

# **Grade Specific Religious Education Curriculum**

**Archdiocese of Milwaukee  
Office for Schools, Child, and Youth  
Ministries  
and  
Holy Apostles School**

**Scripture  
Liturgy/Sacrament/Prayer  
Historical/Creedal/Church  
Moral Life  
Life Experiences  
Family Life**

## The Apostles Creed

*I believe in God, the Father almighty,  
creator of heaven and earth.*

*I believe in Jesus Christ, his only Son, our Lord.  
He was conceived by the power of the Holy Spirit  
and born of the Virgin Mary.  
He suffered under Pontius Pilate,  
was crucified, died, and was buried.  
He descended to the dead.  
On the third day he rose again.  
He ascended into heaven,  
and is seated at the right of the Father.  
He will come again to judge the living and the dead.*

*I believe in the Holy Spirit,  
the holy catholic Church,  
the communion of saints,  
the forgiveness of sins,  
the resurrection of the body,  
and the life everlasting, Amen.*

Love the holy Scriptures and wisdom, will love you. Love wisdom, and she will keep you safe. Honor wisdom, and she will embrace you.

St. Jerome

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## Philosophy

Catholic education is an expression of the mission entrusted by Jesus to the Church He founded. Through education the Church seeks to prepare its members to proclaim the Good News and to translate this proclamation into action. Since the Christian vocation is a call to transform oneself and society with God's help, the educational efforts of the Church must encompass the twin of personal sanctification and social reform in light of Christian values.

*To Teach As Jesus Did*



Sharing  
the Light  
of Faith,  
National  
Catechetical  
Directory





# Religious Education Exit Expectations Grades K5 Through Eighth Grade

## Introduction

Grade Specific Religious Education Curriculum has been described at each level, kindergarten through eight. The intent of this curriculum is to identify key or core religious education concepts for each grade level and articulate these in competence-based language. The structure of these one page summaries is based on the *Catechism of the Catholic Church* and a separate Scripture section. The *Catechism of the Catholic Church* has four parts: the Creed, the Sacraments, Commandments and Prayer. These have occasionally been described as What the Church Believes, What the Church Celebrated, How the Church Lives, and How the Church Prays.

Thus the enclosed Grade Level summaries are structured as follows:  
Historical/Creedal/Church, Moral Life, Liturgy/Sacrament/Prayer, Scripture, and Life Experience.

The Historical/Creedal/Church section refers primarily to doctrines, dogmas and creeds. The Moral Life section describes the moral values contained in the Commandments and Beatitudes-those major codes which guide the lives of Catholic Christians. The Liturgy/Sacrament/Prayer section refers to the Sacraments, Liturgical Seasons of the Church year, Mary, and the Saints. A separate section of Scripture cites passages which are appropriate for learning and applicable at each of the respective grade levels. The Life Experiences describe key areas in the natural life of the child reflecting the human growth and development factors which need to be taken into account in religious formation.

It is our hope that this Grade Specific Religious Education Curriculum provides concise descriptors that identify what is to be learned and lived as we share the treasure of our faith with our children on the life-long journey of being disciples of Christ.

## Kindergarten

### SCRIPTURE

Recognizes the Bible as the story of God's people  
Reverences the Bible as God's special book  
Learns about Jesus from the Bible  
Becomes familiar with stories from the Bible:

Creation of world and us (Gen 1:1-31,2:6a)

Christmas story (Lk 2:8-18)

Jesus blesses the Children (Mt 19:13-15; Mk 9:13-16; Lk 18:14-17)

The Good Samaritan (Lk 10:20-39)

Jesus and Zaccheus (Lk 19:1-10)

Jesus loved and helped many people (Mk 8:22-25; Lk 17:11-19)

The Last Supper (Mt. 26:17-30; Lk 22:13-20; Mk 14:12-26)

The Easter Story (Jn 20:1-20; Lk 24:13-35)

### LIFE EXPERIENCES

Experiences being special.  
Recognizes that he/she belongs to a family.  
Recognizes that friends and family are special.  
Reaches out to others and is open to others reaching out to them.  
Experiences family rituals and activities.

### HISTORICAL/CREEDAL/CHURCH

Recognizes God creates people and the world out of love  
Begins to recognize God sent us Jesus to show us how to live and love  
Learns to identify Church as God's family

### LITURGY/SACRAMENT/PRAYER

Recognizes sacraments as special signs of God's love:  
Baptism - welcomes us to God's family, the Church  
Eucharist - Mass  
Experiences prayer as listening and talking to God  
Prays basic prayers in unison: Sign of the Cross, Hail Mary, Our Father, Glory be to the Father  
Gathers with God's family at Mass  
Celebrates rituals and activities which express our Christian beliefs, The Christian Crib

### MORAL LIFE

Knows that God gave two great commandments: LOVE GOD: LOVE SELF AND OTHERS.  
Tells how she/he loves God, self, and others.  
Shows care for God's creation.  
Tries to bring peace to one's self and others.

### FAMILY LIFE

Tells how to contribute to one's family.  
Describes how each person is a unique creation of God, with special gifts and talents.  
Identify positive role models.  
Describe the values one's family respects and expects.  
State the importance of friendship.

## Grade 1

### SCRIPTURE

Recognizes the Bible as the story of God's people  
Reverences the Bible as God's special book  
Learns about Jesus from the Bible  
Becomes familiar with stories from the Bible:

- Creation of world and us (Gen 1:1-31,2:6a)
- Christmas story (Lk 2:8-18)
- Jesus blesses the Children (Mt 19:13-15; Mk 9:13-16; Lk 18:14-17)
- The Good Samaritan (Lk 10:20-39)
- Jesus and Zaccheus (Lk 19:1-10)
- Jesus loved and helped many people (Mk 8:22-25; Lk 17:11-19)
- The Last Supper (Mt. 26:17-30; Lk 22:13-20; Mk 14:12-26)
- The Easter Story (Jn 20:1-20; Lk 24:13-35)

### LIFE EXPERIENCES

Experiences being special  
Recognizes that he/she belongs to a family  
Appreciates and thanks God for the special gifts of senses  
Recognizes that friends and family are special  
Reaches out to others and is open to others reaching out to them  
Experiences family rituals and activities

### LITURGY/SACRAMENT/PRAYER

Recognizes sacraments as special signs of God's love:  
Baptism - welcomes us to God's family, the Church  
Eucharist - Mass, Bread of Life  
Reconciliation - I'm sorry, Jesus forgives  
Experiences prayer as listening and talking to God  
Prays basic prayers: Sign of the Cross, Hail Mary, Our Father, Glory be to the Father  
Expresses love of God and personal needs in spontaneous prayer  
Gathers with God's family at Mass  
Begins to pray at Mass (Alleluia, Amen, Our Father, Glory to God, Holy-Holy-Holy, Lamb of God and the Response And also with you )  
Celebrates rituals and activities which express our Christian beliefs, The Christian Crib

### MORAL LIFE

Knows that God gave two great commandments: LOVE GOD: LOVE SELF AND OTHERS  
Names how she/he loves God, self, and others  
Shows care for God's creation  
Recognizes sin as choosing not to love God, self, and others  
Recognizes the need to say I'm sorry and begin to love again  
Tries to bring peace to one's self and others

**HISTORICAL/CREEDAL/CHURCH**

Names God as Father, Son, and Holy Spirit  
Recognizes God creates people and the world out of love  
Begins to recognize God sent us Jesus to show us how to live and love  
Learns to identify Church as God's family

**FAMILY LIFE****Relating with God**

Identify ways all of God's creation gives glory to God.

**Relating with Others**

State ways to support people we love who fail us.

Describe how to talk openly and honestly about experiences in school.

Explain how to contribute positively to one's immediate family.

Tell how to find good things about one's immediate family.

Identify times when parents and other family members need privacy.

**Developing One's Identity**

Tell one's family history since your parents/guardians first met.

Describe how each person is a unique creation of God, with special gifts and talents for home and school

**Developing One's Values**

State the importance of friendship.

Describe the values one's family respects and expects.

Identify positive role models, e.g., saints.

## Grade 2

### SCRIPTURE

Knows that God speaks to us through the Bible, especially in the Liturgy of the Word

Is familiar with and can articulate in a simple way the meaning of the following stories:

The Last Supper (Mt 26:17-26; Jn 17:1-26; Lk 22:13-20)

Loaves and fishes (Jn 6:1-13)

Call of the first disciples (Mt 4:18-

22)

Prodigal Son (Lk 15:11-24)

Washing of the feet (Jn 13:1-17)

Love of God and others (Mt 22:37,

39)

Nativity (Lk 2: 8-18)

Easter (Jn 20:1-20; Lk 24:13-35)

### HISTORICAL/CREEDAL/CHURCH

Expresses belief in God as Trinity

Able to tell how the church is a community of believers in Jesus Christ

Can talk about ways the Church tries to do the things Jesus did

Knows that Baptism is a sacrament of initiation into the Church

Knows about one's own Baptism

Able to retell the stories of selected lives of saints

### LITURGY/SACRAMENT/PRAYER

Wants to receive First Communion

Experiences reconciliation as healing forgiveness

Prays the Sign of the Cross, the Our Father, Hail Mary, and Glory Be and experiences prayer on a daily basis

Gathers regularly with God's family at Mass

Recognizes Liturgy of the Word and Liturgy of Eucharist as parts of the Mass

Experiences liturgical rituals and gestures

Names the liturgical seasons of the Church Year

Celebrates rituals and activities which express our Christian beliefs, for example: The Advent Calendar

### MORAL LIFE

Acts as Jesus would act by being loving, kind, forgiving, and helpful at home, school, Church, and in the community and can give examples

Describes sin as making deliberate choices not to love God, self, or others

Explains consequences for making wrong choices

Acts as a peacemaker

**LIFE EXPERIENCES**

Appreciates family members and recognizes one's specialness within the family

Participates at school and takes responsibility for his/her own actions to be an involved member of the school community

Experiences family activities and rituals

Knows that he/she is special

**FAMILY LIFE****Relating with God**

Identify ways all of God's creation gives glory to God.

