

August 2018

Dear Catholic school families, educators, leaders and supporters,

The Office of Catholic Schools in the Diocese of Grand Rapids is pleased to present new curriculum standards outlining the academic expectations throughout our alliance of Catholic schools. By our definition, curriculum standards express the skills and content students are expected to demonstrate within courses and across grade levels. These standards provide normative targets for student performance. When a student has successfully completed a course or grade level, he or she will have demonstrated competence in the knowledge, skills, or attitudes required of that course or grade level. We have created these new curriculum standards in order to express the Catholic identity within our curriculum and to articulate the profile of a graduate of our diocesan schools. Developing these curriculum standards has been a two-year process involving educators, administrators and clergy. Like all curriculum revisions, this process is never entirely finished, and an annual review will allow us to update these documents to reflect what is best for our schools.

The sources used to create our diocesan curriculum standards vary by content area, but each is rooted in the Catechism of the Catholic Church and the Cardinal Newman Society's [Catholic Curriculum Standards](#). Additionally, the curriculum standards from various dioceses and national organizations of educators; curriculum guidelines from Michigan and other states; material from professional organizations, such as College Board, which produces the Scholastic Assessment Test (SAT) suite and the Advanced Placement (AP) assessments; and Northwest Evaluation Association (NWEA), which produces the Measure of Academic Progress (MAP) assessments, were used as references. Each of these sources is referenced in the acknowledgements following each content area document. Importantly, we also accounted for the cultures and communities of our local schools, as no standards should be adopted without consideration of the unique and specific desires of the Catholic families in the diocese.

Hundreds of diocesan teachers and administrators worked tirelessly to produce the content and wording of these curriculum standards over eighteen months, from summer 2016 through winter 2017. The curriculum standards were then reviewed by local experts in theology, including diocesan priests and Aquinas College professors. This combination of experts ensures that the curriculum is rooted in our Catholic faith, is interculturally appropriate for our diocese, and provides educational best practices to inspire excellence in Catholic education. The final review was completed by Most Reverend David J. Walkowiak, bishop of Grand Rapids and Mr. David Faber, superintendent of Catholic schools in the Diocese of Grand Rapids.

In sharing these documents with you, we invite you to explore how our alliance of Catholic schools strives to provide our students with an outstanding education that allows them to grow in faith and grace, achieve more in school and life, develop creativity and character, and feel welcome and cherished.

In Christ,



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**Diocese of Grand Rapids  
Office of Catholic Schools  
Curriculum Standards  
for Religion and Theology  
in grades K-12**

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**Diocese of Grand Rapids  
Office of Catholic Schools  
Curriculum Standards  
for Religion/Theology  
in grades K-12**

**Program Goal**

Through religion and theology courses, students encounter opportunities to develop a deeper knowledge of the Catholic faith and its relevance throughout their lives, develop a greater love of God, of dignity of all people, and of the value of all creation, serve others in response to Christ's call for justice and be people of conscience motivated by the Holy Spirit, and be provided sacramental experiences through liturgy, prayer, and faith-sharing opportunities.

Catechists teach in the name of Christ, and are the teachers of the truth of the faith. The Catechism of the Catholic Church presents the message of Christ in its entirety, the message of Christ faithfully, and consistently offers the teachings of the Church in relationship to the person of Christ. Teachers in the Diocese of Grand Rapids are Catechists. The Catechism of the Catholic Church is the main source of reference used in our religion courses, as referenced in all materials and texts used in our classrooms. The Catechism of the Catholic Church presents the fundamental truths of our faith: the content of the faith and the moral life.

Students encounter Christ in a full and real way in and through the sacraments, and especially through the Eucharist, as it is only through Christ that they can fully live out God's plans for their lives. Students grow in their knowledge of the Church's history from apostolic times to the present.

In grades kindergarten through eight, students develop understanding of Church teachings in the Catechism. Students are called to evangelize and develop their role as missionary disciples. They study Sacred Scripture and the history of the Church. Through continued study, they develop understanding of the entire Creed and the Sacred Liturgy. Students experience the call to community within the Catholic Church. Student experience and learn various forms of Catholic prayer as they develop their personal relationship with Jesus Christ. The curriculum standards in these grades are a spiral representation of the four pillars of the Catechism. Students establish grade-appropriate understanding of Church teaching in each of these grades, laying a foundation for lifelong relationship with God.

In the theology courses in grades 9-12, students continue to develop a deeper knowledge of Catholic teaching and a deeper appreciation of faith. Students continue to study Sacred Scriptures, encountering the living Word of God, Jesus Christ, with particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally. Students learn how Jesus Christ is the ultimate Revelation to us from God. In learning about who He is, students learn who He calls us to be. Students also learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. Students reflect upon what it means to be a disciple of Christ and what life as a disciple entails. Students also come to know that the Church, with both divine and human elements, is the living Body of Christ today. Students also reflect on Christ's concern for others, especially the poor and needy, and how that is relevant in today's world, through the Church's social teaching and mission.

