

**CATHOLIC SOCIAL TEACHING  
PARISH COURSE OF STUDY  
GRADE 8**

**PROGRAM GOAL:** The student will know and understand the person, message and mission of Jesus and the history and basic teachings of the Roman Catholic Church.

**COURSE GOAL:** The student will know the social teaching of the Catholic Church and realize that social justice is constitutive of who we are as Christians.

**SCRIPTURE BASE**

- The student will be able to evaluate and respond to current issues in light of Gospel values.

**SACRAMENTAL BASE**

The student will:

- know that Baptism and Confirmation call them to witness to a new way of life and to spread the Good News to all peoples and nations.
- realize that, for the baptized person, living the Christian life includes involvement with, and being of service to, others.

**THE MISSION OF THE CHURCH**

- The student will understand that the very nature of the Church's mission demands prayer and action on behalf of justice.

**BASE IN TRADITION: "SEVEN PRINCIPLES OF CATHOLIC SOCIAL TEACHING" (cf. handout #1)**

The student will know that:

- principle two is "Call to Family, Community and Participation"
  - a. each person is social and belongs to social groups such as family, school, church, communities, and nation.
  - b. each person is expected to participate fully and appropriately in his/her social groups.
  - c. how the life and ministry of Bishop Oscar Romero, the Women of El Salvador (Jean Donovan, Sr. Dorothy Kazel, Sr. Ita Ford, and Sr. Maura Clarke) and Dorothy Day exemplify principle #2.
  - d. how to apply this principle in their lives.

- principle five is “Dignity of Work and the Rights of Workers”
  - a. work has dignity and each worker must be respected.
  - b. the life and ministry of St. Isidore (May 15) exemplify this principle.
  - c. how to apply this principle in their lives.

## **PERSONAL APPLICATION**

The student will:

- recognize the talents they have and how these may be shared in the service of others.
- pray that God will give them the courage to respond appropriately to the needs of others.
- perform service projects based on the Corporal and Spiritual Works of Mercy. (cf. Service Handout #2)
- know the difference between service (charity) and justice (changing unjust systems and institutions).
- know some non-violent responses to situations and be able to apply them.

**CHRISTIAN LIFE CHOICES  
PARISH COURSE OF STUDY  
GRADE 8**

<b>PROGRAM GOAL:</b>	The students will know and understand the person, message and mission of Jesus and the history and basic teachings of the Roman Catholic Church.
<b>COURSE GOAL:</b>	The students will know how to discern their vocational call and to develop Christian lifestyles

**PERSONAL DEVELOPMENT**

The students will know:

- that they are unique and specially created by God.
- the need for building a strong and realistic concept of self and accepting themselves as worthwhile persons.
- that they are worthy of respect and capable of giving respect.
- that they are responsible for their decisions and the consequences of these decisions.
- that emotions are an ordinary part of life that tell us how things are. It is what we do with our emotions for which we are responsible.
- that gaining appropriate autonomy and interdependence is part of the maturation process.
- that maturing Christians will, at times, need to stand prophetically among their peers.

**INTERPERSONAL DEVELOPMENT**

The student will know that:

- each person is valuable and worthy of being treated with dignity because he/she is created by God.
- persons derive faith and values from interaction with their family and community.
- it is very important to express feelings accurately, appropriately, and responsibly.

- it is very important to listen to the other in conversation.
- it is very important to be able to say “no” to another person when what is asked is not acceptable.
- a person’s decisions and choices affect other people’s lives.
- God has made each of us lovable and capable of love.
- God has made us capable of commitment and faithfulness in relationships.
- a faithful relationship depends on authenticity and honesty, respect, love, and an understanding of change in self and others.
- the loss of a relationship (loss of friend, divorce, death) causes grief. (Define grief and give examples of how grief is manifested.)

