



# **Knowing, Loving, and Serving Christ in the Catholic Church**

Gloria Shahin

Foreword by  
Rev. Alfred McBride, O.Praem.

**Includes  
Revised Order  
of Mass**



*The Subcommittee on the Catechism, United States Conference of Catholic Bishops,  
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Rev. Alfred McBride, O.Praem.

### Being Catholic Writer/General Editor:

David M. Dziena

### Catechist Background Writer:

Rev. George T.M. Hafemann

### Cover and Interior Design, Photo Research:

Lindsey Riesen

### *Nihil Obstat*

Msgr. Michael Heintz, Ph.D.

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✠ Kevin C. Rhoades

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**Reviewers/Consultants:** Leisa Anslinger, Matthew Bunson, Heidi Busse, Marie Scanlon, Dorothy Vogt  
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✠ John M. D'Arcy

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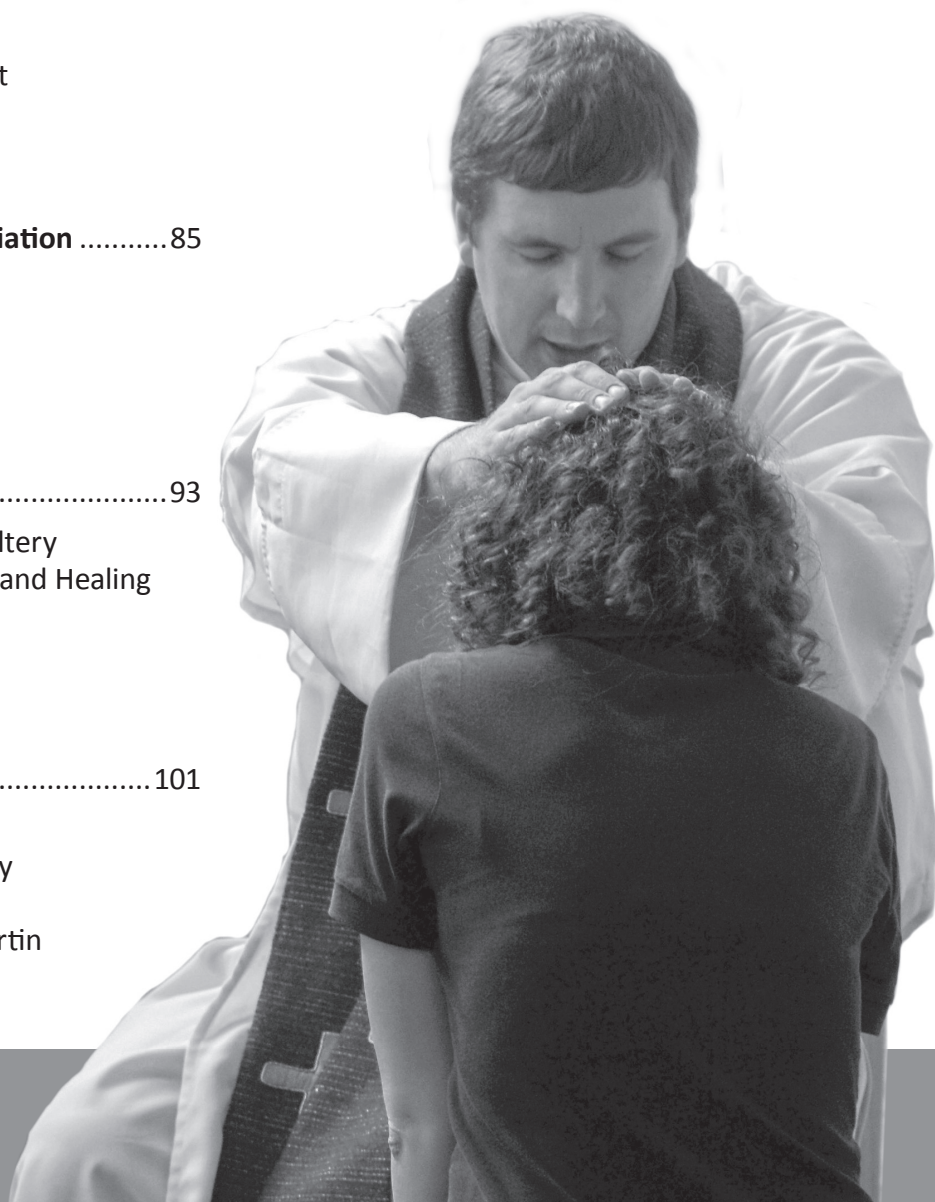
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Two-sided pullout poster features a timeline of Church history events from the birth of Jesus through the election of Pope Francis, placed in the context of world history events from the destruction of the Temple in Jerusalem to the election of the first African-American U.S. president.





# FOREWORD

In reading *Faith Fusion* I kept saying to myself, “wholeness,” a buzzword from psychology, but actually fulfilled in this user-friendly text. I commend the authors for designing a tapestry in true renaissance style instead of a narrow teaching tool. They seem to have forgotten nothing in thinking of ways to make Catholic teaching accessible and a relationship with Christ credible.

Here you will find Scripture, Tradition, liturgy, prayer, Church history, saints’ lives, Catholic customs, and ethnic sensitivity presented in an integrated manner. Woven into these elements are recurrent forms of life applications: What does it mean to you? How does this make you a better Catholic? How does this help you to want the best for yourselves and others? Readers will have little chance to idly wonder over this or that aspect of a teaching.

Every lesson contains a story of a saint, a practice that dates in catechesis from the earliest days of the Church. The power of a personal witness story inspires and motivates the listener to act on the teaching that is illustrated—and is effectively used in this text.

Everyone profits from a “Catch-up” or review of the faith from time to time. This is especially true when one is in transition, such as during Confirmation preparation, participation in RCIA, and in high school youth ministry.

Clear, direct, and challenging, this text owns a simplicity that is admirable. Distilled wisdom always is. It was an excellent idea to use the *Compendium of the Catechism of the Catholic Church*. At the same time it was important to give prominence to Scripture, which is missing in the *Compendium*.

The authors wisely followed the sequence of the four pillars of the *Catechism of the Catholic Church*: Creed, Liturgy, Life in Christ, Prayer. These pillars lead the learner to ponder the faith believed, the faith celebrated, the faith in moral practice, and the faith prayed.

