



Religious Education Curriculum Framework

2018

**Archdiocese of Louisville Curriculum Framework
Religion**

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Foundations

As Archdiocese of Louisville Catholic schools strive to be “Catholic first, Catholic every place, and Catholic all the time,” the Office of Catholic Schools aims to provide direction, unity and consistency to religious education across the Archdiocese. This framework summarizes performance standards and indicators for pre-school, elementary and middle school teachers in the Archdiocese of Louisville.

The revision of the kindergarten through eighth grade standards began in Fall 2017 with input from elementary, high school and higher education religion teachers, representatives of the Faith Formation, Vocation and Multicultural Ministries Offices of the Archdiocese of Louisville and local parish youth ministers. Guided by the recommendations of these representatives, grade level teams of religion teachers from across the Archdiocese of Louisville came together in late 2017 to write performance standards and indicators. An additional team of Archdiocesan representatives added Catholic identity connections and cross curricular opportunities in early 2018.

The framework emerged as a story-shaped theology, one wherein our life stories and community stories are connected to and located within the revelation about God and Jesus Christ found in Sacred Scripture and Sacred Tradition. The Archdiocese of Louisville Religion Curriculum Framework strives to connect the doctrine and precepts of our Catholic faith to the stories of the living community.

According to the National Directory for Catechesis (2005), the fundamental task of catechesis is the “formation of disciples of Jesus Christ.” Rooted in the *Pillars of the Catechism*, the Archdiocese of Louisville Religious Education Curriculum Framework is framed by six anchor standards, one for each of the *Six Tasks of Catechesis* laid out by the United States Conference of Catholic Bishops (USCCB). Each anchor standard is also associated with a scriptural passage that offers consistent connection back to Sacred Scripture.

The framework directly supports the USCCB’s *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age*, the curriculum followed by Archdiocese of Louisville secondary schools. The NCEA IFG: ACRE (Information for Growth Survey and Assessment of Catechesis Religious Education), an annual assessment of religious education administered in the Archdiocese of Louisville in grades five, eight, and eleven, is also organized around the *Six Tasks of Catechesis*. The NCEA IFG: ACRE serves as a valuable tool for curriculum review, for understanding student attitudes, and strengthening the religious education program.

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Archdiocese of Louisville Religion Curriculum Connections			
Pillars of Catechism	Tasks of Catechesis	Archdiocese of Louisville Anchor Standards	Scriptural Guide
Profession of Faith	Knowledge of Faith	Students will know their Catholic faith as revealed through Sacred Scripture, Sacred Tradition, and the stories of everyday human experience.	<i>"Then he opened their minds to understand the Scriptures..." (Luke 24:45)</i>
The Celebration of the Christian Mystery	Liturgical Education	Students will honor Christ's presence in the liturgy and His offer of grace through active, full, and conscious participation in the liturgical celebrations and Sacraments of the Church.	<i>"For where two or three are gathered together in my name, there am I in the midst of them." (Matthew 18:20)</i>
Christian Prayer	Prayer	Students will know and use Catholic expressions of prayer to recognize the power of the Holy Spirit that comes from self-surrender to God.	<i>"By prayer and petition, with thanksgiving, make your request known to God. Then the peace of God that surpasses all understanding will guard your hearts and minds in Christ Jesus." (Philippians 4:6)</i>
Life in Christ	Moral Formation	Students will know the stories of Jesus's life of virtue and use them as models for moral development and reverence for life according to Church teachings.	<i>"Do unto others as you would have them do unto you." (Luke 24:27)</i>
	Communal Life	Students will know their roles in the Body of Christ as expressed in the Church's origin, history, ecclesiology, the Communion of Saints, cultural expressions, the work of the local Church community, and ecumenism.	<i>"Upon this rock, I will build my church." (Matthew 16:18)</i>
	Missionary Spirit	Students will know their roles in the stories of discipleship, acting as servants of the world through vocation, stewardship, social justice, and evangelization.	<i>"If anyone wishes to be first, he shall be the last of all and the servant of all." (Mark 9:35)</i>

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Structure

Grade level specific performance standards and indicators are organized under the overriding anchor standards tied to the Tasks of Catechesis for grades kindergarten through eight. The framework includes scripture references for each grade level standard, a provision that assists teachers in consistently connecting student learning back to the revelation recorded in the Bible. The Archdiocese of Louisville Religion Curriculum Framework includes Theology of the Body standards at all grade levels as a piece of Moral Formation anchor standard. It also acknowledges the significant dedication of time and effort put towards sacramental preparation at the appropriate grade levels.

Acknowledgements

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Anchor Standard One	Students will know their Catholic faith as revealed through Sacred Scripture, Sacred Tradition, and the stories of everyday human experience.
Scriptural Call	<i>"Then he opened their minds to understand the Scriptures..."</i> (Luke 24:45)

K-AS1-1	To understand that God created each person in His image and likeness to be special and He loves each person
Scripture	<i>"...As a sign...I am putting my bow in the clouds."</i> (Genesis 9: 11-13)
Indicators	
<ol style="list-style-type: none"> 1. Student can articulate that God is his/her creator. 2. Student can create a self-portrait and share why "I am special to God." 	
K-AS1-2	To understand that God made all creation good
Scripture	<i>Creation Story</i> (Genesis 1)
Indicators	
<ol style="list-style-type: none"> 1. Student can give examples of God's creation. 2. Student can pray a prayer of gratitude for creation. 3. Student is able to illustrate elements of creation story. 4. Student can articulate that everything is a gift from God. 5. Students can list objects in the universe in a gratitude prayer to God. 	
K-AS1-3	To identify self and family as belonging to God's family
Scripture	<i>"...You put me together in my mother's womb..."</i> (Psalm 139: 13-14)
Indicators	
<ol style="list-style-type: none"> 1. Student can define a family. 2. Student can name the members of his/her family. 3. Student can identify that they are part of God's family-the Church. 	
K-AS1-4	To know God as loving Father who is always there to help us
Scripture	<i>"...everyone who asks will receive..."</i> (Matthew 7: 7-11)
Indicators	
<ol style="list-style-type: none"> 1. Student can articulate that God made us out of love and will love us always. 2. Student can identify ways God shows love for us and how we can respond. 3. Student can identify the roles of father/mother/guardian in a family. 4. Student can express that the Father (God) is the first person of the Holy Trinity. 	
K-AS1-5	To identify Jesus as the son of God
Scripture	<i>Angel Announces Jesus Birth</i> (Luke 2: 10-14)
Indicators	
<ol style="list-style-type: none"> 1. Student can name Jesus as the Son of God. 2. Student can explain that God gave us Jesus to be our brother. 3. Student can recognize that God gave us Jesus to show us how to love one another as God loves us. 4. Student can express that the Son is the second person of the Holy Trinity. 	

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K-AS1-6	To understand that the Holy Spirit lives inside and guides us every day
Scripture	<i>"...I will ask the Father, and he will give you another Helper, who will stay forever." (John 14: 15-16)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can express that the Holy Spirit is the third person of the Holy Trinity. 2. Student can begin to identify ways that Holy Spirit guides them each day. 	
K-AS1-7	To understand that Jesus was a member of the Holy Family
Scripture	<i>Jesus Lost in the Temple (Luke 2: 41-52)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can list the members of the Holy Family. 2. Student can identify Mary as the Mother of God. 3. Student can identify Joseph as Jesus's foster father. 4. Student can compare and contrast how his/her family is like Jesus's family. 5. Student can retell a bible story about the Holy Family. 	
K-AS1-8	To understand that God made us to love, know and serve Him and to be happy with Him always
Scripture	<i>"I love you just as the father loves me..." (John 15: 9-11)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can state that he/she serves God when he/she helps others. 2. Student can demonstrate God's love through loving actions towards others. 3. Student can take care of God's creation. 	
K-AS1-9	To define faith as believing in God
Scripture	<i>"...Whoever has seen me has seen the father..." (John 14: 8-11)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can explain that having faith is believing in something you cannot see. 2. Student can articulate how faith helps us want to know and love God better. 	
K-AS1-10	To understand that the Bible is a special book that tells the story of God and his people
Scripture	<i>"All Scripture is inspired by God and is useful for teaching the truth..." (2 Timothy 3: 16-17)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can show reverence for the Bible in the classroom. 2. Student can explain that the Bible teaches about God and His son Jesus. 3. Student can respectfully listen to God's word from the Bible. 4. Student can retell Old Testament Bible stories (Creation, Adam/Eve, Noah, Jonah, 10 Commandments, Daniel, and Samuel). 5. Student can retell New Testament Bible stories (a miracle of Jesus, the nativity, the passion, and resurrection). 	

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Anchor Standard Two	Students will honor Christ's presence in the liturgy and His offer of grace through active, full, and conscious participation in the liturgical celebrations and Sacraments of the Church.
Scriptural Call	<i>"For where two or three are gathered together in my name, there am I in the midst of them."</i> (Matthew 18:20)

K-AS2-1	To understand and display reverence for events celebrated during the liturgical year
Scripture	<i>A Time for Every Purpose</i> (Ecclesiastes 3: 1-8)

Indicators

1. Student can recognize the Liturgical Year as the seasons of the Church reflecting the Life of Christ.
2. Student can recognize the four weeks before Christmas as Advent and a time of waiting and preparing for Christmas.
3. Student can recognize Lent as the forty days before Easter.
4. Student can understand the meaning of Holy Week and Easter.

K-AS2-2	To appreciate the church as a special and sacred space
Scripture	<i>"My devotion to your Temple burns in me like a fire;"</i> (Psalm 69: 9a)

Indicators

1. Student can identify the sanctuary, tabernacle, altar, baptismal font, and Stations of the Cross.
2. Student can describe what is depicted in stained glass, statues or paintings in their parish church.

K-AS2-3	To identify sacramentals and appreciate how they tell us about God.
Scripture	<i>"How I love your Temple, Lord Almighty..."</i> (Psalm 84: 1-2)

Indicators

1. Student can begin to describe sacramental as symbols of God's active presence in our lives.
2. Student can identify these as sacramental: Bible, crucifix, pictures of Jesus, Mary, the Holy Family, holy water, etc.
3. Student can show respect for these symbols.
4. Student can participate appropriately in rituals in a sacred space.
- 5.

K-AS2-4	To show basic understanding that when we go to church we are in God's presence and we use rituals as we pray
Scripture	<i>"For where two or three come together in my name, I am there with them."</i> (Matthew 18: 20)

Indicators

1. Student can demonstrate the learning of church rituals (bowing, genuflecting, sitting, standing, kneeling, silence).
2. Student can participate appropriately in the prayer in the classroom.
3. Student can make the "Sign of the Cross" using Holy Water in church or classroom.
4. Student can recite the words of the Holy Trinity in the Sign of Cross.

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K-AS2-5	To identify the Mass as the best prayer of the people who gather in faith
Scripture	<i>"...Sing psalms, hymns, and sacred songs; sing to God with thanksgiving in your hearts." (Colossians 3:16)</i>
Indicators	
<ol style="list-style-type: none">1. Student can demonstrate sitting, standing and kneeling and offering the Sign of Peace during school liturgy.2. Student can recount the message or story of a gospel from school and/or Sunday liturgy.3. Student can identify that something special happens to the bread and wine at Mass.4. Student can state that when people receive Holy Communion they receive Jesus in a special way.5. Student can state that he/she will be ready to receive Jesus in Holy Communion.	

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Anchor Standard Three	Students will know and use Catholic expressions of prayer to recognize the power of the Holy Spirit that comes from self-surrender to God.
Scriptural Call	<i>"By prayer and petition, with thanksgiving, make your request known to God. Then the peace of God that surpasses all understanding will guard your hearts and minds in Christ Jesus."</i> (Philippians 4:6)

K-AS3-1	To understand that prayer is listening to and talking to God
Scripture	<i>"Examine me, O God, and know my mind..."</i> (Psalm 139: 23-24)
Indicators	
<ol style="list-style-type: none"> 1. Student can explain that God wants to be close to him/her through prayer. 2. Student can pray different forms of prayer including choral, song, silence, drawing, etc. 3. Student can pray or sing using his/her own words. 4. Student can talk about what is in his/her heart. 5. Student can articulate that you can pray anytime, anywhere and about anything. 6. Student can write and illustrate his/her own prayer of praise or thankfulness. 	
K-AS3-2	To identify how Jesus prayed and taught us to pray
Scripture	<i>Jesus Teaches Us how to Pray</i> (Matthew 6: 9-13)
Indicators	
<ol style="list-style-type: none"> 1. Student can recognize that Jesus spent time praying before His important choices. 2. Student can explain that Jesus taught his friends to pray the "Our Father." 	
K-AS3-3	To understand the basic forms of prayer
Scripture	<i>Different kinds of prayer</i> (Psalm 4: 2, 4, 6)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify the four types of prayers as praise, asking, sorrow, and thanksgiving through examples and practice. 2. Student can define prayers of petition as those asking God for help for ourselves or others. 3. Student can name people for whom to pray. 	
K-AS3-4	To express the importance of prayer in personal life
Scripture	<i>"...if they pray to me...then I will hear them in heaven..."</i> (2 Chronicles 7:14)
Indicators	
<ol style="list-style-type: none"> 1. Student can state that prayer is very important in his/her life. 2. Student can give examples of people in his/her life who pray. 3. Student can describe what I do when someone else is praying. 	
K-AS3-5	To pray and recite traditional Catholic prayers
Scripture	<i>Annunciation and Visitation</i> (Luke 1: 26-45)
Indicators	
<ol style="list-style-type: none"> 1. Student can recite and make the Sign of the Cross 2. Student can pray and recite the "Hail Mary." 3. Student can pray the "Our Father." 4. Student can pray and recite the prayer before meals. 	

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Anchor Standard Four	Students will know the stories of Jesus's life of virtue and use them as models for moral development and reverence for life according to Church teachings.
Scriptural Call	<i>"Do unto others as you would have them do unto you."</i> (Luke 24:27)

K-AS4-1	To show understanding that God wants us to love ourselves and others because we are all made in His image and likeness
Scripture	<i>"...Before I was born, the Lord chose me..."</i> (Isaiah 49:1)
Indicators	
<ol style="list-style-type: none"> 1. Student can list things they like about themselves. 2. Student can exhibit an acceptance of others. 3. Student can list activities done to take care of themselves. 4. Student can list actions done to show love for others. 5. Student can show respect for others through appropriate behavior. 6. Student can identify how it feels to respect others and how it feels when respect is not shown. 	
K-AS4-2	To identify the importance of caring for God's creation
Scripture	<i>"Praise the Lord, all creation; sing his praise and honor him forever..."</i> (Daniel 3: 35-59)
Indicators	
<ol style="list-style-type: none"> 1. Student can describe ways we can take care of God's world. 2. Student can identify ways to recycle as a way of caring for God's world. 3. Student can construct "I Care" statements to state how we can take care of God's world. 	
K-AS4-3	To develop an understanding that Jesus was sent to teach us how to love others as we love ourselves
Scripture	<i>The Parable of the Good Samaritan</i> (Luke 10: 25-37)
Indicators	
<ol style="list-style-type: none"> 1. Student can describe Jesus's loving actions in stories, songs, and pictures. 2. Student can give verbal examples of loving actions. 3. Student can state the "Golden Rule." 4. Student can identify ways in which he/she lives the golden rule at home and at school. 	
K-AS4-4	To understand Jesus teaching about sin and forgiveness
Scripture	<i>Jesus and Zacchaeus</i> (Luke 19: 1-10)
Indicators	
<ol style="list-style-type: none"> 1. Student can state when we fail to love, it is called a 'sin'. 2. Student can explain how you can ask for Jesus's forgiveness when you do wrong. 3. Student can compare right and wrong choices. 4. Student can articulate that God will always forgive. 5. Student can explain how to "right a wrong." 	

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Theology of the Body

K-AS4-ToB-1	To recognize God created each of us out of love
Indicators	
1. Student can state we are created to love, by love, and for love with prompting and support. 2. Student can list ways we can love each other as Jesus loves us. 3. Student can explain that God gave us a gift of life and a loving heart. 4. Student can articulate that ALL of God's people are important from the unborn to the elderly.	
K-AS4-ToB-2	To recognize God gives us the gift of choice and that the Holy Spirit can help us make good choices
Indicators	
1. Student can describe some loving choices. 2. Student can identify that God gives us laws to help us make good choices. 3. Student can distinguish the difference between right and wrong. 4. Student can explain that that all choices have consequences. 5. Student can identify the Holy Spirit as our helper in making good choices.	
K-AS4-ToB-3	To recognize that God created our bodies out of love
Indicators	
1. Student can articulate that each person's body is special and sacred because it was made by God. 2. Student can explain how God made boys bodies and girls bodies different but equally good. 3. Student can recognize that Dads were once little boys and are now men with boy bodies and Moms were once little girls and are now women with girl bodies. 4. Student can list ways we can treat our bodies well to take care of them. 5. Student can participate appropriately in Speak Up Be Safe program.	

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Anchor Standard Five	Students will know their roles in the stories of the Body of Christ as expressed in the Church's origin, history, ecclesiology, the Communion of Saints, cultural expressions, the work of the local Church community, and ecumenism.
Scriptural Call	<i>"Upon this rock, I will build my church."</i> (Matthew 16:18)

K-AS5-1	To identify Church as special family of faith
Scripture	<i>"...As he said to Abraham, 'Through your descendants I will bless all the people on earth.'..."</i> (Acts 3: 25-26)
Indicators	
<ol style="list-style-type: none"> 1. Student can state meaning of church family. 2. Student can define Church as a special place where families come to pray and receive God's blessings. 3. Student can name his/her own parish and pastor. 4. Student can explain that Mass is a community celebration. 	
K-AS5-2	To understand that we belong to the Church through Baptism
Scripture	<i>"...You are my own dear Son. I am pleased with you."</i> (Luke 3: 21-22)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify Baptism as a special sign of God's welcoming him/her into His life and the life of the Church. 2. Student can recognize that each time he/she enters and/or exits the Church and blesses with the Holy Water, he/she is reminded of his/her Baptism. 	
K-AS5-3	To recognize that the Church is bigger than the world and has many members
Scripture	<i>"...How is it, then, that all of us hear them speak in our own native languages?..."</i> (Acts 2: 4-8, 41)
Indicators	
<ol style="list-style-type: none"> 1. Student can express that the Catholic Church has members all over the world. 2. Student can recognize that saints are a part of our church family. 3. Student can identify the Pope as the leader of all the world's Catholics. 	
K-AS5-4	To recognize saints as people who loved God in a special way
Scripture	<i>"...From all the peoples on earth he chose you to be his own special people."</i> (Deuteronomy 7: 6)
Indicators	
<ol style="list-style-type: none"> 1. Student can define the term saint. 2. Student can identify a saint and explain how he/she loved and served God in a special way. 3. Student can describe how he/she can be like a saint. 	
K-AS5-5	To show basic understanding that we love and respect people who are different from us just as God loves all people
Scripture	<i>Jesus Joins Lazarus for Dinner</i> (John 12: 2-8)
Indicators	
<ol style="list-style-type: none"> 1. Student can articulate that not everyone is Catholic or Christian. 2. Student can give examples of people who know about God in other ways (neighbors, friends, relatives, etc.). 3. Student demonstrates respect towards people who are different. 4. Student can appreciate diverse cultural expressions of faith. 	