## **SEXUAL DEVELOPMENT**

The students will know that:

- their sexuality is integral to their personality.
- sexual development is part of the maturation process.
- we are called to reverence the whole of the other person: body, mind, and spirit.
- it is important to make wise choices about establishing relationships with persons of the opposite sex:
  - a. exclusive dating makes a statement of commitment and should be entered into only when there is such commitment;
  - b. exclusive and one-on-one dating presents temptations to an intimacy which is premature;
  - c. sexual involvement is very enticing; it is better to establish limits beforehand through clear and honest communication.
- sexual intercourse is a share in the creative power of God; it is a sacred gift meant to be used responsibly in marriage.
- sexual intercourse is intended only for marriage as a sign of love, lasting union, commitment, exclusivity and permanence.
- marital fidelity involves faithfulness that is physical, emotional, spiritual.
- marriage is a symbol of Jesus’ faithful and never-ending love for the Church.

- the Church considers premarital intercourse, cohabitation, and adultery to be sinful.
- the media often portray lifestyles in a way very opposed to a Christian lifestyle.

## **DISCERNMENT FOR LIFE CHOICES/VOCATIONS**

### **GENERAL**

The student will know:

- a variety of vocations through contact with others.
- that within every vocation there is a call to ministry.

### **SINGLE LIFE**

The student will know:

- that the single vocation is a call to a deep personal relationship with Jesus, a meaningful and fulfilling vocational lifestyle.
- the uniqueness of the single lifestyle as a call to love, through prayer, service and ministry.
- the value of remaining single as away of living out one's identity, goals, and career choices.
- some myths and misconceptions of the single lifestyle: single people would rather be married; singles are those unable to be successfully married; only marriage and children fulfill a person; single life is glamorous and free from burdens.

### **MATRIMONY**

The student will know:

- that matrimony is an intimate, exclusive, permanent and faithful partnership of husband and wife.
- that matrimony is a covenant relationship in unity with God and a vowed partnership of a man and a woman equal in dignity and value, a relationship of mutuality.
- that matrimony and the family form the "church of the home," the "domestic church."
- that married and family life are sacred, and that married and family activities are holy.

- that the committed intimacy of married love is in contrast to the romantic feeling of being “in love” (infatuation).
- the relationship between sexual intercourse and exclusive fidelity.
- the Church’s teaching on the Sacrament of Matrimony, divorce, and annulment.
- how to compare society’s view of matrimony and divorce with that of the Church’s.
- how to respect the power of procreation as an expression of love and a means to participate in the act of creation.
- the myths and misconceptions of married life: everything will be romantic forever; no loneliness, etc.

**VOWED RELIGIOUS LIFE** (see Vocation Chart handout #1 and “I Can Find My Way” handout #2)

The student will know:

- that a religious vocation is not a sacrament in itself, but a fulfillment of the Baptismal commitment.
- what each of the vows means: poverty, chastity, obedience.
- what “charism” is and how charism is reflected in different religious communities.
- the myths and misconceptions of vowed religious life: religious could not find marriage partners; religious life is an escape from the world; religious are “superhuman”; religious are holier than others, never have fun, etc.

**ORDAINED LIFE**

The student will know:

- how to distinguish between diocesan and religious order priests.
- the formational process of becoming a priest: education, pastoral year, ministries, declaration of candidacy and transitional diaconate.
- that the Eastern Catholic churches have a tradition of married priests.
- the myths and misconceptions of the priesthood: priests were unable to find a marriage partner; priests could not hold a job in the “real” world; priests are super-heroes, priests never have fun; etc.

**CHURCH/CHURCH HISTORY  
PARISH COURSE OF STUDY  
GRADE 8**

<b>PROGRAM GOAL:</b>	The students will know and understand the person, message and mission of Jesus and the history and basic teaching of the Roman Catholic Church.
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<b>COURSE GOAL:</b>	The students will understand the history and structure of the Roman Catholic Church.
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**BACKGROUND INFORMATION**

- The student will know the Pentecost account.