This approach invites the young people to hear the voice of the Father and see the face of Christ and live in the house of the Church with the Holy Spirit. It gives them a map of life for this earth and the goal of eternal life hereafter.

*Rev. Alfred McBride, O.Praem.*



# FAITH FUSION PROGRAM OVERVIEW

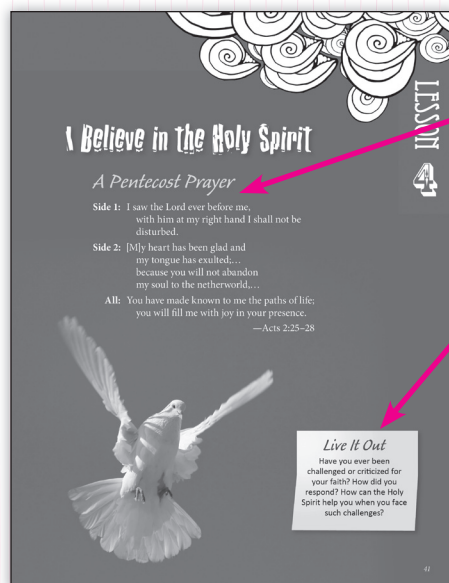
## Student Book Features

The *Faith Fusion* student book is structured around twenty core lessons, organized into four units. Each unit corresponds to one of the four pillars of the *Catechism of the Catholic Church*.

At the heart of the *Faith Fusion* lesson structure is a balance between Scripture and Tradition, the two central elements of our Catholic faith.

**Scripture** Each lesson in *Faith Fusion* features a Scripture reading, taken from the Lectionary and presented in its entirety.

**Tradition** Following the Scripture reading, which presents the Scriptural basis to the beliefs and teachings presented in the lesson, the young people learn the Church doctrine pertaining to the subject of the lesson.

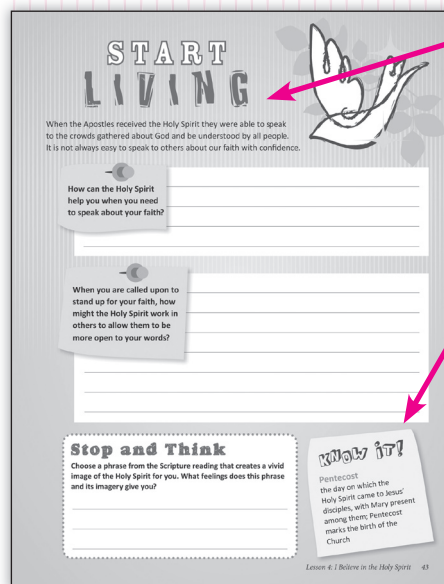


Key features of every lesson...

- The opening prayer uses Scripture or ritual text that connects to the theme of the lesson.
- Reflection questions prepare the young people for understanding how the key points of a lesson apply to their own lives.



- Each lesson features a complete reading from the Lectionary tied to the doctrine taught in that lesson.

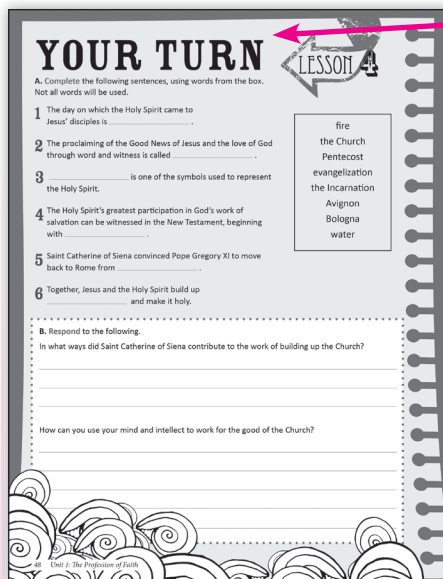


- A full page of activities helps the young people reflect on ways the Scripture applies to their lives, and ways to live its message.
- Key faith words are boldfaced and highlighted in the text and defined in a sidebar on the page where they first appear, as well as in the glossary. Additional key words are boldfaced in the text, indicating that the words are defined in the glossary.

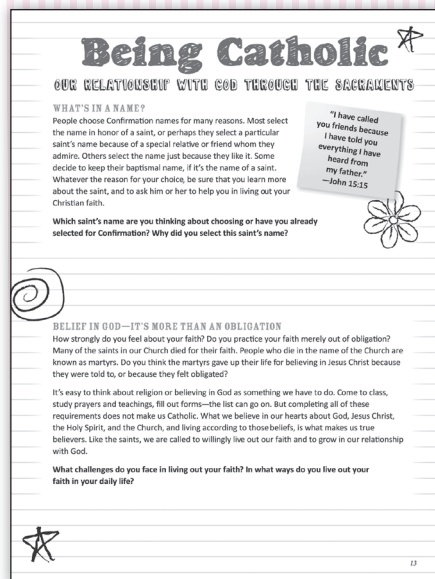


## Other features include...

- **In the Mass** Provides a quick explanation telling when in the Liturgical Year the lesson's Scripture is read at Mass.
- **Stop and Think** The young people will be instructed to choose from the Scripture reading a phrase that is particularly meaningful for them and to reflect on its significance for their own life.
- **Catholic Customs** The young people will learn about popular as well as lesser known Catholic beliefs and customs, such as the veneration of relics and the practice of making pilgrimages.
- **Calendar Connection** Key events from Church history are taught through a simple description and highlights of the key facts.
- **Catholic Social Teaching** All seven Catholic Social Teachings are taught and explained, along with what it means to live them.
- **Know It!** Catholic signs and symbols common to our faith are described and explained.

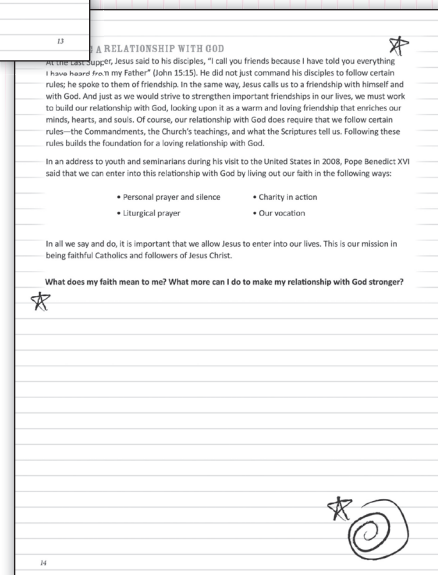


- Each lesson ends with a brief review to evaluate the young people's understanding of the lesson's content. The review features a combination of objective questions and essay questions that test understanding as well as encourage reflection on what the content means in the young people's lived experience.