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Anchor Standard Six	Students will know their roles in the stories of discipleship, acting as servants of the world through vocation, stewardship, social justice, and evangelization.
Scriptural Call	<i>"If anyone wishes to be first, he shall be the last of all and the servant of all."</i> (Mark 9:35)

K-AS6-1	To identify parents, teachers and other adults in the community as God's helpers in life
Scripture	<i>"Help carry one another's burdens, and in this way you will obey the law of Christ."</i> (Galatians 6: 2)
Indicators	
1. Student can state ways parents, friends, teachers, and others help him/her. 2. Student demonstrates respect towards those who help him/her.	
K-AS6-2	To recognize the call from God to show concern for others
Scripture	<i>"Do not forget to do good and to help one another, because these are the sacrifices that please God."</i> (Hebrews 13:16)
Indicators	
1. Student can identify ways we are all in need of help from others. 2. Student can pray for those in need. 3. Student can explain why he/she participates in stewardship activities in the school, parish, and community.	
K-AS6-3	To respond to Jesus's call to share the good news of the gospel and our Catholic faith with those we meet
Scripture	<i>"You are like light for the whole world..."</i> (Matthew 5: 14-16)
Indicators	
1. Student can share some stories of Jesus's love and friendship with others. 2. Student can retell a New Testament story where Jesus or disciples shared faith with others.	
K-AS6-4	To recognize that God calls all people to holiness
Scripture	<i>"I alone know the plans I have for you..."</i> (Jeremiah 29: 11)
Indicators	
1. Student can explain that God has a unique plan for each of us. 2. Student can articulate that God wants us to use our gifts and talents to make the world better. 3. Students can explain that living according to God's plan leads to true happiness.	

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Anchor Standard One	Students will know their Catholic faith as revealed through Sacred Scripture, Sacred Tradition, and the stories of everyday human experience.
Scriptural Call	<i>“Then he opened their minds to understand the scriptures.” (Luke 24:45)</i>

1-AS1-1	To understand about the Holy Trinity, God’s family and his/her role in it
Scripture	<i>Jesus Mother and Brothers (Matthew 12: 46-50),</i>

Indicators

1. Student can state belief that there are three persons in one God-Father, Son, and Holy Spirit - The Holy Trinity.
2. Student can identify the Sign of the Cross as a prayer naming the Persons of the Holy Trinity.
3. Student can state that God is love, and He created us to share in that love.
4. Student can explain that Jesus created His church to continue to share that love when He returned to the Father.
5. Student can recognize the church as the family of God.
6. Student can identify God as our loving Father.
7. Student can recognize that Baptism makes us members of the church.
8. Student can describe the meaning of faith as a gift from God that enables us to follow Him.

1-AS1-2	To know God as a loving Father and Creator
Scripture	<i>Creation Story (Genesis 1: 1-31)</i>

Indicators

1. Student can recognize the Father as Creator who made everything and everyone.
2. Student can identify ways that God shows love for us.
3. Student can understand that God made us out of love.
4. Student can recognize that God made each of us special with unique gifts and talents.
5. Student can understand that God created me as good and cares for me as a loving parent.
6. Student can recognize God reveals Himself in all creation.
7. Student can indicate belief that God made human beings in His own image and likeness, giving them responsibility to care for the earth.
8. Student can recognize that God intended man to have dominion and care for His creation.

1-AS1-3	To know Jesus as the Son of God and see Him as a gift of the Father
Scripture	<i>Jesus the Way to the Father (John 14: 1-14)</i>

Indicators

1. Student can articulate that Jesus is the Son of God and Son of Mary, both human and divine.
2. Student can recognize that God gave us Jesus to teach us how to love one another.
3. Student can state meaning of Jesus as “God saves” and Christ as “anointed.”

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1-AS1-4	To read and comprehend stories of the life of Jesus
Scripture	<i>The Parable of the Mustard Seed</i> (Matthew 13: 31-32)
Indicators	
<ol style="list-style-type: none"> 1. Student can retell the story of Jesus's birth. 2. Student can describe Nazareth as the place where Jesus grew in strength and wisdom. 3. Student can state that Jesus taught people using stories called parables. 4. Student can state that Jesus performed miracles to show He was God. 5. Student can understand that Jesus prayed and taught his friends how to pray. 	
1-AS1-5	To recognize the influence of the Holy Spirit in our lives
Scripture	<i>"...The Helper, the Holy Spirit...will teach you everything and make you remember all that I have told you."</i> (John 14: 25-26)
Indicators	
<ol style="list-style-type: none"> 1. Student can articulate that the Spirit of God dwells and works in each of us to help us do what is good. 2. Student can identify the Holy Spirit as God's love alive in us. 3. Student can articulate the stories of the Holy Spirit at work in the lives of Mary and Elizabeth and other biblical figures. 	
1-AS1-6	To recognize Mary as Mother of Jesus and ourselves
Scripture	<i>The Birth of Jesus</i> (Luke 1: 26-38)
Indicators	
<ol style="list-style-type: none"> 1. Student can explain that Mary said "Yes" to being the mother of Jesus. 2. Student can identify Mary as our Mother and a role model for all mothers. 3. Student can list ways the Church honors Mary. 4. Student can recite the Hail Mary to show love and honor to Mary who leads us to Jesus. 5. Student can participate appropriately in the Rosary. 	
1-AS1-7	To recognize we are all called to be Saints
Scripture	<i>"I ask that your minds be opened...so that you will know what is the hope to which he has called you."</i> (Ephesians 1: 18)
Indicators	
<ol style="list-style-type: none"> 1. Student can begin to recognize the Communion of Saints. 2. Student can understand what it means to be a saint. 3. Student can describe the meaning of heaven as being happy with God forever. 4. Student can retell the life of a saint. 	

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Anchor Standard Two	Students will honor Christ's presence in the liturgy and His offer of grace through active, full, and conscious participation in the liturgical celebrations and Sacraments of the Church.
Scriptural Call	<i>"For where two or three are gathered together in my name, there am I in the midst of them."</i> (Matthew 18:20)

1-AS2-1	To identify Sacraments as signs of God's love and presence that give us grace
Scripture	<i>"Remain united to me, and I will remain united to you..."</i> (John 15: 4)
Indicators	
<ol style="list-style-type: none"> 1. Student can understand that the sacraments are our chance to encounter the love of Christ. 2. Student can explain that Jesus gave the sacraments to the Church. 3. Student can define a sacrament. 4. Student can identify that there are seven sacraments. 5. Student can recognize a symbol of each sacrament. 	
1-AS2-2	To understand that the Sacrament of Baptism makes us members of the Church
Scripture	<i>"...It is not the washing off of bodily dirt, but the promise made..."</i> (1 Peter 3: 21)
Indicators	
<ol style="list-style-type: none"> 1. Student can describe the sacrament of Baptism as the first sacrament allowing Christians to receive other sacraments. 2. Student can identify Baptism as the sacrament by which a person becomes a member of God's family and the Church. 3. Student can identify the important parts of Baptism. 4. Student can name ways he/she can practice his/her baptismal call such as acts of love, caring, and sharing and participating in your parish family. 	
1-AS2-3	To identify the church as a sacred place where we meet God and show God our respect and love
Scripture	<i>"...Let us not give up the habit of meeting together..."</i> (Hebrews 10: 24-25)
Indicators	
<ol style="list-style-type: none"> 1. Student can define sacred. 2. Student can 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. 3. Student can understand that Jesus is present in the tabernacle. 4. Student can identify the Sanctuary Lamp and the significance of it being lit. 	

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1-AS2-4	To exhibit basic recognition of the Sacrament of the Eucharist as a sign of Jesus sharing himself with us
Scripture	<i>The Lord's Supper (Luke 22:14-20)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can identify that Jesus ate a special meal with his friends on the night before he died - Holy Thursday. 2. Student can show understanding that the Mass is an opportunity to give thanks to God through listening to His word and sharing in a special meal. 3. Student can describe how Jesus said, "Do this in memory of me" and relate it to what is said at Mass. 4. Student can state that when the priest says the words of consecration during Mass, the bread and wine become the Body and Blood of Jesus. 5. Student can define Eucharist as "thanksgiving." 6. Student can identify Sunday as the primary day for worship and Mass is not optional. 	
1-AS2-5	To increase understanding of what is happening at Mass, recognizing the meaning behind the symbols and gestures
Scripture	<i>"...Reverence for the Lord is the fountain of life." (Proverbs 14: 27)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can identify the names of the sacred vessels and vestments used at Mass. 2. Student can identify 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, Stations of the Cross). 3. Student can articulate the meanings of some gestures at Mass (signing gesture during gospel dialogue and sign of peace.) 	
1-AS2-6	To understand and display reverence for events celebrated in the liturgical year
Scripture	<i>"...When the time came for me to show you favor, I heard you..." (2 Corinthians 6: 2)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can define the Liturgical Year as seasons of the Church reflecting the Life of Christ. 2. Student can identify the symbols and colors of the seasons of the Liturgical year. 	

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Anchor Standard Three	Students will know and use Catholic expressions of prayer to recognize the power of the Holy Spirit that comes from self-surrender to God.
Scriptural Call	<i>"By prayer and petition, with thanksgiving, make your request known to God. Then the peace of God that surpasses all understanding will guard your hearts and minds in Christ Jesus."</i> (Philippians 4:6)

1-AS3-1	To understand that prayer is listening to and talking to God
Scripture	<i>"...For we do not know how we ought to pray; the Spirit himself pleads with God for us..."</i> (Romans 8: 26)

Indicators

1. Student can explain that the Holy Spirit will help us to pray as we ought.
2. Student can appreciate the value of starting and ending the day with prayer.
3. Student can pray the different kinds of prayer: praise, thanksgiving, sorrow, and asking.
4. Student can write and illustrate his/her own prayers of praise, thanksgiving, sorrow, and asking.
5. Student can pray using his/her own words.
6. Student can articulate that we can pray at any time, any place, and for any reason.

1-AS3-2	To explain how Jesus teaches us how to pray
Scripture	<i>The Parable of the Pharisee and the Tax Collector</i> (Luke 18: 9-14)

Indicators

1. Student can retell the story of how Jesus taught his disciples how to pray the Our Father in Scripture.
2. Student can explain the meaning of the Our Father in age appropriate language.
3. Student can pray the Our Father reverently.

1-AS3-3	To memorize significant prayers
Scripture	<i>"We have courage in God's presence, because we are sure that he hears us..."</i> (1 John 5: 14)

Indicators

4. Student can recite the following from memory:
 - 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

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1-AS3-4	To understand the difference between worshipping Jesus and praying to Mary and the Saints.
Scripture	<i>"Sing to the Lord, all the world!"</i> (1 Chronicles 16:23-25)
Indicators	
<ol style="list-style-type: none"> 1. Student can explain that prayer to Jesus, as God, is called worship because God has the power to answer our prayers. 2. Student can articulate that prayer to Mary and the saints is called veneration because we ask them for help knowing their prayer is intercessory only. 	
1-AS3-5	To recognize other prayer opportunities
Scripture	<i>"...I pray to you all day long...my prayers go up to you..."</i> (Psalm 86:3-5)
Indicators	
<ol style="list-style-type: none"> 1. Student can participate appropriately in: adoration, prayers for the dead during the month of November, the Rosary, prayer services, Stations of the Cross, and meditations. 2. Student can connect the life of a saint with a common prayer. 	

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Anchor Standard Four	Students will know the stories of Jesus's life of virtue and use them as models for moral development and reverence for life according to Church teachings.
Scriptural Call	<i>"Do unto others as you would have them do unto you."</i> (Luke 24:27)

1-AS4-1	To understand that God created us to love Him and our neighbor
Scripture	<i>The Parable of the Good Samaritan</i> (Luke 10: 25-37)
Indicators	
<ol style="list-style-type: none"> 1. Student can 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 the next. 2. Student can articulate that God calls us to love our neighbor as ourselves. 3. Student can explain that as members of a family we care for one another, help one another, and love one another. 4. Student can identify different kinds of families: our own family, our church family, our community family, our school family, and our world family. 	
1-AS4-2	To develop a moral conscience informed by church teachings
Scripture	<i>"Create a pure heart in me, Oh God..."</i> (Psalm 51: 10)
Indicators	
<ol style="list-style-type: none"> 1. Student can explain that God gives us the gift of choice, to choose to do what is good and avoid what is wrong. 2. Student can describe some loving choices. 3. Student can recognize the Ten Commandments and the Greatest Commandment as laws that give us guidelines to make good choices. 4. Student can articulate that God gives us the grace to make the good choices. 	
1-AS4-3	To make good choices with the help of the Holy Spirit
Scripture	<i>"...and so he filled everything he made with Wisdom."</i> (Sirach 1:9)
Indicators	
<ol style="list-style-type: none"> 1. Student can explain that the Holy Spirit helps us make good choices. 2. Students can identify positive and negative consequences of different choices. 	
1-AS4-4	To understand that God calls us to care for His creation
Scripture	<i>"...Look at the birds...your Father in heaven takes care of them."</i> (Matthew 6: 25-26)
Indicators	
<ol style="list-style-type: none"> 1. Student can recognize ways he/she personally cares for God's world. 2. Student can participate in recycling efforts in classroom and at home. 3. Student can participate appropriately in a service project(s) and discuss why it is important to serve others. 	

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Theology of the Body

1-AS4-ToB-1	To recognize God created each of us out of love
Indicators	
1. Student can explain that the human person was created with an ability to love, unlike other creatures. 2. Student can explain that God created each one of us unique and loved. There is not and never will be another person like you. 3. Student can 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. 4. Student can state that love is to desire what is good for another person. 5. Student can state that life is a gift and each person is created as a gift.	
1-AS4-ToB-2	To recognize that how we treat ourselves and our neighbor is based upon the dignity of the human person
Indicators	
1. Student can define respecting ourselves as treating ourselves in a healthy way, in soul, mind, and body. 2. Student can define respecting others as respecting their soul, mind, differences, and bodies. 3. Student can demonstrate understanding that they should never be disrespectful of someone they disagree with. 4. Student can explain that true happiness comes when we make virtuous choices. 5. Student can participate appropriately in Speak Up Be Safe program.	
1-AS4-ToB-3	To value what can be learned from family relationships
Indicators	
1. Student can explain that within the family is where we first learn to give and receive love. 2. Student can explain that since no family is perfect or sinless, we first learn about forgiveness in our families.	

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Anchor Standard Five	Students will know their roles in the stories of the Body of Christ as expressed in the Church's origin, history, ecclesiology, the Communion of Saints, cultural expressions, the work of the local Church community and ecumenism.
Scriptural Call	<i>"Upon this rock, I will build my church."</i> (Matthew 16:18)

1-AS5-1	To understand that the Church is supernatural
Scripture	<i>"It was he who "gave gifts to people"...and so we shall become mature people, reaching to the very height of Christ's full stature."</i> (Ephesians 4: 11-13)

Indicators

1. Student can define supernatural.
2. Student can explain that Jesus Christ established the Church to give us what we need to get to heaven and help us grow in holiness.
3. Student can state that Jesus commanded His followers to help the church grow.
4. Student can define the Communion of Saints.
5. Student can explain that God wants all of us to be holy like the saints.
6. Student can explain that the saints help us to understand how to love and serve God and each other.
7. Student can articulate that people go to church to praise, thank, and worship God.
8. Student can demonstrate understanding that God wants his people to love and praise him for his blessings and love for us.

1-AS5-2	To understand we become members of the Church at Baptism
Scripture	<i>"...the God of all grace...will himself perfect you..."</i> (1 Peter 5: 10)

Indicators

1. Student can state that at Baptism we become members of the family of God and of the Roman Catholic Church.
2. Student can explain that as members of the Catholic Church we receive many gifts and blessings such as faith, hope, and love.
3. Student can identify that many people are baptized all over the world and belong to the Catholic Church.
4. Student can explain that not everyone is a Catholic or Christian and that some of our relatives, playmates, and neighbors may know about God in other ways.

1-AS5-3	To understand that we grow in our faith by learning what we believe and by being active members of the Church
Scripture	<i>"Those who listen to me will be happy—those who stay at my door everyday..."</i> (Proverbs 8: 34)

Indicators

1. Student can explain that the Church has a mission to the world to tell all people about God's love.
2. Student can articulate that we grow in knowledge of God through the Church and receiving the sacraments.
3. Student can explain that the Church requires all baptized Catholics to go to Mass every Sunday and other Holy Days of Obligation.
4. Student can list ways our parish prays, celebrates, and helps others.
5. Student can articulate how our families benefit from the life of the parish.

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1-AS5-4	To understand the hierarchy of the Church
Scripture	<i>Peter's Declaration about Jesus</i> (Matthew 16: 13-19)
Indicators	
<ol style="list-style-type: none">1. Student can explain that Jesus left Peter, as pope, as head of the Church, when he ascended into heaven.2. Student can identify the current pope.3. Student can identify that the successors of the Apostles are the bishops.4. Student can identify the current archbishop.5. Student can explain that pastors are in charge of local parishes.6. Student can identify their pastor(s).	

