

Level VI - Cycle A

Overview of the Year: Goals & Objectives

PROFESSION OF FAITH

GOALS	OBJECTIVES
#1 Trinity	a. Illustrate the understanding of Trinity as distinct persons of Father, Son and Holy Spirit. b. Summarize the historical development of the doctrine of the Trinity. c. Identify the titles of Jesus. d. Defend the Catholic understanding of the necessity of the mystery of the Incarnation.
#2 Relationship with God	a. Recognize that God's creative love is reflected in our human need for truth and happiness. b. Analyze human longing for ultimate fulfillment.
#3 Faith	a. Recall and explain the articles (teachings) of the Apostles Creed and the Nicene Creed. b. Identify the key doctrines and dogma of the Catholic tradition. c. Define dogma, doctrine, creed, magisterium, and infallibility.
#4 Church	a. Explain the names images and symbols used for "church". b. Recognize that the Church is the vehicle through which God's plans are revealed for all humanity. c. Define the Church as the universal sacrament of salvation for humanity.
#5 Scripture	a. Define revelation as the sharing of God's existence and identify through human experiences. b. Identify the Bible as the story of God's revelation to people as well as the Church's role in the transmission of Divine Revelation.
#6 Creation	a. Examine the Catholic understanding of the hierarchy of creatures and the interdependence of creation. b. Explore various concept of the expression of "God creator" and the Catholic understanding of the origins of humanity. c. Define the Christian understanding of "Sabbath".

CELEBRATION OF THE CHRISTIAN MYSTERY

GOALS	OBJECTIVES
#7 Sacraments	a. Compare the contrast the Eucharistic celebration to the Last Supper. b. Explain how the Eucharist is a sacrifice. c. Examine Protestant teaching about the Lord's Supper. d. Recognize the role of grace in forming Virtue.
#8 Community of	a. Define the concept of "Christian Faithful".

Believers

b. Explain the role of hierarchy in the life of the Church

c. Identify the belief in the Communion of Saints.

d. Explain the Christian involvement in the life, mission, and work of the church,

family and community as a means of fulfillment of God’s plan of salvation.

LIFE IN CHRIST

GOALS	OBJECTIVES
#9 Human Dignity	<p>a. Observe and critique United States culture in light of Catholic values.</p> <p>b. Demonstrate ways in which the Catholic experience of faith has been and is shaped by culture and also stands against culture.</p> <p>c. Identify the varied cultures and contributions they make within the Church, including spirituality, traditions, popular world views and ethics.</p>
#10 Moral Conscience	<p>a. Define the Catholic understanding of the morality of human actions.</p> <p>b. Describe the Catholic understanding of the natural law.</p> <p>c. Explain the position of the Church on the Sources of morality and the morality of human acts.</p> <p>d. Define sin and differences between the various kinds of sin.</p>
#11 Discipleship	<p>a. Describe how the sacraments of initiation give one a share in the priestly, prophetic and kingly office of Christ..</p> <p>b. Specify how lay people share in the common priesthood of all believers.</p> <p>c. Describe the role of the laity, hierarchy, and those in consecrated life in the People of God.</p> <p>d. Describe the term “vocation” and identify vocation as a call from God – not just a choice.</p>
#12 Relationship with one another	<p>a. Identify and supply Catholic principles to our understanding of interpersonal relationships.</p> <p>b. Use Scripture as a model of interpersonal relationships.</p> <p>c. Recognize the relationships between love of God, love of self and love of others.</p>
#13 Social Justice	<p>a. Describe the communal character of the human being.</p>
#14 Christian Service	<p>a. Explain the responsibility of people to participate in society.</p> <p>b. Describe the responsibilities of civil authority and citizens.</p>

CHRISTIAN PRAYER

GOALS	OBJECTIVES
#15 Catholic Tradition of Prayer	<p>a. Explain how Catholics use the Psalms as content of prayer.</p> <p>b. Describe the forms of prayer.</p> <p>c. Examine St. Paul’s admonition to pray without ceasing.</p>