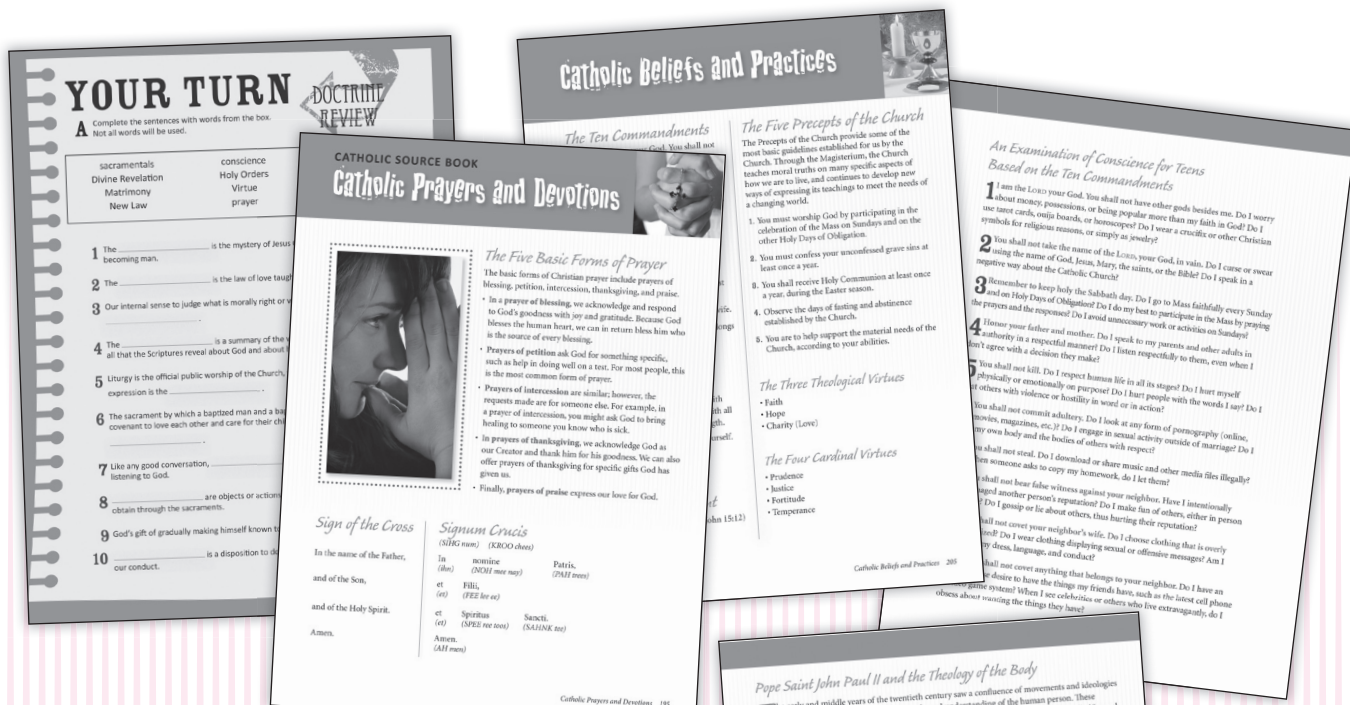


- This special two-page feature that precedes each unit and follows the final unit provides excellent preparation for Confirmation candidates, yet is applicable and relevant to anyone seeking to grow in faith.

- Being Catholic challenges the young people to grow in their relationship with God. Each Being Catholic spread allows opportunity for journaling, encouraging the young people to reflect on what their Catholic faith means to them and on their relationship with God.



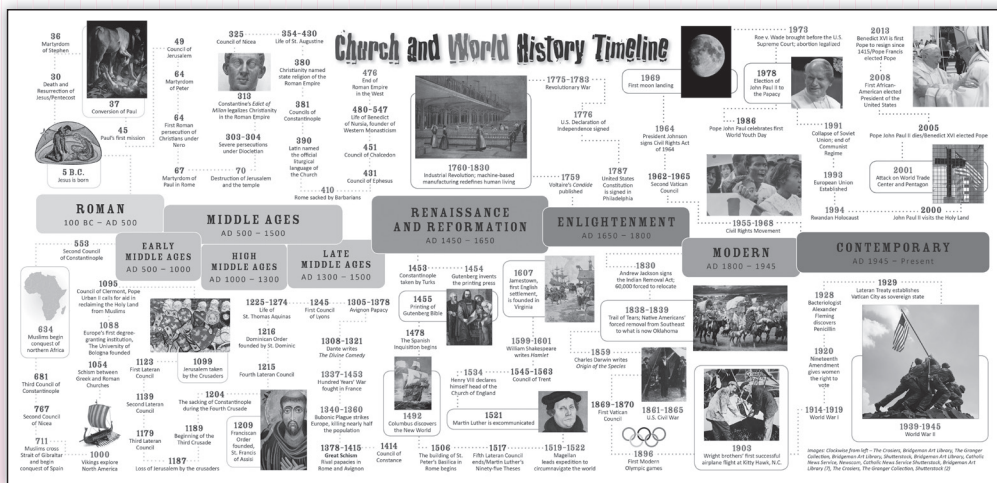




Supplementing the core lessons in *Faith Fusion* is a **Catholic Source Book** providing information on key teachings and practices of our Catholic faith. Following the twenty lessons the young people will find:

- **Doctrine Review** featuring forty objective questions organized into three parts to help the young people recall key facts they have learned in the lessons.
- **Traditional Prayers** from the Lord's Prayer to the *Angelus* and instructions on how to make a Holy Hour. The Rosary is given special attention: step-by-step instructions for how to pray this devotion are provided, and the twenty mysteries are listed, as are the days on which they should be prayed.
- **Catholic Beliefs and Practices** features lists of key teachings and practices of our faith, such as the Ten Commandments, the Gifts of the Holy Spirit, the Theological Virtues, and the Holy Days of Obligation. The Rite of the Mass is also presented.
- **How to Make an Examination of Conscience** offers reflection questions related to each of the Ten Commandments, to help the young people celebrate the Sacrament of Reconciliation.
- A summary of **Pope Saint John Paul II's Theology of the Body** is presented in youth-friendly language with an explanation of what it means for young people.
- **How to Read the Bible** is a two-page feature that briefly explains the Books of the Bible, lists each of the seventy-three books, and presents easy-to-follow steps for looking up Scripture passages.
- **The Liturgical Year** explains and summarizes the cycle of the Liturgical Year and the Church seasons we observe and celebrate. A sidebar here also explains the Church's three-year cycle of liturgical readings.

