


 ARCHDIOCESE OF CINCINNATI
 OFFICE FOR EVANGELIZATION AND DISCIPLESHIP
 GRADED COURSE OF STUDY FOR PRE-KINDERGARTEN
 CATECHETICAL PROGRAMS

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I. Introduction

A. The Christ-Centered Nature of Catechesis

Also known as religious education, *catechesis* literally means “to echo” by one’s way of life the calling and teachings of Jesus Christ.¹ More generally, it describes the ongoing, holistic and Holy Spirit-led efforts of His Church to make lifelong, intentional disciples.²

The mission of the Office for Evangelization and Discipleship (OED) is to assist the Archbishop of Cincinnati in his primary responsibility of safeguarding and defending the teaching of the Roman Catholic Church. The OED lives this mission most directly by envisioning, certifying and evaluating the particular catechetical policies and initiatives of the Archdiocesan Catholic Schools and Parish Religious Education programs. As a policy document, the *Graded Course of Study* is therefore a pathway by which we aim to “put people... in communion... with Jesus Christ: only he can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity.”³

The *Graded Course of Study* is but one dimension of the Church’s teaching ministry, which embraces RCIA, Adult Faith Formation, youth, young adult, marriage and family ministries. In all of these mutually interrelated forms of catechesis, our vision is to create graded opportunities for ongoing, personal conversion to Jesus Christ and His Church.⁴

B. Overview of the *Graded Course of Study*

The *Graded Course of Study* articulates the content for the systematic, evangelizing catechesis for students from grade 5 through grade 8. Promulgated by Archbishop Schnurr in January of 2018, it is to be followed by those responsible for catechesis in Catholic schools and in parish religious education programs, and by parents who teach religious education for their children at home.

The *Graded Course of Study* was developed and organized in light of the *Catechism of the Catholic Church*, the *National Directory for Catechesis* and, for the first time in the history of the Archdiocese of Cincinnati, the pioneering teachings of Pope Saint John Paul II’s *Theology of the Body*. Most learning objectives reference and are indexed to the *Catechism of the Catholic Church*.

¹ Mt. 28:18-20 “Go and make disciples of all the nations...”

² *Catechesi Tradendae* 1

³ *Ibid.* 5; *Catechism of the Catholic Church* 426

⁴ *Redemptoris Missio* 46

When teaching the *Graded Course of Study*, catechists must take heed to adapt theological language and concepts to the age, background and particular learning needs of their students. Some students may not be able to communicate in a way that demonstrates the depth of their knowledge and understanding. Awareness of these factors requires that all topics or concepts be presented with appropriate modifications.

C. Parents and Family as Primary Teachers of Faith

While not minimizing in any way the importance of Archdiocesan, school and parish-centered catechesis, the OED must re-emphasize a cardinal teaching: parents are the “first heralds,”⁵ the “primary and principal educators”⁶ of their child’s Christian faith. The family, not the parish or school, is in fact the “domestic church.”⁷ Faith-sharing by parents therefore “precedes, accompanies, and enriches all other forms of catechesis.”⁸

For this reason, we must reiterate that the *Graded Course of Study* is but one source of catechesis. This provides structure for the formal, organized catechetical programs and settings which the Catholic Church is bound to provide. Effectively sharing the Catholic Christian faith with children presumes and requires, however, the “irreplaceable”⁹ involvement of parents. Godparents, other caregivers and significant adults in the child’s life are all called to teach the Catholic faith by their actions, attitudes and beliefs.

The parish naturally plays a principal role by the quality of its liturgical celebrations, service to others and community life. Families’ active involvement at Mass, charitable outreach, and adult faith formation should “echo” what children learn in formal catechetical sessions. School and parish catechetical leaders should always seek the active engagement and partnership of the parents and families of those youth entrusted to their care.

Parents should therefore collaborate closely with pastors, pastoral staffs, catechetical leaders and volunteers, Catholic school principals and teachers in this *Graded Course of Study*. This shared catechesis is the basis of Archbishop Schnurr’s stated vision of creating in the “parishes, homes and hearts” of the Archdiocese of Cincinnati a “culture of vocations,” one that is ever-attuned to the living voice that reverberates through all Catholic religious education:

⁵ *Lumen Gentium* 11

⁶ *General Directory for Catechesis* 255, *Catechism of the Catholic Church* 1653

⁷ *Lumen Gentium* 11

⁸ *General Directory for Catechesis* 226, *Catechesi Tradendae* 68

⁹ *Ibid.*

“At the heart of catechesis we find, in essence, a Person, the Person of Jesus of Nazareth...everything else is taught in reference to him — and it is Christ alone who teaches— anyone else teaches to the extent that he is Christ’s spokesman, enabling Christ to teach with his lips...Every catechist should be able to apply to himself the mysterious words of Jesus: ‘My teaching is not mine, but his who sent me.’”¹⁰

II. Instructional Method

In order to teach effectively the content of this *Graded Course of Study*, we recommend that teachers and catechists use the catechetical process described below. Jesus himself appears to have followed a similar method when he spoke to the two disciples on the road to Emmaus (Luke 24: 13-35). It consists of four steps. Publishers of catechetical textbooks may give different names to the steps or combine steps (e.g., explore, discover, decide OR invite, discover, live), but the basic structure of a lesson remains the same. It is possible to employ other catechetical processes. However, the method chosen must always clearly show the relationship between doctrine and living as Christian disciples.

Human Experience

Begin with the students’ own experiences. Help them to become aware of the ways that the theme of a particular lesson affects their lives. Explore its different aspects. What have they learned in life thus far regarding this theme? How is it related to their concerns? Useful methods for this step are discussion, personal reflection, analysis, simulation games, and videos. Teaching centers on leading the students from the particular to the general. It involves a gathering of particular experiences. Starting with personal experience creates in the children an openness to receive the message. It assists them in recognizing the relevance of the Church’s teachings and allows the doctrine to touch their hearts as well as their minds. By connecting religion to life it lessens the tendency of students to compartmentalize their faith.

Message or Doctrine

Move to the revealed message. What has God said about this theme? How do Sacred Scripture and the teachings of the Church enlighten the children’s understanding of their experience? Some helpful methods are Scripture study, storytelling, role playing, drama, multimedia presentations, brief lectures, and questioning. Teaching focuses on providing information.

