

# Religion Curriculum

## First Grade

By the end of First Grade students will, through the integration of religion, technology, art, drama, language arts, social studies and science have experienced and have a greater understanding and knowledge (as evidenced through activities and assessments) of the Bible as God’s Word and the stories of the Old Testament on Creation, Noah saying “Yes” to God and the stories of Mary saying “Yes” to God and Jesus and His miracles in the New Testament. They will acknowledge and appreciate how much God loves us and wants us to love and care for others and His creation. They will participate in the Mass and understand; what the Sacraments of Baptism, Reconciliation and Eucharist do for us. As they deepen their relationship with God they will recognize prayer as talking to God in thoughts, words and actions. They will understand what it means to be a family at home, in our church and in our community, participate in service projects, learn about other religions and learn to respect others and make correct choices based on love of God, love of self and love of others.

### KNOWLEDGE OF FAITH

**Standard 1. Creed: Students will understand, believe and proclaim the Triune and redeeming God as revealed in creation and human experience, in Apostolic Tradition and Sacred Scripture, and as entrusted to the teaching office of the Church.**

**Vocabulary: Belief, Church, Community, Creation, Creator, Forever, God, Heaven, Holy Trinity, Human Beings, Jesus, Mary, Pope, St. Joseph**

### Critical for Mastery in Grade 1

| <b>LEARNING OUTCOMES</b><br>(What students will be able to do, know, understand and value) | <b>SAMPLE ASSESSMENTS/STRATEGIES</b><br>(What evidence will demonstrate that students have achieved the Learning Outcome)   | <b>BEST PRACTICES</b> |
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| <b>Students will:</b>  |   |                       |
| 1. State that God is our loving Father.  | <ul style="list-style-type: none"> <li>• List ways God shows that He loves us.</li> </ul>   |                       |
| 2. State that we can meet God through our five senses.                                     | <ul style="list-style-type: none"> <li>• Draw a symbol for our five senses and underneath each sense symbol, draw and color five things in creation that follows</li> </ul> |                       |

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|  | <p>under that sense.</p> <ul style="list-style-type: none"> <li>• Take a nature walk and help the children try to experience all of God's creation through their five senses.</li> <li>• Create a chart showing which sense and what was experienced.</li> </ul>    |  |
| 3. Recall that God is the Creator of all things in the universe calling all creation good.                                 | <ul style="list-style-type: none"> <li>• Read the Creation story in Genesis and then retell this story in your own words.</li> </ul>  |  |
| 4. State that all creation is God's gift to us.  | <ul style="list-style-type: none"> <li>• Create a class mural of the Creation Story and retell the Creation Story using symbols of creation.</li> </ul>   |  |
| 5. Identify that God made human beings in His own likeness giving them responsibility for the care of the earth.           | <ul style="list-style-type: none"> <li>• Dramatize ways to take care of the earth, i.e. recycling, pollution and wildlife preservation.</li> <li>• Share classroom snacks that would be grown in a garden.</li> <li>• Plant seeds and take care of them.</li> </ul> |  |
| 6. Identify that we are all children of God.   | <ul style="list-style-type: none"> <li>• Say a prayer thanking God for creating us and making me His child.</li> </ul>  |  |
| 7. Explain that I am made by God and destined to be with Him forever.  | <ul style="list-style-type: none"> <li>• Keep a journal on the gifts God gave us to make us special and how we use these gifts on our journey to heaven.</li> </ul>   |  |
| 8. State that God knows each of us and shows us His love for us in many ways.  | <ul style="list-style-type: none"> <li>• Draw pictures of how God shows His love for us.</li> </ul>   |  |
| 9. State that God reveals himself to us in all of creation.  | <ul style="list-style-type: none"> <li>• Create a class prayer thanking God for revealing His presence in creation.</li> </ul>  |  |
| 10. Express that God is everywhere, all knowing and all loving.  | <ul style="list-style-type: none"> <li>• Keep a list daily for two weeks naming ways we see God everywhere and how He is all loving.</li> <li>• Draw and color pictures to go with your list.</li> </ul>  |  |
| 11. Explain that God created me as good and cares for me as a loving parent.   | <ul style="list-style-type: none"> <li>• Describe how I am good and lovable.</li> <li>• Describe ways God takes care of me.</li> </ul>  |  |
| 12. State belief that there are Three Persons in one God: Father, Son and Holy Spirit and this is called the Holy Trinity. | <ul style="list-style-type: none"> <li>• Draw a shamrock/triangle to show the three persons in one God.</li> </ul>  |  |

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|  | <ul style="list-style-type: none"> <li>• Pray the Sign of the Cross.</li> </ul>   |  |
| 13. Recognize that Jesus is both God and man.  | <ul style="list-style-type: none"> <li>• Read the Bible story about Jesus' birth and retell this story in your own words.</li> <li>• Develop a picture book of thanksgiving on Jesus' birth.</li> </ul>                                 |  |
| 14. State that Jesus is human like us—He is our friend and brother.  | <ul style="list-style-type: none"> <li>• Make a list of ways that shows that Jesus is human like us.</li> <li>• Make a list of ways that show that Jesus is God.</li> </ul>   |  |
| 15. State that the meaning of Jesus is "God saves."  | <ul style="list-style-type: none"> <li>• Explain the meaning of Jesus' name.</li> </ul>   |  |
| 16. State that Jesus is God's Son who was sent by Him to teach us how to love one another as His children. | <ul style="list-style-type: none"> <li>• Create a prayer of thanksgiving to God for sending us His Son, Jesus.</li> <li>• Retell stories from the Bible which show how Jesus teaches us to love one another as His children.</li> </ul> |  |
| 17. State that Jesus saves us from sin by His birth, life, death and resurrection.                         | <ul style="list-style-type: none"> <li>• In groups, retell and dramatize stories of Jesus' birth, life, death and resurrection.</li> </ul>  |  |
| 18. Identify the Holy Spirit as the Third Person of the Holy Trinity.                                      | <ul style="list-style-type: none"> <li>• Retell the Pentecost story when Jesus sent His Holy Spirit to Mary and the Apostles.</li> </ul>  |  |
| 19. Identify God the Holy Spirit as God's Spirit alive in us and in the Church.                            | <ul style="list-style-type: none"> <li>• List and draw pictures of images of the Holy Spirit.</li> </ul>  |  |
| 20. Identify Mary as the Mother of Jesus, the Son of God (Luke 1:38 Mary's Yes).                           | <ul style="list-style-type: none"> <li>• Dramatize Luke 1: 26-38.</li> <li>• Draw and color a picture of Mary after looking at Marian artwork.</li> </ul>   |  |
| 21. Identify Mary as our spiritual mother.   | <ul style="list-style-type: none"> <li>• Create a Marian shrine for the classroom and at home.</li> <li>• Draw and color a picture of the home Marian shrine and describe it to the class.</li> </ul>                                   |  |
| 22. State that Jesus, Mary and Joseph are the Holy Family (Luke 2:39-52).                                  | <ul style="list-style-type: none"> <li>• Set up "cross" in the classroom. Children take home a shrine (capillita) of the Holy Family on a rotating basis and pray together as a family to the Holy Family.</li> </ul>                   |  |
| 23. Discuss Joseph as the husband of Mary and the foster father of Jesus.                                  | <ul style="list-style-type: none"> <li>• Tell stories about Joseph from the Bible.</li> </ul>   |  |