# Plus ... each book includes a pullout poster!



- Each book includes a Church history timeline pull out poster, featuring key events in the 2,000-year history of our faith, from the birth of Christ through the election of our newest Pope. These Church history events are mirrored against events from world history to help the young people place them in a broader context.

- “The Church and Western Civilization” complements the Church history timeline and presents highlights of the Church’s contributions to society through the centuries in fields such as education, science, and law and social justice.

## The Church and Western Civilization

### Education and Learning

Monasteries often describe the years through the eleventh century as the monastic centuries of education. This is because when the Roman Empire in the West fell in A.D. 476, the social breakdown of society meant that the institutions of learning also dissolved. The monasteries of Western Europe assumed the task of learning. In his rule for the Benedictines, Benedict of Nursia had prescribed fifteen hours of the day for divine reading. This meant that monasteries needed libraries stocked with books—books hand-copied by the monks themselves—and that monks be literate. Since monasteries frequently provided the only schooling in a region, the monks were often also called to educate neighboring children. Through their emphasis on personal scholarship and their contribution to the education of the laity, monasteries left a lasting imprint on the character of learning throughout the Middle Ages.

### The University System

Colleges and universities as we know them today, with faculties, courses of study, examinations, and the granting of degrees, both graduate and undergraduate, can be traced back to the Middle Ages, starting with the development of the universities at Paris and Bologna. Oxford and Cambridge during the twelfth century. These began as cathedral schools, run under the auspices of a local bishop, or as informal gatherings of masters—often learned friars or clerics—and students. The Church tolerated the universities by the granting of charters, because the Pope had authority over all of Christendom, universities typically had to turn to him for the right to grant degrees. By the early sixteenth century, more than eighty universities had been granted charters in Western Europe. Many of these universities still exist today.

### Charity and Humanitarianism

From the early days of the Church, charity and care for those in need were closely bound up with the Christian life. Early on, the faithful placed offerings for the poor at the altar during Mass. The Church also took up collections from the faithful to provide for the care of the poor. Early Christians would often fast and consecrate the money they would have spent on food as charity offerings. The early Church instituted the care of widows and orphans and provided for the needs of the sick, especially during epidemics. By the fourth century the Church had begun to establish hospitals on a large scale, so that nearly every large city had one. The Church's commitment to the care of those in need has been constant throughout history. Through religious orders, missionaries, and the laity, its work of charity continues to extend to all aspects of society, from healthcare, to education, to humanitarian aid in countless forms.

### Art

It is hard to imagine art without the great works of the Renaissance masters, such as Michelangelo, Raphael, and Botticelli. Often, the subject of the paintings and sculptures of these great artists were inspired by the Church and the Catholic faith. But it was not just for their subject matter that the artists of the Renaissance are indebted to the Church. During the Renaissance, the Church was the greatest benefactor of the arts in Western Europe. The Pope, especially Julius II (1443-1513) and Leo X (1445-1521), were great patrons of the arts, commissioning artists to create some of the world's most renowned masterpieces.

### Architecture

Similar to the painting and sculptures produced under the patronage of the Church, some of the world's greatest architectural treasures are also rooted in the Catholic Church. During the period known as the High Middle Ages, from about 1000 to 1300, a new type of church architecture emerged: known as Gothic architecture. This became the dominant style for the building of cathedrals throughout Western Europe. Key features of Gothic architecture were the flying buttresses—vertical supports that supported the outside walls—tall spires, pointed arches, and delicate stained glass windows. The first great church built in the Gothic style was the Abbey Church of St. Denis, just outside of Paris. Other medieval Gothic churches include the cathedral at Chartres, in France, and England's Salisbury Cathedral. All of these still stand today.

### Science

Did you know that one of the oldest astronomical research institutions in the world is the Vatican Observatory? The Catholic Church has a long history of promoting scientific study and research. In the seventeenth and eighteenth centuries, cathedrals in Bologna, Florence, Paris, and Rome were constructed to function as solar observatories, and possessed the most precise instruments for observing the sun's apparent motion. Individual contributions to the sciences include many by the Jesuits, a religious order founded by Saint Ignatius of Loyola in the sixteenth century. Saint Ignatius and scientists can be credited with achievements in diverse scientific fields, including the development of the barometer and the reflecting telescope, early theories about the circulation of the blood, and the creation of star maps of the Southern Hemisphere.

### Law

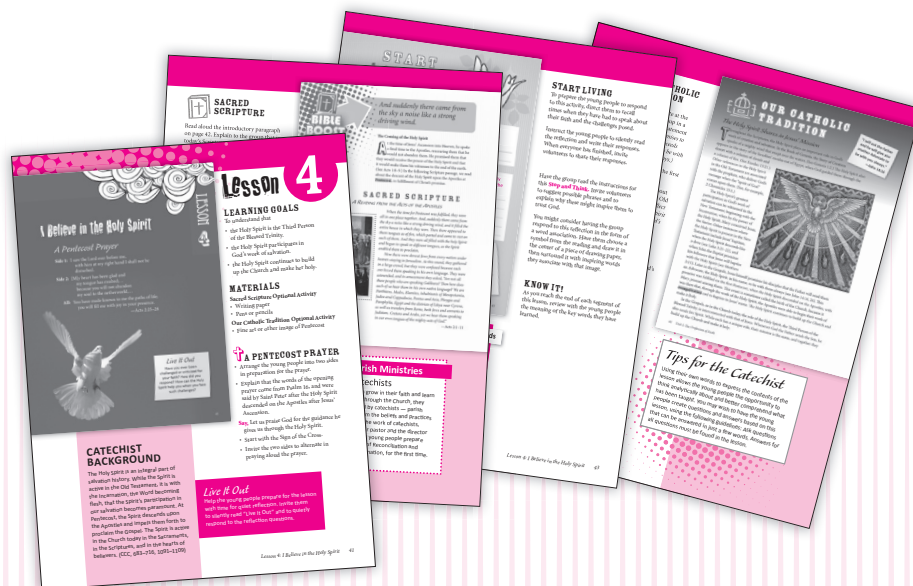
Before the development of canon law, or Church law, in the twelfth and thirteenth centuries, nothing resembling a modern legal system existed anywhere in Western Europe. Since the barbarian invasions into the Western Roman Empire, law was based on custom and kinship and was not thought of as a distinct branch of learning. That began to change when, around 1140, the Benedictine monk Gratian published his treatise on canon law, known as Gratian's Decretum. In this work, he sought to systematically organize all of the Church's laws, presenting them as a single body of thought and practice. This provided a model and laid the way for secular governments to codify their own legal systems, replacing the patchwork of regional, customary laws that governed society.



