



# **Religious Education Curriculum Framework**

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## RELIGIOUS EDUCATION FOUNDATIONS AND GUIDELINES

The *General Directory for Catechesis (GDC)* outlines six main tasks for all religious education:

- Promoting knowledge of the faith
- Liturgical education
- Moral formation
- Teaching to pray
- Educating for community life
- Missionary initiation

The *Kentucky Guidelines for Religious Education*, created by the Catholic Conference of Kentucky, is intended to serve as the archdiocesan guide for school religion curriculum, with the Archdiocesan Curriculum Framework and texts as supportive resources. The purpose of the *Kentucky Guidelines for Religious Education* is to give direction, unity, and consistency to religious education across the state of Kentucky. These guidelines reflect lifelong catechesis and provide the knowledge and skills appropriate to learners of all ages. Catholic social teachings are also very important to the learners' development and attention and focus should be placed on instilling these into the hearts and minds of both learners and teachers.

Specific content standards in *The Kentucky Guidelines for Religious Education* are included in the Archdiocese of Louisville Learning Goals and Academic Expectations in two areas:

- Goal 2 – as religion goals and expectations incorporated into all content areas
- Goal 7 – as a newly created goal to indicate broader religion standards/exit outcomes

The complete color-coded *Kentucky Guidelines for Religious Education* for early childhood to adult (including indicators for each level) can be found on the Catholic Conference of Kentucky website, [www.ccky.org](http://www.ccky.org). The curriculum framework that is part of the Archdiocese of Louisville Curriculum Guide can be found on the Archdiocese of Louisville website, [www.archlou.org](http://www.archlou.org). In addition, the supporting documents, *Religion Correlation for the Religious Education Content Guidelines and Science/Social Studies Content Guidelines* and the *Religion Correlation Implementation Guide* are also available.

NCEA IFG: ACRE (Information for Growth Survey (IFG) and Assessment of Catechesis Religious Education (ACRE) serve as invaluable tools for planning purposes and for curriculum review, for understanding student attitudes, and strengthening the religious education program. The Archdiocese of Louisville is participating fully in NCEA IFG: ACRE. The assessment is administered annually to students in fifth, eighth, and eleventh grades, in both school and parish religious education programs.

To facilitate the learners' growth in faith, teachers need to enhance their own faith on an ongoing basis through instruction, reading, reflection, prayer, faith-sharing, etc. The Archdiocese of Louisville has made preparation and formation of catechists in both the school and parish setting a primary goal, through the catechist formation process and other offerings.

# **Religious Education Curriculum Framework**

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## **Kentucky Guidelines for Religious Education**

In lifelong religious education, learners make their faith in God real, meaningful, and alive through instruction, community experience, liturgical and personal prayer, and social action. The Nicene Creed, the *National Catechetical Directory* and the *Catechism of the Catholic Church* identify the following core concepts as the doctrinal basis for lifelong religious education. To foster mature faith in individuals and community, the Christian message must be presented in its entirety, while recognizing a certain hierarchy of truths. There are four central truths from which all other truths flow and by which they are illumined.

These four central truths are:

- The Mystery of God, Creator of All Things
- The Mystery of Christ, the Incarnate Word of God
- The Mystery of the Holy Spirit, the Animator of God's Love
- The Mystery of the Church, the People of God

Related to these truths, there are three core concepts that are formational and transformational. These move the learner to appropriate and live out the Christian message:

- God teaches us how to live out our salvation
- God invites us into the divine relationship through personal prayer and through community worship
- God calls us to love and serve our neighbor

All core concepts are to be applied in age-appropriate ways at every age level of learning. The core concepts and their specific categories with age-appropriate skills for the learner are outlined on the following pages. Teaching strategies vary with the developmental level of the learner and may be found in diocesan recommended published materials.