¹⁰ *Catechism of the Catholic Church* 426-427; John 7:16

Discovery

This part of the lesson gives students time to make the message/doctrine their own, to assimilate the truth or value, to discover how the message/doctrine could change their lives if they believed it and lived it. Some helpful methods are guided meditation, personal sharing, journaling, creative writing, and reading high quality children's literature. Teaching encourages the students to reflect.

Response

The fourth step is students' response to the message and its relevance to their lives. How do they feel about it? How will they respond to what God is asking of them? This step also includes a community celebration of the interior discovery. Appropriate methods are singing, liturgical celebrations, prayer services, creative art work or crafts, and involvement in service projects. Teaching is reverent.

III. Explanation of Terms

- A. **Anchor Standards**—Describe the major areas of knowledge and skills that children are expected to attain across all grade levels.
- B. **Strands**—The particular aspects of an anchor standard.
- C. **Grade Specific Standards**—Statements about specific knowledge and skills that students are expected to attain in this grade.
- D. **Benchmarks**—Individual components that break down a grade specific standard.
- E. **Catechism of the Catholic Church (CCC) or Magisterial Documents/Councils** – The references where one could find more information about Church teaching on this topic to use in the classroom or for personal reference
- F. **Sacred Scripture** – The references in Sacred Scripture to this concept
- G. **Vocabulary** – New terms that are presented in the Graded Course of Study have been identified as Vocabulary words which are defined in the glossary appendix
- H. **Exiting Skills**—Knowledge and skills that children are expected to demonstrate by the completion of a particular grade.

How to Read the Standards

Standards are identified by the first letter of the content, followed by the grade level numeral, a standard numeral, and (where applicable) a benchmark numeral. A benchmark is a critical instruction piece of each standard that is broken down and exemplified by a benchmark number.

Examples:

<u>Standard</u>	<u>Standard Description</u>	<u>(CCC) or Magisterial Document/Council</u>	<u>Sacred Scripture</u>	<u>Vocabulary</u>
K.5.2	Describe Mary as the Immaculate Conception	(490-493) LG 53; 56.	Lk. 1:28. Eph. 1:3-4.	
K. = Knowledge of the faith (anchor standard) 5. = the grade (grade 5) 2. = the standard number Describe Mary as the Immaculate Conception = Standard		(490-493) = the paragraphs in the <i>Catechism of the Catholic Church</i> which relate to this concept LG 53; 56. = the paragraphs in the Magisterial Document of <i>Lumen Gentium</i> which relate to this concept Lk. 1:28. Eph. 1:3-4. = the verses in Sacred Scripture which relate to this concept		

<u>Standard</u>	<u>Standard Description</u>	<u>(CCC) or Magisterial Document/Council</u>	<u>Sacred Scripture</u>	<u>Vocabulary</u>
K.5.3.1	Describe Jesus as the sacrifice of the New Covenant which restores the human family to communion with God	(613)	<i>Mt. 26:28. Jn. 1:29. 1 Cor. 5:7. 1 Pet. 1:19.</i>	Covenant
K. = Knowledge of the faith (anchor standard) 5. = the grade (grade 5) 3. = the standard number 1. = the benchmark number Describe Jesus as the sacrifice of the New Covenant which restores the human family to communion with God = Benchmark		(613) = the paragraph in the <i>Catechism of the Catholic Church</i> which relate to this concept <i>Mt. 26:28. Jn. 1:29. 1 Cor. 5:7. 1 Pet. 1:19.</i> = the verses in Sacred Scripture which relate to this concept Covenant = Vocabulary word		

IV. Anchor Standard Definitions

A. Knowledge of the Faith

Through the work of the Holy Spirit, an encounter with Christ leads to a desire to know him and the plan of the Father, which he reveals. Through knowledge of Scripture and Tradition, learners begin to recognize God's self-revelation and are increasingly able to explain it, coming to understand the meaning of the Creeds.¹¹ Beginning with the understanding that God is the source of all that is good, visible and invisible, and that God's revelation comes to us through the stories of Scripture, especially those about Jesus' life and ministry, and the lives of saints, revealing the work of the Holy Spirit, those being catechized will grow in their knowledge of the faith and, in turn, will live the faith in Christian community and proclaim it in the world.¹²

B. Knowledge of Sacraments and Liturgy

Because Christ is present in the sacraments, believers come to know him more fully in the sacraments, especially the Eucharist.¹³ Catechesis not only explains the meaning of the rituals, but also draws those being catechized into "full, conscious and active" participation in the liturgy of the Church.¹⁴ Formation of minds for prayer, thanksgiving, repentance, and the communal spirit of liturgy and sacraments is also emphasized.¹⁵ Sacramental catechesis prepares for the initial celebration of the sacraments and provides correct understanding and ongoing formation for sacramental living.

C. Moral Formation

"Jesus' moral teaching is an integral part of his message."¹⁶ Moral formation must not only include the content of Christ's moral teachings, but also their implications for Christian living, in both private and public life. Beginning with the understanding that we are created to know, love and serve God, moral formation aims to convert those being catechized into life in Christ. Rooted in the understanding that all we are and have comes from God, those being catechized will be formed by the Beatitudes, Ten Commandments and other teachings in order to live in accordance with the demands of the Gospel and to recognize the consequences of failing to do so.

¹¹ *National Directory for Catechesis* 20(1); *General Directory for Catechesis* 85

¹² *General Directory for Catechesis* 84

¹³ *National Directory for Catechesis* 20(2)

¹⁴ *Sancrosanctum Concilium* 14

¹⁵ *National Directory for Catechesis* 20(2)

¹⁶ *Ibid.* 20(3)

D. Praying with Christ

Prayer, always directed to the Father, is the basis of Jesus' entire life, death and Resurrection. As such, it is also the basis of Christian life.¹⁷ Catechesis should invite believers to join Christ in prayer, offering their lives to the Father. All of the knowledge and practice of the Christian life is understood in the context of prayer.¹⁸ Beginning with the understanding that prayer is communicating with God, those being catechized should grow in their knowledge and practice of various prayer forms and styles, as well as learning the traditional prayers of the Church.

