

GOAL ONE: GRADE ONE

CREED: Understand, believe and proclaim the Triune God as revealed in the signs of creation, Sacred Scripture, Catholic Tradition and human experience.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>1.01.01 Show understanding that God is the Creator of all things in the universe calling all creation good.</p>	<p>Define Creator. Dramatize the six days of creation from Genesis 1: 1-31. Identify creation as the universe made by God. Draw the days of creation and place on bulletin board in order of the days. Show commitment to memory of the days of creation by playing a game. Associate God with the One who created the universe as good. Using verses from Psalm 104 participate in a prayer activity thanking God for creation.</p>	<p>Science. Find a video or book that describes the universe. Identify stars and galaxies. Identify the Milky Way Galaxy and the location of the solar system in the galaxy. Identify the sun, moon, planets and earth in relationship to the solar system. Draw a diagram of the solar system. Place drawing with a poster of the solar system. State the age of the universe and compare to age of students.</p>
<p>1.01.02 Indicate belief that God made human beings in his own likeness giving them responsibility for the care of the earth.</p>	<p>Using Genesis 1: 26-30, dramatize God's making human beings in his image and likeness and giving them responsibility to care for creation. Describe how I take care of the earth. Using Psalm 139 participate in a prayer activity thanking God for creating me in his image and likeness. <i>RL.1.2: Retell stories, including key details, and demonstrate understanding of the central message or lesson.</i></p>	<p>Family Life. Identify who are the members of my family. State how my parents/guardian care for me. State how my parents/guardian protect and care for the whole family. Science. Using a globe or a picture of earth taken from space locate where we live on the earth. Draw a picture of the earth from space. Engage in a recycling project. Describe how recycling helps to care for the earth.</p>
<p>1.01.03 Comprehend that I am made by God destined to be with him forever.</p>	<p>Dramatize how God walked with the man and the woman in the garden as described in Genesis 2: 1-24. Define forever. Identify ways that God is with me. Draw a picture of Adam and Eve in the garden.</p>	<p>Health. Identify the senses of the body. Show how each of the senses helps us to observe what is around us. List how we use our senses to give us information.</p>
<p>1.01.04 Show understanding that God reveals himself to us in all of creation.</p>	<p>Define reveal and creation. Reviewing the Genesis stories, describe God's presence in creation. State that although I cannot see God with my senses, I can perceive God in the order, beauty and power of creation. Create a class prayer thanking God for revealing his presence in creation. <i>L.1.5(b): Define words by category and by one or more key attributes.</i></p>	<p>Science. Identify the sun as a source of light and energy. Trace the movement of the sun in the course of the day. Identify how the movement of the sun changes during the seasons. List how the sun is used to sustain life. Identify why it is important for us to have light. Identify how the sun is with us even though we cannot see it. Draw a picture of the sun in the sky during any of the seasons.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>1.01.05 Comprehend that God is everywhere, all knowing and all loving.</p>	<p>State that God continues creation through all time. State that God is everywhere. Define to know and to love.</p>	<p>Family Life. Have the child describe how his/her parents/guardian understand and care for him/her. Literacy. Talk about what families know about each other, especially what parents know about their children.</p>
<p>1.01.06 Show understanding that God created me as good and cares for me as a loving parent.</p>	<p>Describe how I am good and lovable. Describe ways that God takes care of me. Identify good traits in others.</p>	<p>Family Life. Have the child draw a picture of people taking care of him/her. Describe why it is important that all should be treated with respect and love.</p>
<p>1.01.07 State belief that there are Three Persons in one God: Father, Son and Holy Spirit.</p>	<p>Define belief. State basic understanding that there is only one God. State the mystery that God reveals himself as Three Persons: Father, Son, Holy Spirit. State that a mystery is something I cannot fully understand but believe to be true. Identify the Sign of the Cross as a prayer naming the Persons of the Holy Trinity. Pray the Sign of the Cross.</p>	<p>Math. Cut out a large circle of colored paper. Cut out smaller amorphous shapes of other colors and place in circle. Identify how many circles there are. Identify how many amorphous shapes there are. Take away one or more of the amorphous shape/s and name the remaining number. Practice subtraction. Identify if number of circles changed.</p>
<p>1.01.08 State that Jesus is God’s Son who was sent by him to teach us how to love one another as his children.</p>	<p>State that Jesus is God’s true Son. State that Jesus called God his “Father.” Pray the Our Father slowly. Identify where/when I say this prayer.</p>	<p>Literature. Find a trade stories about parent/s and children from various cultures. List cultures, countries and how parents care for their children.</p>
<p>1.01.09 Identify God the Holy Spirit as God’s Spirit alive in us and in the Church.</p>	<p>State that the Spirit of God dwells in me and works in me to do what is good.</p>	<p>Science. Have the child explore how we breathe air in and out. Practice deep breathing exercise. Describe how taking in new air makes us feel. Describe how air keeps us alive even though we cannot see it. Using a candle, describe how air keeps the flame alive.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
1.01.10 Identify Mary as the Mother of Jesus and the Mother of God.	Using Luke 1: 26-38, state that God the Father chose Mary to be the Mother of his Son and, therefore, the Mother of God. <i>RL.1.2: Retell stories, including key details, and demonstrate understanding of the central message or lesson.</i>	Music. Learn a Marian hymn. Create motions to express the meaning of the hymn and do motions together. Art. Find different cultural images of Mary. Describe how they are alike/different.
1.01.11 State meaning of the name of Jesus as “God saves.”	Explain the meaning of Jesus’ name.	Family Life. Explain the meaning of the child’s name. State why the child was given that name.
1.01.12 Describe meaning of heaven .	Describe how I know that I am happy. State that God takes care of me when I am happy and when I am sad. Describe what I imagine heaven to be as a state of happiness with God. <i>SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</i>	Health. Have the child list how he/she knows happiness. Identify how happiness is important for good health. Contrast with identifying sadness in life. Examine why it is important to take special care of oneself when sad.
1.01.13 Describe the meaning of faith .	Define faith. Describe how I know I can count on God no matter what happens.	Family Life. Identify things that remind us of God’s presence. Identify religious objects in the home, school, and church.
1.01.14 Identify the Church as a community of those who believe in God and who ratify that belief in baptism.	Define Church. Differentiate church as a community from a building where I worship God. <i>L.1.5(d): Distinguish shades of meanings among verbs differing manner and adjectives differing in intensity by defining or choosing them, or by acting out meanings.</i>	Social Studies. Talk about communities and who makes them up. Science. Identify animals that live in groups. List factors that make it important for animals to live in groups. Make a bulletin board of pictures of animals that live in groups. Parish Life. Tour the parish church. Identify ministers of the parish church. Draw a picture of the parish church building with the community at worship.