These guidelines:

- Provide focus for religious education
- Provide unity throughout the dioceses of Kentucky
- Provide a basis for evaluation and assessment



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**Academic Expectations**

**Kindergarten through Second Grade**

**The Mystery of God, Creator of All Things**

**Academic Expectation 2.39**  
Students demonstrate an understanding of God as creator of all things.

- God's love is like the unconditional love of a caring parent.
- God is always willing to forgive us through Jesus.
- God is the creator of all things.

**Academic Expectation 2.40**  
Students understand the human person as imaging God.

- God created the human person to share in God's love and truth.
- Moments of shared love reflect God's love.

**Academic Expectation 2.41**  
Students recognize the interconnectedness of humans with all creation.

- All creation is a gift.
- All creation is interdependent.
- The innate value of things and persons comes from being created by God.

**Academic Expectation 2.42**  
Students recognize the call to continuing creation by further developing the Kingdom of God.

- Choices are made for the good of all.

**The Mystery of Christ, the Incarnate Word of God**

**Academic Expectation 2.43**  
Students articulate an understanding of the Incarnation: the Word of God, enfleshed in Jesus Christ.

- Jesus is a person like us who grew up in a holy family with Mary and Joseph.
- Jesus came to bring us God's Word.

**Academic Expectation 2.44**  
Students articulate an understanding of Christ's life, death, and resurrection as the distinctive sign of Christian faith.

- The events of Jesus' life and ministry are the foundation of Christian faith.
- Jesus died on the cross and rose from the dead to save us and give us new life.

**Academic Expectation 2.45**  
Students recognize that through Jesus, God established a relationship of particular intimacy with us.

- Jesus is God's most special gift and a present to us today.
- Jesus is the Son of God, savior, friend, and brother.
- Jesus lived a life of prayer and served people in need.
- Jesus offers everyone God's forgiveness.

**Teacher's Notes**

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**Academic Expectations**

**Kindergarten through Second Grade**

**The Mystery of the Holy Spirit, the Loving Presence of God**

**Academic Expectation 2.46**  
Students demonstrate an understanding of the Holy Spirit as being the Spirit of God who reveals God and makes Christ known to us.

**Academic Expectation 2.47**  
Students articulate an understanding of the Holy Spirit as the one who awakens us to faith.

**Academic Expectation 2.48**  
Students demonstrate an understanding of the Holy Spirit as the vibrant presence of God in the Church and the world.

- God is Father, Son, and Holy Spirit.
- The Spirit is God's presence in our lives.
  
- The Holy Spirit came to the disciples on Pentecost.
- The Holy Spirit is the one who inspires and strengthens us to live a good life.
- The Holy Spirit gifts us with strength and joy and the help to live together in peace.
  
- The special gifts of the Spirit are named.
- These special gifts are evident in the life of the Church.
- These special gifts are evident in the world.

**Teacher's Notes**

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**Kindergarten through Second Grade**

**The Mystery of the Church, the People of God**

<p><b>Academic Expectation 2.49</b> Students identify the covenants revealed in the Scriptures as extending to all creation.</p> <p><b>Academic Expectation 2.50</b> Students demonstrate an understanding of and an appreciation for active participation in a community of faith.</p> <p><b>Academic Expectation 2.51</b> Students identify the context of the Scriptures and their role in the development of the Church.</p> <p><b>Academic Expectation 2.52</b> Students articulate the nature of Tradition and its role in the development of the Church.</p> <p><b>Academic Expectation 2.53</b> Students articulate the nature of sacrament and sacramentality and its role in the development of the People of God.</p> <p><b>Academic Expectation 2.54</b> Students illustrate a basic understanding of the documentary tradition of the universal, national, and local Church.</p> <p><b>Academic Expectation 2.55</b> Students illustrate a basic understanding of the history of the Church.</p>	<ul style="list-style-type: none"> <li>• Jesus was the promised Messiah to free all people.</li>   <li>• The People of God are the Church.</li> <li>• The work of the Church continues the work of Jesus through community building, preaching the Word, worship, and service.</li> <li>• God's presence is everywhere, especially in and through other people and the Church.</li>   <li>• The Bible was written by different people under the guidance of the Spirit.</li> <li>• The Bible is the story of God's love for all of us.</li> <li>• There are major divisions in the Bible.</li> <li>• The New Testament tells us about Jesus as God and man.</li>   <li>• The principal elements of the Creed identify the basic truths of our faith.</li> <li>• Family traditions relate to Church traditions.</li>   <li>• Signs of God's love are abundant in the universe.</li> <li>• The sacraments are celebrations of Jesus' love.</li> <li>• The signs and symbols used in the sacraments have special meaning.</li> <li>• Grace is God's life in us.</li>   <li>• Church leaders communicate with the faithful through writings.</li>   <li>• The first Christians were followers of Jesus and formed the earliest Christian communities.</li> <li>• Stories of saints and other famous Christians help relate the history of the Church.</li> </ul>
<p><b>Teacher's Notes</b></p>	