Level VI - Cycle B

Overview of the Year: Goals & Objectives

PROFESSION OF FAITH

GOALS	OBJECTIVES
#1 Trinity	<ul style="list-style-type: none"> a. Explain the death, resurrection, ascension and coming again of Jesus in relation to our understanding of redemption. b. Define the titles, symbols, and mission of the Holy Spirit. c. Identify the meaning of the term Mystery of Faith in the Catholic Tradition.
#2 Relationship with God	<ul style="list-style-type: none"> a. Examine how God’s covenant with humanity was progressive and in stages. b. Recognize that Jesus is the fullness of God’s revelation
#3 Faith	<ul style="list-style-type: none"> a. Explain how the Apostles Creed and the Nicene Creed have shaped our tradition. b. Demonstrate how the Nicene Creed is an essential for Christian loving. c. Describe the interrelationship between personal faith (I believe) and ecclesial faith (We believe).
#4 Church	<ul style="list-style-type: none"> a. Name and describe the four marks of the Church. b. Defend the Catholic belief of Mary as Mother of God and Mother of the Church. c. Develop a thorough understanding of the Protestant Reformation and its implications for Catholics.
#5 Scripture	<ul style="list-style-type: none"> a. Demonstrate and understand various methods of Biblical interpretation. b. Apply ideas of Scripture to daily life.
#6 Creation	<ul style="list-style-type: none"> a. Define the Catholic understanding of human work. b. Teach the Christian responsibility to share, time, talent and treasure.

CELEBRATION OF THE CHRISTIAN MYSTERY

GOALS	OBJECTIVES
#7 Sacraments	<ul style="list-style-type: none"> a. Define liturgy and its importance in the life of the Catholic Church and the individual . b. Define the term “sacrament” and explain how the sacraments are “instituted” by Christ. c. Explore how sacraments always involve symbols—both word and matter—in their celebration. d. Identify the liturgical seasons of the year. e. Describe the sacraments of initiation as foundational to Christian life; include the names of the sacraments, essential signs, effects, biblical basis and history of sacraments. f. Explain the role of the cardinal virtues in living a human life.
#8 Community of Believers	<ul style="list-style-type: none"> a. Explore the meaning of death for the Christian believer. b. Define the Eucharist as the most visible expression of Church as community.

	<p>c. Relate that the Church is a community of God's people called to continual reform and renewal.</p> <p>d. Students come to see the Eucharist as the primary source of their personal and intimate relationship with Jesus Christ.</p>
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LIFE IN CHRIST

GOALS	OBJECTIVES
#9 Human Dignity	<p>a. Acknowledge individuals who make/have made contributions to the Church.</p> <p>b. Explain the Catholic understanding of justification, grace and merit.</p> <p>c. Our justification comes from the grace of God.</p>
#10 Moral Conscience	<p>a. Explain the Catholic understanding of justification, grace and merit.</p> <p>b. Describe the role of the magisterium of the Church in the moral life of individuals.</p> <p>c. Describe the Catholic understanding of the necessity of confessing to a priest.</p>
#11 Discipleship	<p>a. Describe the difference between the priesthood of the believers and the ministerial priesthood.</p> <p>b. Describe Baptism as source of Christian experience of a call from God.</p> <p>c. Students examine the possibility of a call to the consecrated life or priesthood.</p>
#12 Relationship with one another	<p>a. Explain the role of parents and family in interpersonal relations.</p> <p>b. Articulate an understanding of human sexuality.</p> <p>c. Define the human responsibility to bear witness to the Truth.</p>
#13 Social Justice	<p>a. Define the Catholic understanding of authority, the common good, and the role they play in the life of the human being.</p> <p>b. Explain the understanding of stewardship and the ownership of goods, i.e. private vs. common good.</p>
#14 Christian Service	<p>a. Articulate that service is an essential element of discipleship.</p> <p>b. Recognize service as obedience/prayer in action.</p>

CHRISTIAN PRAYER

GOALS	OBJECTIVES
#15 Catholic Tradition of Prayer	<p>a. Develop an understanding of the importance of prayer in helping us to live out our sexuality.</p> <p>b. Be familiar with the Liturgy of the Hours as the official prayer of the Church.</p> <p>c. Encourage the development of appropriate Marian devotion.</p>

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Goal # 1: Recognize God as Trinity.	
<i>Rationales:</i>	
<ul style="list-style-type: none"> ◆ <i>CCC 234: The Mystery of the Most Holy Trinity is the central mystery of Christian faith and life. It is the most fundamental and essential teaching in the “hierarchy of the truths of faith.</i> ◆ <i>CCC 240: Jesus revealed that God is Father. He is eternally Father in relation to His only Son. The Holy Spirit is sent to the Apostles and to the Church both by the Father in the nature of the Son, and by the Son in person.</i> ◆ <i>CCC 244: The sending of the person of the Spirit after Jesus’ glorification reveals in its fullness the mystery of the Holy Trinity.</i> ◆ <i>DJ 5: In fact, it must be firmly believed that, in the mystery of Jesus Christ, the incarnate Son of God who is the way the truth and the life, the full revelation of divine truth is given.</i> 	
Cycle A Objectives	<ul style="list-style-type: none"> a. Illustrate the understanding of Trinity as distinct persons of Father, Son and Holy Spirit. b. Summarize the historical development of the doctrine of the Trinity. c. Identify the titles of Jesus. d. Defend the Catholic understanding of the necessity of the mystery of the Incarnation.
Cycle B Objectives:	<ul style="list-style-type: none"> a. Explain the death, resurrection, ascension and coming again of Jesus in relation to our understanding of redemption. b. Define the titles, symbols, and mission of the Holy Spirit. c. Identify the meaning of the term Mystery of Faith in the Catholic Tradition.
Sample Activities:	<ul style="list-style-type: none"> 1. Students identify ways that God is present to them as Father, Son and Holy Spirit 2. Compare and contrast the Passover narrative from Exodus with the Crucifixion and Last Supper narrative as recorded in the Gospels 3. Identify aspects of the Paschal Mystery in our daily lives and throughout the Church 4. What does inspiration mean in our daily lives and throughout the Church? 5. Define and give examples of your understanding of the word "inspiration" 6. Students use various art forms to demonstrate images and symbols of the Trinity 7. Students identify the presence of the Trinity in the sacraments 8. Students write a short essay on which person of the Trinity to whom they pray