E. Living in the Community of the Church

Catechesis encourages an apprenticeship in Christian living. As Jesus commanded the disciples to "Love one another," catechesis should point to a life of faith lived in community.¹⁹ Those being catechized should be formed in communal prayer, mutual forgiveness, concern for the poor and alienated, and a spirit of humility and simplicity.²⁰ Beginning with the understanding that the Church is God's family, learners will continue to develop an understanding of the structure of the Church, the role and responsibilities of each member of the Christian community, as well as the relationship to the hierarchy and saints. It should also foster the desire for unity among all Christians.²¹

F. Living as a Christian in Society

The world is where the lay faithful live out their Christian vocation.²² Catechesis, then, should prepare believers to bear witness to their faith in the world, through word and deed.²³ Formation in this area trains believers to have the attitude of Jesus: "to be poor in spirit, to be compassionate, to be meek, to hear the cry of the injustice, to be merciful, to make peace and to accept rejection and persecution."²⁴ Catechesis includes care for the environment, recognizing the dignity of all people, and dialogue with other religious traditions.

¹⁷ Ibid. 20(4)

¹⁸ Ibid.

¹⁹ Ibid. 20(5)

²⁰ *General Directory for Catechesis* 86

²¹ Ibid., *Catechesi Tradendae* 32

²² *Lumen Gentium* 16

²³ *National Directory for Catechesis* 20(6)

²⁴ Ibid.

G. Theology of the Body

The Theology of the Body is Saint John Paul II's dramatic teaching of the meaning of and purpose of human nature. He emphasizes the body as not only a biological reality, but also as a "resacramentalizing" of our Catholic intellectual and moral life.²⁵ He explores how our God-given masculinity and femininity complement each other and help answer two fundamental questions: "Who am I?" and "How am I to live?" In exploring his teachings on the great themes of love, gender, gift, vocation, creation, redemption, purity, and covenant, those being catechized will come to understand the dignity of each human person, the proper relationship with God and others, and the importance of marriage, family and friendship. *"This is the body: a witness to creation as a fundamental gift, and therefore a witness to Love as the source from which the same giving springs."*²⁶

²⁵ Weigel, George. *Evangelical Catholicism*, New York: Basic Books. 2013. 211

²⁶ TOB 14.5

Acknowledgments

Developing the Religion Graded Course of Study (GCS) is a work of great love and dedication to the Archdiocese of Cincinnati and the Catholic Church.

We would like to thank Archbishop Dennis Schnurr for directing the Office for Evangelization and Discipleship to create the Religion Graded Course of Study for the Archdiocese of Cincinnati. Without his direction and support, this project would not be possible.

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The Office for Evangelization and Discipleship invited all Catholic School Principals, teachers, and parish catechetical staff to participate in the review of the Graded Course of Study. We want to especially thank the following members that agreed to serve on this committee. Feedback from the review committee was essential in the creation of the GCS.

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PRE-KINDERGARTEN (Ages 3 & 4)

ANCHOR STANDARD 1—KNOWLEDGE OF THE FAITH (K)

STRAND: CREED

<u>Standard</u>	<u>Standard Description</u>	<u>(CCC)/Magisterial Documents</u>	<u>Sacred Scripture</u>	<u>Vocabulary</u>
K.PK.1	State that God is the creator of the world	(290)	Gen. 1:1.	Creator
K.PK.1.1	State that creation reflects God’s love for us	(339) GS 36 § 1.		Creation Reflects
K.PK.2	State that Jesus helps us to know God’s love	(458)	Deut. 6:4-5. Mt. 11:29. Mk. 8:34; 9:7. Jn. 14:6; 15:12.	
K.PK.2.1	With prompting and support, tell the story of Jesus’ birth	(525)	Lk. 2:8-20, 61.	
K.PK.2.2	With prompting and support, explain that Jesus is our friend and helper who shows special concern for the poor	(543-544) LG 5.	Mt. 5:3; 8:11 10:5-7; 28:19; 11:25; 21:18; 25:31-46. Mk. 2:23-26; 4:14, 26-29. Lk. 4:18; 7:22; 9:58; 12:32. Jn. 4:6-7; 19:28.	Concern Poor

STRAND: SCRIPTURE

<u>Standard</u>	<u>Standard Description</u>	<u>(CCC) or Magisterial Document/Council</u>	<u>Sacred Scripture</u>	<u>Vocabulary</u>
K.PK.3	Identify the Bible as a special book that we treat respectfully	(102-103) DV 21.	Jn. 1:1. Heb. 1:1-3.	Respectfully
K.PK.4	With prompting and support, tell some stories from the Old Testament that show God’s love for creation	(295)	Book of Genesis. Ps. 104:24; 145:9. Wis. 9:9. Rev. 4:11.	Old Testament
K.PK.5	With prompting and support, tell the story of how God entrusted creation to humans	(299)	Gen. 1:4, 10, 12, 18, 21, 26, 31. Ps. 19:2-5. Job 42:3. Wis. 11:20. Col. 1:15.	Entrusted Humans
K.PK.6	Name the members of the Holy Family	(531 – 533)	Lk. 2:41-52; 22:42. Gal. 4:4.	Holy Family Members
K.PK.7	With prompting and support, retell age-appropriate parables told by Jesus	(546)	Mt. 13:3-9, 10-15, 44-45; 21:28-32; 22:1-14; 25:14-30. Mk. 4:11, 33-34.	Parables

ANCHOR STANDARD 2 – KNOWLEDGE OF SACRAMENTS AND LITURGY (SL)
STRAND: SACRAMENTS

<u>Standard</u>	<u>Standard Description</u>	<u>(CCC) or Magisterial Document/Council</u>	<u>Sacred Scripture</u>	<u>Vocabulary</u>
SL.PK.1	State that through Baptism we become children of God and members of the Church	(1213-1214) Council of Florence, DS 1314.	2 Cor. 5:17. Gal. 6:15. Rom. 6:34. Col. 2:12.	Baptism Members
SL.PK.2	State that the Eucharist is a special meal	(1329)	Mt. 14:19; 15:36; 26:26. Lk. 24:13- 35. Acts 2:42, 46; 20:7, 11. 1 Cor. 10:16-17; 11:17-34. Rev. 19:9.	Eucharist Meal