GOAL TWO: GRADE ONE

SACRAMENTS: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
1.02.01 Identify sacraments as signs of God’s love for us that give us his grace.	Define sacrament as a special sign of God’s action and love for me. Define sign. <i>L.1.5: With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</i>	Family Life. Describe how parents/guardian and/or older siblings teach the child protection from danger by understanding signs (example, when crossing a street). Parish Life. Find pictures of people celebrating the sacraments and describe what is happening.
1.02.02 State that the Sacrament of Baptism makes me a member of the Church.	Identify the Sacrament of Baptism as the first sacrament received that welcomes me into the Church. Bring a photo of my baptism. State importance of receiving the Sacrament of Baptism.	Parish Life. Show students the parish registry in which baptisms are recorded. State the date of the first recorded baptism. State the date of the last recorded baptism. Visit the baptismal font and Paschal candle in the church.
1.02.03 Identify the essential elements of Baptism.	Identify the essential elements of Baptism: words and pouring on of water. Identify the words of Baptism: “I baptize you in the Name of the Father, and of the Son and of the Holy Spirit.” Memorize the words of Baptism. State in importance of receiving this sacrament.	Science. Observe water in its different states. Identify how each state is used. Prayer. Bring seashells to the prayer table and a bowl of water. Pour the water with the shells and describe how it sounds.
1.02.04 Describe the effects of the Sacrament of Baptism.	State the effects of the Sacrament of Baptism. Using a doll demonstrate the rite of baptism. Identify the signs of the sacrament. Identify the Easter Candle and its purpose in the ritual. <i>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</i>	Biography. Share the story of the life of St. John the Baptist as found in Luke 1: 39-45, 57-68, 80 and Luke 2: 1-20. Family Life. Have the child interview his/her parents/guardian about why he/she was baptized. State why baptism made them happy. Have the child explain why being baptized makes him/her happy.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>1.02.05 State that Jesus Christ instituted the sacraments and gave them to the Church.</p>	<p>State that Jesus gives us special signs of his presence in the Church. Name the sacraments of Baptism and Eucharist as special signs of Jesus being with us.</p>	<p>Art. Using various kinds of media draw a picture of Jesus lifting and sharing the bread and wine at the Last Supper. Using different artistic renditions of the Last Supper identify Jesus and what he is doing.</p>
<p>1.02.06 Describe how when we are baptized we became followers of Jesus Christ: Christians.</p>	<p>Define Christian. Describe those who follow Jesus as Christians. Identify myself as a follower of Jesus who is baptized. Brainstorm a list of characteristics of those who follow Jesus. <i>SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</i></p>	<p>Dictionary. Find <i>Christian</i> in a dictionary. State several definitions of the word. State derivation of the word from Christ. Identify meaning of word <i>Christ</i>. Music. Learn song “This Little Light of Mine” (African American) with gestures. Identify how Jesus is the one who gives us light. Music. Learn a song about following Jesus.</p>
<p>1.02.07 Show basic understanding that God forgives us in the Sacrament of Penance/Reconciliation.</p>	<p>State that in the Sacrament of Penance/Reconciliation God forgives our sins. After listening to the story of Zacchaeus in Luke 19: 1-10, identify the characters in the story. State why the people thought Zacchaeus was a sinner. State how Jesus shows forgiveness to Zacchaeus. State how Zacchaeus responds to Jesus. Role-play the story.</p>	<p>Family Life. Identify how family members forgive one another. Have the child identify who in the family teaches him/her to forgive, and describe how it feels when a member of the family forgives him/her. Art. Draw a picture of someone showing forgiveness. Tell the situation that the picture displays.</p>
<p>1.02.08 Exhibit basic recognition of the Sacrament of Eucharist as a sign of Jesus sharing himself with us in a special meal called the Mass.</p>	<p>After listen to the story in Luke 22: 14-20, identify that Jesus ate a special meal with his friends on the night before he died. Describe what happened at the meal. Describe how we share a meal in memory of Jesus at the Mass. State that the bread and wine become the Body and Blood of Jesus in the Mass. State that we receive Jesus in the sign of the bread and wine. Identify Sunday as the primary day for worship.</p>	<p>Parish Life. Identify the basic symbols of the Eucharistic meal: bread, wine, and words of consecration. State where these symbols are found in church. Music. Learn musical settings for Memorial Acclamations used in parish Sunday Masses. Family Life. Identify the special days when the family goes to Mass together.</p>