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Goal # 2: Present an understanding of the human need for a personal relationship with Jesus Christ based on revelation and faith.

Rationales:

- ◆ *CCC 27: The desire for God is written in the human heart, because man is created by God and for God; and God never ceases to draw man to Himself. Only in God will he find the truth and happiness he never stops searching for.*
- ◆ *DJ 14: It must be firmly believed as a truth of Catholic faith that the universal salvific will of the One and Triune God is offered and accomplished once for all in the mystery of the incarnation, death, and resurrection of the Son of God.*

Essential concepts for understanding and teaching this goal.

- CCC 396 Man is dependent on his Creator and subject to the laws of creation and to the moral norms that govern the use of freedom.*
- CCC 397 Man, tempted by the devil, let his trust in his Creator die in his heart, and abusing his freedom, disobeyed God's command.*
- CCC 398 Man chose himself over God against the requirements of his creaturely status and against his own good.*
- CCC 405 Original sin is a deprivation of original holiness and justice, but human nature has not been totally corrupted: it is wounded in the natural powers proper to it; subject to ignorance, suffering, and the dominion of death; and inclined to sin- an inclination to evil that is called "concupiscence."*
- CCC 407-409 The dramatic situation of the world makes the life of every man and woman a battle to go to heaven.*
- CCC 1996-2005 Grace is participation in the life of God. It introduces us into the intimacy of Trinitarian life: by Baptism the Christian participates in the grace of Christ, the Head of his body.*
- CCC 1849-1869 Sin is an offense against reason, truth, and right conscience; it is a failure in genuine love for God and neighbor caused by a perverse attachment to certain goods. The gospel is the revelation in Jesus Christ of God's mercy to sinners.*
- CCC 385-395 The Fall is the biblical revelation about the reality of sin in human history. It is a fall from God's friendship and grace which the first human beings had received not only for themselves but for the whole human race.*
- CCC 387, 1730-1742 Freedom & Sin: Freedom is the power, rooted in reason and will, to act or not to act, to do this or that, and so to perform deliberate actions on one's own responsibility. By free will one shapes one's own life. Only in the knowledge of God's plan for man can we grasp that sin is an abuse of the freedom that God gives to created persons so that they are capable of loving him and loving one another.*
- CCC 1821, 2794 - 2796 Heaven is the full union of the human person with God and of all persons in God. Heaven is the perfect happiness that comes from sharing in God's divine life.*
- CCC 1030-1032 Purgatory is the process through which we are cleansed or purged of the selfishness that keeps us even minimally separated from God.*
- CCC 1030-1037 Hell is the experience of final alienation and estrangement from God, isolation and separation from all that is good. Hell is the experience of eternal punishment for*

grave and unrepented sin.

Cycle A Objectives	<ol style="list-style-type: none">a. Recognize that God’s creative love is reflected in our human need for truth and happiness.b. Analyze human longing for ultimate fulfillment.
Cycle B Objectives:	<ol style="list-style-type: none">a. Examine how God’s covenant with humanity was progressive and in stages.b. Recognize that Jesus is the fullness of God’s revelation
Sample Activities:	<ol style="list-style-type: none">1. Students examine the lives of famous converts to the faith i.e. St. Augustine, Dorothy Day, Thomas Merton, Cardinal Newman, Mother Seton...2. Students explore the Gospels for evidence of Jesus as the meaning and purpose in their lives3. Students can define atheism. monotheism. polytheism, agnosticism4. Students locate Scriptural references of God's creative love and show how they apply specifically in their lives i.e. love, joy, pain grief, happiness, sorrow5. Students write an essay on the meaning of faith and describe a person you have faith in and how this influenced your behavior6. Students explain the meaning of covenant as found in both Old and New Testament and give a practical illustration of this in their lives7. Students read the stories of Abraham, Noah, Moses and Christ; then illustrate their understanding of God's covenant with humanity in a creative way8. Students interview a married couple to understand their marriage as covenant and commitment9. Students interview a priest, religious sister or brother to understand religious vocation as covenant and commitment10. Students discuss how to love and to commit to their future spouse as their sex partner for life.

