

ACKNOWLEDGEMENTS

The Department of Evangelization and Catechesis thanks these members of the Consultation Committee for the 2011 revision of the Young Adolescent Religion Curriculum.

Mary Ellen Wagner

Judy Leone

Sue Versluys

Sherry Brown

Mary Ann Obark

YOUNG ADOLESCENT RELIGION CURRICULUM

USER'S GUIDE

The Young Adolescent Religion Curriculum is grounded in the four “Pillars of Faith” as identified in the **Catechism of the Catholic Church**: Word, Worship, Community and Discipleship. The four Pillars are developed in each of the years of a three year cycle: The “God Year”, the “Jesus Year” and the “Holy Spirit/Church Year.” The fourteen *Faith Themes* rooted in the Pillars are fleshed out in each of the years with specific “Content Foci” receiving unique emphasis along the way. These foci are reflective of and orient toward the *Six Fundamental Tasks for Catechesis* as defined in the [National Directory for Catechesis](#).

Users will note that the Young Adolescent Religion Curriculum is not divided into specific grade level components for sixth through eighth grades. This is because both parish programs and schools are using a wide variety of models for catechesis. Designing the curriculum this way allows the catechetical leader, principal, Catholic school catechist or youth minister the flexibility needed to implement it in ways that best meet her or his program’s needs. For example, in a Catholic School or weekly religious education program, the principal or catechetical leader may choose to assign the “God Year” to the sixth grade, the “Jesus Year” to the seventh grade and the “Holy Spirit/Church Year” to the eighth grade. On the other hand, in a “Super Sunday” model, the catechetical leader or youth minister may desire to bring all young adolescents in on the same “year” and design it so that all three “years” will be completed over a three year time span.

In addition to the standard curriculum there is a section on “**Introductory Basics**” that presents some foundational tools young adolescents will need in order to progress through the three year cycle. “*Bible Basics*,” “*The Basics of Prayer*,” and “*Communication Basics*” are short and to-the-point sessions that give the learners a foundational beginning to the curriculum. Catechetical leaders, principals, Catholic school catechists and youth ministers may wish to offer these three at the beginning of each year for all new-comers to the program (for example, in-coming 6th graders, or 7th or 8th graders moving into the school or parish). These can be done over three simple sessions or integrated into the early part of any given year.

YOUNG ADOLESCENT RELIGION CURRICULUM

USER'S GUIDE

Using the Young Adolescent Curriculum Matrix effectively is a key skill of every catechist. The curriculum matrix presents the material to be learned by the learner in a unique way. There are not only core catechetical outcomes (cognitive goals), but there are also outcomes for forming the learner spiritually (affective goals) and outcomes for formation in deeds and actions (behavioral goals).

The Young Adolescent (Grades 6-8) Curriculum Matrix functions as follows:

| | Learning...discipleship | Owning...discipleship | Living...discipleship |
|--|--------------------------------|--|------------------------------|
| <p>Cognitive</p> <p>This row represents the main catechetical outcomes of this content foci →</p> | | <p>These “discipleship” columns are another way to assess the learning objectives of the curriculum. The goals within each column help the learner know discipleship, own their role as a disciple of Christ, and live a life of Catholic discipleship</p> | |
| <p>Affective</p> <p>This row represents goals on how the individual will be affected by the learned material →</p> | | | |
| <p>Behavioral</p> <p>This row represents actions, deeds, and activities to further foster retention, recall, and repetition of the learned material →</p> | | | |

THE GOALS FOR CATECHETICAL MINISTRY WITH YOUNG ADOLESCENTS

The Diocese of Rochester identifies three key components in organizing catechetical ministry to the young adolescent:

- To empower young people to live as disciples of Jesus Christ in our world today.
- To draw young people to responsible participation in the life, mission, and work of the Catholic faith community.
- To foster the total personal and spiritual growth of each young person.

In order to accomplish these goals, the Diocese of Rochester has developed this curriculum and its focus in accordance with the guidelines set forth by the United States Conference of Catholic Bishops in their document the *National Directory for Catechesis*.

The United States Bishops identify *Six Fundamental Tasks for Catechesis* as a part of a lifelong faith formation process. These six tasks “constitute a unified whole. While each task realizes the goal of catechesis, all of the tasks are interdependent. For catechesis to be effective, no task should be separated from the rest.” This curriculum is centered upon these fundamental tasks.

The *Six Fundamental Tasks of Catechesis* are:

1. Catechesis promotes a knowledge of the faith.
2. Catechesis promotes meaningful participation in liturgical worship and the sacramental life of the Church.
3. Catechesis integrates moral formation into a Christian way of life.
4. Catechesis teaches Christians how to pray with Christ, in Christ, and in communion with the Church.
5. Catechesis initiates the Christian into the life of the local church community and fosters active participation in the mission of the Church.
6. Catechesis promotes a missionary spirit that prepares Christians to witness to Christ in society.

WHO IS THE YOUNG ADOLESCENT?

The young adolescent is a Catholic Christian in grades six, seven or eight, likely aged 11-14; the typical middle school or junior high school student. Physically many changes are taking place in these young people. Girls are generally more advanced than boys at this time, yet there is a *broad* spectrum of physical differences among young adolescents. They are conscious of physical appearance and beginning to understand themselves and others as sexual beings.

Socially, they are studies in contrasts. This is an age of hero worship, yet a time to reject authority. Peers and peer groups are important, but adults still have significant influence. At one minute a young adolescent is a child, the next minute a full-fledged teenager.

The psychological and emotional issues of confusion, uncertainty, awkwardness and experimentation combine with the physical changes of puberty to present complex challenges to the young adolescent.

Spiritually young adolescents are trying to discover make conclusions about God on an adult level. They are also ready to explore the faith community's principles for moral decision-making and make these principles their own. Apathy toward formal religion (e.g. Mass) and a disdain of perceived hypocrisy ("you're not perfect, so how can you tell me what to do?") may emerge. Young adolescents emulate adults while simultaneously pushing them away. They also search deeply for God while seeming to reject the "adult" structures of the Church.

Each age-level has its unique characteristics. Eleven-year olds (6th graders) usually love story telling. They find a real richness in the Scripture stories that the curriculum uses as well as other types of stories used in the catechetical process. These youths can use reason to relate to God and their experiences of God. Their imagination plays an important role. They seek peer acceptance, yet need adult approval and direction.

Twelve-year olds (7th graders) are usually very peer oriented and often "cliquey." These young adolescents are steadily maturing: emotionally, morally and spiritually as well as physically. A need to reject authority may exert itself strongly during this time. However this can be channeled into new and deeper insights into the radical Good News of Jesus Christ.

The thirteen-year olds (8th graders) are metamorphosing into older adolescents. They are often becoming more empathetic toward others, which can thus become the roots of life-long commitment to social justice. Their strong potential to relate to peers can be a real asset for group prayer and discussion. Their insights into God, Church and faith can be amazing and inspiring to adults.

Younger adolescents need physical experiences, concrete examples, humor, a variety of instruction and prayer, an assortment of media and technology (books, videos, music, and the internet) and peer involvement. They want to keep things moving, to be physically involved, to engage in stimulating discussion, to be with friends and be challenged. Young adolescents need abundant adult support and understanding at this exciting, sometimes turbulent stage of their faith journeys.

Who is the young adolescent learner? An exciting and energetic companion for the journey!

WHO IS THE CATECHIST OF YOUNG ADOLESCENTS?

“...Catechists/religion teachers possess a genuine love for young people and display qualities that demonstrate this love: availability, acceptance, authenticity and real availability.” (The Challenge of Adolescent Catechesis, p. 44)

“The ministry of catechesis with adolescents has several distinct features that give direction to catechetical programming. Specifically, catechesis with adolescents utilizes the life experience of adolescents, fostering a shared dialogue between the life of the adolescent – with its joys, struggles, questions, concerns, and hopes – and the wisdom of the Catholic faith (and) integrates knowledge of the Catholic faith with the development of practical skills for living the Catholic faith in today’s world.” (Renewing the Vision, p. 29)

“The work of catechesis is inextricably bound to the work of evangelization. Evangelization itself is a complex, dynamic and ongoing process by which the Church, moved by the Spirit, proclaims and spreads the gospel throughout the entire world.” (General Directory of Catechesis, 48) Catechesis receives from the context of evangelization its missionary dynamic.” (The Catechist in the Third Millennium, p. 1)

“The Church awakens and discerns this divine vocation and confers the mission to catechize. The Lord Jesus invites men and women, in a special way, to follow him, teacher and formator of disciples.” (*General Directory of Catechesis*, #231)

The catechist for young adolescents is someone who has been evangelized and knows well the love of Christ. The catechist is a disciple of the Lord and knows that formation takes place in many ways besides a textbook. The catechist has a relationship with the young people who are growing in faith and “apprentices” them as companions on a journey. Ideally the relationship extends well beyond a course or a year of a curriculum. It continues to exist in the general parish and community setting.

The catechist who works with younger adolescents is unique, possessing flexibility and strength; the ability to set standards and still accept those who fall short of them; to be fun yet offer structure. The developmental differences in young adolescents are so great that the catechist must be creative, energetic and accepting of diversity. The catechist is willing to walk and move and jump and carry and sing and discuss and more. A sense of humor is critical!

The catechist does not work alone. She may be the parish youth minister, working with youth, parents, the parish staff and a youth board. He may be a religious education catechist, collaborating with the catechetical leader, parents, other catechists and the youth minister. They may be the Catholic school catechists, working with their principals, colleagues in other subject matters, students, and campus ministers. There is no “typical” catechist for young adolescents. Rather, there is ideally a catechetical/youth ministry team.

The catechist is challenged to achieve continuity and depth of relationship. The catechist is challenged to be flexible and use variety to accommodate the spectrum of young adolescents' needs and abilities. The catechist is challenged to catechize for lifelong faith formation. The *General Directory for Catechesis* describes this challenge of young adolescent catechesis very well:

In developed regions the question of pre-adolescence is particularly significant; sufficient account is not taken of the difficulties of the needs and of the human and spiritual resources of pre-adolescents, to the extent of defining them a *negated age group*. Very often at this time the pre-adolescent, in receiving the sacrament of Confirmation, formally concludes the process of Christian initiation but from that moment virtually abandons completely the practice of the faith. This is a matter of serious concern which requires specific pastoral care, based on the formative resources of the journey of initiation itself... Youth catechesis must be profoundly revised and revitalized. (#181)

Who is the junior high catechist? Someone who embraces these challenges with faith, joy and humor. When these challenges are met the rewards are great.

MODELS OF FAITH FORMATION

The days are gone when all young Catholics are religiously educated in the same way. This curriculum is designed to be utilized with a variety of faith formation models:

- Catholic School
- Weekly traditional religious education program
- Year-round Lectionary-based catechesis
- Family-centered religious education
- Total (or comprehensive) youth ministry
- Youth ministry combined with another program or programs
- Summer-intensive religious education
- Super-Sunday format
- Mini-Courses
- On-line faith formation/E-Learning

The diversity contained within these models strengthens, broadens and deepens faith formation within the Diocese of Rochester. When catechesis takes place, its heart is evangelization; evangelization of the culture, and evangelization of each other. Adults and youth have a mutual evangelizing function for each other, and all of formation should have this thrust.

“In the Gospel young people in fact speak directly to Christ, who reveals to them their ‘singular richness’ and calls them to an enterprise of personal and community growth, of decisive value for the fate of society and of the Church. Therefore young people cannot be considered only objects of catechesis, but also active subjects and protagonists of evangelization and artisans of social renewal.” (*General Directory for Catechesis*, #183)

“Evangelization is the energizing core of all ministry with adolescents. All of the relationships, ministry components, and programs of comprehensive ministry with adolescents must proclaim the Good News. They must invite young people into a deeper relationship with the Lord Jesus and empower them to live as his disciples,” (*Renewing the Vision*, p. 36)

RECOMMENDED METHODOLOGY FOR THE YOUNG ADOLESCENT CURRICULUM

In the Primary Grades' Curriculum (Grades K–5), **Bloom's Taxonomy of Educational Objectives or Levels of Learning** was used to help the catechetical leader organize the flow of each content focus. It offered examples of how one can organize the learning process for the students. In the Grades 6-8 Curriculum, an adaptation of Thomas Groome's "Shared Christian Praxis" is recommended for use. The reason for this is two-fold; first, the Shared Christian Praxis process is a widely recognized catechetical process, designed specifically with faith development in mind. Secondly, it offers a process of *action-reflection* that is valuable for young adolescent thinkers who are beginning to develop more mature cognitive skills in relation to faith.

As most published catechetical resources use some form of this process, this curriculum will not attempt to duplicate their efforts. It will not make detailed suggestions about what kind of activity might be used. It will simply state the faith outcomes clearly so that the catechetical leader, principal or youth minister can look for those printed resources that best fit the curriculum and matches up with her/his purposes and programs.