### **Educator Use of K-8th Grade Anchor Standards**

Anchor standards for use in grades kindergarten through eighth grade were created to reflect twelve areas of the Catechism of the Catholic Church. Each Anchor standard represents a section of the Catechism. While delivering instruction in religion courses, teachers reference the Catechism alongside a variety of materials and texts found on the *Conformity Listing of Catechetical Texts and Series*, produced and updated by the United States Conference of Catholic Bishop (USCCB). These twelve anchor standards provide framework for teachers as they organize their curriculum at the specific grade level. Through the study of Scripture, saints, prayers, and key concepts and vocabulary, students demonstrate grade-level understanding of the theology and tradition of the Catholic Church. In partnership with the Diocese of Grand Rapids, each parish makes local decisions regarding best practices and best materials for use through conversations with the pastor, principal, and director of faith formation. The development of courses and vertical alignment continuously occur within each school.

### **Educator Use of 9-12th Grade Curriculum Standards**

Catechists and theology teachers in the Diocese of Grand Rapids are guided by the *Catechism of the Catholic Church*, the *Doctrinal Elements of a Curriculum Framework* by the United States Conference of Catholic Bishops (USCCB), and the DOGR Curriculum standards. Each school is required to use materials and texts found on the *Conformity Listing of Catechetical Texts and Series* produced and updated by the USCCB, while designing course content and student learning objectives. In partnership with the Diocese of Grand Rapids, each parish makes local decisions regarding best practices and best materials for use through conversations with the pastor, principal, and director of faith formation. The development of courses and vertical alignment continuously occur within each school.

**Anchor Standards**  
for use in  
**Kindergarten through Eighth Grade**  
**Religion Courses**

Through the study of Scripture, saints, prayers, and key concepts and vocabulary, students who demonstrate a grade-level understanding of the Catechism of the Catholic Church are able to--

	Anchor Standard	Report Card Wording
	<b>The Great Commission</b>	
<b>ANCHOR 1</b>  K-8.Rel.1	Evangelization and Missionary Discipleship (CCC 1-49)  Explain our purpose on earth and why we are able to believe, through evangelization and missionary discipleship.	Explain our purpose on earth and why we are able to believe.
	<b>Pillar I: The Profession of Faith</b>	
<b>ANCHOR 2</b>  K-8.Rel.2	Sacred Scripture (CCC 50-141)  Describe the revelation of God's plan through Sacred Scripture as the Word of God, with understanding of the unity of God's plan and Revelation through two Testaments.	Describe revelation of God's plan through Sacred Scripture.
<b>ANCHOR 3</b>  K-8.Rel.3	Faith and Church History (CCC 142-184)  Describe humanity's response to God through faith and throughout Church history, as guided by the Holy Spirit and sustained by the Church.	Describe response to God through faith/Church history.

<p><b>ANCHOR 4</b></p> <p>K-8.Rel.4</p>	<p style="text-align: center;">The Creed (CCC 185 - 1065)</p> <p>Comprehend the Creed of the Catholic Church as the profession of faith through which we enter in communion with God the Father, Son, and Holy Spirit.</p> <p>I believe in God the Father Almighty, creator of Heaven and earth (185-421)</p> <p>I believe in Jesus Christ, the only Son of God (422-682)</p> <p>I believe in the Holy Spirit (683-1065) (The study of *731-1059 is also included in standard 9 as it pertains to the Church)</p>	<p>Comprehend the Creed of the Catholic Church.</p>
<b>Pillar II: The Celebration of the Christian Mystery</b>		
<p><b>ANCHOR 5</b></p> <p>K-8.Rel.5</p>	<p style="text-align: center;">God and the Sacred Liturgy (CCC 1066-1209)</p> <p>Understand the Sacred Liturgy as the source of life in the Church as it produces the fruits in the life of the faithful in its celebration, including the diverse liturgical traditions and unity of faith traditions within the celebration.</p>	<p>Understand Sacred Liturgy as source of life in the Church.</p>
<p><b>ANCHOR 6</b></p> <p>K-8.Rel.6</p>	<p style="text-align: center;">Seven Sacraments of the Church (CCC 1210-1690)</p> <p>Prepare for and engage in the life of the Sacraments of the Church, as the Sacraments touch all stages of the Christian life and form an organic whole in which each particular sacrament has its own vital place.</p>	<p>Prepare for/engage in life of the Sacraments of the Church.</p>
<b>Pillar III: Life in Christ</b>		
<p><b>ANCHOR 7</b></p>	<p style="text-align: center;">Dignity of the Human Person (CCC 1691-1876)</p>	<p>Connect the dignity of the human person to the</p>