GOAL THREE: GRADE ONE

CHRISTIAN LIVING: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love of neighbor.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>1.03.01 Show understanding that God created me as good and loving to be respected and loved by others.</p>	<p>After listening to Luke 18: 16-17, describe how Jesus treated children. Identify how Jesus described children as signs of God’s kingdom. State that Jesus is God’s Son who teaches us how to respect and love others as he did.</p>	<p>Music. Learn the song “For the Beauty of the Earth,” or another appropriate song about praising God for the beauty of creation. State how God shows love for all in creation and human love.</p>
<p>1.03.02 Exhibit sense that we have the light of Jesus shining in us so that we might love as Jesus showed us how to love.</p>	<p>After listening to Luke 18: 35-43, describe what the man wanted Jesus to do. Express how Jesus gave the man what he wanted. Explain how light helps us to see. Identify the Paschal candle and the candle given at Baptism as symbols of the light of Christ. <i>RL.1.2: Retell stories, including key details, and demonstrate understanding of the central message or lesson.</i></p>	<p>Health. Place blinders on students several at a time and allow them to experience blindness for a few moments. After this experience, describe the limitations of blindness. Describe the importance of light in being able to see. Describe what blind people need in order to be able to be safe and healthy. Describe importance of good eye care.</p>
<p>1.03.03 State that God gave us the ability to choose freely to do what is good and avoid what is wrong.</p>	<p>Define to choose. Describe free choice. Describe why it is important to be free. Distinguish the results of good choices from the result of bad choices. List choices that we can make in family life, in the classroom and with our friends.</p>	<p>Literature. Read a story about a character that has to make choices. Identify good choices that the character makes. Identify bad choices. Clarify feelings the character has about making good choices or making bad choices.</p>
<p>1.03.04 Express how we have healthy bodies when we take care of them.</p>	<p>List good choices for self-care. Identify how in making good choices for our bodies we are obeying God’s law to love and respect ourselves. <i>SL.1.1: Participate in collaborative conversations with diverse partners about Grade One topics and texts with peers and adults in small and larger groups.</i></p>	<p>Health. List good choices about cleanliness and eating. Have the child identify how his/her parents/guardian helps him/her to make these choices. Have the child create a list of things he/she can do when healthy. State how a person can be healthy when he/she has physical limitations (ex. hearing impaired, etc.)</p>

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1.03.05 Exhibit understanding of obedience to others who care for our safety.	Define obedience. Identify whom we must obey and why it is important to obey these people. Identify what could happen if we do not obey.	Health. Identify lures or situations that may lead the child into danger. State why it is important to tell someone the child trusts that he/she is afraid.
1.03.06 Distinguish good habits from bad habits.	Define habit. Make a list of good habits and a list of bad habits. Identify why it is important to practice good habits and eliminate bad habits.	Language Arts. Make a list of good habits and bad habits. Discuss ways to change bad habits.
1.03.07 State the two great commandments of God and their meaning.	Define commandment. Define rules. After listening to Luke 10: 25-28, identify the two great laws. Write the two great rules on chart paper and place on bulletin board. Commit these rules to memory.	Literature. Read a tale or story that has a moral meaning. Identify the moral meaning. Music. Learn a song about God’s commandment to love.
1.03.08 State meaning of virtue .	Define virtue. Connect Christian living, loving and helping others and virtue. State the three virtues of Christian living: faith, hope and love. <i>L.1.5(b): Define words by category and by one or more key attributes.</i>	Family Life. Have the child list ways in which the family helps him/her to learn good habits. List ways in which the family helps him/her to grow in faith, hope and love.
1.03.09 State meaning of sin .	Define sin. Distinguish sin from virtue. Describe how sin changes our relationship with God and others. Identify bullying and racism as sinful.	Social Studies. Gather news and magazine articles that picture bad habits. State why these behaviors are not good for people.
1.03.10 State meaning of forgiveness and when we need to be forgiven.	Define forgiveness. Identify who forgives us when we do something willfully wrong. Identify God as one who forgives us always when we are sorry. State when we need to forgive others.	Literature. Read a tale or story that shows a character forgiving another. Identify the characteristics of forgiveness. Express how the one forgiven feels.
1.03.11 Show understanding that all people are respected and appreciated for their gifts of culture, race and language.	Describe what you know about other cultures, languages and races. Identify how we respect one another. Discuss how cultures enrich our community.	Social Studies. Using a DVD or other media, show a story about another culture. Identify characteristics of the culture. State how this culture is important to our world. Physical Education. Play an interactive game.

