Baptism as becoming a member of the Church as birth/adoption is to becoming part of a family.

D. Show responsibility as a member of our Catholic family.

E.

F.

4th Grade Religion Standards

Life In Christ	Essential Standard 3: Demonstrate comprehension of our life in Christ through applying the moral teaching of Christ to one's daily life
4 –3.1 To recognize that God has created each human being with a body and a soul, having intellect and free will	
Scripture: Human Disobedience (Genesis 3:1-24)	
Indicators	
A. Define conscience and understand the consequences of personal choices.	
B. Utilize the tools of examination of conscience.	
C.	
D.	
4 –3.2 To discover the personal aspect of the Sacrament of Reconciliation as a Sacrament of Healing	
Scripture: "If we acknowledge our sins, he is faithful and just and will forgive our sins and cleanse us from every wrongdoing..." (I John 1:8)	
Indicators	
A. Distinguish mortal sin from venial sin for sacramental participation.	
B. Compare and contrast the meaning of saying "I'm sorry" vs. repairing the hurt.	
C. Recognize that the Sacrament of Reconciliation is a journey of conversion.	
D.	
E.	
➤	4 –3.3 To identify the Corporal and Spiritual Works of Mercy *E*
Scripture: The Judgment of the Nations (Matthew 25:31-46)	
Indicators	
A. List the Corporal and Spiritual Works of Mercy.	
B. Discuss the personal actions one must take to perform Corporal Works of Mercy.	
C. Compare and contrast how these works affect their lives internally and externally.	
D.	
E.	

4th Grade Religion Standards

	4 –3.4 To describe the development of moral conscience
	Scripture: “Then, too, heed your own heart’s counsel; for there is nothing you can depend on more.” (Sirach 37:13)
	Indicators
	A. Define the virtues of faith, hope, and love as holy habits that guide us to live good lives.
	B. Understand and explain that God gave the Ten Commandments as a guide to how we are to treat others with respect and dignity.
	C. Develop the idea that our conscience and free choices either turn us toward God or move us away from God.
	D. Participate appropriately in the Circle of Grace Program.
	E.
	F.
➤	4 –3.5 To recognize that God created human beings in His likeness as intrinsically good *TOB*
	Scripture: “God created mankind in his image; in the image of God He created them; male and female he created them.” (Gen: 1:27)
	Indicators
	A. Explain that God created human beings different from animals because humans can think, choose, have the ability to love, and are made in God’s image.
	B. Recognize that God created men and women equal in dignity and made them to complement each other.
	C.
	D.
➤	4 –3.6 To classify modesty as God’s gift to us that should be treated as sacred (sacramental) *TOB*
	Scripture: “In contrast, the fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, self-control. Against such there is no law.” (Gal: 5:22-23)
	Indicators
	A. Explain why human beings are to be loved, not treated as objects.
	B. Identify immodesty and not taking care of one’s body as a misuse of God’s gift.
	C.
	D.
➤	4 –3.7 To determine that broken relationships caused by Original Sin are part of our human condition *TOB*
	Scripture: “Behold, I was born in guilt, in sin my mother conceived me.” (Ps. 51:7)
	Indicators
	A. Identify that broken relationships are between human and God, human and nature, human and other humans, and within one’s self.
	B. Establish heaven as a perfect relationship of free, total self-giving between human beings and God.
	C.
	D.

4th Grade Religion Standards

Christian Prayer	Essential Standards 4: Demonstrate comprehension of the necessity of an authentic prayer life by developing a personal relationship with the Lord
4 –4.1 To identify forms of Catholic prayers	
Scripture: “First of all, then, I ask that supplications, prayers, petitions, and thanksgivings be offered for everyone...” (I Timothy 2:1)	
Indicators	
A. Demonstrate the forms of prayer: Adoration/ blessing, praise, thanksgiving, and intercession/petition.	
B. Explain the difference between meditative prayer and contemplative prayer.	
C. Identify the importance of silent prayer.	
D. Pray using Lectio Divina.	
E.	
F.	
4 –4.2 To recognize the Rosary as a Catholic tradition of prayer	
Scripture: Mary Visits Elizabeth - “Most blessed are you among women, and blessed is the fruit of your womb.” (Luke 1:39-45)	
Indicators	
A. Recall how to pray the Rosary.	
B. Identify the mysteries of the Rosary as the meditations on different events in the lives of Christ and his Blessed Mother.	
C. Demonstrate how to use the Rosary as a special prayer that helps us imitate the lives of Jesus and Mary.	
D.	
E.	
4 –4.3 To recognize prayer as the primary way we deepen our Catholic faith	
Scripture: “With all prayer and supplication, pray at every opportunity in the Spirit...” (Ephesians 6:18)	
Indicators	
A. Participate in prayer as a means of deepening knowledge of God and God’s love.	
B. Indicate that the act of forgiveness as Catholics helps us imitate the actions of Jesus and Mary.	
C. Articulate ways in which God shows love and faithfulness to him/her through their own story.	
D. Express a deeper understanding of God’s words through Lectio Divina.	
E.	
F.	

5th Grade Religion Standards

Profession of Faith	Essential Standard 1: Demonstrate comprehension of the Catholic faith through explanation of the Creed
5 –1.1 To understand, recognize, and articulate salvation history as it has been revealed through Sacred Scripture	
Scripture: John the Baptist’s Testimony to Jesus (John 1:29-34)	
Indicators	
A. Describe how salvation history began with God’s Revelation in the Old Testament.	
B. Express that through the Paschal Mystery Jesus saves us from sin and gives us eternal life.	
C. Identify the Incarnation as the central event of our faith.	
D. Summarize the relationship between the Paschal Mystery and the seven Sacraments.	
E.	
F.	
➤	5 –1.2 To understand that the Church teaches that Jesus is truly God and truly man
Scripture: “Behold, you will conceive in your womb and bear a son, and you shall name him Jesus.” (Luke 1:31)	
Indicators	
A. Describe the belief that Jesus is “true God and true man” as stated in the Nicene Creed.	
B. Locate Scripture passages that reveal Jesus as “true God and true man.”	
C.	
D.	
➤	5 –1.3 To recognize Mary as the Mother of God and the Mother of the Church
Scripture: “Most blessed are you among women, and blessed is the fruit of your womb.” (Luke 1:42)	
Indicators	
A. Describe Mary’s role in salvation history.	
B. Recognize Mary as a model of holiness.	
C. Articulate Mary’s special role in God’s plan for human beings.	
D.	
E.	