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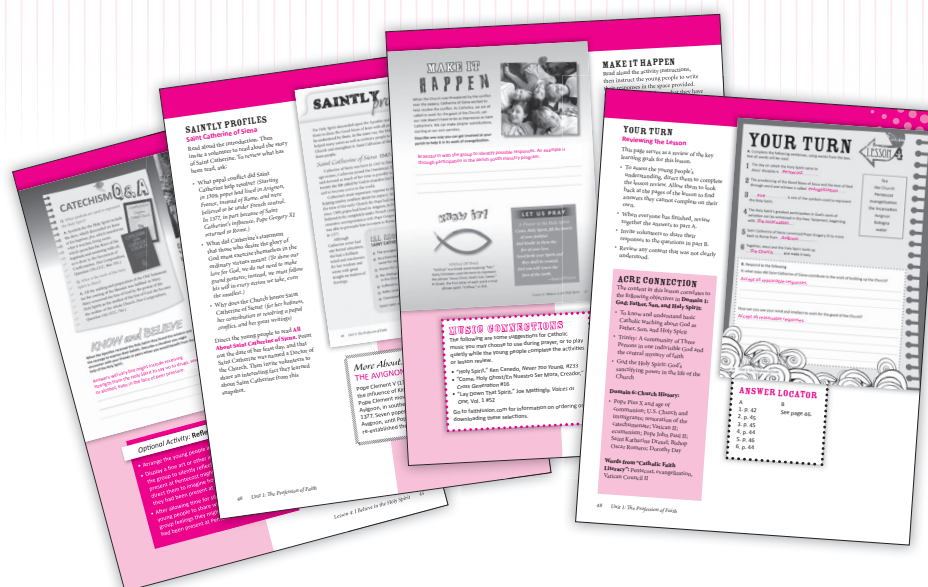


# Catechist Guide Features

The *Faith Fusion* Catechist Guide presents plenty of content for teaching each lesson to the young people. Along with questions and answers to reinforce the lesson content, discussion points and reinforcement ideas are also included. The Guide also includes supplemental content in every lesson, to help the catechist prepare for and enrich the lesson. Supplemental content includes Scripture backgrounds, Liturgy backgrounds, Church history snapshots, Catholic Social Teaching and social justice summaries, and much more.

The Guide also contains three additional activities per lesson to engage the young people and lead them to thoughtfully apply and reflect on what they have learned.

All Guide content is presented in an easy-to-use wrap-around format. The Guide's pagination matches the student book page for page, with teaching text for all content at point of use. There is also an ACRE assessment tool in each Your Turn lesson review. The music connection feature provides ties to three of the most popular hymnals for Catholic youth.





# Pacing Guide

## Once-a-Week Program

Each lesson is designed to be completed in either a 60- or 90-minute session. If time does not allow for a lesson to be completed in a session, be sure to cover the key points presented in the Learning Goals. You might also wish to have the young people complete the lessons at home. The lesson pages are perforated, so if you choose to keep the student book in class, the pages can be easily removed.

*Present the Being Catholic feature either when it appears within the book or consecutively over five weeks if it is being used as immediate sacramental preparation.*

## Five-Day Program

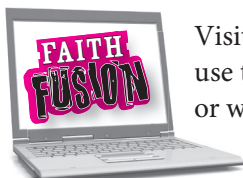
Day 1	Day 2	Day 3	Day 4	Day 5
After the opening prayer, read the Live It Out question(s) and invite the group to write in their journal or, if appropriate, share their thoughts through small group discussion.	Read the Bible Boost and Sacred Scripture. Then invite the young people to respond to the Scripture through the Start Living page.	Read Our Catholic Tradition and Catechism Q&A. Then invite the young people to respond to the doctrine through Know and Believe.	Read Saintly Profiles and invite the young people to respond to the message of the saint story through Make It Happen.	Review what the young people have learned by presenting Your Turn as an open book quiz or lesson review.

*Present the Being Catholic feature either when it appears within the book or consecutively over five weeks if it is being used as immediate sacramental preparation.*

## Two-Year Program

Use *Faith Fusion* over a two-year period as a supplement to your regular religion textbook or sacramental preparation program. Present one unit of *Faith Fusion* per semester over the two years.

*Present the Being Catholic feature either when it appears within the book or consecutively over five weeks if it is being used as immediate sacramental preparation.*



Visit [faithfusion.com](http://faithfusion.com) for additional pacing guides, including how to use the text in conjunction with any sacramental preparation textbook or workbook.

# DEVELOPMENTAL CHARACTERISTICS OF YOUNG PEOPLE

Young adolescents are characterized by diversity in their developmental stages; however, as a group, they reflect important developmental characteristics that are important to attend to in a catechetical setting.

## **Intellectually, they**

- display a wide range of individual intellectual development.
- are in a transition period from concrete thinking to abstract thinking.
- prefer active over passive learning experiences.
- prefer interaction with peers during learning activities.

## **Morally, they**

- are idealistic and want to make the world a better place and become socially useful.
- are in transition from self-centered moral reasoning to reasoning that considers the feelings and rights of others.
- often show compassion for those who are suffering and have special concern for animals and the environment.
- are moving from acceptance of adult moral judgments to development of their own personal values, tending to embrace values consonant with those of their parents.