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Anchor Standard Six	Students will know their roles in the stories of discipleship, acting as servants of the world through vocation, stewardship, social justice, and evangelization.
Scriptural Call	<i>"If anyone wishes to be first, he shall be the last of all and the servant of all."</i> (Mark 9:35)

1-AS6-1	To understand that each person is called to a personal vocation to help them grow in holiness
Scripture	<i>Jesus Calls Matthew</i> (Matthew 9: 9-13)
Indicators	
<ol style="list-style-type: none"> 1. Student can state that Jesus shows us how to live. 2. Student can define vocation and compare/contrast career and vocation. 3. Student can explain the Sacrament of Matrimony and how married people are holy. 4. Student can explain the Sacrament of Holy Orders and give examples of how priests and deacons are holy. 5. Student can explain the vocation of consecrated life and give examples of how brothers, sisters, or nuns are holy. 6. Student can explain the vocation of the single life and give examples of how single people are holy. 7. Student can explain how a first grader can grow in holiness. 	
1-AS6-2	To understand that God has generously given us many gifts and asks us to use them to build up the life of the Church
Scripture	<i>The Parable of the Three Servants</i> (Matthew 25: 14-30)
Indicators	
<ol style="list-style-type: none"> 1. Student can list the gifts God gives to us that we can use to help others. 2. Student can list ways people give their time to the Church. 3. Student can list ways people give their treasure to the Church. 4. Student can list ways people give their talent to the Church. 	
1-AS6-3	To understand that God asks us to love our neighbors and treat them justly
Scripture	<i>"Whenever you possibly can, do good to those who need it..."</i> (Proverbs 3: 27-28)
Indicators	
<ol style="list-style-type: none"> 1. Student can articulate how we live the Great Commandment. 2. Student can demonstrate ways we show dignity and respect for people who are different from us either culturally, economically, or academically. 3. Student can retell stories from the New Testament where Jesus shows us how to live: Good Shepherd, Good Samaritan. 4. Student can identify times when we need help from others. 	
1-AS6-4	To understand that God calls us to spread the Gospel
Scripture	<i>"Go, then, to all peoples everywhere and make them my disciples..."</i> (Matthew 28:19-20)
Indicators	
<ol style="list-style-type: none"> 1. Student can articulate that we are called to share our story of faith in Jesus and invite others to come to know and love him as we do. 	

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Anchor Standard One	Students will know their Catholic faith as revealed through Sacred Scripture, Sacred Tradition, and the stories of everyday human experience.
Scriptural Call	<i>"Then he opened their minds to understand the scriptures." (Luke 24:45)</i>

2-AS1-1	To show understanding that God reveals Himself in the Holy Trinity
Scripture	<i>"There is one body and one Spirit, just as there is one hope..." (Ephesians 4: 4-6)</i>

Indicators

1. Student can describe the Holy Trinity as three persons in one God - Father, Son, and Holy Spirit.
2. Student can identify that God the Father is the first person, Jesus the Son is the second person, and the Holy Spirit is the third person.
3. Student can relate the Holy Trinity to the Sign of the Cross.
4. Student can pinpoint how the Nicene Creed states our belief in the Holy Trinity.
5. Student can explain how the Trinity is a demonstration of God's love always with us.

2-AS1-2	To recognize that God is holy, all wise, all loving, and all powerful
Scripture	<i>"But the wisdom from above is pure first of all: it is also peaceful, gentle and friendly..." (James 3: 17)</i>

Indicators

1. Student can identify signs of God's holiness, wisdom, power, and love in nature, family life, and civic life.
2. Student can define holy and wisdom.

2-AS1-3	To identify Jesus Christ as the Son of God, born of the Virgin Mary
Scripture	<i>"A child is born to us! A son is given to us..." (Isaiah 9: 6)</i>

Indicators

1. Student can define Son of God.
2. Student can explain that Jesus is both human and divine.
3. Student can define Jesus's name as Savior.
4. Student can recount the Christmas story in chronological order, including the visit from the Angel Gabriel to Mary.

2-AS1-4	To understand that Jesus Christ suffered under Pontius Pilate, died on the cross for our sins, was buried, and God resurrected Jesus from the dead
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Scripture	<i>"I am telling you the truth: a grain of wheat remains no more than a single grain unless it is dropped to the ground and dies..." (John 12: 24)</i>
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Indicators

1. Student can retell what happened on Holy Thursday, Good Friday, Holy Saturday and Easter Sunday.
2. Student can walk, pray, and respond to the Stations of the Cross.
3. Student can define resurrection as the special word we use to describe God raising Jesus from the dead.

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2-AS1-5	To honor Mary as Jesus's mother and the Mother of the Church
Scripture	<i>"Jesus saw his mother and the disciple...so he said to his mother, "He is your son."..." (John 19: 26-27)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can identify Mary's role in Jesus's life, our lives, and the life of the Church. 2. Student can explain the meaning of the Hail Mary in age appropriate language. 	
2-AS1-6	To understand the Bible is a special book that tells who God is and how we live as God's children
Scripture	<i>"Your word is a lamp to guide me and a light for my path." (Psalm 119: 105)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can state that the Bible is God's word and contains stories about how to know, love, and serve God. 2. Student can explain that the Bible is a living word that reveals God to us. 3. Student can identify the Gospels and what they teach us. 4. Student can define parable. 5. Student can articulate the difference between the Old and New Testaments. 	

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Anchor Standard Two	Students will honor Christ's presence in the liturgy and His offer of grace through active, full, and conscious participation in the liturgical celebrations and Sacraments of the Church.
Scriptural Call	<i>"For where two or three are gathered together in my name, there am I in the midst of them."</i> (Matthew 18:20)

2-AS2-1	To identify the sacraments of initiation and the signs, symbols, and effects of each
Scripture	<i>"...each one of you must turn away from your sins and be baptized in the name of Jesus Christ..."</i> (Acts 2: 38)
Indicators	
<ol style="list-style-type: none"> 1. Student can describe sacraments as special signs of God's action in our lives. 2. Student can identify Baptism, Eucharist, and Confirmation as sacraments of initiation. 3. Student can define sacramental signs, symbols, and effects. 4. Student can define God's grace as a special gift of love and action in our lives. 	
2-AS2-2	To exhibit understanding of the real presence of Jesus Christ when consecrated by the priest at Mass
Scripture	<i>"Then he took a piece of bread, gave thanks to God, broke it, and give it to them..."</i> (Luke 22: 19)
Indicators	
<ol style="list-style-type: none"> 1. Student can explain the real presence of Jesus in the consecration. 2. Student can reflect on the special meaning of the sacrament. 3. Student can state how Jesus is the center of our lives as Christians. 	
2-AS2-3	To understand that the Sacrament of the Eucharist unites us with living Christ who is the source of our life as Christians
Scripture	<i>"I am the bread of life, Jesus told them..."</i> (John 6: 35)
Indicators	
<ol style="list-style-type: none"> 1. Student can explain why a word meaning thanksgiving is used to name what we receive at Communion. 2. Student can write a prayer to Jesus thanking him for his life in the Eucharist and in us. 	
2-AS2-4	To understand the Sacrament of Reconciliation as a sacrament of forgiveness of sin and healing
Scripture	<i>The Lost Son</i> (Luke 15: 11-32)
Indicators	
<ol style="list-style-type: none"> 1. Student can define reconciliation, penance, forgiveness, sin, and healing. 2. Student can apply an examination of conscience to his/her preparation for First Reconciliation. 3. Student can recall times when he/she received or showed forgiveness and how he/she felt. 4. Student can identify actions which call us to ask for God's forgiveness. 5. Student can use the 10 Commandments to identify right and wrong. 	

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2-AS2-5	To understand that Jesus Christ gave the sacraments to the Church as signs of His living presence and action in the world
Scripture	<i>"...It was not because of any good deeds that we ourselves had done, but because of his own mercy that he saved us..."</i> (Titus 3: 5)
Indicators	
<ol style="list-style-type: none"> 1. Student can describe how Jesus lives and works in the Church through the Holy Spirit and the sacraments. 2. Student can describe how we should live because Jesus lives in us. 3. Student can name the seven sacraments. 	
2-AS2-6	To identify the parts of the Mass
Scripture	<i>"On Saturday evening we gathered together for the fellowship meal."</i> (Acts 20: 7a)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify the Eucharist as the source and summit of our faith. 2. Student can sort parts of the mass into Liturgy of the Word or Liturgy of the Eucharist. 	

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Anchor Standard Three	Students will know and use Catholic expressions of prayer to recognize the power of the Holy Spirit that comes from self-surrender to God.
Scriptural Call	<i>"By prayer and petition, with thanksgiving, make your request known to God. Then the peace of God that surpasses all understanding will guard your hearts and minds in Christ Jesus."</i> (Philippians 4:6)

2-AS3-1	To understand that prayer is essential to our life with God
Scripture	<i>"Go to the Lord for help, and worship him continually."</i> (1 Chronicles 16: 11)
Indicators	
<ol style="list-style-type: none"> 1. Student can describe how prayer is important communication. 2. Student can express personally how prayer helps him/her to be close to God. 3. Student can identify and write different types of prayer (adoration, contrition, thanksgiving, and petition.) 	
2-AS3-2	To identify that Jesus taught us how to pray
Scripture	<i>"...if they pray to me and repent...I will hear them in heaven..."</i> (2 Chronicles 7: 14)
Indicators	
<ol style="list-style-type: none"> 1. Student can explain the importance of forgiveness in the Our Father. 2. Student can retell how Jesus teaches us to pray to God our Father. 3. Student can articulate that God knows what we need even before we ask. 	
2-AS3-3	To recognize that we pray alone and with the Church community, especially at Mass
Scripture	<i>"I ask that your minds be open to see his light, so that you will know..."</i> (Ephesians 1: 18)
Indicators	
<ol style="list-style-type: none"> 1. Student can compare and contrast ways we pray alone and with others. 2. Student can list different ways we pray (privately, meditation, music, art, etc.). 3. Student can identify the Mass as our central prayer as a community. 4. Student can discuss how the Mass unites us as Catholics through our active participation. 	
2-AS3-4	To understand how faith helps us to pray and believe in Jesus's living presence without seeing Him
Scripture	<i>"But if any of you lack wisdom, you should pray to God, who gives it to you; because God gives generously and graciously to all."</i> (James 1: 5-6)
Indicators	
<ol style="list-style-type: none"> 1. Student can define faith. 2. Student can recite a simple act of faith, such as, "O my God, I believe in you." 3. Student can explain how God is our shepherd and helps us on life's journey. 4. Student can compare the presence and power of Jesus to other things we cannot see but know exist. 	
2-AS3-5	To state that God forgives us when we ask Him for forgiveness in prayer
Scripture	<i>"But if we confess our sins to God, he will keep his promise and do what is right..."</i> (1 John 1: 9)
Indicators	
<ol style="list-style-type: none"> 1. Student can recite the Act of Contrition. 2. Student can explain the parts of the Act of Contrition in age appropriate language. 3. Student can explain that when we say the Act of Contrition, we have the intention of doing penance or a loving act of kindness and prayer. 	

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Anchor Standard Four	Students will know the stories of Jesus's life of virtue and use them as models for moral development and reverence for life according to Church teachings.
Scriptural Call	<i>"Do unto others as you would have them do unto you."</i> (Luke 24:27)

2-AS4-1	To articulate the belief that God gives us free will to choose what is right and know what is wrong
Scripture	<i>"...he will give you the strength to endure..."</i> (1 Corinthians 10: 13)
Indicators	
<ol style="list-style-type: none"> 1. Student can define conscience. 2. Student can give examples of making good choices. 3. Student can define free will. 4. Student can define evil and identify why it is important to avoid. 5. Student can explain that when we sin, we turn away from God, choose to do wrong, and not to do good. 	
2-AS4-2	To recognize ourselves as good and deserving of love, created in God's image and likeness
Scripture	<i>"Whoever does not love does not know God..."</i> (1 John 4: 8-10)
Indicators	
<ol style="list-style-type: none"> 1. Student can discuss respecting ourselves and others, as being made in images of God. 2. Student can explain that we love because God has loved us first. 3. Student can define love as when we turn towards God and choose to do what is right and good. 	
2-AS4-3	To identify how we show our love for Jesus by following Him through our actions
Scripture	<i>"...Son of Man did not come to be served, but to serve..."</i> (Mark 10: 45)
Indicators	
<ol style="list-style-type: none"> 1. Student can list ways we know, love, and serve Jesus. 2. Student can give examples of when our actions show respect to ourselves and others. 3. Student can discuss that respect for ourselves and others includes telling those who are harming us to stop, or seeking help from adults when they do not stop. 4. Student can identify Catholic Social Teaching as how the Church teaches us to treat others and all creation as Jesus taught us. 	
2-AS4-4	To identify how the Ten Commandments guide us in how to love God and others.
Scripture	<i>"Make sure you obey the law..."</i> (Joshua 22: 5)
Indicators	
<ol style="list-style-type: none"> 1. Student can state all the Commandments in positive language. 2. Student can explain the meaning of each Commandment. 3. Student can give examples of living in a loving family and respecting our parents. 	

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Theology of the Body

2-AS4-ToB-1	To understand that we are given gifts from God and are called to share these with others
Indicators	
<ol style="list-style-type: none"> 1. Student can define our gifts as authentic things that must be sincerely given and received. 2. Student can explain that Jesus is the model of a human person being a gift. 3. Student can acknowledge that life is a gift and each person is created as a gift. 4. Student can list personal gifts and how to share these with others. 5. Student can identify how God's gift of grace affects our lives and treating others. 	
2-AS4-ToB-2	To identify God as the source of good desires in our hearts
Indicators	
<ol style="list-style-type: none"> 1. Student can define virtue. 2. Student can explain that with God's help and grace, we can live virtuous lives. 3. Student can identify focus virtues, such as, respect, self-control, trust, and moderation. 4. Student can explain that a pure heart is drawn to things that are true, good, and beautiful. 5. Student can recognize Jesus as the source of hope throughout our daily tasks and difficulties. 	

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Anchor Standard Five	Students will know their roles in the stories of the Body of Christ as expressed in the Church's origin, history, ecclesiology, the Communion of Saints, cultural expressions, the work of the local Church community, and ecumenism.
Scriptural Call	<i>"Upon this rock, I will build my church."</i> (Matthew 16:18)

2-AS5-1	To understand that there are many Christians who are baptized and have a common belief in God, but belong to other churches
Scripture	<i>"...all of us...have been baptized into the one body..."</i> (1 Corinthians 12:13)
Indicators	
<ol style="list-style-type: none"> 1. Student can name some denominations of Christian churches. 2. Student can explain that other Christians share a common baptism and belief in Jesus. 3. Student can state that we are baptized only once, leaving a permanent mark, regardless of the church in which we are baptized. 	
2-AS5-2	To identify the parish as a faith community of the Catholic Church, with the pastor as the head of the parish
Scripture	<i>"...Let us not give up the habit of meeting together..."</i> (Hebrews 10: 24-25)
Indicators	
<ol style="list-style-type: none"> 1. Student can define parish, name the parish to which he/she belongs, and describe what the parish does. 2. Student can define pastor, state the name of the pastor, and define his role in the parish. 3. Student can explain that in the parish, the sacramental life is celebrated and lived, which helps us grow closer to God. 	
2-AS5-3	To exhibit a sense of belonging to the parish community
Scripture	<i>"...though we are many, we are one body in union with Christ..."</i> (Romans 12: 4-5)
Indicators	
<ol style="list-style-type: none"> 1. Student can define community. 2. Student can explain how the parish helps us to serve others. 3. Student can describe how belonging to the parish helps us grow closer to God and feel part of a community. 4. Student can describe how the Communion of Saints is effective in his/her life. 	

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Anchor Standard Six	Students will know their roles in the stories of discipleship, acting as servants of the world through vocation, stewardship, social justice, and evangelization.
Scriptural Call	<i>"If anyone wishes to be first, he shall be the last of all and the servant of all."</i> (Mark 9:35)

2-AS6-1	To understand that all Christians follow Jesus as the Way, the Truth, and the Life
Scripture	<i>"No pupils are greater than their teacher..."</i> (Luke 6: 40)
Indicators	
<ol style="list-style-type: none"> 1. Student can describe what it means to follow Jesus as a disciple. 2. Student can list ways his/her parents/guardians help him/her to live the way Jesus wants him/her to live. 3. Student can describe what Jesus said would happen when we pray in his name. 	
2-AS6-2	To state that God calls each of us to serve in special ways
Scripture	<i>"...Call to me, and I will answer you..."</i> (Jeremiah 33: 2-3)
Indicators	
<ol style="list-style-type: none"> 1. Student can describe ways in which we love and serve one another. 2. Student can define vocation as a calling from God. 3. Student can list special types of calls to serve; priest, religious life, married life, single life, teachers, catechists, Eucharistic ministers, and deacons. 4. Student can reflect on the unique way God speaks to him/her. 5. Student can reflect on the joy and happiness that come from living out God's plan. 	
2-AS6-3	To understand that as Catholic Christians, students have a responsibility to become actively involved in the mission of the Church as servants to the world
Scripture	<i>"...You must see that justice is done..."</i> (Zechariah 8: 8-10)
Indicators	
<ol style="list-style-type: none"> 1. Student can list ways to become fully involved in family, community, and world. 2. Student can explain how in caring and loving others, he/she can feed the hungry, provide for the poor, comfort the sick, and be God's hands on earth. 3. Student can illustrate ways he/she can respect and celebrate the diversity of one another. 4. Student can explain the meaning of "Blessed are the peacemakers." 5. Student can define social justice. 	
2-AS6-4	To understand that we are called to share what we have with others.
Scripture	<i>"Each one, as a good manager of God's different gifts, must use for the good of others..."</i> (1 Peter 4: 10)
Indicators	
<ol style="list-style-type: none"> 1. Student can recognize that we live in respectful relationships with all human persons belonging to the family of God. 2. Student can brainstorm practical ways in which we can get involved in community projects. 3. Student can define stewardship. 	