STRAND: LITURGY

<u>Standard</u>	<u>Standard Description</u>	<u>(CCC) or Magisterial Document/Council</u>	<u>Sacred Scripture</u>	<u>Vocabulary</u>
SL.PK.3	State that Advent, Christmas, Lent, and Easter are important seasons of the liturgical year	(1168)	Lk. 4:19.	Advent Easter Lent Liturgical Year Seasons
SL.PK.4	State that Easter, when Jesus rose from the dead, is a celebration of new life	(638, 658)		Celebration Rose

SL.PK.5	Demonstrate the following liturgical gestures: the sign of the cross, kneeling, bowing, and the sign of peace	(1378) MF 56.	Jn. 13:1.	
SL.PK.6	State the meaning of and use properly these liturgical words: amen & alleluia	(1062-1065, 2589)	Isa. 65:16. Mt. 6:2, 5. Lk. 1:38. Jn. 5:19. 2 Cor. 1:20. Rev. 3:14.	Amen Alleluia

ANCHOR STANDARD 3—MORAL FORMATION (M)

STRAND: MORAL LIVING

<u>Standard</u>	<u>Standard Description</u>	<u>(CCC) or Magisterial Document/Council</u>	<u>Sacred Scripture</u>	<u>Vocabulary</u>
M.PK.1	State that we are called to know, love, and serve God, to love others as ourselves, and to respect all of creation	(2002, 2196, 2415) CA 37-38.	Gen. 1:28-31. Mt. 22:34-40. Lk. 10:25-28. Jn. 13:34. Rom. 13:8-10.	Serve
M.PK.2	Express love and gratitude to God for life and God's gifts to us	(2258)	Ex. 20:13. Deut. 5:17. Mt. 5:21-22.	Gratitude Gifts
M.PK.3	Demonstrate honesty, sharing, and respect for others	(1738) DH 2 § 7.		Honesty Sharing
M.PK.4	Based on Jesus' teachings, show forgiveness of others and ask forgiveness from others	(1469) LG 48-50. RP 31 § 5.	1 Cor. 12:26.	Forgiveness

ANCHOR STANDARD 4—PRAYING WITH CHRIST (P)
STRAND: PRAYER

<u>Standard</u>	<u>Standard Description</u>	<u>(CCC) or Magisterial Document/Council</u>	<u>Sacred Scripture</u>	<u>Vocabulary</u>
P.PK.1	Define prayer as talking to and listening to God	(2559-2561)	Ps. 130:1. Jer. 2:13. Isa. 12:3; 51:1. Zech. 12:10; 13:1. Lk. 18:9-14. Jn. 4:10. Rom. 8:26.	Prayer
P.PK.2	Demonstrate different ways to pray	(2700-2719)	Jer. 31:33. Mt. 11:25-26; 26:40. Mk. 4:4-7, 15-19; 14:36. Lk. 7:36-50; 19:1-10. Eph. 3:16- 17.	
P.PK.3	Identify praise and thanksgiving as forms of prayer	(2637-2639)	1 Thess. 5:18. Col. 4:2. Rom. 8:16. 1 Cor. 8:6.	Forms Praise Thanksgiving

ANCHOR STANDARD 5—LIVING IN THE COMMUNITY OF THE CHURCH (C)
STRAND: THE CHURCH

<u>Standard</u>	<u>Standard Description</u>	<u>(CCC) or Magisterial Document/Council</u>	<u>Sacred Scripture</u>	<u>Vocabulary</u>
C.PK.1	State that the people of the Church are God’s family	(756) LG 6.	Ps. 118:22. Mt. 21:42. Acts 4:11. 1 Cor. 3:9, 11. Eph. 2:19-22. 1 Tim. 3:15. 1 Pet. 2:5, 7. Rev. 21:1-3.	
C.PK.2	Identify Mary as the mother of Jesus and our Mother	(963-968) LG 53; 57-59; 61; 63; 69.	Jn. 19:26-27. Rev. 19:16.	
C.PK.3	Identify saints as models of Christian living and our friends and helpers	(828) UR 5; 24 § 2.		Christian Models

ANCHOR STANDARD 6—LIVING AS A CHRISTIAN IN SOCIETY (CS)
STRAND: CATHOLIC SOCIAL TEACHING

<u>Standard</u>	<u>Standard Description</u>	<u>(CCC) or Magisterial Document/Council</u>	<u>Sacred Scripture</u>	<u>Vocabulary</u>
CS.PK.1	Show respect for God’s gifts and care for the environment	(373)	Gen. 1:28. Wis. 11:24.	Environment

ANCHOR STANDARD 7 – THEOLOGY OF THE BODY (TOB)

<u>Standard</u>	<u>Standard Description</u>	<u>(CCC) or Magisterial Document/Council</u>	<u>Sacred Scripture</u>	<u>Vocabulary</u>
TOB.PK.1	With prompting and support, state we are created to love, by love, and for love	(356, 1604) GS 12 § 3; 24 § 3.	Gen. 1:27-28, 31. 1 Jn. 4:8, 16.	
TOB.PK.2	State the two great commandments that Jesus taught: love of God and love of others	(2196)	Lev. 19:18. Deut. 6:4-5. Mt. 22:34-40. Mk. 12:29-31. Lk. 10:25-28. Jn. 13:34. Rom. 13:8-10.	Commandments

VOCABULARY

Advent	Four weeks before Christmas when we get ready for Jesus' birthday.
Alleluia	A joyful word that means "Praise God!"
Amen	To agree with what has been said.
Baptism	A sacrament of belonging. A priest pour water over the forehead of a person and blesses him or her in the name of the Father, and of the Son, and of the Holy Spirit.
Celebration	To have a good time. We celebrate at Mass because we are happy that God loves us.
Christian	Person who follows Jesus Christ.
Commandments	Laws that help people follow God.
Concern	Worry.
Creation	The world.
Creator	God, who created everything.
Easter	Celebration of Jesus coming back to life.
Entrusted	Under someone's care and protection.
Environment	The surroundings of where you live.
Eucharist	Communion.
Forgiveness	To forgive someone.
Forms	Kinds.
Gifts	Special abilities or talents.
Gratitude	Being thankful.
Holy Family	Mary, Joseph, and Jesus.
Honesty	Telling the truth.
Humans	People.
Lent	Forty days before Easter.
Liturgical Year	The church year that tells what we read from the bible during Mass and when celebrations will happen.
Meal	Food.
Members	The people in a group.
Models	Someone we try to be like.
Old Testament	The first books of the Bible.
Parables	Stories that Jesus told to teach people about God.
Poor	Having little money.
Praise	Showing love and respect.
Prayer	Talking to God.
Reflects	Shows.