Suggested Process for Young Adolescent Faith Formation:

EXPERIENCE
EXPLORE
PRACTICE
APPLY
EVALUATE

EXPERIENCE: Humans best begin the learning process by engaging in various experiences that speak to the desired content that is being developed. The experience should be rooted in the learner's past knowledge and experience and speak to their contemporary situations and values. Following the initial experience, there needs to be a moment of reflection and critiquing. This moves the experience from being simply "something fun or nice" toward having a genuine depth of meaning.

Examples: role playing, listening to music, examining artwork, prayer experiences, watching movie clips.

EXPLORE: Moving directly from the reflection on the experience, the learners are led on an exploration of the Church's teaching on the content focus. Sacred Tradition, Scripture, and contemporary teachings are presented in order to add depth and meaning to the experience. As with the above, critical reflection is an essential step after the exploration.

Examples: Bible study, lecture, guest speaker, video presentation, worksheets.

PRACTICE: The catechist must offer the young adolescents a time to “practice” what is “preached” in a controlled, safe setting. This affords the learners the opportunity to try the teaching “on for size” to see how it works in the everyday world. It is also a time to ask questions and seek clarification regarding the meaning and purpose of the teaching in their rapidly expanding world.

Examples: Liturgy planning, worksheets, role playing, discussion groups, tests.

APPLY: Application is an extension of the Practice step. It is a time of internalization and externalization. Young adolescents have learned about a Content Focus and now need to own it and live it. The catechist is to help these young people identify ways they can put the teaching into action.

Examples: Liturgical celebrations, service projects, presentations to parish groups, small faith-sharing groups, outreach programs, letter writing campaigns.

EVALUATE: This should be the final step in any learning process. Evaluation is the time the group takes to understand the effectiveness of its learning process by understanding how well the outcomes were retained during the application. Evaluation should naturally lead to the exploration of the next set of Content Foci.

Examples: Discussion groups, reflection, tests.

THREE-YEAR SCOPE AND SEQUENCE

**PRINCIPLES AND GUIDELINES
FOR CATECHESIS
IN THE DIOCESE OF ROCHESTER**

WORD

| FAITH THEME | GOD YEAR | JESUS YEAR | HOLY SPIRIT/ CHURCH YEAR |
|----------------------------|-------------|---------------|-----------------------------|
| REVELATION | | | |
| God's Self Revelation | X | | |
| Our Faith Response | X | X | X |
| SCRIPTURE | | | |
| Old Testament | X | | |
| New Testament | | X | X |
| Acts/Pauline Letters | | | X |
| CREEDAL CONCEPTS | | | |
| Mystery of One God | X | X | X |
| Creation | X | | |
| Sacraments | X | X | X |
| Life of Grace | X | | |
| Moral Life | X | X | X |
| Mary and Saints | X | X | X |
| Death, Judgment & Eternity | | X | |

THREE-YEAR SCOPE AND SEQUENCE

**PRINCIPLES AND GUIDELINES
FOR CATECHESIS
IN THE DIOCESE OF ROCHESTER**

WORSHIP

| FAITH THEME | GOD YEAR | JESUS YEAR | HOLY SPIRIT/ CHURCH YEAR |
|----------------------------|---------------------|-----------------------|-------------------------------------|
| | | | |
| SACRAMENTS | | | |
| General | | X | X |
| RCIA | | | X |
| Initiation | | X | X |
| Reconciliation and Healing | | X | |
| Commitment | X | X | X |
| PRAYER AND WORSHIP | | | |
| Prayer Styles | X | X | X |
| Liturgy | X | X | X |
| SPECIAL SEASONS | | | |
| Holy Days | | X | X |
| Liturgical Calendar | | X | X |

THREE-YEAR SCOPE AND SEQUENCE

**PRINCIPLES AND GUIDELINES
FOR CATECHESIS
IN THE DIOCESE OF ROCHESTER**

COMMUNITY

| FAITH THEME | GOD YEAR | JESUS YEAR | HOLY SPIRIT/ CHURCH YEAR |
|---------------------------|---------------------|-----------------------|-------------------------------------|
| CHURCH | | | |
| In General | | X | X |
| History | | | X |
| Structures | | | X |
| Models | | | X |
| Church Community | | X | X |
| FAITH AND IDENTITY | | | |
| Baptismal Call | X | X | X |
| PERSONAL GROWTH | | | |
| Personal Growth | X | X | X |
| Example of Jesus | | X | |
| Self Esteem, etc. | X | X | |
| Sexuality | X | X | X |
| RELATIONSHIPS | | | |
| Respect for Self | X | X | |
| Respect for Others | X | X | X |

THREE-YEAR SCOPE AND SEQUENCE

**PRINCIPLES AND GUIDELINES
FOR CATECHESIS
IN THE DIOCESE OF ROCHESTER**

DISCIPLESHIP

| FAITH THEME | GOD YEAR | JESUS YEAR | HOLY SPIRIT/ CHURCH YEAR |
|-----------------------------|-------------|---------------|-----------------------------|
| CHRISTIAN LIFESTYLES | | | |
| Single | X | | X |
| Married | X | | X |
| Religious | X | | X |
| Ordained | X | | X |
| Vocation Within | X | X | X |
| MORALITY | | | |
| Morality | X | X | X |
| Teaching of Jesus | | X | |
| Decision Making | | X | X |
| Sin and Forgiveness | | X | X |
| JUSTICE AND PEACE | | | |
| Gospel Call | X | X | |
| Jesus' and Church's Mission | X | X | X |
| Church Teaching | | | X |
| SERVICE | | | |
| Baptismal Call | | X | |
| Discipleship | X | X | X |
| | | | |

DIOCESE OF ROCHESTER

INTRODUCTORY BASICS
for
YOUNG ADOLESCENTS

Part I

BIBLE BASICS

This lesson will introduce the young adolescent learner to the Bible, specifically to its structure and its use as a source of faith and prayer. The catechist may want to divide this material into two lessons.

Objectives/Outcomes

The learners will:

- Be introduced to the format of the Bible
- Understand that the Bible is the revealed Word of God
- Understand basic vocabulary related to the Bible
- Be introduced to the books contained within the Old and New Testaments
- Be able to locate passages by chapter and verse within the Bible
- Use the Bible for prayer

Method

- Using the “Bible Basics” sheet, the catechist relays some initial content of the Bible
- Using the “Hebrew Scriptures/Christian Scriptures” sheet, the catechist relays content about each testament
- Watch the video: “What is the Bible?” (St. Anthony Messenger Press) This video is available from the Diocesan Audio Visual Library
- Practice biblical book recognition using the Old and New Testament word searches
- Practice finding specific chapters and verses in the Bible (for example Genesis 44:1-5; Mark 9:2; 1Cor 13:1-13, etc). A larger group of students will enjoy a contest to see who can find the verse first; and then read it aloud to the group

FACTS ABOUT THE BIBLE

The Bible is divided into two main sections, often called the Old and New Testaments.

Out of respect for our Jewish brothers and sisters, the Old Testament is often called the Hebrew Scriptures and the New Testament the Christian Scriptures. The Christian Scriptures are actually both testaments.

The word Bible comes from the Greek words “Ta Biblia” which mean “the books.” The whole Bible is also called the Sacred Scriptures.

Scripture means sacred writings. Testament means agreement or covenant.

There are seventy-three books in the Catholic Bible, forty-six in the Hebrew Scriptures and twenty-seven in the Christian Scriptures.

The Bible is a compilation of writings by many different authors. The texts were written and edited over a long period of time – approximately 1,300 years.

The books of the Bible were divided into chapters and verses, an addition to help readers engage with the text.

The Bible is the inspired Word of God. God is speaking to God’s people of all times through the biblical authors.

The Bible reveals who God is to God’s people.

The Bible contains divine truth that God wants us to know for our salvation and to build the Reign of God. Its purpose was not – and is not – to record or report historical or scientific facts.

The main difference between a “Catholic Bible” and a “Protestant Bible” is a group of seven books called the “deuterocanonical” (second canon) books. Catholics accept them as the revealed and inspired Word of God, but other churches do not. The “Canon of Scripture” is the collection of books that make up the Bible.

Readings from the Sacred Scriptures are proclaimed at every Mass.

A Catholic translation Bible will have an imprimatur on it, which is the approval of a bishop allowing publication.

The Bible is both a part of Catholic Tradition and history and is also relevant for us today, it can and should be read, prayed and studied.

HEBREW SCRIPTURE/CHRISTIAN SCRIPTURES

The Old Testament/ Hebrew Scriptures

The Old Testament, or Hebrew Scriptures, is the faith story of God's chosen people, the Israelites. They are our ancestors in faith. The Hebrew Scriptures are actually a library of forty-six books, containing the faith history of God's people from the time of Creation until the time right before Jesus.

They contain the following sections:

- The Pentateuch or Torah – the first five books of the Bible, also known as the Law
- The Prophets – the oral preaching of prophets who called for the people to return to God
- The Historical Books – writings that tell the story of the Israelite nation
- The Wisdom Books – contain wisdom and advice on how the people of God were to live their lives

The main themes of the Hebrew Scriptures are creation, covenant, exodus/exile, prophecy and prayer.

The New Testament/ Christian Scriptures

The New Testament is a library of twenty-seven books:

- **Four Gospels** – Gospel means “good news.” The Gospels are the accounts of the life, death and resurrection of Jesus. The Gospels maintain a central place within the Catholic faith
- **The Acts of the Apostles** – Acts contain the story of the early church
- **Twenty-one letters** – often called “epistles.” These were written by several authors – most notably St. Paul – to the early church communities, and to us today, to encourage and instruct believers on how to be “church”
- **One Apocalyptic book.** The Revelation to John describes the Eschaton – the final event in the Divine plan – in metaphorical language used to describe the apocalypse

The Paschal Mystery, or the saving power of Jesus Christ through his life, death and Resurrection, is revealed to us throughout the New Testament.

The other main themes of the Christian Scriptures/New Testament are: The Reign of God, discipleship, forgiveness, prayer, justice and peace, the moral life, the mission of the Church and the Triune God.

PART II

THE BASICS OF PRAYER

In this lesson, the young adolescent learners will be introduced to the basic forms of prayer. As prayer experiences and opportunities are abundant throughout the year, “practice” during this session need not be extensive.

Objectives/Outcomes

The learners will:

- Be introduced to the idea of spontaneous prayer; talking and listening to God
- Review traditional Catholic prayers: the sign of the Cross, The Lord’s Prayer, The Hail Mary, the Glory Be, Act of Contrition, the Litany of the Saints, Grace at meals
- Be introduced to the liturgical prayers and rituals of the Church: Mass, Liturgy of the Hours, the Eucharistic prayers, morning prayer, evening prayer, centering prayer and Lectio Divina
- Concretely learn about types of prayer: adoration, contrition, thanksgiving and supplication
- Be introduced to the rosary.
- Explore different God images: how we “see” God affects how we pray to God.
- Be introduced to the concept of meditative prayer: prayer where we relax and focus on a particular image, concept or story vocally, through meditation or contemplation

Method:

- Pray traditional prayers with the student, including the sign of the Cross
- Display and discuss different pictures of God and Jesus
- Pray a Psalm aloud
- Practice simple relaxation techniques with the student, (e.g. make fists with fingers and toes and loosen them slowly. Repeat several times)
- Discuss when and how to pray and make prayer a routine, intentional activity

PART III

COMMUNICATION BASICS

In this lesson, young adolescent learners will learn basic communication skills. These skills will help them to participate better in class or group processes.

Objectives/Outcomes

The learner will:

- Be introduced to the concept that body language effects our communication and listening
- Practice effective body language
- Learn that “I statements” are ways to effectively communicate your own feelings and needs, without diminishing those of others
- Practice “I statements”
- Understand that feelings effect communication
- Understand active listening; listening with care and attention
- Understand that we practice effective communication out of respect for the dignity of each person

Method:

- The catechist must be a role model of effective and respectful communication
- Brainstorm a variety of feeling words
- Use the sheet “Communication Skills”
- Use the sheet “I Statements”

Communication Skills:

Communication is more than what we say, it’s **HOW** we say it. The meaning from our communication is “heard”:

- 33% from words: what we say
- 33% from the tone of our voice
- 33% from our body language

How we are perceived when we are communicating can be as or more important than what we actually say. While it may seem awkward or artificial at first to practice effective communication skills, it is well worth it in the long run. Good communication skills help people to accurately hear what is trying to be said and meant.

Do's And Don'ts Of Body Language

DO:

Sit or stand eye level with the person or people with whom you are speaking.
Make eye contact with the person talking.
Be aware of your expression. Are you looking friendly? Relaxed?
Smile!

DON'T:

Get into someone's "personal space" (too close) or move too far away.
Use blocking gestures, such as crossing your arms on your chest.
Use scolding gestures, such as putting your hands on your hips or pointing a finger.