**THE STRUCTURE OF THE CHURCH: CHURCH AS INSTITUTION**

The student will know:

- that the Pope is the Bishop of Rome and the leader of the Catholic Church on earth.
- that cardinals are high officials of the Church who rank below the pope and are appointed by him to assist him as chief counselors and collaborators in the governing of the Church.
- that Vatican City is an independent state in Italy and the Pope lives there.

**SECOND TO NINTH CENTURIES**

The student will know:

- the contribution of monasticism (especially St. Benedict) to the growth of the Church.
- that in 313 A.D. Constantine issued the Edict of Milan, thus both broadening and, at the same time, weakening the structure of the Church.
- the term “heresy” as it relates to the humanity and divinity of Christ (this led to the development of creeds; viz., Nicene and Apostles’; cf. Glossary).

## **MIDDLE AGES**

The student will know:

- the term Eastern Schism (1054) and its effect on the Church.
- that the Catholic Church is made up of one Roman (Latin) Church and twenty-one Eastern Churches.
- that there were Crusades.
- the influence of the Renaissance (peak of culture, art, literature) on the developing Church.
- the reasons for the Western Schism: Avignon Papacy and the role of Catherine of Siena.
- the key events of this period including: the rise of the universities and the birth of the mendicant orders, St. Dominic, St. Francis, St. Clare.
- that St. Thomas Aquinas was an intellectual leader and key figure during this period.

## **REFORMATION TO THE NINETEENTH CENTURY**

The student will know:

- the Protestant Reformation and the influence of Martin Luther and Henry VIII.
- the Counter Reformation of the Catholic Church as confirmed in the Council of Trent.
- the role of some key figures of this period: St. Teresa of Avila, St. John of the Cross, St. Vincent de Paul, and St. Louise de Marillac.
- Vatican Council I (end of the nineteenth century): the causes which led up to it; the effect of world conditions on it; and the reason for the pronouncement of infallibility as a response to the crisis of authority.



## **EXPANSION OF THE CHURCH TO NON-EUROPEAN LANDS: THE CHURCH AS HERALD (MISSIONARY, EVANGELIZER)**

The student will know:

- the term “missionary.”
- the contributions of missionaries to the early Church in America; for example, Father Marquette (1673), French missionary who brought Christianity to the Indians of Wisconsin and Illinois territory; North American Martyrs (1642) eight Jesuits who worked with the Indians of the Northwest Territory (Isaac Jogues, Jean de Brebeuf, Rene Goupiel, Gabriel LaLement, etc.); Father Junipero Serra, Spanish missionary who brought the Catholic Faith to Mexican Indians from Mexico to California.
- the first permanent Catholic settlements in the New World: for the Spanish, St. Augustine, Florida; for the French, Quebec, Canada; and for the English, Baltimore, Maryland.
- that John Carroll was the first bishop of the first American Diocese in Baltimore, Maryland.
- the importance of the 1884 Plenary Council of Baltimore in relation to the Church in the United States (establishment of parish schools and the publication of the Baltimore Catechism).
- St. Elizabeth Seton as the founder of the Catholic School System in the United States.
- the role of women and men religious in the growth of the Church in America
- that the Church, through such persons as St. John Neuman and St. Frances Cabrini, worked among the immigrant communities who settled in the United States.
- Mother Elizabeth Lange and Mother Katherine Drexel as pioneers working with African and Native Americans.

## **TWENTIETH CENTURY, THE CHURCH AS SERVANT**

The student will know:

- that the major results of Vatican II include sixteen documents which discuss liturgical reform, the Church’s understanding of herself, the Church’s understanding toward other Christians, dialogue with the modern world, etc.
- the term “Ecumenism” and explain why and how Catholics should be involved in it.