GOAL FOUR: GRADE ONE

SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God’s revelation through the signs of scripture.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
1.04.01 Identify the Bible as a sacred book that reveals who God is and his love for us.	Define sacred and revelation. Exhibit understanding that the Bible is treated with respect. <i>L.1.5(b): Define words by category and by one or more key attributes.</i>	Art. Make a paper chain using the appropriate color of the Church Year placing name of each student on a link. Place the chain around the Bible as part of the decoration of the season. Prayer. Participate in a ritual placing the Bible in the sacred space in the classroom.
1.04.02 Name the gospels as the good news about Jesus Christ, the Son of God.	Define Gospel. Locate the gospels in the Bible understanding that they are in the New Testament of the Bible. <i>L.1.5(b): Define words by category and by one or more key attributes.</i>	Literacy. State that Gospel means “good news.” Share some good news.
1.04.03 Identify Mary who received a message from the Angel Gabriel that she would be the Mother of Jesus Christ, the Son of God.	After listening to Luke 1: 26-38 from a children’s Bible define angel. Identify Gabriel as a special messenger of God who announced to Mary that she would be the Mother of God’s Son. Express understanding that Mary said “Yes” to God’s request to her. <i>RL.1.2: Retell stories, including key details, and demonstrate understanding of the central message or lesson.</i>	Drama. Enact the appearance of Gabriel to Mary. Allow students to take turns with these roles. Art. Locate an artistic rendition of the Annunciation and place in the sacred space with the Bible. Christian Prayer. Commit the Hail Mary to memory. Identify the parts of the prayer that come from Luke’s story. Pray the Hail Mary
1.04.04 Identify that Mary’s cousins were Elizabeth and Zechariah who were the parents of John the Baptist .	After listening to Luke 1: 39-80 identify Elizabeth, Zechariah and John as relatives of Mary and Jesus. Recount the story of Zechariah who did not believe the message of the angel.	Drama. Enact the story of Elizabeth and Zechariah and Mary’s visit. Art. Draw a picture of Mary’s visit to Elizabeth. Tell what is happening in the story.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>1.04.05 Identify the Holy Spirit of God at work in the lives of Mary and Elizabeth.</p>	<p>Identify the Holy Spirit as the Third Person of the Holy Trinity. Express how the Holy Spirit acted with Mary. State that the Holy Spirit is at work in us when we do God's will. State that we cannot see the Holy Spirit but that He acts in us like our breath that gives us life and energy.</p>	<p>Science. Have the child identify something he/she cannot see but knows exists (ex. air, wind, breath). State how these objects are important to life.</p>
<p>1.04.06 Describe the birth of Jesus in Bethlehem written in the Gospel of Luke.</p>	<p>Recount the story of Jesus' birth as described in Luke 2: 1-20. Name the characters in the story: Mary, Joseph, angels, shepherds, the Infant Jesus. Using statues from a crèche identify all the characters. Enact the story of Jesus' birth as described in Luke. Draw a single large picture of the manger scene including the characters described in Luke. Color and decorate the scene for the Advent and Christmas seasons. Enact the <i>Posada</i>. <i>SL.1.2: Ask and answer questions about key details in a text read-aloud or information presented orally or through other media.</i></p>	<p>Liturgy. During an Advent liturgy, have students enact the story of Jesus' birth as described in Luke. Parish Life. In the manger crèche identify all the figures in the crèche highlighting the Luke's story. Family Life. Celebrate Advent/Christmas with Advent wreath, crèche, and Christmas hymns. Live out the spiritual anticipation of Christ's birthday celebration. Music. Sing traditional Christmas hymns especially "Silent Night," "O Come All Ye Faithful," "O Little Town of Bethlehem."</p>
<p>1.04.07 Describe Jesus as a boy who lived with his family in Nazareth and grew in strength and wisdom just like other children.</p>	<p>Recount the story of Jesus' presentation in the temple, his life in Nazareth and his going to Jerusalem with his parents as written in Luke 2: 32-52. Identify how Mary and Joseph cared for Jesus. Identify with Jesus as a child who wanted to grow and serve others.</p>	<p>Geography. Identify the towns of Bethlehem, Nazareth and Jerusalem on a map of Israel. Locate the country of Israel on a world map.</p>
<p>1.04.08 Show understanding that Jesus was filled with God's Holy Spirit and had a mission to announce the good news through teaching and healing.</p>	<p>Recount the story of Jesus in the synagogue announcing his mission to the people as given in Luke 4: 14-22. Define mission. Use scripture stories to show how Jesus accomplished his mission.</p>	<p>Dictionary. State meaning of <i>synagogue</i>. Identify what religious group goes to a synagogue to read the Bible and pray.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>1.04.09 Articulate the teaching of Jesus about who is greatest in the Kingdom of God.</p>	<p>After listening to Luke 9: 46-48, state what Jesus' friends were arguing about. Identify who Jesus says is greatest in the Kingdom of God. Define Kingdom of God.</p>	<p>Media. Look at sections of <i>Babe</i> or <i>Lion King</i>. Discuss how the smallest was raised to a position of leadership. Describe how these characters helped to create a kingdom of peace.</p>