K-8.Rel.7	Connect the dignity of the human person to the freedoms and responsibilities of life on earth, through an understanding of the Beatitudes, moral conscience, virtue, and sin.	freedoms/responsibilities of life on earth.
<b>ANCHOR 8</b> K-8.Rel.8	<p style="text-align: center;">The Human Community (CCC 1877-1948)</p> <p>Respond to one's call to the human community, including the communal character of the human vocation, the necessity of contribution and participation in society, and the preservation of the common good, social justice, and human solidarity.</p>	Respond to call to the human community.
<b>ANCHOR 9</b> K-8.Rel.9	<p style="text-align: center;">God's Salvation: Law and Grace (CCC 1949-2051) (along with 731-1059 as it pertains to the Church)</p> <p>Understand the Catholic Church to be the source of the Word of God and the community of the baptized through which Christians experience the example of holiness of the Virgin Mary and the saints, and through which Christians celebrate the Sacraments.</p>	Understand the Catholic Church to be source of the Word of God/community of baptized.
<b>ANCHOR 10</b> K-8.Rel.10	<p style="text-align: center;">Love the Lord your God (CCC 2052-2195)</p> <p>Describe the relationship between the love of God and following the commandments, through study of the first three commandments and in reflection of loving God with all your heart, and with all your soul, and with all your mind.</p>	Describe relationship between love of God and following the commandments.
<b>ANCHOR 11</b> K-8.Rel.11	<p style="text-align: center;">Love your Neighbor as Yourself (CCC 2196-2557)</p> <p>Describe the relationship between the love of others and following the</p>	Describe relationship between love of others and following the commandments.

	commandments, through study of commandments four through twelve and in reflection of love fulfilling the law.	
<b>Pillar III: Christian Prayer</b>		
<b>ANCHOR 12</b> K-8.Rel.12	<p style="text-align: center;">Prayer (CCC 2558-2865)</p> <p>Pray and understand how to pray in various forms, in recognition of prayer as God's gift and to appreciate the universal call to prayer, as Jesus teaches us how to pray and Jesus hears our prayer, and as a study of ways to pray, the traditions of prayer, living a life of prayer, and praying the Lord's Prayer.</p>	Pray and understand how to pray in various forms.

**Diocese of Grand Rapids  
Office of Catholic Schools  
Curriculum Standards  
for Cross-Content Literacy  
in grades 6-8**

Students who demonstrate understanding of eighth grade literacy are able to ---

	Full Standard	Report Card Wording
6-8.CL.1	Solve authentic problems through open-ended inquiry and ideation to build problem-solving techniques and learning in various contexts.	Solve authentic problems through open-ended inquiry/ideation.
6-8.CL.2	Summarize content-specific traditional texts and digital media in simpler but still accurate terms.	Summarize in simpler/accurate terms.
6-8.CL.3	Determine whether an author's perspective is in accord or discord with Catholic teaching.	Determine whether perspective of author is in accord/discord with Catholic teaching.
6-8.CL.4	Identify omitted information in a piece of published work and infer reasons for such omissions.	Identify omitted information in published work and infer reasons for omissions.
6-8.CL.5	Identify an author's claim, evidence, reasoning, and anticipated counterclaim in a published work.	Identify claim, evidence, reasoning, anticipated counterclaim.
6-8.CL.6	Explain a published work's purpose, tone, and structure in relation to the author's perspective and the intended audience.	Explain purpose/tone/structure.
6-8.CL.7	Determine the meanings of key terms and content-specific vocabulary as used in texts and media.	Determine meanings of key terms and content-specific vocabulary.

6-8.CL.8	Use content-specific vocabulary in the creation of texts or media.	Use content-specific vocabulary.
6-8.CL.9	Compare various domain-specific texts or media (i.e. historical primary sources, scientific research, videos, websites, etc.) in their structural features and design.	Compare various texts/media.
6-8.CL.10	Compare the claims, evidence, and reasoning of various arguments.	Compare claims/evidence/reasoning of various arguments.
6-8.CL.11	Present a clear understanding of a complex topic through the use of multiple relevant and useful sources of information.	Present a clear understanding of a complex topic.
6-8.CL.12	Accurately cite sources of information for use as evidence and reasoning to support an argument.	Accurately cite sources of information.
6-8.CL.13	Construct an argument using a claim, evidence, reasoning, and counterclaim to demonstrate understanding of a content-specific topic of inquiry.	Construct argument using claim, evidence, reasoning, counterclaim
6-8.CL.14	Use collaboration to connect with peers and experts to explore various topics.	Connect with peers/experts to explore topics.
6-8.CL.15	Inform and influence audiences, through verbal communication and the creation of media and writing, in order to proclaim the Word of God, share the teachings of Jesus Christ, and to promote the greater good of the community.	Inform/influence audiences to proclaim Word of God/promote greater good.
6-8.CL.16	Self-reflect, using metacognitive strategies, on the specific and individual processes and techniques used to complete academic tasks in order to assess progress toward academic goals.	Assess progress toward academic goals.