**Relating with Others**

State ways to support people we love who fail themselves.

Describe how to talk openly and honestly about experiences in school and home.

Explain how to contribute positively to one's friendships with boys and girls, knowing that all boys and girls are equal before God.

Tell how to find good things about one's immediate and extended families.

Identify times when parents, other family members, and neighbors need privacy.

**Developing One's Identity**

Tell one's family history to include aunts, uncles, cousins, and grandparents.

Explain how each person is a unique creation of God, with special gifts and talents for one's neighborhood.

Describe ways to have good ongoing interactions with same gender adults.

**Developing One's Values**

Solve problems with others.

State the importance of friendship and loyalty with same gender persons.

Describe the values one's family respects and expects.

Identify positive role models, e.g., saints.

**Relating with Society**

Identify positive and negative societal sexual influences.

### Grade 3

#### SCRIPTURE

Knows in a simple way the difference between Old (First) and New (Second) Testament  
Tells the stories of Jesus birth, passion, death, and resurrection  
Retells the story of Jesus welcoming the children (Mk 10:13-16)  
Retells the story of Pentecost (Acts 2:1-41)  
Retells the Emmaus Story (Lk 24:13-35)  
Knows and simply describes what a parable is, for example, retells the parable of the Prodigal Son (Lk 15:11-24)  
Knows what a miracle is, for example, retells the story of the Loaves & Fishes (Jn 6:1-14)

#### HISTORICAL/CREEDAL/CHURCH

Describes God the Father as Creator; God the Son as Savior; God the Spirit as Helper  
Describes Jesus mission as bringing about the Kingdom of God  
Defines the word CREED  
Names the four marks of the Church  
Identifies the Pope as leader of the Catholic Church  
Tells who Jesus apostles were  
Tells the stories of five saints  
Describes the qualities of a saint

#### LITURGY/SACRAMENT/PRAYER

Names and simply describes the Seven Sacraments  
Experiences Reconciliation (Sacramental or non-sacramental)  
Prays daily  
Prays prayers of petition, blessings, sorrow and the Psalms  
Participates regularly in Sunday Eucharist  
Knows the difference between Liturgy of the Word and Liturgy of the Eucharist  
Describes the items found in a Church worship space  
Explains the major seasons of the Liturgical Year  
Is familiar with the Holy Days  
Experiences activities related to the Liturgical Seasons and Feasts  
Celebrates rituals and activities which express our Christian beliefs, for example, The Jesse Tree

#### MORAL LIFE

Knows and lives the Two Great Commandments  
Names the Corporal and Spiritual Works of Mercy  
Knows that the Eucharist brings forgiveness and calls us to service  
Tells the difference between temptation, accident, and sin  
Describes how sin hurts the whole community  
Shows evidence of living as a disciple  
Describes what it means to be and acts as a peacemaker  
Gives examples of how to work for justice  
Practices stewardship in parish, community, and world

## **LIFE EXPERIENCES**

Begins to understand responsibility and acts accordingly  
Displays curiosity about life, nature, and people  
Begins to develop friendships  
Responds to guidelines and rules  
Begins to want to belong to a group  
Displays willingness to share with others  
Needs supportive reinforcement from parents and other adults  
Experiences family rituals and activities which express our Christianity

## **FAMILY LIFE**

### **Relating with God**

Identify ways all of God's creation gives glory to God.

### **Relating with Others**

State ways to support people we love who fail others.

Describe how to talk openly and honestly about experiences in school, home and neighborhood.

Tell how to recognize good things about and how to interact in loving ways with people in your home, school and neighborhood.

Explain how differences in others are a reality of life.

### **Developing One's Identity**

Identify ways to handle things I don't like about myself.

Explain that I am a good person even when I do not do what is good or if I feel badly about myself.

Describe how each person is a unique creation of God, with special gifts and talents for one's school and neighborhood.

Describe ways to have good ongoing interactions with different gender adults.

### **Developing One's Values**

Solve problems alone.

State the importance of friendship and loyalty with different gender adults.

Describe the values one's family respects and expects.

Identify positive role models, e.g., saints.

### **Relating with Society**

Identify positive and negative societal sexual influences.

Explain that each person has responsibility toward society and the world.

## Grade 4

### SCRIPTURE

Understands and responds to these and other Scriptural passages as experiences of God's love for us, our love for humankind and God, and our need for mercy and forgiveness:

Ten Commandments (Ex 20:2-17)

Sermon on the Mount (Mt 5:1-12)

Good Samaritan (Lk 10:24-37)

Prodigal Son (Lk 14:11-24)

Temptation of Christ (Mt 4:1-11)

Demonstrates the ability to find the above passages in the Bible

### HISTORICAL/CREEDAL/CHURCH

Believes in the goodness of creation

Understands grace as a sharing in God's life

Describes Jesus as the model of forgiveness

Appreciates the Holy Spirit as helper and guide in making good choices

Understands Church as a community of worship, witness, and service which carries on the work and mission of Christ

### LITURGY/SACRAMENT/PRAYER

Celebrates the Eucharist as a sacrament of the Church's unity, reconciliation and peace

Celebrates Reconciliation as a sacrament of conversion, God's forgiveness, mercy, and love

Recognizes the value of and knows how to examine one's conscience

Knows how to celebrate Rite I and II of the Sacrament of Reconciliation

Expresses sorrow for sins in a prayer of contrition (sorrow)

Experiences personal and communal prayer

Relates to the Prayer of St. Francis as a model for peace and love in the world

Participates regularly in Sunday Eucharist

### MORAL LIFE

Knows Jesus' two great commandments of love are a Christian's way of life

Responds to the Ten Commandments as rules to help us live God's life of love and the Beatitudes as a way of life modeled by Christ to bring happiness

Sees the Corporal and Spiritual Works of Mercy as ways of responding to the needs of others

Realizes that original sin is the human condition into which we are all born

Recognizes conscience as the inner ability to judge between good and bad when making choices

Realizes that temptation is a pull toward something we know is sinful and is a part of everyone's life

Differentiates between sin as free choice to turn away from God and mistakes, accidents

Distinguishes between mortal (serious) and venial (lesser) sin

Realizes that all choices have responsibilities and consequences

## **LIFE EXPERIENCES**

Demonstrates an interest in the wider world  
Grows in awareness of justice and fair play  
Exhibits awareness of self as individual and as a member of a group  
Recognizes need for guidelines and rules  
Acts more independently and confidently  
Begins to think of large issues, environment, prejudice, violence, etc...  
Enjoys reading, listening to, and participating in stories  
Develops friendships with members of same sex  
Learns from observations as well as taught lessons  
Shows an interest in knowing family history

## **FAMILY LIFE**

### **Relating with God**

Appreciate God's acceptance of us as we are and as we change.  
Reflect on the presence of Christ in our daily lives in daily prayer.

### **Relating with Others**

Identify positive ways to contribute to the responsibilities and plans of one's family.  
Identify sources of support in accepting differences in others.  
Explain how love is the root of order, law, and respect for the rights and dignity of others.  
Describe how families, friends, and married persons express love through words, gestures, actions, and objects.

### **Developing One's Identity**

Identify sources of support in accepting one's differences.  
Explain that caring for self is important to oneself and others.  
Explain Christian principles of sexuality, e.g. **FAMILY LIFE** involves the whole person; Christians respect males and females equally.  
Experience wholesome opportunities to relate with the opposite gender.

### **Developing One's Values**

Solve problems alone and with others.  
Explain the value of such virtues as loyalty and responsibility.  
Identify positive role models, e.g., saints.

### **Relating with Society**

Evaluate marketplace and media presentations of sexuality, e.g., sexual stereotypes, sexual discrimination.  
Explain why the Church protects the marriage relationship by establishing rules for sexual intercourse and reproduction.