- who the following people were in terms of social justice:
  - a. Mother Teresa of Calcutta and her work among the poor in India.
  - b. Dorothy Day and Peter Maurin as founders of the Catholic Worker Movement.
  - c. Archbishop Romero and his advocacy for social justice with the Jesuits in El Salvador.
- how to critique modern-day role models according to Christian values as they are presented in the media.
- that we help the people of mission countries when we pray and sacrifice.
- that the Church in America is a missionary church and that we are to reach out to share the Good News.
- that the mission of the Church is to evangelize. (Mt. 28. 19-20)
- the efforts of the Diocese of Toledo in mission lands, especially in Zimbabwe.

**DOCTRINE  
PARISH COURSE OF STUDY  
GRADE 8**

<b>PROGRAM GOAL:</b>	The students will know and understand the person, message and mission of Jesus and the history and basic teachings of the Roman Catholic Church.
<b>COURSE GOAL:</b>	The student will have a basic understanding of Catholic Doctrine.

**GOD THE HOLY SPIRIT**

The student will know:

- that God the Father and God the Son sent the Holy Spirit as a gift to us (Pentecost event).
- that the Holy Spirit is received by each person when he/she is baptized and Confirmed.

**MARY AND THE SAINTS**

The student will know:

- that a saint is a person who has been officially recognized through canonization as outstanding in holiness.
- national, diocesan, parish and personal patron saints.
- that Mary, under title of “Immaculate Conception,” is Patroness of the United States.
- that in the United States we celebrate the feast of the Immaculate Conception on December 8 as a Holy Day of obligation.

**ESCHATOLOGY**

The student will know:

- what the term “resurrection of the body” means.
- the traditional Catholic teaching on heaven, hell, and purgatory. (cf. CCC #1023-30)

**ANGELS** (note “Angels” packets are available through the Religious Education office)

The student will know:

- that belief in angels is a doctrine of the Catholic Church (cf. CCC #528.)

**MORALITY  
PARISH COURSE OF STUDY  
GRADE 8**

<b>PROGRAM GOAL:</b>	The students will know and understand the person, message and mission of Jesus and the history and basic teachings of the Roman Catholic Church.
<b>COURSE GOAL:</b>	The student will know the qualities of a morally mature person and begin to make correct moral choices in their lives.

**DEFINITION**

- The student will know that morality is a way of living out human actions according to the principles of Jesus and Church teachings.

**CONSCIENCE**

**Formed Conscience**

The students will know:

- how to use and develop their conscience to make correct moral decisions.
- the sources which help them form their conscience: intellect, heart, family, community, Catholic tradition.

**Informed Conscience**

The student will know:

- the necessity of an informed conscience and the steps to develop that conscience: prayer, study, consultation, and an understanding of the teaching of the Church.
- the relationship between rights and responsibilities.
- and use the Ten Commandments as guides to making responsible choices.
- that a commitment to Christ, as expressed through the Catholic Church, calls each person to certain responsibilities based on the Gospels.

**Lax Conscience**

- The student will know that a lax conscience judges sinful practices as moral or legal.

## **Scrupulous Conscience**

- The student will know that a scrupulous conscience judges actions which are not sinful to be sinful; it dreads sin where no sin exists.

## **SIN AND RECONCILIATION**

### **Definition**

The student will know:

- the difference between temptation and sin.
- that sin is a conscious turning away from God's loving offer of friendship which leads to a weakening or total breakdown of our relationship with God and with others.

### **Types of Sin**

- The student will know the differences between Original Sin, personal sin, and social sin. (cf. Glossary)

### **Venial and Mortal**

- The student will know the three conditions necessary for mortal sin.

### **Commission and Omission**

- The student will know the difference between sins of commission and sins of omission.

## **RECONCILIATION AND FORGIVENESS**

### **Background**

The student will know:

- God as manifesting forgiveness and unconditional love.
- how forgiveness is part of reconciliation.
- that as people of God we are called to forgive ourselves and others.

### **Community**

The student will know:

- how our personal sinfulness and reconciliation affect the Christian community.

- the effects of reconciliation and forgiveness on the Christian community and the world.
- the role of reconciliation in living the Christian life today.