5th Grade Religion Standards

>	<p>5 –1.4 To understand that we are the Church, called to be one holy, catholic, and apostolic people</p> <p>Scripture: “There is one body, one Spirit...one Lord, one faith, one baptism, and one God and Father of us all.” (Ephesians 4:4-6)</p> <p style="text-align: center;">Indicators</p> <p>A. Define the Church as universal.</p> <p>B. Explain the roles and foundation of the hierarchy of church leaders--popes, cardinals, bishops, and priests.</p> <p>C. Discuss the gospels and stories of Jesus so as to imitate Him in daily life.</p> <p>D. Indicate that the Catholic Church is open to all people.</p> <p>E. Articulate that we are called to be disciples to share the Good News with others.</p> <p>F.</p> <p>G.</p>
>	<p>5 –1.5 To understand that the Trinity is the mystery of three persons in one God</p> <p>Scripture: “The grace of the Lord Jesus Christ and the love of God and the fellowship of the Holy Spirit be with all of you.” (2 Corinthians 13:13)</p> <p style="text-align: center;">Indicators</p> <p>A. Identify and explain God as Father, Son, and Holy Spirit.</p> <p>B. Identify each reference to the Trinity in the Nicene Creed.</p> <p>C.</p> <p>D.</p>
	<p>5 –1.6 To recognize the Beatitudes as Jesus’s guide to living as his disciples</p> <p>Scripture: The Beatitudes (Matthew 5:3-12)</p> <p style="text-align: center;">Indicators</p> <p>A. Locate the Beatitudes in Scripture and place them within the context of the Sermon on the Mount.</p> <p>B. Explain that living the Beatitudes is how we find true joy.</p> <p>C. Analyze that living the Beatitudes is manifesting the Kingdom of God on earth.</p> <p>D.</p> <p>E.</p>

5th Grade Religion Standards

The Celebration of the Christian Mystery	Essential Standard 2: Demonstrate comprehension of the public worship of the Church by explaining the meaning and celebration of the liturgy and sacraments
5 –2.1 To understand that the sacraments are the sign of God’s life and through participation in these sacraments we receive sanctifying grace	
Scripture: “They devoted themselves to the teachings of the apostles and to the communal life, to the breaking of the bread and to the prayers.” (Acts 2:42)	
Indicators	
A. Connect that participation in the sacraments strengthens faith and makes people holy.	
B. Identify the categories of Sacraments as Initiation, Healing, and Service (vocation).	
C. List the Sacraments of Initiation as Baptism, Eucharist, and Confirmation.	
D. List the Sacraments of Healing as Reconciliation and Anointing of the Sick.	
E. List the Sacraments of Service as Matrimony and Holy Orders.	
F.	
➤	5 –2.2 To understand the structure of the Mass
Scripture: “While they were eating, Jesus took bread, said the blessing, broke it, and giving it to his disciples said, “Take and eat: this is my body.”” (Matthew 26:26)	
Indicators	
A. Name the Mass as the perfect sacrifice of Christ and the central prayer of the Church.	
B. Separate the different parts of the Mass--Liturgy of the Word and Liturgy of the Eucharist.	
C. Explain the meaning of the rites (the penitential rite, the communion rite, etc.) and postures used at Mass.	
D. Identify the roles of the ministers at Mass--lectors, servers, song leaders.	
E. Label the sacred objects and space (the altar, the ambo, the tabernacle) used during the Mass.	
F.	
5 –2.3 To understand and celebrate the liturgical rites of the Church	
Scripture: “Each year his parents went to Jerusalem for the feast of Passover, and when he was twelve years old, they went up according to festival custom.” (Luke 2:41-42)	
Indicators	
A. Arrange the different seasons of the Liturgical Calendar (Advent, Christmas, Lent, Ordinary Time, etc.)	
B. Name the liturgical solemnities of the Church year (such as Christ the King, the Assumption, the Immaculate Conception).	
C. Identify symbols and rituals of the liturgical rites (for example, during Lent-Liturgical Season the Stations of the Cross- Liturgical Rite).	
D. Articulate the connection between the old covenant (Jewish tradition-sacrificial offerings to God) with the new covenant (Christian tradition - sacrifice of Jesus) in the Eucharistic Liturgy.	
E.	
F.	

5th Grade Religion Standards

Life in Christ	Essential Standard 3: Demonstrate comprehension of our life in Christ through applying the moral teaching of Christ to one's daily life
➤	5 –3.1 To recognize that each person is a unique individual created in the image and likeness of God *TOB*
	Scripture: “Before I formed you in the womb I knew you, before you were born I dedicated you...” (Jeremiah 1:5)
	Indicators
	A. Retell the story of Adam and Eve.
	B. Express the broken relationship between God and humans caused by original sin.
	C. Articulate that human beings are the most special (selected, designated, personal) of all creation.
	D. Explain that, because we are created in the image and likeness of God, we should understand that all people should be treated with dignity and respect.
	E. Participate appropriately in the Circle of Grace program.
	F.
	G.
➤	5 –3.2 To understand the physical parts of the male and female bodies, as it relates to their own gender. *TOB*
	Scripture: “God created mankind in his image; in the image of God he created them; male and female he created them.” (Genesis 1:27-28)
	Indicators
	A. Explain that God created men and women equal in dignity and made them to complement each other.
	B.
	C.
➤	5 –3.3 To understand the dynamics of relationships within the domestic Church and Social groups *TOB* and *E*
	Scripture: “For this reason a man shall leave [his] father and [his] mother and be joined to his wife, and the two shall become one flesh.” (Eph. 5:31)
	Indicators
	A. Recognize that communicating your emotions with others is important in building relationships.
	B. State the importance of loyalty, forgiveness, selflessness, patience, vulnerability, and communication in all relationships.
	C.
	D.

5th Grade Religion Standards

➤	<p>5 –3.4 To understand the dynamics of an exclusive relationship with a person that will lead to marriage *TOB*</p> <p>Scripture: “...each one of you should love his wife as himself, and the wife should respect her husband.” (Eph. 5:32 – 33)</p>
	Indicators
	A. Discuss that God is part of every marriage.
	B. Explain the sacredness of marriage.
	C. Develop an understanding of marriage as a covenant.
	D. List the sacramental aspects of marriage.
	E.
	F.
➤	<p>5 –3.5 To understand the meaning of discipleship *E*</p> <p>Scripture: “...The harvest is abundant but the laborers are few; so ask the master of the harvest to send out laborers for his harvest.” (Luke 10:2)</p>
	Indicators
	A. Locate examples of discipleship in gospel stories.
	B. Communicate ways they can imitate the disciples in Scripture.
	C.
	D.
➤	<p>5 –3.6 To understand that to imitate Christ we must recognize the call to serve rather than be served *E*</p> <p>Scripture: “If I, therefore, the master and teacher, have washed your feet, you ought to wash one another’s feet. I have given you a model to follow, so that as I have done for you, you should also do.” (John 13:14-15)</p>
	Indicators
	A. Recognize the story of Jesus washing his Apostles’ feet as an example of service.
	B. Express how he/she follows Jesus in his/her own life.
	C. Articulate the Holy Spirit’s role as a guide in living a life of discipleship.
	D.
	E.