## Ninth Grade Theology Curriculum Standards

### Course I: The Revelation of Jesus Christ in Scripture

Students who demonstrate understanding of theology course I are able to --

How Do We Know About God?	
HS.Theo.I.1	Describe how the thirst and desire for God works within all people.
HS.Theo.I.2	Describe how natural revelation reveals the truth of God.
HS.Theo.I.3	Define Divine Revelation and describe how this revelation is transmitted through Scripture and Apostolic Tradition.
About Sacred Scripture	
HS.Theo.I.4	Explain the concepts of Divine inspiration and Biblical inerrancy.
HS.Theo.I.5	Describe the role of oral tradition in the creation of the Bible.
HS.Theo.I.6	Describe the stages in the development of the Bible and determination of the canon of Scripture.
HS.Theo.I.7	Examine and discuss the relationship between Sacred Scripture and prayer.
Understanding Scripture	
HS.Theo.I.8	Recognize the Magisterium as the teaching office of the Church, responsible for authentic interpretation of the Bible.
HS.Theo.I.9	Read and interpret Sacred Scripture within the tradition and teaching of the Church, taking into account the criteria used by the Church in its interpretation.
HS.Theo.I.10	Study specific passages of Scripture to examine the literal, allegorical, moral, and anagogical senses of

	Scripture.
HS.Theo.I.11	Recognize and discuss how there can be no conflict between religious truth and scientific and historical truth.
HS.Theo.I.12	Explain how interpretation of Scripture can be approached through analysis of literary forms and other modern critical methods.
<b>Overview of the Bible</b>	
HS.Theo.I.13	Identify the components and structure of the Old Testament, including why it is named the "Old" Testament and how it differs from the Protestant canon.
HS.Theo.I.14	Identify the components and structure of the New Testament, and articulate the relationship between the Old and New Testaments.
<b>The Gospels</b>	
HS.Theo.I.15	Explain the importance of the Gospels in Scripture.
HS.Theo.I.16	Explain the three stages in the formation of the Gospels.
HS.Theo.I.17	Classify and compare the elements of the Synoptic Gospels.
HS.Theo.I.18	Examine the Gospel of John in its uniqueness from and coherence to the Synoptic Gospels.
<b>Challenges</b>	
HS.Theo.I.19	Identify and examine potential challenges we face in understanding the Bible in the Catholic faith.

### Course II: Who is Jesus Christ?

Students who demonstrate understanding of theology course II are able to --

	God and Revelation
HS.Theo.II.1	Describe how God reveals Himself through Scripture and Tradition.
HS.Theo.II.2	Define faith.
HS.Theo.II.3	Explain how faith in Jesus leads to discipleship.
HS.Theo.II.4	Examine the relationship between faith and religion.
HS.Theo.II.5	Explain how the fullness of Revelation is reflected in the life and teaching of the Catholic Church.
HS.Theo.II.6	Justify the reasons for faith in God and participation in the Catholic Church, within the context of modern society and conflicting culture, and also in light of the existence of suffering.
	Jesus Christ's Revelation About God
HS.Theo.II.7	Describe the significance of the mystery of the Incarnation.
HS.Theo.II.8	Describe how the dogma of the Holy Trinity explains to us the fullness of the nature of God.
HS.Theo.II.9	Identify the distinctive characteristics of each of the Three Persons of the Trinity.
HS.Theo.II.10	Describe the development of Trinitarian theology in relation to the major Christological controversies.
HS.Theo.II.11	Identify the unique role of the Blessed Virgin Mary in salvation history.
	The Mystery of the Incarnation
HS.Theo.II.12	Articulate God's Revelation of Jesus Christ as fully God and fully man

	<b>Jesus Christ Teaches Us About Ourselves</b>
HS.Theo.II.13	Explain how Jesus embodies what has been revealed in and through creation.
HS.Theo.II.14	Describe how Jesus redeems us and gives us his grace so that we can choose good and resist sin.
HS.Theo.II.15	Use Scripture to describe how Jesus' teachings lead us to grow in holiness and goodness.
HS.Theo.II.16	Use Scripture to explain how Jesus teaches us to pray and teaches us through prayer.
HS.Theo.II.17	Explain how the Communion of Saints connects the Christian faithful, both the living and the dead.
HS.Theo.II.18	Use Scripture to describe Jesus' messages of death, judgement, heaven, and hell.
	<b>Challenges</b>
HS.Theo.II.19	Identify and examine potential challenges we face in accepting the truth of our faith.