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| <p>24. State the meaning of the name of Jesus as “God saves” and Christ as “Anointed.”</p>                                   | <ul style="list-style-type: none"> <li>• Write the word “Jesus” and “God Saves” and “Christ—Anointed” in bubble letters, color and decorate. Create a class bulletin board with these words and pictures.</li> </ul>                            |  |
| <p>25. State that the stories of Jesus are in the New Testament of the Holy Bible.</p>                                       | <ul style="list-style-type: none"> <li>• Dramatize your favorite story of Jesus in the New Testament. Discuss characters, scene and plot.</li> </ul>  |  |
| <p>26. Describe the meaning of heaven as being happy with God forever (Ephesians 1: 4-6 Salvation).</p>                      | <ul style="list-style-type: none"> <li>• Write three to five sentences on what heaven and being happy with God forever means to you.</li> <li>• Draw a cartoon of yourself being loving, brave and happy with God in heaven forever.</li> </ul> |  |
| <p>27. Recognize that God invites all people to heaven.</p>  | <ul style="list-style-type: none"> <li>• Draw and color a class mural on heaven.</li> </ul>   |  |
| <p>28. Recognize that all who show love will go to heaven.</p>   | <ul style="list-style-type: none"> <li>• Discuss ways we show love to others.</li> </ul>  |  |
| <p>29. State that faith is the gift of believing in God.</p>   | <ul style="list-style-type: none"> <li>• Write the word “Faith” correctly, color and decorate it.</li> </ul>  |  |
| <p>30. Describe the meaning of faith as a gift from God that enables us to follow him.</p>                                   | <ul style="list-style-type: none"> <li>• Type on the computer two to three sentences on what faith means to you.</li> </ul>   |  |
| <p>31. Identify the Church as a community of those who believe in God and who demonstrate that belief by being baptized.</p> | <ul style="list-style-type: none"> <li>• Spell the word “Baptism” correctly and identify it as a Sacrament.</li> </ul>  |  |
| <p>32. Identify the Church as a community under the leadership of the Pope.</p>  | <ul style="list-style-type: none"> <li>• Using technology find, cut and paste a picture of the Pope.</li> <li>• Write his name and two to three sentences about him.</li> <li>• Give a short report to the class.</li> </ul>                    |  |

**Standard 2: Sacred Scripture: Students will read, comprehend and articulate salvation history as conveyed in God’s revelation through Sacred Scripture.**

**Vocabulary: Angel Gabriel, Annunciation, Ascension, Bible, Elizabeth, Gospels, John the Baptist, Kingdom of God, Last Supper, Our Father, Parable, Resurrection, Scripture, Zechariah**

**Critical for Mastery in Grade 1**

| <b>LEARNING OUTCOMES</b><br>(What students will be able to do, know, understand and value)  | <b>SAMPLE ASSESSMENTS/STRATEGIES</b><br>(What evidence will demonstrate that students have achieved the Learning Outcome)  | <b>BEST PRACTICES</b> |
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| <b>Students will:</b>   |  |                       |
| 1. Identify the Bible as a sacred book, written in human words, that reveals who God is and His love for us (2 Timothy 3: 15-16- All scripture is inspired by God).   | <ul style="list-style-type: none"> <li>• Share his/her favorite Bible story to the class and to his/her parents.</li> </ul>  |                       |
| 2. Demonstrate reverence for the Bible as the Word of God.  | <ul style="list-style-type: none"> <li>• Create a special prayer corner for the Bible in the classroom and at home.</li> <li>• Draw and color a picture of the home Bible prayer corner and describe it to the class.</li> </ul> |                       |
| 3. Define the Bible as the Word of God that teaches us about God and how to live as Christians.   | <ul style="list-style-type: none"> <li>• Start a picture book of favorite Bible stories.</li> </ul>  |                       |
| 4. Name the two parts of the Bible: Old Testament and New Testament.  | <ul style="list-style-type: none"> <li>• Locate in the Bible the Old Testament and the New Testament.</li> <li>• Name at least four books in each.</li> </ul>  |                       |
| 5. Listen to and reflect on Scripture. (See Genesis 21:1-8 Abraham and Sarah, Exodus 12:37-42, 1Samuel 3:1-18 Calling of Samuel, 1Samuel 17: 4-5 David and Goliath, Jon 2:1-11 Jonah and the Whale, Daniel 6:2-29 Daniel and the Lion’s Den, John 2:1-11 Wedding at Cana) | <ul style="list-style-type: none"> <li>• Tell your favorite Bible story to a Kindergarten student.</li> </ul>  |                       |
| 6. Locate the Story of Creation in Genesis (Genesis 1:1-31, Genesis 2:1-25).  | <ul style="list-style-type: none"> <li>• Tell the Story of Creation (in your own words).</li> </ul>  |                       |

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| 7. Locate in Genesis the Story of Noah (Genesis 7:12-20).   | <ul style="list-style-type: none"> <li>• Tell in your own words the Story of Noah.</li> </ul>  |  |
| 8. Name the Gospels as the good news about Jesus Christ, the Son of God.  | <ul style="list-style-type: none"> <li>• Locate the Gospels in the Bible and identify them as Matthew, Mark, Luke and John.</li> </ul>   |  |
| 9. Identify the readings at Mass as Bible passages.   | <ul style="list-style-type: none"> <li>• Prepare for the Sunday Mass by reading and discussing together the Gospel for that Sunday.</li> <li>• Retell in your own words the readings for Sunday Mass.</li> <li>• Memorize the Response for the Responsorial Psalm for a given Sunday.</li> </ul> |  |
| 10. Identify that at the Annunciation the Angel Gabriel was the messenger who told Mary that she would be the Mother of Jesus Christ, the Son of God (Luke 1: 26-38). | <ul style="list-style-type: none"> <li>• In groups dramatize the Annunciation.</li> <li>• Present to the Kindergarten class.</li> </ul>  |  |
| 11. Identify that Mary's Cousin Elizabeth and her husband Zechariah were the parents of John the Baptist (Luke 1:5-25).   | <ul style="list-style-type: none"> <li>• Start a picture booklet on the Joyful Mysteries beginning with the Annunciation and the Visitation.</li> </ul>  |  |
| 12. Identify the Holy Spirit of God at work in the lives of Mary and Elizabeth.   | <ul style="list-style-type: none"> <li>• Draw and color a picture of Mary, Elizabeth and the Holy Spirit.</li> </ul>   |  |
| 13. Retell the story of the birth of Jesus in Bethlehem as written in the Gospel of Luke (Luke 2:1-20).   | <ul style="list-style-type: none"> <li>• Add the Nativity to the Joyful Mysteries Picture Booklet.</li> </ul>  |  |
| 14. Describe Nazareth as the place where Jesus grew in strength and wisdom just like other children (Luke 2:39-51).   | <ul style="list-style-type: none"> <li>• Add the Presentation of Jesus to the Joyful Mysteries Picture Booklet.</li> <li>• Tell stories about things that Jesus did as a child and how it is similar to our lives.</li> </ul>  |  |
| 15. State that Jesus was filled with God's Holy Spirit and had a mission to announce the good news through teaching and healing.                                      | <ul style="list-style-type: none"> <li>• Share stories from the Bible where Jesus taught and healed people.</li> </ul>   |  |
| 16. State that justice, peace and love are signs of God's kingdom.  | <ul style="list-style-type: none"> <li>• Spell and write correctly the words, "justice, peace, love."</li> <li>• Draw an example of each.</li> </ul>   |  |

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| 17. Recite that Christians work here and now to help God's kingdom grow.  | <ul style="list-style-type: none"> <li>List ways on how we can help God's kingdom grow.</li> </ul>  |  |
| 18. Articulate the teaching of Jesus about who is greatest in the Kingdom of God.   | <ul style="list-style-type: none"> <li>Retell and explain the Bible story Luke 9: 46-48.</li> </ul>   |  |
| 19. State that God invites everyone into His Kingdom.   | <ul style="list-style-type: none"> <li>Draw and color a class mural of the Kingdom of God.</li> </ul>   |  |
| 20. Repeat the Bible story of Jesus and the Little Children (Luke 18:15-17).  | <ul style="list-style-type: none"> <li>Using spelling vocabulary words, compose on the computer a paragraph about the bible story of Jesus and the Little Children.</li> <li>Create a class mural of Jesus with the Children.</li> </ul>      |  |
| 21. State that Jesus taught the people by using stories called parables (Luke 15:11-32 The Prodigal Son, John 10:1-21 The Good Shepherd). | <ul style="list-style-type: none"> <li>Locate two-three parables in the Bible and tell about them and their meaning in your own words.</li> </ul>   |  |
| 22. State that Jesus prayed and taught His friends how to pray and this prayer is called the Our Father.                                  | <ul style="list-style-type: none"> <li>Retell this bible story and recite the "Our Father."</li> <li>Write the Our Father in phrases, discuss, draw and color pictures explaining each phrase and what it means.</li> </ul>                   |  |
| 23. State that Jesus had power to heal others and raise people from the dead (Matthew 5-9).   | <ul style="list-style-type: none"> <li>Dramatize favorite stories about Jesus' healing others and raising them from the dead. Examples: The Man Born Blind and Lazarus.</li> <li>Visit a sick person or send them a get well card.</li> </ul> |  |
| 24. State that Jesus had many friends who followed His way.   | <ul style="list-style-type: none"> <li>Name Jesus' Twelve Apostles and the bible stories that tell us how He called them.</li> </ul>  |  |
| 25. Cite that Jesus taught in the temple and the temple leaders questioned His authority to teach.  | <ul style="list-style-type: none"> <li>Add the Finding of Jesus in the Temple to the Joyful Mysteries Picture Booklet.</li> </ul>   |  |