# Archdiocese of Louisville Curriculum Framework Religious Education

## Academic Expectations

## Kindergarten through Second Grade

### God Teaches Us How to Live Out Our Salvation

**Academic Expectation 2.56**  
Students demonstrate an understanding of the Paschal mystery and the various ways it is encountered in daily living.

**Academic Expectation 2.57**  
Students demonstrate the ability to apply the commandment of love by making life decisions within the Christian moral framework.

**Academic Expectation 2.58**  
Students demonstrate the relationship between faith and culture as it is found in the arts, sciences, and technology.

**Academic Expectation 2.59**  
Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, and the Church.

**Academic Expectation 2.60**  
Students exercise responsible stewardship toward all creation.

**Academic Expectation 2.61**  
Students examine the variety of Christian lifestyles as ways of responding to the Baptismal call to a life of service.

- The new life that is ours after death compares to the many things in nature that grow and change into a new life.
- Each person has a special part in God’s plan and, in God’s plan, dying is not the end of life. Heaven is forever.
  
- God gives human persons freedom to make choices.
- One needs to express sorrow for choices made or missed and not in accord with the Christian moral framework.
- The Ten Commandments are guides for loving God and loving neighbor.
  
- Examples of Christian teaching are found in our present culture.
- Examples of cultural faith are expressed through drama, art, song, and gesture.
- Various cultures contribute to the expression of faith.
- Faith values are experienced through art, science, and the use of technology.
  
- One’s beliefs shape the way one relates to family and friends.
- Christ’s love and teachings are for all people, regardless of individual needs, nationality, etc.
  
- One has a responsibility to respect all of God’s creation.
- One recognizes one’s role as steward.
- Time is a gift given and received.
- The value of one’s talents is given by God and shared through service.
- One values the concept of tithing and sharing treasures.
  
- Followers of Jesus are called Christians through Baptism.
- Baptism calls all to the service of others through the married, ordained, vowed religious, or single life.
- Saints are people who live the call of the Gospel.