Respectfully	With great care and love.
Rose	To get up after lying down.
Seasons	Different parts of the year that we celebrate.
Serve	To do what God says and please Him.
Sharing	To divide into parts and enjoy with others.
Thanksgiving	Giving thanks.

SPIRAL

**ANCHOR STANDARD 1—KNOWLEDGE OF THE FAITH (K)
STRAND: CREED**

Pre-K	Kindergarten	Grade 1
<p>K.PK.1 State that God is the creator of the world.</p> <p>K.PK.2 State that Jesus helps us to know God’s love.</p>	<p>K.K.1 State that God is the creator of the world.</p> <p>K.K.2 State that Jesus helps us to know God’s love</p> <p>K.K.3 Identify Jesus as the Son of God.</p> <p>K.K.4 State that Jesus taught us to call God our Father.</p> <p>K.K.5 Identify the Holy Spirit as the Person of God who lives within us and helps us to do what God asks us to do.</p>	<p>K.1.1 Identify God’s self-revelation in creation.</p> <p>K.1.2 Discuss God the Father as creator of the world.</p> <p>K.1.3 Describe Jesus as sent by God so that we may know God’s love.</p> <p>K.1.4 Explain that Jesus desires a personal relationship with each of us.</p> <p>K.1.5 Identify Jesus as the only Son of God the Father.</p> <p>K.1.6 Recognize Jesus as one who invites us to call God our Father.</p> <p>K.1.7 Describe Jesus as one who reaches out to all, showing special concern for the poor, the lowly, the weak and the suffering.</p> <p>K.1.8 Identify the Holy Spirit as the Person of God who lives within us and helps us do what God asks us to do.</p>

ANCHOR STANDARD 1—KNOWLEDGE OF THE FAITH (K)
STRAND: SCRIPTURE

<p>K.PK.3 Identify the Bible as a special book that we treat respectfully.</p> <p>K.PK.4 With prompting and support, tell some stories from the Old Testament that show God’s love for creation.</p> <p>K.PK.5 With prompting and support, tell the story of how God entrusted creation to humans.</p> <p>K.PK.6 Name the members of the Holy Family.</p> <p>K.PK.7 With prompting and support, retell age-appropriate parables told by Jesus.</p>	<p>K.K.6 Identify the Bible as a special book that we treat respectfully.</p> <p>K.K.7 Tell some stories from the Old Testament that show God’s love for creation.</p> <p>K.K.8 Tell the story of how God entrusted creation to humans.</p> <p>K.K.9 Name the members of the Holy Family.</p> <p>K.K.10 Identify angels as special messengers of God.</p> <p>K.K.11 Tell the story of Jesus blessing the little children.</p> <p>K.K.12 Retell age-appropriate parables told by Jesus.</p>	<p>K.1.9 Display reverence for the Bible.</p> <p>K.1.10 Explain the Old Testament theme of God’s love for creation.</p> <p>K.1.11 Explain the Old Testament theme of God entrusting creation to humans.</p> <p>K.1.12 Recount the story of the birth of Jesus.</p> <p>K.1.13 Tell the story of the finding of Jesus in the Temple.</p> <p>K.1.14 Explain the meaning of the parables of Jesus.</p> <p>K.1.15 Describe Jesus’ entry into Jerusalem (Palm Sunday).</p> <p>K.1.16 Describe the suffering and death of Jesus (Good Friday).</p> <p>K.1.17 Tell the story of the Resurrection of Jesus (Easter Sunday).</p> <p>K.1.18 Give the meaning of the name Jesus and of his titles of Emmanuel and Son of God.</p>
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ANCHOR STANDARD 2—KNOWLEDGE OF SACRAMENTS AND LITURGY (SL)
STRAND: SACRAMENTS

Pre-K	Kindergarten	Grade 1
<p>SL.PK.1 State that through Baptism we become children of God and members of the Church.</p> <p>SL.PK.2 State that the Eucharist is a special meal.</p>	<p>SL.K.1 State that through Baptism we become children of God and members of the Church.</p> <p>SL.K.2 State that the Eucharist is a special meal.</p>	<p>SL.1.1 Experience and describe symbols as a way of communicating spiritual realities through physical signs.</p> <p>SL.1.2 Define baptism as the means by which we are incorporated into the Church, become members of Christ and share in His mission.</p> <p>SL.1.3 Describe the symbols, rites, and ministers of baptism and Eucharist.</p> <p>SL.1.4 Define Eucharist as a meal and a celebration.</p>

ANCHOR STANDARD 2—KNOWLEDGE OF SACRAMENTS AND LITURGY (SL)
STRAND: LITURGY

Pre-K	Kindergarten	Grade 1
<p>SL.PK.3 State that Advent, Christmas, Lent, and Easter are important seasons of the liturgical year.</p> <p>SL.PK.4 State that Easter, when Jesus rose from the dead, is a celebration of new life.</p> <p>SL.PK.5 Demonstrate the following liturgical gestures: the sign of the cross, kneeling, bowing and the sign of peace.</p> <p>SL.PK.6 State the meaning of and use properly these liturgical words: amen & alleluia.</p>	<p>SL.K.3 State that Advent, Christmas, Lent, and Easter are important seasons of the liturgical year.</p> <p>SL.K.4 Identify Palm Sunday as the day that Jesus entered into Jerusalem.</p> <p>SL.K.5 Identify Holy Thursday as the day that Jesus shared the Last Supper with the Apostles.</p> <p>SL.K.6 Identify Good Friday as the day that Jesus died.</p> <p>SL.K.7 State that Easter, when Jesus rose from the dead, is a celebration of new life.</p> <p>SL.K.8 Demonstrate the following liturgical gestures: the sign of the cross, kneeling, genuflecting, bowing, and the sign of peace.</p> <p>SL.K.9 Give the meaning of and use properly these liturgical words: amen & alleluia.</p>	<p>SL.1.5 Define liturgy as the official prayer of the community.</p> <p>SL.1.6 Explain the meaning of liturgical gestures, e.g., kneeling, singing, genuflecting, bowing.</p> <p>SL.1.7 Recite/sing common responses of the assembly at Mass.</p> <p>SL.1.8 Participate as part of the assembly when sacraments are celebrated.</p> <p>SL.1.9 Describe the essential elements of the Eucharistic Liturgy.</p> <p>SL.1.10 Define the Liturgical Year.</p>