## **Physically, they**

- experience rapid, irregular physical growth.
- undergo bodily changes that may cause awkward, uncoordinated movements.
- have varying maturity rates, with girls tending to mature earlier than boys.
- experience restlessness and fatigue due to hormonal changes, but still need physical activity.

## **Emotionally, they**

- experience mood swings, often with peaks of intensity and unpredictability.
- are increasingly concerned about peer acceptance.
- are concerned with many major societal issues as personal value systems develop.
- tend to be self-conscious and highly sensitive to personal criticism.

## **Socially, they**

- have a strong need to belong to a group, with peer approval becoming more important as adult approval decreases in importance.
- are dependent on parental beliefs and values, but seek to make their own decisions.
- are often intimidated by new experiences with groups of strangers.
- desire recognition for their accomplishments and achievements.

## Teaching Tip

Whether you are an experienced teacher or a beginner, it's always important to keep in mind the emotional and developmental progress of the young people you lead. Here are some practical tips to help you in your work with them.

- Young people are concerned with social conformity. Help them see the value in nonconformity when it supports their beliefs and values.
- Teasing and negative peer pressure should be addressed firmly, and the positive results of cooperation on group projects and team efforts should be affirmed.
- Young people can learn effectively from one another. Encourage them to teach one another within the sessions through group projects and other cooperative approaches to completing their work.
- Participation enables young people to learn more effectively. Allow opportunity for them to share their work and knowledge with the group by responding to questions, sharing their activity responses, and asking thoughtful questions.

## *We Answer God's Call*

*God of all faithfulness,  
you have made us in your image and likeness.*

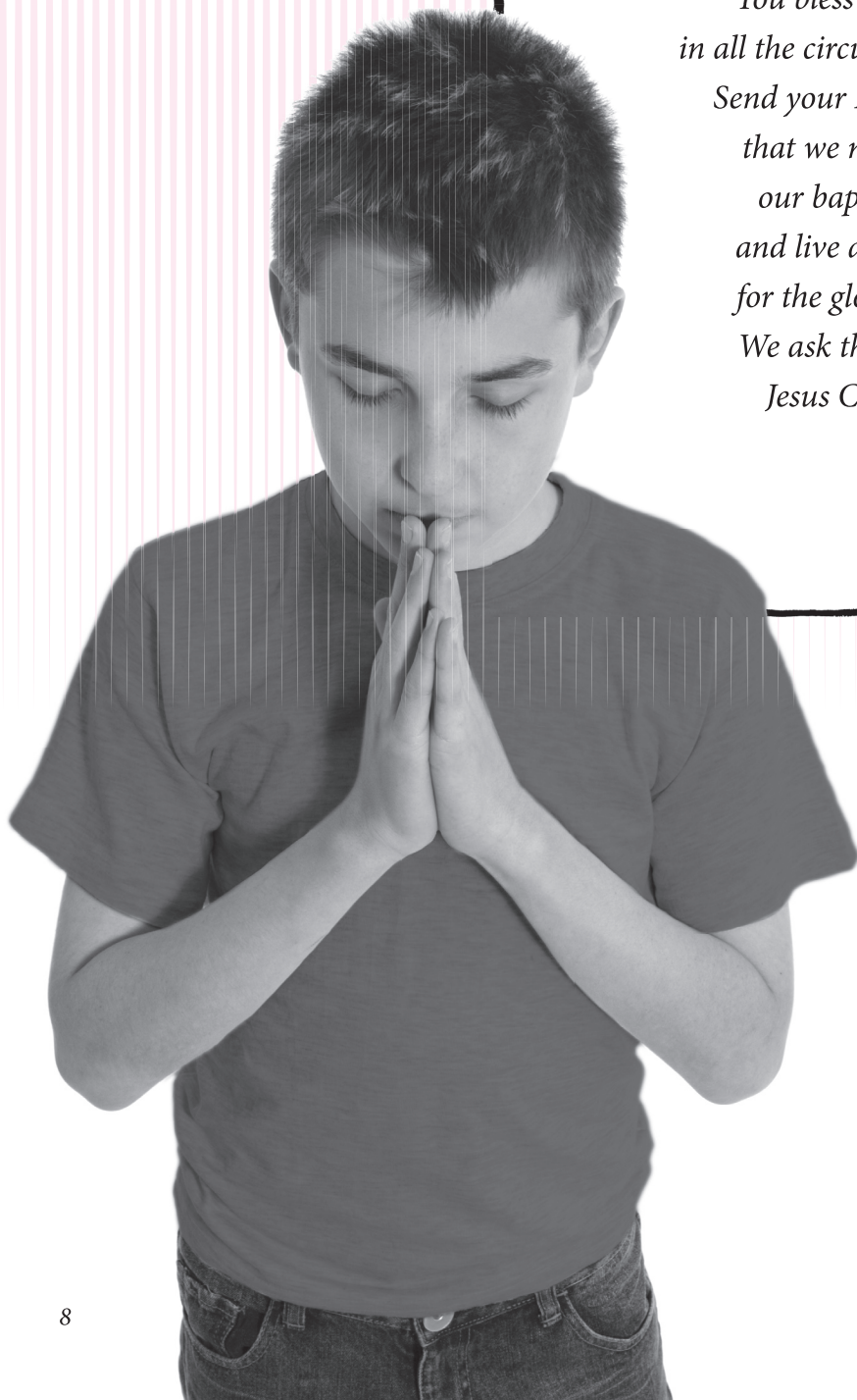
*You have called us by name  
to be your disciples and to serve you.*

*You bless us with your love  
in all the circumstances of our lives.*

*Send your Holy Spirit upon us  
that we may be faithful to  
our baptismal promises  
and live and work together  
for the glory of your name.*

*We ask this in the name of  
Jesus Christ, our Lord.*

*Amen.*





## AN INTRODUCTION TO THE *Catechism of the Catholic Church*

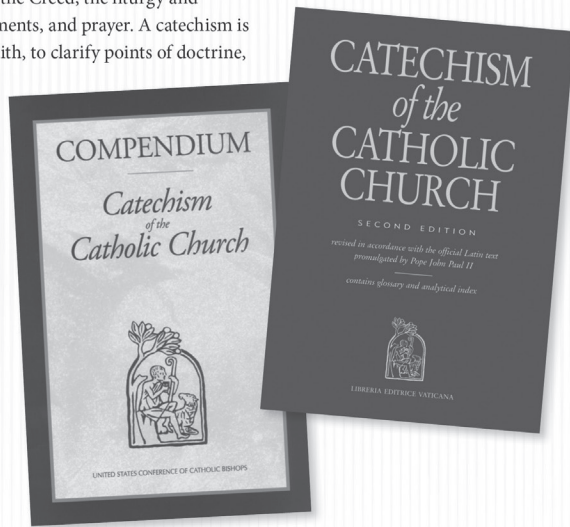
A catechism is a book containing the truths of the Faith, especially an explanation of the Creed, the liturgy and Sacraments, the Commandments, and prayer. A catechism is designed to help teach the faith, to clarify points of doctrine, and to provide guidance on how the faith should be lived.