## Tenth Grade Theology Curriculum Standards

### Course III: The Mission of Jesus Christ

Students who demonstrate understanding of theology course III are able to --

<b>The Goodness of Creation and Our Fall from Grace</b>	
HS.Theo.III.1	Recognize the use of figurative and symbolic language in Genesis I-11 to convey God's Truth in the creation of the world rather than to convey science.
HS.Theo.III.2	Explain the significance of the creation of human beings, created in the image and likeness of God, having both body and soul and including both men and women.
HS.Theo.III.3	Describe original sin and its consequences.
<b>The Promise of a Messiah &amp; Christ Our Light: Redemption Unfolds</b>	
HS.Theo.III.4	Retrace God's promise of a Messiah from the Book of Genesis through the covenants of the Old Testament .
HS.Theo.III.5	Use the words of the Gospels as evidence to describe how Jesus is the fulfillment of Old Testament prophecies.
HS.Theo.III.6	Explain the reasons for the Incarnation.
HS.Theo.III.7	Explain how Jesus' saving mission is revealed through the events of His life and ministry.
<b>Redemption Through the Paschal Mystery</b>	
HS.Theo.III.8	Explain how the Passion and Death of Jesus exemplify redemptive love.
HS.Theo.III.9	Describe the significance of the Resurrection and the Ascension of Jesus, including their implications for the life of the Church.
<b>Moral Implications for the Life of a Believer</b>	

HS.Theo.III.10	Identify the implications that Christ’s Salvation has for Christian life, death, and judgment.
HS.Theo.III.11	Recognize the universal call to holiness of life and describe how one may grow in holiness.
<b>Prayer in the Life of a Believer</b>	
HS.Theo.III.12	Recognize the need to grow in intimacy and communion with Jesus Christ through vocal, meditative, and contemplative prayer.
HS.Theo.III.13	Recognize and use Scripture as a source and guide for prayer.
HS.Theo.III.14	Experience and develop prayer as blessing, adoration, petition, intercession, thanksgiving, and praise.
<b>Challenges</b>	
HS.Theo.III.15	Identify and examine potential challenges we face in understanding Christ’s suffering and our role as followers of Christ.

### Course IV: Jesus Christ's Mission Continues in the Church

Students who demonstrate understanding of theology course IV are able to --

Christ Established His One Church to Continue His Presence and His Work	
HS.Theo.IV.1	Use Scripture to trace the origins of the Church in both the Old and New Testaments.
HS.Theo.IV.2	Identify and describe the role of the Holy Spirit in the development and presence of the Catholic Church.
HS.Theo.IV.3	Describe the role of the Apostles in the early Church.
Images of the Church	
HS.Theo.IV.4	Identify and explain various images of the Church rooted in the Old Testament and New Testament and developed in Tradition.
The Marks of the Church	
HS.Theo.IV.5	Define each of the marks of the Church and describe how each is a necessary component of understanding and living the Church in its fullness.
The Church in the World	
HS.Theo.IV.6	Describe how the Church's functions of evangelization, teaching, sanctifying, and governing act as instruments of communion with God and of unity of the human race.
HS.Theo.IV.7	Create and use a model to describe the hierarchical nature of the Church as well as the various roles and vocations of life within the Church.
HS.Theo.IV.8	Describe the role of the Magisterium and how the Church is both indefectible and infallible.
Implications of Life of a Believer	
HS.Theo.IV.9	Describe why belonging to the Church, regular reception of the sacraments, prayer, and living as disciples are all essential aspects of life in the Catholic Church.

	Challenges
HS.Theo.IV.10	Identify and examine potential challenges we face in our daily lives as members of the Catholic Church and evangelicals for the Church's teachings.

## Eleventh Grade Theology Curriculum Standards

### Course V: Sacraments as Privileged Encounters with Jesus Christ

Students who demonstrate understanding of theology course V are able to --

The Sacramental Nature of the Church	
HS.Theo.V.1	Define and explore the mystery of sacraments and grace, and compare to the definition and role as used by Eastern Churches.
HS.Theo.V.2	Explain and give examples of how both Jesus Christ and the Church are sacraments of God and salvation.
HS.Theo.V.3	Articulate the outward expressions of Christ's Sacramental presence in our lives through signs, symbols, and rituals.
HS.Theo.V.4	Develop a deeper prayer experience through liturgical prayer and various forms of personal prayer in the Catholic tradition.
Sacraments of Initiation	
HS.Theo.V.5	Explain the Scriptural basis and historical development of the Sacrament of Baptism.
HS.Theo.V.6	Describe the Rite of Baptism, including its essential elements, requirements for reception, and minister of the Sacrament.
HS.Theo.V.7	Describe the effects of Baptism and discuss the implications of reception of Baptism.
HS.Theo.V.8	Define and describe the Sacrament of Confirmation, and explain its scriptural basis and historical tradition in the Roman Catholic Church.
HS.Theo.V.9	Identify the parts of the Rite of Confirmation, including its essential elements, requirements for reception, and minister of the Sacrament.
HS.Theo.V.10	Describe the effects of Confirmation and discuss the implications of reception of Confirmation in our lives.