Do's And Don'ts Of Listening

DO:

Respond to someone else's statements in a way that shows you have heard what they said. You may want to repeat back some of the information.
Lean slightly towards the speaker.
Look interested.

DON'T:

Talk or interrupt while someone is talking.
Make "side comments."
Daydream or tune-out the speaker mentally.

Role Play:

Erin must tell Jordon and Brett the hard news that she is not going to run modified cross country with them this fall; she's going to play tennis. Jordon listens well (effectively), Brett doesn't.

I Statements

One way to communicate well is to use "I statements." An "I statement" tells others how a person feels without blaming others for causing those feelings. "I statements" are an assertive, not aggressive, means of communication.

AN "I STATEMENT" LOOKS LIKE THIS:

"I am very upset when I hear you talking that way."
"I am happiest when we spend time talking together."

WRITE "I STATEMENTS" FOR THE FOLLOWING:

You need to tell a teacher about an unfair grade.
You want to tell your parents your feelings about going to religious education.
You want to tell a friend that you are spending too much time together.

TURN THE FOLLOWING STATEMENTS INTO "I STATEMENTS":

You never make time for me any more.
You bug me when you snap your gum.
Stop smoking! It's disgusting!
You are not making sense.

DIOCESE OF ROCHESTER

YOUNG ADOLESCENT
RELIGION CURRICULUM

THE GOD YEAR

Pillar: Word
Faith Theme: Revelation

Content Focus: Covenant is God’s revealed love/relationship with God’s Chosen People.
CCC 56-73, 121-123, 138

| | Learning | Owning | Living |
|---|--|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Distinguish between different types of relationships: -- casual (e.g. schoolmates), --obligatory (e.g. school), --covenantal (e.g. family, Jesus). | Understand that covenant is God’s commitment of total self-giving and involves a sense of mutual obligation between God and God’s people. | God reveals God’s self in many ways: Jesus, the Scriptures, and the Holy Spirit; strengthen their own covenantal relationship with God through Jesus Christ. |
| <u>Affective</u> (Goals that elicit a response from the learner) | To recognize that each person has a sacred dignity; they have value because God created them to come to know, love and serve God. | Be able to list what God expects of them in the covenantal relationship they share with God and one another. | To see their prayer life as a response to God’s invitation to be faithful to this covenant relationship. |
| <u>Behavioral</u> (Goals that foster actions, deeds, and activity from the learner) | To understand and appreciate the significance of the Sign of the Cross as an expression of the Trinity and the divine relationship that God invites them into. | To see the sacrament of marriage as the union of a man and a woman who are called to be a sign to the world of God’s presence, and their relationship a reflection of God’s sacred covenant. | To ask themselves each day, “Where did I find God in my relationships today?” |

Blue highlight indicates link to [USCCB Guidelines for Formation in Chaste Living.](#)

Content Focus: God reveals God’s self as the eternal true God through both Sacred Tradition and Sacred Scripture. CCC 76, 80-84, 95, 97, 106, 120, 126

| | Learning | Owning | Living |
|--|---|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Introduce the relationship between Tradition and Scripture. (Scripture is actually a part of our Tradition). | Hear about the difference between Sacred Tradition (the living and lived Faith of the Church) and traditions (the local or historical customs by which the community expresses that Faith). | Identify some Traditions and some traditions. Example: Tradition: Real presence of Christ in the Eucharist. tradition: Kneeling during parts of the Mass. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Be able to explore some of their Catholic Traditions (the Sign of the Cross, the rosary, the lives of the Saints, Benediction, Stations of the Cross, Novenas, etc.). | Answer questions like: Why did these traditions evolve? What do they tell us about how we “see” God? | Associate Traditions and traditions with foundational references in Sacred Scripture and trace their history in the Church. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Be able to use the Bible to locate some qualities or characteristics of God. | Be able to review the words of the Eucharistic Prayers of the Mass and identify what qualities of God are mentioned. | When attending Mass, to be able to listen to the Liturgy of the Word to uncover what the readings tell them about who God is and what God is like. |

Pillar: Word
Faith Theme: Scripture

Content Focus: The key themes of the Hebrew Scriptures are creation, covenant, exodus/exile, prophecy, and prayer. God reveals God’s Self historically and personally, with creative, saving power. CCC 121-123, 128-130, 138

| | Learning | Owning | Living |
|--|--|--|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand how God reveals God’s self to us through creation and the people around us. | Understand that humans have the responsibility of being co-creators with God and stewards of creation. | Understand that as God showed God’s Self to the Chosen People in history, God does the same for us today. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Read and explore stories from the Scriptures that illustrate and demonstrate revelation, creation, prophecy, prayer, and encounter key figures in Scripture. Use the suggested Scripture readings. | Value the teachings of the people we meet in the Hebrew Scriptures. | Embody the teachings of the people we meet in the Hebrew Scriptures. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Visit a local synagogue and talk to peers their age about the Hebrew Scriptures. | Identify the people in their lives that depict the Adams and Eves, Moses and others they have met in the Scriptures. | |

Suggested Scriptures:

Read and explore stories from the Hebrew Scriptures that illustrate revelation:

- The first Creation story Genesis 1:1-2:3
- The second Creation story Genesis 2:3-2:5
- [Adam and Eve](#) Genesis 3
- Noah Genesis 6:1-9:17
- [Abraham and Sarah](#) Genesis 3
- Moses and Miriam Exodus 1
- Moses and the Burning Bush Exodus 3:1-4:17

Key Figures from the Hebrew Scriptures:

- Isaac and Rebeka Genesis 24
- Rachel and Jacob Genesis 30
- Joseph Genesis 40-41
- Suzanna Daniel 13
- David and Saul 1Samuel 16:4-14
- Esther Esther 1-8
- [Ruth and Naomi](#) Ruth 1-4

[Blue highlight indicates link to USCCB Guidelines for Formation in Chaste Living.](#)

Pillar: Word

Faith Theme: Creedal Concepts

Content Focus: God is one; God is three divine persons in one being; Creation is of God and is good; all life reflects the creative goodness of God; Human life is good, made in God’s image and likeness; God saves God’s people; The Church is part of the People of God. CCC 232-234, 237, 261

| | Learning | Owning | Living |
|---|---|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand God is three persons but there is only one God – the Holy Trinity and He created everything that is good – God saves his people. | You have been created in the image and likeness of God. | Explore the need to respect all life as it is the central belief of our faith. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Develop an understanding of how all life reflects the creative goodness of God. | Reflect on the statement that human life is good and you are made in the image of God. | Seek an appreciation of God’s creative beauty. |
| <u>Behavioral</u> (Goals that foster actions, deeds, and activity from the learner) | Develop an understanding as to how each of the three persons of the Holy Trinity effects your life. | Reflect on the unconditional love of God for all creation. | Reach out to those in need and recognize God’s presence in the beauty of the Eucharist and bring God’s unconditional love to all people in your community. |

Blue highlight indicates link to USCCB *Guidelines for Formation in Chaste Living*.

Pillar: Worship
Faith Theme: Sacraments

Content Focus: The Eucharist has its roots in the Passover Celebration. CCC 1334-1344

| | Learning | Owning | Living |
|--|--|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | The students will read and know the Passover story from Exodus, Chapter 12. | Explore our Liturgy and understand how we include parts of the Passover dinner in our Liturgy. | Be able to identify the Seven Sacraments and how they are different from the Jewish rituals in the Old Testament. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Reflect the Jewish rituals and how they are the origins of many of our sacramental actions. | Be able to identify the importance of the Eucharistic celebration in the sacraments. | Discover how you grow each time you celebrate the Eucharist. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Engage with media that deals with Jesus and the Passover dinner as well as the importance of the celebration for the Jewish community. | Engage in Bible studies with your peers that talk about the Passover celebration. | Assist in the Sacramental programs in your parish in some capacity, and find out more about sacramental preparation. |

Pillar: Worship

Faith Theme: Prayer and Worship

Content Focus: The Psalms are songs of the Hebrew Scriptures that express a wide variety of emotions. The Church uses them as an integral part of the Liturgy of the Word at Mass and as the core of the Liturgy of the Hours. CCC 2585-2589

| | Learning | Owning | Living |
|--|--|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand that Psalms are songs of the Hebrew scriptures. | Recognize that Psalms are used as an integral part of the Liturgy of the Word at Mass and as the core of the Liturgy of the Hours. | Identify the Psalms as language used to describe experiences, hopes, fears, and triumphs over oppressions and hardships. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Explore the variety of emotions in the Psalms. | Appreciate the Psalms as both a source and resource for individual prayer as well as public prayer. | Compare the feelings and experiences of the psalmists with those of people today. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Locate the Psalms in the Bible. | Write a prayer journal entry of what a Psalm of your choice means to you. | Sing the Responsorial Psalm at Mass. |

Pillar: Worship
Faith Theme: Liturgical Year

Content Focus: The Church celebrates the Sabbath as well as other special days and seasons.
CCC 1163-1173, 2168-2190

| | Learning | Owning | Living |
|--|---|--|---|
| <u>Cognitive</u> (Main Catechetical Goals) | The students know that the seventh day of the week (Saturday) is set aside in Hebrew scripture for rest and worship. Sunday is the day for the usual Christian day of rest and worship. | Reflect on how you show deep respect for someone and on how do you show your deep respect for the Lord on Sunday. | Complete this sentence: I will strive to make Sunday holy by... Encourage the students to live out their call to holiness on the Sabbath. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Design a “day of rest” or a “day to honor” someone. | God taught us to “Keep Holy the Sabbath.” (Exodus 20:8-11) | How does your day of rest reflect the Sabbath and how do you resolve to keep it holy? |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Catholics celebrate the Mass each Sabbath because Jesus said, “Do this in memory of me.” (Luke 22:19-20) Celebrating each Sabbath in an annual cycle of the mysteries of Christ, the Holy Church honors the Blessed Mother, martyrs, and saints. | What actions at Mass cause you to remember God’s love and goodness? What intentions shift our focus as a church throughout the liturgical year? | Introduce the idea that the Church calendar has seasons, each represented by a color. The Church celebrates all the special days in the life of the Church, martyrs and saints. Connect this to the liturgical seasons. |

Pillar: Community
Faith Theme: Church

Content Focus: A covenant is a sacred pact between God and humankind. God gives us signs of these agreements. CCC 56-73, 238, 357, 839-840

| | Learning | Owning | Living |
|---|---|--|---|
| <u>Cognitive</u> (Main Catechetical Goals) | The students will know that God made many covenants with people of Old Testament Times. --Noah --Abraham and Sarah (Abram and Sarai) --Moses | Be able to examine the relationships in their own life (with friends, within their family, with members of their parish community, with the various groups they belong to: sports teams, Scouts, clubs). What are the obligations and expectations of their relationships? | Be able to list ways that their membership (their relationship) to the Church and one another mirrors an understanding of covenant. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Be able to see in the symbols and the rituals of our Church the elements from the covenants of the Old Testament. | In the church and in the life of the church there are signs and symbols of our covenant with God. | What "signs" (promises, mottos, agreements, etc). are part of their relationships and tell them what type of relationships they have? |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner). | God signifies the covenant between God and God's people with a change in their lives. | | Reflect on how the signs and symbols of God's covenant helped shape your life and society as well. |

Blue highlight indicates link to USCCB *Guidelines for Formation in Chaste Living*.

Pillar: Community
Faith Theme: Faith and Identity

Content Focus: God calls us as individuals and as a People. We are called to respond in faith.
CCC 94-95, 153-165, 176-184

| | Learning | Owning | Living |
|--|---|---|---|
| <u>Cognitive</u> (Main Catechetical Goals) | The students will know that God has a plan for each one of our lives. | God calls each of us at our baptism. The gift of faith is given at baptism. | Through our baptism we are commissioned to live out our faith lives fully. This is a lifelong process. |
| <u>Affective</u> (Goals that elicit a response from the learner) | The gift of faith involves both a relationship with God and an expression of that relationship. | Faith is an ongoing process of conversion. | How are you continually being formed toward God? In what ways do we experience conversion? |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | God calls each of us to a life of faith. | God gives us each a special work to do to build the Reign of God. This work is called a vocation. | To be open to the many different ways God calls us to our vocation: through prayer, through our heart, through the needs of the world and through other people. |

Content Focus: God has called a people to God’s self throughout history: a faithful remnant. **CCC 711, 1081**

| | Learning | Owning | Living |
|--|--|---|---|
| <u>Cognitive</u> (Main Catechetical Goals) | The students will explore stories of “call” from the Scriptures. Use the suggested Scripture readings. | Like the faithful remnant, we are all called by our baptism as God’s chosen people. | Jesus Christ is with us now and always as we live as God’s faithful people. |
| <u>Affective</u> (Goals that elicit a response from the learner) | | The learner will be able to explore and reflect on the questions; What is God calling me to do? What gifts has God given me to share? | Compare the feelings and experiences of the scriptural figures with those of people today. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | The first and most fundamental vocation of every human being is to love. | | The learners will be able to write their own covenant statement, a description of your unique response to God’s love for you and the world. |

Suggested Scriptures:

Read and explore stories from the Hebrew Scriptures that illustrate the concept of “call”

- | | |
|------------------------|-----------------|
| <i>Abram and Sarai</i> | Genesis 12:1-10 |
| <i>Moses</i> | Exodus 3:1-4:17 |
| <i>Samuel</i> | 1Samuel 3:1-18 |
| <i>Israel</i> | Hosea 11:1-6 |
| <i>Mary</i> | Luke 1:26-38 |

Blue highlight indicates link to USCCB *Guidelines for Formation in Chaste Living*.