## Grade 5

### SCRIPTURE

Is able to locate and read from the Bible the stories listed below and understands each story as it relates to the sacraments:

Nicodemus (Jn 3:1-21)  
Baptism of Jesus (Mk 1:9-11) (Mt 3:13-17)  
Samaritan Woman (Jn 4:4-42)  
Anointing at Bethany (Mk 14:3-9)  
Bread of Life (Jn 6:1-58)  
Pentecost (Acts 2:1-4)  
Forgive Seventy Times Seven (Mt 18:21-22)  
Wedding at Cana (Jn 2:1-11)  
Prayer for the Sick (James 5:14-15)  
Service (Mk 10:44)  
Love Is... (1 Cor 13:4-8)

### HISTORICAL/CREEDAL/CHURCH

Knows and expresses belief that Jesus is the Son of God and the Word Made Flesh  
Understands that the Kingdom, or reign, of God is reflected in the good that happens in the world  
Knows and lives the belief that life is sacred  
Knows and applies the concept of sacramentality  
Identifies ways that the Church carries on the Mission of Jesus  
Can explain the Communion of Saints  
Appreciates people of the present and the past who model their lives on Christian values

### LITURGY/SACRAMENT/PRAYER

Knows the names, meanings, signs, and symbols of each of the Seven Sacraments  
Experiences water, bread, oil, and light with two or more of the senses and participates in Prayer Services related to these  
Celebrates the sacrament or a prayer service of reconciliation  
Prays the Apostles Creed and Nicene Creed  
Plans Eucharistic Liturgies or Prayer Services with class or group  
Participates regularly in Sunday Eucharist  
Prays in harmony with the spirit of the seasons of the Church Year  
Recognizes the Liturgical Calendar and can explain the Seasons of the Church Year, their meanings and their colors  
Recognizes the meaning and celebration of the Sacred Triduum

### MORAL LIFE

Understands that the presence of sin or evil in the world is original sin into which we are all born  
Recognizes attitudes and actions that are selfish or sinful  
Practices forgiveness and being forgiven  
Acts out of the belief that mercy and justice are essential components of Christian living.  
Reaches out to people at home, school, community, and world through positive words and actions and can give examples of these

## **LIFE EXPERIENCES**

Becomes aware of past, present, and future community experiences  
Belongs to one or more groups because of commitments, e.g. sports, fun, service  
Belongs to peer groups who often develop their own codes of behavior  
Makes choices and decisions  
Recognizes signs and symbols in games, sports, clothes, and professions  
Appreciates and develops personal talents and abilities  
Practices problem solving

## **FAMILY LIFE**

### **Relating with God**

Appreciate God's acceptance of us as we are and as we change.  
Reflect on the presence of Christ in our daily lives through daily prayer.

### **Relating with Others**

Identify sources of support during personal failures.  
Discuss family and social values with candor and mutual respect.  
Identify sources of support in accepting differences in others.

### **Knowing One's Physical-Sexual Development**

Identify a parent or an appropriate adult role model to ask about one's physical-sexual development and any other questions.  
Know proper terminology for sexual functions, e.g., menstruation, sexual intercourse.

### **Developing One's Identity**

Identify sources of support in accepting one's differences.  
Explain how each person learns from mistakes and deal positively with potentially harmful feelings and emotions.  
Experience wholesome opportunities to relate with the opposite gender.  
Explain how people express love in a variety of ways, including physical.

### **Developing One's Values**

Solve problems alone and with others.  
Explain how developing the virtues of loyalty, responsibility, dedication, commitment, and chastity are signs of maturity and are essential for a good marriage.  
Explain the role of conscience and self-control for natural desires.  
Identify positive role models, e.g., saints.

### **Relating with Society**

Evaluate marketplace and media presentations of sexuality, e.g., sexual stereotypes, sexual discrimination.  
Explain Catholic teachings on commitment and fidelity in marriage.

## Grade 6

### SCRIPTURE

Articulates the difference between Old and New Testaments (First and Second)

Recognizes different literary forms in the Bible: fable, parable, myth, hymn, law, poem, prophetic writing, narratives, faith-history

Recognizes stories in previous grade levels and can identify their literary forms

Knows terms: covenant, genealogy (faith family tree)

Recalls parables and relates them to life experience

Identifies and can retell the following stories about the following:

- Abraham/Sarah (Gen 12:1-17, 21:1-6)
- Joseph 37-45
- Covenant (Gen 15)
- Moses/Exodus/Passover/Commandments (ex 2:1-11, 23-34, Ex 3, Ex 12, Ex 20)
- David (Sam 1& 2)
- Selected Prophets as moral leaders:
  - Amos 5:10-12, 21-24, 8:4-6
  - Isiah 1:23; 3:12-15, 13-15
  - Micah 6:1-4, 8
  - Jeremiah 19:3-4
- Jesus as Prophet and Teacher (Lk 4:16-22; Mt 5-7)

### HISTORICAL/CREEDAL/CHURCH

Articulates what we mean by Trinity

Is able to relate Body of Christ and People of God to Church

Expresses belief in Jesus as the Messiah, Prophet, Teacher

Can explain the difference between being Christian and being Catholic

Knows the origins of the Catholic Church

Can explain Incarnation, Resurrection, Redemption and connect them to Feasts and Seasons of the Church Year

Understands the Bible's role in the Church

Understands role of Mary and Saints as models for holiness

### LITURGY/SACRAMENT/PRAYER

Connects the Seven Sacraments with life experiences

Prays the prayers of the Church previously learned

Recognizes difference between Mass and Prayer Service

Actively participates in Eucharist, Reconciliation, and seasonal rituals

### MORAL LIFE

Relates the Ten Commandments, the Two Great Commandments, and the Beatitudes to life experiences

Accepts consequences for choices made

Shows respect for body, self, and others

Recognizes the prophets and saints as models for their own lives

Recognizes prejudice and injustice as social sin

Demonstrates problem solving to effect positive change in school, neighborhood, and world

Responds to class outreach projects

## **LIFE EXPERIENCES**

Curious about life around them  
Looks for heroes in popular culture  
Depends on support & security of family while showing signs of wanting to be independent of family  
Influenced most by peers and peer opinion  
Hangs out in groups  
Increasingly sensitive to criticism, especially in front of peers  
Develops a fierce loyalty to a few friends  
Experiences ambivalence about changes in own body  
More aware of the opposite sex--sometimes expressing this in put-downs, teasing, or exclusion  
Begins to develop a historical sense

## **FAMILY LIFE**

### **Relating with God**

Appreciate God's acceptance of us as we are and as we change.  
Reflect on the presence of Christ in our daily lives through daily prayer.  
Explain the realities of sin, conversion, and forgiveness in God's plan.

### **Relating with Others**

Describe unique ways one can contribute to the growth of others.  
Explain how each dimension of love can affect other persons.  
Explain one's rights and responsibilities in a family.  
Explain the value of personal privacy and modesty.

### **Developing One's Identity**

Explain how people can learn from their mistakes.  
Explain basic Christian principles of sexuality, e.g.,

**FAMILY LIFE** is a part of all states of life.

Identify ways to have wholesome opportunities for interactions with the opposite/same gender.

### **Developing One's Values**

Solve problems alone and with others.  
Explain why inner qualities are more important than external qualities.  
Identify positive role models, e.g., saints.

### **Relating with Society**

Evaluate marketplace and media presentations of sexuality, e.g., sexual stereotypes, sexual discrimination.  
Explain why the Church sees marriage as a sacrament.

## Grade Level 7

### SCRIPTURE

Explains the relationship between First, Hebrew (Old Testament) and Second, Christian (New Testament) Scriptures

Locates book/chapter/verse in Scripture

Tells stories from Christian Scriptures that describe the person and ministry of Jesus Christ:

Baptism of Jesus (Luke 2:6-7, 24:1-10);

Jesus call Fisherman (Mk 1:16-20, Mt 9:9-13);

Jesus Preaching (Lk 4:16-22); Good Shepherd (Jn 10:10); Agony in the Garden (Mk 14:36, Mt 24:34-40) Resurrection

Stories (Mt 28:1-10, Mk 15:1-8, Lk 24:1-9, Jn 21:1-10)

Associates Jesus as a friend and model of how we are called to be friends:

Connects Scripture stories to course curriculum:

Rich Young Man (Mt. 19:23-26); Justice (Micah 6:8); Attitude toward Eucharist (1 Corinthians

11:17-26); Self Image (Psalm 139);

Commandments (Exodus 20:1-17); Sermon on the Mount

(Mt 5:21-45); Goodness/Creation (Genesis 1:1-31); Goodness of People (John 1:14);

God s Mercy (Luke 15:11-32 )

### HISTORICAL/CREEDAL/CHURCH

Connects the creedal beliefs of the Catholic Church to the lived experience of youth

Recognizes major periods in the Bible and in the history of the Catholic Church:

First & Sixth Century Christians; Middle Ages; Church in the 21<sup>st</sup> Century; Ecumenical Councils

Describes the major traditions of our roots as Catholic Christians, i.e., Marks of the Church, Church Hierarchy and Lay Leadership

Describes the contribution of saints and holy people to our faith tradition, for example: Francis of Assisi; Clare of Assisi, St.

Vincent de Paul; Kateri Tekawitha; Joan of Arc; Thomas Merton; Pope John XXIII; Feasts of

Mary

Identifies one s self as being a unique creation, made in God s image

### LITURGY/SACRAMENT/PRAYER

Names the Sacraments of the Church and associates them with life experiences

Identifies and experiences Catholic rituals, for example, the Sacraments and The Order of Christian Initiation (RCIA)

Experiences a relationship with God in private prayer

Recognizes and experiences belonging to a community which prays with and for each other

Participates regularly in Sunday Eucharist

Participates in the Sacrament of Reconciliation

Articulates the cycles of the Liturgical Year, including special Feasts

Identifies the ritual nature of life and associates it with the ritual of Church, for example: family meals and Eucharist, seasons of nature and seasons of the Church Year

### MORAL LIFE

Names the Ten Commandments, the Beatitudes, and the Corporal and Spiritual Works of Mercy as guidelines for living a happy life.