HS.Theo.V.12	Explain the Scriptural basis and historical development of the Sacrament of the Eucharist.
HS.Theo.V.13	Identify the parts of the Mass, including its essential elements and the connection of the actions and words of the Mass to the theology of the Eucharist.
HS.Theo.V.14	Define transubstantiation and recognize the implications of the Real Presence in our Eucharistic worship.
HS.Theo.V.15	Describe the effects of Holy Eucharist and the requirements for fruitful reception of this Sacrament.
HS.Theo.V.16	Examine the meaning of active participation in the Mass and determine the implications of receiving the Holy Eucharist.
<b>Sacraments of Healing</b>	
HS.Theo.V.17	Explain the Scriptural basis and historical development of the Sacrament of Penance and Reconciliation.
HS.Theo.V.18	Explain the characteristics of the three forms of the Sacrament of Penance.
HS.Theo.V.19	Describe the essential elements, requirements for reception, and minister of the Sacrament of Reconciliation.
HS.Theo.V.20	Explain how the effects and implications of Reconciliation heal and strengthen our relationships with God and the world through grace.
HS.Theo.V.21	Explain the Scriptural basis and historical development of the Sacrament of Anointing of the Sick.
HS.Theo.V.22	Describe the essential elements, requirements for reception, and minister of the Sacrament of the Anointing of the Sick.
HS.Theo.V.23	Explain the effects of Anointing of the Sick and discuss the implications of reception of the Sacrament.
<b>Sacraments at the Service of Communion</b>	
HS.Theo.V.24	Explain the Scriptural basis and historical development of the Sacrament of Holy Orders.
HS.Theo.V.25	Describe the Rite of Ordination, including its essential elements, requirements for reception, and minister of the Sacrament.

HS.Theo.V.26	Explain the effects of Holy Orders and discuss the implications of the reception of the Sacrament, including the distinct tasks of each ordained ministry.
HS.Theo.V.27	Explain the Scriptural basis and historical development of the Sacrament of Matrimony.
HS.Theo.V.28	Describe the celebration of Matrimony, including its essential elements, and minister of the Sacrament, and the requirements of reception.
HS.Theo.V.29	Discuss the effects of Marriage and examine the responsibilities of lifelong fidelity, procreation, and the care for the Domestic Church.
HS.Theo.V.30	Distinguish between divorce and a declaration of nullity and recognize the implications of each in light of the sanctity of marriage and the dignity of each person.
HS.Theo.V.31	Examine the elements necessary for a strong vocation to Holy Orders or Marriage and the need for ongoing enrichment with an emphasis on prayer and relationship with Christ.
<b>Challenges to Worship and Sacraments</b>	
HS.Theo.V.32	Identify and examine potential challenges we face by living lives that are true to worship and the Sacraments.

### Course VI: Life in Jesus Christ

Students who demonstrate understanding of theology course VI are able to --

What is Life in Christ?	
HS.Theo.VI.1	Explain God's plan for humanity, including the elements that allow us to share eternal love and happiness in Heaven as well as the implications of God creating us in his image and likeness.
HS.Theo.VI.2	Identify the call to love and joy through the Beatitudes.
HS.Theo.VI.3	Explain the implications of the call to be a follower of Christ.
HS.Theo.VI.4	Defend the reality of the existence of absolute truth in the world, especially in relation to relativism.
God Has Taught Us How to Live a New Life in Christ	
HS.Theo.VI.5	Differentiate between the various expressions of moral law, including eternal law (Divine Providence), natural law, revealed law, and civil and ecclesiastical law.
HS.Theo.VI.6	Identify positive applications of each of the Ten Commandments.
HS.Theo.VI.7	Identify and explain violations of each of the Ten Commandments in actions and intentions.
HS.Theo.VI.8	Explain how the two Great Commandments of Jesus relate to the Decalogue.
HS.Theo.VI.9	Articulate the significance of the Sermon on the Mount, including how the Beatitudes and other Christian teachings require us to live in today's world.
HS.Theo.VI.10	Identify and describe the teaching authority and responsibility of the Church, including the role of the Magisterium and concepts outlined in Church law.
Living New Life in Christ Jesus and the Gospel Message Are the Basis for Catholic Moral Teaching	
HS.Theo.VI.11	Describe the meaning of our vocation to discipleship and explain the various elements of discipleship in our lives as Christians.

HS.Theo.VI.12	Define and identify the types of grace.
HS.Theo.VI.13	Define and identify the types of virtue.
HS.Theo.VI.14	Describe the specific roles of the gifts of the Holy Spirit, the fruits of the Holy Spirit, the Sacraments, and prayer in sustaining the moral life.
HS.Theo.VI.15	Identify the types of conscience, explain the proper formation of conscience, and recognize the moral responsibility of following an informed conscience as it is freely provided to us by God.
HS.Theo.VI.16	Explain how each of the sacraments offer us the grace and strength to live moral lives.
<b>The Reality of Sin</b>	
HS.Theo.VI.17	Explain humanity's original innocence and the effects of Original Sin.
HS.Theo.VI.18	Examine the reality of sin through an understanding of its classifications: sins of omission and commission as well as mortal, venial, and capital sins.
HS.Theo.VI.19	Recognize and discuss scriptural images of sin.
<b>Challenges</b>	
HS.Theo.VI.20	Identify and examine potential challenges we face by living lives that are true to God's plans and by being Christ's disciples.