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Anchor Standard One	Students will know their Catholic faith as revealed through Sacred Scripture, Sacred Tradition, and the stories of everyday human experience.
Scriptural Call	<i>“Then he opened their minds to understand the scriptures.” (Luke 24:45)</i>

3-AS1-1	To identify the Holy Trinity in the Nicene Creed and Apostles’ Creed
Scripture	<i>“It is God himself who makes us...” (2 Corinthians 1: 21-22)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can define the Holy Trinity. 2. Student can define Creed. 3. Student can explain the difference between the Nicene and Apostles’ Creed. 4. Student can explain how God the Father, and God the Son, and God the Holy Spirit are one. 	
3-AS1-2	To understand God’s promise of forgiveness
Scripture	<i>“...You are stained red with sin, but I will wash you as clean as snow...” (Isaiah 1: 18)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can retell an Old Testament story of forgiveness. 2. Student can describe how God shows love and forgiveness for His people. 3. Student can define sin and sorrow. 4. Student can identify why people should be sorry and accept God’s forgiveness. 	
3-AS1-3	To identify the Commandments as guides for doing good
Scripture	<i>“If you want to be wise, keep the Lord’s commands...” (Sirach 1: 26)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can describe each Commandment and how it helps us to know right from wrong. 2. Student can locate the Great Commandment in the New Testament and explain what it means. 	
3-AS1-4	To understand that Jesus resurrected and that we will join him in heaven
Scripture	<i>“There are many rooms in my Father’s house...” (John 14: 2-4)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can define resurrection/ resurrected. 2. Student can define Ascension. 3. Student can retell the story of Jesus rising from the dead. 4. Student can list three most holy days of the year (Holy Thursday, Good Friday, and Easter Sunday). 5. Student can define heaven as a state of being in relationship with God rather than a place. 6. Student can explain how Jesus gave us the Holy Spirit to guide and inspire. 	

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3-AS1-5	To identify that the Bible is God's word that was written by people who were inspired by the Holy Spirit
Scripture	<i>"All Scripture is inspired by God..." (2 Timothy 3: 16-17)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can describe the parts of the Bible as Old Testament and New Testament. 2. Student can compare and contrast the stories of the Old and New Testament. 3. Students can sort Prophets, Psalms, Gospels, Pauline Letters and Wisdom according to place in the Old or New Testament. 4. Student can navigate to a particular book in the Bible. 5. Student can define Sacred Scripture. 6. Student can explain how the Holy Spirit inspired the writers of Sacred Scripture. 	
3-AS1-6	To identify the first book of the Old Testament as Genesis and describe how it tells the story of creation
Scripture	<i>Creation story (Genesis 1)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can locate the creation story in the Book of Genesis. 2. Student can identify God as Creator and Protector. 3. Student can articulate the figurative qualities of the creation story. 4. Student can relate the story of a significant biblical figure from Genesis to his/her own life. 	
3-AS1-7	To understand that the New Testament includes stories about the life and teachings of Jesus Christ and the early Church
Scripture	<i>"...Let the children come to me and do not stop them..." (Matthew 19: 14)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can locate the New Testament in the Bible. 2. Student can identify Jesus as a teacher and a healer. 3. Student can locate stories regarding the Kingdom of God/ Kingdom of Heaven in the Gospels. 	

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Anchor Standard Two	Students will honor Christ's presence in the liturgy and His offer of grace through active, full, and conscious participation in the liturgical celebrations and Sacraments of the Church.
Scriptural Call	<i>"For where two or three are gathered together in my name, there am I in the midst of them."</i> (Matthew 18:20)

3-AS2-1	To identify the Sacraments of Initiation
Scripture	<i>"Anyone who is joined to Christ is a new being..."</i> (2 Corinthians 5: 17)
Indicators	
<ol style="list-style-type: none"> 1. Student can list the sacraments of initiation--Baptism, Eucharist, and Confirmation. 2. Student can define Blessed Sacrament. 3. Student can explain how these sacraments help us to live the Christian life. 4. Student can define the significance of each sacrament and why it is received. 	
3-AS2-2	To identify Sacraments of Healing
Scripture	<i>"...if they pray to me and repent and turn away from the evil they have been doing..."</i> (2 Chronicles 7:14)
Indicators	
<ol style="list-style-type: none"> 1. Student can list the sacraments of healing--Reconciliation and Anointing of the Sick. 2. Student can define healing. 3. Student can identify when and why someone needs the Sacrament of Reconciliation. 4. Student can identify when and why someone needs the Sacrament of Anointing of the Sick. 	
3-AS2-3	To identify and explain Sacraments of Service
Scripture	<i>"...Then you will be able to know the will of God..."</i> (Romans 12: 2)
Indicators	
<ol style="list-style-type: none"> 1. Student can define service. 2. Student can define the Sacrament of Marriage and explain how it is a sacrament of service. 3. Student can define the Sacrament of Holy Orders and explain how it is a sacrament of service. 	
3-AS2-4	To identify sacramentals and Christian symbols
Scripture	<i>Baptized with water and fire</i> (Matthew 3: 11-12)
Indicators	
<ol style="list-style-type: none"> 1. Student can explain how sacramentals help us in our prayer life. 2. Student can give examples of sacramentals and describe how they are used. 3. Student can identify major symbols of the Christian Faith. 4. Student can identify symbols of the Holy Spirit (dove, fire, and wind). 	

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3-AS2-5	To understand the major parts and roles of the liturgy
Scripture	<i>What God Requires (Psalm 15)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can define liturgy. 2. Student can define Liturgy of the Word and Liturgy of the Eucharist. 3. Student can name the parts of the Liturgy of the Word. 4. Student can distinguish and know why readings are taken from the Old Testament and New Testament. 5. Student can describe why it is important to hear God's holy word. 6. Student can know and say the correct responses during liturgy. 7. Student can name the parts of the Liturgy of the Eucharist. 8. Student can relate the Eucharist to the Last Supper. 9. Student can discuss what happens during each part of the Liturgy of the Eucharist. 10. Student can identify symbols of the Eucharist. 11. Student can list the parts of the Introductory Rite-Sign of the Cross, Lord Have Mercy, Glory to God, and Opening Prayer. 12. Student can list the parts of the Concluding Rite- final blessing and sending forth. 13. Student can describe the roles of the priest, deacon, lector, ministers of communion, and acolyte during liturgy. 14. Student can explain the roles that a lay person can do and what roles are done by an ordained minister. 	

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Anchor Standard Three	Students will know and use Catholic expressions of prayer to recognize the power of the Holy Spirit that comes from self-surrender to God.
Scriptural Call	<i>“By prayer and petition, with thanksgiving, make your request known to God. Then the peace of God that surpasses all understanding will guard your hearts and minds in Christ Jesus.”</i> (Philippians 4:6)

3-AS3-1	To identify different types of prayer
Scripture	<i>“...Praise the Lord’s glorious name...tremble before him, all the earth!...”</i> (1 Chronicles 16: 23-33)
Indicators	
<ol style="list-style-type: none"> 1. Student can know and be able to pray the different types of prayer. 2. Student can distinguish the difference between spontaneous prayer and liturgical prayer. 3. Student can define worship. 4. Student can describe how, when, and where we worship God. 	
3-AS3-2	To describe different forms of prayer and commit prayers to memory
Scripture	<i>“But when you pray, go to your room...”</i> (Matthew 6: 6)
Indicators	
<ol style="list-style-type: none"> 1. Student can design a prayer service. 2. Student can define silent prayer and its importance for listening to God within. 3. Student can say prayers from memory: <ul style="list-style-type: none"> • Divine Mercy Chaplet • Apostles’ Creed 4. Student can explain what Adoration of the Blessed Sacrament is and why we do it. 	
3-AS3-3	To understand that we pray with the saints and Mary guided by the Rosary
Scripture	<i>“...How happy is the woman who bore you and nursed you...”</i> (Luke 11: 27-28)
Indicators	
<ol style="list-style-type: none"> 1. Student can describe and name the parts of the Rosary and the mysteries of the Rosary. 2. Student can participate fully in praying the Rosary. 	

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Anchor Standard Four	Students will know the stories of Jesus's life of virtue and use them as models for moral development and reverence for life according to Church teachings.
Scriptural Call	<i>"Do unto others as you would have them do unto you."</i> (Luke 24:27)

3-AS4-1	To understand that we are called to love ourselves and one another
Scripture	<i>"If we faithfully obey..."</i> (Deuteronomy 7: 25)
Indicators	
<ol style="list-style-type: none"> 1. Student can articulate that Jesus sums up the commandments in the law of love. 2. Student can define law of love and give examples. 3. Student can define morality and distinguish between being good and doing what is good. 	
3-AS4-2	To understand that God created us as naturally good and gave us free will
Scripture	<i>"...you were called to be free..."</i> (Galatians 5: 13)
Indicators	
<ol style="list-style-type: none"> 1. Student can define free will and give examples of how we love, honor, and obey God freely. 2. Student can define grace and explain how it helps me to make good moral choices. 	
3-AS4-3	To understand what virtues are and how virtues are acquired
Scripture	<i>"Even children show what they are but what they do..."</i> (Proverbs 20: 11)
Indicators	
<ol style="list-style-type: none"> 1. Student can define virtue and give examples. 2. Student can articulate that we share in Jesus's mission to bring a message of love, justice, and hope. 	

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Theology of the Body	
3-AS4-ToB-1	To understand that God created each person with a body and a soul in His image and likeness.
Indicators	
<ol style="list-style-type: none"> 1. Student can define sacred and explain how God made our bodies sacred and unique. 2. Student can distinguish respect for our bodies and others, along with knowing forms of abuse. 3. Student can explain that each person is to be loved and give examples of how you show love towards yourself and others. 4. Student can explain that God made each human being as a boy or a girl as revealed in their bodies. 5. Student can give examples of how God is revealed through your loving actions. 	
3-AS4-ToB-2	To understand the importance of being in relationships with others.
Indicators	
<ol style="list-style-type: none"> 1. Student can explain why it is necessary for each person to make a free, authentic gift of themselves in relationships. 2. Student can give examples of how being in relationships with others is also being in a relationship with God. 3. Student can identify how we are in a self-giving relationship with our families. 	

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Anchor Standard Five	Students will know their roles in the stories of the Body of Christ as expressed in the Church's origin, history, ecclesiology, the Communion of Saints, cultural expressions, the work of the local Church community, and ecumenism.
Scriptural Call	<i>"Upon this rock, I will build my church."</i> (Matthew 16:18)

3-AS5-1	To understand that Jesus Christ established the Church and is its head and we are the body
Scripture	<i>"...God has called you together in the one body."</i> (Colossians 3: 15-16)
Indicators	
<ol style="list-style-type: none"> 1. Student can define Catholic as universal. 2. Student can list the four markers of the Church-one, holy, Catholic and Apostolic. 3. Student can define Body of Christ. 4. Student can identify the apostles of Jesus as the ones who led the early church communities. 5. Student can identify the birthday of the Church as the feast of Pentecost. 	
3-AS5-2	To understand that our church community includes the Pope, bishops, clergy, religious, and lay people
Scripture	<i>"...Offer yourselves as a living sacrifice to God..."</i> (Romans 12: 1)
Indicators	
<ol style="list-style-type: none"> 1. Student can name the Pope as the visible head of the Church on earth and the successor of Peter. 2. Student can identify the bishops as successors to the Apostles. 3. Student can give examples of clergy, religious, and lay people and their role in the Church. 	
3-AS5-3	To understand that the parish is church home where mass is celebrated, sacraments are made, and a community of believers celebrate faith
Scripture	<i>"How wonderful it is...for God's people to live together..."</i> (Psalm 133: 1)
Indicators	
<ol style="list-style-type: none"> 1. Student can articulate why it is important to belong to a community that believes in God and does Christ's work. 2. Student can explain where the parish's name came from. 	
3-AS5-4	To understand that we respect people of all faiths because God loves all people
Scripture	<i>"Don't we all have the same father?..."</i> (Malachi 2: 10)
Indicators	
<ol style="list-style-type: none"> 1. Student can discuss that Catholics are called to protect and promote the freedom of all people to practice their faith. 2. Student can understand and participate in the call of the Church to be a sign of unity in the world. 3. Student can identify Judaism as Jesus's faith. 	

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Anchor Standard Six	Students will know their roles in the stories of discipleship, acting as servants of the world through vocation, stewardship, social justice, and evangelization.
Scriptural Call	<i>"If anyone wishes to be first, he shall be the last of all and the servant of all."</i> (Mark 9:35)

3-AS6-1	To understand vocation as a calling to serve God, the Church, and others.
Scripture	<i>"...live a life that measures up to the standard God set when he called you..."</i> (Ephesians 4: 1-4)
Indicators	
<ol style="list-style-type: none"> 1. Student can define vocation and identify the various vocations of the Church (marriage, priesthood, religious life, single life, etc.) 2. Student can give examples of how parents/ guardians help him/her grow closer to God. 3. Student can articulate that all people are called to holiness by living their lives close to God. 4. Student can relate true happiness to living his/her vocation. 	
3-AS6-2	To demonstrate an appreciation for Catholic missionary and evangelization efforts
Scripture	<i>"...Be ready at all times to anyone who asks you to explain the hope you have..."</i> (1 Peter 3: 15)
Indicators	
<ol style="list-style-type: none"> 1. Student can define and give examples of missionary work. 2. Student can show ways in which he/she can be a missionary in his/her own life. 3. Student can define evangelization. 4. Student can illustrate how he/she would share his/her story of faith with others. 	
3-AS6-3	To understand that social justice and stewardship affirm the dignity of the human person
Scripture	<i>"...God loves the one who gives gladly."</i> (2 Corinthians 9: 6-7)
Indicators	
<ol style="list-style-type: none"> 1. Student can define social justice. 2. Student can explain how love is the basis of living a life of justice and give examples of how people can treat others justly. 3. Student can describe stewardship and share ways that people can be stewards of God's creation. 	
3-AS6-4	To Identify ways we show love and kindness to others
Scripture	<i>"Be merciful just as your Father is merciful."</i> (Luke 6: 36)
Indicators	
<ol style="list-style-type: none"> 1. Student can give examples of how he/she shows his/her love for God when helping those in need. 2. Student can explain that the Beatitudes show people how to trust God, to forgive, and to have mercy for others. 3. Student can identify the Corporal and Spiritual Works of Mercy as ways of showing love for Jesus. 	

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Anchor Standard One	Students will know their Catholic faith as revealed through Sacred Scripture, Sacred Tradition, and the stories of everyday human experience.
Scriptural Call	<i>"Then he opened their minds to understand the scriptures." (Luke 24:45)</i>

4-AS1-1	To develop an understanding of the Creed
Scripture	<i>"...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 14:15-24)</i>

Indicators

1. Student can name God as Trinity: Father, Son and Holy Spirit.
2. Student can distinguish the roles of the Holy Trinity (Trinitarian): the Father as Creator, the Son as Redeemer, and the Holy Spirit as the Sanctifier (Holy Protector).
3. Student can recite the Nicene and the Apostles Creed.
4. Student can identify the Creeds as the restatement of our Baptismal promises.
5. Student can compare and contrast the Nicene Creed and the Apostles Creed.

4-AS1-2	To read and comprehend scripture as the history of salvation
Scripture	<i>The Call of Moses (Exodus 3: 4-10)</i>

Indicators

1. Student can list the first books of the Old Testament: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.
2. Student can exhibit understanding of how God's covenant was passed on through salvation history.
3. Student can identify key figures of the Old Testament (Abraham, Isaac, Jacob, Joseph, and Moses).
4. Student can compare the history of salvation as it pertains to his/her own life story.

4-AS1-3	To have an understanding of The Father as Creator
Scripture	<i>The Call of Moses ((Exodus 3:11-15); The Call of Jeremiah (Jeremiah 1:4-5)</i>

Indicators

1. Student can explain that God is known by many names.
2. Student can articulate that God creates us and calls us by name.

4-AS1-4	To have an understanding of The Son as Redeemer
Scripture	<i>The Parable of the Unforgiving Servant (Matthew 18:21-35)</i>

Indicators

1. Student can prove understanding that God expects us to love and forgive each other as Christ taught us.
2. Student can describe what it means to be holy.
3. Student can demonstrate an understanding that God gives us freedom to choose between good and evil (free will).

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4-AS1-5	To have an understanding The Holy Spirit as perfect love and wisdom
Scripture	<i>Jesus's Appearance to the Apostles-Jesus "breathed on them and said...'Receive the Holy Spirit.'" (John 20: 19-23)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can describe the Holy Spirit as proceeding from both the Father and Son. 2. Student can prove their understanding of the Holy Spirit as perfect love and wisdom. 3. Student can articulate that the Holy Spirit was present at the moment of creation. 	
4-AS1-6	To identify the meaning of covenant as God's promise to care for and love His people
Scripture	<i>God's Fidelity to the Promise (Psalm 105:7-11); The Last Supper (Luke 22: 14-20)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can define the meaning of covenant. 2. Student can compare and contrast the definitions of promise and covenant. 3. Student can list Abraham's Covenant and the Mosaic Covenant as the covenants from scripture that God made with His people. 4. Student can identify Jesus as the new and final covenant. 	

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Anchor Standard Two	Students will honor Christ's presence in the liturgy and His offer of grace through active, full, and conscious participation in the liturgical celebrations and Sacraments of the Church.
Scriptural Call	<i>"For where two or three are gathered together in my name, there am I in the midst of them."</i> (Matthew 18:20)

4-AS2-1	To know the parts of the liturgy
Scripture	<i>"The Word of Truth"</i> (Colossians 1:3-6); <i>Tradition of the Institution of the Lord's Supper</i> (I Corinthians 11:23-26)
Indicators	
<ol style="list-style-type: none"> 1. Student can define and name the parts of Liturgy as Introduction, Penitential Rite, Liturgy of the Word, Liturgy of the Eucharist and the Final Blessing. 2. Student can 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. 3. Student can identify the common prayers and responses of the congregation. 	
4-AS2-2	To recognize the Jewish feast of Passover was Jesus's last meal with His disciples
Scripture	<i>Preparations for the Passover</i> (Matthew 26: 26-30); <i>The Lord's Supper</i> (Matthew 26: 17-19)
Indicators	
<ol style="list-style-type: none"> 1. Student can recount the story of the Passover from Exodus. 2. Student can recall that Holy Thursday is the Eucharist celebration of the Last Supper. 3. Student can plan and prepare a prayer service as a community on Holy Thursday. 	
4-AS2-3	To understand the relationship of the Liturgical calendar with the life of Jesus Christ
Scripture	<i>"He has made everything appropriate to its time..."</i> (Ecclesiastes 3:1-11); <i>"Take care to keep holy the Sabbath day..."</i> (Deuteronomy 5:12-15)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify the elements of the Liturgical Calendar. 2. Student can identify the major liturgical seasons: Advent, Christmas, Lent, The Triduum, Easter, and Ordinary Time. 3. Student can associate the Ordinary Time of the Liturgical year with the teaching and public life of Jesus. 4. Student can identify the holy days of the church calendar and define the Holy Days of Obligation. 5. Student can recognize Sunday as the Lord's Day and the Sabbath. 	