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| 26. Describe how Jesus ate with His closest friends on the night before He died and this is called The Last Supper (Luke 22:14-20).                                    | <ul style="list-style-type: none"> <li>Name and describe some of the foods of Passover, i.e., greens, matzo bread and grape juice.</li> <li>Enact the last meal of Jesus with His friends and share these foods.</li> </ul> |  |
| 27. State that Jesus died and rose to new life.  | <ul style="list-style-type: none"> <li>Integrate with Science and relate new life to springtime—butterflies, plants, nature.</li> </ul>   |  |
| 28. State that Jesus forgave those who crucified Him before He died (Luke 23:34).  | <ul style="list-style-type: none"> <li>Participate in the Stations of the Cross.</li> </ul>   |  |
| 29. Describe Jesus’ resurrection from the dead and appearances to His friends and that Jesus’ resurrection is celebrated on Easter Sunday (Luke 24:1-12, Mark 16:5-7). | <ul style="list-style-type: none"> <li>Role play these bible stories and present to the Kindergarten class.</li> </ul>  |  |
| 30. State that Jesus ascended into heaven and this is called the Ascension.  | <ul style="list-style-type: none"> <li>Describe in your own words the meaning of the Ascension.</li> </ul>  |  |

## LITURGY AND SACRAMENTS

**Standard 3: Sacraments: Students will understand and participate in the sacraments of the Church as effective signs of God’s grace, instituted by Christ and entrusted to the Church.**

**Vocabulary: Baptism, Baptismal Font, Forgiveness, Grace, Obedience, Omission, Original Sin, Reconciliation, Sacrament, Sin**

**Critical for Mastery in Grade 1**

| <b>LEARNING OUTCOMES</b><br>(What students will be able to do, know, understand and value)             | <b>SAMPLE ASSESSMENTS/STRATEGIES</b><br>(What evidence will demonstrate that students have achieved the Learning Outcome)  | <b>BEST PRACTICES</b> |
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| <b>Students will:</b>  |  |                       |
| 1. State that Jesus gave the Church the seven sacraments to remind people that He is with them always. | <ul style="list-style-type: none"> <li>Spell correctly the word “Sacrament” and tell in your own words how Jesus is with us through these sacraments.</li> </ul> |                       |

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| <p>2. Name the seven sacraments.</p>  | <ul style="list-style-type: none"> <li>• Write the names of the seven sacraments and draw and color a symbol for each.</li> <li>• Match symbols and words with the correct sacrament.</li> </ul>   |  |
| <p>3. Define sacrament as an outward sign instituted by Christ to give grace.</p>   | <ul style="list-style-type: none"> <li>• Write color and decorate the word “Sacraments.” Underneath this word, write the names of the seven sacraments.</li> </ul>   |  |
| <p>4. State that sacraments give us grace.</p>  | <ul style="list-style-type: none"> <li>• Draw pictures to thank God for His life and love.</li> </ul>  |  |
| <p>5. State that grace is a share in God’s life and love.</p>   | <ul style="list-style-type: none"> <li>• Write a prayer thanking God for His grace.</li> </ul>   |  |
| <p>6. Explain that the Sacraments are how Catholics worship God and celebrate their faith in Jesus.</p>   | <ul style="list-style-type: none"> <li>• Use the word “Sacraments” to make a class acronym about sacraments.</li> </ul>  |  |
| <p>7. Identify that Jesus gave us the sacraments as a way to celebrate and remember God’s love for us.</p>  | <ul style="list-style-type: none"> <li>• Draw and color pictures for the Sacraments acronym.</li> </ul>  |  |
| <p>8. Describe the Sacrament of Baptism as the first sacrament allowing Christians to receive other sacraments.</p>                               | <ul style="list-style-type: none"> <li>• Celebrate your Baptismal Day at home with your family with a special prayer, dinner and dessert that you have planned together as a family.</li> </ul>  |  |
| <p>9. Tell that the Sacrament of Baptism is the liturgical event at which we are welcomed into the Christian community as followers of Jesus.</p> | <ul style="list-style-type: none"> <li>• Bring a photo of your Baptism.</li> <li>• Ask parents to tell you about your Baptism day.</li> <li>• Fill in on a piece of paper the following information about your Baptism—Date, Church, Priest, Godparents.</li> </ul>                          |  |
| <p>10. Identify the essential elements of Baptism: water, the word, the light, white garment, oils, Sign of the Cross.</p>                        | <ul style="list-style-type: none"> <li>• Act out the rites of Baptism.</li> <li>• Give the response to the Baptismal Promises based on the Creed.</li> <li>• Create a “Baptismal Symbols Booklet” including water, candle, white garment, oil, godparents, the words and a cross.</li> </ul> |  |
| <p>11. State that God takes away original sin in Baptism and gives us His gift of grace.</p>  | <ul style="list-style-type: none"> <li>• Retell the story of Adam and Eve and Original Sin.</li> <li>• Relate the Sacrament of Baptism to this</li> </ul>  |  |

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|  | story.   |  |
| 12. Identify the words of Baptism “I baptize you in the name of the Father, and of the Son, and of the Holy Spirit. Amen.” | <ul style="list-style-type: none"> <li>• Memorize and say the words of Baptism “I baptize you in the name of the Father, and of the Son, and of the Holy Spirit. Amen.”</li> </ul> |  |
| 13. Describe the Sacrament of Penance/Reconciliation as God’s sign of forgiveness to us.                                   | <ul style="list-style-type: none"> <li>• Write a paragraph stating God’s forgiveness to us in the Sacrament of Penance/Reconciliation.</li> </ul>                                  |  |
| 14. State that God always forgives those who are truly sorry and want to do better.  | <ul style="list-style-type: none"> <li>• Tell in your own words what it means to be truly sorry and not doing that action again.</li> </ul>  |  |
| 15. State that God asks that we forgive others and ourselves.  | <ul style="list-style-type: none"> <li>• Role-play stories of forgiveness from his/her daily life.</li> </ul>  |  |
| 16. Exhibit basic recognition of the Sacrament of the Eucharist as a sign of Jesus sharing Himself with us during Mass.    | <ul style="list-style-type: none"> <li>• Draw an outline of Jesus and write and decorate the word “Mass” in the center of the outline.</li> </ul>                                  |  |
| 17. Recognize that Jesus is present in the Eucharist.  | <ul style="list-style-type: none"> <li>• Tell what happens when someone receives Holy Communion.</li> </ul>  |  |

**Standard 4: Liturgy: Students will understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist as the source and summit of Christian life.**

**Vocabulary: Advent, Ambo, Altar, Consecration, Crucifix, Easter, Genuflect, Holy Communion, Holy Water, Lamb of God, Lent, Liturgical Colors, Liturgical Seasons, Liturgy, Liturgy of the Word, Liturgy of the Eucharist, Mass, Ordinary Time, Paschal Candle, Sacrifice, Sacrificial Meal, Stations of the Cross, Tabernacle**

**Critical for Mastery in Grade 1**

| <b>LEARNING OUTCOMES</b><br>(What students will be able to do, know, understand and value) | <b>SAMPLE ASSESSMENTS/STRATEGIES</b><br>(What evidence will demonstrate that students have achieved the Learning Outcome)   | <b>BEST PRACTICES</b> |
|--|---|-----------------------|
| <b>Students will:</b>  |   |                       |
| 1. Identify the Church as a sacred place where we meet God and show God our                | <ul style="list-style-type: none"> <li>• Draw and color a picture of the outside of your parish church building.</li> </ul> |                       |