5th Grade Religion Standards



5 –3.7 To apply social justice and stewardship principles as they answer the call to serve and to respect the dignity of others *E*

Scripture: “Then the king will say to those on his right, ‘Come, you who are blessed by my Father. Inherit the kingdom prepared for you from the foundation of the world.’ (Matthew 25:34)

Indicators

- A. Support evidence that the poor, lonely, and the suffering are all part of the Body of Christ.
- B. Explain that stewardship includes sharing gifts and talents to meet the needs of others.
- C. Participate appropriately in opportunities for outreach ministries.
- D.
- E.

5 –3.8 To understand that we are called to be a sign of unity through the knowledge of and cooperation with different faith traditions

Scripture: “I pray not only for them, but also for those who will believe in me through their word, so that they may all be one, as you, Father, are in me and I in you, that they also may be in us, that the world may believe that you sent me.” (John 17:20-21)

Indicators

- A. Articulate that there are many religions but only one that contains the fullness of truth.
- B. Connect the story of the Jewish people to its significance in the formation of the new covenant.
- C. Demonstrate an awareness of and respect for other religions (e.g. Hindu, Buddhism, Muslim).
- D.
- E.

5 –3.9 To understand that the Catholic Church is entrusted with the mission of Jesus Christ

Scripture: “But you will receive power when the holy Spirit comes upon you, and you will be my witnesses in Jerusalem, throughout Judea and Samaria, and to the ends of the earth.” (Acts 1:8)

Indicators

- A. Outline the history of the early Church (Pentecost, Paul’s travels, early persecution, etc.) as it carried out the mission of Jesus.
- B. Relate the mission that Jesus gave to the Apostles as the same mission we have today in the Church.
- C. Emphasize that every Catholic has a unique role to carry out the mission of Jesus.
- D.
- E.


5th Grade Religion Standards

5 –3.10 To understand that through Baptism we become a member of the Communion of Saints
Scripture: “...Amen, amen, I say to you, no one can enter the kingdom of God without being born of water and Spirit.” (John 3:5)
Indicators
A. Define the Communion of Saints as the saints in heaven, the souls in Purgatory, and the believers on earth.
B. Explain that we are all called to be saints.
C. Recognize that during the Eucharistic liturgy the entire Communion of Saints is united to praise God.
D.
E.
5 –3.11 To identify the hierarchy of the Church
Scripture: “And so I say to you, you are Peter, and upon this rock I will build my church, and the gates of the netherworld shall not prevail against it.” (Matthew 16:18)
Indicators
A. Name Peter as the first of the apostles and head of the early Christian community.
B. Identify the current pope as the current head of the universal Church.
C. Name the head of a diocese as bishop/archbishop.
D. Recognize that the sacrament of Holy Orders ordains men to the roles of the hierarchy of the Church.
E.
F.
5 –3.12 To understand that the Church is exemplified through parish life
Scripture: “Every day they devoted themselves to meeting together in the temple area and to breaking bread in their homes. They ate their meals with exultation and sincerity of heart, praising God and enjoying favor with all people. And every day the Lord added to their number those who were being saved.” (Acts 2:46-47)
Indicators
A. Develop a deeper understanding of stewardship.
B. Explain that members of the parish come together as the Body of Christ to celebrate the liturgy.
C. Adopt the understanding that the members of the parish participate in ministries that involve both liturgical and administrative roles that support parish life.
D. Communicate ways to express and celebrate the cultural diversity of the parish.
E. Describe other cultural celebrations and traditions that are also Catholic.
F.
G.

5th Grade Religion Standards

5 –3.13 To recognize that as Catholics we are part of a larger faith family that includes all Christians
Scripture: “I urge you to live in a manner worthy of the call you have received, with all humility and gentleness, with patience, bearing one another through love, striving to preserve the unity of spirit through the bond of peace.” (Ephesians 4:1-3)
Indicators
A. Participate in outreach programs with other local faith communities.
B. Share in prayer opportunities with other local faith communities.
C.
D.
E.

5th Grade Religion Standards

Christian Prayer	Essential Standards 4: Demonstrate comprehension of the necessity of an authentic prayer life by developing a personal relationship with the Lord
5 –4.1 To know and participate in the Catholic tradition of prayer	
Scripture: “He was praying in a certain place, and when he had finished, one of his disciples said to him, “Lord, teach us to pray just as John taught his disciples.”” (Luke 11:1)	
Indicators	
A. Participate in the Eucharistic liturgy with common responses, acclamations, and prayers.	
B. Recite common traditional prayers from memory (the Lord’s Prayer, the Glory Be, and the Hail Mary).	
C. Describe that daily prayer is needed to strengthen the relationship with God.	
D. Create a prayer for each form (praise, blessing, thanksgiving) and the reasons for each form of prayer.	
E. Compose spontaneous prayer.	
F. Define and participate in meditative prayer.	
G. Develop a deeper understanding of God’s word through Lectio Divina.	
H.	
I.	
	5 –4.2 To know and participate in ritual prayers throughout the liturgical calendar
Scripture: “...there was a feast of the Jews, and Jesus went up to Jerusalem.” (John 5:1)	
Indicators	
A. Pray the Stations of the Cross.	
B. Participate in the rosary in both leadership and responsorial roles.	
C. Identify and participate in different blessing prayers (Advent wreath, blessing throats, etc...).	
D.	
E.	