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4-AS2-4	To identify all the liturgical roles of the participants
Scripture	<i>"There are different kinds of spiritual gifts, but the same spirit gives them..." (1 Corinthians 12:4-6)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can define acolyte (server). 2. Student can define roles of all liturgical ministers, including Priest, Deacon, acolytes, lectors, music ministers, Eucharistic ministers, and the congregation. 	
4-AS2-5	To recognize the parts of the Rite of Penance/Reconciliation
Scripture	<i>"Then I confessed my sins to you; I did not conceal my wrongdoings...and you forgave all my sins." (Psalm 32:5)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can name the essential components of the Sacrament of Penance/Reconciliation. 2. Student can review the process of Penance and Reconciliation with an examination of conscience and act of contrition. 3. Student can compare and contrast "saying sorry" and the act of penance. 	
4-AS2-6	To understand what "sacrament" means
Scripture	<i>"...one Lord, one faith, one baptism; there is one God and Father of all people, who is Lord of all, works through all, and is in all." (Ephesians 4:1-6)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can state what a sacrament is and what the word means. 2. Student can explain the difference between a sacrament and a sacramental. 3. Student can name the sacramental signs for all the sacraments. 	
4-AS2-7	To understand that the Church welcomes members through baptism of infants and through the Rite of Christian Initiation for Adults (RCIA)
Scripture	<i>Pentecost (Acts of the Apostles 2:38-41); Jesus is the Bread of Life (John 6:35)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can state sacraments of initiation: Baptism, Eucharist, and Confirmation. 2. Student can demonstrate understanding that the Eucharist is the source and summit of Christian life. 3. Student can relate Baptism as becoming a member of the Church as birth/adoption is to becoming part of a family. 4. Student can take responsibility as a member of our Catholic family. 	

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Anchor Standard Three	Students will know and use Catholic expressions of prayer to recognize the power of the Holy Spirit that comes from self-surrender to God.
Scriptural Call	<i>"By prayer and petition, with thanksgiving, make your request known to God. Then the peace of God that surpasses all understanding will guard your hearts and minds in Christ Jesus."</i> (Philippians 4:6)

4-AS3-1	To identify types of Catholic prayers
Scripture	<i>"First of all, then, I ask that supplications, prayers, petitions, and thanksgivings be offered for everyone,"</i> (I Timothy 2:1)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify the types of prayer: praise, blessing, thanksgiving, petition, forgiveness, and spontaneous. 2. Student can explain the difference between meditative prayer and contemplative prayer. 3. Student can identify the importance of silent prayer. 	
4-AS3-2	To recognize the Rosary as a Catholic tradition of prayer
Scripture	<i>"Most blessed are you among women, and blessed is the fruit of your womb."</i> (Luke 1:39-45)
Indicators	
<ol style="list-style-type: none"> 1. Student can pray the Rosary. 2. Student can identify the mysteries of the Rosary as the meditations on different events in the lives of Christ and his Blessed Mother. 3. Student can use the Rosary as a special prayer that helps us imitate the lives of Jesus and Mary. 	
4-AS3-3	To recognize prayer as the primary way we deepen our Catholic faith
Scripture	<i>"With all prayer and supplication, pray at every opportunity in the Spirit."</i> (Ephesians 6:18)
Indicators	
<ol style="list-style-type: none"> 1. Student can participate in prayer as a means of deepening knowledge of God and God's love 2. Student can indicate that the act of forgiveness as Catholics helps us imitate the actions of Jesus and Mary. 3. Student can articulate ways in which God shows love and faithfulness to him/her through their own story. 	

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Anchor Standard Four	Students will know the stories of Jesus's life of virtue and use them as models for moral development and reverence for life according to Church teachings.
Scriptural Call	<i>"Do unto others as you would have them do unto you."</i> (Luke 24:27)

4-AS4-1	To recognize that God has created human beings: body and souls having intellect and free will
Scripture	<i>The Garden of Eden</i> (Genesis 2:15-17); <i>Human Disobedience</i> (Genesis 3:1-24)
Indicators	
<ol style="list-style-type: none"> 1. Student can define conscience and understand the consequences of personal choices. 2. Student can utilize the tools of examination of conscience. 	
4-AS4-2	To discover the personal aspect of the Sacrament of Reconciliation as a sacrament of healing
Scripture	<i>"If we acknowledge our sins, he is faithful and just and will forgive our sins and cleanse us from every wrongdoing..."</i> (1 John 1: 7-10)
Indicators	
<ol style="list-style-type: none"> 1. Student can distinguish mortal sin from venial sin for sacramental participation. 2. Student can compare and contrast the meaning of saying "I'm sorry" vs. repairing the hurt. 3. Student can recognize that the Sacrament of Reconciliation is a journey of conversion. 	
4-AS4-3	To identify the Corporal and Spiritual Works of Mercy
Scripture	<i>The Judgment of the Nations</i> (Matthew 25:31-46)
Indicators	
<ol style="list-style-type: none"> 1. Student can list the Corporal and Spiritual Works of Mercy. 2. Student can explain that Corporal works involve personal action. 3. Student can compare and contrast how these works affect their lives internally and externally. 	
4-AS4-4	To describe the development of moral conscience
Scripture	<i>Then, too, heed your own heart's counsel; a man's conscience can tell him his situation better than seven watchmen..."</i> (Sirach 37:13-14 ")
Indicators	
<ol style="list-style-type: none"> 1. Student can define the virtues of faith, hope, and love as holy habits that guide us to live good lives. 2. Student can understand and explain that God wrote the Ten Commandments as a guide to how we are to treat others with respect and dignity. 3. Student can develop the idea that our conscience and free choices either turn toward God or move us toward God. 	

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Theology of the Body

4-AS4-ToB-1	To recognize that God created human beings in His likeness as intrinsically good
Indicators	
1. Student can explain that God created human beings different from animals because humans can think, choose and have the ability to love. 2. Student can recognize that God created men and women equal in dignity and made them to complement each other.	
4-AS4-ToB-2	To identify modesty as God's gift to us that should be treated as sacred (sacramental).
Indicators	
1. Student can explain why human beings are persons to be loved, and not treated as objects. 2. Student can identify immodesty and not taking care of one's body as a misuse of God's gift.	
4-AS4-ToB-3	To identify that broken relationships caused by Original Sin are part of our human condition
Indicators	
1. Student can identify that broken relationships are between: human and God, human and nature, human and other humans and within one's self. 2. Student can identify heaven as a perfect relationship of free, total self-giving between human beings and God.	

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Anchor Standard Five	Students will know their roles in the stories of the Body of Christ as expressed in the Church's origin, history, ecclesiology, the Communion of Saints, cultural expressions, the work of the local Church community, and ecumenism.
Scriptural Call	<i>"Upon this rock, I will build my church."</i> (Matthew 16:18)

4-AS5-1	To recognize that Jesus established that we are all the Body of Christ as the mystery of our Church
Scripture	<i>"Now you are Christ's body, and individually parts of it."</i> (I Corinthians 12:12-27)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify the Catholic Church as the assembly of God's people rooted in the presence of Christ in the Blessed Sacrament. 2. Student can define assembly as a gathering of people to worship God and live the Christian way of life. 3. Student can identify the Church as the People of God as those who believe in God and follow God's commandments. 4. Student can understand that we are many parts but all one body in Jesus Christ. 	
4-AS5-2	To identify that the Church is hierarchical with Pope as the Church leader
Scripture	<i>"...you are Peter, and upon this rock I will build my church..."</i> (Matthew 16:13-20)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify and understand the role of the pope as head of the global church and a symbol of Catholic unity. 2. Student can define the meaning of hierarchy. 3. Student can identify the popes, bishops, priests and laity. 	
4-AS5-3	To recognize that as members of a parish we have responsibilities that we call stewardship
Scripture	<i>Designations within Christ's Body, the Church</i> (I Corinthians 12:27-31)
Indicators	
<ol style="list-style-type: none"> 1. Student can define his/her own membership in the Catholic Church and in a specific parish. 2. Student can define the role and name of the pastor. 3. Student can identify the meaning of stewardship as our giving to God of our time, talent and treasure. 4. Student can describe how I know that I am member of a parish. 	
4-AS5-4	To examine how the Church teaches through bishops, pastors, teachers and catechists and each of us
Scripture	<i>"Go, therefore, and make disciples of all nations, baptizing them...and teaching them ...all that I have commanded you."</i> (Matthew 28:16-20)
Indicators	
<ol style="list-style-type: none"> 1. Student can understand the role of evangelization as our responsibility as members of the body of Christ. 2. Student can define and identify the teaching role of each participant: bishop, pastor, teacher, and catechist. 	

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4-AS5-5	To understand the role of Ecumenism as the call of the Church to be a sign of unity in the world through knowledge of other Religions.
Scripture	<i>"For God so loved the world that he gave his only Son..."</i> (John 3: 16)
Indicators	
<ol style="list-style-type: none">1. Student can explain that Jesus founded the Catholic Church that we might all be as one.2. Student can express respect for other Christians and members of faiths not founded in Catholic tradition.3. Student can understand that there are many baptized Christians and that we share common beliefs about God.	

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Anchor Standard Six	Students will know their roles in the stories of discipleship, acting as servants of the world through vocation, stewardship, social justice and evangelization.
Scriptural Call	<i>"If anyone wishes to be first, he shall be the last of all and the servant of all."</i> (Mark 9:35)

4-AS6-1	To recognize the meaning of vocation as God's call to serve the Church
Scripture	<i>"Every high priest is taken from among men and made their representatives before God..."</i> (Hebrews 5:1); <i>"For this reason a man shall leave his father and mother and the two shall become one..."</i> (Mark 10:1-12)
Indicators	
<ol style="list-style-type: none"> 1. Student can define vocations of priesthood, diaconate, consecrated life, marriage, and single life. 2. Student can identify the roles of the people who serve in the church today. 3. Student can articulate that vocations are ways to holiness in life. 	
4-AS6-2	To state the meaning of Christian discipleship
Scripture	<i>The Call of the First Disciples</i> (Matthew 4:18-22)
Indicators	
<ol style="list-style-type: none"> 1. Student can define Christian discipleship as way of life. 2. Student can state why and how I am a disciple of Jesus. 3. Student can understand that participation in family and parish communities gives us support for living the Christian way of life. 	
4-AS6-3	To recognize that stewardship is our responsibility to care for all of God's creation
Scripture	<i>"Have dominion over the fish of the sea, the birds of the air, and all living things..."</i> (Genesis 1:28-29)
Indicators	
<ol style="list-style-type: none"> 1. Student can articulate examples of what it means to be a good steward. 2. Student can demonstrate understanding of the holiness of God's natural world and our place in it. 3. Student can discuss the responsibilities of Catholics to discover ways to financially support missionary work. 	
4-AS6-4	To identify that it is our responsibility as members of the Church to evangelize
Scripture	<i>"...to equip the holy ones for the work of ministry, for building up the body of Christ..."</i> (Ephesians 4:11-12)
Indicators	
<ol style="list-style-type: none"> 1. Student can define evangelization as proclaiming Christ and the Gospel by word and testimony of His life. 2. Student can know how our life can be a testament to fulfilling the command to "Go make disciples..." (Matthew 28: 19-20) 	
4-AS6-5	To recognize that the most important Social Teaching of the Church is the dignity of the human person
Scripture	<i>"God created man in his image; in the divine image he created him; male and female he created them."</i> (Genesis 1:27)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify the Corporal Works of Mercy within the human needs of the world community. 2. Student can understand world hunger, world peace, human rights, and sacredness of life. 3. Student can recognize the great diversity of people and their gifts that God has created. 4. Student can explore various charitable organizations/activities 5. Student can demonstrate that God wants us to work for justice, make peace, and respect each person's dignity. 	

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Anchor Standard One	Students will know their Catholic faith as revealed through Sacred Scripture, Sacred Tradition, and the stories of everyday human experience.
Scriptural Call	<i>“Then he opened their minds to understand the scriptures.” (Luke 24:45)</i>

5-AS1-1	To understand, recognize, and articulate salvation history as it has been revealed through Sacred Scripture
Scripture	<i>God’s Call to Abram</i> (Genesis 12:1-3); <i>The Word of Life</i> (John 1:1-5, 14); <i>“He always had nature of God…”</i> (Philippians 2:6-11)

Indicators

1. Student can articulate how salvation history began with God’s revelation in the Old Testament.
2. Student can articulate that through the Paschal Mystery Jesus saves us from sin and gives us eternal life.
3. Student can identify the Incarnation as the central event of our faith.
4. Student can explain the relationship between the Paschal Mystery and the seven sacraments.

5-AS1-2	To understand that the Church teaches that Jesus is truly God and truly man
Scripture	<i>“And eternal life means to know you, the one true God…”</i> (John 17: 3-5); <i>“...Jesus of Nazareth was a man whose divine authority was clearly proven to you…”</i> (Acts 2: 22-24)

Indicators

3. Student can explain the belief that Jesus is “True God and true man” as stated in the Nicene Creed.
4. Student can identify scripture stories that reveal Jesus as “True God and True man.”

5-AS1-3	To recognize Mary as the Mother of God and the Mother of the Church
Scripture	<i>Jesus is Presented in the Temple</i> (Luke 1: 26-38)

Indicators

1. Student can identify Mary’s role in salvation history.
2. Student can recognize Mary as a model of holiness.
3. Student can explain Mary’s special role in God’s plan for human beings.

5-AS1-4	To understand that we are the Church, called to be one, holy, Catholic and apostolic people
Scripture	<i>Peter’s Declaration about Jesus</i> (Matthew 16: 13-20); <i>Jesus Appears to His Disciples</i> (Matthew 28: 16-20)

Indicators

1. Student can define the Church as universal.
2. Student can explain the roles of the hierarchy of church leaders--pope, cardinals, bishops, and priest.
3. Student can explain how the apostolic tradition is the foundation for the hierarchy of the Church.
4. Student can thoughtfully reflect on the gospels and stories of Jesus so as to imitate Him in daily life.
5. Student can express that the Catholic Church is open to all people.
6. Student can articulate that we are called to be disciples to share the Good News with others.

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5-AS1-5	To understand that the Trinity is the mystery of three persons in one God
Scripture	<i>"I am the way, the truth, and the life..."</i> (John 14: 6-21; 25-26)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify the three persons in one God. 2. Student can explain the communal relationship of the three persons of the Trinity. 3. Student can identify each reference to the Trinity in the Nicene Creed. 	
5-AS1-6	To recognize the Beatitudes as Jesus's guide to living as his disciples
Scripture	<i>The Sermon on the Mount</i> (Matthew 5: 1-12)
Indicators	
<ol style="list-style-type: none"> 1. Students can locate the Beatitudes in scripture and place them within the context of the Sermon on the Mount. 2. Student can articulate that living the Beatitudes is how we find true joy. 3. Student can explain that living the Beatitudes is manifesting the Kingdom of God on earth. 	

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Anchor Standard Two	Students will honor Christ's presence in the liturgy and His offer of grace through active, full, and conscious participation in the liturgical celebrations and Sacraments of the Church.
Scriptural Call	<i>"For where two or three are gathered together in my name, there am I in the midst of them."</i> (Matthew 18:20)

5-AS2-1	To understand that the sacraments are the signs of God's life and through participation in these sacraments we receive sanctifying grace
Scripture	<i>The Lord's Supper</i> (Matthew 26: 26-30); <i>"Let us go forward, then, to mature teaching..."</i> (Hebrews 6: 1-6); <i>"Are any among you in trouble? They should pray..."</i> (James 5: 13-16)
Indicators	
<ol style="list-style-type: none"> 1. Student can explain that participation in the sacraments strengthens faith and makes people holy. 2. Student can identify the types of sacraments as initiation, healing and service (vocation). 3. Student can describe the Mass as the central prayer of the Church. 4. Student can recognize the Mass as the one perfect sacrifice of Christ. 	
5-AS2-2	To understand the structure of the Mass
Scripture	<i>"...All the believers continued together in close fellowship..."</i> (Acts 2: 42-47); <i>The Lord's Supper</i> (I Corinthians 11: 23-26)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify the different parts of the Mass--Liturgy of the Word and Liturgy of the Eucharist. 2. Student can articulate the meaning of the rites (the penitential rite, the communion rite, etc.) and postures used at Mass. 3. Student can identify the roles of the ministers at Mass--lectors, servers, song leaders. 4. Student can identify the sacred objects and space (the altar, the ambo, the tabernacle) used during the Mass. 	
5-AS2-3	To understand and celebrate the liturgical rites of the Church
Scripture	<i>A Time for Everything</i> (Ecclesiastes 3: 1-11); <i>The Passover</i> (Exodus 12: 1-28); <i>The Lord's Supper</i> (Luke 22: 14-20)
Indicators	
<ol style="list-style-type: none"> 1. Student can list the different seasons of the liturgical calendar (Advent, Christmas, Lent, Ordinary Time, etc.) 2. Student can identify liturgical feasts of the Church year: Christ the King, the Assumption, the Immaculate Conception. 3. Student can identify symbols and rituals of the liturgical rites. 4. Student can articulate the connection between the old covenant (Jewish tradition) with the new covenant (Christian tradition) in the Eucharistic liturgy. 	