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| respect and love.   |   |  |
| 2. Demonstrate respect for God by entering the Church building quietly, making the Sign of the Cross with Holy Water and genuflecting or bowing to the presence of God in the tabernacle.                       | <ul style="list-style-type: none"> <li>State why we enter the church building quietly, make the Sign of the Cross with holy water (as a sign of our Baptism) and genuflect/bow to the presence of Jesus in the tabernacle.</li> </ul> |  |
| 3. Identify objects in the Church: altar, cross, tabernacle, sanctuary light, crucifix, ambo/lectern, Easter candle, baptismal font, statues of saints, image of Mary, holy water fonts, Stations of the Cross. | <ul style="list-style-type: none"> <li>Match pictures of these objects with their correct names.</li> </ul>   |  |
| 4. Identify the baptismal font as the place of the ritual of Baptism where we are first welcomed into the Church.   | <ul style="list-style-type: none"> <li>Draw a picture of the baptismal font and Easter candle in your church.</li> <li>Write the words “I am a child of God.”</li> </ul>  |  |
| 5. Name the Liturgical Seasons and colors: Advent-purple, Christmas—white, Ordinary Time—green, Lent—purple, Easter—white, Martyrs and feasts of the Holy Spirit—red.   | <ul style="list-style-type: none"> <li>Match the Liturgical Seasons with their colors.</li> <li>Change the color of the classroom prayer corner according to the Liturgical season.</li> </ul>  |  |
| 6. Identify the symbols of the seasons of the Church Year: Advent wreath, Lent ashes, palms, cross, Easter candle.  | <ul style="list-style-type: none"> <li>Match the symbols and the seasons, (i.e. wreath with Advent, ashes with Lent, bread and wine with Passover/Last Supper, palms with Palm Sunday, cross with Good Friday.)</li> </ul>            |  |
| 7. Identify the colors of the four candles of Advent—3 purple and 1 pink.   | <ul style="list-style-type: none"> <li>Make an Advent wreath.</li> </ul>  |  |
| 8. Participate in seasonal liturgical activities (e.g., Advent, Stations of the Cross, May Crowning, etc.).   | <ul style="list-style-type: none"> <li>Follow an Advent Calendar in preparation for Christmas.</li> <li>Create a class activity for each Liturgical Season.</li> <li>Choose from a box ideas of sacrifices during Lent.</li> </ul>    |  |

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| <p>9. State that at Mass the Church family celebrates God’s love.</p>   | <ul style="list-style-type: none"> <li>• Go to Mass together as a family and afterwards go to parish coffee and doughnuts.</li> <li>• On the way home, each family member states one thing they remember from the readings and what it means to them.</li> </ul> |  |
| <p>10. State that the Mass is a sacrificial meal.</p>   | <ul style="list-style-type: none"> <li>• Create family meals that begin and end with prayer.</li> <li>• Cut out pictures of favorite meals.</li> <li>• Relate these meals to the Mass.</li> </ul>  |  |
| <p>11. State that there are two main parts of the Mass: Liturgy of the Word and Liturgy of the Eucharist.</p>   | <ul style="list-style-type: none"> <li>• Create a picture booklet depicting these two main parts of the Mass—Liturgy of the Word and Liturgy of the Eucharist.</li> </ul>  |  |
| <p>12. Identify the Liturgy of the Word at Mass as hearing God’s word spoken to us.</p>   | <ul style="list-style-type: none"> <li>• Continue in your picture booklet and fill in parts of Liturgy of the Word.</li> </ul>   |  |
| <p>13. Identify the Liturgy of the Eucharist as the moment in the Mass when, through words and actions of the priest, the bread and wine become the Body and Blood of Christ.</p> | <ul style="list-style-type: none"> <li>• Continue in your picture booklet and fill in parts of the Liturgy of the Eucharist.</li> </ul>  |  |
| <p>14. Describe the Mass as a time that God is present to us in His Word and in the Eucharist.</p>  | <ul style="list-style-type: none"> <li>• Write in your own words how God is present to us in His Word and in the Eucharist.</li> </ul>   |  |
| <p>15. Identify the proclamation of the Gospel at Mass as hearing God’s Word spoken to us.</p>  | <ul style="list-style-type: none"> <li>• Retell the Gospel story heard at Mass and one thing the priest said about it in his homily.</li> <li>• Describe how this relates to your life.</li> </ul>   |  |
| <p>16. State that Christ is present in those assembled, in the Word of God and in the priest.</p>   | <ul style="list-style-type: none"> <li>• Draw and color an outline of Jesus.</li> <li>• In the outline, draw a picture of the people assembled and the priest.</li> </ul>  |  |
| <p>17. Identify the priest as the one who leads in the celebration of Mass.</p>   | <ul style="list-style-type: none"> <li>• Define priest.</li> <li>• Identify your parish priest(s) by name.</li> </ul>  |  |
| <p>18. Identify when the priest speaks the words of Jesus at the Last Supper as the time that we recognize Jesus’ presence with us in the bread and wine that become His</p>      | <ul style="list-style-type: none"> <li>• Memorize and repeat the words the priest speaks at the Consecration.</li> </ul>   |  |

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| Body and Blood. This is called the Consecration (Luke 22:14-20).                     |  |  |
| 19. Discuss when and how we pray the Our Father together at Mass as God's children.  | <ul style="list-style-type: none"> <li>• Memorize the Our Father in English and in Spanish.</li> </ul>   |  |
| 20. State that we call Jesus Christ the Lamb of God who takes away sin of the world. | <ul style="list-style-type: none"> <li>• Memorize the words to the Lamb of God.</li> </ul>   |  |
| 21. State that Jesus gives Himself to us in the Eucharist.                           | <ul style="list-style-type: none"> <li>• Explain in your own words Jesus' presence in the Eucharist.</li> </ul>  |  |
| 22. Identify the time at Mass when people receive Jesus in Holy Communion.           | <ul style="list-style-type: none"> <li>• Draw and color a picture of people receiving Jesus in Holy Communion.</li> <li>• Tell what happens when someone receives Holy Communion.</li> </ul>             |  |
| 23. Tell in your own words how to receive Jesus in Holy Communion.                   | <ul style="list-style-type: none"> <li>• Demonstrate the actions and gestures of receiving Jesus in Holy Communion.</li> <li>• Talk about a family meal and how it resembles the Last Supper.</li> </ul> |  |
| 24. Participate at Mass in an age appropriate manner.                                | <ul style="list-style-type: none"> <li>• Identify and practice ways to celebrate Mass.</li> <li>• Draw picture of yourself participating in different parts of the Mass.</li> </ul>                      |  |

## MORALITY

**Standard 5: Conscience: Students will develop a moral conscience informed by Church teachings.**

**Vocabulary: Consequences, Freedom, Mercy, Omission, Suffered**

**Critical for Mastery in Grade 1**

| <b>LEARNING OUTCOMES</b><br>(What students will be able to do, know, understand and value) | <b>SAMPLE ASSESSMENTS/STRATEGIES</b><br>(What evidence will demonstrate that students have achieved the Learning Outcome) | <b>BEST PRACTICES</b> |
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| <b>Students will:</b>  |   |                       |

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| 1. Identify that we live good lives with the help of the Holy Spirit.   | <ul style="list-style-type: none"> <li>• Read stories about people who have good Christian values.</li> <li>• Keep a good deeds list at home and at school.</li> </ul>  |  |
| 2. Recall that God created us to love and do what is right and good in response to His love for us.   | <ul style="list-style-type: none"> <li>• Go on the Internet with parent's/teacher's permission and supervision and learn about children doing good things for others.</li> <li>• Report on one situation to class.</li> </ul> |  |
| 3. State that God gives us the freedom to choose right or wrong.  | <ul style="list-style-type: none"> <li>• State that this is called "free will." Give an example of a situation when the child exhibits free will.</li> </ul>  |  |
| 4. Discuss the difference between right and wrong.  | <ul style="list-style-type: none"> <li>• From a list of situations, tell whether the action is right or wrong and why.</li> </ul>   |  |
| 5. Recognize that their behavior affects others.  | <ul style="list-style-type: none"> <li>• Talk about different situations and how their behavior affects others.</li> </ul>  |  |
| 6. Describe that there are consequences for our actions: good and/or not good.  | <ul style="list-style-type: none"> <li>• List possible consequences for various situations and behaviors.</li> </ul>  |  |
| 7. Define sin as choosing to disobey God's law in thought, word, deed or omission.  | <ul style="list-style-type: none"> <li>• Give an example of a sin in thought, in word, in deed and in omission.</li> </ul>  |  |
| 8. State that God is merciful and always forgives those who are truly sorry and want to do better.  | <ul style="list-style-type: none"> <li>• Role-play stories of forgiveness from his/her daily life and how this relates to God's forgiveness.</li> </ul>   |  |
| 9. Recognize that sin affects our relationship with God and separates us from God.  | <ul style="list-style-type: none"> <li>• Say an examination of conscience on how our behavior on any given day affected our relationship with God and separated us from God.</li> </ul>                                       |  |
| 10. Recognize that sin affects our relationship with others and separates us from others and that Jesus suffered and died for our sins (1Corinthians 15:3). | <ul style="list-style-type: none"> <li>• Say an examination of conscience on how our behavior on any given day affected our relationship with others and separated us from others.</li> </ul>                                 |  |