Describes experiences of conscience which signal what is right and wrong

Identifies and begins to develop the virtues that lead to Christian living

Identifies moral choices as an expression of a Catholic Christian moral life

Associates social, economic, and political choices with Christian morality

Recognizes that some sins are collective - the wrongful acts of a group

Begins to integrate the skills of justice and peacemaking into their actions

Recognizes that the values of our Catholic faith are counter cultural to the message in some contemporary music and media

## **LIFE EXPERIENCES**

Experiences affirming and positive relationships with persons of both genders  
Continues to develop autonomy within the context of being a member of a family  
Discusses the changes puberty brings  
Engages life in experimental ways and in concrete terms  
Perceives life in idealistic and in black and white terms  
Recognizes oneself as unique  
Preoccupied with fairness  
Experiences great variation in physical, emotional, social, and spiritual development

## **FAMILY LIFE**

Relating with God

Appreciate God's acceptance of us as we are and as we change.

Reflect on the presence of Christ in our daily lives through daily prayer.

Relating with Others

Appreciate the dignity of all persons regardless of age, social position, race, religion, or gender.

Contribute positively to one's family, school, church, and neighborhood.

Appreciate the value of modesty and privacy.

Knowing One's Physical-Sexual Development

Describe the causes and effects of AIDS.

Developing One's Identity

Describe ways to develop acceptance and support for individuality at home.

Developing One's Values

Make increasingly important and more decisions about one's self, others, and one's possessions.

Explain the dangers of sexual experimentation.

Identify positive role models, e.g., saints.

Relating to Society

Discern sexuality images and messages in the marketplace and media.

## Grade Level 8

### SCRIPTURE

Explains the relationship between First, Hebrew (Old Testament) and Second, Christian (New Testament) Scriptures

Locates book/chapter/verse in Scripture

Tells stories from Christian Scriptures that describe the person and ministry of Jesus Christ:

The Rich Man and Lazarus (Lk 16:19-31); The Money Changers in the Temple (Mk 11:15-18, Mk 13:23, Lk 21:25-28); The Baptism of Jesus (Lk 3:13-17); The Last Judgement (Mt 24:35-40):

Jesus Announces His Mission (Lk 4:14-23); Jesus: The Second Adam (1Cor 15:47); Temptation (Mt 4:1-11)

Associates Jesus as a friend and model of how we are called to be friends

Connects Scripture stories to course curriculum:

Life of the Christian (Acts 2:42-47, 4:32-35); Light Under a Bushel Basket (Mt 5:14-16); God's Mercy and Compassion (Lk 1:68-79); Church as a Family (Ephesians:14-21); Justice of God (Jeremiah 22:13, Lk 6:36, 38); Kingdom Parable and Actions (Lk 10:33, 19:10, Mk 2:17); Share My Mission (Mt 28:20) Lk 10:38-42, Jn 11:1-53, Lk 9:28-36; Lk 8:1-3, Mt 10:1-4, 19:13-15, 26:36-56, Jn 19:25-27, Jn 15:12-17, 1:40-48

### LITURGY/SACRAMENT/ PRAYER

Names the Sacraments of the Church and associates them with life experiences

Identifies and experiences Catholic rituals, for example, the Sacraments and The Order of Christian Initiation (RCIA)

Experiences a relationship with God in private prayer

Recognizes and experiences belonging to a community which prays with and for each other

Participates regularly in Sunday Eucharist

Participates in the Sacrament of Reconciliation

Articulates the cycles of the Liturgical Year, including special Feasts

Identifies the ritual nature of life and associates it with the ritual of Church, for example: family meals and Eucharist, seasons of nature and seasons of the Church Year

## **HISTORICAL/CREEDAL/CHURCH**

Connects the creedal beliefs of the Catholic Church to the lived experience of youth  
Recognizes major periods in the Bible and in the history of the Catholic Church:  
Genesis - Exodus; Teachings of Jesus;  
Development of the early Church--  
writings of Paul  
Describes the major traditions of our roots as Catholic Christians, i.e., Marks of the Church, Church Hierarchy and Lay Leadership  
Describes the contribution of saints and holy people to our faith tradition, for example: Teresa of Avila; St. Vincent Pallotti; St. Rose of Lima; Gandhi; Martin Luther King, Images and Titles of Mary  
Identifies one's self as being a unique creation, made in God's image

## **LIFE EXPERIENCES**

Experiences affirming and positive relationships with persons of both genders  
Continues to develop autonomy within the context of being a member of a family  
Discusses the changes puberty brings  
Engages life in experimental ways and in concrete terms  
Perceives life in idealistic and in black and white terms  
Recognizes oneself as unique  
Preoccupied with fairness  
Experiences great variation in physical, emotional, social, and spiritual development

## **MORAL LIFE**

Names the Ten Commandments, the Beatitudes, and the Corporal and Spiritual Works of Mercy as guidelines for living a happy life.  
Describes experiences of conscience which signal what is right and wrong  
Identifies and begins to develop the virtues that lead to Christian living  
Identifies moral choices as an expression of a Catholic Christian moral life  
Associates social, economic, and political choices with Christian morality  
Recognizes that some sins are collective - the wrongful acts of a group  
Begins to integrate the skills of justice and peacemaking into their actions  
Recognizes that the values of our Catholic Faith are counter-cultural to the message in some contemporary music and media

## **FAMILY LIFE**

Relating with God  
Identify sources of reinforcement of authentic religious ideas.  
Appreciate God's acceptance of us as we are and as we change.  
Reflect on the presence of Christ in our daily lives through daily prayer.  
Relating with Others  
Appreciate the dignity of all persons regardless of age, social position, race, religion, or gender.  
Appreciate the value of modesty and privacy.  
Developing One's Identity  
Identify wholesome opportunities for interactions with both genders.  
Explain the roles, rights and responsibilities of being an adult.  
Developing One's Values  
Make increasingly important and more decisions about one's self, others, and one's possessions.  
Identify positive role models, e.g., saints.  
Relating to Society  
Discern the sexuality images and messages in the marketplace and media.  
Appreciate the continuing value of religion and religious practices in the home.

# **Religious Education Exit Expectations Assessment Checklists Grades K5 Through Eighth Grade**

## Grade Specific Religious Education Curriculum

Use of the assessment checklists is a critical component of this model. Teachers will need to keep current records verifying individual student and class/grade progress in meeting the exit expectations. These records would then be communicated to the next classroom teacher prior to the start of the school year. In addition, by monitoring the progress toward meeting all of the exit expectations, a clear picture of possible content area weaknesses will emerge. Detailed actions plans and strategies to strengthen curriculum, methodology, or resources will flow from these assessments.

**K5 Religious Education Student Assessment Form**  
**K5 Exit Expectations Checklist**

	Q1	Q2	Q3	Q4
<b>Scripture</b>				
Recognizes the Bible as the story of God s people				
Reverences the Bible as God s special book				
Learns about Jesus from the Bible				
Becomes familiar with stories from the Bible:				
Creation of world and us (Gen 1:1-31,2:6a)				
Christmas story (Lk 2:8-18)				
Jesus blesses the Children (Mt 19:13-15; Mk 9:13-16; Lk 18:14-17)				
The Good Samaritan (Lk 10:20-39) <del>Jesus and Zaccheus (Lk 19:1-10)</del>				
Jesus loved and helped many people (Mk 8:22-25; Lk 17:11-19)				
The Last Supper (Mt. 26:17-30; Lk 22:13-20; Mk 14:12-26)				
The Easter Story (Jn 20:1-20; Lk 24:13-35)				
<b>LITURGY/SACRAMENT/ PRAYER</b>	Q1	Q2	Q3	Q4
Recognizes sacraments as special signs of God s love:				
Baptism - welcomes us to God s family, the Church				
Eucharist - Mass				
Experiences prayer as listening and talking to God				
Prays basic prayers in unison: Sign of the Cross, Hail Mary, Our Father, Glory be.				
Gathers with God s family at Mass				
Celebrates rituals and activities which express our Christian beliefs, <del>The Christian Crib</del>				
<b>HISTORICAL/CREEDAL/CHURCH</b>	Q1	Q2	Q3	Q4
Recognizes God creates people and the world out of love				
Begins to recognize God sent us Jesus to show us how to live and love				
Learns to identify Church as God s family				
<b>MORAL LIFE</b>	Q1	Q2	Q3	Q4
Knows that God gave two great commandments: LOVE GOD: LOVE SELF AND OTHERS				
Tells how she/he loves God, self, and others				
Shows care for God s creation				
Tries to bring peace to one s self and others				
<b>LIFE EXPERIENCES</b>	Q1	Q2	Q3	Q4
Experiences being special				
Recognizes that he/she belongs to a family				
Recognizes that friends and family are special				
Reaches out to others and is open to others reaching out to them				
Experiences family rituals and activities				
<b>FAMILY LIFE</b>	Q1	Q2	Q3	Q4
Tells how to contribute positively to one s family.				
Describe how each person is a unique creation of God, with special gifts and talents				
Describe the values one s family respects and expects.				
States the importance of friendship.				
Identify positive role models, e.g., Jesus, Mary, saints.				