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Anchor Standard Three	Students will know and use Catholic expressions of prayer to recognize the power of the Holy Spirit that comes from self-surrender to God.
Scriptural Call	<i>“By prayer and petition, with thanksgiving, make your request known to God. Then the peace of God that surpasses all understanding will guard your hearts and minds in Christ Jesus.” (Philippians 4:6)</i>

5-AS3-1	To know and participate in the Catholic tradition of prayer
Scripture	<i>Jesus’s Teaching on Prayer</i> (Luke 11: 1-13)
Indicators	
<ol style="list-style-type: none"> 1. Student can actively participate in the Eucharistic liturgy with common responses, acclamations, and prayers. 2. Student can recite common traditional prayers from memory (the Lord’s Prayer, the Glory Be, and the Hail Mary). 3. Student can explain that daily prayer is needed to strengthen the relationship with God. 4. Student can identify the types of prayers (praise, blessing, thanksgiving, etc.) and the reasons for prayer. 5. Student can construct spontaneous prayer. 	
5-AS3-2	To know and participate in ritual prayers throughout the liturgical calendar
Scripture	<i>The Passion Stories</i> (Mark 15-16; John 18: 1-19; 42)
Indicators	
<ol style="list-style-type: none"> 1. Student can thoughtfully pray the Stations of the Cross. 2. Student can participate in the rosary in both leadership and responsorial roles. 3. Student can identify and participate in different blessing prayers (Advent wreath, blessing throats). 	

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Anchor Standard Four	Students will know the stories of Jesus's life of virtue and use them as models for moral development and reverence for life according to Church teachings.
Scriptural Call	<i>"Do unto others as you would have them do unto you."</i> (Luke 24:27)

5-AS4-1	To develop a moral conscience informed by Church teachings
Scripture	<i>Great Commandment</i> (Mark 12: 28-34); <i>Sermon on the Mount</i> (Matthew 5: 1-12); <i>10 Commandments</i> (Deuteronomy 5: 6-21)

Indicators

1. Student can identify the two Great Commandments and understand them as the basis of a moral Catholic life.
2. Student can explain that the Ten Commandments guide people to a moral conscience.
3. Student can identify the eight Beatitudes as examples of moral goodness.
4. Student can explain that the Holy Spirit guides people to act in a Christian manner.
5. Student can identify character traits that exemplify Christian morality and are rooted in the seven virtues of the faith (prudence, temperance, courage, etc.)
6. Student can identify Sacred Scripture that helps in understanding Christian morality focusing on the stories of Creation, the Fall, the Exodus, the Ten Commandments, the Prophets (Elijah, Isaiah, Jeremiah) and the Sermon on the Mount.

5-AS4-2	To live the moral teachings through a life of discipleship
Scripture	<i>"So God created human beings..."</i> (Genesis 1: 27-31); <i>"It is through faith that all of you are God's children..."</i> (Galatians 3: 26-29); <i>The Final Judgement</i> (Matthew 25: 31-46)

Indicators

1. Student can identify a sense of personal goodness and self-worth as being responsible and loving.
2. Student can define stewardship, including the time and talent aspects.
3. Student can exhibit respect for all people regardless of race, culture, and/or age.
4. Student can participate in outreach activities for the poor, lonely, and oppressed as Jesus did.
5. Student can explain that all people are created in the image and likeness of God and have the right to human dignity.
6. Student can demonstrate respect for life from the moment of conception to natural death.
7. Student can retell the stories of the lives of Saints who are examples of living a moral life.

5-AS4-3	To recognize the necessary conditions of sin and its consequence
Scripture	<i>Human Disobedience</i> (Genesis 3: 1-24)

Indicators

1. Student can distinguish between mortal sin and venial sin.
2. Student can explain original sin.
3. Student can articulate the effects of the Sacrament of Reconciliation.
4. Student can explain that actions, good and bad, are subject to God's judgment.

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Theology of the Body

5-AS4-ToB-1	To recognize that each person is a unique individual created in the image and likeness of God
Indicators	
<ol style="list-style-type: none"> 1. Student can explain the <i>story</i> of Adam and Eve. 2. Student can identify the broken relationship caused by original sin. 3. Student can articulate that human beings are the most special of all creation. 4. Student can 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. 	
5-AS4-ToB-2	To understand the physical parts of the male and female bodies
Indicators	
<ol style="list-style-type: none"> 1. Student can explain that God created men and women equal in dignity and made them to complement each other. 2. Student can label male and female reproductive systems. 3. Student can explain the basic biology of how the reproductive systems create new life. 	
5-AS4-ToB-3	To understand the dynamics of relationships within the domestic Church and Social groups
Indicators	
<ol style="list-style-type: none"> 1. Student can recognize that communicating your emotions with others is important in building relationships. 2. Student can articulate the importance of loyalty, forgiveness, selflessness, patience, and communication in all relationships. 3. Student can explain that a relationship works both ways. 	
5-AS4-ToB-4	To understand the dynamics of an exclusive relationship with a person that will lead to marriage
Indicators	
<ol style="list-style-type: none"> 1. Student can explain that God is part of every marriage. 2. Student can articulate the sacredness of marriage. 3. Student can define marriage as a commitment. 4. Student can list the sacramental aspects of marriage. 	

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Anchor Standard Five	Students will know their roles in the stories of the Body of Christ as expressed in the Church's origin, history, ecclesiology, the Communion of Saints, cultural expressions, the work of the local Church community, and ecumenism.
Scriptural Call	<i>"Upon this rock, I will build my church."</i> (Matthew 16:18)

5-AS5-1	To understand that the Catholic Church is entrusted with the mission of Jesus Christ
Scripture	<i>The Coming of the Holy Spirit</i> (Acts 2: 1-13); <i>Saul Persecutes the Church</i> (Acts 8: 1-3); <i>The Conversion of Saul</i> (Acts 9: 1-22)
Indicators	
<ol style="list-style-type: none"> 1. Student can outline the history of the early Church (Pentecost, Paul's travels, early persecution, etc.) as it carried out the mission of Jesus. 2. Student can identify the mission that Jesus gave to the apostles as the same mission we have today in the Church. 3. Student can recognize that every Catholic has a unique role to carry out the mission of Jesus. 	
5-AS5-2	To understand that through Baptism we become a member of the Communion of Saints
Scripture	<i>Christ is like a single body...</i> (I Corinthians 12: 12-13 "); <i>"...Remember, then, what you were taught and what you heard..."</i> (I John 3: 1-3)
Indicators	
<ol style="list-style-type: none"> 1. Student can define the Communion of Saints as the saints in heaven, souls in Purgatory, and the believers on earth. 2. Student can explain that we are all called to be saints. 3. Student can articulate that during the Eucharistic liturgy the entire Communion of Saints is united to praise God. 	
5-AS5-3	To identify the hierarchy of the Church
Scripture	<i>Peter's Declaration about Jesus</i> (Matthew 16: 13-19)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify Peter as the first of the apostles and head of the early Christian community. 2. Student can identify the current Pope as the current head of the universal Church. 3. Student can identify the head of a diocese as bishop/archbishop. 4. Student can explain that the sacrament of Holy Orders ordains men to the roles of the hierarchy of the Church. 	
5-AS5-4	To understand that the Church is exemplified through parish life
Scripture	<i>"...All the believers continued together in close fellowship and shared their belongings with one another..."</i> (Acts 2: 42-47)
Indicators	
<ol style="list-style-type: none"> 1. Student can develop a deeper definition of stewardship. 2. Student can explain that members of the parish come together as the Body of Christ to celebrate the liturgy. 3. Student can articulate that the members of the parish participate in ministries that involve both liturgical and administrative roles that support parish life. 4. Student can identify ways to express and celebrate the cultural diversity of the parish. 5. Student can describe other cultural celebrations and traditions that are also Catholic. 	

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5-AS5-5	To recognize that as Catholics we are part of a larger faith family that includes all Christians
Scripture	<i>"...Father! May they be in us, just as you are in me and I am in you..."</i> (John 17: 20-23)
Indicators	
<ol style="list-style-type: none">1. Student can participate in outreach programs with other local faith communities.2. Student can share worship and educational opportunities with other local faith communities.3. Student can develop ways to celebrate various faiths and beliefs in the classroom.	

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Anchor Standard Six	Students will know their roles in the stories of discipleship, acting as servants of the world through vocation, stewardship, social justice, and evangelization.
Scriptural Call	<i>"If anyone wishes to be first, he shall be the last of all and the servant of all."</i> (Mark 9:35)

5-AS6-1	To understand the meaning of discipleship
Scripture	<i>Jesus Calls Four Fishermen</i> (Matthew 4: 18-22); <i>"...Take the teachings that you heard me proclaim in the presence of many witnesses, and entrust them to a reliable people, who will be able to teach others also."</i> (2 Timothy 2: 1-2)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify examples of discipleship in gospel stories. 2. Student can identify ways they can imitate the disciples in scripture. 	
5-AS6-2	To understand that to imitate Christ we must recognize the call to serve rather than be served
Scripture	<i>Jesus Washes His Disciples' Feet</i> (John 13: 1-20)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify with Jesus's actions as He washed the feet of the Apostles. 2. Student can identify how he/she follows Jesus in his/her own life. 3. Student can articulate the Holy Spirit's role as a guide in living a life of discipleship. 	
5-AS6-3	To apply social justice and stewardship principles as they answer the call to serve and to respect the dignity of others
Scripture	<i>The Final Judgement</i> (Matthew 25: 31-46); <i>Faith and Actions</i> (James 2: 14-17)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify that the poor, lonely, and the suffering are all part of the Body of Christ. 2. Student can explain that stewardship includes sharing gifts to meet the needs of others. 3. Student can participate appropriately in opportunities for outreach ministries. 	
5-AS6-4	To understand that we are called to be a sign of unity through the knowledge of and cooperation with all faith traditions
Scripture	<i>The Future King</i> (Isaiah 9: 1-6); <i>The New Heaven and the New Earth</i> (Revelation 21: 1-4)
Indicators	
<ol style="list-style-type: none"> 1. Student can articulate that there are many religions but only one God. 2. Student can relate the story of the Jewish people to its significance in the formation of the new covenant. 3. Student can demonstrate respect for all faith traditions. 	

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Anchor Standard One	Students will know their Catholic faith as revealed through Sacred Scripture, Sacred Tradition, and the stories of everyday human experience.
Scriptural Call	<i>“Then he opened their minds to understand the scriptures.” (Luke 24:45)</i>

6-AS1-1	To understand the actions of the Trinitarian God as revealed in Scripture and Tradition
Scripture	<i>Idolatry and True Worship</i> (Jeremiah 10: 1-10); <i>“...I am the way, the truth, and the life...”</i> (John 14: 6-20)
Indicators	
<ol style="list-style-type: none"> 1. Student can state meaning of monotheism and its connection to the Jewish understanding of God. 2. Student can explain how the Nicene Creed expresses belief in a Trinitarian God. 	
6-AS1-2	To trace the chronology of the Bible, specifically the roots of our faith in the Old Testament leading to the life of Jesus Christ
Scripture	Genesis 12: 1-6; 21: 1-8; 25: 19-26; 37: 1-36; Exodus 2: 1-3; 22; 12: 1-14; 31; 20: 1-17; Judges 13: 1-16; 31
Indicators	
<ol style="list-style-type: none"> 1. Student can define revelation and inspiration. 2. Student can identify the role of patriarchs in God’s revelation to his people (Abraham, Isaac, Jacob and Joseph). 3. Student can trace the unfolding of God’s revelation through the history of the Chosen People of Israel. 4. Student can describe the events of the Book of Exodus. 5. Student can define redemption and salvation. 6. Student can state the role of judges, kings and prophets in the Old Testament (Samson, Samuel, David, Solomon and Isaiah). 7. Student can articulate the role of women in the Old Testament (Sarah, Ruth and Deborah). 	
6-AS1-3	To appreciate the structure of the Old Testament
Scripture	List of Biblical Books in the Introductory/Opening Section of any Roman Catholic Bible
Indicators	
<ol style="list-style-type: none"> 1. Student can define Oral Tradition. 2. Student can identify and categorize the books of the Old Testament (the Pentateuch/Torah, the Historical Books, the Wisdom Books, and the Prophets). 	
6-AS1-4	To understand how God’s personal relationship with His people is revealed in creation and human experience
Scripture	<i>“...Then God commanded, “Let the earth produce all kinds of animal life...”</i> (Genesis 1: 1-3, 24)
Indicators	
<ol style="list-style-type: none"> 1. Student can describe God as Creator of the universe and humanity. 2. Student can tell the biblical story of how sin entered the world. 3. Student can state how God shows deep love and care for humankind regardless of sinfulness. 4. Student can demonstrate understanding that God gives human beings free will. 5. Student can describe how in God’s providence all people are destined for union with Him. 6. Student can state that God’s covenants are signs of His faithfulness. 	

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Anchor Standard Two	Students will honor Christ's presence in the liturgy and His offer of grace through active, full, and conscious participation in the liturgical celebrations and Sacraments of the Church.
Scriptural Call	<i>"For where two or three are gathered together in my name, there am I in the midst of them."</i> (Matthew 18:20)

6-AS2-1	To understand that many of our celebrations are rooted in Jewish rituals
Scripture	<i>Passover</i> (Exodus 12: 1-36); <i>The Last Supper</i> (Luke 22: 7-20)
Indicators	
<ol style="list-style-type: none"> 1. Student can summarize the story of the Passover and the Exodus. 2. Student can compare Jewish Passover to the Catholic Eucharistic celebration. 3. Student can articulate how some of the rites in liturgical celebrations originated in Jewish ritual. 	
6-AS2-2	To understand sacraments as signs of God's grace, instituted by Christ, entrusted to the Church.
Scripture	<i>"...You were at one time spiritually dead...But God has now brought you to life with Christ..."</i> (Colossians 2: 12-15)
Indicators	
<ol style="list-style-type: none"> 1. Student can describe how the sacraments provide us with the gift of God's grace. 2. Student can connect the sacraments of Baptism, Eucharist, and Reconciliation to the scriptural roots and the ministry of Jesus. 	
6-AS2-3	To understand how sacredness is experienced in the liturgical year
Scripture	<i>A Time for Everything</i> (Ecclesiastes 3: 1-15)
Indicators	
<ol style="list-style-type: none"> 1. Student can relate the liturgical seasons to the life of Christ. 2. Student can connect Sunday scripture selections with the particular liturgical season. 3. Student can state all the seasons of the Church year and identify when they occur in the calendar year. 	

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Anchor Standard Three	Students will know and use Catholic expressions of prayer to recognize the power of the Holy Spirit that comes from self-surrender to God.
Scriptural Call	<i>“By prayer and petition, with thanksgiving, make your request known to God. Then the peace of God that surpasses all understanding will guard your hearts and minds in Christ Jesus.”</i> (Philippians 4:6)

6-AS3-1	To understand and express different forms of prayer
Scripture	<i>“First of all, then, I urge that petitions, prayers, requests, and thanksgivings be offered to God for all people.”</i> (I Timothy 2: 1)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify and define the four types of prayer: adoration, contrition, petition, and thanksgiving. 2. Student can identify types of psalms and how they help us to pray. 3. Student can participate in the community celebrations of the Mass. 4. Student can compare and contrast personal prayer and communal prayer. 5. Student can connect the mysteries of the rosary to the life of Jesus. 	
6-AS3-2	To acknowledge prayer as the primary way to deepen the relationship with God
Scripture	Luke 1: 39-45 <i>Mary Visits Elizabeth</i> ; 11: 1-13 <i>Jesus’s Teaching on Prayer</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can recognize the importance of prayer to develop a personal relationship with God. 2. Student can identify the elements of the Lord’s Prayer, including God’s instruction to forgive. 3. Student can model Mary’s humility and faith to create a deeper and more meaningful relationship with God. 4. Student can participate in a meditation exercise based on scripture. 	
6-AS3-3	To understand that the Holy Spirit is always present and active in our lives
Scripture	<i>“...God is Spirit, and only by the power of his Spirit can people worship him as he really is.”</i> (John 4: 23-24)
Indicators	
<ol style="list-style-type: none"> 1. Student can articulate that the Holy Spirit helps people to pray. 2. Student can recount examples of prayer experiences that gave realization of God’s presence in life. 3. Student can explain how the Holy Spirit guides people in reading and studying Sacred Scripture. 	

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Anchor Standard Four	Students will know the stories of Jesus's life of virtue and use them as models for moral development and reverence for life according to Church teachings.
Scriptural Call	<i>"Do unto others as you would have them do unto you."</i> (Luke 24:27)

6-AS4-1	To develop a moral conscience informed by church teaching
Scripture	<i>"And trust your own judgement..."</i> (Sirach 37: 13-14); <i>"Do for others what you want them to do for you..."</i> (Matthew 7: 12)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify conscience as an informed inner voice that helps distinguish right and wrong. 2. Student can differentiate between personal and social sin. 3. Student can differentiate between sins of omission and commission. 4. Student can propose real life applications of the Ten Commandments. 5. Student can demonstrate how the Golden Rule guides decision making. 6. Student can state components of a morally good act: desired action, intention for the action, and circumstance for making the choice. 7. Student can compare and contrast free will and freedom. 	
6-AS4-2	To cultivate a reverence for all of life as modeled by Jesus
Scripture	<i>"So God created human beings..."</i> (Genesis 1: 27) <i>Faith and Actions</i> (James 2: 14-17)
Indicators	
<ol style="list-style-type: none"> 1. Student can state the meaning of natural law and give examples. 2. Student can state how and why human life is the object of respect from conception and birth until natural death. 3. Student can accept responsibility to work for the common good of society. 4. Student can state obligation to keep promises, oaths, and contracts. 5. Student can connect environmental stewardship with respect for God's creation. 6. Student can illustrate how we are called to speak out against injustice and suffering. 	