**Standard 6: Christian Living: Students will understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love of neighbor.**

**Vocabulary: Great Commandment, Virtue**

**Critical for Mastery in Grade 1**

| <b>LEARNING OUTCOMES</b><br>(What students will be able to do, know, understand and value)   | <b>SAMPLE ASSESSMENTS/STRATEGIES</b><br>(What evidence will demonstrate that students have achieved the Learning Outcome)  | <b>BEST PRACTICES</b> |
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| <b>Students will:</b>  |  |                       |
| 1. State the two great commandments of God and their meaning (John 13:34-35, Luke 10:25-26, Matthew 22:37-40).   | <ul style="list-style-type: none"> <li>• Work in teams to write Jesus’ Rules for the classroom based on the two great commandments.</li> <li>• Work with your family to write Jesus’ Rules for home based on the two great commandments.</li> </ul>                            |                       |
| 2. Illustrate ways Jesus teaches us to love God and our neighbor.  | <ul style="list-style-type: none"> <li>• Role-play situations in which choices have been made that are like the way Jesus would act.</li> <li>• Students create a Jesus chart for a week indicating “How I Acted Like Jesus on This Day” based on Jesus’ teachings.</li> </ul> |                       |
| 3. State that we are to love God above all else and we love others as we love ourselves.   | <ul style="list-style-type: none"> <li>• Keep a journal for one week of all the good deeds we have done.</li> </ul>  |                       |
| 4. Explain that God created me as good and loving to be respected and loved by others.   | <ul style="list-style-type: none"> <li>• List ways on how I am good and loving.</li> </ul>   |                       |
| 5. Identify that rules in class and at home help us know how to treat each other fairly and to respect each other as children of God and relate these to the reading and discussion of the Ten Commandments (Exodus 20:1). | <ul style="list-style-type: none"> <li>• List ways to help with responsibilities, treating others fairly and respecting each other as children of God both in the home and in the classroom.</li> </ul>  |                       |

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| 6. State that when we serve others, we are serving God.  | <ul style="list-style-type: none"> <li>• Draw an outline of God and in the outline cut/paste, draw/color ways of serving others.</li> </ul>                                |  |
| 7. Explore and celebrate friendships.  | <ul style="list-style-type: none"> <li>• Tell and role-play what it means to be a friend.</li> </ul>   |  |
| 8. Recall that when other children are doing something that harms ourselves or another, such as bullying, we should ask them to stop or ask parents/teachers to help (1Timothy 2:3-4). | <ul style="list-style-type: none"> <li>• Role-play bullying situations and how we need to respond.</li> </ul>  |  |
| 9. Demonstrate respect for the personal space of others.   | <ul style="list-style-type: none"> <li>• Explain in your own words what personal space of others means.</li> </ul>   |  |
| 10. Listen to and participate in the Archdiocesan Program “Protection of Children and Youth.”  | <ul style="list-style-type: none"> <li>• Practice assessment personal boundaries according to the Archdiocesan program “Protection of Children and Youth”.</li> </ul>      |  |
| 11. Discuss touching safety.   | <ul style="list-style-type: none"> <li>• When given examples of good and bad touch, distinguish between the two kinds.</li> </ul>  |  |
| 12. State that we have the light of Jesus shining in us.   | <ul style="list-style-type: none"> <li>• Tell about ways that we let Jesus light in us shine forth to others.</li> <li>• Sing song “This Little Light of Mine.”</li> </ul> |  |
| 13. Exhibit ways to illustrate that we love as Jesus showed us how to love.  | <ul style="list-style-type: none"> <li>• Read a book in which the main characters act as Jesus taught us to love.</li> </ul>   |  |
| 14. State that God wants us to love and obey our parents.  | <ul style="list-style-type: none"> <li>• Role-play situations on how we love and obey our parents.</li> </ul>  |  |
| 15. Discuss respect for parents, teachers and other legitimate authorities.  | <ul style="list-style-type: none"> <li>• Role-play situations on how we respect our parents, teachers and other legitimate authorities.</li> </ul>                         |  |
| 16. State that we obey others who care for our safety.   | <ul style="list-style-type: none"> <li>• List ways we can be safe by obeying.</li> <li>• List ways that we might not be safe because of disobeying.</li> </ul>             |  |
| 17. State that we should practice the charity of the Lord in good works and love for all.  | <ul style="list-style-type: none"> <li>• Participate in works of charity with others in our family, parish and school.</li> </ul>  |  |
| 18. Explain the ways in which Jesus shows us how to live.  | <ul style="list-style-type: none"> <li>• When given situations, discuss how Jesus teaches us to live.</li> </ul>   |  |

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| 19. Explain that we have the light of Jesus shining in us so that we must love as Jesus showed us how to love. | <ul style="list-style-type: none"> <li>• Keep a calendar and do a kind deed daily.</li> </ul>   |  |
| 20. Explain the dignity of the human person and community.   | <ul style="list-style-type: none"> <li>• List ways we act in community.</li> </ul>  |  |
| 21. Demonstrate care and concern for ourselves and for our classmates.   | <ul style="list-style-type: none"> <li>• List ways we care for ourselves and for our classmates.</li> </ul>   |  |
| 22. Identify that the community of God includes their families, the class, the church and outside community.   | <ul style="list-style-type: none"> <li>• Explain your role and responsibilities in your family, the class, the church and outside community.</li> <li>• Give examples of appropriate behavior in all kinds of community.</li> </ul> |  |
| 23. State that all families are special.   | <ul style="list-style-type: none"> <li>• Create a collage of all kinds of families.</li> </ul>  |  |
| 24. State that we first learn about love and God in our families.  | <ul style="list-style-type: none"> <li>• Give examples of how we demonstrate love and see God in our families.</li> </ul>   |  |
| 25. State that we first learn to pray in family.   | <ul style="list-style-type: none"> <li>• Set a special time each evening for family prayer time.</li> <li>• Child leads the prayer at least once a week.</li> </ul>   |  |
| 26. State that families are important in our world and in our Church.  | <ul style="list-style-type: none"> <li>• Create a collage of families from around the world.</li> </ul>   |  |
| 27. Identify the members of our families.  | <ul style="list-style-type: none"> <li>• Draw and color pictures of those in our families.</li> <li>• Write their names near each picture.</li> </ul>   |  |
| 28. Recognize that we are all brothers and sisters in God's family.  | <ul style="list-style-type: none"> <li>• Write and decorate the words "God's Family" in bubble letters and cut and paste pictures of families all around these words.</li> </ul>  |  |
| 29. Tell how families can pray together.   | <ul style="list-style-type: none"> <li>• Develop a family prayer book.</li> </ul>   |  |
| 30. Identify the members of the Holy Family and recognize them as models for our own families.                 | <ul style="list-style-type: none"> <li>• With adult supervision, visit the "Holy Family" webpage and make a contribution.</li> </ul>  |  |
| 31. State the meaning of virtue.   | <ul style="list-style-type: none"> <li>• Give examples of actions of virtue.</li> </ul>   |  |

## PRAYER

**Standard 7: PRAYER: Students will know and participate in the Catholic tradition of prayer and acknowledge prayer as the primary way we deepen our relationship with and knowledge of God in the community.**

**Vocabulary: Adoration, Amen, Apostles Creed, Guardian Angel, Hail Mary, Holy Spirit, Meal Time Prayer, Morning Offering, Prayer, Sign of the Cross**