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Goal #3: Illustrate a basic understanding of doctrine and dogma as expressed in the creed.

Rationales:

- ◆ *CCC 90: The mutual connections between dogmas and their coherence can be found in the whole of the Revelation of the mystery of Christ. In Catholic doctrine there exists an order of “hierarchy” of truths, since they vary in their relation to the foundation of Christian faith.*
- ◆ *DJ 1: The Church’s universal mission is born from the command of Jesus Christ and is fulfilled in the course of the centuries in the proclamation of the mystery of God, Father, Son, and Holy Spirit, and the mystery of the incarnation of the Son, as saving event for all of humanity.*
- ◆ *DJ 5: It must be firmly believed that, in the mystery of Jesus Christ, the Incarnate Son of God, who is the way, the truth, and the life, the full revelation of divine truth is given.*

Cycle A Objectives

- a. Recall and explain the articles (teachings) of the Apostles Creed and the Nicene Creed.
- b. Identify the key doctrines and dogma of the Catholic tradition.
- c. Define dogma, doctrine, creed, magisterium, and infallibility.

Cycle B Objectives:

- a. Explain how the Apostles Creed and the Nicene Creed have shaped our tradition.
- b. Demonstrate how the Nicene Creed is an essential for Christian loving.
- c. Describe the interrelationship between personal faith (I believe) and ecclesial faith (We believe).

Sample Activities:

1. Compare and contrast the Nicene Creed and Apostles Creed noting the implications for Catholic beliefs and principles
2. Using the Catholic Catechism, the Catholic Encyclopedia, find definitions of doctrine, dogma, creed, magisterium, tradition and infallibility
3. Research three moments in history when belief in Jesus' human and divine nature was controversial i.e. Arian Heresy, Monophysitism, Nestorianism.
4. Students list the dogmatic beliefs in the Nicene Creed and Apostles Creed
5. Students write a personal creed about their beliefs in God and the Church i.e. if you say you are Catholic, then you are in agreement with the established creeds

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Goal # 4: Illustrate a basic understanding of Church.	
<i>Rationales:</i>	
<ul style="list-style-type: none"> ◆ <i>CCC 737: The mission of Christ and the Holy Spirit is brought to completion in the Church, which is the Body of Christ and the temple of the Holy Spirit.</i> ◆ <i>DJ 13: The truth of the Jesus Christ, Son of God, Lord and only Savior, who through the event of his incarnation, death and resurrection has brought the history of salvation to fulfillment, and which has in him its fullness and center, must be firmly believed as a constant element of the Church's faith.</i> ◆ <i>DJ 16: The Lord Jesus, the only Savior, did not only establish a simple community of disciples, but constituted the Church as a salvific mystery: he himself is in the Church and the Church is in him.</i> 	
Cycle A Objectives	<ul style="list-style-type: none"> a. Explain the names images and symbols used for “church”. b. Recognize that the Church is the vehicle through which God’s plans are revealed for all humanity. c. Define the Church as the universal sacrament of salvation for humanity.
Cycle B Objectives:	<ul style="list-style-type: none"> a. Name and describe the four marks of the Church. b. Defend the Catholic belief of Mary as Mother of God and Mother of the Church. c. Develop a thorough understanding of the Protestant Reformation and its implications for Catholics.
Sample Activities:	<ol style="list-style-type: none"> 1. Students list and define the images of the Church, noting the Scriptural origin of each, inclusion in the Catholic Catechism 2. Define the four marks of the Church 3. Students write a letter to protestant brothers and sisters and defend titles of Mary as Mother of God and Mother of the Church and explain Catholic devotions to Mary 4. Students identify prophetic Hebrew Scriptures for reference to the Church, the Body of Christ 5. Students search through the Christian Scriptures for references to the Church, the Body of Christ 6. Students choose an issue of faith and write a report outlining its historical development 7. Students distinguish between articles of Faith and disciplines i.e. real presence in the Eucharist vs. receiving Communion in the hand. 8. Trace the historical development of Protestant church since the Reformation.

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Goal #5: Read, understand, interpret, and apply Scripture to life.

Rationale:

- ◆ *CCC 97: Sacred Tradition and Sacred Scripture make up a single sacred deposit of the Word of God, in which, as in a mirror, the pilgrim Church contemplates God, the source of all her riches.*

Cycle A Objectives

- a. Define revelation as the sharing of God’s existence and identify through human experiences.
- b. Identify the Bible as the story of God’s revelation to people as well as the Church’s role in the transmission of Divine Revelation.