<p>1.04.10 State that Jesus taught the people by using stories.</p>	<p>Recount the parable of the Good Samaritan in Luke 10: 29-37. Enact the story. State why it is important to be kind to others. Identify ways in which we are kind to others.</p>	<p>Mission. Participate in a class or school service project providing an opportunity for students to give something that they have to others. State how it feels to give something away.</p>
<p>1.04.11 Show understanding that Jesus prayed and taught his friends how to pray.</p>	<p>After listening to Luke 11: 1-4, identify elements of the Our Father in the passage. Pray the Our Father. State what the prayer is asking from God. Commit the Our Father to memory. Identify where the Our Father is said during Mass. After listening to Luke 11: 9-13, identify what Jesus says about asking in prayer. Share what we ask God in prayer. Express why it is important to ask God for what we need. Write a prayer of petition.</p>	<p>Literature. Read a story about a character that is searching for something. Identify the object of the search. Identify the feelings of the character when the object is found. Have the child state how he/she feels when he/she looks for something lost and finds it. Literacy. Give examples of asking for something.</p>
<p>1.04.12 State that Jesus had power to heal others and raise people from the dead.</p>	<p>After listening to Luke 13: 10-17, enact the story about healing the woman on the Sabbath. Identify how the leaders reacted to the healing. State how the crowd responded. Draw a picture of Jesus healing the woman. After listening to John 11: 1-44, enact the story of raising Lazarus. Identify Martha, Mary and Lazarus as close friends of Jesus. State where Jesus was when Lazarus died. Describe what Jesus did when he learned that Lazarus died.</p>	<p>Science. Read about the life of Luis Pasteur. Identify what Dr. Pasteur discovered. State how his discovery helped to keep people, especially children, from dying. Place a photo image of Dr. Luis Pasteur on bulletin board with his name and discovery. State what the work of a doctor is and why we visit a doctor. Social Science: Name the healing professions. Find pictures of these professions and make a collage.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>1.04.13 State that Jesus had many friends who followed his way.</p>	<p>After listening to Luke 5: 1-11, name the apostles who were called. State the names of the twelve apostles.</p>	<p>Music. Sing the song “I Want to Walk as a Child of the Light,” or another appropriate song of following Jesus.</p>
<p>1.04.14 Show understanding that Jesus taught in the temple and the temple leaders questioned his authority to teach.</p>	<p>Define temple. Recount the story in Luke 19: 45-48. State why Jesus drove the sellers out of the temple.</p>	<p>History. Using a depiction of the Jerusalem temple, describe what the Jews did in the temple. Describe this as the place where the Jewish people worshipped God.</p>
<p>1.04.15 Describe how Jesus ate with his closest friends on the night before he died.</p>	<p>After listening to Luke 22: 14-20, set a table, placing on it the Passover dishes and some of the food, particularly the greens, matzo bread, and grape juice. Enact the last meal of Jesus with his friends and share the food.</p>	<p>Family Life. On Holy Thursday, celebrate your family meal in a special way. Make placemats for each family member.</p>
<p>1.04.16 State that Jesus forgave his killers before he died.</p>	<p>Recount the story in Luke 23: 33-56. State how Jesus treated the men who were crucified with him. State how Jesus forgave the men who killed him. State the words of Jesus when he died. Describe what happened to Jesus’ body. Participate in the Stations of the Cross. <i>RL.1.2: Retell stories, including key details, and demonstrate understanding of the central message or lesson.</i></p>	<p>Family Life. On Good Friday, participate in the liturgy of the day, the solemn remembering of Jesus’ death. Share what it means to die. Keep the day quiet keeping the solemnity of the day. Place the family crucifix in a special place for remembering Jesus’ death. Share what it means to forgive. Pray the “Our Father” together. Music. Sing “Jesus, Remember Me.” Conduct a simple ritual of venerating the cross during Holy Week. Use the hymn during the Stations of the Cross.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>1.04.17 Describe Jesus' resurrection from the dead and appearances to his friends.</p>	<p>After listening to Luke 24: 1-2, define resurrection. After listening to Luke 24: 13-35, recount the story. Describe what Jesus did with the travelers. State when the travelers realized that the visitor was Jesus. Describe how the travelers felt. <i>RL.1.2: Retell stories, including key details, and demonstrate understanding of the central message or lesson.</i></p>	<p>Family Life. On Easter Sunday, participate in the Easter Mass. While in church, visit the baptismal font and Easter candle. Celebrate the day sharing Easter baskets and a special meal with family and friends. Share what resurrection means. State that the resurrection is a great mystery of our faith that we celebrate every time we go to Mass. Music. Sing “Jesus Christ is Risen Today”</p>
<p>1.04.18 State that Jesus ascended into heaven.</p>	<p>Recount the story of Luke 24: 50-53. Describe what happened to Jesus. Describe what his followers did. State how they felt. <i>RL.1.3: Describe characters, settings, and major events in a story, using key details.</i></p>	<p>Science. Experiment with balloons filled with air and with hydrogen gas. Describe what happens. State a reason why balloons rise or fall. Prayer: Pray Ps. 150. Praise God for his greatness.</p>