**Grade One Religious Education Student Assessment Form**

## Grade One Exit Expectations Checklist

<b>Scripture</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Recognizes the Bible as the story of God s people				
Reverences the Bible as God s special book				
Learns about Jesus from the Bible				
Becomes familiar with stories from the Bible:				
Creation of world and us (Gen 1:1-31,2:6a)				
Christmas story (Lk 2:8-18)				
Jesus blesses the Children (Mt 19:13-15; Mk 9:13-16; Lk 18:14-17)				
The Good Samaritan (Lk 10:20-39)				
Jesus and Zaccheus (Lk 19:1-10)				
Jesus loved and helped many people (Mk 8:22-25; Lk 17:11-19)				
The Last Supper (Mt. 26:17-30; Lk 22:13-20; Mk 14:12-26)				
The Easter Story (Jn 20:1-20; Lk 24:13-35)				
Weekly Gospel - <i>Explaining God s Word</i>				
 <b>LITURGY/SACRAMENT/ PRAYER</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Recognizes sacraments as special signs of God s love:				
Baptism - welcomes us to God s family, the Church				
Eucharist - Mass, Bread of Life				
Reconciliation - I m sorry , Jesus forgives				
Experiences prayer as listening and talking to God				
Prays basic prayers: Sign of the Cross, Hail Mary, Our Father, Glory be to the Father				
Expresses love of God and personal needs in spontaneous prayer				
Gathers with God s family at Mass				
Begins to pray at Mass (Alleluia, Amen, Our Father, Glory to God, Holy-Holy-Holy, Lamb of God and the Response And also with you )				
Celebrates rituals and activities which express our Christian beliefs, <del>The Christian Crib</del>				
 <b>HISTORICAL/CREEDAL/CHURCH</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Names God as Father, Son, and Holy Spirit				
Recognizes God creates people and the world out of love				
Begins to recognize God sent us Jesus to show us how to live and love				
Learns to identify Church as God s family				
 <b>MORAL LIFE</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Knows that God gave two great commandments: LOVE GOD: LOVE SELF AND OTHERS				
Names how she/he loves God, self, and others				
Shows care for God s creation				
Recognizes sin as choosing not to love God, self, and others				
Recognizes the need to say I m sorry and begin to love again				
Tries to bring peace to one s self and others				
 <b>LIFE EXPERIENCES</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Experiences being special				
Recognizes that he/she belongs to a family				
Appreciates and thanks God for the special gifts of senses				
Recognizes that friends and family are special				
Reaches out to others and is open to others reaching out to them				

Discuss rituals and activities				
<b>FAMILY LIFE</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Relating with God Identify ways all of God's creation gives glory to God.				
Relating with Others State ways to support people we love who fail us. Describe how to talk openly and honestly about experiences in school. Explain how to contribute positively to one's immediate family. Tell how to find good things about one's immediate family. Identify times when parents and other family members need privacy.				
Developing One's Identity Tell one's family history since your parents/guardians first met. Describe how each person is a unique creation of God, with special gifts and talents for home and school				
Developing One's Values State the importance of friendship. Describe the values one's family respects and expects. Identify positive role models, e.g., saints.				

**Grade Two Religious Education Student Assessment Form**  
**Grade Two Exit Expectations Checklist**

<b>Scripture</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p>Knows that God speaks to us through the Bible, especially in the Liturgy of the Word</p> <p>Is familiar with and can articulate in a simple way the meaning of the following stories:</p> <p style="padding-left: 20px;">The Last Supper (Mt 26:17-26; Jn 17:1-26; Lk 22:13-20)</p> <p style="padding-left: 20px;">Loaves and fishes (Jn 6:1-13)</p> <p style="padding-left: 20px;">Call of the first disciples (Mt 4:18-22)</p> <p style="padding-left: 20px;">Prodigal Son (Lk 15:11-24)</p> <p style="padding-left: 20px;">Washing of the feet (Jn 13:1-17)</p> <p style="padding-left: 20px;">Love of God and others (Mt 22:37, 39)</p> <p style="padding-left: 20px;">Nativity (Lk 2: 8-18)</p> <p style="padding-left: 20px;">Easter (Jn 20:1-20; Lk 24:13-35)</p> <p>Discuss <i>Explaining God s Word</i></p>				
<p><b>LITURGY/SACRAMENT/ PRAYER</b></p> <p>Discusses Sacrament of Eucharist</p> <p>Prepares to receive First Communion</p> <p>Discuss reconciliation as healing forgiveness</p> <p>Supplements Religious Ed classes for receiving First Communion</p> <p>Discusses Sacrament of Reconciliation</p> <p>Discusses Sacrament of Confirmation</p> <p>Prays the Sign of the Cross, the Our Father, Hail Mary, and Glory Be and experiences prayer on a daily basis</p> <p>Gathers regularly with God s family at Mass</p> <p>Recognizes Liturgy of the Word and Liturgy of Eucharist as parts of the Mass</p> <p>Experiences liturgical rituals and gestures</p> <p>Names the liturgical seasons of the Church Year</p> <p>Celebrates rituals and activities which express our Christian beliefs, for example: The Advent Calendar, Jesse Tree</p> <p>Introduces how to pray the rosary</p>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p><b>HISTORICAL/CREEDAL/CHURCH</b></p> <p>Expresses belief in God as Trinity</p> <p>Able to tell how the church is a community of believers in Jesus Christ</p> <p>Can talk about ways the Church tries to do the things Jesus did</p> <p>Knows that Baptism is a sacrament of initiation into the Church</p> <p>Knows about one s own Baptism</p> <p>Able to retell the stories of selected lives of saints</p>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p><b>MORAL LIFE</b></p> <p>Acts as Jesus would act be being loving, kind, forgiving, and helpful at home, school, Church, and in the community and can give examples of these</p> <p>Describes sin as making deliberate choices not to love God, self, or others</p> <p>Explains consequences for making wrong choices</p> <p>Acts as a peacemaker</p>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>

<b>LIFE EXPERIENCES</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p>Appreciates family members and recognizes one s specialness within the family</p> <p>Participates at school and takes responsibility for his/her own actions to be an involved member of the school community</p> <p>Experiences family activities and rituals</p> <p>Knows that he/she is special</p>				
<b>FAMILY LIFE</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p>Relating with God</p> <p>Identify ways all of God s creation gives glory to God.</p> <p>Relating with Others</p> <p>State ways to support people we love who fail themselves.</p> <p>Describe how to talk openly and honestly about experiences in school and home.</p> <p>Explain how to contribute positively to one s friendships with boys and girls, knowing that all boys and girls are equal before God.</p> <p>Tell how to find good things about one s immediate end extended families.</p> <p>Identify times when parents, other family members, and neighbors need privacy.</p> <p>Developing One s Identity</p> <p>Tell one s family history to include aunts, uncles, cousins, and grandparents.</p> <p>Explain how each person is a unique creation of God, with special gifts and talents for one s neighborhood.</p> <p>Describe ways to have good ongoing interactions with adults.</p> <p>Developing One s Values</p> <p>Solve problems with others.</p> <p>State the importance of friendship and loyalty.</p> <p>Describe the values one s family respects and expects.</p> <p>Identify positive role models, e.g., saints.</p> <p>Relating with Society</p> <p>Identify positive and negative societal influences.</p> <p>Good Choices including drugs, alcohol use</p>				

**Grade Three Religious Education Student Assessment Form**  
**Grade Three Exit Expectations Checklist**

	Q1	Q2	Q3	Q4
<b>Scripture</b>				
Knows in a simple way the difference between Old (First) and New (Second) Testament				
Tells the stories of Jesus birth, passion, death, and resurrection				
Retells the story of Jesus welcoming the children (Mk 10:13-16)				
Retells the story of Pentecost (Acts 2:1-41)				
Retells the Emmaus Story (Lk 24:13-35)				
Knows and simply describes what a parable is, for example, retells the parable of the Prodigal Son (Lk 15:11-24)				
Knows what a miracle is, for example, retells the story of the Loaves & Fishes (Jn 6:1-14)				
<b>LITURGY/SACRAMENT/ PRAYER</b>	Q1	Q2	Q3	Q4
Names and simply describes the Seven Sacraments				
Experiences Reconciliation ( non-sacramental)				
Prays daily				
Prays prayers of petition, blessings, sorrow and the Psalms				
Participates regularly in Sunday Eucharist				
Knows the difference between Liturgy of the Word and Liturgy of the Eucharist				
Describes the items found in a Church worship space				
Explains the major seasons of the Liturgical Year				
Is familiar with the Holy Days				
Experiences activities related to the Liturgical Seasons and Feasts				
Celebrates rituals and activities which express our Christian beliefs, for example, The Jesse Tree				
<b>HISTORICAL/CREEDAL/CHURCH</b>	Q1	Q2	Q3	Q4
Describes God the Father as Creator; God the Son as Savior; God the Spirit as Helper				
Describes Jesus mission as bringing about the Kingdom of God				
Defines the word CREED				
Names the four marks of the Church				
Identifies the Pope as leader of the Catholic Church				
Tells who Jesus apostles were				
Tells the stories of five saints				
Describes the qualities of a saint				
<b>MORAL LIFE</b>	Q1	Q2	Q3	Q4
Knows and lives the Two Great Commandments				
Names the Corporal and Spiritual Works of Mercy				
Knows that the Eucharist brings forgiveness and calls us to service				
Tells the difference between temptation, accident, and sin				
Describes how sin hurts the whole community				
Shows evidence of living as a disciple				
Describes what it means to be and acts as a peacemaker				
Gives examples of how to work for justice				
Practices stewardship in parish, community, and world				