## Twelfth Grade Theology Curriculum Standards

### Course VII: History of the Catholic Church

Students who demonstrate understanding of theology course VII are able to --

	Christ Established His Church
HS.Theo.VII.1	Describe how the Church was planned by the Father, instituted by Christ, and revealed by the Holy Spirit.
HS.Theo.VII.2	Describe how the life of the apostles exemplifies the Church's mission of evangelization.
HS.Theo.VII.3	Identify how the Acts of the Apostles demonstrates the apostolic and hierarchical nature of the Church.
	History of Church in Post-Apostolic Times
HS.Theo.VII.4	Identify and explain the participation of Roman Christians in the persecution of Jesus.
HS.Theo.VII.5	Connect Eucharistic center of early liturgy to later and modern liturgies.
HS.Theo.VII.6	Evaluate the transition of Christianity into the public square and its attendant adaptations.
HS.Theo.VII.7	Identify and explain factors for inculturating Scripture, especially the enlightenment of the Greek and Roman cultures by the Gospel.
HS.Theo.VII.8	Explore the Eastern Patriarchates in relation to the See of Rome.
HS.Theo.VII.9	Explain the necessity for conciliar response to heresy.
HS.Theo.VII.10	Identify, explain, and model authentic doctrinal development as the unfolding of the deposit of faith.
HS.Theo.VII.11	Describe the collapse of the secular world in the 400s and the Church's role as protector of society.
HS.Theo.VII.12	Identify positive contributions monastery orders made to society.
HS.Theo.VII.13	Describe the conflicts between the Church and state of the Middle Ages.

HS.Theo.VII.14	Trace the rise of the mendicant orders and explain their positive contributions to education and universities.
HS.Theo.VII.15	Describe the events of the Middle Ages that were precursors of the Reformation.
HS.Theo.VII.16	Identify and examine the historical situations that led to the Crusades.
HS.Theo.VII.17	Identify major events within the Crusades and describe how the Crusades affected European culture.
HS.Theo.VII.18	Describe the Church's contributions to the revival of the arts and Western culture during the Renaissance.
HS.Theo.VII.19	Identify events and movements that were precursors to the Reformation.
HS.Theo.VII.20	Develop a timeline of the important events and people of the Protestant Reformation.
HS.Theo.VII.21	Identify distinctive Protestant beliefs and practices and articulate how these differ from Catholicism.
HS.Theo.VII.22	Explain the various actions of the Council of Trent as responses to the Protestant Reformation.
HS.Theo.VII.23	Explain how culture and saints of the Counter-Reformation exemplified the newfound confidence of the Church.
HS.Theo.VII.24	Describe the role of missionaries in the exploration of new territories and the evangelization within new cultures.
HS.Theo.VII.25	Explain how Enlightenment ideas conflicted with Catholicism and led to the French Revolution.
HS.Theo.VII.26	Identify the events and saints that promoted religious revival in post-revolutionary France.
HS.Theo.VII.27	Identify the actions of Pope Pius IX which strengthened the spiritual authority of the Pope of the Church.
HS.Theo.VII.28	Analyze the conditions and social injustices of the Industrial Revolution.
HS.Theo.VII.29	Associate the work of Pope Leo XIII with the development of Catholic Social Justice.
HS.Theo.VII.30	Examine and discuss the teachings and writings of the Church that are instrumental in promoting social justice.
HS.Theo.VII.31	Examine the pastoral actions of Pius X on communion, liturgical music, and his stance against modernism.

HS.Theo.VII.32	Describe the Church's responses to the major events of the twentieth century.
HS.Theo.VII.33	Identify the reasons why Pope St. John XXIII called the Vatican Council and the major outcomes of the Council.
HS.Theo.VII.34	Place the major events of the Pontificate of Pope Paul VI in the context of Church and world history.
HS.Theo.VII.35	Describe the historical background and impact of the events and themes of the Pontificate of Pope St. John Paul II.
HS.Theo.VII.36	Discuss the impact of the Pontificates of Benedict XVI and Francis in the Church and the world.
HS.Theo.VII.37	Identify the major personalities in the history of the United States.
HS.Theo.VII.38	Trace the major themes in the history of the Catholic Church in the United States, correlating them with the broader themes of American history.
HS.Theo.VII.39	Explain the contributions of the American saints and blessed.
<b>Challenges</b>	
HS.Theo.VII.40	Respond to the claim that unfortunate historical events invalidate and "disprove" the sanctity of the Church.
HS.Theo.VII.41	Conclude human discord as the cause for other churches to break away from the Church and proclaim the Church's commitment to Christian unity.