GOAL SIX: GRADE ONE

LITURGY: Understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist the source and summit of Christian life.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
1.05.01 Identify the church as a sacred place where we meet God and show God our respect and love.	Define sacred. Show respect for the presence of God in the church. State that God is present in church.	Catholic Church. Find pictures of Catholic churches in newspapers and magazines. Place on Parish Life bulletin board. Find what is common to all Catholic churches.
1.05.02 Express understanding that when we enter the church we bless ourselves with holy water making the Sign of the Cross and genuflecting .	Define to bless, holy water and genuflect. Make Sign of the Cross with holy water. Say accurately the words of the Sign of the Cross. Genuflect with respect for presence of God.	Parish Life. Visit the parish church. Locate the holy water fonts. Practice sitting, standing and kneeling in church. Practice genuflecting and bowing as signs of respect for the Blessed Sacrament.
1.05.03 Identify certain objects in church: altar , cross , tabernacle , sanctuary light, Easter candle , baptismal font , statues of saints, image of Mary, holy water fonts, Stations of the Cross .	Identify in the sanctuary of the church: altar, cross, tabernacle, sanctuary light, Easter candle and baptismal font (if in sanctuary). Identify image of Mary and statues of saints. Locate the Stations of the Cross. <i>L.1.5(b): Define words by category and by one or more key attributes.</i>	Parish Life. Visit the parish church. Locate the objects identified in the learning outcome. Invite the pastor or associate to talk about the objects in church.
1.05.04 Identify the baptismal font as the place of the Rite of Baptism where we are first welcomed into the church.	State the purpose of the baptismal font. Draw a picture of the baptismal font and Easter candle. Write, "I am a child of God." <i>L.1.2(b): Use end punctuation for sentences.</i>	Science. Identify the three states of water and their use. List the uses of water at home, in school, outdoors, etc. Explain the importance of water for life.
1.05.05 Identify the priest as the one who leads in the celebration of Mass.	Define priest. Identify the parish priest/s by name.	Parish Life. Invite a priest to visit the class. Prepare questions the students have for the priest and interview him at his visit.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>1.05.06 Show understanding that the Mass is a sacrificial meal.</p>	<p>Define Mass. Identify the altar as the table. State that at Mass we remember Jesus’ last meal with his friends when he shared his body and blood as a special sign of love. <i>W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provided some sense of closure.</i></p>	<p>Family Life. Attend Mass as a family. Health. Describe the basic food groups. List the food each student eats in one day including liquids. Identify these foods based on the food groups. Identify what of the food groups may be missing. State why it is important to eat something from each food group daily. Draw the association with feeding our spiritual life through the Mass.</p>
<p>1.05.06 Identify the Liturgy of the Word at Mass as hearing God’s word spoken to us.</p>	<p>Define Liturgy of the Word. Identify the readings from Sacred Scripture as God’s word to us teaching us how to live. Describe what we do and say when we hear the readings. Describe why we stand to here the Gospel. Commit to memory the responses before/after the readings.</p>	<p>History. Research the <i>Book of Kells</i>. Show students pictures of the pages in the book. State why the Bible was written in this way. Music. Commit to memory several <i>Alleluia</i> refrains used to introduce the Gospel reading at Mass. Parish Life. Look at a Lectionary and Book of the Gospels. Identify where these books are at Mass.</p>
<p>1.05.07 Identify the Liturgy of the Eucharist as the moment in the Mass when through the words and actions of the priest the bread and wine become the Body and Blood of Christ.</p>	<p>State when the priest takes the bread and wine saying the words “This is my Body” and “This is my Blood.” Describe what we do and say at this time of the Mass. Express how we do not see the bread and wine change but that we believe Jesus comes to us when these words are spoken. State that only the priest can say these words with this effect. Describe how this is a mystery.</p>	<p>Family Life. List times when students attend Mass with their families. State why it is important to go to Mass every Sunday. At the prayer before mealtime, express thanks for the bread that we eat, ask God’s blessing on the bread and give a piece of the bread to each member of the family. Music. Learn melody for a memorial acclamation.</p>
<p>1.05.08 State how we pray the “Our Father” at Mass as the entire community.</p>	<p>Identify the “Our Father” as the prayer that Jesus taught his friends to pray. State when the “Our Father” is prayed during Mass. Pray the “Our Father.”</p>	<p>Family Life. Pray the “Our Father” everyday with the family perhaps after the main meal of the day. Music. Learn one “Our Father” melody that is used during the parish liturgies.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>1.05.09 State that we call Jesus Christ the Lamb of God who takes away sin.</p>	<p>State how Jesus is the Lamb who died and forgave us. Commit to memory the “Lamb of God.” Identify when the “Lamb of God” is prayed at Mass.</p>	<p>Science. State the classification of sheep. State the offspring of a ewe as a lamb. Identify the products derived from sheep farming. Make a bulletin board of pictures of sheep and shepherds.</p>
<p>1.05.10 Identify the time at Mass when people receive Jesus in Holy Communion.</p>	<p>Describe what the people do when they receive Holy Communion.</p>	<p>Music. Learn the song “Jesus Christ, Bread of Life,” or another appropriate Communion song.</p>
<p>1.05.11 State that Sunday is a special day when we gather in church to thank and worship God as Creator and Father of all.</p>	<p>Define worship. Express understanding that Sunday is a special day for the family to gather with the parish community to praise and worship God. State that God blesses us in a special way when we gather to pray. State that we celebrate Sunday as the day of Jesus’ resurrection.</p>	<p>Social Studies. Identify all the churches, synagogues, mosques located near the school. Identify the ethnic groups who worship God in these places. Parish Life. Encourage attendance at Mass.</p>
<p>1.05.12 State that the Church celebrates the life of Jesus Christ throughout the year especially during Advent/Christmas and Lent/Easter.</p>	<p>Define Advent and Lent. Show familiarity with the seasons of Advent/Christmas and Lent/Easter. Recognize the colors and symbols of the Church Year. Prepare for the liturgy by reading the Gospel.</p>	<p>Family Life. After the Sunday Mass, review the Gospel reading and something learned from the minister’s homily. Create a sacred space at home where the Bible is kept with a light or candle. Decorate the area with the colors of the Church seasons and with other symbols of the seasons (i.e., Advent wreath, crèche, ashes, palms, crucifix, etc.).</p>
<p>1.05.13 Identify symbols of the seasons of the Church Year.</p>	<p>Identify the Advent Wreath for the season of Advent. Identify ashes for the beginning of Lent. Identify palms for celebration of Palm Sunday. Identify the bread and wine used in the Mass celebrated on Holy Thursday. Identify the cross for Good Friday. Identify the Easter candle as symbolic of the Risen Christ.</p>	<p>Literature. Read a story about a Jewish family celebrating the Passover meal. Identify the roles of the father, the mother, and the children. Name the food items of the meal. Identify other symbols at the table.</p>