6th Grade Religion Standards

Profession of Faith	Essential Standard 1: Demonstrate comprehension of the Catholic faith through explanation of the Creed
6 –1.1 To understand the actions of the Trinitarian God as revealed in Scripture	
Scripture: “After Jesus was baptized, he came up from the water and behold, the heavens were opened [for him], and he saw the Spirit of God descending as a dove [and] coming upon Him. And a voice from the heavens, saying, “This is My beloved Son, with whom I am well-pleased.”” (Matthew 3:16-17)	
Indicators	
A. Define monotheism and its connection to the Jewish and Christian understanding of God.	
B. Define revelation and inspiration.	
C.	
D.	
➤	6 –1.2 To trace the chronology of the Old Testament leading to the life of Jesus
Scripture: “”Was it not necessary that the Messiah should to suffer these things and enter into his Glory?” Then beginning with Moses and all the prophets, he interpreted to them what referred to him in all the scriptures.” (Luke 24:26-27)	
Indicators	
A. Identify the role of the patriarchs and matriarchs.	
B. Describe the events of the book of Exodus.	
C. Describe the role of judges, kings, and prophets.	
D. Connect the role of women in the Old Testament with the role of Mary.	
E. Recognize the first eleven chapters of Genesis teach truth about creation and sin rather than historical fact.	
F. Explain how the conquest of Canaan was the fulfillment of the Promised Land given to Abraham.	
G. Outline the genealogy of Jesus to show how his birth was a fulfillment of the promise that the Messiah would come from the house of David.	
H. Identify Abraham, Isaac, Jacob, Joseph, Moses, David, and Elijah and explain their connection to Jesus.	
I.	
J.	
6 –1.3 To know the structure of the Old Testament	
Scripture: “Then Moses said, ‘If they will not listen to Moses and the prophets, neither will they be persuaded if someone should rise from the dead.’” (Luke 16:31)	
Indicators	
A. Define oral tradition and its role in the development of the Old Testament.	
B. Categorize the books of the Old Testament in their proper categories (Pentateuch, Historical, Wisdom, and Prophets).	
C. Identify the genres of stories within the Old Testament (legends, creation stories, laws, prophecies, songs).	
D.	
E.	

6th Grade Religion Standards

➤	6 –1.4 To understand God’s relationship with his people is revealed in creation and human experience
	Scripture: “God also said: See, I give you every seed-bearing plant on all the earth and every tree that has seed-bearing fruit on it to be your food; and to all the wild animals, all the birds of the air, and all the living creatures that crawl on the earth, I give all the green plants for food.” (Genesis 1: 29-30)
	Indicators
	A. Describe God as Creator and relate the Biblical stories of creation.
	B. Describe God’s love regardless of sinfulness.
	C. Describe God’s covenants established in Scripture.
	D.
	E.

End note:

An understanding of the Old Testament prefigurements of Christ is crucial to understanding the fulfillment of those prefigurements in the New Testament as defined in the Creed.

6th Grade Religion Standards

The Celebration of the Christian Mystery	Essential Standard 2: Demonstrate comprehension of the public worship of the Church by explaining the meaning and celebration of the liturgy and sacraments
6 –2.1 To describe connections between liturgical celebrations and Jewish rituals	
Scripture: “On the first day of the Feast of Unleavened Bread, when they sacrificed the Passover lamb, his disciples said to him, “Where do you want us to go and prepare for you to eat the Passover?” He sent two of his disciples and said to them, “Go into the city and a man will meet you, carrying a jar of water. Follow him. Wherever he enters, say to the master of the house, “The Teacher says, where is my guest room where I may eat the Passover with my disciples? ...”” (Mark 14: 12-16)	
<p style="text-align: center;">Indicators</p>	
<p>A. Summarize the stories of Passover and Exodus.</p>	
<p>B. Compare Jewish Passover and the celebration of the Eucharist.</p>	
<p>C. Relate Old Testament stories of God’s love and mercy to the Sacrament of Reconciliation.</p>	
<p>D. Recognize the symbolic similarities of anointing in the Old Testament and the Sacraments.</p>	
<p>E. Define “Messiah” and “Christ” as anointed one.</p>	
<p>F.</p>	
<p>G.</p>	
	6 –2.2 To understand sacraments as outward signs, instituted by Christ, to give grace
Scripture: “While they were eating, Jesus took bread, said the blessings, broke it, and giving it to his disciples said, “Take and eat; this is my body.” Then he took a cup, gave thanks, and gave it to them, saying, “Drink from it, all of you, for this is my blood of the covenant, which will be shed on behalf of many for the forgiveness of sins.” (Mathew 26: 26-28)	
<p style="text-align: center;">Indicators</p>	
<p>A. Define grace.</p>	
<p>B. Describe how the sacraments provide us with the gift of God’s grace.</p>	
<p>C. Connect the Sacraments of Baptism, Eucharist, and Reconciliation to the scriptural roots and the ministry of Jesus.</p>	
<p>D.</p>	
<p>E.</p>	
	6 –2.3 To understand the liturgical season
Scripture: “There is an appointed time for everything, and a time for every affair under the heavens. A time to weep, and a time to laugh; a time to mourn, and a time to dance.” (Ecclesiastes 3: 1,4)	
<p style="text-align: center;">Indicators</p>	
<p>A. Relate the liturgical seasons to the life of Christ.</p>	
<p>B. Connect Sunday Scripture selections with the particular liturgical season.</p>	
<p>C. Identify all the seasons of the liturgical year and when they occur in the calendar year.</p>	
<p>D. Identify Holy Days of Obligation throughout the year.</p>	
<p>E.</p>	
<p>F.</p>	

6th Grade Religion Standards

Life in Christ	Essential Standard 3: Demonstrate comprehension of our life in Christ through applying the moral teaching of the Church to one's daily life
6 –3.1 To develop a moral conscience informed by Church teaching	
Scripture: “Do not think that I have come to abolish the law or the prophets. I have come not to abolish but to fulfill. Amen, I say to you, until heaven and earth pass away, not the smallest letter or the smallest part of a letter will pass from the law, until all things have taken place.” (Matthew 5: 17-18)	
Indicators	
A. Define conscience. (CCC 1776)	
B. Distinguish between venial and mortal sin; omission, commission, and effects.	
C. Identify the components of mortal sin.	
D. Recognize that intentionally missing a Mass of obligation (Sundays and Holy Days of Obligation) is a mortal sin.	
E. Recite the Ten Commandments and propose real life applications.	
F. State elements of a morally good act: object, intention, circumstances.	
G. Evaluate which parts of the Sacrament of Reconciliation directly help form our conscience.	
H. Participate appropriately in Circle of Grace Program.	
I.	
J.	
6 –3.2 To cultivate a reverence for all life, as indicated by the Old Testament Scriptures *TOB*	
Scripture: “Indeed for your own lifeblood I will demand an accounting: from every animal I will demand it, and from a human being, each one for the blood of another, I will demand an accounting for human life. Anyone who sheds the blood of a human being, by a human being shall that one's blood be shed; For in the image of God have human beings been made.” (Genesis 9: 5-6)	
Indicators	
A. Recite stories from Old Testament Scripture that show God's reverence for life.	
B. Recognize that humans are made in the image and likeness of God. *TOB*	
C. State how and why human life is the object of respect from conception until natural death.	
D. Define the family as the domestic church.	
E. Connect stewardship with respect for God's creation.	
F. Show how we are called to speak out against injustice and suffering for the common good of society.	
G. Distinguish the differences between promises, oaths, and contracts with covenants in the Old Testament.	
H. Explain why self-respect is fundamental for respect of others. *TOB*	
I.	
J.	