	Q1	Q2	Q3	Q4
<b>LIFE EXPERIENCES</b>				
Begins to understand responsibility and acts accordingly				
Displays curiosity about life, nature, and people				
Begins to develop friendships				
Responds to guidelines and rules				
Begins to want to belong to a group				
Displays willingness to share with others				
Needs supportive reinforcement from parents and other adults				
Experiences family rituals and activities which express our Christianity				
<b>FAMILY LIFE</b>	Q1	Q2	Q3	Q4
Relating with God				
Identify ways all of God's creation gives glory to God.				
Relating with Others				
State ways to support people we love who fail others				
Describe how to talk openly and honestly about experiences in school, home and neighborhood.				
Tell how to recognize good things about and how to interact in loving ways with people in your home, school and neighborhood.				
Explain how differences in others are a reality of life.				
Developing One's Identity				
Identify ways to handle things I don't like about myself.				
Explain that I am a good person even when I do not do what is good or if I feel badly about myself.				
Describe how each person is a unique creation of God, with special gifts and talents for one's school and neighborhood.				
Describe ways to have good ongoing interactions with different gender adults.				
Developing One's Values				
Solve problems alone.				
State the importance of friendship and loyalty with different gender adults.				
Describe the values one's family respects and expects.				
Identify positive role models, e.g., saints.				
Relating with Society				
Identify positive and negative societal sexual influences.				
Explain that each person has responsibility toward society and the world.				

## Grade Four Religious Education Student Assessment Form

### Grade Four Exit Expectations Checklist

	Q1	Q2	Q3	Q4
<p><b>Scripture</b></p> <p>Understands and responds to these and other Scriptural passages as experiences of God's love for us, our love for humankind and God, and our need for mercy and forgiveness:</p> <ul style="list-style-type: none"> <li>Ten Commandments (Ex 20:2-17)</li> <li>Sermon on the Mount (Mt 5:1-12)</li> <li>Good Samaritan (Lk 10:24-37)</li> <li>Prodigal Son (Lk 14:11-24)</li> <li>Temptation of Christ (Mt 4:1-11)</li> </ul> <p>Demonstrates the ability to find the above passages in the Bible</p>				
<p><b>LITURGY/SACRAMENT/ PRAYER</b></p> <p>Celebrates the Eucharist as a sacrament of the Church's unity, reconciliation and peace</p> <p>Celebrates Reconciliation as a sacrament of conversion, God's forgiveness, mercy, and love</p> <p>Recognizes the value of and knows how to examine one's conscience</p> <p>Knows how to celebrate Rite I and II of the Sacrament of Reconciliation</p> <p>Expresses sorrow for sins in a prayer of contrition (sorrow)</p> <p>Experiences personal and communal prayer</p> <p>Relates to the Prayer of St. Francis as a model for peace and love in the world</p> <p>Participates regularly in Sunday Eucharist</p>	Q1	Q2	Q3	Q4
<p><b>HISTORICAL/CREEDAL/CHURCH</b></p> <p>Believes in the goodness of creation</p> <p>Understands grace as a sharing in God's life</p> <p>Describes Jesus as the model of forgiveness</p> <p>Appreciates the Holy Spirit as helper and guide in making good choices</p> <p>Understands Church as a community of worship, witness, and service which carries on the work and mission of Christ</p>	Q1	Q2	Q3	Q4
<p><b>MORAL LIFE</b></p> <p>Knows Jesus' two great commandments of love are a Christian's way of life</p> <p>Responds to the Ten Commandments as rules to help us live God's life of love and the Beatitudes as a way of life modeled by Christ to bring happiness</p> <p>Sees the Corporal and Spiritual Works of Mercy as ways of responding to the needs of others</p> <p>Realizes that original sin is the human condition into which we are all born</p> <p>Recognizes conscience as the inner ability to judge between good and bad when making choices</p> <p>Realizes that temptation is a pull toward something we know is sinful and is a part of everyone's life</p> <p>Differentiates between sin as free choice to turn away from God and mistakes, accidents</p> <p>Distinguishes between mortal (serious) and venial (lesser) sin</p> <p>Realizes that all choices have responsibilities and consequences</p>	Q1	Q2	Q3	Q4
<p><b>LIFE EXPERIENCES</b></p> <p>Demonstrates an interest in the wider world</p>	Q1	Q2	Q3	Q4

Grows in awareness of justice and fair play	X			
Exhibits awareness of self as individual and as a member of a group	X			
Recognizes need for guidelines and rules	X			
Acts more independently and confidently			X	
Begins to think of large issues, environment, prejudice, violence, etc...	X	X		
Enjoys reading, listening to, and participating in stories	X	X	X	X
Develops friendships with members of same sex	X	X	X	X
Learns from observations as well as taught lessons	X	X	X	X
Shows an interest in knowing family history	X			
<b>FAMILY LIFE</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Relating with God			X	
Appreciate God s acceptance of us as we are and as we change.				
Reflect on the presence of Christ in our daily lives in daily prayer.	X	X	X	X
Relating with Others	X	X	X	X
Identify positive ways to contribute to the responsibilities and plans of one s family.				
Identify sources of support in accepting differences in others.	X	X	X	X
Explain how love is the root of order, law, and respect for the rights and dignity of others.	X	X	X	X
Describe how families, friends, and married persons express love through words, gestures, actions, and objects.			X	
Developing One s Identity			X	
Identify sources of support in accepting one s differences				
Explain that caring for self is important to oneself and others			X	
Explain Christian principles of sexuality, e.g. human sexuality involves the whole person; Christians respect males and females equally.			X	
Experience wholesome opportunities to relate with the opposite gender.			X	
Developing One s Values	X	X	X	X
Solve problems alone and with others.				
Explain the value of such virtues as loyalty and responsibility.			X	
Identify positive role models, e.g., saints.	X	X	X	X
Relating with Society				
Evaluate marketplace and media presentations of sexuality, e.g., sexual stereotypes, sexual discrimination.				
Explain why the Church protects the marriage relationship by establishing rules for sexual intercourse and reproduction.				

**Grade Five Religious Education Student Assessment Form**  
**Grade Five Exit Expectations Checklist**

<b>Scripture</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p>Is able to locate and read from the Bible the stories listed below and understands each story as it relates to the sacraments:</p> <ul style="list-style-type: none"> <li>Nicodemus (Jn 3:1-21)</li> <li>Baptism of Jesus (Mk 1:9-11) (Mt 3:13-17)</li> <li>Samaritan Woman (Jn 4:4-42)</li> <li>Anointing at Bethany (Mk 14:3-9)</li> <li>Bread of Life (Jn 6:1-58)</li> <li>Pentecost (Acts 2:1-4)</li> <li>Forgive Seventy Times Seven (Mt 18:21-22)</li> <li>Wedding at Cana (Jn 2:1-11)</li> <li>Prayer for the Sick (James 5:14-15)</li> <li>Service (Mk 10:44)</li> <li>Love Is... (1 Cor 13:4-8)</li> </ul>				
<p><b>LITURGY/SACRAMENT/ PRAYER</b></p> <p>Knows the names, meanings, signs, and symbols of each of the Seven Sacraments</p> <p>Experiences water, bread, oil, and light with two or more of the senses and participates in Prayer Services related to these</p> <p>Celebrates the sacrament or a prayer service of reconciliation</p> <p>Prays the Apostles Creed and Nicene Creed</p> <p>Plans Eucharistic Liturgies or Prayer Services with class or group</p> <p>Participates regularly in Sunday Eucharist</p> <p>Prays in harmony with the spirit of the seasons of the Church Year</p> <p>Recognizes the Liturgical Calendar and can explain the Seasons of the Church Year, their meanings and their colors</p> <p>Recognizes the meaning and celebration of the Sacred Triduum</p>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p><b>HISTORICAL/CREEDAL/CHURCH</b></p> <p>Knows and expresses belief that Jesus is the Son of God and the Word Made Flesh</p> <p>Understands that the Kingdom, or reign, of God is reflected in the good that happens in the world</p> <p>Knows and lives the belief that life is sacred</p> <p>Knows and applies the concept of sacramentality</p> <p>Identifies ways that the Church carries on the Mission of Jesus</p> <p>Can explain the Communion of Saints</p> <p>Appreciates people of the present and the past who model their lives on Christian values</p>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p><b>MORAL LIFE</b></p> <p>Understands that the presence of sin or evil in the world is original sin into which we are all born</p> <p>Recognizes attitudes and actions that are selfish or sinful</p> <p>Practices forgiveness and being forgiven</p> <p>Acts out of the belief that mercy and justice are essential components of Christian living.</p> <p>Reaches out to people at home, school, community, and world through positive words and actions and can give examples of these</p>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>