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Theology of the Body

6-AS4-ToB-1

To understand and respect the physical, psychological, and spiritual aspects of sexuality

Indicators

1. Student can contrast human sexuality with the act of sex.
2. Student can describe how we respect human sexuality.
3. Student can explain why self-respect is fundamental to respect for others.
4. Student can recognize how the virtues of purity and chastity help us respect others.
5. Student can state that family is the foundation of human society.
6. Student can explain how the virtue of charity calls for genuine acceptance of others.
7. Student can develop Christian friendships based on the virtues respect, kindness, loyalty and compassion

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Anchor Standard Five	Students will know their roles in the stories of the Body of Christ as expressed in the Church's origin, history, ecclesiology, the Communion of Saints, cultural expressions, the work of the local Church community, and ecumenism.
Scriptural Call	<i>"Upon this rock, I will build my church."</i> (Matthew 16:18)

6-AS5-1	To understand and appreciate the unity of the Body of Christ
Scripture	<i>The Unity of the Body</i> (Ephesians 4: 1-6)
Indicators	
<ol style="list-style-type: none"> 1. Student can list the visible bonds of unity-one origin, one baptism, and an unbroken line of apostolic succession. 2. Student can explain how all Christians are united in the Sacrament of Baptism 3. Student can list the members of the communion of saints 4. Student can recognize the call to be a sign of Christian peace in the world. 	
6-AS5-2	To understand and participate in the life of the Church
Scripture	<i>Life Among the Believers</i> (Acts 2: 42-47)
Indicators	
<ol style="list-style-type: none"> 1. Student can define parish as community of the local church and describe how people in the parish express their beliefs. 2. Student can express personal appreciation for belonging to a community that believes in God. 3. Student can identify forms of participation in parish life. 4. Student can give example of faith expression being influenced by culture. 5. Student can identify another Catholic Rite (other than Roman) and give examples of cultural groups in the Rite (Ukrainian, Byzantine, etc.) 	
6-AS5-3	To understand the Church's hierarchical structure
Scripture	<i>Peter's Declaration about Jesus</i> (Matthew 16: 13-20)
Indicators	
<ol style="list-style-type: none"> 1. Student can name the Pope, Ordinary and Vicars and state their relationship to each other. 2. Student can explain that the pope is the successor of the Apostle Peter. 3. Student can identify the bishops in union with the pope who have the authority to teach truths of faith and interpret scripture. 4. Student can define magisterium. 5. Student can list modern popes (Francis, Benedict XVI, St. John Paul II, St. John XXIII) and their missions as leaders of the Church. 	
6-AS5-4	To appreciate the call to value other faith traditions
Scripture	<i>"I pray not only for them, but also for those who believe in me because of their message..."</i> (John 17: 20-23)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify other monotheistic faiths (Judaism, Christianity and Islam) and list key elements of each. 2. Student can explain our faith's roots in Judaism. 3. Student can compare significant Jewish religious celebrations to our Catholic experience. 4. Student can identify similarities and differences between Catholicism and other Christian denominations. 5. Student can define ecumenism. 	

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Anchor Standard Six	Students will know their roles in the stories of discipleship, acting as servants of the world through vocation, stewardship, social justice, and evangelization.
Scriptural Call	<i>"If anyone wishes to be first, he shall be the last of all and the servant of all."</i> (Mark 9:35)

6-AS6-1	To understand that Christian discipleship is the most important part of being Catholic
Scripture	<i>The Final Judgement</i> (Matthew 25: 31-46)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify love and service as essential to living the Christian life. 2. Student can describe Christian living as following the teachings of Jesus Christ. 3. Student can give examples of Christians responding to call to be global missionaries. 	
6-AS6-2	To demonstrate understanding of the call to stewardship
Scripture	<i>Warnings against Forgetting the Lord</i> (Deuteronomy 8: 11-18); <i>The Rich Young Man</i> (Matthew 19: 16-26)
Indicators	
<ol style="list-style-type: none"> 1. Student can state that we are called to be good stewards of all that God has given us. 2. Student can articulate stewardship based on gratitude for the blessings of God in all aspects of life. 3. Student can state meaning of stewardship in parish life. 4. Student can name the three types of stewardship (time, talent, treasure). 	
6-AS6-3	To apply social justice principles to societal situations
Scripture	<i>Jeremiah Preaches in the Temple</i> (Jeremiah 7: 1-7); <i>The Day of Judgement is Near</i> (Malachi 3: 1-7)
Indicators	
<ol style="list-style-type: none"> 1. Student can explain how we are called to foster world peace, human rights, sacredness of life, and the alleviation of world hunger. 2. Student can identify a prophet who spoke out against injustice and suffering. 3. Student can engage in community service in response to God's call. 	
6-AS6-4	To understand discipleship means responding to a specific call in the life of the Church
Scripture	<i>The Unity of the Body</i> (Ephesians 4: 1-6, 11-16); <i>Wives and Husbands</i> (Ephesians 5: 21-33)
Indicators	
<ol style="list-style-type: none"> 1. Student can examine each Christian vocation and its connection to the baptismal call: single life, religious life, marriage and priesthood. 2. Student can appreciate each individual's unique vocation. 3. Student can explain that God calls us to love and serve others in whatever vocation we live. 	
6-AS6-5	To demonstrate an understanding that evangelization is the mission to which all Catholics are individually called
Scripture	<i>Jesus Appears to His Disciples</i> (Matthew 28: 16-20); <i>Life in God's Service</i> (Romans 12: 1-8)
Indicators	
<ol style="list-style-type: none"> 1. Student can state how the universal call to holiness includes a call to missionary discipleship. 2. Student can define evangelization and mission. 3. Student can state how the parish community and family are involved in evangelization. 4. Student can list sixth grade activities that share the Good News with others. 	

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Anchor Standard One	Students will know their Catholic faith as revealed through Sacred Scripture, Sacred Tradition, and the stories of everyday human experience.
Scriptural Call	<i>“Then he opened their minds to understand the scriptures.” (Luke 24:45)</i>

7-AS1-1	To understand, believe, and proclaim the Triune God as revealed in creation, each of our faith stories, in Apostolic Tradition, Sacred Scripture, and as entrusted to the Magisterium of the Church
Scripture	<i>Commissioning of the Disciples (Matthew 28: 16-20)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can describe how faith is both a personal relationship with God and a free assent to the truth God has revealed. 2. Student can state how we as a Church profess our faith together. 3. Student can know that the Church continues to interpret the Word of God through written form and tradition. 4. Student can show understanding that God reveals himself through time and tradition. 5. Student can define and understand the concept of Trinity as a single unified God. 6. Student can explain that gender roles as referenced in doctrine are part of Church tradition. 	
7-AS1-2	To identify, define, and draw conclusions that God’s Divine Revelation is the foundation of our faith as Christians
Scripture	<i>Baptism of Jesus (Matthew 3:13-17)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can define and describe divine revelation as work of God. 2. Student can provide both a scripturally based example found in miracles and parables and a personal reference for divine revelation. 	
7-AS1-3	To understand that the gift of faith from God is reasonable and certain so we are enabled to profess our faith together to the world
Scripture	<i>Temptations of Jesus (Mark 1:12-13)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can explain how faith is based in truth. Student can give examples of how we use our intellect to arrive at faith. 2. Student can state how we profess our faith through our baptismal calling that we are priest, prophet, king and that faith is to be shared in communion with others. 3. Student can describe how worshiping and sharing faith in a community is important. 	
7-AS1-4	To describe how faith is a personal relationship with God that is freely chosen and requires work as does any other relationship
Scripture	<i>Mary’s Magnificat (Luke 1:46-55)</i>
Indicators	
<ol style="list-style-type: none"> 1. Students can list ways we have a relationship with God. 2. Students can understand the difference between a free and forced relationship with God. 	

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7-AS1-5	To correlate the Gospels, including the parables and miracles, and the Epistles
Scripture	<i>"Then he opened their minds to understand the scriptures." (Luke 24:27)</i>
Indicators	
<ol style="list-style-type: none">1. Student can analyze the scripture authors' intentions through the lens of culture, history, and literary forms of the time period.2. Student can understand cultural awareness from the context of history and literary forms.3. Student can demonstrate an understanding of the parables and miracles by comparing the Synoptic Gospels.4. Student can compare and contrast the four Gospels.	

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Anchor Standard Two	Students will honor Christ's presence in the liturgy and His offer of grace through active, full, and conscious participation in the liturgical celebrations and Sacraments of the Church.
Scriptural Call	<i>"For where two or three are gathered together in my name, there am I in the midst of them."</i> (Matthew 18:20)

7-AS2-1	To show an understanding of the meaning of the Sacrament of Confirmation in personal life
Scripture	<i>Spiritual Gifts</i> (1 Cor. 12: 8-10)
Indicators	
<ol style="list-style-type: none"> 1. Student can state the meaning of the Sacrament of Confirmation as an effective sign of grace in his/her personal life. 2. Student can state examples of how living a sacramental life gives him/her the grace to live a Christian life. 	
7-AS2-2	To describe the Sacrament of Confirmation and the elements of laying on of hands and sealing with Holy Chrism
Scripture	<i>Peter Laying on of Hands</i> (Acts 19: 4-6)
Indicators	
<ol style="list-style-type: none"> 1. Students can describe the Rite of Confirmation. 2. Student can describe the Sacrament of Confirmation as being called to action and to engaging in discipleship. 	
7-AS2-3	To describe how Christians participate in the priesthood of Christ, especially in the Sacraments of Initiation and Holy Orders.
Scripture	<i>"You are a chosen race."</i> (1 Peter 2:9)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify that they have an apostolic call that comes from Jesus Christ through his commissioning the apostles to continue the work of the Church. 2. Student can define apostolic call, priesthood, and commission. 3. Student can evaluate the difference between ordained and common priesthood. 	
7-AS2-4	To show an understanding of the exemplars of the Catholic faith through demonstrating a relationship with a patron saint and Confirmation sponsor
Scripture	<i>God's Chosen Ones</i> (Col 3:12)
Indicators	
<ol style="list-style-type: none"> 1. Student can choose a patron saint and sponsor to use as an exemplar throughout sacramental preparation. 2. Student can further develop their own faith story through knowing and understanding the faith stories of patron saints and Confirmation sponsors. 	
7-AS2-5	To understand and participate in the sacraments of the Church as effective signs of God's grace, instituted by Christ and entrusted to the Church.
Scripture	<i>"For where two or three are gathered in my name, there am I in the midst of them."</i> (Matthew 18:20)
Indicators	
<ol style="list-style-type: none"> 1. Student can follow the growth and spread of Christianity throughout the New Testament. 2. Student can demonstrate understanding of God's grace through discipleship. 	

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7-AS2-6	To articulate an understanding of the Gifts of the Holy Spirit as those that awaken us to experience faith through the Church and outside world
Scripture	<i>Spiritual Gifts</i> (1 Corinthians 12:8-10)
Indicators	
1. Student can understand there are specific signs of the presence of the Spirit in the Church and in the world. 2. Student can recall the gifts of the Holy Spirit, and demonstrate their application to their faith story.	
7-AS2-7	To understand the application of the sacraments of the Catholic faith in personal faith stories
Scripture	<i>Works of Mercy</i> (Matthew 25:34-40)
Indicators	
1. Student can state examples of how the sacraments enhance participation in the life of the Church and its mission to the world.	

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Anchor Standard Three	Students will know and use Catholic expressions of prayer to recognize the power of the Holy Spirit that comes from self-surrender to God.
Scriptural Call	<i>"By prayer and petition, with thanksgiving, make your request known to God. Then the peace of God that surpasses all understanding will guard your hearts and minds in Christ Jesus."</i> (Philippians 4:6)

7-AS3-1	To know and participate in the Catholic tradition of prayer and acknowledge prayer as the primary way we deepen our knowledge of God in the community
Scripture	<i>Jesus Teaches Us How to Pray</i> (Matthew 6:9-15)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify ways in which the whole community comes together through prayer. 2. Student can understand prayer as two-way communication between them and God. 3. Student can understand that prayer life is a journey, and that Christ will use them to be the answer to the prayers of others. 	
7-AS3-2	To know and demonstrate the various modalities of prayer (blessing, praise, thanksgiving, petitions, intercessions) and their function in the church
Scripture	<i>"First of all, then, I urge that supplications, prayers, intercessions, and thanksgivings be made for everyone."</i> (1 Timothy 2:1)
Indicators	
<ol style="list-style-type: none"> 1. Student can define various types of prayer through writing their own prayers. 2. Student can understand the development of the types of prayers used by the Church. 3. Student can understand the role of prayer through its application in the Mass and Eucharist. 	
7-AS3-3	To recognize Mary as a model of prayer by knowing and understanding various Marian prayers
Scripture	<i>Mary Magnificat</i> (Luke 1:46-55)
Indicators	
<ol style="list-style-type: none"> 1. Student can recall Marian Prayers. 2. Students can articulate the meaning of each of those prayers. 3. Students can analyze the life of Mary and understand how she surrendered herself to God through a life of prayer. 	
7-AS3-4	To recognize the Liturgy of the Eucharist as the community's central act of worship, and that worship belongs to God alone
Scripture	<i>The Last Supper</i> (Matthew 26:-29)
Indicators	
<ol style="list-style-type: none"> 1. Student can understand the doctrine of transfiguration of the bread and wine, and the real presence of Christ in the Eucharist. 2. Students can articulate the importance of the Liturgy of the Eucharist. 3. Student can differentiate between worship and reverence. 4. Student can understand that Mary, the saints, icons, etc. of the church are not worshiped but revered as examples used to guide our own faith story. 	

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7-AS3-5	To examine personal faith stories through prayer in the light of the call to all disciples of Jesus to conversion, repentance, and to be like Christ
Scripture	<i>Call of Peter and Andrew</i> (Mark 1:16-20)
Indicators	
1. Student can analyze the conversion stories of the various Disciples of Christ throughout the Bible and make inferences about how Christ can call on anyone to spread the faith. 2. Student can see the need for a daily examination of conscious and repentance through reexamination of the Sacrament of Reconciliation.	
7-AS3-6	To understand prayer through the lens of reading Sacred Scripture and how the Gospels affirm our own faith story
Scripture	<i>Final Exhortation</i> (1 Thessalonians 5:16-18)
Indicators	
1. Student can explain how reading scripture helps us to lead our minds to God. 2. Student can describe how other people, literature, music, and daily prayer can strengthen our relationship with Christ.	

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Anchor Standard Four	Students will know the stories of Jesus's life of virtue and use them as models for moral development and reverence for life according to Church teachings.
Scriptural Call	<i>"Do unto others as you would have them do unto you."</i> (Luke 24:27)

7-AS4-1	To demonstrate an understanding that Christian discipleship requires following Jesus Christ as the way, the truth and the life which assists us in leading a moral life
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Scripture	<i>"I am the Way, the Truth, and the Life..."</i> (John 14:6-7)
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Indicators

1. Student can define and clearly state the meaning of morality.
2. Student can name the three sources of the morality of human acts.
3. Student can discuss and analyze various acts as either moral or immoral.

7-AS4-2	To discern the purpose and benefits of the Theological Virtues and Moral Virtues
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Scripture	<i>"And now faith, hope, and love abide, these three; and the greatest of these is love."</i> (1 Corinthians 13:13)
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Indicators

1. Student can list and identify Moral and Theological Virtues.
2. Student can analyze biblical figures or saints and discern which types of virtues they exhibit.
3. Student can look introspectively and discern which virtues are present in their own lives, but also what their next step would be in living a more virtuous life.

7-AS4-3	To understand that Catholic Social Teaching requires us to morally respond to the needs of others
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Scripture	<i>"How does God's love abide in anyone who has the world's goods and sees a brother or sister in need and yet refuses help?"</i> (1 John 3:17)
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Indicators

1. Student can identify the Pillars of Catholic Social Teaching and how they relate to life.
2. Student can analyze the potential needs of those around him/her and determine how he/she could meet those needs.

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Theology of the Body	
7-AS4-ToB-1	To understand each person is a sincere gift to another and that all vocations are a step on the journey of a one's faith story
Indicators	
<ol style="list-style-type: none"> 1. Student can identify the vocations-single life, married life, ordained, consecrated. 2. Student can determine that all vocations can be as equally fulfilling. 	
7-AS4-ToB-2	To understand that we are created in God's image and His authority and the teachings of the Church in our lives shape our perception of love and human sexuality.
Indicators	
<ol style="list-style-type: none"> 1. Student can define love as something selfless. 2. Student can model the love Christ felt for his Church in his/her own life. 3. Student can understand that their perception of human sexuality is influenced by pressures of society. 4. Student can define and differentiate between the concepts of chastity, purity, abstinence, modesty, and celibacy. 	
7-AS4-ToB-3	State the meaning of sexuality as a gift of God and meant for married love between a man and woman
Indicators	
<ol style="list-style-type: none"> 1. Student can understand the body, and therefore sex, is meant to express the language of divine love. 2. Student can explain the love of another as the willingness to sacrifice for that person. 3. Student can discern the characteristics of a loving relationship using Sacred Scripture. 4. Student can analyze the lives of the saints for examples of youthful love (St. Maria Goerri, Blessed Pier Giorgio Frassati, St. Therese of Lisieux, St. Bernadette, St. Dominic Savio). 	

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Anchor Standard Five	Students will know their roles in the stories of the Body of Christ as expressed in the Church's origin, history, ecclesiology, the Communion of Saints, cultural expressions, the work of the local Church community, and ecumenism.
Scriptural Call	<i>"Upon this rock, I will build my church."</i> (Matthew 16:18)

7-AS5-1	To emphasize that Catholic doctrines are sound and rooted in the history of the Church
Scripture	<i>Council of Jerusalem (Acts 15)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can demonstrate an understanding of Catholic Doctrine through researching scripture and drawing inferences to Catholic Doctrine. 2. Student can understand how Catholic Doctrine developed through various Ecumenical Councils throughout the history of the Church. 	
7-AS5-2	To respect various faith traditions and recognize what we share in common but also how we differ
Scripture	<i>Gentiles receive the Holy Spirit (Acts 10:44-48)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can identify similarities between the Roman Catholic Church and Eastern Catholic and Orthodox Churches. 2. Student can identify root causes of the schism of the Catholic Church that initially separated the Roman Catholic and Eastern Orthodox Churches. 3. Student can identify the root causes of the Protestant Reformation. 	
7-AS5-3	To understand the hierarchy of the Catholic Church and each of their vocations within
Scripture	<i>"Upon this rock, I will build my church."</i> (Matthew 16:18)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify the hierarchy of the church (all of those involved in the Sacrament of Holy Orders). 2. Student can identify the roles of each of those offices within the whole of the church and parish. 3. Student can identify the history and doctrine behind each of the offices of the church (Pope, Archbishop, Cardinals, Bishops, etc.). 	
7-AS5-4	To recall our involvement in the life, mission, and work of the parish community and family
Scripture	<i>Many Parts, One Body (Romans 12:4-5)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can state how different cultures in their parishes' neighborhood and city shape the culture of the parish and influence our own faith story. 2. Student can state and analyze the importance of welcoming groups into the church. 	
7-AS5-5	To state the belief that all the faithful in Christ, living and dead, form the Communion of Saints
Scripture	<i>"To the church of God that is in Corinth, to those who are sanctified in Christ Jesus, called to be saints, together with all those who in every place call on the name of our Lord Jesus Christ, both their Lord and ours."</i> (1 Corinthians 1: 2)
Indicators	
<ol style="list-style-type: none"> 1. Student can state how the Communion of Saints includes both living and the dead. 2. Student can explain how the Church remembers all of the saints in the Liturgical Year (Feast of Souls and all Saints). 3. Student can state how each living member of the Church belongs to the Communion of Saints. 	