Pillar: Community
Faith Theme: Personal Growth

Content Focus: The human person is created in the image and likeness of God. The human person and the human body are created good. **CCC 356-373, 380-384**

| | Learning | Owning | Living |
|--|---|---|---|
| <u>Cognitive</u> (Main Catechetical Goals) | All people are good, unique, lovable, and deserving of respect. This is human dignity. Be able to name ways that a person grows physically, mentally, and spiritually and be able to list things that help us grow in these realms. | Human beings are the summit of creation. We are made in the image and likeness of God. | Human persons are a unity of body and soul. We must live as people of God. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Human people have sexuality. Sexuality is a positive gift from God. | Sexuality is not just about sexual intercourse, sexuality is how we express ourselves as male and female, created in the image of God. | There are physical, emotional, moral, psychological, and spiritual dimensions to human sexuality. Discuss sexuality and actions/morality in the Catholic way of life. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Each person needs to respect his or her own body and the bodies of others. This includes healthy eating, exercise, and avoiding harmful substances such as drugs, alcohol, and tobacco. | Abstinence from sexual activity is a positive and necessary virtuous behavior that young adolescents need to adopt and be educated about. | Recognize the importance of faith and grace in relationships with God, self, and others in word, deed, and action. |

Blue highlight indicates link to [*USCCB Guidelines for Formation in Chaste Living*](#).

Pillar: Community
Faith Theme: Relationship

Content Focus: God establishes covenants with us out of God’s great love for us. A covenant establishes a relationship between God and us. We establish covenants and relationships with other people. CCC 121-123, 357, 422-455, 592

| | Learning | Owning | Living |
|--|--|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand that God loves each one of us immeasurably. This is covenant. Define and elaborate on what a covenant is. | Understand that we are valuable and precious to God and to one another. | We are eternally God’s chosen ones. God is always with us. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Explore the concept of covenant throughout the Bible. | Identify how you are valuable and precious to God and others. | Assist others in a variety of ways to show the covenant with others (food drive for the poor, greeting cards to Senior citizens, monetary collection for those affected by a disaster, performing yard work for disabled neighbors, etc.). |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Know that relationships with God and others are strengthened through conversation , prayer and action. | | Become involved in activities with family/friends to develop a closer bond with each other. |

Blue highlight indicates link to [*USCCB Guidelines for Formation in Chaste Living.*](#)

Pillar: Discipleship

Faith Theme: Christian Lifestyles

Content Focus: God calls each person to a specific lifestyle and vocation, according to his or her gifts, talents, and abilities. **CCC 520-521, 871-913, 1693-1694, 1698**

| | Learning | Owning | Living |
|--|--|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Be able to list the different elements of a Christian lifestyle; faith, compassion, joy, peace, virtue, suffering, etc. | Be able to list the gifts and abilities needed by each person to fully live a Christian lifestyle. | God calls each of us to fidelity in relationships, especially marriage. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Be able to name the vocations that enable a person to live out his or her lifestyle in Christ; marriage, single life, religious life, ordained life. | Begin the process of discernment over one's own vocation. Take an in-depth look at the processes of discernment. | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Read and discuss the story of Ruth as a model of fidelity. | In a prayer setting affirm the use of the qualities that are valued in a Christian lifestyle. Select a song or use a scripture passage that reinforces the idea. | Create a credo, or creed, for living each vocation and begin to model the creeds that are created. |

Blue highlight indicates link to *USCCB Guidelines for Formation in Chaste Living*.

Pillar: Discipleship
Faith Theme: Morality

Content Focus: One important covenant, found in the Hebrew Scriptures, is the Sinai Covenant, better known as the Ten Commandments.

| | Learning | Owning | Living |
|--|--|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand that the Ten Commandments are one way that God guides us to right relationship with God, others, and ourselves. | Understand that the Ten Commandments are not just ancient history but are also relevant today. | Know that the Ten Commandments, the Beatitudes (the Jesus Year), and the corporal/spiritual works of mercy (Holy Spirit Year) are moral guides that are linked and help us determine right from wrong. |
| <u>Affective</u> (Goals that elicit a response from the learner) | The Ten Commandments are a privileged expression of natural law, revealed by God for the benefit of all humanity. | Reflect upon the values the learners identify as part of their current moral code and the Ten Commandments. | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Know the Ten Commandments and their effects. | | |

The Ten Commandments

1. ***I am the Lord, your God. You shall not have other gods besides me.***
Do not make idols of things, money, people (e.g. celebrities, boyfriend/girlfriend) or put anything in the place that God should be. CCC 2134-2141
2. ***You shall not take the name of the Lord, your God in vain.***
Do not swear, especially using God's name. Do not take oaths that you do not mean or can not keep (e.g. loyalty to a gang). CCC 2161-2163
3. ***Remember to keep holy the Sabbath day.***
Go to Mass each week. Use Sunday for a day of prayer, rest and recreation. CCC 1193, 2175, 2190-2195
4. ***Honor your father and your mother.***
Treat your parents with respect and love. CCC 2248-2257
5. ***You shall not kill.***
Do not physically harm others, or yourself, with weapons, words, illegal drugs, or alcohol. Treat yourself with respect. CCC 2319-2329
6. ***You shall not commit adultery.***
Practice abstinence until marriage. CCC 2393-2400
7. ***You shall not steal.*** CCC 2451-2462
8. ***You shall not bear false witness against your neighbor.***
Do not gossip. Do not say things that will hurt anyone else's reputation. CCC 2505-2512
9. ***You shall not want your neighbor's spouse.*** CCC 2529-2533
10. ***You shall not want your neighbor's goods.***
Do not be jealous. Do not want what is not yours. Be grateful for what you have. CCC 2552-2556

Content Focus: There are virtues that guide a Catholic’s actions. Three examples are: justice, solidarity and charity. It is important to understand each of these, and to understand about virtue.
CCC 1776-1845, 1939-1942, 1948

| | Learning | Owning | Living |
|--|--|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Solidarity is acting in the well-being of all. Charity is giving to others in love. Justice is working to establish fairness and equality among all the children of God. | What is just may not necessarily be fair. For example, a person who has been discriminated against may be provided with special care while others are not. | God calls each of us to justice. |
| <u>Affective</u> (Goals that elicit a response from the learner) | These virtues inspire virtuous behaviors, and our Church helps guide our thoughts and actions. | How do we stand in solidarity with the poor, the marginalized and the oppressed? | We grow in our understanding of justice as we grow closer to God. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Church teaching forms one’s conscience for moral decision making. | List the ways and identify the behaviors necessary to live a life of solidarity, justice, and charity. | Complete a service project or component that ushers in solidarity, promotes justice, or aids in charity. |

Blue highlight indicates link to *USCCB Guidelines for Formation in Chaste Living*.

Pillar: Discipleship
Faith Theme: Justice and Peace

Content Focus: The Catholic Church has a “preferential option for the poor.” We find a foundation for this in the Hebrew Scriptures. (see *Economic Justice for All*, Chapter 2, #30-40, USCCB: 1986.)

| | Learning | Owning | Living |
|--|--|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | The prophets of the Hebrew Scriptures call God’s people to justice. | | Be able to participate in a discussion that applies the Hebrew Scriptures to life. |
| <u>Affective</u> (Goals that elicit a response from the learner) | “Preferential option for the poor” means that we think and act on behalf of the poor first and foremost. | God favors those who have little. | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | Become familiar with people like Dorothy Day, Mother Theresa, St Francis, St Vincent DePaul who worked for justice and peace. | Visit a local soup kitchen or other service organization and work there regularly. |

Pillar: Discipleship
Faith Theme: Service

Content Focus: God calls God’s people to serve others in justice.
CCC 1928-1948

| | Learning | Owning | Living |
|--|--|--|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Service is an essential element of what it means to be Catholic. | Service is a part of being a disciple of Jesus Christ. | |
| <u>Affective</u> (Goals that elicit a response from the learner) | | Discover how participating in service helps you to grow. | Participate in a retreat on identifying gifts or discovering vocations. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | Through prayer and in talking with adults discover specific areas where you are being called to serve. | Engage in service. You can engage in the local community through outreach centers, through your school, through your neighborhood, etc. |

[Blue highlight indicates link to USCCB *Guidelines for Formation in Chaste Living*.](#)

DIOCESE OF ROCHESTER

YOUNG ADOLESCENT
RELIGION CURRICULUM

THE JESUS YEAR

Pillar: Word

Faith Theme: Revelation

Content Focus: Jesus is the Incarnate Word of God: the Son of God and the Son of Mary.

CCC 454, 470-478, 484-487, 499-507, 721-730

| | Learning | Owning | Living |
|--|--|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Jesus Christ is fully human and fully divine. Jesus is the complete revelation of God with us. Jesus is God. | Jesus Christ is the Word of God made flesh. | Explore the mystery of God in human flesh. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Reflect on the words of the Lord's Prayer and the relationship of Jesus and this prayer to God. | Understand what the earthly life of Jesus, Mary and Joseph was like in the 1 st century Holy Land. | Come to appreciate the mystery of the Incarnation. (Jn 3:16-17; CCC 484) |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | Be able to discuss the symbols that are used to remind us of the two natures of Jesus: the two candles on either end of the altar; in Icons: the heavenly blue outer garment and the earthy red inner garment that Jesus is usually wearing and the thumb and pointer finger touching on the one hand of Jesus, etc. | |

Content Focus: The Paschal Mystery is central to our faith. CCC 595-667

| | Learning | Owning | Living |
|--|---|--|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Be able to define the Paschal Mystery as the life, death, and Resurrection of Jesus Christ. | Come to appreciate the Catholic understanding of suffering that is based on hope and trust in God. | |
| <u>Affective</u> (Goals that elicit a response from the learner) | Understand that people's lives follow the pattern of the Paschal Mystery: life, death, and then resurrection. | To identify the elements of the Paschal Mystery in the celebration of Baptism and the Eucharist. | To identify experiences in their own lives that mirror the pattern of life, death and new life (change/transition, new beginnings). |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Know that Christians have hope and confidence in God's infinite love: there is always new life out of death. | | |

Blue highlight indicates link to USCCB *Guidelines for Formation in Chaste Living*.

Pillar: Word

Faith Theme: Scripture

Content Focus: The Gospels are the heart of the Scriptures for Christians.

CCC 125-127, 139, 512-667; Notes on the Gospels adapted from The Catholic Connections Handbook for Middle Schoolers, St. Mary's Press, 2009.

| | Learning | Owning | Living |
|--|---|---|---|
| <u>Cognitive</u> (Main Catechetical Goals) | The word "Gospel" means Good News: the Good News that Christ brings. | The Gospels were written by four evangelists, each wrote from a different faith interpretation. They each wrote to a different audience and for different reasons. The Gospels are Matthew, Mark, Luke, and John. | Connect the statements about each Gospel below to each learner's own preferences. Encourage the learners to explore which Gospel appeals to them. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Explore what the term "synoptic" means and explore the Synoptic Gospels of Matthew, Mark, and Luke. | Appreciate an understanding of the settings for each Gospel and discuss how they are still relevant for today's Christian disciple. | Read from the Gospels and interpret the Scriptures. Begin to apply Gospel stories to their everyday situations. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Begin to understand the literal and spiritual sense of Scripture. | Be an active participant in Small Christian Communities like the first hearers of the Gospels. | Participate in Bible study programs by reading and exploring the miracle stories/ parables and key people. |

Matthew:

- Written for Jews who became Christians; contains many Hebrew Scripture references.
- The main theme is that the New Testament fulfills the promises and prophecies of the Old Testament.
- Shows—over time—Jesus as the Messiah. This is called "ascending" Christology.
- Noted for comparing the old law with the new, for showing inclusiveness of Jesus' community, for contrasting letter of law with spirit of law, and for telling the parable of the Last Judgment.

Mark:

- Written for Gentiles—Christians that were not Jewish; explains Jewish customs and words.
- Gives a message of hope.
- Presents Jesus as the suffering servant who triumphs over persecution.
- Noted for thorough and human account of the passion and death of Jesus. (Mark 14 & 15)

Luke:

- Written for Gentile (non-Jewish) Christians.
- Pays special attention to our brothers and sisters who are poor.
- Provides excellent accounts of Parables, Beatitudes, and Jesus' Infancy.
- Presents Jesus as the greatest of the prophets who heals and forgives.