### Critical for Mastery in Grade 1

| <b>LEARNING OUTCOMES</b><br>(What students will be able to do, know, understand and value)       | <b>SAMPLE ASSESSMENTS/STRATEGIES</b><br>(What evidence will demonstrate that students have achieved the Learning Outcome)   | <b>BEST PRACTICES</b> |
|--|---|-----------------------|
| <b>Students will:</b>  |   |                       |
| 1. Recognize that prayer is listening to and talking to God as our loving Father (Luke 11:9-10). | <ul style="list-style-type: none"> <li>• Explain ways to listen and talk to God.</li> <li>• Begin guided meditations for short periods of time.</li> <li>• Begin and end each class with a prayer.</li> </ul> |                       |
| 2. Define prayer as coming into God’s presence.  | <ul style="list-style-type: none"> <li>• Type a paragraph on the computer on what prayer means to you.</li> </ul>   |                       |
| 3. State that prayer helps us to be holy.  | <ul style="list-style-type: none"> <li>• Explain how we feel when we pray.</li> </ul>   |                       |
| 4. State that we can be aware of God at all times and in everything that we do.                  | <ul style="list-style-type: none"> <li>• List activities and how God is with us in each activity.</li> </ul>  |                       |
| 5. State that everything we do can be made into a prayer.  | <ul style="list-style-type: none"> <li>• When given a specific activity, create a prayer to go with that activity.</li> </ul>   |                       |
| 6. State that when we love and pray to God, we are with Him.                                     | <ul style="list-style-type: none"> <li>• Explain how prayer brings us closer to God.</li> </ul>   |                       |
| 7. Explain what family prayer is.  | <ul style="list-style-type: none"> <li>• Develop a family prayer book with pictures—using both traditional prayer, memorized prayers and prayers the family makes up together.</li> </ul>                     |                       |
| 8. State that family prayer is part of the way of life for Christians.                           | <ul style="list-style-type: none"> <li>• Use this booklet for family prayer time.</li> </ul>  |                       |
| 9. State that we pray alone and with others.   | <ul style="list-style-type: none"> <li>• State examples of how we pray alone.</li> <li>• State examples of how we pray with others.</li> </ul>  |                       |

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| 10. State that prayer together, is a way of life for Christians (Mt 18:19).                           | <ul style="list-style-type: none"> <li>• Be reverent while spending time in prayer.</li> </ul>   |  |
| 11. Recognize that when we talk to God with our minds and hearts, we are praying.                     | <ul style="list-style-type: none"> <li>• Develop a daily prayer time.</li> </ul>   |  |
| 12. State that we ask God for what we need.   | <ul style="list-style-type: none"> <li>• Make a list of our needs that we pray to God about.</li> <li>• Distinguish between wants and needs using this list.</li> </ul>  |  |
| 13. Recognize that asking God for His help is called a prayer of petition.                            | <ul style="list-style-type: none"> <li>• Create a poster of prayers of petitions.</li> </ul>   |  |
| 14. State that the Holy Spirit is in me and gives me life.  | <ul style="list-style-type: none"> <li>• Explain in your own words how the Holy Spirit helps and guides us.</li> </ul>   |  |
| 15. Explain that the Holy Spirit helps us to pray (Acts 2:38).  | <ul style="list-style-type: none"> <li>• Create a prayer to the Holy Spirit.</li> </ul>  |  |
| 16. Recognize that when we pray to the Blessed Mother and the saints, they intercede to Jesus for us. | <ul style="list-style-type: none"> <li>• Pray a prayer to Mary and to the saints to pray to Jesus for us.</li> </ul>   |  |
| 17. Define intercession.  | <ul style="list-style-type: none"> <li>• Spell the word “intercession” correctly and explain how we can ask Mary and the saints to pray and intercede for us.</li> </ul>   |  |
| 18. State that Mary prays for us.   | <ul style="list-style-type: none"> <li>• Pray a prayer to Mary asking her to pray for us.</li> </ul>   |  |
| 19. State how we pray with Mary and the saints.   | <ul style="list-style-type: none"> <li>• Research one fact of each of your classmates’ patron saints.</li> <li>• Identify your parish saint.</li> <li>• Create a bulletin board with information on these saints.</li> <li>• Pray for their intercession.</li> </ul> |  |
| 20. Discuss why it is important to pray by yourself and with your family (Ephesians 6:1-4).           | <ul style="list-style-type: none"> <li>• Write a paragraph using spelling and reading vocabulary words stating why prayer is important to the child and his/her family.</li> </ul>   |  |
| 21. State that Catholics pray to God in many ways.  | <ul style="list-style-type: none"> <li>• List ways Catholics pray to God.</li> </ul>   |  |

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| 22. Explain spontaneous prayer.   | <ul style="list-style-type: none"> <li>• Share in groups and at home spontaneous prayers.</li> <li>• Create prayers of praise and thanksgiving and put on to a poster.</li> </ul>   |  |
| 23. Identify the rosary as a public or private prayer.  | <ul style="list-style-type: none"> <li>• Pray the rosary at least once a week or a decade each day.</li> </ul>  |  |
| 24. Share reasons why people pray.  | <ul style="list-style-type: none"> <li>• Write a paragraph on how prayer helps us in our everyday lives.</li> </ul>   |  |
| 25. Recite traditional prayers independently: Sign of the Cross, Meal Time Prayers, Morning Offering, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer, Mass responses. | <ul style="list-style-type: none"> <li>• Create a picture prayer book with traditional prayers.</li> </ul>  |  |
| 26. Identify ways that we pray for and with the living and the dead.  | <ul style="list-style-type: none"> <li>• Share stories about loved ones who have died. Pray the prayer for the dead.<br/>“Eternal rest grant unto them, O Lord. And let perpetual light shine upon them. May the souls of the faithful departed through the mercy of God rest in peace. Amen.”</li> </ul> |  |

## EDUCATION FOR LIVING IN THE CHRISTIAN COMMUNITY

**Standard 8: Catholic Church: Students will understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church’s origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.**

**Vocabulary: Catholic Church, Noah, Parish, Pastor, Pentecost, Saints, Worship**

**Critical for Mastery in Grade 1**

| LEARNING OUTCOMES<br>(What students will be able to do, know, understand and value) | SAMPLE ASSESSMENTS/STRATEGIES<br>(What evidence will demonstrate that students have achieved the Learning Outcome) | BEST PRACTICES |
|---|--|----------------|
| <b>Students will:</b>   |  |                |

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| 1. Identify the Church as a community of those who believe in God, the Father, Son and Holy Spirit, and who become members of that community through the sacrament of Baptism. | <ul style="list-style-type: none"> <li>• Explain how we become members of the Catholic Church through the sacrament of Baptism.</li> </ul>   |  |
| 2. State that the Holy Spirit helped Jesus' Apostles to begin the Catholic Church.   | <ul style="list-style-type: none"> <li>• Reread and role-play the Pentecost story.</li> </ul>  |  |
| 3. Illustrate ways the parish is a community.  | <ul style="list-style-type: none"> <li>• Put on a puppet show depicting different roles in the parish.</li> </ul>  |  |
| 4. State that the church building is a special and sacred place.   | <ul style="list-style-type: none"> <li>• Draw pictures of inside your church building and draw yourself in the church.</li> </ul>  |  |
| 5. Describe that the church building is a place where people gather to praise, thank and worship God.  | <ul style="list-style-type: none"> <li>• Identify the difference between the church building and we, as the church.</li> </ul>   |  |
| 6. State that people in the Church are called to live holy lives.  | <ul style="list-style-type: none"> <li>• Explain in your own words what living a holy life means.</li> </ul>   |  |
| 7. Recognize that the Church is God's special family who follows Jesus and says "Yes" to God's call.   | <ul style="list-style-type: none"> <li>• Relate our saying "Yes" to God to the stories of Mary and the Annunciation and Noah's ark and their saying "Yes" to God.</li> </ul>                             |  |
| 8. State that we are the Church.   | <ul style="list-style-type: none"> <li>• Role-play ways that we are the Church.</li> </ul>   |  |
| 9. Differentiate between the church building and the Church.   | <ul style="list-style-type: none"> <li>• Write a paragraph on how we are the Church.</li> </ul>  |  |
| 10. State that we learn about God through the Church.  | <ul style="list-style-type: none"> <li>• Give examples of beliefs in God learned through the Church.</li> <li>• Recite the Apostles Creed.</li> <li>• Recite the Nicene Creed.</li> </ul>                |  |
| 11. State that Pentecost is the birthday of the Church.  | <ul style="list-style-type: none"> <li>• Retell the story of Pentecost.</li> <li>• Spell "Pentecost" correctly.</li> <li>• Use the word "Pentecost" to make an acronym of our church beliefs.</li> </ul> |  |
| 12. State that Jesus Christ established the Church and commanded His followers to help the Church grow.  | <ul style="list-style-type: none"> <li>• Tell the story of Fishers of Men and what this means.</li> </ul>  |  |
| 13. Identify the name Catholic as the name of the Church of which we are members.  | <ul style="list-style-type: none"> <li>• Spell correctly the word "Catholic" and create an acronym telling what it means to be Catholic.</li> </ul>  |  |