**Teacher’s Notes**

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**Academic Expectations**

**Kindergarten through Second Grade**

<b>God Invites Us into Relationship through Personal Prayer and through Community Worship</b>	
<p><b>Academic Expectation 2.62</b> Students demonstrate an understanding of and an experience with different ways of relating to God in prayer on a personal level and in community.</p> <p><b>Academic Expectation 2.63</b> Students demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</p> <p><b>Academic Expectation 2.64</b> Students demonstrate recognition of the sacredness of time through the celebration of the Hours, the liturgical seasons, and special feasts and days.</p>	<ul style="list-style-type: none"> <li>• The Sign of the Cross is our prayer for naming God.</li> <li>• Prayer addresses God in praise, thanksgiving, contrition, and petition.</li> <li>• One prays in song, gesture, movement, art, and drama.</li>   <li>• The Eucharist is Jesus' gift of himself.</li> <li>• The sacraments are celebrations of Jesus' love.</li> <li>• The sacrament of reconciliation is a sign of Jesus' love, mercy, and forgiveness.</li>   <li>• Advent is a time of waiting and preparing for the birth of Christ at Christmas.</li> <li>• Lent is the period from Ash Wednesday through Holy Thursday and Good Friday when we pray, sacrifice, and reach out to others in preparation for Easter.</li> <li>• Easter is the celebration of the resurrection of Jesus.</li> </ul>
<b>God Calls Us to Love and Serve Our Neighbor</b>	
<p><b>Academic Expectation 2.65</b> Students engage in activities that demonstrate an understanding of and personal witness to Christ's command to love and serve one another.</p> <p><b>Academic Expectation 2.66</b> Students engage in service to the community in response to the Gospel call.</p> <p><b>Academic Expectation 2.67</b> Students critique societal structures in the light of Catholic social justice principles and apply them to social and personal situations.</p> <p><b>Academic Expectation 2.68</b> Students acknowledge and affirm the diverse cultural expressions of Catholicism.</p>	<ul style="list-style-type: none"> <li>• Compassion, loving actions, and sharing with others demonstrate God's love.</li> <li>• Jesus sums up the commandments for us in His commandment to love.</li>   <li>• Christians are called to lead just and peaceful lives in the service of God and others, and by loving ourselves.</li> <li>• One practices acts of service.</li>   <li>• The Church works for love, justice, and peace.</li>   <li>• Catholicism extends to people of all races and nationalities.</li> </ul>

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**Academic Expectations**

**Grades Three through Five**

<b>The Mystery of God, Creator of All Things</b>	
<p><b>Academic Expectation 2.39</b> Students demonstrate an understanding of God as creator of all things.</p>	<ul style="list-style-type: none"> <li>• God is faithful, merciful, and forgiving.</li> <li>• Goodness and love come from God.</li> <li>• God is always present in creation.</li> <li>• God continues to create for our enjoyment, respect, and stewardship.</li> <li>• God is a God of freedom.</li> <li>• God teaches and heals us through Jesus.</li> </ul>
<p><b>Academic Expectation 2.40</b> Students understand the human person as imaging God.</p>	
<p><b>Academic Expectation 2.41</b> Students recognize the interconnectedness of humans with all creation.</p>	
<p><b>Academic Expectation 2.42</b> Students recognize the call to continuing creation by further developing the Kingdom of God.</p>	
<b>The Mystery of Christ, the Incarnate Word of God</b>	
<p><b>Academic Expectation 2.43</b> Students articulate an understanding of the Incarnation: the Word of God, enfleshed in Jesus Christ.</p>	<ul style="list-style-type: none"> <li>• Christ is fully human and fully divine.</li> <li>• Christ is the sacrament of God and greatest sign of God's love.</li> </ul>
<p><b>Academic Expectation 2.44</b> Students articulate an understanding of Christ's life, death, and resurrection as the distinctive sign of Christian faith.</p>	
<p><b>Academic Expectation 2.45</b> Students recognize that through Jesus, God established a relationship of particular intimacy with us.</p>	
<p><b>Teacher's Notes</b></p>	

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**The Mystery of the Holy Spirit, the Loving Presence of God**

**Academic Expectation 2.46**

Students demonstrate an understanding of the Holy Spirit as being the Spirit of God who reveals God and makes Christ known to us.

**Academic Expectation 2.47**

Students articulate an understanding of the Holy Spirit as the one who awakens us to faith.

**Academic Expectation 2.48**

Students demonstrate an understanding of the Holy Spirit as the vibrant presence of God in the Church and the world.

- God is Trinity: Creator, Redeemer, and Sanctifier.
- Jesus sent the Spirit to be present in our lives.
  
- The Holy Spirit is helper, guide, and inspiration.
- The Holy Spirit is the one who helps us to pray.
- The Holy Spirit helps us to live by Jesus' example.
- Pentecost is the coming of the Spirit on Jesus' disciples.
- One's life reflects the gifts of the Spirit.
  
- The Spirit is the force that draws Jesus' followers into one Christian family.
- The role of the Spirit is to give life to the Church.
- The symbols of the Spirit are wind, breath, and fire.