## **MORAL GUIDES**

### **The Ten Commandments**

The student will know:

- that the Ten Commandments are our guides in making responsible moral choices and in living virtuous lives.
- how to make responsible moral choices using the Ten Commandments.

### **The Authority of the Church**

The student will know:

- what authority is.
- how to respect authority in their lives.
- the Precepts (Laws) of the Church. (cf. Glossary).

### **Role Models**

The student will know:

- that Jesus and the saints are guides in our daily moral living.
- and imitate the qualities of saints who model the person of Jesus.

**SACRAMENTS  
PARISH COURSE OF STUDY  
GRADE 8**

<b>PROGRAM GOAL:</b>	The student will know and understand the person, message and mission of Jesus and the history and basic teachings of the Roman Catholic Church.
<b>COURSE GOAL:</b>	The student will understand each of the sacraments and begin to live them.

**GENERAL**

The student will know:

- the names of the seven sacraments.
  
- the categories of sacraments: Sacraments of Initiation, Sacraments of Healing, and Sacraments of Vocation.

**SACRAMENTS OF INITIATION: BAPTISM, CONFIRMATION, EUCHARIST**

**Confirmation (note: see Diocesan Policies for Sacramental Preparation for those preparing to receive Confirmation)**

The student will know:

- that through Confirmation the baptized person is strengthened by the Holy Spirit.
  
- that through Confirmation the baptized person is strengthened and gifted by the Holy Spirit to go out and serve the community.
  
- the Gifts of the Holy Spirit. (cf. Glossary)
  
- the Fruits of the Holy Spirit. (cf. Glossary)
  
- the signs and symbols of Confirmation: anointing with oil (Chrism), the laying on of hands, and the words, “Be sealed with the gift of the Holy Spirit.”
  
- that the bishop is the ordinary minister of the Sacrament of Confirmation.
  
- the effects of the Sacrament of Confirmation: increases and deepens baptismal grace; strengthens us by word and action to be a true witness of Christ; gives an indelible spiritual mark (character), or seal of the Holy Spirit, which gives the confirmand power to be Christ’s witness.



## **Eucharist**

The student will know:

- that when we receive Jesus in the Eucharist, our love for others increases, and the Church community, the Body of Christ, is strengthened.
- that the Eucharist is both a memorial of Jesus' passion, death and resurrection and a sacrifice for the sins of the world.

## **SACRAMENTS OF HEALING: RECONCILIATION AND ANOINTING OF THE SICK**

### **Reconciliation**

The student will know:

- the essentials of the Sacrament of Reconciliation: sorrow for sin, confession, absolution and penance.
- the effects of the Sacrament of Reconciliation: forgives sin, reconciles us with God and the community, increases grace and charity, increases self-knowledge, and strengthens the will.

## **SACRAMENTS OF VOCATION (SACRAMENTS AT THE SERVICE OF COMMUNION): HOLY ORDERS AND MATRIMONY**

### **Holy Orders**

The student will know:

- that all of us have a role as priestly people in sharing Christ's work of sanctifying, teaching and building community. (cf. CCC and Glossary)
- that Holy Orders is a call to men to share in a unique way the ministry of sanctifying, teaching, and building community.
- that the three degrees or orders of this sacrament are: bishop, priest, and deacon.
- the difference in roles between a bishop, a priest, and a deacon.
- that only a bishop can confer the Sacrament of Holy Orders.
- the essentials of the Sacrament of Holy Orders: laying on of hands by the bishop, investing with stole and chasuble, anointing of the hands with Sacred Chrism.

- the effects of the Sacrament of Holy Orders: configures the recipient to Christ by a special grace of the Holy Spirit to serve as Christ's instrument for the Church, confers an indelible spiritual character as in Baptism and Confirmation, and empowers recipients to teach, to lead (build community), and to sanctify.
- how to distinguish between the permanent and the transitional diaconate. (cf. Glossary p.14 and p.18)
- that it is the current practice of the Roman Church that priests be unmarried.