### Course VIII: Living as a Disciple of Jesus Christ in Society

Students who demonstrate understanding of theology course VIII are able to --

God's Plan for His People	
HS.Theo.VIII.1	Correlate through concrete examples how happiness is dependent on a relationship with God.
HS.Theo.VIII.2	Examine how the whole human race is united through the social nature of mankind.
HS.Theo.VIII.3	Explain how Vatican II identifies the Church as the Mystical Body of Christ, the Family of God, a community of sanctified believers, a teacher, and a listener.
Social Teaching of the Church	
HS.Theo.VIII.4	Defend the argument that the Church always has stood for charity and justice through the social teachings in Scripture, the Church's history of social concern, and the corporal and spiritual works of mercy.
HS.Theo.VIII.5	Distinguish between the four types of justice, apply the specific forms of justice to social issues, and integrate the four to promote the common good.
HS.Theo.VIII.6	Engage modern Catholic Social Teaching to provide help in solving social issues.
HS.Theo.VIII.7	Extrapolate social teaching from moral law.
HS.Theo.VIII.8	Recognize how God, in ordering creation, confers authority to society in order to return all things to himself.
HS.Theo.VIII.9	Defend the truth that the perfection of the person is found in communities that model the communion of the Trinity.
HS.Theo.VIII.10	Explore how the USCCB engages social issues.
Major Themes of Catholic Social Teaching	
HS.Theo.VIII.11	Defend the dignity of human life.

HS.Theo.VIII.12	Explain and model how the family is the foundation of society, and how all people should participate in society to work for the common good.
HS.Theo.VIII.13	Foster and protect human rights, as a responsibility of the people of society.
HS.Theo.VIII.14	Defend that the goods of the earth belong to all people and must be shared appropriately and for the sake of the common good.
HS.Theo.VIII.15	Uphold work and the dignity to work as part of God's creation plan, and defend the right to work in just conditions.
HS.Theo.VIII.16	Recognize the use of solidarity in the promotion of the common good.
<b>Sin and Its Social Dimensions</b>	
HS.Theo.VIII.17	Explain the difference between social sin and personal sin.
HS.Theo.VIII.18	Identify the foundations of social sin.
HS.Theo.VIII.19	Recognize the social dimension of each of the first three Commandments, including the strengthening of relationship with God and defending the freedom of worship.
HS.Theo.VIII.20	Recognize the social dimension of Commandments four through twelve, including study of each Commandment through positive examples and failures.
HS.Theo.VIII.21	Recognize the social dimension of the Beatitudes, including how we are invited to live the Beatitudes and the consequences of neglecting the Beatitudes.
<b>Challenges</b>	
HS.Theo.VIII.22	Analyze how societal pressures and opposition to the faith contradict the model set for us by Christ.

**Diocese of Grand Rapids  
Office of Catholic Schools  
Curriculum Standards  
for Cross-Content Literacy  
in grades 9-12**

Students who demonstrate understanding of twelfth grade literacy are able to ---

	<b>Cross-Content Literacy</b>
HS.CL.1	Solve authentic problems through open-ended inquiry and ideation in various contexts.
HS.CL.2	Paraphrase complex content-specific texts and media in simpler but still accurate terms.
HS.CL.3	Determine to what extent an author's work is in accord or discord with Catholic teaching.
HS.CL.4	Identify important issues that remain unresolved in a traditional text or digital media.
HS.CL.5	Identify the perspective, potential bias, and credibility of primary and secondary sources based on their maker, date, place of origin, intended audience, and intended purpose.
HS.CL.6	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as used in content-rich texts.
HS.CL.7	Use content-specific vocabulary in the creation of texts and media.
HS.CL.8	Identify and evaluate the claim, evidence, reasoning and counterclaims in a piece of published work, and verify or challenge the position by using other sources of information.
HS.CL.9	Analyze and compare the elements and structures of domain-specific published work (i.e. historical primary sources, scientific research, videos, websites, etc.).

HS.CL.10	Synthesize information from a range of sources to demonstrate a clear understanding of a complex topic.
HS.CL.11	Precisely and appropriately cite sources of information for use as evidence and reasoning to enhance an argument.
HS.CL.12	Construct an argument using precise claims, counterclaims, reasoning, and evidence to demonstrate understanding of a complex topic of inquiry.
HS.CL.13	Use collaboration to connect with peers and experts to explore various points of view on particular topics in various contexts.
HS.CL.14	Inform and influence audiences, through verbal communication and the creation of media and writing, for a variety of specific purposes, including to proclaim, defend, and share the teachings of our Catholic faith and to promote the greater good of society.
HS.CL.15	Use metacognitive strategies to examine the specific and individual processes and techniques used in completing various academic tasks in order to assess one's progress toward academic goals.

**Diocese of Grand Rapids  
Office of Catholic Schools  
Curriculum Standards  
for Religion/Theology  
in grades K-12**

**Acknowledgements for Curriculum Standards for Religion/Theology**

The Diocese of Grand Rapids Office of Catholic Schools Religion/Theology Curriculum Standards were drafted in reflection of

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**Acknowledgements for Curriculum Standards for Cross-Content Literacy**

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