Cycle B Objectives:

- a. Demonstrate and understand various methods of Biblical interpretation.
- b. Apply ideas of Scripture to daily life.

Sample Activities:

1. Students use the lectionary for the proclamation of Scripture.
2. Students write a prayer service incorporating scripture as found in the lectionary
3. Students compare and contrast behavior stated by the Ten Commandments and behavior in violation of the Ten Commandments
4. Identify different literary types found in Scripture i.e. Acts/Revelation; Poetry/Sayings; Narrative/History
5. Students should be able to contrast a Catholic interpretation with a fundamentalist understanding of scripture.
6. Students cite examples of the teachings of Jesus about God, prayer, peace, service and moral life
7. Students locate Scripture passages which are the origins of the Seven Sacraments
8. Students retell a parable of Jesus using modern day circumstances
9. Students trace the following themes in the Bible: salvation, healing, judgment, fidelity
10. In small groups, students find descriptions of images of God in Scripture, create a visual record and share with the class
11. Students contrast a literalist interpretation with a contextual interpretation of the creation story

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Goal #6: Exercise responsibility as caretakers of creation as an expression of our relationship with Jesus Christ.	
<i>Rationale:</i>	
<p>◆ <i>CCC 307: To human beings God even gives the power of freely sharing in His providence by entrusting them with the responsibility of subduing the earth and having dominion over it. God thus enables men to be intelligent and free causes in order to complete the work of creation, to perfect its harmony for their own good and that of their neighbor.</i></p>	
Cycle A Objectives	<ul style="list-style-type: none"> a. Examine the Catholic understanding of the hierarchy of creatures and the interdependence of creation. b. Explore various concept of the expression of “God creator” and the Catholic understanding of the origins of humanity. c. Define the Christian understanding of “Sabbath”.
Cycle B Objectives:	<ul style="list-style-type: none"> a. Define the Catholic understanding of human work. b. Teach the Christian responsibility to share, time, talent and treasure.
Sample Activities:	<ul style="list-style-type: none"> 1. Record the events of this past Sunday, compare the contrast them with the Christian interpretation of the Sabbath/Sunday 2. Students describe their contribution of time, talent and treasure 3. Students debate the rights and responsibilities inherent in ownership i.e. right of ownership Vs. selfishness 4. Students write a poem or song illustrating the interdependence on God's creation 5. Students develop a documentary to promote responsible stewardship 6. Students organize a school-wide recycling program 7. Students explore medical, ethical issues in current news media i.e. genetic engineering, health insurance, right to treatment, and death with dignity 8. Students compare and contrast stewardship Vs consumerism. (Refer to documents on stewardship)

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<p>Goal #7: Demonstrate the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics.</p>	
<p><i>Rationales:</i></p> <ul style="list-style-type: none"> ◆ CCC 1129: <i>The Church affirms that for believers the sacraments of the New Covenant are necessary for salvation.</i> ◆ CCC 1324: <i>The Eucharist is the “source and summit” of the Christian life.</i> 	
<p>Cycle A Objectives</p>	<ul style="list-style-type: none"> a. Compare the contrast the Eucharistic celebration to the Last Supper. b. Explain how the Eucharist is a sacrifice. c. Examine Protestant teaching about the Lord’s Supper. d. Recognize the role of grace in forming Virtue.
<p>Cycle B Objectives:</p>	<ul style="list-style-type: none"> a. Define liturgy and its importance in the life of the Catholic Church and the individual . b. Define the term “sacrament” and explain how the sacraments are “instituted” by Christ. c. Explore how sacraments always involve symbols—both word and matter—in their celebration. d. Identify the liturgical seasons of the year. e. Describe the sacraments of initiation as foundational to Christian life; include the names of the sacraments, essential signs, effects, biblical basis and history of sacraments. f. Explain the role of the cardinal virtues in living a human life.
<p>Sample Activities:</p>	<ol style="list-style-type: none"> 1. Make a calendar indicating seasons, colors and meaning associated with each 2. In an oral presentation define "sacrament," how instituted by Christ and why important to Catholic belief 3. Form 7 groups; each group takes responsibility for the name of sacrament, essential signs, biblical basis and history of sacrament 4. Outline and explain the content of the basic parts of the Mass 5. In an essay, compare Protestant understanding of Eucharist with the Catholic understanding of Eucharist 6. Students invite an adult, or person close in age to them who has experienced the journey of RCIA to share their conversion and details of their Baptism, Confirmation and First Eucharist 7. Students interview a priest/deacon on the symbolism and meaning of their ordination