	Q1	Q2	Q3	Q4
<b>LIFE EXPERIENCES</b>				
Becomes aware of past, present, and future community experiences				
Belongs to one or more groups because of commitments, e.g. sports, fun, service				
Belongs to peer groups who often develop their own codes of behavior				
Makes choices and decisions				
Recognizes signs and symbols in games, sports, clothes, and professions				
Appreciates and develops personal talents and abilities				
Practices problem solving				
<b>FAMILY LIFE</b>	Q1	Q2	Q3	Q4
Relating with God				
Appreciate God s acceptance of us as we are and as we change.				
Reflect on the presence of Christ in our daily lives through daily prayer.				
Relating with Others				
Identify sources of support during personal failures.				
Discuss family and social values with candor and mutual respect.				
Identify sources of support in accepting differences in others.				
Knowing One s Physical-Sexual Development				
Identify a parent or an appropriate adult role model to ask about one s physical-sexual development and any other questions.				
Know proper terminology for sexual functions, e.g., menstruation, sexual intercourse.				
Developing One s Identity				
Identify sources of support in accepting one s differences.				
Explain how each person learn from mistakes and deal positively with potentially harmful feelings and emotions.				
Experience wholesome opportunities to relate with the opposite gender.				
Explain how people express love in a variety of ways, including physical.				
Developing One s Values				
Solve problems alone and with others.				
Explain how developing the virtues of loyalty, responsibility, dedication, commitment, and chastity are signs of maturity and are essential for a good marriage.				
Explain the role of conscience and self-control for natural desires.				
Identify positive role models, e.g., saints.				
Relating with Society				
Evaluate marketplace and media presentations of sexuality, e.g., sexual stereotypes, sexual discrimination.				
Explain Catholic teachings on commitment and fidelity in marriage				

**Grade Six Religious Education Student Assessment Form**  
**Grade Six Exit Expectations Checklist**

<b>Scripture</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p>Articulates the difference between Old and New Testaments (First and Second)</p> <p>Recognizes different literary forms in the Bible: fable, parable, myth, hymn, law, poem, prophetic writing, narratives, faith-history</p> <p>Recognizes stories in previous grade levels and can identify their literary forms</p> <p>Knows terms: covenant, genealogy (faith family tree)</p> <p>Recalls parables and relates them to life experience</p> <p>Identifies and can retell the following stories about the following:</p> <ul style="list-style-type: none"> <li>Abraham/Sarah (Gen 12:1-17, 21:1-6)</li> <li>Joseph 37-45</li> <li>Covenant (Gen 15)</li> <li>Moses/Exodus/Passover/Commandments (ex 2:1-11, 23-34, Ex 3, Ex 12, Ex 20)</li> <li>David (Sam 1&amp; 2)</li> <li>Selected Prophets as moral leaders:               <ul style="list-style-type: none"> <li>Amos 5:10-12, 21-24, 8:4-6</li> <li>Isiah 1:23; 3:12-15, 13-15</li> <li>Micah 6:1-4, 8</li> <li>Jeremiah 19:3-4</li> </ul> </li> <li>Jesus as Prophet and Teacher (Lk 4:16-22; Mt 5-7)</li> </ul>				
<b>LITURGY/SACRAMENT/ PRAYER</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p>Connects the Seven Sacraments with life experiences</p> <p>Prays the prayers of the Church previously learned</p> <p>Recognizes difference between Mass and Prayer Service</p> <p>Actively participates in Eucharist, Reconciliation, and seasonal rituals</p>				
<b>HISTORICAL/CREEDAL/CHURCH</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p>Articulates what we mean by Trinity</p> <p>Is able to relate Body of Christ and People of God to Church</p> <p>Expresses belief in Jesus as the Messiah, Prophet, Teacher</p> <p>Can explain the difference between being Christian and being Catholic</p> <p>Knows the origins of the Catholic Church</p> <p>Can explain Incarnation, Resurrection, Redemption and connect them to Feasts and Seasons of the Church Year</p> <p>Understands the Bible's role in the Church</p> <p>Understands role of Mary and Saints as models for holiness</p>				
<b>MORAL LIFE</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p>Relates the Ten Commandments, the Two Great Commandments, and the Beatitudes to life experiences</p> <p>Accepts consequences for choices made</p> <p>Shows respect for body, self, and others</p> <p>Recognizes the prophets and saints as models for their own lives</p> <p>Recognizes prejudice and injustice as social sin</p> <p>Demonstrates problem solving to effect positive change in school, neighborhood, and world</p> <p>Responds to class outreach projects</p>				

	Q1	Q2	Q3	Q4
<b>LIFE EXPERIENCES</b>				
Curious about life around them				
Looks for heroes in popular culture				
Depends on support & security of family while showing signs of wanting to be independent of family				
Influenced most by peers and peer opinion				
Hangs out in groups				
Increasingly sensitive to criticism, especially in front of peers				
Develops a fierce loyalty to a few friends				
Experiences ambivalence about changes in own body				
More aware of the opposite sex--sometimes expressing this in put-downs, teasing, or exclusion				
Begins to develop a historical sense				
<b>FAMILY LIFE</b>	Q1	Q2	Q3	Q4
Relating with God				
Appreciate God s acceptance of us as we are and as we change.				
Reflect on the presence of Christ in our daily lives through daily prayer				
Explain the realities of sin, conversion, and forgiveness in God s plan.				
Relating with Others				
Describe unique ways one can contribute to the growth of others.				
Explain how each dimension of love can affect other persons.				
Explain one s rights and responsibilities in a family.				
Explain the value of personal privacy and modesty.				
Developing One s Identity				
Explain how people can learn from their mistakes.				
Explain basic Christian principles of sexuality, e.g., <b>FAMILY LIFE</b> is a part of all states of life.				
Identify ways to have wholesome opportunities for interactions with the opposite/same gender.				
Developing One s Values				
Solve problems alone and with others.				
Explain why inner qualities are more important than external qualities.				
Identify positive role models, e.g., saints.				
Relating with Society				
Evaluate marketplace and media presentations of sexuality, e.g., sexual stereotypes, sexual discrimination.				
Explain why the Church sees marriage as a sacrament.				

**Grade Seven Religious Education Student Assessment Form**  
**Grade Seven Exit Expectations Checklist**

<b>Scripture</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p>Explains the relationship between First, Hebrew (Old Testament) and Second, Christian (New Testament) Scriptures</p> <p>Locates book/chapter/verse in Scripture</p> <p>Tells stories from Christian Scriptures that describe the person and ministry of Jesus Christ:</p> <ul style="list-style-type: none"> <li>Baptism of Jesus (Luke 2:6-7, 24:1-10)</li> <li>Jesus call Fisherman (Mk 1:16-20, Mt 9:9-13)</li> <li>Jesus Preaching (Lk 4:16-22)</li> <li>Good Shepherd (Jn 10:10)</li> <li>Agony in the Garden (Mk 14:36, Mt 24:34-40)</li> <li>Resurrection Stories (Mt 28:1-10, Mk 15:1-8, Lk 24:1-9, Jn 21:1-10)</li> </ul> <p>Associates Jesus as a friend and model of how we are called to be friends:</p> <p>Connects Scripture stories to life issues:</p> <ul style="list-style-type: none"> <li>Rich Young Man (Mt. 19:23-26)</li> <li>Justice (Micah 6:8)</li> <li>Attitude toward Eucharist (1 Corinthians 11:17-26)</li> <li>Self Image (Psalm 139)</li> <li>Commandments (Exodus 20:1-17)</li> <li>Sermon on the Mount (Mt 5:21-45)</li> <li>Goodness/Creation (Genesis 1:1-31)</li> <li>Goodness of People (John 1:14)</li> <li>God s Mercy (Luke 15:11-32)</li> </ul>				
<b>LITURGY/SACRAMENT/ PRAYER</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p>Names the Sacraments of the Church and associates them with life experiences</p> <p>Identifies and experiences Catholic rituals, for example, the Sacraments and The Order of Christian Initiation (RCIA)</p> <p>Experiences a relationship with God in private prayer</p> <p>Recognizes and experiences belonging to a community which prays with and for each other</p> <p>Participates regularly in Sunday Eucharist (Parental Responsibility)</p> <p>Participates in the Sacrament of Reconciliation</p> <p>Articulates the cycles of the Liturgical Year, including special Feasts</p> <p>Identifies the ritual nature of life and associates it with the ritual of Church, for example: family meals and Eucharist, seasons of nature and seasons of the Church Year</p>				
<b>HISTORICAL/CREEDAL/CHURCH</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p>Connects the creedal beliefs of the Catholic Church to the lived experience of youth</p> <p>Recognizes major periods in the Bible and in the history of the Catholic Church:</p> <ul style="list-style-type: none"> <li>First &amp; Sixth Century Christians; Middle Ages; Church in the 21<sup>st</sup> Century; Ecumenical Councils</li> </ul> <p>Describes the major traditions of our roots as Catholic Christians, i.e., Marks of the Church, Church Hierarchy and Lay Leadership</p>				