**Teacher's Notes**

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**Grades Three through Five**

**The Mystery of the Church, the People of God**

<p><b>Academic Expectation 2.49</b> Students identify the covenants revealed in the Scriptures as extending to all creation.</p> <p><b>Academic Expectation 2.50</b> Students demonstrate an understanding of and an appreciation for active participation in a community of faith.</p> <p><b>Academic Expectation 2.51</b> Students identify the context of the Scriptures and their role in the development of the Church.</p> <p><b>Academic Expectation 2.52</b> Students articulate the nature of Tradition and its role in the development of the Church.</p> <p><b>Academic Expectation 2.53</b> Students articulate the nature of sacrament and sacramentality and its role in the development of the People of God.</p> <p><b>Academic Expectation 2.54</b> Students illustrate a basic understanding of the documentary tradition of the universal, national, and local Church.</p> <p><b>Academic Expectation 2.55</b> Students illustrate a basic understanding of the history of the Church.</p>	<ul style="list-style-type: none"> <li>• Promise is the basis of all relationships.</li> <li>• Covenant is a relationship.</li> <li>• A covenant has conditions.</li> <li>• Faithfulness is related to promise and covenant.</li> <li>• Fidelity is apparent in the experiences of God's people throughout history.</li>   <li>• The Church is the community of God's people.</li> <li>• The Church's method of welcoming new member is a process of initiation.</li> <li>• The Church community is the light of Christ and servant to the world.</li> <li>• The Church is the Body of Christ.</li> <li>• The risen Christ is present in the Church.</li> <li>• The mission of the Church is made up of Jesus' ministries of community, Word, worship, and service.</li>   <li>• The Bible is organized into books, chapters, and verses.</li> <li>• The Scriptures reveal God.</li> <li>• Prayer in the Scriptures, especially the Psalms, is the prayer of the Church.</li> <li>• The Bible teaches about God's goodness in us and all creation.</li> <li>• The Bible teaches about moral choice.</li> <li>• The Bible is structured into a number of books in each Testament, into general types of writing, and into main divisions.</li> <li>• Several different people wrote the Bible.</li> <li>• The purpose of the Bible is to tell God's story and the story of God's people.</li>   <li>• Tradition refers to the living transmission of all that the Church is and believes.</li> <li>• Scripture and Tradition are the sources of Church teaching.</li> <li>• The Creed contains statements of belief.</li>   <li>• The Church is the Sacrament of Christ in the world.</li> <li>• The use of signs and symbols has a unifying power.</li> <li>• Jesus' presence and work in our lives is celebrated in the seven sacraments.</li> <li>• Grace is God's life in us.</li> <li>• The Sacraments of Initiation, Healing, and Commitment are identified.</li>   <li>• Different types of writing are used by Church leaders to communicate with the faithful.</li> <li>• These writings have built upon one another through the ages to express understanding of truth and practice.</li>   <li>• The roots of Christianity are Jewish.</li> <li>• Catholicism is one form of Christianity.</li> <li>• The four marks of the Church are: one, catholic, holy and apostolic.</li> </ul>
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# Archdiocese of Louisville Curriculum Framework Religious Education

## Academic Expectations

## Grades Three through Five

### God Teaches Us How to Live Out Our Salvation

**Academic Expectation 2.56**

Students demonstrate an understanding of the Paschal mystery and the various ways it is encountered in daily living.

- The Paschal Mystery consists of the death and resurrection of Christ.
- The Paschal Mystery is God's saving action accomplished once and for all.
- Good and evil exist in the world.
- Jesus' death and resurrection are the atonement for evil in the world.

**Academic Expectation 2.57**

Students demonstrate the ability to apply the commandment of love by making life decisions within the Christian moral framework.

- Selfishness is the basis of evil.
- Sins are unloving choices which turn us away from God and creation.
- There are conditions for serious sin.
- Jesus' commandment is the summary of all other commandments.
- The Ten Commandments are guides for loving God and others.
- The Church teaches the true dignity and worth of each person.
- The Beatitudes are guides for living happily.