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Goal #8: Demonstrate an understanding of the faith community as a sharing in the Paschal Mystery of Christ.	
Rationale:	
◆ <i>CCC 949: In the primitive community of Jerusalem, the disciples devoted themselves to the apostles' teaching and fellowship, to the breaking of the bread and the prayers.</i>	
Cycle A Objectives	<ul style="list-style-type: none"> a. Define the concept of "Christian Faithful". b. Explain the role of hierarchy in the life of the Church c. Identify the belief in the Communion of Saints. d. Explain the Christian involvement in the life, mission, and work of the church, family and community as a means of fulfillment of God's plan of salvation.
Cycle B Objectives:	<ul style="list-style-type: none"> a. Explore the meaning of death for the Christian believer. b. Define the Eucharist as the most visible expression of Church as community. c. Relate that the Church is a community of God's people called to continual reform and renewal. d. Students come to see the Eucharist as the primary source of their personal and intimate relationship with Jesus Christ.
Sample Activities:	<ul style="list-style-type: none"> 1. Make a chart listing the hierarchy, laity and consecrated life of the Roman Catholic Church and their functions. 2. Students research and present the life of a saint 3. Students write an essay on a deceased relative and how they still experience a connection with that person 4. Compare the Catholic and two other religious interpretations of the concept of death and afterlife; clearly noting our Catholic beliefs (purgatory, resurrection of the body, etc.) 5. During a prayer service, students put together puzzle pieces to form a Church shape. Each puzzle piece contains the name of the student and gift he or she has which will build Church 6. Illustrate an understanding of "community" by having students indicate the various communities of which they are a member i.e. family, friends, school, church. 7. Students discuss the importance of Christian community as a support system to help strengthen their convictions and commitment to God, themselves and their future spouse. 8. Students participate in Eucharistic adoration. 9. Students develop an understanding of the importance of regular Mass attendance as a member of the Christian community and what their response will be as a young adult.

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Goal #9: Acknowledge and affirm the dignity of the human person and community.	
<i>Rationale:</i>	
◆ <i>CCC 1700: The dignity of the human person is rooted in his creation in the image and likeness of God.</i>	
Cycle A Objectives	<ul style="list-style-type: none"> a. Observe and critique United States culture in light of Catholic values. b. Demonstrate ways in which the Catholic experience of faith has been and is shaped by culture and also stands against culture. c. Identify the varied cultures and contributions they make within the Church, including spirituality, traditions, popular world views and ethics.
Cycle B Objectives:	<ul style="list-style-type: none"> a. Acknowledge individuals who make/have made contributions to the Church. b. Explain the Catholic understanding of justification, grace and merit. c. Our justification comes from the grace of God.
Sample Activities:	<ul style="list-style-type: none"> 1. Students become aware of the Church's teaching regarding human dignity and community by consulting various Church documents i.e. council documents, papal encyclopedias, and bishops pastoral statements 2. Students study some of the problems and needs of the mentally retarded and physically challenged so as to understand our Christian response and become involved in their lives and the gifts they offer to us 3. Students understand some of the facts about abortion, child abuse, euthanasia, living wills and recognize and respect and value Christians must give to human life 4. Students design a multimedia presentation of music, media and cultural influences on the ethics of human relationships 5. List and define the human and theological virtues and the role they play in character formation and interpersonal relations 6. Define sin and differentiate between the various kinds of sin 7. Define grace and indicate its effects 8. Students celebrate various cultures during holy days and holidays in the classroom or with their families 9. Students collect newspapers and magazine articles that reflect modern cultures, then compare and contrast them Catholic values/Catholicism/morality 10. Students associate God's forgiveness with His grace (John 8:10-11) 11. Students explore God's faithfulness to help them resist temptation (I Corinthians 10:13, Philippians 4:13).

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Goal #10: Develop a moral conscience grounded in the truth of Jesus Christ.	
<i>Rationale:</i>	
<p>◆ <i>CCC 1783: Conscience must be informed and moral judgment enlightened. A well-formed conscience is upright and truthful. It formulates its judgments according to reason, in conformity with the true good willed by the wisdom of the Creator.</i></p>	
Cycle A Objectives	<ul style="list-style-type: none"> a. Define the Catholic understanding of the morality of human actions. b. Describe the Catholic understanding of the natural law. c. Explain the position of the Church on the Sources of morality and the morality of human acts. d. Define sin and differences between the various kinds of sin.
Cycle B Objectives:	<ul style="list-style-type: none"> a. Explain the Catholic understanding of justification, grace and merit. b. Describe the role of the magisterium of the Church in the moral life of individuals. c. Describe the Catholic understanding of the necessity of confessing to a priest.
Sample Activities:	<ol style="list-style-type: none"> 1. Students write a personal examination of conscience including sins of commission and omission. 2. Students recognize that the development of an informed adult conscience is based on Catholic Christian moral principles with emphasis on taking responsibility for one's moral values, actions, and lifestyles 3. Students review the importance of the Sacrament of Penance/Reconciliation 4. Cite examples of how individual sin affects the communal good and therefore is in need of communal reconciliation i.e. confessions to the priest 5. Define original sin, mortal and venial sins and sins of omission and commission 6. Write a contemporary version of the Ten Commandments. 7. Direct the students to cite 2003, 2004 and 2005 in the Catholic Catechism and the parallel Scripture references to grace 8. Cite the Scripture passage where Jesus entrusts the keys of the Kingdom to Peter with the words,,,"Whatever is bound in heaven shall be bound on earth; and whatever is loosed in heaven shall be loosed on earth..." for the purpose of explaining how this passage explains the legitimacy of the Magisterium of the Church. 9. Students associate a "sensitive " conscience with spiritual maturity (Acts 24:16' Romans 2:14-16; I Corinthians 6:9-20; Ephesians 5:3)