John:

- Begins with the point that Jesus Christ is the Messiah. This is called "high" Christology.
- Showed Jesus to be God's Incarnate Word made flesh, and stresses the Divinity of Jesus.
- Is known for his Prologue, the "I Am" statements, and emphasizes the teachings of Jesus.

The gospels according to *Matthew*, *Mark* and *Luke* are called "synoptic gospels," or gospels seen with the "same eye." These contain many of the same stories and use some of the same source material in their composition.

Content Focus: There are a variety of stories of Jesus performing miracles in the New Testament. CCC 547-550, 946-948

| | Learning | Owning | Living |
|--|---|--|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand what a miracle is and why they are significant to the ministry of Jesus Christ. | Understand the role of miracles in the Canonization of Saints and the importance of miracles in the Communion of Saints. | |
| <u>Affective</u> (Goals that elicit a response from the learner) | Develop an appreciation of the impact of the miracle stories on the social situations of those who experience them. | Identify miracles attributed to Saints and make Gospel connections to each of them. | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Discuss what your reaction would be if you were to have witnessed a miracle. | | Participate in Bible study programs by reading and exploring the miracle stories/ parables and key people |

Read, discuss and explore miracle stories:

| | |
|---------------------------------------|---------------------|
| Wedding at Cana: the first miracle | John 2:1-11 |
| Multiplication of the Loaves and Fish | John 6:1-15 |
| Calming of the Storm | Luke 8:22-25 |
| Walking on Water | Matthew 14:22-33 |
| The Centurion's Servant | Matthew 8:5-13 |
| The Ten Lepers | Luke 17:11-19 |
| Blind Bartimaeus | Mark 10:46-52 |
| The Widow's Son | Luke 7:11-17 |
| Daughter of Jairus | Mark 5:21-24, 35-43 |
| Raising of Lazarus | John 11:1-45 |

Content Focus: Jesus taught about the coming Reign of God with parables—short stories that illustrate the attitudes and values of the Reign of God. **CCC 546**

| | Learning | Owning | Living |
|--|---|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Know the parables and find them in Scripture. | Understand the literary function of the parables and appreciate their means as lesson and story. | |
| <u>Affective</u> (Goals that elicit a response from the learner) | Appreciate the characters of the parables and their deeds and actions as a part of the function of the parable. | | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Understand that Jesus proclaimed the Reign of God. The parables invite people to the feast of the Kingdom. To enter the Kingdom, words are not enough; we must model the Reign of God in deeds. | | Participate in Bible study programs by reading and exploring the miracle stories/parables and key people |

Read, discuss and explore a variety of parables:

| | |
|----------------------------|-------------------|
| The Mustard Seed | Matthew 13: 31-32 |
| The Prodigal Son | Luke 15:11-32 |
| The Sower | Mark 4:1-20 |
| The Wedding Banquet | Luke 14:15-24 |
| The Treasure and the Pearl | Matthew 13:44-46 |

Content Focus: The New Testament introduces key women and men of the early Church, including Mary, Peter, Mary Magdalene, Martha and Mary, John, James, Lazarus and Paul.

| | Learning | Owning | Living |
|--|---|---|---|
| <u>Cognitive</u> (Main Catechetical Goals) | The learners will read and explore in Scriptures about these key figures. | | |
| <u>Affective</u> (Goals that elicit a response from the learner) | | Choose a key figure and prepare a “biographical” or “scriptural” profile for them. | Place yourself in the shoes of one or more of these key figures. How would you react to the mission and ministry of Jesus Christ? |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | Identify with one or more of these key biblical figures. What similarities do you share? What differences do you uncover? | |

Suggested Scriptures: The Gospels (Mary, Magdalene, Martha and Mary, John, James, Lazarus); Letters of Paul (Paul); Letters of Peter (Peter); Acts of the Apostles (Peter, Paul, Mary, James)

Pillar: Word
Faith Theme: Creedal Statements

Content Focus: Jesus is truly God and truly human.
CCC 232-260, 464-469, 479-483

| | Learning | Owning | Living |
|--|--|--|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Jesus Christ is the Son of God. | God is three divine persons in one being: Creator/Father, Redeemer/Son, Sanctifier/Spirit. | Jesus Christ is human. Jesus Christ is the Son of Mary. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Explore ways that Jesus acted as a human with emotions; ate, talked, walked, cried, got angry, was hurt. Explore ways that Jesus exhibited his divine nature: Wedding at Cana, fishes and loaves, calming the storm, healing the sick. | The person of Jesus - His values, intentions, motivations and attitudes are important for us to know and understand. | Participate in some service that models the way Jesus served those around him. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Describe ways and images for discussing the Holy Trinity. Understand the Trinity in ways you can understand. | | How have you reflected in your own life the deeds, actions, and motivations of Jesus? |

Content Focus: Humanity is saved and redeemed through Jesus' death on the cross and Resurrection. CCC595-618, 638-655, 1708-1709

| | Learning | Owning | Living |
|--|---|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Jesus was crucified by the Roman government and died for our sins. Jesus rose on the third day as witnessed by his followers. Jesus ascended into heaven after promising to send the Spirit and to return at the end of time. | We live the Pascal Mystery: we live, die, and rise in Christ. | |
| <u>Affective</u> Goals that elicit a response from the learner) | Reflect on the various reactions of people who found the empty tomb. Discuss the promises Jesus made to the people. | Explore the activities of Jesus during his 40 days of presence after the Resurrection. How were they the same/different as the way He behaved before the Crucifixion? | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | | Learn and pray The Apostles Creed. Discuss why this creed is important to live and know Jesus. |

Content Focus: Mary is the Mother of God. CCC 484-507

| | Learning | Owning | Living |
|--|---|--|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Appreciate Mary in her unique role as the Mother of Jesus. | Read key stories of Mary's life, including the Infancy Narratives. | Pray the Magnificat (Luke 1:46-55) |
| <u>Affective</u> (Goals that elicit a response from the learner) | Understand the concepts and theology of Mary as the Immaculate Conception and her title as the Blessed Virgin Mother. | Understand the importance of the Annunciation. | Reflect on Mary's saying "yes" in the Annunciation. In what ways have you said "yes" to God in your life? |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | | Know that Mary and her role as Mother of Jesus are behaviors that can be modeled by every woman. |

[Blue highlight indicates link to USCCB Guidelines for Formation in Chaste Living.](#)

Pillar: Worship
Faith Theme: Sacraments

Content Focus: Sacraments are the outward/visible signs of God’s grace in the World. They find their origins in the ministry of Jesus Christ. **CCC 1113-1134**

| | Learning | Owning | Living |
|--|---|--|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Be able to name and identify all Seven Sacraments. | Be able to find roots to each of the sacraments in either the Gospels or the Acts of the Apostles. | What sacraments have each learner celebrated? How have they experienced grace? How have the sacraments affected them? |
| <u>Affective</u> (Goals that elicit a response from the learner) | | Discover how participating in the sacraments helps you grow as a person. | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Become familiar with the different graces that are received through the different sacraments. | | |

Content Focus: The Eucharist is at the heart of the Catholic faith. It is the source and summit of the Christian life. **CCC 1322-1419**

| | Learning | Owning | Living |
|--|--|---|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Know that Eucharist means “thanksgiving” and communion means “togetherness.” | Read the accounts of the Last Supper (Matthew 26:26-30). | The Eucharist celebrates the life, death, and Resurrection of Jesus. We celebrate and participate in the Eucharist in order to “do this in memory of me.” |
| <u>Affective</u> (Goals that elicit a response from the learner) | Understand the Real Presence of Christ in the Eucharist. | Discuss and discern the transformative nature of the Real Presence. | Actively participate in Eucharistic Adoration or another Eucharistic devotional. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | | Discover how participating weekly Eucharist and how rituals like adoration of the Blessed Sacrament can help you grow as a person. |

Content Focus: Jesus preached reconciliation and gave forgiveness. CCC 976-987

| | Learning | Owning | Living |
|--|---|---|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Reconciliation is a sacrament of healing. It brings us closer to Jesus. | Jesus calls all baptized to a continuing conversion of heart. | Understand and participate in an examination of conscience. |
| <u>Affective</u> (Goals that elicit a response from the learner) | The result of celebrating the Sacrament of Reconciliation is fourfold: people are reconciled with God, baptismal dignity is restored, people are reconciled with the church, people are healed so that they might return to the celebration of Eucharist. As God forgives us, so we should forgive others. | Jesus' primary message was "the Reign of God is at hand, repent and believe the good news!" | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | In reconciliation we express sorrow, ask for healing, and rejoice in forgiveness. | | Celebrate the Sacrament of Reconciliation. |

Content Focus: Anointing of the Sick is a Sacrament of healing. CCC 1499-1532

| | Learning | Owning | Living |
|--|---|---------------|---|
| <u>Cognitive</u> (Main Catechetical Goals) | When a person is seriously or chronically ill they may receive the Anointing of the Sick. | | |
| <u>Affective</u> (Goals that elicit a response from the learner) | The anointing is done with special oil blessed by the Bishop. This oil is called the "Oil of the Infirm." | | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | The purpose of the sacrament is to give strength for spiritual and physical healing. | | Pray for those who are ill or may be in need of this sacrament. |

Pillar: Worship

Faith Theme: Prayer and Worship

Content Focus: The Lord’s Prayer was given to us by Jesus and is a model for all Christian prayer.
CCC 2777-2802

| | Learning | Owning | Living |
|--|---|---|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Locate the Lord’s Prayer in the New Testament (Matthew 6:1-15, Luke 11:1-5). | Break open the prayer piece by piece and help the learners engage with each part of the prayer in their own experience. | |
| <u>Affective</u> (Goals that elicit a response from the learner) | Understand that the Lord’s Prayer is made up of many different kinds of prayer. | | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | Learn the Lord’s Prayer in American Sign Language. | Discuss and participate in various styles of prayer and center the Lord’s Prayer as part of your prayer life. |

Content Focus: The Liturgy of the Word is the first part of Mass. It centers on the Holy Scriptures.
CCC 1346, 1348-1355

| | Learning | Owning | Living |
|--|--|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | The Liturgy of the Word is the first part of Mass. It consists of one or two readings from the Hebrew Scriptures and the Epistles, a Psalm, the Gospel, homily and intercessory prayer. The next part of Mass is the Liturgy of the Eucharist. | The Liturgy of the Word may be celebrated outside of Mass, for example, at a funeral service or a Baptism. | Research the daily readings and reflect on them for a week’s time. Discuss how the Liturgy of the Word inspired you. |
| <u>Affective</u> (Goals that elicit a response from the learner) | | Participate as a lector at Mass. | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Understand the role of the Liturgy of the Word in the cyclic liturgical calendar. | | |

Pillar: Worship
Faith Theme: Liturgical Year

Content Focus: The Triduum celebrates the death and Resurrection of Jesus and is the culmination of the entire year. It culminates with Easter, Christians’ great “Feast of feasts.”
CCC 1168-1171

| | Learning | Owning | Living |
|---|---|---|---|
| <p><u>Cognitive</u> (Main Catechetical Goals)</p> | <p>The Triduum begins with the Mass of the Lord’s Supper on Holy Thursday, then commemorates Jesus’ death on Good Friday, and reaches the high point at the Easter Vigil where the Church keeps watch, awaiting Christ’s Resurrection, and then celebrates it in the Sacraments of Initiation. Easter Sunday then begins our celebration of the resurrection of Jesus Christ.</p> | <p>Gather a set of symbols (could be paper) that relate to the Triduum; small cross, crown of thorns, bread, wine, bowl/towel/water, cloak, etc. Select one symbol at a time and lead the group in understanding what day of the Triduum it fits with, and the meaning of the symbol.</p> | <p>Reflect on your own family events and traditions that center on the Triduum and on the Easter season. How do your traditions model the actions of Jesus and the disciples?</p> |
| <p><u>Affective</u> (Goals that elicit a response from the learner)</p> | <p>Read the story of Emmaus, Luke 24: 13-35. Reflect: How do we see Jesus in the breaking of the bread today?</p> | <p>Easter is the joyful celebration of the new life in Christ. The season lasts fifty days and culminates in the Feast of Pentecost.</p> | <p>Make a journal using the key messages from the Sunday reading for the Easter season. Complete a journal writing activity all the weeks of the Easter season.</p> |
| <p><u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner)</p> | <p>Allow the learners to make or take one of the symbols of the Triduum. Encourage them to carry their symbol with them during the Triduum to help them walk the way of Jesus during those days.</p> | <p>Conduct a quiet reflection with meditative music allowing the participants to reflect upon one or two symbols of their choosing to enhance their awareness of the Triduum.</p> | <p>The learner will also participate fully in the Easter Triduum at his/her own parish.</p> |