**Academic Expectation 2.58**

Students demonstrate the relationship between faith and culture as it is found in the arts, sciences, and technology.

- Aspects of culture can be related to Gospel values.
- There are examples of cultural faith expressions through drama, art, song, and gesture.
- Knowledge of faith applies to the arts, sciences, and use of technology.

**Academic Expectation 2.59**

Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, and the Church.

- One's relationship to others is related to one's relationship to Jesus.
- There are Spiritual and Corporal Works of Mercy.

**Academic Expectation 2.60**

Students exercise responsible stewardship toward all creation.

- There is a need to care for and respect all creation.
- Stewardship has biblical roots.
- The steward has a defined role.
- The concept of steward can be compared with that of owner.
- One is aware of one's talents and their use.

**Academic Expectation 2.61**

Students examine the variety of Christian lifestyles as ways of responding to the Baptismal call to a life of service.

- There are different vocations.
- Each vocation has a service element.

**Teacher's Notes**

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## Academic Expectations

## Grades Three through Five

<b>God Invites Us into Relationship through Personal Prayer and through Community Worship</b>	
<p><b>Academic Expectation 2.62</b> Students demonstrate an understanding of and an experience with different ways of relating to God in prayer on a personal level and in community.</p>	<ul style="list-style-type: none"> <li>• There are prayers in our Tradition and selected Psalms.</li> <li>• There are various forms of prayer.</li> </ul>
<p><b>Academic Expectation 2.63</b> Students demonstrate the importance of Sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</p>	
<p><b>Academic Expectation 2.64</b> Students demonstrate recognition of the sacredness of time through the celebration of the Hours, the liturgical seasons, and special feasts and days.</p>	
<b>God Calls Us to Love and Serve Our Neighbor</b>	
<p><b>Academic Expectation 2.65</b> Students engage in activities that demonstrate an understanding of and personal witness to Christ's command to love and serve one another.</p>	<ul style="list-style-type: none"> <li>• There is holiness in caring about others as Jesus cared about us.</li> <li>• The Works of Mercy are ways to live out concern for others.</li> <li>• There is a need to reach out to the needy as continuing the work of Jesus.</li> </ul>
<p><b>Academic Expectation 2.66</b> Students engage in service to the community in response to the Gospel call.</p>	
<p><b>Academic Expectation 2.67</b> Students critique societal structures in the light of Catholic social justice principles and apply them to social and personal situations.</p>	
<p><b>Academic Expectation 2.68</b> Students acknowledge and affirm the diverse cultural expressions of Catholicism.</p>	

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**Academic Expectations**

**Grades Six through Eight**

**The Mystery of God, Creator of All Things**

**Academic Expectation 2.39**  
Students demonstrate an understanding of God as creator of all things.

**Academic Expectation 2.40**  
Students understand the human person as imaging God.

**Academic Expectation 2.41**  
Students recognize the interconnectedness of humans with all creation.

**Academic Expectation 2.42**  
Students recognize the call to continuing creation by further developing the Kingdom of God.

- God’s faithfulness is a sign of trust in all creation.
- God is worthy of total trust.
- Good and evil are present in the world.
- Masculinity and femininity are images of God.
- Christian values form the context for human sexuality.
- Emotions have sources and value.
- The differences in humans are recognized as gifts.
- The dignity of the human person deserves respect.
- There are responsible ways to use and reuse resources.
- Jesus proclaims the Kingdom of God.

**The Mystery of Christ, the Incarnate Word of God**

**Academic Expectation 2.43**  
Students articulate an understanding of the Incarnation: the Word of God, enfleshed in Jesus Christ.

**Academic Expectation 2.44**  
Students articulate an understanding of Christ’s life, death, and resurrection as the distinctive sign of Christian faith.

**Academic Expectation 2.45**  
Students recognize that through Jesus, God established a relationship of particular intimacy with us.