GOAL SIX: GRADE ONE

CHRISTIAN PRAYER AND SPIRITUALITY: Understand and express the different forms of prayer consciously recognizing the work of the Holy Spirit and the meaning of self-surrender to God.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
1.06.01 Exhibit understanding that prayer is listening and speaking to God.	Define prayer. State how we listen to God in prayer by keeping silent and listening to God in our hearts. Demonstrate gestures of folding hands, placing hands quietly on lap or over heart and closing eyes when we want to be quiet and listen to God. Identify formal and spontaneous prayer as ways we speak to God. Write a prayer to God.	Family Life. Have the child state the ways in which his/her family members pray.
1.06.02 Show awareness that God is holy and loving.	Define holy. State that we call God holy because God is good. State that we use the word holy in the prayers of the Church. <i>W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provided some sense of closure.</i>	Parish Life. Learn the hymn “Holy God, We Praise Your Name.” State that we genuflect or bow to the tabernacle in church as a sign of reverence to God. Science. Observe a tree throughout the seasons. Make a chart of how the tree changes with each season. Draw a picture of the tree showing the seasonal changes. Place these observations in a special area of the classroom.
1.06.03 Exhibit understanding that God’s Holy Spirit is in me and gives me life.	State that God’s Holy Spirit lives in me and gives me life at all times. Articulate that I can speak to God within me at any time. State that God calls me to be good and holy.	Art. Have the child draw his/her favorite place to pray. Prayer. Participate in a simple meditation exercise.
1.06.04 State that we pray alone and with others.	State examples of how we pray alone. State examples of how we pray with others.	Science. Have the child pretend to be mute. Find ways to communicate without using words.
1.06.05 Show understanding that we ask God for what we need.	Make a list of the needs we pray to God about. Distinguish wants and needs in prayer using the list.	Mission. Read stories of children in poor countries. Identify their needs. State ways to help children.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>1.06.06 Exhibit understanding that we can be aware of God at all times.</p>	<p>State that God is with us at all times and cares for us. List ways showing how we are aware of God. Write a prayer thanking God for always being with us.</p>	<p>Science. Draw a simple food chain. Diagram the position of a fly, fish, chicken, sheep, dog, and humans on the chain. State importance of knowing the food chain. Prayer. Memorize the prayer before meals.</p>
<p>1.06.07 State how we pray with Mary and the saints.</p>	<p>Identify Mary as the Mother of Jesus the Son of God. Name the saints who are represented in the names of my classmates. Research one fact about each of these saints. Identify my parish’s saint and other saints I know. List their names on the bulletin board with pictures. <i>W.1.7: Participate in shared research and writing projects.</i></p>	<p>Language Arts. Have the child find the derivation of his/her name and make a colorful drawing of his/her name. Music. Learn “Hail Mary, Gentle Woman,” or another appropriate Marian song. Biography. Write or tell a story about a favorite saint. Use a reference to learn something about this person.</p>
<p>1.06.08 Recite prayers from memory or with the class.</p>	<p>Recite from memory and with the class: Our Father, Glory Be and Hail Mary. Recite a simple act of faith, hope and love. Recite the before and after meal prayers.</p>	<p>Language Arts. Retell steps in a story by saying what happened first, second, third, etc. Social Studies. Make up a game to help you remember the names of your classmates.</p>
<p>1.06.09 Show understanding of group prayer by participation in class prayer services and rituals.</p>	<p>Participate in the prayer services and rituals found in textbook or created for special occasions. Show reverence for times of prayer with the class. Participate in music and ritual actions.</p>	<p>Physical Education. Learn simple yoga positions. Parish Life. Participate in a prayer service or ritual in church.</p>
<p>1.06.10 Identify ways that we pray for and with the living and the dead.</p>	<p>Identify the feasts of All Saints and All Souls. Arrange pictures of my relatives/friends who have died on a remembrance table in the classroom for Feast of All Souls. Share stories about my loved one/s who have died during the month of November. Pray the prayer for the dead, “Eternal rest grant unto them, O Lord...” State why it is important to remember those who have died.</p>	<p>Language Arts. Write a biography of a deceased relative including date of birth, date of death, full name, a favorite story about the person, and a prayer of thanks to God for the privilege of knowing this person. Include a picture, photo or drawn, in the book. Music. Learn the song “When the Saints Go Marchin’ In,” or another appropriate saints song.</p>

GOAL SEVEN: GRADE ONE

CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church's origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>1.07.01 State that the church is a place where people gather to praise, thank and worship God.</p>	<p>Identify the church as a <u>place</u> of worship. State that people go to a church to praise, thank and worship God. Show understanding that God wants his people to love and praise him for his blessings and love for us. State that this special time of worship is usually on Sundays. <i>L.1.5(b): Define words by category and by one or more key attributes.</i></p>	<p>Parish Life. Go to the parish church for worship. Social Studies. Find a picture of a mosque. Identify how this building is used to worship God. State structural differences of a mosque from a church. Research an ethnic group that uses a mosque for worship. Identify characteristics of the group. Listen to some of the music of this group. Place a picture of the mosque on the bulletin board.</p>
<p>1.07.02 Show understanding that the Church is God's special family.</p>	<p>Identify the church as a <u>family of people</u> who believe in God and follow God's rules. Show understanding that we go to church as a family to praise and worship God. Identify our family as belonging to God's people.</p>	<p>Social Studies. Identify meaning of community. State characteristics of living in a community. Explain why communities are important. Name communities to which we belong. State whether a family is a community and why.</p>
<p>1.07.03 Identify the Sacrament of Baptism as the way in which we share in God's own life and become members of the Church.</p>	<p>Define members. Identify a group that requires membership. State that we become members of the church through the Sacrament of Baptism. Identify that many people are baptized all over the world and belong to the church.</p>	<p>Geography. Locate a picture of St. Peter's Basilica in Rome. State the importance of St. Peter's as a symbol of the world church. Locate Rome in Italy. On a globe or world map, find Rome in relationship to where students live.</p>
<p>1.07.04 State that we learn about God through the Church.</p>	<p>Describe how the church teaches us about God. Find examples of people who are learning about God in a parish setting.</p>	<p>Biography. Locate a picture of Pope Benedict XVI. State that Pope Benedict is the pastor of the whole church. Read a story about Pope Benedict's childhood. Locate where his family lived on a map.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>1.07.05 Identify the name Catholic as the name of the Church of which we are members.</p>	<p>Define Catholic. State that we are members of the Catholic Church if we are baptized in a Catholic parish. State that as members of the Catholic Church we receive many gifts and blessings. Identify some of the gifts. <i>L.1.5(b): Define words by category and by one or more key attributes.</i></p>	<p>Geography. Identify the continents. Locate the continent in which we live. Locate continents from which other students in the class have originated. Find a book about the continent in which each student was born. Find pictures of the continent and its people.</p>
<p>1.07.06 State that Jesus Christ established the church and commanded his followers to help the church grow.</p>	<p>Identify Jesus as the founder of the whole church. State that Jesus’ friends were sent by Jesus to tell the people about God and be baptized.</p>	<p>Music. Learn the song “They’ll Know We Are Christians by Our Love,” or another appropriate song.</p>
<p>1.07.07 Name the Holy Spirit as God’s Spirit helping the Church to grow and to serve the world.</p>	<p>Identify the Holy Spirit as the Third Person of the Holy Trinity. Describe God’s Holy Spirit as the loving energy of the Church’s growth. Name ways that the Church helps others in the world. State the Feast of Pentecost as the birthday of the Church.</p>	<p>Music. Sing “Send Us Your Spirit,” or another appropriate song of the Holy Spirit.</p>
<p>1.07.08 State that Jesus gave the Church the mission to spread to all people the message of God’s love.</p>	<p>Define mission. State that the Church has a mission to the world to tell all people about God’s love. State that the Church wants all people to be united in love and live in peace. Give examples of how we live out the mission of the Church.</p>	<p>Language Arts. Have the children make up skits that show how they would tell people in the world how important it is to live in peace. Share these skits with another class.</p>
<p>1.07.09 Show understanding that the Church has many holy people some of who are called saints.</p>	<p>State the meaning of saints. State that we belong to the family of saints. State that God wants all of us to be holy like the saints. Explain that the saints help us to understand how to love and serve God and each other. <i>W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provided some sense of closure.</i></p>	<p>Biography. Research the life of St. Patrick. Locate the place where he lived. Identify the role he played in the Church. Find pictures of Ireland. Identify students of Irish or Celtic heritage. Biography. Research the life of St. Agnes of Rome. Locate the place where she lived. Identify the time in which she lived. State why she died as a young girl. Find a picture of St. Agnes. Identify the symbols surrounding her name.</p>