Content Focus: Sunday is the most important day of the week because on Sunday the Church celebrates the Pascal Mystery. CCC 1166-1167

| | Learning | Owning | Living |
|--|---|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Each Sunday is a “mini” Easter; we celebrate the passion, death, and Resurrection of Jesus Christ every Sunday at Mass. | We celebrate our Sabbath on Sunday because tradition holds that Jesus rose on the first day of the week. | Consider: How can we make every Sunday have the feeling of Easter? Encourage each participant to select one idea and put it into practice. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Inform the participants that our faith heritage (Jewish custom) was to celebrate the Sabbath starting at sundown on Friday through sundown Saturday. Remember the women went to the tomb to anoint Jesus after sundown on the Sabbath, and that is why we celebrate our Sabbath from Sundown on Saturday to Sundown on Sunday. Connect Saturday vigil Masses and Sunday Mass to this concept. | Develop a plan to honor the full 24 hours of our Sabbath. | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | | Actively participate in Sunday liturgies and events at your parish. |

Content Focus: There are special days for Mary, Mother of God and our Mother. CCC 1172, 2043

| | Learning | Owning | Living |
|--|---|---|---|
| <u>Cognitive</u> (Main Catechetical Goals) | The learners will be familiar with the various Marian Feasts. | --The <i>Immaculate Conception</i> celebrates Mary’s freedom from sin from the time of her conception in her mother’s womb. --The <i>Annunciation</i> celebrates the angel’s announcement that Mary is “blessed among women” and Mary’s “yes” to being the Mother of God. --The <i>Assumption</i> celebrates the assumption of Mary’s body into heaven. Because she is Jesus’ mother her body was not subject to decay. | In what ways are you a ‘favored’ one of God? |
| <u>Affective</u> (Goals that elicit a response from the learner) | Understand what a Holy Day of Obligation is and why they are important parts of the Catholic lifestyle. | Read Luke 1:28. Mary is favored and holy because she is the Christ-bearer. We believe that she was conceived without sin because she was chosen by God to be the Mother of God Incarnate. | Consider the idea of rising to heaven without passing through death. What thoughts, feelings and reactions does that create in you? |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | . | How does knowing that we each are also favored by God change us? Are there things that you want to do to show your response to God’s favoring you? | |

Pillar: Community
Faith Theme: Church

Content Focus: Koinonia: The Church is a community of believers. CCC 775

| | Learning | Owning | Living |
|--|---|---------------|--|
| <u>Cognitive</u> (Main Catechetical Goal) | The learners will understand that Church is not a building, but a people; Jesus proclaimed not a church structure, but the Reign of God, which is already partially realized; at the same time, the Church is the "sign and instrument" of the full realization of the unity yet to come. | | |
| <u>Affective</u> (Goals that elicit a response from the learner) | Be able to explain ways that being part of a church community helps them grow closer to God. | | Be able to list the disadvantages of trying to live as a disciple of Jesus without a church community. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | To recognize that in the symbol of the cross they are reminded that they are called to know God as individuals, as well as part of a community - "God and me" and "God and us." | | |

Content Focus: We are the Body of Christ. CCC 777

| | Learning | Owning | Living |
|--|--|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Appreciate that each human deserves to be treated as Jesus Christ. Therefore sexism, racism, classism, ageism and all other forms of prejudice are unchristian and unacceptable. | | Discuss how we each have a different role to play in the Church's service; peacemaking, teaching, service, preaching, singing, praying, etc. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Read First Corinthians (especially chapters 1, 6, 10, 12) and reflect on the images of the Body of Christ in the text. | Be able to make a list of the gifts God has given them. Be able to make a list of how their gifts can help the Body of Christ. | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | | Recognize the negative effect that forms of prejudice and discrimination have on individuals and communities. |

Pillar: Community
Faith Theme: Faith and Identity

Content Focus: We are invited by Christ and called at our Baptism to be His disciples.
CCC 1210-1284

| | Learning | Owning | Living |
|--|---|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand that at Baptism we are immersed into the life, death and Resurrection of Jesus, the Christ. | In our Baptism we are the adopted children of God. | |
| <u>Affective</u> (Goals that elicit a response from the learner) | Our Baptism is indelible. Once baptized, we are always followers of Christ and children of God. | Define what it means to be a disciple as an active follower of Jesus Christ. | List ways that he/she can be a disciple in everyday life. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Understand that conversion, a change of heart, is part of the process of deepening our faith. Disciples experience conversion by being open to God. | | Record your thoughts in a “discipleship journal” and reflect on how your daily routine incorporates your relationship with Christ, and identify areas for improvement. |

[Blue highlight indicates link to USCCB *Guidelines for Formation in Chaste Living*.](#)

Pillar: Community

Faith Theme: Personal Growth

Content Focus: Human beings and human sexuality are created good. CCC 2331-2400

| | Learning | Owning | Living |
|---|---|---|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Jesus had a vision for every person to be fully human. | Sexuality is central to who we are as male and female. Sexuality is a crucial aspect of our relationships to one another. | |
| <u>Affective</u> (Goals that elicit a response from the learner) | | | Know and respect your own body and the bodies of other males and females. |
| <u>Behavioral</u> (Goals the foster actions, deeds and activity from the learner) | Ways for the young adolescent to respond to struggles and problems, including the challenges of a chaste life, can be learned in light of the Christian Scriptures. | | Practice a chaste lifestyle that reflects your vocational status; i.e. ordained priest practicing celibacy. |

Content Focus: Through knowledge and love of Christ, persons grow in wisdom, age, and maturity. CCC 2012-1016, 2331-2400

| | Learning | Owning | Living |
|--|---|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand that as we grow older in our human bodies our faith life and experience grows and deepens within each of us. | Explore how, as we grow closer to Jesus through prayer, Scripture, service and a Christian lifestyle, we become more like Jesus: respectful and loving of all humanity. | |
| <u>Affective</u> (Goals that elicit a response from the learner) | | | Appreciate that self-love comes from positive self-image and self-concept. Jesus loves us; we should love ourselves. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Recognize the importance of faith and grace in relationships with God, self, and others | | Keep a journal or diary or e-journal about your growth and development as a person. |

Blue highlight indicates link to USCCB *Guidelines for Formation in Chaste Living*.

Pillar: Community
Faith Theme: Relationships

Content Focus: Right relationships with God, others and ourselves are central to our humanness, and promote spiritual, psychological, moral and emotional growth and health.
CCC 1693-1695, 1698

| | Learning | Owning | Living |
|--|--|--|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Right relationships with God, others and ourselves are important. These relationships promote spiritual, psychological, moral and emotional growth and health. | Examine your true nature. Be conscious how you handle or react to certain situations/people. | Examine the skills and qualities people work on and develop in healthy relationships. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Reflect on ways certain relationships have helped you grow. | Appreciate that each of us has a personal relationship with Jesus Christ. People can deepen this relationship as they would any relationship: with honesty, humor, communication, respect, love, variety (of prayer and service) and time. | Examine which skills and qualities you need to nurture and develop healthy relationships. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Watch a DVD on relationships. Identify key concepts. | Create a photo album that signifies different types of relationships in your life at this point. | List the skills and qualities you have to build a healthy relationship. |

Examine the skills and qualities people work on and develop in healthy relationships. Some are:

- Communication (see “Communications Basics” lesson).
- Respect: treating each person as Christ, and as an equal not an object.
- Kindness/love: “do unto others as you would have them do unto you.”
- Balance: doing a variety of activities with a variety of people.
- Honesty: “the truth shall set you free.”
- Time: quantity and quality of time spent are both important.

Blue highlight indicates link to USCCB *Guidelines for Formation in Chaste Living*.

Pillar: Discipleship
Faith Theme: Christian Lifestyles

Content Focus: Church ministry is a vocational call. Ordained ministry is an authentic lifestyle. Lay Ecclesial Ministry is option for employment.

CCC 874-879, 871-945

| | Learning | Owning | Living |
|---|---|---|--|
| <p><u>Cognitive</u> (Main Catechetical Goals)</p> | <p>There are many ways in which one can engage in ministry as a career in the Church, either in lay ministry, consecrated religious life, or ordained ministry.</p> | <p>What areas of Church ministry do the learners enjoy? What areas do they not know about? Encourage them to learn more by inviting various ministers to talk about their vocational call.</p> | <p>Invite the students to create a schedule for themselves if they were to live a day as a (choose one) priest, sister, deacon, Eucharistic Minister, catechist, sacristan, hospital chaplain etc. Encourage them to add a few of these activities to one of their ordinary days. Discuss their reactions/responses on the next occasion you are together.</p> |
| <p><u>Affective</u> (Goals that elicit a response from the learner)</p> | | <p>Experience a prayer service with the theme of being called as disciples. Passages: Called to be Fishers of Men (Mt 4:18-21; Mk 1:16-18, Lk. 5: 1-11) or the Call and Choosing of the apostles (Luke 6:13). Reflect upon how God calls each of us to serve one another.</p> | |
| <p><u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner)</p> | | | <p>Get actively involved in ministry in some way. It could be liturgical ministry, catechetical ministry, etc.</p> |

Content Focus: The saints are important examples and role models for Catholics. CCC 946-962

| | Learning | Owning | Living |
|--|---|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand that saints come from many different times, cultures, races, and backgrounds. Saints are women and men whom we venerate (honor) because through their holiness, they profit the needs of others. | | Invite the students to create a schedule for themselves if they were to live a day as a (choose one) priest, sister, deacon, Eucharistic Minister, catechist, sacristan, hospital chaplain etc. Encourage them to add a few of these activities to one of their ordinary days. Discuss their reactions/ responses on the next occasion you are together. |
| <u>Affective</u> (Goals that elicit a response from the learner) | | Explore a variety of saint's stories: St. Martin de Porres St. Patrick St. Elizabeth Ann Seton St. Ann St. Joseph | Make a commitment to perform a single saintly act so that they too can be on their way to becoming a saint themselves. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | Research a saint, then create a puzzle (a circle or square of paper cut up so it can fit back together) with a fact about the saint on each of the pieces. Put the saint's name on the back. Distribute to the groups and have them assemble the puzzle. Discuss which saint came first (historically), what are their native countries, which are men/women, how old is the saint, is the saint a patron, what are they remembered for, etc. | Plan and conduct a ministry emersion experience by volunteering together at a nursing home, child care center, or shelter. Think broadly – perhaps efforts at keeping the earth green or a collection for the hungry etc. would respond best to your group's interests. |

Pillar: Discipleship
Faith Theme: Morality

Content Focus: As Catholic Christians it is our responsibility to form and inform our consciences. **CCC 1776-1802**

| | Learning | Owning | Living |
|--|---|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Jesus' vision of being fully human is the foundation of Catholic Christian morality. | Some of the core moral values Jesus taught are found in the Sermon on the Mount (Matthew 5-7). | Morality is not simply following rules, but rather the loving response to God's loving invitation. |
| <u>Affective</u> (Goals that elicit a response from the learner) | What "tools" do you have to help you make your decisions? | How do the decisions you make effect you, your family, your friends, your classmates, strangers? | Make a list of all the decisions you make for just one day then ask yourself the following questions: Were they good or bad decisions? Were they easy or difficult decisions to make? |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | The Beatitudes (Matthew 5:3-12), the two great commandments (Matthew 22:36-39) and the Law of Love (John 15:12-13) are central moral statements of Jesus. | Appreciate an understanding of how our current Catholic moral norms have developed from a Scriptural framework. | Perform an examination of conscience prior to receiving the Sacrament of Reconciliation. |

Pillar: Discipleship
Faith Theme: Justice and Peace

Content Focus: Jesus calls us to a reign of peace and justice. CCC 1928-1948

| | Learning | Owning | Living |
|--|---|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand that the Gospel calls all people to work for a just society. | Understand that social justice draws its strength from the official teachings of the Church, Scripture, community and prayer. | Explore the “Consistent Life Ethic” which includes all issues that concern the sacredness of life: violence, abortion, euthanasia, the environment, the death penalty, poverty, etc. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Be introduced to the idea of social justice, justice which challenges the collective social sin of society. | Examine the various documents on Catholic social teaching. | Learn how the various religious congregations (SSJ, RSM) are committed to justice and peace. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Explore ways to deal with situations non-violently. | Discover what types of justice and peace opportunities there are in your parish (such as JustFaith). | Visit a Catholic social agency and participate in its mission and outreach programs. |

Pillar: Discipleship
Faith Theme: Service

Content Focus: Service to one’s brothers and sisters in need is an essential component of discipleship. CCC 1928-1948

| | Learning | Owning | Living |
|--|--|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Read Matthew 25:31-46. | Know and appreciate that Christian service finds its roots in the Scriptures. | Ask who is my neighbor, who is hungry, thirsty, sick, imprisoned, the stranger, naked? How can I help him/her? |
| <u>Affective</u> (Goals that elicit a response from the learner) | Understand that service is an essential component of discipleship. | | Explore the countless ways the Catholic Church serves the world. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Explore Jesus’ life as the model of loving service. | | Perform service, not for school credit, not for “service hours,” not as a project. Just serve. |

DIOCESE OF ROCHESTER

YOUNG ADOLESCENT
RELIGION CURRICULUM

THE HOLY SPIRIT/
CHURCH YEAR

Pillar: Word
Faith Theme: Revelation

Content Focus: The Holy Spirit, the Third Divine Person of the Trinity, came upon the Church at Pentecost, the Feast on which we celebrate the “birthday” of the Church. We receive the gift of the Holy Spirit personally at baptism.