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Goal #11: Examine a variety of Christian vocations as a response to the baptismal call.	
<i>Rationale:</i>	
<p>◆ <i>CCC 1694: Incorporated into Christ into Baptism, Christians are “dead to sin and alive to God in Christ Jesus” and so participate in the life of the Risen Lord.</i></p>	
Cycle A Objectives	<ul style="list-style-type: none"> a. Describe how the sacraments of initiation give one a share in the priestly, prophetic and kingly office of Christ.. b. Specify how lay people share in the common priesthood of all believers. c. Describe the role of the laity, hierarchy, and those in consecrated life in the People of God. d. Describe the term “vocation” and identify vocation as a call from God – not just a choice.
Cycle B Objectives:	<ul style="list-style-type: none"> a. Describe the difference between the priesthood of the believers and the ministerial priesthood. b. Describe Baptism as source of Christian experience of a call from God. c. Students examine the possibility of a call to the consecrated life or priesthood.
Sample Activities:	<ul style="list-style-type: none"> 1. Students invite a panel of each: single man, single woman, religious brother, priest and sister/nun, deacon, married person or couple. Have a list of pertinent questions regarding their response to their call from God; their response to this call; how they live out their vocation. 2. Students write as essay describing a person they have met from each of the four vocations (single, married, vowed religious, ordained) 3. Students research the laws of the Church for single, married, vowed religious and ordained vocation 4. Students explore volunteer opportunities or service projects that are compatible with Christian vocation 5. Student describe how their vocation can or cannot be lived out in their occupation 6. Identify how one lives the Christian life amidst the many challenges of faith, presented by our world and society. 7. The class goes through an example discernment process to see if they have a religious vocation. (Technique provided by the Diocesan Vocations Awareness Board)

Level VI Religious Education Curriculum

Goal #12: Apply Catholic principles to interpersonal relations.	
Rationale:	
<p>◆ <i>CCC 1822: Charity is the theological virtue by which we love God above all things for His own sake, and our neighbor as ourselves for the love of God.</i></p>	
Cycle A Objectives	<p>a. Identify and supply Catholic principles to our understanding of interpersonal relationships.</p> <p>b. Use Scripture as a model of interpersonal relationships.</p> <p>c. Recognize the relationships between love of God, love of self and love of others.</p>
Cycle B Objectives:	<p>a. Explain the role of parents and family in interpersonal relations.</p> <p>b. Articulate an understanding of human sexuality.</p> <p>c. Define the human responsibility to bear witness to the Truth.</p>
Sample Activities:	<p>1. Identify various forms of prejudice in interpersonal relations based on sexuality, gender, race, ethnic background, economic status and age. Outline a personal plan of action for overcoming one of these prejudices based on the teachings of Church, Scripture, positive role models...</p> <p>2. Students create a contemporary writing on... Woman at the well, Mary Magdalene, Peter's Betrayal, The Prodigal Son, the Woman taken in adultery, the Good Samaritan indicating the power of forgiveness in human relationships</p> <p>3. List the Ten Commandments and explore behaviors in understanding them especially in school situations.</p> <p>4. Select one of the beatitudes and write an essay using first person to show how that beatitude is counter-cultural to our everyday experience of interpersonal relations</p> <p>5. Students listen to Top Ten Songs and evaluate their message of morality</p> <p>6. Students receive "positive peer pressure" from <i>A Promise to Keep</i> peer mentors through their instruction regarding God's wonderful gift of human sexuality and their spiritual, physical, emotional and social reasons for being chaste.</p> <p>7. Students discuss the correlation between love for God and themselves and their ability/human potential to love others.</p>

Level VI Religious Education Curriculum

Goal #13: Know, critique and apply social justice principles to personal and societal situations.

Rationale:

- ◆ *CCC 1932: The duty of making oneself a neighbor to others and actively serving them becomes even more urgent when it involves the disadvantaged, in whatever area this may be. "As you did it to the least of my brethren, you did it to me."*

Cycle A Objectives

a. Describe the communal character of the human being.