- One has a relationship with Jesus – who Jesus is, his values, his intentions, motives, and attitudes – as well as what he really proclaimed and how this relates to one’s own life.
- Jesus lived in a historical and social world.
- Jesus’ life and teaching gave human form to God’s compassion.
- Jesus shares the power of his resurrection with us by sending the Spirit.
- Jesus preached and practiced obedience to God’s will.
- Jesus is the perfect sign of God’s presence.
- Jesus is the center of God’s plan for the world, mediator between God and his Church, and the world’s liberator.

**Teacher’s Notes**

**Academic Expectations**

**Grades Six through Eight**

**The Mystery of the Holy Spirit, the Loving Presence of God**

**Academic Expectation 2.46**  
Students demonstrate an understanding of the Holy Spirit as being the Spirit of God who reveals God and makes Christ known to us.

**Academic Expectation 2.47**  
Students articulate an understanding of the Holy Spirit as the one who awakens us to faith.

**Academic Expectation 2.48**  
Students demonstrate an understanding of the Holy Spirit as the vibrant presence of God in the Church and the world.

- Trinity is a community of three Persons.
- The Spirit has a role in moral decision-making.
- The Spirit provides gifts and fruits for living a life of faith.
- The Spirit has a role in Baptism and Confirmation.
- There are specific signs of the presence of the Spirit in the Church and in the world.
- The different ministries in the Church and in the world are responses to a call from the Spirit.

**Teacher's Notes**

**Academic Expectations**

**Grades Six through Eight**

**The Mystery of the Church, the People of God**

**Academic Expectation 2.49**  
Students identify the covenants revealed in the Scriptures as extending to all creation.

**Academic Expectation 2.50**  
Students demonstrate an understanding of and an appreciation for active participation in a community of faith.

**Academic Expectation 2.51**  
Students identify the context of the Scriptures and their role in the development of the Church.

**Academic Expectation 2.52**  
Students articulate the nature of Tradition and its role in the development of the Church.

**Academic Expectation 2.53**  
Students articulate the nature of sacrament and sacramentality and its role in the development of the People of God.

**Academic Expectation 2.54**  
Students illustrate a basic understanding of the documentary tradition of the universal, national, and local Church.

**Academic Expectation 2.55**  
Students illustrate a basic understanding of the history of the Church.

- The Hebrew and Christian covenants are revealed in Scripture.
- God's covenants extend to all creation.
- God is faithful in one's life.
  
- People actively participate in a community of faith.
- The Church is a group of people with a distinctive spirit, sharing their talents in various roles to achieve a common goal.
- The marks of the Church are one, holy, catholic, and apostolic.
- One has a personal gift for active participation in a community of faith.
  
- The characteristics of the early Christian communities are described in the Acts of the Apostles.
- The Church uses Christian Scripture passages to describe herself.
- Paul's letters to the early Church communities were written in a particular context and setting.
- Paul made missionary journeys and endured suffering and trials.
  
- Elements of faith are used to develop a community's religious identity rooted in its ways and understandings.
- Religious words and concepts have specific meanings developed over time.
- There are four signs of God's presence: natural, liturgical, scriptural, and ecclesial.
- The Apostles' Creed or the Nicene Creed can be recited.
- The roles of Scripture and Tradition can be distinguished in the life of the Church.
  
- Ritual can be identified in everyday activities.
- Signs and symbols are integrated into ritual.
- There is evidence of the presence and power of grace in the world.
  
- Religious information is derived from a variety of sources.
- The documents of the Second Vatican Council can be identified.
- *The Catechism of the Catholic Church* is a major resource.
  
- There are various rites within the Catholic Church.
- The Church developed from Pentecost to the present.
- The ordained ministry of the Catholic Church has a structure.
- The historical development of the ministries and lifestyles within the Church can be traced.