6th Grade Religion Standards

6 –3.3 To understand that Christian discipleship is an essential part of being a Catholic *E*	
Scripture: “I give you a new commandment: love one another. As I have loved you, so you also should love one another. This is how all will know that you are my disciples, if you have love for one another.” (John 13: 34-35)	
Indicators	
A.	Make connections to Old Testament prophecies and Christian evangelization.
B.	Identify love and service to all as essential to living the Christian life.
C.	Define Christian living as integrating Jesus’ teaching into our daily choices.
D.	Identify how the universal call to holiness includes a call to missionary discipleship.
E.	Explain how each vocation (single, married, religious, priesthood) helps us live out our baptismal call.
F.	
G.	
6 –3.4 To understand that evangelization is an essential part of living as a Catholic *E*	
Scripture: “Then Jesus approached and said to them, “All power in heaven and on earth has been given to me. Go, therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, until the end of the age.” (Matthew 28: 18-20)	
Indicators	
A.	Define evangelization and mission.
B.	Identify that the role of the Old Testament prophets is as evangelizers to Israel.
C.	Identify how their parish community and/or families are involved in the work of evangelization.
D.	
E.	
6 –3.5 To understand that stewardship is an essential part of living as a Catholic	
Scripture: “As each one has received a gift, use it to serve one another as good stewards of God’s varied grace.” (1 Peter 4: 10)	
Indicators	
A.	Define stewardship and identify its three types (time, talent, treasure).
B.	Identify that we are called to be stewards of all God’s creation.
C.	Explain how we are called to foster world peace, human rights, sacredness of life, and alleviation of world hunger.
D.	Identify ways we can participate in stewardship.
E.	Identify ways our parishes and /or families participate in stewardship.
F.	
G.	

6th Grade Religion Standards

Christian Prayer	Essential Standards 4: Demonstrate comprehension of the necessity of an authentic prayer life by developing a personal relationship with the Lord
6 –4.1 To understand prayer as the means to build relationship with God	
Scripture: “And I tell you, ask and you will receive; seek and you will find; knock and the door will be opened to you. For everyone who asks, receives; and the one who seeks, finds; and to the one who knocks, the door will be opened. ...” (Luke 11: 9-13)	
Indicators	
A. Explain how prayer keeps us connected with God.	
B. Recognize that Jesus gave us the Lord’s Prayer to summarize His teaching.	
C. Understand that the Mass is the ultimate prayer of Catholics.	
D. Develop a discipline of personal prayer.	
E. Identify Mary’s “fiat”/”yes” as our model of humility and faith to deepen our relationship with God.	
F.	
G.	
6 –4.2 To understand different forms of prayer	
Scripture: “This is how you are to pray: ...” (Matthew 6: 9 – 13)	
Indicators	
A. Compose four types of prayer: adoration, contrition, intercession/petition, and thanksgiving.	
B. Identify Old Testament prayer found in Wisdom literature of the Old Testament.	
C. Practice a variety of devotional prayers: rosary, benediction, chaplet, novena, Lectio Divina, Stations of the Cross, Examen, etc.	
D. Compare and contrast personal prayer and communal prayer.	
E.	
F.	
6 –4.3 To examine how the Holy Spirit, living within us, teaches us to pray	
Scripture: “In the same way, the Spirit too comes to the aid of our weakness; for we do not know how to pray as we ought, but the Spirit itself intercedes with inexpressible groanings. And the one who searches hearts knows what is the intention of the Spirit, because it intercedes for the holy ones according to God’s will.” (Romans 8: 26-27)	
Indicators	
A. Give examples of prayer experiences that show an awareness of God’s presence in one’s life.	
B. Articulate how the Holy Spirit works within us to do the work of evangelization.	
C. Recite the Prayer to the Holy Spirit.	
D.	
E.	

7th Grade Religion Standards

Profession of Faith	Essential Standard 1: Demonstrate comprehension of the Catholic faith through explanation of the Creed
7 –1.1 To understand the Triune God revealed through Scripture and Tradition (Revelation)	
Scripture: “In the beginning was the Word, and the Word was with God, and the Word was God...” (John 1:1-3)	
Indicators	
A. Recognize that God is knowable through faith and reason.	
B. Describe how God the Father chose to send Jesus to us for our salvation.	
C. Identify Jesus as the Word of God.	
D. Define and understand the concept of Trinity as three, distinct persons in one God.	
E. Define and describe Divine Revelation as the work of God (what He wants us to know about Himself).	
F.	
G.	
➤	7 –1.2 To know how the New Testament teaches about the life of Jesus
Scripture: “I will put enmity between you and the woman, and between your offspring and hers; They will strike your head, while you strike at their heel.” (Genesis 3: 15)	
Indicators	
A. Recognize that Jesus’ Incarnation is the fulfillment of the protoevangelium/promise of salvation made to Adam and Eve.	
B. Identify each gospel author’s audience, historical context, and literary form.	
C. Compare/Contrast the infancy narratives in the Gospels of Matthew and Luke.	
D. Examine the public ministry of Jesus in the New Testament (parables, miracles, prophecies, and “I AM” statements).	
E. Define the Paschal Mystery as Jesus’ Passion, Crucifixion, Resurrection, and Ascension and locate them in the gospels.	
F. Recognize that Jesus dying and descending into the “realm of the death” conquered death and evil.	
G. Recognize that, at death, the soul is separated from the body.	
H. Recognize that Jesus’ Ascension into heaven marks the entrance of humanity into heaven.	
I. Identify the Communion of Saints as the Church Militant, Church Suffering, and Church Triumphant.	
J. Describe Heaven, Hell, and Purgatory in connection to the four last things (Death, Judgement, Heaven, Hell).	
K.	
L.	