CCC 696, 731-732, 743, 747, 767, 798-799, 1076, 1287, 2623

| | Learning | Owning | Living |
|--|--|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand the Holy Spirit, Pentecost, and conferring of the Holy Spirit at Baptism. | Come to an appreciation of the Pentecost Event as the beginning of the Church. | Be able to answer: “How do they use their gifts to build God’s kingdom at home, at school, with their friends, at church?” |
| <u>Affective</u> (Goals that elicit a response from the learner) | Come to understand that the gift of the Holy Spirit was given to them personally in Baptism and strengthened through Confirmation. | Be able to examine the rituals (actions, words, symbols used) of Baptism and Confirmation to identify connections to the story of Pentecost and the action of the Holy Spirit. | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Be able to make a list of the gifts of the Holy Spirit they can claim and that they can see in others. | Be able to recognize that all gifts are God’s and that we are the stewards of any gifts that God gives us. | Learn ways to tap into the gift of the Holy spirit in order to live more fruitfully as a disciple of Christ. |

Pillar: Word
Faith Theme: Scripture

Content Focus: The Acts of the Apostles tells how the Spirit guided the early Church, the Church of today, as well as individuals. The Spirit, among other things, guides people to prophetically speak the Word of God in order to help transform the world in light of the Gospel.
CCC 857, 860, 935

| | Learning | Owning | Living |
|--|---|---|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Explore the origins of the Church as outlined in the Acts of the Apostles. | Appreciate the role the Spirit has in guiding the Church as well as individuals. | |
| <u>Affective</u> (Goals that elicit a response from the learner) | Understand more clearly the role of the prophet in speaking the Word of God (as opposed to “foreseeing the future”) and bringing it to the world. | Read from the prophetic writings and the Acts and Epistles. Compare and contrast the Scriptures, what is similar, what are the differences? | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | | In what ways has the Holy Spirit interacted with you? Compare your experience to those in the Acts. |

Pillar: Word

Faith Theme: Creedal Concepts

Content Focus: The Holy Spirit is the Third Divine Person of the Holy Trinity and proceeds from the Father's and Son's Love. The Spirit helps the Church to be the People of God and to be one, holy, catholic and apostolic in nature. CCC 683-690, 731-747, 811-870, 960, 1208-1209

| | Learning | Owning | Living |
|--|--|--|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Deepen their appreciation for the Third Person of the Holy Trinity: the Holy Spirit. | “Catholic” means “universal” not “uniform” and that the Church values and needs diversity. It is in the sharing of many gifts that the Church grows. | While the church is holy, it is not yet perfect and thus relies on the Grace of God and guidance of the Spirit. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Know that the Holy Spirit is heard and not seen. | Develop an appreciation and understanding of the Four Marks of the Church. | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Discuss how the Spirit is the Advocate, the Paraclete, who was sent to guide the people of God. (see John 14:15-26, 15:26-27, 16:1-12) | | Research and identify the gifts and fruits of the Holy Spirit and engage with them. What gifts do you have? What fruits have you benefitted from? |

The learners will come to a deeper appreciation for the Church as:

- **One** – The Church is one because of its source: the One Triune God;
- **Holy** – The Church is holy through the love of Christ, who gave himself up to sanctify the Church.
- **Catholic** – The Church is catholic—sent out to all peoples. The Church proclaims the fullness of faith. The Church bears and administers the totality of the means of salvation.
- **Apostolic** – It is rooted in the ministry of the first Apostles and guided by their successors, the bishops. These successors follow, in an unbroken line of succession from Peter to the authority of the Bishop of Rome, that is, the Pope.

Pillar: Worship
Faith Theme: Sacraments

Content Focus: The Sacraments of Baptism and Confirmation are celebrations of new life in the Church and the reception and strengthening of the gifts and fruits of the Holy Spirit in a Catholic’s life. Certain sacraments build up the faith of the Church. The Church is the sacrament of Christ in the world.

CCC 1131, 1212-1321, 1830-1832

| | Learning | Owning | Living |
|--|---|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Come to a greater understanding of the Sacraments of Baptism and Confirmation as celebrations of new life in Christ and the reception of the Holy Spirit. | Be introduced to the rites of Christian Initiation of Adults as the process through which people come to fully receive this new life and the Holy Spirit. | Explore the gifts and fruits of the Holy Spirit in their Scriptural foundation and in the Catechism and begin to understand their importance in their personal lives and the life of the Church. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Appreciate that the Church is the sacrament of Jesus Christ in the world today. | Working with other ministers design a program that will help others to understand the importance of the gifts and fruits of the Spirit. | Reflect on the action of the Holy Spirit in our lives. Be able to recognize the actions of the Spirit within the celebration of the sacraments. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Reflect on how the sacraments can guide you to reach out to help those in need in your community. | Explore how you would approach the role of godparent or sponsor if you were asked to fill this role. | Pray for all who are celebrating the Sacraments of Baptism and Confirmation that they will be faithful to their call. |

Gifts of the Holy Spirit

Isaiah 11:1-4

Knowledge
 Wisdom
 Understanding
 Courage (Fortitude)
 Counsel
 Piety
 Fear of the Lord

Catechism

Wisdom
 Understanding
 Counsel
 Fortitude
 Knowledge
 Piety
 Fear of the Lord

Fruits of the Spirit

Gal. 5:22-23

Love
 Joy
 Peace
 Patience
 Kindness
 Goodness
 Faithfulness
 Gentleness
 Self-control

Catechism

Charity
 Joy
 Peace
 Patience
 Kindness
 Goodness
 Generosity
 Gentleness
 Faithfulness
 Modesty
 Self-control
 Chastity

Pillar: Word
Faith Theme: Prayer and Worship

Content Focus: Prayer is at the heart of the Church’s faith. The Church uses signs and symbols in liturgies and rituals in order to more fully express that faith. The Liturgy of the Hours is the Church’s daily prayer. **CCC 1145-1152, 1174-1178, 2047, 2774-2776, 2798-2900**

| | Learning | Owning | Living |
|--|---|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Appreciate the differences between and importance of both communal and personal prayer. | Understand that the Church uses both signs and symbols in celebrating ritual and liturgy in order to better express the community’s relationship with God. | Learn the Liturgy of the Hours. Explore a prayer book and familiarize yourself with that style of prayer. The Liturgy of the Hours, along with the Mass is the official prayer of the Catholic Church. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Understand more clearly the role of the prophet in speaking the Word of God (as opposed to “foreseeing the future”) and bringing it to the world. | Identify the signs and symbols the Church uses in liturgies and rituals in order to more fully express that faith. What signs and symbols do you identify most closely with? | Explore types of communal and personal prayer, such as lectio divina, contemplative prayer, centering prayer, prayer with movement, devotionals, etc. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Pray the Liturgy of the Hours for a day, week, or month. Understand the commitment and why you are praying in this manner. | Choose two rituals or symbols of the Mass and explain what they mean to you. | Pray daily. |

Pillar: Worship
Faith Theme: Liturgical Year

Content Focus: The Church uses the rhythms of the year to help it to pray and worship.
CCC 1163-1173

| | Learning | Owning | Living |
|--|--|--|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Come to a fuller understanding of the role the liturgical year has in the life and spirituality of the Church. | Come to know and appreciate some of the major solemnities and feasts of the liturgical year. | Make a plan to include special prayers, almsgiving or fasting for each season of the liturgical year. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Appreciate more fully the Feast of Pentecost as the birth of the Church and the affect of the coming of the Holy Spirit upon the early Church. Reflect on how you see the work of the Holy Spirit in the Church today? | Reflect on how would your life be different if you more fully followed the feasts and seasons of the liturgical year? | Just as people have favorite weather season (Winter, Spring, Summer, Fall) you can have a favorite liturgical season. What is your favorite liturgical season? Why? |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Color the Sundays of your personal calendar according to the liturgical year. Do this in your school agenda/plan book. | Make a dove and write the prayer to the Holy Spirit on it. Post it on your mirror or in your locker. Say the prayer often. | Fully participate at Mass throughout the liturgical year and help others to know about the seasons and feasts of the year. |

KEY COMPONENTS OF THE LITURGICAL YEAR

- Advent
- Christmas
- Feast of the Baptism of our Lord
- Ordinary Time
- Ash Wednesday
- Lent
- Easter Triduum
- Easter
- Easter Season
- Ascension Thursday
- Pentecost
- Ordinary Time
- Assumption of Mary
- Feast of Christ the King
- All Saints
- All Souls

Pillar: Community
Faith Theme: Church

Content Focus: The Church has a living history, full of wisdom and knowledge. It is a global community committed to preaching the Gospel to all corners and in all languages of the world.
CCC 748-945

| | Learning | Owning | Living |
|--|---|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Learn that the Church has a 4,000 year history of hearing and responding to the Word of God. Appreciate that there exists a wealth of wisdom and knowledge rooted in that history. | Begin to see that God’s saving work through history can be seen in the history of the Church. Come to understand that the Church today is global in its identity and its ministry, working living and preaching in all cultures and all nations. | Learn that the Church has a “holy order” to it, with an apostolic order of succession which is authoritative and authentic. This apostolic succession has been handed down by Christ himself upon other humans throughout history. We are a living Church. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Be able to choose 3-4 historical events in the life of the Church and talk about how they have impacted the Church. | Be able to name ways that the Church is impacted by the diversity of cultures in the world (i.e. the way it celebrates liturgy, the way it celebrates the sacraments, etc). | Be able to understand “apostolic succession” and its role in how the Church exercises its authority. Understand how the process of apostolic succession has affected the views and work of the Church. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Explore the various languages of our Church’s history: Aramaic, Greek, Latin, and English. Be familiar with the various words associated with aspects of our Church that appeal to you. | Adopt a behavior or custom of Catholics in another part of our world and share a presentation on that behavior or action with others. | |

Content Focus: The Church is hierarchical – under the authoritative guidance of the Bishop of Rome, the Pope. The Pope, in turn, works collegially with his brothers the bishops. **CCC 871-896**

| | Learning | Owning | Living |
|--|---|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Explore the role of the Pope in the Church. Identify the various titles or degrees of clergy: deacon, priest, bishop, etc. | Understand that the Catholic Church is the only community of faith that has such a hierarchy. | Appreciate the benefits of having leadership rooted in the guidance of the Spirit throughout history. The Holy Spirit has helped guide the life of the Church through the papacy. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Understand and identify some of the duties of the papacy. | Be able to give the name of Rochester’s Bishop and discuss his role in the diocese and the Church. | Be able to value the role of the Church’s hierarchy and the need for authority in the Church. How does authority and how should authority function? |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Create a plan of behaviors and attitudes that you think are necessary for someone to be a bishop or Pope. How have Rochester’s Bishop and our Pope met these? | | Every Pope has a unique coat of arms. Create your own coat of arms, based upon those things that identify who you are in the world and before God. Create a motto, and live by that motto. |

Content Focus: The Church in the world is the sacrament of salvation: a sign of the communion of God and men.

CCC 758-779, 836-856

| | Learning | Owning | Living |
|--|--|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand that the Catholic Church is the fullest, but not yet perfect, expression of God’s will in the world today. | Hear that God’s Word is spoken most clearly through the ministry of the Catholic Church. | |
| <u>Affective</u> (Goals that elicit a response from the learner) | Explore the Church’s relationship with other Christian and non-Christian religions in light of official Catholic teaching. | | Discuss how the Church is the “means and goal of God’s plan”. How does the Church, through its history and through Christ, manifest itself in the world? |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | Know the Church’s teachings with regards to its relations toward and with other Christian Churches, as well as non-Christian religions. | |

Pillar: Community
Faith Theme: Faith and Identity

Content Focus: Faith is the gift from God to the Church. It is also the Church’s, and individual’s response to the Love of God. Faith has both subjective and objective elements.