**Teacher's Notes**

**Academic Expectations**

**Grades Six through Eight**

**God Teaches Us How to Live Out Our Salvation**

<p><b>Academic Expectation 2.56</b> Students demonstrate an understanding of the Paschal mystery and the various ways it is encountered in daily living.</p> <p><b>Academic Expectation 2.57</b> Students demonstrate the ability to apply the commandment of love by making life decisions within the Christian moral framework.</p> <p><b>Academic Expectation 2.58</b> Students demonstrate the relationship between faith and culture as it is found in the arts, sciences, and technology.</p> <p><b>Academic Expectation 2.59</b> Students apply Catholic principles to interpersonal relationships as found in the family, the workplace, society, and the Church.</p> <p><b>Academic Expectation 2.60</b> Students exercise responsible stewardship toward all creation.</p> <p><b>Academic Expectation 2.61</b> Students examine the variety of Christian lifestyles as ways of responding to the Baptismal call to a life of service.</p>	<ul style="list-style-type: none"> <li>• Jesus is the source for the meaning of life's mysteries.</li> <li>• The virtue of hope is related to daily living.</li> <li>• God judges each of us at death and all people at the end of time.</li> <li>• The Bible provides an understanding of heaven and hell.</li>   <li>• There are techniques that can be applied to control one's impulses.</li> <li>• Christian values and decision-making skills are applied to moral judgment questions.</li> <li>• Signs of grace and sin are evident everywhere.</li> <li>• There is a specific process for making decisions to reflect one's religious values.</li> <li>• Right and wrong are distinct.</li> <li>• Emotions and their value can be distinguished.</li> <li>• Appropriate emotional responses are defined.</li>   <li>• The Bible can impact one's life.</li> <li>• Sacred and cultural symbols are related to religious concepts.</li> <li>• Various stories have spiritual themes.</li> <li>• Positive and negative messages are found in media.</li>   <li>• The Church has precepts.</li> <li>• People can relate to Mary in various ways.</li> <li>• The Spiritual and Corporal Works of Mercy can be applied to contemporary social and spiritual problems.</li>   <li>• The elements of stewardship are identified.</li> <li>• Scriptural passages refer to stewardship.</li> <li>• One's talents for Christian ministry are identified.</li>   <li>• Jesus calls disciples today to continue his mission.</li> <li>• People today can live the spirit of the Beatitudes.</li> <li>• The service aspects of various lifestyles can be traced as they are identified in family and friends.</li> </ul>
<p><b>Teacher's Notes</b></p>	

**Academic Expectations**

**Grades Six through Eight**

**God Invites Us into Relationship through Personal Prayer and through Community Worship**

**Academic Expectation 2.62**

Students demonstrate an understanding of and an experience with different ways of relating to God in prayer on a personal level and in community.

- The various elements of prayer include praise, thanksgiving, contrition, and petition.
- Prayers can be composed personally or in community.
- Imaginative prayer helps us relate to God on a personal level.
- Meditation is a form of prayer.

**Academic Expectation 2.63**

Students demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.

- Each sacrament contains a ritual and a rite.

**Academic Expectation 2.64**

Students demonstrate recognition of the sacredness of time through the celebration of the Hours, the liturgical seasons, and special feasts and days.

- The major events of Christ's life have significance for daily life.

**God Calls Us to Love and Serve Our Neighbor**

**Academic Expectation 2.65**

Students engage in activities that demonstrate an understanding of and personal witness to Christ's command to love and serve one another.

- Acts of service demonstrate love for others.

**Academic Expectation 2.66**

Students engage in service to the community in response to the Gospel call.

- Acts of service can be identified in family, community, and church.
- Acts of service are practiced in various communities.

**Academic Expectation 2.67**

Students critique societal structures in the light of Catholic social justice principles and apply them to social and personal situations.

- The seven principles of social justice are applied to personal and social situations.
- Rules based on fairness can be determined for the groups to which one belongs.

**Academic Expectation 2.68**

Students acknowledge and affirm the diverse cultural expressions of Catholicism.

- The concept that different is good affirms cultural expressions.
- The various rites within the Catholic Church can be named.
- Different cultural expressions of Catholicism have different gifts.

**Teacher's Notes**