7th Grade Religion Standards

The Celebration of the Christian Mystery	Essential Standard 2: Demonstrate comprehension of the public worship of the Church by explaining the meaning and celebration of the liturgy and sacraments
>	7 -2.1 To understand the sacramental life as the primary means of salvation
Scripture: “Jesus answered, “Amen, amen, I say to you, no one can enter the kingdom of God without being born of water and Spirit.” (John 3: 5)	
<p style="text-align: center;">Indicators</p>	
A. Define sacrament and its essential parts (form, matter, minister).	
B. Distinguish between salvific/sanctifying grace and actual/active grace.	
C. Understand sanctifying grace can be lost through mortal sin, and restored through the Sacrament of Reconciliation.	
D. Understand liturgy as the rites and rituals that make up the sacraments.	
E.	
F.	
>	7 -2.2 To understand the Sacraments of Initiation (Baptism, Holy Eucharist, and Confirmation) as those that give us new life, nourish, and strengthen us as we are joined to the Christian community
Scripture: “Go, therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the holy Spirit, teaching them to observe all that I have commanded you.” (Matthew 28:19-20)	
<p style="text-align: center;">Indicators</p>	
A. Identify the form, matter, and minister of Baptism.	
B. Describe the liturgy of Baptism.	
C. Identify the scriptural foundations of Baptism.	
D. Explain the effects of Baptism on the soul.	
E. Recognize that Baptism instills the supernatural virtue of Faith and removes the stain of original sin and incorporates us into the living body of Christ.	
F. Identify the form, matter, and minister of the Holy Eucharist.	
G. Describe the Mass as the Liturgy of the Eucharist and the Liturgy of the Word.	
H. Identify the scriptural foundations of the Eucharist.	
I. Describe the sacrifice of the Eucharist as making the Paschal Mystery present again.	
J. Explain the effects of Holy Eucharist on the soul.	
K. Define and explain transubstantiation as a change in substance of the bread and wine into the body and blood of Christ.	
L. Define state of grace.	
M. Understand that one must be in a state of grace to receive the Eucharist.	
N.	
O.	

7th Grade Religion Standards

7 -2.3 To understand the Sacraments of Healing as Reconciliation and Anointing of the Sick as those that celebrate God’s forgiveness and the renewal of the spiritual and physical life
Scripture:”Is anyone among you suffering? He should pray. Is anyone in good spirits? He should sing praise. Is anyone among you sick? He should summon the presbyters of the church, and they should pray over him and anoint [him] with oil in the name of the Lord, and the prayer of the faith will save the sick person, and the Lord will raise him up. If he has committed any sins, he will be forgiven...” (James 5: 13-16)
Indicators
A. Identify the form, matter, and minister of Reconciliation.
B. Describe the liturgy of Reconciliation.
C. Identify the scriptural foundations of Reconciliation.
D. Explain the effects of Reconciliation on the soul.
E. Identify the form, matter, and minister of Anointing of the Sick.
F. Describe the ritual of Anointing of the Sick.
G. Identify the scriptural foundations of Anointing of the Sick.
H. Explain the effects of Anointing of the Sick on the soul.
I.
J.

7th Grade Religion Standards

Life in Christ	Essential Standard 3: Demonstrate comprehension of our life in Christ through applying the moral teaching of Christ to one's daily life
7 –3.1 To recognize that leading a moral life is based on following Jesus Christ as the Way, the Truth, and the Life *E* and *TOB*	
Scripture: "...Amen, I say to you, whatever you did for one of these least brothers of mine, you did for me." (Matthew 25:40)	
Indicators	
A. Explain how conscience helps us make good, moral decisions.	
B. Define morality.	
C. Analyze various acts as either moral or immoral.	
D. Demonstrate how the Golden Rule and Beatitudes guide moral decision making.	
E. Identify characteristics of a loving relationship using Sacred Scripture.	
F.	
G.	
➤	7 –3.2 To recognize Theological and Cardinal Virtues as the basis for moral decision making *E* and *TOB*
Scripture: "For this very reason, make every effort to supplement your faith with virtue, virtue with knowledge, knowledge with self-control, self-control with endurance, endurance with devotion, devotion with mutual affection, mutual affection with love." (2 Peter 1:5-7)	
Indicators	
A. List and define Theological (Faith, Hope, Charity) and Cardinal Virtues (Prudence, Justice, Temperance, Fortitude).	
B. Identify how the Capital Sins (Pride, Wrath, Lust, Gluttony, Sloth, Greed, Envy) oppose virtue.	
C. Identify and explain the Corporal and Spiritual Works of Mercy.	
D. Analyze the virtuous lives of saints and biblical characters.	
E. Describe virtues evident in their personal lives and ways to grow in virtue.	
F. Participate appropriately in the Circle of Grace Program.	
7 –3.3 To understand that living out our baptismal call includes evangelization *E*	
Scripture: The Sermon on the Mount (Matthew 5:1-11)	
Indicators	
A. Define evangelization.	
B. Identify ways the Church works in various cultures.	
C. Explain that the best evangelization is how we live our lives as missionary disciples.	
D.	
E.	

7th Grade Religion Standards

Christian Prayer	Essential Standard 4: Demonstrate comprehension of the necessity of an authentic prayer life by developing a personal relationship with the Lord
➤ 7 –4.1 To participate in a variety of prayers to deepen relationship with God personally and in community	
Scripture: “Rejoice always. Pray without ceasing. In all circumstances give thanks, for this is the will of God for you in Christ Jesus.” (1 Thessalonians 5: 16-18)	
Indicators	
A. Define prayer as the path to intimacy with God.	
B. Recognize that prayer involves an interior silence and listening (Lectio and mediation).	
C. Participate in various community prayer opportunities (Mass, Reconciliation, Stations of the Cross, Benediction).	
D. Recognize that prayer can be intercessory for others on earth and in purgatory.	
E. Identify the five forms of prayer (adoration, contrition, petition, intercession, and thanksgiving) by writing personal prayers for each form.	
F. Identify each form of prayer used in the Mass.	
G. Recognize that the Psalms are the school of prayer for the Church--the basis of Christian prayer.	
H.	
I.	
7 –4.2 Recognize Mary as a model of prayer	
Scripture: “Blessed are you who believed that what was spoken to you by the Lord would be fulfilled.” (Luke 1:45)	
Indicators	
A. Recite and explain the meaning of attached prayers for this grade. (See page 96)	
B. Recognize Mary as our mother in prayer.	
C. Describe Mary’s life of prayer through her perfect surrender.	
D. Recognize the importance of family prayer through the example of the Holy Family.	
E.	
F.	
➤ 7 –4.3 To recognize the Eucharist as the Church’s central act of worship	
Scripture: “Jesus said to them, “I am the bread of life; whoever comes to me will never hunger, and whoever believes in me will never thirst....” Bread of Life Discourse (John 6:35-69)	
Indicators	
A. Recognize the Eucharist as the source and summit of the Christian life (Lumen Gentium).	
B. Differentiate between worship of the Blessed Sacrament and reverence of sacramentals.	
C.	
D.	