ANCHOR STANDARD 3—MORAL FORMATION (M)
STRAND: MORAL LIVING

Pre-K	Kindergarten	Grade 1
<p>M.PK.1 State that we are called to know, love, and serve God, to love others as ourselves, and to respect all of creation.</p> <p>M.PK.2 Express love and gratitude to God for life and God’s gifts to us.</p> <p>M.PK.3 Demonstrate honesty, sharing, and respect for others.</p> <p>M.PK.4 Based on Jesus’ teachings, show forgiveness of others and ask forgiveness from others.</p>	<p>M.K.1 State that we are called to know, love, and serve God, to love others as ourselves, and to respect all of creation.</p> <p>M.K.2 Show respect for God’s name.</p> <p>M.K.3 Express love and gratitude to God for life and God’s gifts to us.</p> <p>M.K.4 Demonstrate honesty, sharing, and respect for others.</p> <p>M.K.5 Based on Jesus’ teachings, show forgiveness of others and ask forgiveness from others.</p>	<p>M.1.1 Recognize all human life as sacred and as a gift from God.</p> <p>M.1.2 Express awe and gratitude to God for life.</p> <p>M.1.3 Recognize morality as an invitation to respond freely to God’s love.</p> <p>M.1.4 Discuss God’s call to know, love and serve God ourselves, to respect all of creation, to love our neighbor as and to share eternal life with God.</p> <p>M.1.5 Appreciate human abilities and the uniqueness of themselves and others.</p> <p>M.1.6 Recognize that positive and negative feelings (passions) are neither good nor bad in themselves.</p> <p>M.1.7 Forgive others and ask others for forgiveness.</p> <p>M.1.8 Demonstrate honesty, sharing, and respect for others’ needs.</p> <p>M.1.9 Recognize the legitimate authority of God and parents.</p> <p>M.1.10 Express obedience appropriately.</p>

ANCHOR STANDARD 4—PRAYING WITH CHRIST (P)
STRAND: PRAYER

Pre-K	Kindergarten	Grade 1
<p>P.PK.1 Define prayer as talking to and listening to God.</p> <p>P.PK.2 Demonstrate different ways to pray.</p> <p>P.PK.3 Identify praise and thanksgiving as forms of prayer.</p>	<p>P.K.1 Define prayer as talking to and listening to God.</p> <p>P.K.2 Demonstrate different ways to pray, e.g., reading, listening, and singing.</p> <p>P.K.3 Identify praise and thanksgiving as forms of prayer.</p>	<p>P.1.1 Define prayer as a response to an awareness of God’s love and goodness.</p> <p>P.1.2 Explain the importance of prayer in a relationship with God.</p> <p>P.1.3 List the forms of prayer: praise, thanksgiving, petition, contrition.</p> <p>P.1.4 Explain personal prayer and formal prayer.</p> <p>P.1.5 Experience various forms of personal prayer, e.g., centering, reflection.</p> <p>P.1.6 Describe and practice memorized prayers and spontaneous prayer.</p> <p>P.1.7 Identify reading, reflecting, listening, singing, and meditating as ways to pray.</p> <p>P.1.8 Recite: The Lord’s Prayer, Hail Mary, and Glory Be to the Father.</p>

ANCHOR STANDARD 5—LIVING IN THE COMMUNITY OF THE CHURCH (C)
STRAND: THE CHURCH

Pre-K	Kindergarten	Grade 1
<p>C.PK.1 State that the people of the Church are God’s family.</p> <p>C.PK.2 Identify Mary as the mother of Jesus and our Mother.</p> <p>C.PK.3 Identify saints as models of Christian living and our friends and helpers.</p>	<p>C.K.1 State that the people of the Church are God’s family.</p> <p>C.K.2 Identify the parish as their Church community.</p> <p>C.K.3 Identify pastors/priests as leaders of parishes.</p> <p>C.K.4 Identify Mary as the mother of Jesus and our Mother.</p> <p>C.K.5 Identify saints as models of Christian living and our friends and helpers.</p>	<p>C.1.1 Identify the Church as God’s family.</p> <p>C.1.2 Explain the Church as parish.</p> <p>C.1.3 Identify faith and baptism as criteria for membership in the Church.</p> <p>C.1.4 Give reasons for showing respect for members of all Christian denominations.</p> <p>C.1.5 Recognize Mary as the Mother of Christ, the Mother of God, and our Mother.</p> <p>C.1.6 Recall the event and meaning of the Annunciation.</p> <p>C.1.7 Identify saints as models of Christian life and as ordinary people who grew in holiness and love.</p>

ANCHOR STANDARD 6—LIVING AS A CHRISTIAN IN SOCIETY (CS)

STRAND: CATHOLIC SOCIAL TEACHING

Pre-K	Kindergarten	Grade 1
<p>CS.PK.1 Show respect for God’s gifts and care for the environment.</p>	<p>CS.K.1 Show respect for God’s gifts and care for the environment.</p> <p>CS.K.2 Recognize that human dignity (each person has value and is worthy of respect) comes from being created and loved by God.</p> <p>CS.K.3 Show concern for the poor, the hungry, and the homeless.</p>	<p>CS.1.1 Recognize that each person’s human dignity comes from being loved by God and called by God to a life of holiness.</p> <p>CS.1.2 Recognize the equality of races, sexes, and the rights of all people.</p> <p>CS.1.3 Identify Christian service as a response to the needs of the community.</p> <p>CS.1.4 Define peace.</p> <p>CS.1.5 Exhibit respect for the environment.</p> <p>CS.1.6 Recognize our responsibility to be good stewards of creation by sharing and conserving the earth’s resources.</p>

ANCHOR STANDARD 7 – THEOLOGY OF THE BODY (TOB)