<p>Describes the contribution of saints and holy people to our faith tradition, for example: Francis of Assisi; Clare of Assisi, St. Vincent de Paul; Kateri Tekawitha; Joan of Arc; Thomas Merton; Pope John XXIII; Feasts of Mary</p> <p>Identifies one's self as being a unique creation, made in God's image</p>				
<p><b>MORAL LIFE</b></p> <p>Names the Ten Commandments, the Beatitudes, and the Corporal and Spiritual Works of Mercy as guidelines for living a happy life.</p> <p>Describes experiences of conscience which signal what is right and wrong</p> <p>Identifies and begins to develop the virtues that lead to Christian living</p> <p>Identifies moral choices as an expression of a Catholic Christian moral life</p> <p>Associates social, economic, and political choices with Christian morality</p> <p>Recognizes that some sins are collective - the wrongful acts of a group</p> <p>Begins to integrate the skills of justice and peacemaking into their actions</p> <p>Recognizes that the values of our Catholic faith are counter cultural to the message in some contemporary music and media</p>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p><b>LIFE EXPERIENCES</b></p> <p>Experiences affirming and positive relationships with persons of both genders</p> <p>Continues to develop autonomy within the context of being a member of a family</p> <p>Discusses the changes puberty brings</p> <p>Engages life in experimental ways and in concrete terms</p> <p>Perceives life in idealistic and in black and white terms</p> <p>Recognizes oneself as unique</p> <p>Preoccupied with fairness</p> <p>Experiences great variation in physical, emotional, social, and spiritual development</p>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p><b>FAMILY LIFE</b></p> <p>Relating with God</p> <p>    Appreciate God's acceptance of us as we are and as we change.</p> <p>    Reflect on the presence of Christ in our daily lives through daily prayer.</p> <p>Relating with Others</p> <p>    Appreciate the dignity of all persons regardless of age, social position, race, religion, or gender.</p> <p>    Contribute positively to one's family, school, church, and neighborhood.</p> <p>    Appreciate the value of modesty and privacy.</p> <p>Knowing One's Physical-Sexual Development</p> <p>    Describe the causes and effects of AIDS.</p> <p>Developing One's Identity</p> <p>    Describe ways to develop acceptance and support for individuality at home.</p> <p>Developing One's Values</p> <p>    Make increasingly important and more decisions about one's self, others, and one's possessions.</p> <p>    Explain the dangers of sexual experimentation.</p> <p>    Identify positive role models, e.g., saints.</p> <p>Relating to Society</p> <p>    Discern sexuality images and messages in the marketplace and media</p>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>

**Grade Eight Religious Education Student Assessment Form**  
**Grade Eight Exit Expectations Checklist**

<b>Scripture</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p>Explains the relationship between First, Hebrew (Old Testament) and Second, Christian (New Testament) Scriptures</p> <p>Locates book/chapter/verse in Scripture</p> <p>Tells stories from Christian Scriptures that describe the person and ministry of Jesus Christ:</p> <ul style="list-style-type: none"> <li>The Rich Man and Lazarus (Lk 16:19-31)</li> <li>The Money Changers in the Temple (Mk 11:15-18, Mk 13:23, Lk 21:25-28)</li> <li>The Baptism of Jesus (Lk 3:13-17)</li> <li>The Last Judgement (Mt 24:35-40)</li> <li>Jesus Announces His Mission (Lk 4:14-23)</li> <li>Jesus: The Second Adam (1Cor 15:47)</li> <li>Temptation (Mt 4:1-11)</li> </ul> <p>Associates Jesus as a friend and model of how we are called to be friends</p> <p>Connects Scripture stories to course curriculum:</p> <ul style="list-style-type: none"> <li>Life of the Christian (Acts 2:42-47, 4:32-35)</li> <li>Light Under a Bushel Basket (Mt 5:14-16)</li> <li>God's Mercy and Compassion (Lk 1:68-79)</li> <li>Church as a Family (Ephesians:14-21)</li> <li>Justice of God (Jeremiah 22:13, Lk 6:36, 38)</li> <li>Kingdom Parable and Actions (Lk 10:33, 19:10, Mk 2:17)</li> <li>Share My Mission (Mt 28:20) Lk 10:38-42, Jn 11:1-53, Lk 9:28-36; Lk 8:1-3, Mt 10:1-4, 19:13-15, 26:36-56, Jn 19:25-27, Jn 15:12-17, 1:40-48</li> </ul>				
<b>LITURGY/SACRAMENT/ PRAYER</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p>Names the Sacraments of the Church and associates them with life experiences</p> <p>Identifies and experiences Catholic rituals, for example, the Sacraments and The Order of Christian Initiation (RCIA)</p> <p>Experiences a relationship with God in private prayer</p> <p>Recognizes and experiences belonging to a community which prays with and for each other</p> <p>Participates regularly in Sunday Eucharist (Parental Responsibility)</p> <p>Participates in the Sacrament of Reconciliation</p> <p>Articulates the cycles of the Liturgical Year, including special Feasts</p> <p>Identifies the ritual nature of life and associates it with the ritual of Church, for example: family meals and Eucharist, seasons of nature and seasons of the Church Year</p>				
<b>HISTORICAL/CREEDAL/CHURCH</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<p>Connects the creedal beliefs of the Catholic Church to the lived experience of youth</p> <p>Recognizes major periods in the Bible and in the history of the Catholic Church:</p> <ul style="list-style-type: none"> <li>Genesis - Exodus; Teachings of Jesus; Development of the early Church--writings of Paul</li> </ul> <p>Describes the major traditions of our roots as Catholic Christians, i.e., Marks of the Church, Church Hierarchy and Lay Leadership</p>				

Describes the contribution of saints and holy people to our faith tradition, for example: Teresa of Avila; St. Vincent Pallotti; St. Rose of Lima; Gandhi; Martin Luther King				
Images and Titles of Mary				
Identifies one's self as being a unique creation, made in God's image				
<b>MORAL LIFE</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Names the Ten Commandments, the Beatitudes, and the Corporal and Spiritual Works of Mercy as guidelines for living a happy life.				
Describes experiences of conscience which signal what is right and wrong				
Identifies and begins to develop the virtues that lead to Christian living				
Identifies moral choices as an expression of a Catholic Christian moral life				
Associates social, economic, and political choices with Christian morality				
Recognizes that some sins are collective - the wrongful acts of a group				
Begins to integrate the skills of justice and peacemaking into their actions				
Recognizes that the values of our Catholic Faith are counter cultural to the message in some contemporary music and media				
<b>LIFE EXPERIENCES</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Experiences affirming and positive relationships with persons of both genders				
Continues to develop autonomy within the context of being a member of a family				
Discusses the changes puberty brings				
Engages life in experimental ways and in concrete terms				
Perceives life in idealistic and in black and white terms				
Recognizes oneself as unique				
Preoccupied with fairness				
Experiences great variation in physical, emotional, social, and spiritual development				
<b>FAMILY LIFE</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Relating with God				
Identify sources of reinforcement of authentic religious ideas.				
Appreciate God's acceptance of us as we are and as we change.				
Reflect on the presence of Christ in our daily lives through daily prayer.				
Relating with Others				
Appreciate the dignity of all persons regardless of age, social position, race, religion, or gender.				
Appreciate the value of modesty and privacy.				
Developing One's Identity				
Identify positive role models, e.g., saints. Identify wholesome opportunities for interactions with both genders				
Explain the roles, rights and responsibilities of being an adult.				
Developing One's Values				
Make increasingly important and more decisions about one's self, others, and one's possessions.				
Relating to Society				
Discern the sexuality images and messages in the marketplace and media				
Appreciate the continuing value of religion and religious practices in the home.				

N = Needs Improvement    I = Improving    S = Satisfactory    + = Outstanding Performance    / = Not Assessed This Quarter

# Sample Proficiency Standards

The samples included here represent some of the work that our students would complete at various grade levels. Thank you to the different teachers for examples.

## Student Resources

*Holy Bible, NAB*, Fireside Bible Publishers, Wichita, KS 1987.

*Stories of God: An Anthology of Literature for Catholic Schools*, Bettigole, Brother Michel, ed., Dubuque, IA: Brown-ROA, 1992.

## Teacher Resources

Dues, Greg. *Catholic Customs and Traditions*, Mystic, CT: Twenty-Third Publications, 1995.

*Harper's Topical Concordance of the Bible*. Compiled by Charles R. Joy, New York: Harper & Row, 1976.

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Mazur, Peter. *To Crown the Year*, Chicago, IL: Liturgy Training Publication, 1995.

McBrien, Richard P. *Catholicism*, New York: Winston Press, 1981.

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Shimabukuro, Gini. *A Call to Reflection: A Teacher's Guide to Catholic Identity for the 21<sup>st</sup> Century*, Washington, D.C.: NCEA, 1998.

United States Catholic Conference. *General Directory for Catechesis*, Washington, D.C.: United States Catholic Conference, 1997.

United States Catholic Conference. *FAMILY LIFE: A Catholic Perspective for Education and Lifelong Learning*, Washington, D.C.: United States Catholic Conference, 1991.

United States Catholic Conference. *Sharing the Light of Faith, National Catechetical Directory*, Washington, D.C.: United States Catholic Conference, 1979.

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*Vatican II*. Austin Flanner, O.P., ed., Northport, NY: Costello Publishing Co., 1977

Weakland, Archbishop Rembert. *Eucharist Without Walls: A Vision of the Church for the Year 2000*, Milwaukee, WI: Archdiocese of Milwaukee, 1997.

[www.firesidesbible.com](http://www.firesidesbible.com)

## Religious Education Organizations



**K4 Religious Education Student Assessment Form**  
**K4 Exit Expectations Checklist**

	Q1	Q2	Q3	Q4
Can say the Sign of the Cross, the Our Father, and Mealttime Prayer correctly.				