## **Matrimony**

The student will know:

- that Matrimony symbolizes God's love for the Church.
- some Scripture stories that relate to the Sacrament of Matrimony; e.g., Jn. 2:1-12; Mk. 10:2-12; Gen. 1:27-28.
- the essentials of the sacrament of Matrimony: exchange of vows and rings in the presence of two witnesses.
- the meaning of the wedding vows as a bond between the spouses which is perpetual and exclusive.
- that the bride and groom are themselves the ministers of the sacrament.
- the official witnesses of Matrimony are the priest or deacon and two witnesses.
- that some aspects of Matrimony are love, fidelity, permanency, companionship and support.
- that Christ is present in the graces of the Sacrament of Matrimony to enable the couple to live out their vocation. (CCC #1615, 1641-42, 1648)
- that the Sacrament of Matrimony is for the love and unity of the couples and involves an openness to procreation.
- that persons who are divorced and remarried without an annulment are not excluded from the Church but cannot receive Holy Communion. (CCC #1665)
- the effects of the Sacrament of Matrimony: increases friendship with God, entitles the married couple to special graces, unites husband and wife with each other in Christ indissolubly, makes the couple a sign of God's love.

**SCRIPTURE  
PARISH COURSE OF STUDY  
GRADE 8**

<b>PROGRAM GOAL:</b>	The students will know and understand the person, message and mission of Jesus and the history and basic teachings of the Roman Catholic Church.
<b>COURSE GOAL:</b>	The students will deepen their understanding of scripture and begin to use scripture as a guide in their lives.

**GENERAL**

**Sources and Nature of Scripture**

The student will:

- know that the word “Bible” means “book” and that is a holy book about God and God’s people.
- handle the Bible with reverence.

**Application of Scripture**

The student will:

- recognize the Bible as the word of God speaking to us today.
- be able to apply the meaning of a Scriptural passage to present-day life.
- be able to use Scripture as a basis for prayer and reflection.

**NEW TESTAMENT (CHRISTIAN SCRIPTURE)**

**Acts of the Apostles**

The student will:

- that the Acts of the Apostles tells how the Holy Spirit guided the Church in its early days.
- know the story of the first Pentecost.

**WORSHIP AND PRAYER  
PARISH COURSE OF STUDY  
GRADE 8**

<b>PROGRAM GOAL:</b>	The students will know and understand the person, message and mission of Jesus and the history and basic teachings of the Roman Catholic Church.
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<b>COURSE GOAL:</b>	The students will understand and grow to love the liturgical year and the forms of liturgical and non-liturgical prayer.
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## **LITURGICAL PRAYER**

### **General**

The student will know:

- that the definition of liturgy is “the official public worship of the Church.”
- the three forms of liturgy: Mass (Eucharistic Liturgy), celebration of the Sacraments, and the Liturgy of the Hours (Divine Office).
- that the Liturgical year is the cycle of seasons and feasts celebrating the presence of Jesus Christ with us throughout all time.
- Advent: beginning of the Liturgical year; four weeks of preparing for Jesus’ coming in history, mystery, and majesty.
- Lent: 40-days’ time of prayer, fasting, and almsgiving in preparation for Easter; “Lent” means spring.
- during Lent people between the ages of 21-59 fast on Ash Wednesday and Good Friday. (fasting)
- during Lent Catholics age 14 and older do not eat meat on Fridays. (abstinence)
- Easter Triduum: highpoint of the Liturgical year; the three days commemorating the Passion, Death and Resurrection of Jesus: Holy Thursday, Good Friday, Holy Saturday.
- Easter: central event of our Christian Faith because Jesus saved us by rising from the dead; highest feastday of the Church.
- Pentecost: the birthday of the Church and the coming of the Holy Spirit.