Pre-K	Kindergarten	Grade 1
<p>TOB.PK.1 With prompting and support, state we are created to love, by love, and for love.</p> <p>TOB.PK.2 State the two great commandments that Jesus taught: love of God and love of others.</p>	<p>TOB.K.1 With prompting and support, explain that each person is created to love, by love, and for love.</p> <p>TOB.K.2 State the two great commandments that Jesus taught: love of God and love of others.</p> <p>TOB.K.3 State that life is a gift and each person is created as a gift.</p>	<p>TOB.1.1 Explain that each person is created to love, by love and for love.</p> <p>TOB.1.2 Explain the two great commandments that Jesus taught: love of God and love of others.</p> <p>TOB.1.3 State that life is a gift and each person is created as a gift.</p>

RESOURCES

I. MAGISTERIAL DOCUMENTS ABBREVIATION INDEX

Official Church Documents

- (CCC) *The Catechism of the Catholic Church*, Second Edition. United States Catholic Conference, Inc.—Libreria Editrice Vaticana, 1997.
[Catechism of the Catholic Church](#)
- (GDC) *General Directory for Catechesis*. Libreria Editrice Vaticana, 1997. Published in the United States, January 1998.
[General Directory for Catechesis](#)
- (NDC) *National Directory for Catechesis*. United States Conference of Catholic Bishops, 2005.
 (This document is not available online.)
- (AA) Apostolicam Actuositatem, Decree on the Apostolate of the Laity, Promulgated by Pope Paul VI, November 18, 1965.
- (AG) Ad Gentes, Second Vatican Council: Decree on the Mission Activity of the Church, December 7, 1965.
- (CA) Centesimus Annus, Encyclical Letter on the Hundredth Anniversary of Rerum Novarum, by Pope St. John Paul II, May 1, 1991.
- (CCEO, *Can.*) Corpus Canonum Ecclesiarum Orientalium, 1990.

- (*CD*) Christus Dominus, Decree Concerning the Pastoral Office of Bishops in the Church, Proclaimed by Pope Paul VI, October 28, 1965.
- (*CDF, Donum Vitae*) Congregation for the Doctrine of the Faith “Donum Vitae”, Instruction on Respect for Human Life in its Origin and on the Dignity of Procreation, February 22, 1987.
- (*CDF, Libertatis conscientia*) Congregation for the Doctrine of the Faith “Libertatis Conscientia”, Instruction on Christian Freedom and Liberation, March 22, 1986.
- (*CDF, Persona Humana*) Congregation for the Doctrine of the Faith “Persona Humana”, Declaration on Certain Questions Concerning Sexual Ethics, December 29, 1975.
- (*CIC, cann.*) Codex Iuris Canonici, Apostolic Constitution John Paul II “Sacred Science Laws”, January 25, 1983.
- (*CL*) Christifideles Laici, Post-Synodal Apostolic Exhortation on the Vocation and the Mission of the Lay Faithful in the Church and in the World, Pope St. John Paul II, December 30, 1988.
- (*CPG*) Solemn Profession of faith: Credo of the People of God
- (*CT*) Catechesi Tradendae, Apostolic Exhortation John Paul II “Catechesis in our Time”, October 16, 1979.
- (*Dominicae Cenaee*) Dominicae Cenaee, Letter on the Mystery and Worship of the Eucharist, by Pope St. John Paul II, February 24, 1980.
- (*DCE*) Deus Caritas Est, Encyclical Letter on Christian Love, by Pope Benedict XVI, December 25, 2005.
- (*Dei Filius*) Dei Filius, First Vatican Council: Dogmatic Constitution on the Catholic Faith, April 24, 1870.

- (*DeV*) Dominum et Vivificanum, Encyclical on the Holy Spirit in the Life of the Church and the World, by Pope St. John Paul II, May 18, 1986.
- (*DH*) Dignitatis Humanae, on the Right of the Person and of Communities to Social and Civil Freedom in Matters Religious, Promulgated by Pope Paul VI, December 7, 1965.
- (*DS*) Denzinger-Schonmetzer, Enchiridion Symbolorum, definitionum et declarationum de rebus fidei et morum (1965)
- (*DV*) Dei Verbum, Dogmatic Constitution on Divine Revelation, Promulgated by Pope Paul VI, November 18, 1965.
- (*EN*) Evangelii Nuntiandi, Apostolic Exhortation on the New Evangelization, by Pope Paul VI, December 8, 1975.
- (*FC*) Familiaris Consortio, Apostolic Exhortation on the Christian Family in the Modern World, by Pope St. John Paul II, November 22, 1981.
- (*GE*) Gravissimum Educationis, Second Vatican Council Declaration on Christian Education, October 28, 1965.
- (*GS*) Gaudium et Spes, Pastoral Constitution on the Church in the Modern World, Promulgated by Pope Paul VI, December 7, 1965.
- (*Humani Generis*) Humani Generis, Encyclical Concerning some False Opinions Threatening to Undermine the Foundations of Catholic Doctrine, by Pope Pius XII, August 12, 1950.
- (*HV*) Humanae Vitae, Encyclical Letter on the Regulation of Birth, by Pope Paul VI, July 25, 1968.

- (IM)** Inter Mirifica, Decree on the Media of Social Communications, Promulgated by Pope Paul VI, December 4, 1963.
- (Ineffabilis Deus)** Ineffabilis Deus, Encyclical on the Dogma of the Immaculate Conception of the Blessed Virgin Mary, by Pope Bl. Pius IX, December 8, 1854.
- (LE)** Laborem Exercens, on the Ninetieth Anniversary of Rerum Novarum, by Pope St. John Paul II, September 14, 1981.
- (Laudato Si)** Laudato Si, Encyclical Letter on Care for our Common Home, by Pope Francis, May 24, 2015.
- (Libertatis Conscientia)** Libertatis Conscientia, Congregation for the Doctrine of Faith on Christian Freedom and Liberation, March 22, 1986.
- (LG)** Lumen Gentium, Dogmatic Constitution on the Church, Promulgated by Pope Paul VI, November 21, 1964.
- (MC)** Marialis Cultus, Apostolic Exhortation for the Right Ordering and Development of Devotion to the Blessed Virgin Mary, by Pope Paul VI, February 2, 1974.
- (MD)** Mulieris Dignitatem, Apostolic Letter on the Dignity and Vocation of Women on the Occasion of the Marian Year, by Pope St. John Paul II, August 15, 1988.
- (MF)** Mysterium Fidei, Encyclical on the Holy Eucharist, by Pope Paul VI, September 3, 1965.
- (MM)** Mater et Magistra, Encyclical on Christianity and Social Progress, by Pope John XXIII, May 15, 1961.