CCC 142-144, 166-183, 229

| | Learning | Owning | Living |
|--|---|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand that “faith” is a community’s or an individual’s response to his or her fullest understanding of God. Begin to understand that faith is objective in that it contains definitions and teachings that describe the community’s beliefs in God. | Begin to understand that each person’s faith is rooted in the faith handed on by the community including parents, neighbors and the Church, and in his or her own personal experiences of God. Appreciate that the Church expresses and shares faith through creed, action and symbol. Understand that faith is intimately connected to their religion and spirituality and is expressed in both communal and person ways. | Begin to understand that faith is subjective in that words and definitions fall short in describing the relationship the Church and individuals have with God. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Understand the Rite of Christian Initiation of Adults as a faith formation process in which new members are welcomed in the Church. | Realize that along with Scripture, prayer and good teaching, a dynamic faith community is essential to the spiritual formation of its members and to supporting and challenging them in becoming active disciples. | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | Discuss the responsibility of Catholics to financially support Church ministries. | Explore how Catholics are called to liturgical ministries. |

Content Focus: God calls all persons to holiness and to respond in faith.
CCC 229, 520, 546, 562, 654, 1533

| | Learning | Owning | Living |
|--|---|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand that new life and holiness were given as gifts at Baptism and strengthened through Confirmation. Hear how Saints and other holy people have responded in faith to God's call. Reflect on how they personally have already responded in faith. Begin to ask questions regarding a deeper response in faith. | Appreciate that holiness grows as we grow as humans. | Examine their own lives and identify the different examples of faith they already possess. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Attend Sunday liturgy with their family and keep a journal of ways the parish participates in the RCIA process with candidates and catechumens. | | Be able to identify the needs within their communities and provide appropriate service to help meet these needs. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | Engage in age appropriate service to their school, parish, missions and civic community. | Enable students to explore the ministries of their parish. |

Blue highlight indicates link to [USCCB Guidelines for Formation in Chaste Living](#).

Pillar: Community
Faith Theme: Personal Growth

Content Focus: Persons grow throughout their lives in understanding who they are as individuals and what their place is in God’s plan. **CCC 520, 1248, 2012-2016, 2757**

| | Learning | Owning | Living |
|--|--|--|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand that God has a plan for the world and each person is a part of it. | Explore how they have grown physically, mentally, spiritually and emotionally thus far in their lives. | Begin asking the questions that will help them to identify their place in God’s plan. |
| <u>Affective</u> (Goals that elicit a response from the learner) | To recognize and explore their personal gifts and limitations as they participate in God’s plan. | To fully understand the gifts of the Spirit and the impact those gifts have in their lives. | How is expressing one’s inner spirit also an experience of God? |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Create a list of your gifts and talents. How do they compare to those of others? | Pool your lists of gifts and talents. See what identifies your class/gathering as a group. | Develop a “mission” statement as a class or group based on the gifts, talents and values of all involved. Live this mission! |

Blue highlight indicates link to USCCB *Guidelines for Formation in Chaste Living*.

Pillar: Community
Faith Theme: Relationships

Content Focus: The Church is community. A person can only reach his/her potential as a person by living in the context of community. Relationships reveal to us something of who God is as well as who we are meant to be with others. **CCC 1693-1695, 2348**

| | Learning | Owning | Living |
|--|--|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Discover that to be fully human a person needs to live in relationship with other humans, that is, in community. | Come to understand that it is through relationships that a person learns what gifts one has to share and how one can best share them for the benefit of others. | Appreciate that personal relationships, such as dating relationships, reveal to people aspects of God’s deep love for us as well as how we are to reach out in love to others. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Write your definition for physical attraction, infatuation, and love. | Examine the relationships you have with others. | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | Create a collage that displays the gifts you have to share in a relationship. | Discuss with peers how couples begin to communicate on various levels and in various ways with each other. |

Content Focus: The ultimate form of communication between a woman and a man is sexual intercourse. Because of the level of intimacy signified in sexual intercourse, its only appropriate context is between a wife and husband. Matrimony is the sacrament that celebrates the most intimate of relationships between a man and a woman. It is rooted in the love of God and signifies that love for the Church. **CCC 371-372, 2331-2400, 2360-2379.**

| | Learning | Owning | Living |
|--|---|--|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Understand at an introductory level that sexual intercourse is first and foremost the ultimate form of communication between a wife and husband | Discuss different ways that people who are falling in love can begin to communicate on various levels and in various ways. | Come to appreciate that the only appropriate place for sexual intercourse is within the marriage relationship. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Reinforce Church teaching that Marriage is the Sacrament by which we can physically express our human sexuality. Discuss the affects of marriage (both physical and spiritual). | Discuss the chaste lifestyle appropriate for states of life: single, married, celibate, etc. | Discuss the behaviors that being a good spouse, boyfriend/girlfriend, or platonic friend entail. Why are they important? |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Watch DVDs on chastity, abstinence, and marriage and foster discussion. | | |

Blue highlight indicates link to [USCCB Guidelines for Formation in Chaste Living.](#)

Pillar: Discipleship
Faith Theme: Christian Lifestyles

Content Focus: A Christian lifestyle is one that grows in the grace of God.
CCC 1705, 1708-1709

| | Learning | Owning | Living |
|--|--|--|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Come to understand that grace is the unconditional gift of God’s love and life to the Church and to people. With the descent of the Holy Spirit at Pentecost, grace was made available to all people. | Appreciate that grace cannot be earned but is freely given by God so that all might have “life to the fullest” and for the betterment of the world. | Begin to identify moments of grace in their lives and in the world around them. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Read Acts 2: 14 “Peter stood up and raised his voice...” Reflect on how you can stand up for your faith. | Work in groups to answer this question; “Where would I inject God’s grace in the world today?” Create a prayerful setting and lead the group in reporting their responses as intercessions. Close with the Our Father. | Reflect on Peter standing up to speak out. Ask yourself, “what am I willing to stand up for?” |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Have the youth describe a time when they faced something that seemed “impossible.” What happened? Did achievement happen? Did you meet the challenge? Explain that what makes the impossible possible is the gift of God’s grace in our lives. | Pray daily to be open to receive God’s grace. | Compose a song, rap, poem or jingle about God’s great gift of grace. |

Content Focus: Each person of faith is called to a specific vocation – that is, a lifestyle that enables her/him to become more fully the person she/he is meant to be – to grow closer to God, and to move out into a world in need of God’s love. **CCC 2009, 2012-2016**

| | Learning | Owning | Living |
|--|--|---|---|
| <p><u>Cognitive</u> (Main Catechetical Goals)</p> | <p>Have a clearer understanding that there are various lifestyles a person can choose from:</p> <ul style="list-style-type: none"> --Single life, --Married life, --Professed life, --Ordained life. | <p>Invite a panel of community members to represent each of the above lifestyles. Have them talk about the uniqueness of their choices, be sure they include how their lifestyle choice helps them respond to God’s call to holiness.</p> | <p>Working in groups after hearing about the vocations, discuss and chart similarities between the various lifestyles, i.e. prayer, almsgiving, service etc. Consider: Which vocation seems easier/harder/or the most direct pathway to holiness?</p> |
| <p><u>Affective</u> (Goals that elicit a response from the learner)</p> | <p>Begin to appreciate that each of these lifestyles can and do lead a person toward God. Come to a deeper appreciation that God calls each person to a life of holiness. Understand that their God-given gifts are for the betterment of the world.</p> | <p>Look online and search for “In His Image” print a copy of this face of Jesus. Reflect: How are we the face of Jesus? Conclude: We are always revealing God to others through our words, attitudes and actions. We are called to be holy.</p> | <p>Journal: When have we made a difference through our attitudes, behaviors or actions in classes, at home, with friends etc. How do these actions reflect a vocational call?</p> |
| <p><u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner)</p> | <p>Have the opportunity to speak with someone individually about these lifestyles.</p> | <p>Write a prayer to ask God to help you follow him through whatever vocation you choose. Send a <i>Thank You</i> card to someone who lives their vocation in such a way that you see and understand God’s call to holiness.</p> | <p>Think about to which vocation is God calling you? How do you perceive this vocation will deepen your relationship with God? Discuss.</p> |

Pillar: Discipleship
Faith Theme: Morality

Content Focus: The Church has a strong vision for what constitutes a virtuous life and upholds specific values, principles and moral codes. The moral teachings of the Church are directly applicable to each individual’s life, and each person is morally responsible for her or his own decisions. The moral teachings of the Church are rooted in the dignity and value of human life.

CCC 1742, 1803-1841, 2030, 2038, 2447

| | Learning | Owning | Living |
|--|---|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Come to know the corporal and spiritual works of mercy as mandates from God regarding how the Church ought to live and work. | Begin to understand that attitudes such as racism, sexism, materialism, consumerism, and bigotry in all forms are sinful and contrary to Christian moral teachings. | Understand that each individual is responsible for their own actions |
| <u>Affective</u> (Goals that elicit a response from the learner) | | | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Plan and execute a project that demonstrates your knowledge of at least one corporal work of mercy and one spiritual work of mercy. | | |

Corporal Works of Mercy

- Feed the hungry
- Clothe the naked
- Shelter the homeless
- Visit the sick and imprisoned
- Give alms to the poor
- Bury the dead

Spiritual Works of Mercy

- Instruct the ignorant
- Advise the lost
- Console the sorrowful
- Comfort those who hurt
- Forgive the sinner
- Bear wrongs patiently

Pillar: Discipleship
Faith Theme: Justice and Peace

Content Focus: Catholic Christians need to develop well-formed consciences that help them to understand what is genuinely good and right. The gifts of the Holy Spirit are from God and so help people to develop their consciences. The fruits of the Holy Spirit help in judging whether or not an action is right and good. The Spirit guides the Church and its members to live according to significant moral values. **CCC 1776-1802, 1830-1832**

| | Learning | Owning | Living |
|--|---|--|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Clearly understand that they are each responsible for knowing and understanding what is right and what is wrong and thus choosing to follow the good. | Explore the skills necessary for nurturing the gifts of the Holy Spirit within their daily lives; (see “The Spirit/Church Year” – Sacraments) | Seek to adopt the fruits of the Holy Spirit as a set of guiding principles for identifying that which is good and holy and then learn how they can incorporate them into their own lives. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Discuss how knowing right from wrong and making good decisions results in our Catholic call to work for justice and peace? | Be able to name some of the spiritual gifts each has been given to help build up God’s Kingdom. Come to understand that they are called to use their gifts to right social wrongs whenever and wherever they are encountered, according to a person’s abilities. | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | | Realize that the Church upholds the value of non-violence as the means to address wrongs in society. Force is to be used only in proportion to the evil/injustice that is being challenged. | Develop a plan of one way that the learner can implement justice and work toward establishing peace. |

Pillar: Discipleship
Faith Theme: Service

Content Focus: The Church calls all people to join in its mission by, among other things, serving the needs of our neighbors who are suffering.

CCC 618, 767, 1928-1948

| | Learning | Owning | Living |
|--|--|---|--|
| <u>Cognitive</u> (Main Catechetical Goals) | Develop a complete Catholic understanding of service. | | Realize that service is a part of who we are as Catholics, not something we do for reward. |
| <u>Affective</u> (Goals that elicit a response from the learner) | Internalize the teaching of Christ that states any service we render, no matter to whom, is actually service rendered to Christ himself. | Why do you serve? | |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Perform service for those in need of food, clothing, or shelter. | Perform service for those who are suffering physically or mentally. | Perform service to the poor in need of spiritual support. |

Content Focus: Some people are called by the Spirit to work in the Church for the Church. This work is called “ministry.” **CCC 871-945**

| | Learning | Owning | Living |
|--|---|---|---|
| <u>Cognitive</u> (Main Catechetical Goals) | Appreciate that there are many ways that people get involved in the ministries of the Church. | Hear about various types of employment that a person can obtain in the ministries of the Church. | |
| <u>Affective</u> (Goals that elicit a response from the learner) | Areas of ministry include: Kerygma (The Word), Liturgia (Liturgy/Worship), Koinonia (Community) and Diakonia (Service). | Areas where one can work in ministry in the Church are: catechetical leadership, youth ministry, pastoral counseling, the religious life, the priesthood. | Discuss the benefits of these types of ministry and the benefits of employment in the Church. |
| <u>Behavioral</u> (Goals that foster actions, deeds and activity from the learner) | Become involved in ministry in some capacity. | | Create a list of pros and sacrifices one makes while serving in ministry. |

FOR ADDITIONAL INFORMATION

The Challenge of Adolescent Catechesis: Maturing in Faith. Washington, DC: National Federation for Catholic Youth Ministry, 1986.

“Echoes of Faith” video assisted Catechist Formation series: “The Learner” and “Methods for Grades 7-8.” Allen, Texas: Resources for Christian Living, 2007.

National Directory for Catechesis. Washington, DC: United States Conference of Catholic Bishops, 2005.

Renewing the Vision: A Framework for Catholic Youth Ministry. Washington, DC: United States Conference of Catholic Bishops, 1997.

Sweeney, Richard. “How God Invites Us to Grow: Six Stages of Faith Development”. Cincinnati, OH: St. Anthony Messenger Press, October 1987.
<http://www.americancatholic.org/Newsletters/CU/ac1087.asp>

Catechist guides in the religion texts of the major publishing houses offer helpful developmental information.