Over the centuries, many catechisms have been written, including the *Roman Catechism*, issued in 1566 by Pope Saint Pius V, and the *Baltimore Catechism*, produced in the United States near the end of the nineteenth century. In 1992, after six years of preparation, *The Catechism of the Catholic Church*, commissioned by Pope Saint John Paul II, was published.

The *Catechism* presents and preserves the truths of our faith contained in Sacred Scripture and in the Church's Tradition, handed on since the time of the Apostles. It is from these sources that the Church draws all its teachings and presents them to the faithful as divinely revealed.

The foundation of the *Catechism* is Sacred Scripture, which has a preeminent place in the Church's teaching and life, because it is the authentic Word of God. The *Catechism* also includes the writings of the Fathers of the Church, such as Saint Jerome and Saint Augustine, and of doctors of the Church and saints.

Pope Saint John Paul II described the *Catechism* as the "symphony" of the faith, because it is the result of the collaboration and contributions of the bishops of the Catholic Church from around the world, and because it expresses the harmony of their affirmation of the faith.



## AN INTRODUCTION TO THE CATECHISM OF THE CATHOLIC CHURCH

This book is based on the *Catechism of the Catholic Church*. Explain to the young people that throughout the coming year, they will learn important teachings of our Catholic faith, as they are taught and interpreted by the Church, and presented in the *Catechism*. If you have a copy of the *Catechism*, you may wish to show it to the young people or circulate it among them so that they may appreciate it as a tangible and accessible resource.

Invite a volunteer to read aloud the first four paragraphs on page 9. Ask:

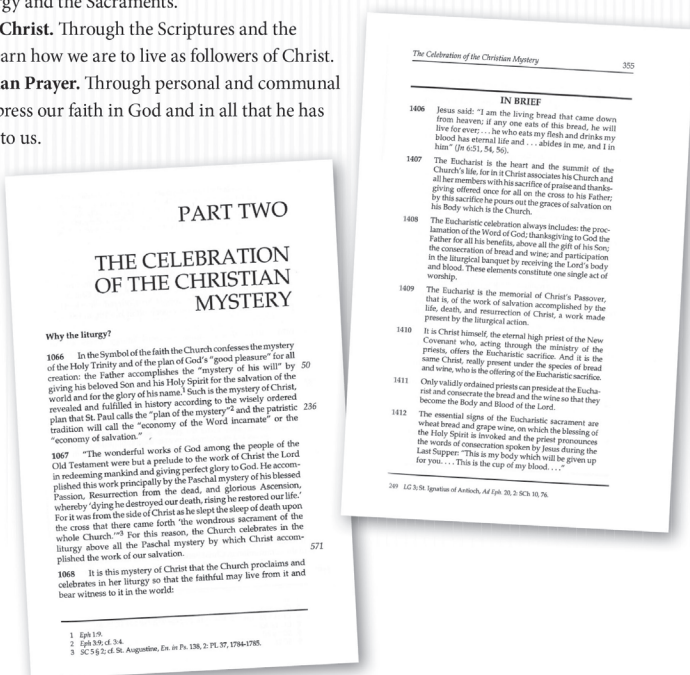
- What does the *Catechism* contain?  
(the truths of the Faith, especially an explanation of the Creed, the liturgy and Sacraments, the Commandments, and prayer)
- What is the purpose of the *Catechism*?  
(to help teach the faith, to clarify Church doctrine, and to provide guidance on how the faithful should live their faith)
- What are the sources of the truths presented in the *Catechism*? (Sacred Scripture and the Church's Tradition, handed on since the time of the Apostles)
- Who commissioned the current *Catechism*? When was it published?  
(Pope Saint John Paul II; in 1992)

# AN INTRODUCTION TO THE CATECHISM

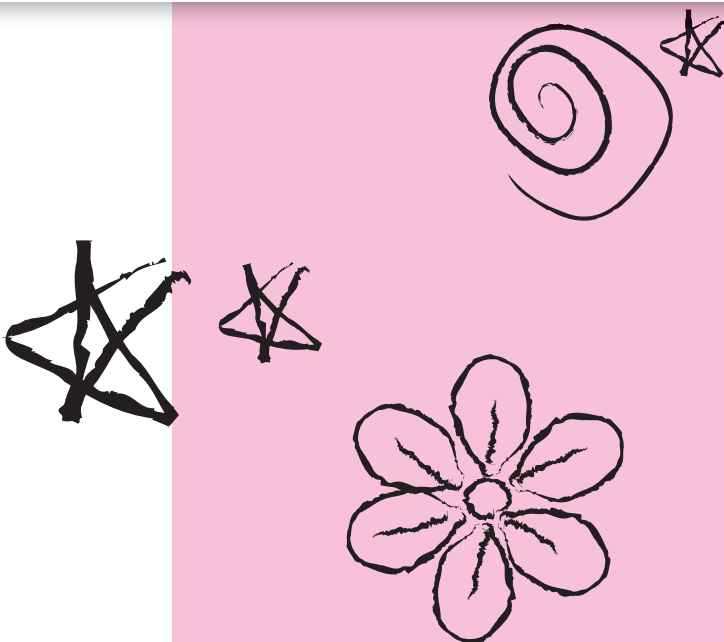
## HOW TO USE THE CATECHISM

The *Catechism of the Catholic Church* is arranged in four parts, each corresponding to an essential aspect of the Christian mystery:

1. **The Profession of the Faith.** This section expresses the belief in the Blessed Trinity and God's plan for salvation as fulfilled in Jesus Christ.
2. **The Celebration of the Christian Mystery.** The People of God, the Church, celebrate Christ's work of salvation through the Church's liturgy and the Sacraments.
3. **Life in Christ.** Through the Scriptures and the Church, we learn how we are to live as followers of Christ.
4. **Christian Prayer.** Through personal and communal prayer, we express our faith in God and in all that he has made known to us.