- (NA) Nostra Aetate, Declaration on the Relation of the Church to Non-Christian Religions, by Pope Paul VI, October 28, 1965.
- (OE) Orientalium Ecclesiarum, Decree on the Catholic Churches of the Eastern Rite, Promulgated by Pope Paul VI, November 21, 1964.
- (OT) Optatam Totius, Decree on Priestly Training, by Pope Paul VI, October 28, 1965.
- (PC) Perfectae Caritatis, Decree on the Adaptation and Renewal of Religious Life, Pope Paul VI, October 28, 1965.
- (PO) Presbyterorum Ordinis, Decree on the Ministry and Life of Priests, Promulgated by Pope Paul VI, December 7, 1965.
- (PT) Pacem in Terris, Encyclical on Establishing Universal Peace in Truth, Justice, Charity, and Liberty, by Pope John XXIII, April 11, 1963.
- (RH) Redemptor Hominis, Encyclical Letter on the Redemption of Man, by Pope St. John Paul II, March 4, 1979.
- (RMat) Redemptoris Mater, Encyclical Letter on the Blessed Virgin Mary in the Life of the Pilgrim Church, by Pope St. John Paul II, March 25, 1987.
- (RMiss) Redemptoris Missio on the Permanent Validity of the Church's Missionary Mandate, by Pope St. John Paul II, December 7, 1990.
- (RP) Reconciliatio et Paenitentia, Post-Synodal Apostolic Exhortation on Reconciliation and Penance, by Pope St. John Paul II, December 2, 1984.

- (SC) Sacrosanctum Concilium, Constitution on the Sacred Liturgy, Promulgated by Pope Paul VI, December 4, 1963.
- (SRS) Sollicitudo Rei Socialis, Encyclical Letter on the Twentieth Anniversary of Populorum Progressio, By Pope St. John Paul II, December 30, 1987.
- (STh) Aquinas, Thomas. Summa Theologica. Translated by Fathers of the English Dominican Province. 5 vols. Westminster, Md.: Christian Classics, 1948.
- (TOB) *Man and Woman He Created Them: A Theology of the Body*, Pauline Books & Media, 2006.
- (UR) Unitatis Redintegratio, Decree on Ecumenism by the Second Vatican Council, November 21, 1964.

Catholic Church Councils:

- Council of Chalcedon (451).
- Council of Constantinople III: (681).
- Council of Ephesus (431).
- Council of Florence (1439).
- Council of Florence (1442).
- Council of Nicaea I (325).
- Council of Nicaea II (787).
- Council of Toledo VI (638).
- Council of Toledo XI (675).
- Council of Trent (1546).
- Council of Trent (1547).
- Council of Trent (1551).
- Council of Trent (1562).

Lateran Council IV (1215).

II. CATECHIST RESOURCES

Organizations

- Archdiocese of Cincinnati—catholiccincinnati.org
- Ruah Woods—ruahwoods.org
- United States Conference of Catholic Bishops—usccb.org
- The Vatican—vatican.va

Web Sites of Publishers of Parish & School Catechetical Programs for Early Childhood through Grade 8

- Ignatius Press – ignatius.com
- Loyola Press—loyolapress.com
- Our Sunday Visitor – osvcurriculum.com
- Pflaum Publishing—pflaum.com
- RCL Benziger—rclbenziger.com
- Sadlier – sadlier.com/religion
- Sophia Institute – sophiainstitute.com

Web Sites to Assist Catechists

The web sites listed below contain a variety of resources for planning catechetical sessions, including activities, prayers, and background information for catechists.

- catechist.com (an online companion to “Catechist” magazine)
- catholiccatechist.org
- thereligionteacher.com

III. THEOLOGY OF THE BODY RESOURCES

United States Conference of Catholic Bishops (USCCB) Website Resources:

- [Overview of St. John Paul II's General Audiences](#) commonly known as Theology of the Body
- [The Theology of the Body According to St. John Paul II](#) by Dr. John Grabowski
- [John Paul II's New Vision of Human Sexuality and Family Life](#) by Fr. Richard M. Hogan
- [For Your Marriage](#), practical resources and Catholic teachings on the nature of Christian marriage

Books:

- Pope John Paul II, [Love and Responsibility: A New Translation of John Paul II's Classic Work](#), Pauline Books, 2013.
- Sri, Edward, [Men, Women and the Mystery of Love: Practical Insights from John Paul II's Love and Responsibility, Second Edition](#), Servant Publishing, 2015.
- West, Christopher, [Theology of the Body For Beginners, Revised Edition](#), Ascension Press, 2014.

General Background of Theology of the Body (Print):

- [Introduction to Theology of the Body, Dr. Patti Zordich](#)
A clinical psychologist's experience using Theology of the Body in counselling youth and families.
- [The New Language: A Crash Course in the Theology of the Body](#)
A popular and accessible overview of Theology of the Body.
- [Archbishop J. Michael Miller, CSB, Telling Lies With Our Bodies](#)
An overview of the theological role of the human body in God's plan for our salvation.

Digital Catechetical Resources for Theology of the Body (Video)

- [The Rich Gift of Love: An Insight into John Paul II's Theology of the Body](#) by Sr. Jane Dominic Laurel, O.P. A five-session video course exploring John Paul II's understanding of love as self-gift and vocation to be lived in family and social life.

- [The Destiny of Humanity and the Meaning of Marriage](#)
Founded in 2015 following a Vatican-sponsored conference on the future of Christian marriage, *Humanum* explores the social science and theological dimensions of the Church's call for a "human ecology" based on the God-given complementarity of man and woman.
- [Faith Talks: Theology of the Body by Fr. Roger J. Landry](#)
This series of eight talks by a Catholic priest, moral theologian and bioethicist offers a general overview of Theology of the Body.

Theology of the Body Institutes and Training Centers:

- [Theology of the Body Institute](#)
- [Ruah Woods](#)