8th Grade Religion Standards

Profession of Faith	Essential Standard 1: Demonstrate comprehension of the Catholic faith through explanation of the Creed
8–1.1 To articulate the foundation of the Catholic Church as revealed through Scripture and Tradition	
Scripture: “And so I say to you, you are Peter, and upon this rock I will build my church, and the gates of the netherworld shall not prevail against it.” (Matthew 16:18)	
Indicators	
A. Recount the story of Pentecost and identify it as the “Birthday of the Church”.	
B. Recount the story of the early Church (Stephen, Paul, Council of Jerusalem).	
C. Identify Christ’s covenant expanding to the Gentiles which establishes the Church as universal (Paul as the Apostle to the Gentiles).	
D. Identify how Peter is made the leader and first pope of the Church.	
E.	
F.	
8–1.2 To understand the life and mission of Jesus Christ through Nicene Creed and Marks of the Church	
Scripture: “ I pray for them. I do not pray for the world but for the ones you have given me, because they are yours, and everything of mine is yours and everything of yours is mine, and I have been glorified in them....” (John 17:9-11)	
Indicators	
A. Define creed.	
B. Analyze Nicene and Apostles' Creed.	
C. Describe God as immanent and consubstantial.	
D. Define the marks of the Church: one, holy, catholic, and apostolic.	
E.	
F.	

8th Grade Religion Standards

<p>8–1.3 To summarize important events in Church history conveyed through Sacred Tradition and Scripture.</p>	
<p>Scripture: “If the world hates you, realize that it hated me first. If you belonged to the world, the world would love its own; but because you do not belong to the world, and I have chosen you out of the world, the world hates you.” (John 15: 18-20)</p>	
<p>Indicators</p>	
<p>A. Identify how the persecuted Church helped spread Christianity throughout the known world. Possible examples of historical figures include:</p>	<ul style="list-style-type: none"> Apostles Sts. Perpetua and Felicity St. Polycarp St. Athanasius St. Ignatius of Antioch St. Justin Martyr
<p>B. Explain the importance of Constantine and the Edict of Milan in the development of the Church. Possible examples of historical figures include:</p>	<ul style="list-style-type: none"> St. Ambrose St. Augustine
<p>C. Identify the need for the rise of monasticism and its influence on the Church. Possible examples of historical figures include:</p>	<ul style="list-style-type: none"> St. Anthony St. Benedict Sts. Cyril and Methodius St. Clare of Assisi St. Scholastica St. Francis of Assisi (mendicant order) St. Thomas Aquinas (mendicant order)
<p>D. Explain how the Schism of 1054 affected the Church. Possible examples of historical figures include:</p>	<ul style="list-style-type: none"> Pope Leo IX Patriarch Michael I
<p>E. Outline the impact of the Protestant Reformation and the Counter Reformation on the Church. Possible examples of historical figures include:</p>	<ul style="list-style-type: none"> St. Catherine of Siena St. Teresa of Avila St. Ignatius of Loyola St. Charles Borromeo
<p>F. Articulate key events and teachings at several ecumenical councils and how these councils defined and unified the Catholic Church. (Council of Jerusalem, Constantinople, Nicaea, Trent, and Vatican II) Possible examples of historical figures include:</p>	<ul style="list-style-type: none"> St. Bonaventure Pope St. Leo the Great Pope Blessed Pius IX (Vatican I) Pope St. John XXIII (Vatican II) Pope St. Paul VI (Vatican II) Pope St. John Paul II (Vatican II)

8th Grade Religion Standards

The Celebration of the Christian Mystery	Essential Standard 2: Demonstrate comprehension of the public worship of the Church by explaining the meaning and celebration of the liturgy and sacraments
8 –2.1 To understand the meaning of the Sacrament of Confirmation in personal life *E*	
Scripture: “But a shoot shall sprout from the stump of Jesse, and from his roots a bud shall blossom. The spirit of the Lord shall rest upon him: a spirit of wisdom and of understanding, a spirit of counsel and of strength, a spirit of knowledge and of fear of the Lord.” (Isaiah 11:1-2)	
Indicators	
A. Identify Confirmation as a Sacrament of Initiation carrying an indelible character that seals the confirmands with the Gifts of the Holy Spirit.	
B. Identify and explain the Gifts of the Holy Spirit. [Scripture above]	
C. Relate the Gifts of the Holy Spirit to the Fruits of the Holy Spirit.	
D. Identify how the Sacrament of Confirmation prepares us to assume the roles of disciple and witness to Christ.	
E. Identify the form, matter, and minister of Confirmation.	
F. Explain the effects of Confirmation on the soul.	
G. Understand that the Sacrament of Confirmation enlivens and matures the indwelling of the Holy Spirit in the soul received in Baptism.	
H. Describe the liturgy of Confirmation.	
I.	
J.	
8 – 2.2 To understand the Sacraments of Service (Matrimony and Holy Orders) as those directed toward the salvation of others as well as one’s personal salvation *TOB*	
Scripture: “Some are incapable of marriage because they were born so; some, because they were made so by others; some, because they have renounced marriage for the sake of the kingdom of heaven. Whoever can accept this ought to accept it.” (Matthew 19:12)	
Indicators	
A. Identify the form, matter, and minister of Matrimony.	
B. Describe the liturgy of Matrimony.	
C. Identify the Scriptural foundations of Matrimony.	
D. Explain the effects of Matrimony on the soul.	
E. Identify the form, matter, and minister of Holy Orders.	
F. Describe the ritual of Holy Orders.	
G. Identify the Scriptural foundations of Holy Orders.	
H. Explain the effects of Holy Orders on the soul.	
I.	
J.	


8th Grade Religion Standards

Life in Christ	Essential Standard 3: Demonstrate comprehension of our life in Christ through applying the moral teaching of Christ to one's daily life
➤	8 –3.1 To cultivate a reverence for all life and identify modern threats to that reverence *TOB*
Scripture: “The night is advanced, the day is at hand. Let us then throw off the works of darkness [and] put on the armor of light; let us conduct ourselves properly as in the day, not in orgies and drunkenness, not in promiscuity and licentiousness, not in rivalry and jealousy. But put on the Lord Jesus Christ, and make no provision for the desires of the flesh.” (Romans 13:12-14)	
Indicators	
A. Define sensitive issues: euthanasia, abortion, end of life issues, genetic engineering, death penalty, and suicide.	
B. Identify how those sensitive issues are in direct opposition to respect for life.	
C. Identify sexuality as a gift from God and part of our entire personhood.	
D. Develop a relationship with God as the source of love and recognize that love can only be a free choice. *TOB*	
E. Identify the four types of love: agape (divine love), philia (friends), storge (family), and eros (sexual love).	
F. Explain how the virtue of charity calls for genuine love of others as children of God.	
G. Recognize that sex is a gift from God that is reserved for marriage with a primary goal of procreation and unity.	
H.	
I.	
➤	8 –3.2 To recognize the impact of media in shaping our morality *TOB* *E*
Scripture: “Yet I live, no longer I, but Christ lives in me; insofar as I now live in the flesh, I live by faith in the Son of God who has loved me and given himself up for me.” (Galatians 2:20)	
Indicators	
A. Critically examine media sources (internet, written material, broadcast videos, etc).	
B. Recognize that acts can be objectively wrong in spite of good end or intention--ends don't justify the means.	
C. Identify examples of venial and mortal sins through the use of media (pornography, plagiarizing, cyber bullying, movies, YouTube videos, music, etc.).	
D. Identify how media can be addictive and recognize true freedom only comes in Christ.	
E. Participate appropriately in the Circle of Grace Program.	
F.	
G.	