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7-AS5-6	To become aware of the similarities and differences of Abrahamic Religions such as Judaism and Islam and to recognize as dictated by the Second Vatican Council regarding the Jewish People that “this people remains most dear to God”
Scripture	<i>“For you are a people holy to the Lord your God; it is you the Lord has chosen out of all the peoples on earth to be his people, his treasured possession.”</i> (Deuteronomy 14:2)
Indicators	
<ol style="list-style-type: none">1. Student can show an understanding that Jews express their faith by observing the commands of the covenant, reading Sacred Scripture from the Torah, synagogue worship, and family life.2. Student can demonstrate an understanding that Judaism and Islam are major world religions.3. Student can state that the Pope meets with Jewish leaders to enhance relationships with Christians and Jews.4. Student can state that Jews, Christians, Muslims share the belief that Abraham is the father of their faith and express the belief in one God.	

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Anchor Standard Six	Students will know their roles in the stories of discipleship, acting as servants of the world through vocation, stewardship, social justice and evangelization.
Scriptural Call	<i>"If anyone wishes to be first, he shall be the last of all and the servant of all."</i> (Mark 9:35)

7-AS6-1	To understand the missionary nature of the Church through exploration of the vocations of saints, monastics, priests, deacons and missionaries
Scripture	<i>Paul's Journeys</i> (Acts 13-21)
Indicators	
<ol style="list-style-type: none"> 1. Student can define missionary. 2. Student can identify the work of the Church as missionary work. 3. Student can explain how every Catholic is a missionary. 4. Student can give examples from his/her own faith stories to illustrate his/her missionary spirit. 5. Student can wholly understand the differences between religious and personal vocations. 6. Student can understand religious vocations as an extension of his/her personal faith story. 7. Student can define roles for religious vocations. 	
7-AS6-2	To demonstrate an appreciation for Catholic missionary and evangelization efforts throughout the world
Scripture	<i>Paul's Journeys</i> (Acts 13-21)
Indicators	
<ol style="list-style-type: none"> 1. Student can define missionary and identify the work of the Church as missionary. 2. Student can explain how every Christian is a missionary. 	
7-AS6-3	To reference our baptismal call as the special mission of the Church to care for the poor and vulnerable
Scripture	<i>Seven Chosen to Serve</i> (Acts 6:1-7)
Indicators	
<ol style="list-style-type: none"> 1. Student can understand that in reference to Catholic Social Teaching, the prime pillar is "Human Dignity." 2. Student can explain how this is evident in the Gospel of Luke. 3. Student can explain how your parish or church community serves the poor. 4. Student can use the Corporal Works of Mercy as guidelines to understand the social justice principle of human dignity. 	
7-AS6-4	To understand through cultural awareness that evangelization and sharing of faith coincides with the missionary nature of the Church
Scripture	<i>Gentiles and the Good News</i> (Acts 10:34-35)
Indicators	
<ol style="list-style-type: none"> 1. Student can understand how the Church operates in various cultures. 2. Student can see, in looking at the faith stories of the saints or holy men and women, how they evangelized the mission of the church. 3. Student can connect his/her own faith story to missionary saints, holy men, and women. 	

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7-AS6-5	To understand scriptural basis for being a servant to those in need throughout the world
Scripture	<i>Works of Mercy</i> (Matthew 25:31-46)
Indicators	
<ol style="list-style-type: none">1. Student can utilize the Gospel of Matthew to enhance understanding of the Beatitudes from the Sermon on the Mount as Christ's instructions for ways in which we should serve those around us.2. Student can recall biblical parables about how people were servants to others.3. Student can articulate the overarching message of the parable.	

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Anchor Standard One	Students will know their Catholic faith as revealed through Sacred Scripture, Sacred Tradition, and the stories of everyday human experience.
Scriptural Call	<i>“Then he opened their minds to understand the scriptures.” (Luke 24:45)</i>

8-AS1-1	To read, comprehend and articulate salvation history as conveyed in God’s revelation through the signs of scripture
Scripture	<i>The Multitude of Every Nation (Rev 7: 9-10)</i>

Indicators

1. Student can identify the Holy Spirit as central to opening the eyes of those who read Scripture and moving them to have faith in God.
2. Student can name and describe the two senses of Scripture: literal and spiritual.
3. Student can identify three categories of the spiritual sense of Scripture: allegorical (faith), anagogical (hope), and moral (love/charity).
4. Student can explain that Apostolic Tradition and Sacred Scripture, as entrusted to the teaching ministry of the Church (the Magisterium), make up a single deposit of the faith.
5. Student can articulate that to discover the Scripture author’s intention, the reader must take into account the culture, history, and literary forms of that time.
6. Student can describe the period of preparation for evangelization, the replacement of Judas, the leadership of Peter, Jesus’s leaving, and the role of the Holy Spirit.
7. Student can recount the history of the early Church after Pentecost and the first witnesses in Jerusalem led by Peter.
8. Student can retell the story of Stephen, deacon and first martyr.
9. Student can retell the story of Saul’s conversion.
10. Student can recount the story of Peter’s acceptance of Gentiles into baptism and the first missionary journey of Paul leading to the Council of Jerusalem and the question of circumcision.
11. Student can describe how the stories of the early Christian movement help build a foundation for Church history and the Church today.

8-AS1-2	To understand and proclaim the Nicene Creed as states the Triune God and the Marks of the Church
Scripture	<i>The Resurrection of Christ (1 Corinthians 15: 3-11)</i>

Indicators

1. Student can define creed/credo and explain the importance of having a creed.
2. Student can articulate how the Nicene Creed developed from an Ecumenical Council.
3. Student can explain that God is transcendent.
4. Student can define God as consubstantial.
5. Student can describe the Incarnation.
6. Student can demonstrate understanding of the Paschal Mystery.
7. Student can demonstrate understanding of the inspiration of the Holy Spirit, active in the Church today.
8. Student can define the Marks of the Church.
 - One-in faith, worship, governance and charity
 - Holy - Gifts of the Holy Spirit and Fruits of the Holy Spirit
 - Catholic - universality of the Church
 - Apostolic - successors of the apostles

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8-AS1-3	To read, comprehend, and articulate stories of Church history as conveyed in God's revelation through the Sacred Tradition
Scripture	<i>"So thee, brothers and sisters, stand firm and hold fast to the traditions that you were taught by us, either by word of mouth or by our letter."</i> (2 Thessalonians 2:15)
Indicators	
<ol style="list-style-type: none">1. Student can articulate key events at several ecumenical councils and how these councils defined and unified the Catholic Church.2. Student can retell stories of saints, explain the process of canonization, and define the communion of saints.3. Student can explain that there is no contradiction between faith and reason.4. Student can reflect that faith helps us to face the hardships of suffering, disappointment, and tragedy.5. Student can recognize that God's permitting evil is a mystery that God helps us to understand through his Son, Jesus Christ.6. Student can explain that God created us in a state of original holiness and justice (Original Innocence).7. Student can articulate the meaning of Original Sin.	

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Anchor Standard Two	Students will honor Christ's presence in the liturgy and His offer of grace through active, full, and conscious participation in the liturgical celebrations and Sacraments of the Church.
Scriptural Call	<i>"For where two or three are gathered together in my name, there am I in the midst of them."</i> (Matthew 18:20)

8-AS2-1	To understand and participate in the sacraments of the Church as effective signs of God's grace, instituted by Christ and entrusted to the Church
Scripture	<i>The Peril of Falling Away</i> (Hebrews 6:1-6)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify Confirmation as a sacrament of initiation carrying an indelible character that seals the confirmands with the Gifts of the Holy Spirit. 2. Student can recognize the benefits of the Sacrament of Confirmation as both personal and ecclesial. 3. Student can state the requirements for validly receiving the Sacrament of Confirmation. 4. Student can research a variety of saints, including that of their own baptismal name, to select a Confirmation name. 5. Student can demonstrate familiarity with the order of the Rite of Confirmation. 	

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Anchor Standard Three	Students will know and use Catholic expressions of prayer to recognize the power of the Holy Spirit that comes from self-surrender to God.
Scriptural Call	<i>“By prayer and petition, with thanksgiving, make your request known to God. Then the peace of God that surpasses all understanding will guard your hearts and minds in Christ Jesus.” (Philippians 4:6)</i>

8-AS3-1	To know and participate in the Catholic tradition of prayer and acknowledge prayer as the primary way we deepen our knowledge of God in the community
Scripture	<i>Jesus Teaches Us to Pray</i> (Matthew 6: 9-15)
Indicators	
<ol style="list-style-type: none"> 1. Student can retell the stories of Abraham, Moses, Mary, and Jesus at prayer. 2. Student can write the five main types of prayer: Blessing and adoration, petition, intercession, thanksgiving and praise. 3. Student can identify sources of prayer such as the Bible, particularly Psalms, songs, and Traditional prayers such as Apostles Creed, Our Father, Holy Mary, and the Glory Be. 4. Student can define the Liturgy as the prayer of the Church including the Mass and Liturgy of the Hours. 5. Student can participate appropriately in a variety of methods of prayer such as contemplation, meditation, communal, personal, spontaneous, Lectio Divina, novena, and processions. 	

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Anchor Standard Four	Students will know the stories of Jesus's life of virtue and use them as models for moral development and reverence for life according to Church teachings.
Scriptural Call	<i>"Do unto others as you would have them do unto you."</i> (Luke 24:27)

8-AS4-1	To explain, defend and give examples of how Catholic Social Teaching principles inform and transform both personal and societal moral decisions
Scripture	<i>"Do unto others as you would have them do to you."</i> (Luke 24: 27)
Indicators	
<ol style="list-style-type: none"> 1. Student can identify the seven principles of Catholic Social Teaching. 2. Student can actively participate in Corporal and Spiritual Works of Mercy 3. Student can respond with compassion to people globally. 4. Student can recognize that the dignity of all people includes the right to work and to the right to contribute to society. 	
8-AS4-2	To recognize the impact of the media in the modern world including how it shapes our moral conscience and perceptions of morality and to recognize that acts can be wrong in spite of the good end or intention
Scripture	<i>Parable of the Wheat & Weeds</i> (Matthew 13: 24-30)
Indicators	
<ol style="list-style-type: none"> 1. Student can examine media sources (internet, written material, broadcast videos) in a critical-thinking manner. 2. Student can develop an argument about the validity of advertisements. 3. Student can define end and intention. List acts that are wrong regardless of what good we hope to accomplish. 4. Student can define the difference between venial and mortal sins. 5. Student can explain God's Divine Mercy and sanctifying grace. 	
8-AS4-3	To understand the Church's teaching that human life begins with conception and ends with natural death
Scripture	<i>"Love does no wrong to a neighbor; therefore, love is the fulfilling of the law."</i> (Romans 13: 10)
Indicators	
<ol style="list-style-type: none"> 1. Student can apply Catholic Social Teaching to sensitive issues: euthanasia, abortion, end of life issues, genetic engineering, death penalty, and suicide. 	

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Theology of the Body

8-AS4-ToB-1	To understand what it means to be a human being uniquely made for love in the image and likeness of God, as revealed through the human body
Indicators	
<ol style="list-style-type: none"> 1. Student can develop their relationship with God, recognizing that God is the source of love and that love can only be a free choice. 2. Student can demonstrate understanding that God reveals Himself to each one through the human body. Sexuality is a gift from God and is a fundamental part of our being. 	
8-AS4-ToB-2	To explore the nature of growing up, maturing, making decisions and finding happiness through distinguishing personal identity and recognizing choices in habits to create vices or virtues that shape who we are
Indicators	
<ol style="list-style-type: none"> 1. Student can practice moral discernment skills necessary for dealing with the challenges of teenage years. 2. Student can appreciate the need for self-acceptance, recognizing all people in the beauty of God's creation have unique attributes 3. Student can recognize that all people have specific environmental influences that are out of their control. All people have the ability to make choices about their personal response to their environment. 	
8-AS4-ToB-3	To understand chastity as a positive virtue of sexual purity in contrast to the vice of lust, and to recognize how chastity affects daily choices (pornography, modesty, etc.); To appreciate that we have freedom in our relationships to truly love and to fulfill our intended purpose
Indicators	
<ol style="list-style-type: none"> 1. Student can accept and appreciate chastity as a virtue. 2. Student can recognize that chastity requires learning to love as God loved us, unselfishly. 3. Student can define abstinence as refraining from intimate sexual activity which teaches one self-control. 4. Student can actively make decisions that respect and protect the "gift of sex" in self and others. 	
8-AS4-ToB-4	To recognize that love is freely given for the betterment of the other, that immoral behaviors constitute use of the other person, not love; To define vocation as God's call to each person and our response to the call, in marriage, consecrated life or ordained life
Indicators	
<ol style="list-style-type: none"> 1. Student can identify the four types of love: Agape (divine love), Philia (friends'), Storge (family), Eros (sexual love) 	

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Anchor Standard Five	Students will know their roles in the stories of the Body of Christ as expressed in the Church's origin, history, ecclesiology, the Communion of Saints, cultural expressions, the work of the local Church community, and ecumenism.
Scriptural Call	<i>"Upon this rock, I will build my church."</i> (Matthew 16:18)

8-AS5-1	To recognize that the Church is a living institution, both human and divine, guided by the Holy Spirit over the past 2,000 years, influencing the world as a sign of salvation in Christ
Scripture	<i>Pentecost (Acts 2)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can articulate that the Church has special charisms that she receives from the Holy Spirit to accomplish its work. 2. Student can outline the hierarchy of the Church guided by the Holy Spirit including Pope, Cardinals, Bishops, Priests and Deacon to whom the world looks for inspiration, guidance and hope. 3. Student can define Magisterium as the teaching authority of the Church. 	
8-AS5-2	To recognize the revelation of God's love over the history of the Church in the saints, in various cultures, and in local communities
Scripture	<i>The Beginning of the Church in Antioch (Acts 11:19-26)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can explain that the Communion of Saints includes the living and the dead. 2. Student can participate appropriately in various religious cultural activities and worship. 3. Student can reflect on the cultural, racial, and ethnic diversity of the parish as gifts that enrich the entire community. 4. Student can participate in the local parish with time, talent, and treasure to build up the Body of Christ following the Precepts of the Church. 	
8-AS5-3	To recognize key historical events in Church History: 313 Edict of Milan, Protestant Reformation, and Vatican II
Scripture	<i>Pentecost (Acts 2)</i>
Indicators	
<ol style="list-style-type: none"> 1. Student can recognize the events of the Apostolic Age 30 CE to 313 CE, including Pentecost and the Council of Jerusalem. 2. Student can explain the importance of Constantine and the Edict of Milan in the development of the Church. 3. Student can outline the impact of the Protestant Reformation, the Counter-Reformation and the Council of Trent. 4. Student can articulate impact of Vatican II in modern Church history. 	

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Anchor Standard Six	Students will know their roles in the stories of discipleship, acting as servants of the world through vocation, stewardship, social justice. and evangelization.
Scriptural Call	<i>"If anyone wishes to be first, he shall be the last of all and the servant of all."</i> (Mark 9:35)

8-AS6-1	To understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church
Scripture	<i>One Body with Many Members</i> (1 Cor. 12:12-13)
Indicators	
<ol style="list-style-type: none"> 1. Student can explain that every baptized Catholic has a specific call from the Holy Spirit to be lived in the life of the Church. 2. Student can explain that at Baptism the person is called priest, prophet and king. As priest we are called to sacrifice for the Church, as prophet to speak the Word of God, and as King to live in His holiness. 3. Student can explain the choices for living your vocation, including single life, married life, consecrated life or ordained life. 	
8-AS6-2	To understand stewardship as a spiritual commitment of disciples to take responsibility for the global environment and human concerns
Scripture	<i>The Believers Share their Possessions</i> (Acts 4:32-37)
Indicators	
<ol style="list-style-type: none"> 1. Student can explain why Catholic citizens have the duty to work with civil authority for building up a just society. 2. Student can continue Jesus's mission today through the ministries of the word, worship, community building, and service. 3. Student can recognize the need to serve the members of the parish community and the secular community without recognition. 	
8-AS6-3	To appreciate Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service
Scripture	<i>The seven Chosen to Serve</i> (Acts 6:1-7)
Indicators	
<ol style="list-style-type: none"> 1. Student can give an example of how he/she would defend faith to someone who criticizes belief in Jesus. 2. Student can identify parish organizations and ministries which challenge people to live the baptismal call to discipleship and service. 3. Student can show understanding of the leadership of St. Pope John Paul II in the Church and the world through the call for a New Evangelization. 	
8-AS6-4	To understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Jews, Muslims, and other faith traditions
Scripture	<i>"Every generous act of giving, with every perfect gift, is from above, coming down from the Father of lights, with whom there is no variation or shadow due to change."</i> (James 1: 17)
Indicators	
<ol style="list-style-type: none"> 1. Student can describe the universality of the Church. 2. Student can show that dialogue is an evangelizing work of the Church in the task of creating unity and peace in the world. 3. Student can recognize the commonalities of the Abrahamic religions: Judaism, Christianity and Islam. 4. Student can recognize the animosity between Jews and Muslims so as to bring all together in dialogue to find commonality and peace. 	