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| <p>14. Name the Holy Spirit as God’s Spirit helping the Church to grow and to serve the world.</p>                                  | <ul style="list-style-type: none"> <li>• List ways that the Holy Spirit is present in our Church, our lives and the world.</li> <li>• Create a collage of pictures that you cut and paste showing the presence of the Holy Spirit.</li> </ul>  |  |
| <p>15. State that Jesus gave the Church the mission to spread to all people the message of God’s love.</p>                          | <ul style="list-style-type: none"> <li>• Write and decorate the words “Church’s Mission to Love.”</li> <li>• Cut and paste pictures of people that this message is spread to.</li> </ul>   |  |
| <p>16. Retell stories to show that the Church has many holy people some of whom are called saints.</p>                              | <ul style="list-style-type: none"> <li>• Retell these stories.</li> <li>• Dramatize your favorite story.</li> </ul>  |  |
| <p>17. Listen to and retell simple stories of the lives of the saints.</p>  | <ul style="list-style-type: none"> <li>• Share stories about your favorite saints.</li> </ul>  |  |
| <p>18. Identify your patron saint.</p>  | <ul style="list-style-type: none"> <li>• Tell about your patron saint’s life and draw and color a picture.</li> <li>• Research one saint.</li> </ul>   |  |
| <p>19. State that saints are friends of God who show us how to live.</p>  | <ul style="list-style-type: none"> <li>• Give a report to the class on this saint telling about significant events of holiness.</li> <li>• Make a puppet or paper plate mask of this saint.</li> </ul>   |  |
| <p>20. Identify some Church leadership roles: priest, deacon, religious sisters, brothers, laity, Pope, Archbishop/Bishop, etc.</p> | <ul style="list-style-type: none"> <li>• Match the names of these leadership roles with the pictures.</li> <li>• Cut and paste pictures of these church’s leadership roles and make a collage.</li> <li>• Look at a map of the world and point out Italy and Rome (where the Pope lives).</li> </ul> |  |
| <p>21. Describe the parish as a place where we help one another to pray, celebrate and help others.</p>                             | <ul style="list-style-type: none"> <li>• Talk about what it means to you and your family to belong to a parish.</li> <li>• Draw and color a picture.</li> </ul>  |  |
| <p>22. Identify the parish as a special community of people in the Catholic Church who love and worship God.</p>                    | <ul style="list-style-type: none"> <li>• State the name of your parish.</li> <li>• Read and discuss your Parish Mission Statement.</li> </ul>  |  |

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| 23. State that the parish is where Catholics meet to pray together, celebrate Mass and sacraments and help others. | <ul style="list-style-type: none"> <li>• Draw pictures showing Catholics praying together, celebrating Mass and sacraments and helping others.</li> </ul>   |  |
| 24. State the name of your parish.   | <ul style="list-style-type: none"> <li>• Write correctly the name of your parish.</li> </ul>  |  |
| 25. Identify the pastor as the leader of a parish.   | <ul style="list-style-type: none"> <li>• State the name of your pastor.</li> <li>• Develop a list of questions to interview your pastor about his work in the parish.</li> <li>• Interview your pastor, using these questions.</li> </ul> |  |

**Standard 9: Ecumenism: Students will understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with other Catholic (Eastern), Orthodox, and Christian churches.**

**Vocabulary: Catholic Church, Christians, Religions**

**Critical for Mastery in Grade 1**

| <b>LEARNING OUTCOMES</b><br>(What students will be able to do, know, understand and value)  | <b>SAMPLE ASSESSMENTS/STRATEGIES</b><br>(What evidence will demonstrate that students have achieved the Learning Outcome)   | <b>BEST PRACTICES</b> |
|---|---|-----------------------|
| <b>Student will:</b>  |   |                       |
| 1. State that Jesus founded the Catholic Church.  | <ul style="list-style-type: none"> <li>• When given a choice of different churches, choose the Catholic Church as the church Jesus founded.</li> </ul>  |                       |
| 2. Recognize that we are Catholic Christians.   | <ul style="list-style-type: none"> <li>• Write a paragraph on what you think it means to be a Catholic Christian.</li> <li>• Draw and color a picture to go with your paragraph.</li> </ul>                           |                       |
| 3. State that other Christians share a common baptism and belief in Jesus even though they don't believe everything that Jesus taught us. | <ul style="list-style-type: none"> <li>• Research other religions.</li> <li>• Write two to three sentences on their beliefs.</li> <li>• Divide into groups.</li> <li>• Read these sentences to your group.</li> </ul> |                       |

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|  | <ul style="list-style-type: none"> <li>• Have a discussion on how these religious groups are similar or different to our religion, our beliefs and what Jesus taught us.</li> </ul> |  |
| 4. Cite that Jesus prayed that we might all be one so that the world might believe that He was sent by the Father (John 17:21-22). | <ul style="list-style-type: none"> <li>• Reread John 17:21-22 and discuss what this means.</li> </ul>   |  |

**Standard 10: Catholic Principles and Relationships: Students will apply Catholic principles to interpersonal relations.**

**Vocabulary: Temple of the Holy Spirit**

**Critical for Mastery in Grade 1**

| <b>LEARNING OUTCOMES</b><br>(What students will be able to do, know, understand and value)  | <b>SAMPLE ASSESSMENTS/STRATEGIES</b><br>(What evidence will demonstrate that students have achieved the Learning Outcome)   | <b>BEST PRACTICES</b> |
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| <b>Student will:</b>  |   |                       |
| 1. State that all persons are “created in God’s image.”   | <ul style="list-style-type: none"> <li>• Tell in your own words what “created in God’s image” means.</li> </ul>   |                       |
| 2. State that parents are role models in a Christian family to be loved and obeyed like Jesus obeyed Mary and Joseph (Luke 2:51). | <ul style="list-style-type: none"> <li>• Give examples of how parents are role models in a Christian family to be loved and obeyed like Jesus obeyed Mary and Joseph.</li> <li>• Relate this to your own family.</li> </ul> |                       |
| 3. State that love is the core of family life.  | <ul style="list-style-type: none"> <li>• Give examples on ways family members show love and respect for each other.</li> </ul>  |                       |
| 4. Explain how parents, brothers and sisters can also be friends.   | <ul style="list-style-type: none"> <li>• Draw and color pictures of this friendship between parents, brothers and sisters.</li> </ul>   |                       |
| 5. Value their unique role in their family.   | <ul style="list-style-type: none"> <li>• Tell what your role in your family is and how this role is special.</li> </ul>   |                       |
| 6. Express what it means to be a friend and have a friend.  | <ul style="list-style-type: none"> <li>• Name a friend.</li> <li>• Tell what makes that person your friend.</li> </ul>  |                       |

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|   | <ul style="list-style-type: none"> <li>• Tell what you do and why you are that person’s friend, too.</li> </ul>  |  |
| 7. Discuss that we treat others the way Jesus would have treated them.                  | <ul style="list-style-type: none"> <li>• Discuss WWJD—What Would Jesus Do—and what it means.</li> <li>• Discuss ways to apply this to our everyday lives.</li> </ul> |  |
| 8. Distinguish between respectful touches and disrespectful touches.                    | <ul style="list-style-type: none"> <li>• When given examples, list touches under the correct category—respectful touches or disrespectful touches.</li> </ul>        |  |
| 9. Recognize that life is a precious gift from God.                                     | <ul style="list-style-type: none"> <li>• Talk about your life and special gifts from God.</li> </ul>   |  |
| 10. Recognize that each person’s body is a “Temple of the Holy Spirit.”                 | <ul style="list-style-type: none"> <li>• On the computer write a paragraph entitled “I Am a Temple of the Holy Spirit” and what this means.</li> </ul>               |  |
| 11. Plan a school, church and/or community service projects for each month of the year. | <ul style="list-style-type: none"> <li>• Participate in these planned monthly projects.</li> </ul>   |  |