8th Grade Religion Standards

8 –3.3 To identify and explain how Catholic Social Teaching obligates us to respond to the needs of others *E*
Scripture: “God created mankind in his image; in the image of God he created them; male and female he created them. God blessed them and God said to them: Be fertile and multiply; fill the earth and subdue it. Have dominion over the fish of the sea, the birds of the air, and all the living things that crawl on the earth.” (Genesis 1: 27-28)
Indicators
A. Identify and explain the Pillars of Catholic Social Teaching.
B. Analyze the potential needs of those around them and how those needs could be met.
C. Define subsidiarity as handling issues at the most local level possible.
D.
E.
8 –3.4 To understand that living as a confirmed Catholic means living out the New Evangelization *E*
Scripture: “but sanctify Christ as Lord in your hearts. Always be ready to give explanation to anyone who asks you for a reason for your hope.” (1 Peter 3:15)
Indicators
A. Define New Evangelization.
B. Demonstrate the relationship between the New Evangelization and living it out.
C.
D.
8 – 3.5 To understand the missionary work of the Church through the work of vocations *TOB* and *E*
Scripture: “I, then, a prisoner for the Lord, urge you to live in a manner worthy of the call you have received.” (Ephesians 4:1)
Indicators
A. Compare and contrast the meanings of mission and missionary.
B. Identify the work of the Church as missionary.
C. Explain how every Catholic is missionary.
D. Identify vocations (single, married, ordained, consecrated) and explain how all can be equally fulfilling.
E. Understand the difference between religious and personal vocations.
F. Explain the need for chastity in all vocations with Jesus as its model.
G. Explain that each vocation helps a person live in relationship with God and others.
H. Examine the missionary lives of saints who have lived out each vocation.
I. Identify ways we can live as missionaries in our own community, parish, and/or school.

8th Grade Religion Standards

Christian Prayer	Essential Standards 4: Demonstrate comprehension of the necessity of an authentic prayer life by developing a personal relationship with the Lord
 8 –4.1 To participate and practice various forms of traditional Catholic prayers	Scripture: “He was praying in a certain place, and when he had finished, one of his disciples said to him, “Lord, teach us to pray just as John taught his disciples.” He said to them, “When you pray, say: Father, hallowed be your name, your kingdom come. Give us each day our daily bread and forgive us our sins for we ourselves forgive everyone in debt to us, and do not subject us to the final test.” (Luke 11:1-4)
Indicators	
A. Identify the Liturgy of the Hours as the perpetual prayer of the Church.	
B. Participate in a variety of expressions of prayer (contemplation, meditation, communal, personal, spontaneous, Lectio Divina, novena).	
C. Practice prayer with the Psalms.	
D. Identify obstacles to prayer.	
E.	
F.	
8 –4.2 To recognize the saints as models of prayer	
Scripture: “Mary said, “Behold, I am the handmaid of the Lord. May it be done to me according to your word.” Then the angel departed from her.” (Luke 1:38)	
Indicators	
A. Recite and explain the meaning prayers attached to this grade. (See page 96)	
B. Describe the prayer life of various canonized saints.	
C.	
D.	

Essential Prayers and Optional Prayers

Grades Pre K-Kdg	Grade 1	Grade 2	Grade 3
<p>Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers</p> <p>OPTIONAL PRAYERS Guardian Angel Prayer Act of Contrition Liturgy of the Word Liturgy of the Eucharist</p>	<p>Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition</p> <p>OPTIONAL PRAYERS Reconciliation Liturgy of the Word Liturgy of the Eucharist First Communion</p>	<p>Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Reconciliation Liturgy of the Word Liturgy of the Eucharist First Communion Apostles Creed Ten Commandments</p> <p>OPTIONAL PRAYERS Spontaneous Prayer Sacraments Devotions Nicene Creed Rosary / Mysteries Stations of the Cross</p>	<p>Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Reconciliation Liturgy of the Word Liturgy of the Eucharist Communion Apostles Creed Ten Commandments Sacraments Nicene Creed Order of Mass</p> <p>OPTIONAL PRAYERS Spontaneous Prayer Rosary / Mysteries Stations of the Cross Benediction</p>

Essential Prayers and Optional Prayers

Grade 4 and 5	Grade 6	Grade 7 and 8
Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Reconciliation Liturgy of the Word Liturgy of the Eucharist Communion Apostles Creed Ten Commandments Sacraments Nicene Creed Order of Mass Rosary / Mysteries Stations of the Cross Benediction	Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Reconciliation Liturgy of the Word Liturgy of the Eucharist Communion Apostles Creed Ten Commandments Sacraments Nicene Creed Order of Mass Rosary / Mysteries Stations of the Cross Benediction	Sign of the Cross Glory Prayer The Lord's Prayer Hail Mary Meal Prayers Guardian Angel Prayer Act of Contrition Reconciliation Liturgy of the Word Liturgy of the Eucharist Communion Apostles Creed Ten Commandments Sacraments Nicene Creed Order of Mass Rosary / Mysteries Stations of the Cross Benediction
OPTIONAL PRAYERS Spontaneous Prayer Precepts of the Church Theological and Cardinal Virtues Act of Faith Act of Hope Act of Love Memorare Angelus Canticle of Mary Family Prayer Prayer of St. Francis Morning Prayer Evening Prayer New Commandment Canticle of Zechariah Canticle of Simeon Praying the Scriptures Meditate on the Scriptures	Precepts of the Church Theological and Cardinal Virtues OPTIONAL PRAYERS Spontaneous Prayer Act of Faith Act of Hope Act of Love Memorare Angelus Canticle of Mary Family Prayer Prayer of St. Francis Morning Prayer Evening Prayer New Commandment Canticle of Zechariah Canticle of Simeon Praying the Scriptures Meditate on the Scriptures	Precepts of the Church Theological and Cardinal Virtues Memorare OPTIONAL PRAYERS Spontaneous Prayer Act of Faith Act of Hope Act of Love Memorare Angelus Canticle of Mary Family Prayer Prayer of St. Francis Morning Prayer Evening Prayer New Commandment Canticle of Zechariah Canticle of Simeon Praying the Scriptures Meditate on the Scriptures