- Ordinary Time: 34 weeks in the year when the mystery of Christ and all His fullness is celebrated in between the other season; from the word ordo which means “order.”
- the colors of the Liturgical Year and when these colors are used: violet, white, green, purple, and red.
- these symbols: Advent wreath, creche, palms, ashes, Paschal candle, incense.
- know that the liturgy is celebrated through “rites” which include the order of the service: prayers, vessels, vestments, blessings, etc.
- the Holy Days of Obligation. (cf. Glossary)

## **FORMS OF LITURGY**

### **The Eucharistic Liturgy (Mass)**

The student will know:

- that in the Mass we enter into the sacrifice of Jesus’ offering himself on the cross for our salvation.
- that at Mass, the Church celebrates Christ’s life, death, and resurrection.
- that at Mass Jesus is present in the Word, in the Presider, in the Eucharist, and in the Assembly.

### **Parts of the Mass**

The student will know:

- that God speaks through the Bible/Scripture in the Liturgy of the Word.
- that the Lectionary contains readings from the Old and New Testament and that a New Testament Gospel is always read.

### **Liturgy of the Eucharist (cf. also Sacraments section, “Eucharist”)**

The student will know:

- that the second part of the Mass is called the Liturgy of the Eucharist.
- that the second part of the Mass prepares us to receive Jesus in Holy Communion.
- that in the Eucharist, the bread and wine are transformed into the Body and Blood of Christ. This is called Transubstantiation. (CCC #1374-76, 1413).

## **Participation at Mass: the Role of the Assembly**

The students will know:

- that by reason of their Baptism, they are called as their right and duty to “full, conscious, and active participation in liturgical celebration called for by the very nature of the liturgy.” (cf. Vatican II document Constitution on the Sacred Liturgy #14)
- the appropriate responses at Mass.
- that participation in singing is an expression of faith.
- the following roles: lector, cantor, gift bearer, choir member, extraordinary Eucharistic minister, cross bearer, candle bearer, acolyte (server), assembly.
- that moments of silence are opportunities for prayer and reflection.
- these articles use at Mass: Lectionary, Sacramentary, alb, chasuble, stole, chalice, cruets.
- the meaning of these oils and their location in the Church: the Oil of Catechumens (used in Adult Baptism); Sacred Chrism (used in Baptism, Confirmation, and Holy Orders); Oil of the Sick (used only by the priest in the Sacrament of the Anointing of the Sick).

## **Sacraments of Liturgy (cf. “Sacraments” section)**

The student will know:

- that ordinarily Sacraments are to be celebrated within the community of the faithful (Church).
- that a sacramental celebration is a meeting of God’s people with God the Father, in Christ and the Holy Spirit.
- that some of the symbols and actions of sacraments include pouring of water, anointing with oil, lighting candles, giving blessings, laying on of the hands, etc.
- that the signs and symbols, words and actions are inseparable from and accomplish interiorly what they signify exteriorly.

## **The Liturgy of the Hours**

The student will know:

- the definition of the Liturgy of the Hours: the public prayer of the Church which sanctifies the whole course of the day and night.

Worship and Prayer 3

- the structure: the Liturgy of the Hours is ordinarily prayed as Morning Prayer, Daytime Prayer, Evening Prayer, and Night Prayer.
- the format: Liturgy of the Hours is comprised of psalms, scripture readings, hymns, antiphons, intercessions, the Lord's prayer, and blessings.

## **NON-LITURGICAL PRAYER**

### **General**

The student will:

- identify prayer as talking and listening to God.
- know that prayers can be said any time, any place.
- participate in individual and/or group prayer.
- demonstrate reverence while praying.
- experience various forms of prayer; e.g., contemplative, reflective, vocal, and other prayer styles.
- know that it is only through the Holy Spirit that we have the ability to pray.

### **Specific Prayers**

The student will know:

- these prayers: Our Father, Hail Mary, Glory Be, Grace before and after meals, Apostles' Creed, and Nicene Creed.
- and understand the Rosary as a form of prayer and experience praying it.
- the mysteries of the Rosary.
- and understand the Stations of the Cross and experience praying them.