**Standard 11: Vocation: Students will 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.**

**Vocabulary: Baptismal Call, Ministers, Ordained Minister, Priest, Vocation**

**Critical for Mastery in Grade 1**

| <b>LEARNING OUTCOMES</b><br>(What students will be able to do, know, understand and value) | <b>SAMPLE ASSESSMENTS/STRATEGIES</b><br>(What evidence will demonstrate that students have achieved the Learning Outcome)          | <b>BEST PRACTICES</b> |
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| <b>Student will:</b>   |  |                       |
| 1. State and explain that God calls us as His own to be loved and to love (Romans 5:5-6).  | <ul style="list-style-type: none"> <li>• Demonstrate this love in our daily actions in everything we think, say and do.</li> </ul> |                       |
| 2. Examine a variety of Christian vocations as a response to the baptismal call.           | <ul style="list-style-type: none"> <li>• Cut and paste pictures to make a collage on a variety of Christian vocations.</li> </ul>  |                       |

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|  | <ul style="list-style-type: none"> <li>• Talk about what you want to be/do when you grow up.</li> </ul>  |  |
| 3. State that marriage is a vocation between a man and a woman (Ephesians 5:21-30).                              | <ul style="list-style-type: none"> <li>• Find photos of couples being married in the church.</li> </ul>  |  |
| 4. State that the Church has special ministers who serve others.   | <ul style="list-style-type: none"> <li>• Name the special ministers of the Church.</li> <li>• Find the names of these special ministers in a word search.</li> </ul> |  |
| 5. Identify the priest as an ordained minister of the Church who has a special role of leading people in prayer. | <ul style="list-style-type: none"> <li>• Dramatize the role of the priest.</li> </ul>  |  |
| 6. Recite that people in our parish serve God in many ways.  | <ul style="list-style-type: none"> <li>• List ways you can serve God in your parish.</li> </ul>  |  |

## EVANGELIZATION AND APOSTOLIC LIFE

**Standard 12: Catholic Social Teaching: Students will know, critique and apply social justice and stewardship principles to societal situations in a way that acknowledges and affirms the dignity of the human person and community.**

**Vocabulary: Responsibility**

**Critical for Mastery in Grade 1**

| <b>LEARNING OUTCOMES</b><br>(What students will be able to do, know, understand and value) | <b>SAMPLE ASSESSMENTS/STRATEGIES</b><br>(What evidence will demonstrate that students have achieved the Learning Outcome)  | <b>BEST PRACTICES</b> |
|--|--|-----------------------|
| <b>Student will:</b>   |  |                       |
| 1. State that Jesus shows us how to live.  | <ul style="list-style-type: none"> <li>• Role model in different situations—WWJD—What Would Jesus Do.</li> </ul>   |                       |
| 2. Recognize that God calls us to share our gifts with everyone (Luke 3:11).               | <ul style="list-style-type: none"> <li>• Draw an outline of Christ.</li> <li>• Develop a symbol of a personal gift the child has and put it in the outline of Christ.</li> <li>• Share how this gift can be shared.</li> </ul> |                       |
| 3. State that we care for the poor and the   | <ul style="list-style-type: none"> <li>• Go through your toys and give to St.</li> </ul>   |                       |

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| suffering (Luke 10:30-37 The Good Samaritan).   | Vincent de Paul to give to the poor.<br><ul style="list-style-type: none"> <li>Plan a monthly classroom project in which children give in little ways to the poor.</li> </ul>   |  |
| 4. Recognize that God has entrusted to all human beings responsibility for the world and all its creatures.   | <ul style="list-style-type: none"> <li>List ways and draw pictures of how we care for the earth and God's creatures.</li> <li>Plant flowers and watch them grow.</li> <li>Water and chart plant's/flower's growth.</li> </ul>   |  |
| 5. State that God wants us to respect all life.   | <ul style="list-style-type: none"> <li>Participate in age appropriate activities that support respect for life.</li> </ul>  |  |
| 6. State that we are called to be helpful and loving to our parents, brothers, sisters, friends and teachers. | <ul style="list-style-type: none"> <li>Memorize "Whatever we do for people in need, we do for Jesus." (Based on Matt 25: 45).</li> <li>List ways we can help others.</li> <li>Participate in service projects, (i.e. clothing drive, Lenten Rice Bowl, etc.).</li> <li>Make cards for shut-ins, elderly in the parish.</li> </ul> |  |
| 7. Recall that, as Catholics, we promise to take care of all God's creation.                                  | <ul style="list-style-type: none"> <li>Cut and paste pictures of ways we take care of God's creation.</li> </ul>  |  |

**Standard 13: Inter-Religious Dialogue: Students will 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 all faith traditions.**

**Vocabulary: Jews, Mission**

**Critical for Mastery in Grade 1**

| <b>LEARNING OUTCOMES</b><br>(What students will be able to do, know, understand and value) | <b>SAMPLE ASSESSMENTS/STRATEGIES</b><br>(What evidence will demonstrate that students have achieved the Learning Outcome) | <b>BEST PRACTICES</b> |
|--|---|-----------------------|
| <b>Students will:</b>  |   |                       |

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| 1. State that God loves and cares for all people.  | <ul style="list-style-type: none"> <li>• Write the words “God Loves”.</li> <li>• Draw an outline of God.</li> <li>• Cut and paste pictures of different people inside the outline of God.</li> </ul> |  |
| 2. State that many people believe in God, who loves them, even though they are not baptized.                 | <ul style="list-style-type: none"> <li>• Read stories about other religions and their beliefs.</li> </ul>  |  |
| 3. State that God loves and cares for all people and we should, too.   | <ul style="list-style-type: none"> <li>• Cut and paste pictures showing ways we love and care for others.</li> </ul>   |  |
| 4. Explain that we care for all people of different cultures and races at every stage of life.               | <ul style="list-style-type: none"> <li>• Make a collage of people of all ages and of different cultures and races.</li> </ul>  |  |
| 5. State that Jesus was a Jew who lived and carried out His mission within the Jewish culture and tradition. | <ul style="list-style-type: none"> <li>• Define Jew.</li> <li>• Discuss Passover.</li> <li>• Draw pictures of this religious event.</li> </ul>   |  |
| 6. Recognize that there are people who know about God in different ways than we do.                          | <ul style="list-style-type: none"> <li>• Using technology and books research a different religion and give a report to the class.</li> </ul>   |  |

**Standard 14: Missionary Vocation: Students will demonstrate an appreciation for Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service.**

**Vocabulary: Disciples, Faith, Lay Missionaries, Service**

**Critical for Mastery in Grade 1**

| <b>LEARNING OUTCOMES</b><br>(What students will be able to do, know, understand and value)                                 | <b>SAMPLE ASSESSMENTS/STRATEGIES</b><br>(What evidence will demonstrate that students have achieved the Learning Outcome)   | <b>BEST PRACTICES</b> |
|--|---|-----------------------|
| <b>Students will:</b>  |   |                       |
| 1. Relate 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. | <ul style="list-style-type: none"> <li>• Write three paragraphs on what faith in Jesus means to us.</li> <li>• Use the letters of Faith to make an acronym describing your faith in Jesus.</li> </ul> |                       |

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| 2. Tell that God created each person to love Him and our neighbor as ourselves.                    | <ul style="list-style-type: none"> <li>• Dramatize ways of showing love for God, our neighbor and ourselves.</li> </ul>  |  |
| 3. Describe how we are all disciples of Jesus (Matthew 28:19-20 Making Disciples).                 | <ul style="list-style-type: none"> <li>• Write and spell the word “Disciple” correctly.</li> <li>• Use the letters of “Disciple” to make an acronym to describe ways we are disciples of Jesus.</li> </ul> |  |
| 4. Recognize that God gave all of us gifts to share with others.                                   | <ul style="list-style-type: none"> <li>• Develop symbols for our special gifts from God and develop an outline for God.</li> </ul>   |  |
| 5. Identify ways our parish shows its Christ like service to others.                               | <ul style="list-style-type: none"> <li>• Act out some of the ways people in my parish do service to others.</li> </ul>   |  |
| 6. Listen to stories about lay missionaries, priests, brothers and sisters.                        | <ul style="list-style-type: none"> <li>• Retell a story about your favorite lay missionary, priest or religious brother or sister.</li> </ul>  |  |
| 7. Describe ways you can help a new child in your class or a new baby in your family feel welcome. | <ul style="list-style-type: none"> <li>• Act out a scene where a new baby is born or a new classmate comes and how you would welcome him/her.</li> </ul>   |  |
| 8. Recall news of the day that highlights service to others.                                       | <ul style="list-style-type: none"> <li>• Write two to three sentences telling about and explaining this news story.</li> </ul>   |  |