Cycle B Objectives:

a. Define the Catholic understanding of authority, the common good, and the role they play in the life of the human being.
 b. Explain the understanding of stewardship and the ownership of goods, i.e. private vs. common good.

Sample Activities:

1. Explain the distinction between civil legality and Catholic morality and develop a cost study of a social issue which is legal in the U.S. but immoral in the eyes of Church teachings i.e. abortion, euthanasia
2. Students research Church teachings on the following: economy war and peace, domestic violence, discrimination...for the purpose of class discussion, debate, report writing (Pastoral Constitution on the Church in the Modern World, Vatican II)
3. Students are helped to form Christian attitudes through discussion, role playing and/or simulation regarding sexism, racism, ageism, nationalism and stereotyping, noting some of the prophets of our day such as John Paul II, Mother Teresa, Dorothy Day, Joseph Cardinal Bernadin, Oscar Romero, Martin Luther King, Jr...
4. Study private property; study common good...in the light of this design a parable illustrating the Church's teachings on private property and common good
5. Students interview a client or supervisor in institutions such as a nursing home, hospital, home for mentally retarded. What justice issues do you see yourself handling?
6. Review the voting records of candidates on State and Federal level and indicate whether or not their record favors Catholic social teaching
7. Participate in a right to life project.
8. Resource pro life organizations in your community and report on your findings.

Level VI Religious Education Curriculum

Goal #14: Engage in service to the community (e.g., family, parish, local, national and global) in response to the Gospel call.	
<i>Rationale:</i>	
<p>◆ <i>CCC 1270: “Reborn as sons of God {the baptized} must profess before men the faith they have received from God through the Church” and participate in the apostolic and missionary activity of the People of God.</i></p>	
Cycle A Objectives	<ul style="list-style-type: none"> a. Explain the responsibility of people to participate in society. b. Describe the responsibilities of civil authority and citizens.
Cycle B Objectives:	<ul style="list-style-type: none"> a. Articulate that service is an essential element of discipleship. b. Recognize service as obedience/prayer in action.
Sample Activities	<ol style="list-style-type: none"> 1. Students design a prayer service which aligns with a specific service ministry i.e. Thanksgiving food drive, visiting the sick 2. Students go for a morning of labor to a service organization (i.e. Path, St. Vincent de Paul, Salvation Army, Good Will, Soup Kitchen, etc.) and process that experience upon their return 3. Students invite a speaker to share service experience emphasizing the connection of service with their baptismal call 4. Students write petitions for the Liturgy 5. In an essay, evaluate how both government and community programs provide for the common good based on the needs of all people (i.e. Martha’s Kitchen, etc.) 6. Name both the spiritual and corporal works of mercy and cite precise examples of practices in their lives 7. Students make posters promoting chastity for students ages 11-12.

Level VI Religious Education Curriculum

Goal #15: Know and participate in the Catholic tradition of prayer in the name of Jesus Christ.

Rationale:

- ◆ *CCC 2663: In the living tradition of prayer, each Church proposes to its faithful, according to its historic, social, and cultural context, a language for prayer: words, melodies, gestures, iconography to God. The Magisterium of the Church has the task of discerning the fidelity of these ways of praying to the tradition of the apostolic faith, always in relation to Jesus Christ.*

Cycle A Objectives

- a. Explain how Catholics use the Psalms as content of prayer.
- b. Describe the forms of prayer.
- c. Examine St. Paul's admonition to pray without ceasing.

Cycle B Objectives:

- a. Develop an understanding of the importance of prayer in helping us to live out our sexuality.
- b. Be familiar with the Liturgy of the Hours as the official prayer of the Church.
- c. Encourage the development of appropriate Marian devotion.

Sample Activities:

1. Students compose a list and review/study various prayers used in the Catholic tradition. Include such prayer experiences as Benediction, Litanies, Rosary, Stations of the Cross. (Refer to Appendix on Prayers and Other Information)
2. Students examine the Liturgy of the Hours (Divine Office) highlighting its basic format
3. Students plan and/or attend a retreat
4. Students use a Scripture passage as a source of prayer
5. Students keep a prayer journal
6. Students take the responsibility for beginning and ending each class session with a prayer
7. Students prepare and participate in school liturgies.
8. Students should know: the Our Father, Hail Mary, Glory Be, Act of Contrition, Apostles Creed, Acts of Faith, Hope and Charity (refer to Appendix of Prayers and Other Information.)
9. Students define the seven petitions of the Lord's Prayer and describe how this prayer is central in the life of the Church (2727-2856)
10. Students practice conversational prayer to draw closer to God (I Thessalonians 5:15-17).

