



**Diocese of Lansing  
Religion Curriculum  
Benchmark Supplements  
Sophia Institute *Spirit of Truth* Text Grade 5**

*The following documents provide teachers with lesson information and resources for curricular elements required by the Diocesan framework but not present in the Sophia Institute Spirit of Truth textbook.*

**Domain:** Grow

**Pillar (Grow only):** Profession of Faith

**Standard:** Through the study of Scripture, saints, prayers, and virtue, students who demonstrate a grade-level understanding of the Catechism of the Catholic Church are able to:

<p><b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i></p>	<p><b>Benchmark DOL.5.GROW.SCR.02:</b> Categorize the books of the Bible as 46 books in the Old Testament (Law, History, Wisdom, Prophets) and 27 books in the New Testament.</p>
<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	<p>How are the books of the Bible categorized? I wonder what kind of stories are in the _____ Books? (Pentateuch, Wisdom, Historical, Prophetic, Gospels, New Testament Letters, Catholic Letters)</p>
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	<p>Bible Table of Contents CCC 120-133 Liturgy of the Word lectionary Roman Missal</p>
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	<p>Old Testament, New Testament, Pentateuch, Wisdom, Historical, Prophetic, Gospels, New Testament Letters, Catholic Letters</p>
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	<p>Categorize the Books of the Bible.(Students could create a chart, flashcards, etc.) Group project: research and present about a category of the Bible. Participate in a presentation with a priest, deacon or sacristan about the Liturgy of the Word. Greater participation in the Mass.</p>

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<b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i>	<b>Benchmark DOL.5.GROW.CRE.03:</b> Identify and discuss the four marks of the Church as one, holy, catholic, and apostolic.
<b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i>	How can we grow in holiness? What does it mean that the Church is Catholic? What does it mean that the Church is one? Why is Apostolic succession important? How are we a part of the Church's mission?
<b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i>	CCC 811-870 Nicene Creed Roman Missal
<b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i>	one, holy, catholic, apostolic, mission, Apostolic succession
<b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i>	Visually display and label each of the 4 marks of the church. Greater participation in the life of the Church. Greater participation in the Mass.

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<p><b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i></p>	<p><b>Benchmark DOL.5.GROW.CRE.04:</b> Discuss the implications of faith in one God: Reference the Abraham study.</p>
<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	<p>How was Abraham different from other nomads of his time (because of his belief in one God.) What does it look like to live out our belief in one God?</p>
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	<p>CCC 199-202 See supplemental Bible Study. <i>Bible Basics for Catholics</i> by John Bergsma.</p>
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	<p>covenant, nomad</p>
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	<p>Retell the story of Abraham (project-based: skit, diorama, etc.) Create original artwork showing parts of Abraham's life.</p>

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<p><b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i></p>	<p><b>Benchmark DOL.5.GROW.CRE.05:</b> Discuss the Holy Spirit as the giver of life</p>
<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	<p>What kind of life does the Holy Spirit give?          How can we receive this life of the Holy Spirit?          I wonder how we can keep the life of the Holy Spirit alive in us?          I wonder if it's possible to lose the life of the Holy Spirit?</p>
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	<p>CCC 683-747, 1229, 1241,          Creed          DOCAT 27          YOUCAT 113-120</p>
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	<p>Increased prayer life.          Increased participation in the sacraments.          Love of neighbor and care of God's creation.          Original artwork depicting the Holy Spirit working in various ways.</p>

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<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	<p>How is Abraham a model of faith for us? How does Abraham's willingness to sacrifice Isaac mirror the priest's sacrifice at Mass?</p>
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	<p>Genesis 12-25 CCC 144-146, 2570-2572, 2635 See supplemental Bible Study. <i>Bible Basics for Catholics</i> by John Bergsma. Abraham bible study. Is 54:1, Rev 21:1, Rev 5:1 Is 11: 6-9</p>
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	<p>Parousia, covenant</p>
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	<p>Retell the story of Abraham (project-based: skit, diorama, etc.) Create original artwork showing parts of Abraham's life in relation to the priests and the Mass. Original artwork depicting the Parousia</p>

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<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	<p>I wonder what our bodies will be like at the Parousia? I wonder what the Parousia will be like?</p>
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	<p>CCC 999 Is 11:6-9 1 Corinthians 6:19 YOUCAT 57, 123</p>
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	<p>glorified body, Parousia</p>
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	<p>Look up scripture reference or draw a picture of their conceptualization of the Parousia. Make a prayer card using Isiah 11:6-9</p>

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**Pillar (Grow only):** Life in Christ

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<p><b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i></p>	<p><b>Benchmark:</b> Describe that at the Parousia we will see as God sees and our bodies will perfectly reveal His love. <u>This is a benchmark in support of the standard in 4.THEO.CRE.3</u></p>
<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	



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<p><b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i></p>	<p><b>Benchmark DOL.5.GROW.M.02:</b> Show how we learn more about ourselves through our relationships with others</p>
<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	<p>How should we treat others? I wonder how God wants us to treat others? What qualities are helpful to have in relationships with others? Why do we need relationships with other people? I wonder how we can live in community?</p>
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	<p>CCC 2196 YOUCAT 280 John 13:34 Luke 6:27 Mathew 5:44</p>
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	<p>Relationship, friendship, respect, community</p>
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	<p>Strive for healthy relationships with classmates, teachers, friends and family members. Show respect for others in the community. Care and concern for others, especially the poor, sick and those not valued by society.</p>

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<p><b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i></p>	<p><b>BenchmarkDOL.5.GROW.M.05:</b> Discuss how the character of a person is embodied in the way that he interacts with others.</p>
<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	<p>How can we show that we care for someone?          How does Jesus teach us to treat others (even those who are not our friends)?          What can someone’s actions tell you about that person?</p>
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	<p>John 13:34          Luke 6:27          Mathew 5:44          Matthew 5:42          YOUCAT 280          CCC2196</p>
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	<p>virtues, character, interaction,</p>
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	<p>Patience and respect are shown (words, thoughts, actions) with classmates, friends, family members or those in the community.          Offering prayer intentions for the needs of others.          Standing up for, or with, someone being bullied.</p>

**Domain:** Grow

**Pillar (Grow only):** Christian Prayer

**Standard:** Through the study of Scripture, saints, prayers, and virtue, students who demonstrate a grade-level understanding of the Catechism of the Catholic Church are able to --

<p><b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i></p>	<p><b>Benchmark:</b> Build a communal prayer service for the liturgical seasons.</p>
<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	<p>What is the current liturgical season? How can we celebrate this season? What color represents this season? What could we add to our prayer table to announce this liturgical season?</p>
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	<p>CCC 2565 Bible</p>
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	<p>Liturgical season, communal, prayer service</p>
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	<p>Work together to plan a prayer service that celebrates the liturgical season. Greater participation in prayer and the Mass. Greater participation in the life of the church and its celebrations.</p>