Each of the four parts is further divided into chapters dealing with specific issues. As you read, you will see that there are bold headings, which give an overview of the topic. Under those will be more detailed, explanatory information. In some instances, even more information will be presented in subheads. Each chapter ends with "In Brief," a summation of the key concepts of that section. As you read, you may find it helpful to read "In Brief" first to get an idea of what the section is about. Then go back and read the sections. Finally, ask God to reveal to you what it is that he wants you to know and understand about that section.



# TEST YOUR FAITH IQ

## How Much Do You Know About Your Catholic Faith?

Take the following quiz to see how well you know the teachings of your Catholic faith. Don't worry about your number of incorrect answers. Retake this quiz after completing this program and see how much more you know then.

- 1** The Our Father is also called "the Lord's Prayer" because **b**.
  - a Jesus gave it that title
  - b Jesus is the author of the prayer
  - c it is the prayer Jesus prayed
  - d it is the most perfect of prayers
- 2** The central mystery of our Christian faith is the mystery of **c**.
  - a Scriptures
  - b the Holy Spirit
  - c the Blessed Trinity
  - d God the Son
- 3** Through the Sacraments of Christian Initiation we enter into full membership in the Church. These Sacraments are **d**.
  - a Baptism, Penance, and Eucharist
  - b Baptism and Confirmation
  - c Confirmation and Eucharist
  - d Baptism, Eucharist, and Confirmation
- 4** The Marks of the Church that we profess in the Nicene Creed are that the Church is **b**.
  - a Catholic, Universal, Holy, and Missionary
  - b One, Holy, Catholic, and Apostolic
  - c Holy, Catholic, Apostolic, and Sacred
  - d One, Catholic, Universal, and Holy
- 5** In the Scriptures God gradually made himself known to us through his words and deeds. This is called **c**.
  - a faith
  - b Deposit of Faith
  - c Divine Revelation
  - d Tradition
- 6** The mystery of Jesus Christ, the divine Son of God, becoming man is called the **a**.
  - a Incarnation
  - b Resurrection
  - c Nativity
  - d Ascension
- 7** During the Sermon on the Mount, Jesus taught **a**, in which he described the qualities those who are part of the Kingdom of God must have.
  - a the Beatitudes
  - b the Psalms
  - c the Epistles
  - d the Ten Commandments
- 8** Jesus promised his Apostles that after he ascended into Heaven he would send the Holy Spirit to guide them. The Holy Spirit descended upon the Apostles on **d**.
  - a Easter
  - b Lent
  - c the Annunciation
  - d Pentecost
- 9** Which of the Sacraments did Jesus institute on the night before he died? **b**
  - a Confirmation
  - b the Eucharist
  - c Baptism
  - d Matrimony
- 10** What is our internal ability to judge what is morally right or wrong called? **d**
  - a ego
  - b moral compass
  - c human nature
  - d conscience

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## TEST YOUR FAITH IQ

Invite the young people to turn to page 11 and complete the "Test Your Faith IQ" quiz. Point out that this quiz is just for fun, and a way for them to see how much they know about their Catholic faith. Tell them that they should not look ahead in the book to try to find the answers for questions they do not know.

Tell the young people that throughout the year, they will learn about all the topics covered in this quiz. You may wish to have the group retake the quiz at the end of the year to compare their end-of-year scores to the current results.

## ANSWER LOCATOR

The content covered in this quiz will be taught in the lessons, as follows:

1. b; Lesson 19
2. c; Lesson 2
3. d; Lesson 9
4. b; Lesson 5
5. c; Lesson 1
6. a; Lesson 3
7. a; Lesson 17
8. d; Lesson 4
9. b; Lesson 8
10. d; Lesson 10



## TEST YOUR FAITH IQ

**11** Which of the following is not an example of a devotion? **d**

- a praying the Stations of the Cross
- b making a pilgrimage to the Holy Land
- c receiving blessed ashes on Ash Wednesday
- d attending the celebration of the Mass

**12** God gives the freedom to choose between good and evil. This is called **a**.

- a free will
- b virtue
- c sanctifying grace
- d the Story of the Fall

**13** The first three Commandments guide our relationship with God, and the remaining seven guide **a**.

- a our interactions with other people
- b our ability to choose a vocation
- c the friendships we choose
- d our observance of the Holy Days of Obligation

**14** Mary was free from Original Sin from the moment she was conceived. This is known as **b**.

- a the Incarnation
- b the Immaculate Conception
- c Pentecost
- d the Assumption

**15** Which of the following is not a source of moral guidance for us? **b**

- a the Sermon on the Mount
- b the Bill of Rights
- c the Church's teachings
- d the Ten Commandments

**16** Heaven is **a**.

- a everlasting happiness with God and with all people who love him
- b everlasting happiness with our loved ones
- c a physical place
- d a Mark of the Church

**17** Among all his creation, God set us apart by **a**.

- a creating us in his likeness
- b creating us on the seventh day
- c giving us the Garden of Eden
- d giving us the tree of knowledge

**18** What is the first of the Ten Commandments? **d**

- a Remember to keep holy the Lord's Day.
- b You shall not take the name of the Lord your God in vain.
- c Honor your father and mother.
- d I am the Lord your God: you shall not have strange gods before me.

**19** When we pray we must **c**.

- a ask for things we need
- b speak aloud
- c talk and listen to God
- d make the Sign of the Cross

**20** Baptized men are ordained for permanent ministry in the Church as bishops, priests, or deacons in the Sacrament of **c**.

- a Eucharist
- b Anointing of the Sick
- c Holy Orders
- d Matrimony

Your Score Now \_\_\_\_\_

Your Year-end Score \_\_\_\_\_

12

## ANSWER LOCATOR

- 11. d; Lesson 20
- 12. a; Lesson 13
- 13. a; Lessons 15 and 16
- 14. b; Lesson 6
- 15. b; Lesson 14
- 16. a; Lesson 7
- 17. a; Lesson 12
- 18. d; Lesson 15
- 19. c; Lesson 18
- 20. c; Lesson 11