GOAL EIGHT: GRADE ONE

PARISH LIFE: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors and organization.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
1.08.01 Identify the parish as a special community of people in the Catholic Church who love and worship God.	Define parish and community. Describe the ways in which the parish worships God and celebrates God's blessings and love. <i>L.1.5(b): Define words by category and by one or more key attributes.</i>	Parish Life. Look at parish organizations and how they serve the people. Health. Identify services in the community that attend to our health needs. Make a list of these services. Describe why it is important for the community to have these services.
1.08.02 State the name of the parish.	Identify the name of my parish. Talk about what is special about my parish and have someone read me the parish mission statement.	History. Find a parish history with pictures. Invite long time parishioners to the class. Interview the parishioner about the history of the parish.
1.08.03 Describe the parish as a place where we help one another to pray, celebrate and help others.	List ways that our parishioners pray together. State how our parish celebrates its cultural heritage. Describe how our parish helps others. State how our families benefit from the life of the parish.	Mission. Identify one way the parish serves the larger community. Agree on a particular action the students could take to assist with this project or program. Develop an action plan for involvement.
1.08.04 Identify the pastor as the leader of the parish.	Define pastor. Identify the name of the pastor of my parish. Develop a list of questions to interview my pastor about his work in the parish.	Family Life. Identify ways in which the parish serves the family. Pray for the pastor and the growth of the parish. Design a Christmas/Easter card to be signed by family members and given to the pastor during Christmas/Easter. Parish Life. Write a prayer for the pastor and give the prayer to him.

GOAL NINE: GRADE ONE

OCATION: Understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>1.09.01 Show understanding that God calls us as his own to be loved and to love.</p>	<p>Express how God shows love to me and calls me to love others. Identify how parent/guardians, teachers, other meaningful adults remind me of God's loving call to me. Identify how nature reveals God's loving call. <i>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</i></p>	<p>Family Life. Describe how the family celebrates God's loving call to each member of the family especially at birthdays, anniversaries, first reception of sacraments, etc. Write a prayer for each member of the family and place it in the sacred space of the home. Science. Design a chart of people and objects in nature that remind the child of God's love. Find pictures of these people and objects or draw them. Share the chart with the class.</p>
<p>1.09.02 State that <u>marriage</u> is a sacrament.</p>	<p>State the meaning of marriage. Articulate how it is a sacrament of the Church. Find photos of a couple being married in the parish church. Identify members of my family who are married (parents, aunt/uncles, grandparents, etc.)</p>	<p>Family Life. Describe why marriage is important to family life.</p>
<p>1.09.03 Show understanding that the Church has special <u>ministers</u> who serve others.</p>	<p>Define minister. Describe some of the ministries in my parish and how the ministers serve. (This may include lector, acolyte, musician, minister of the Eucharist, teacher/catechist, priest, sister, etc.) <i>W.1.5: With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</i></p>	<p>Physical Education. Play a game that is a team game. Describe why it is important to play as a team in this particular game. State the rules of the game.</p>
<p>1.09.04 Identify the priest as an <u>ordained minister</u> of the Church who has a special role of leading people in prayer.</p>	<p>Define ordained minister. Identify that the priest has a call from God to a life of service in the church.</p>	<p>Parish Life. Invite the parish priest to talk about vocation.</p>

GOAL TEN: GRADE ONE

ECUMENISM AND DIALOGUE: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Christian churches, Jews, Muslims, and all faith traditions.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>1.10.01 Show understanding that God loves and cares for all people.</p>	<p>State that God loves all people and shows that love at all times. List different people we see or know who might not belong to our church but are loved by God. State that all people deserve our respect because they are created and loved by God. <i>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</i></p>	<p>Social Studies. Research an indigenous culture located in the U.S. Find pictures of the culture, its geographic location and its people, especially the children. Music. Sing the song, “Jesus Loves the Little Children.”</p>
<p>1.10.02 State that Jesus was a Jew who lived and who carried out his mission within the Jewish culture and tradition.</p>	<p>Define Jew. Identify the Passover meal and weekly Sabbath as religious events of the Jewish people. State that Jesus was a faithful Jew who lived the Jewish way of life and followed God’s commandments. <i>W.1.7: Participate in shared research and writing projects.</i></p>	<p>Literature. Read a trade book about Jewish life in the U.S. Draw a picture of a favorite part of the story.</p>
<p>1.10.03 Show awareness that I have neighbors who know about God in different ways than I do.</p>	<p>State how our neighbors come from many places and practice many different ways of loving God. Describe how I respect all my neighbors. <i>SL.1.1: Participate in collaborative conversations with diverse partners about Grade One topics and texts with peers and adults in small and larger groups.</i> <i>RI.1.10: With prompting and support, read informational texts appropriately complex for Grade One.</i></p>	<p>Literature. Read a trade book about a Muslim family living in a neighborhood. Draw a picture of a favorite part of the story.</p>