

# **DIOCESE OF PITTSBURGH**

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**CATECHETICAL CURRICULUM GUIDELINES**  
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**FOR PRESCHOOL THROUGH EIGHTH GRADE**  
**IN PARISH RELIGIOUS EDUCATION PROGRAMS**  
**IN THE DIOCESE OF PITTSBURGH**

**Secretariat for Catholic Education**  
**Diocese of Pittsburgh**

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- NDC**        National Directory for Catechesis. United States Conference of Catholic Bishops (2005).
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## **FOUNDATIONAL PRINCIPLES**

### **INTRODUCTION**

The purpose of catechesis is to make a person's "faith become living, conscious, and active, through the light of instruction" (Vatican Council II: Decree on the Bishop's Pastoral Office in the Church, 14). In a continuing effort to teach authentically the Gospel, the bishop, assisted at all levels by parents, priests, directors for religious education, and catechists, ensures that catechetical goals and priorities are established by the Church community, that the necessary structures exist, and that appropriate programs are designated, carried out, and evaluated (NCD #218, CCC #5, CCC - Apostolic Constitution p. 5 #3).

### **PHILOSOPHY OF THE DOCUMENT**

Catechesis speaks to the totality of the Church's efforts to make disciples of all people, to help them "believe that Jesus is the Son of God so that believing they might have life in his name, and to educate and instruct them in this life, thus building up the body of Christ" (CCC #4; see also CT #1,2). Catechesis imparts the doctrine of the faith in an "organic and systematic way with a view to initiating the learners into the fullness of Christian life" (CCC #5).

In this formative process that begins at birth, parents are given the profound privilege and serious obligation of being the child's first and best teachers of the faith. Most of the religious attitudes and values children acquire come from their parents and the home. The family is the first place where faith is learned, interpreted, and lived. It is the right of all children to have loving parents to support them in their development. "Parents communicate values and attitudes by sharing love for Christ and His Church and each other, by reverently receiving the Eucharist and living in its spirit, and by fostering justice and love in all their relationships" (NCD #212, CCC #2225-6). To help parents in this important responsibility, the Church understands its obligation to support and assist these parents in their family's faith journey.

The Church of Pittsburgh, in an effort to be faithful in its mission to teach, understands that the "aim of catechesis is to put people not only in touch, but in communion, in intimacy with Jesus Christ" (CT #19, CCC #426). This document provides catechetical curriculum guidelines for parents and catechists concerning the religious formation of children preschool through eighth grades in parish religious education programs who attend private and/or public schools.

These guidelines have been developed in light of the special needs and circumstances of this distinct community within our parishes. Religious education for children who attend private and/or public schools presents special challenges. The limited amount of time for catechesis our children experience in a formal setting maximizes the need for quality catechesis. Faced also with the reality that a number of our children have limited contact with our parish community outside this formal setting, it becomes a matter of extreme importance that they are nurtured in an atmosphere of welcoming and acceptance. Due to family circumstances, children sometimes attend religious education in a parish that is not their worshipping community. This can lead to further isolation and an inability to claim an identity as a Catholic. These children are often enrolled in programs which share physical space with others, whether in a parish or public facility. This can also lead to a sense of non-belonging in their parish community. Finally, their catechists, who have a deep sense of their vocation to this ministry, are often not professionally trained educators. There is a great need, then, to equip these volunteer catechists with the professional skills necessary for classroom management and developmental sensitivities.

To address these particular needs and concerns, parishes have developed various formats for religious education. In addition to the usual classroom setting in a parish school of religion model, other models for catechesis are emerging: family centered catechesis, lectionary-based catechesis, small faith sharing communities, Liturgy of the Word for children, and family neighborhood clusters. These alternative models are being studied closely to determine their effectiveness in fulfilling the catechetical mission.

These guidelines are intended to provide a basic set of expectations for each grade level. It is important to note that these guidelines state the minimal requirements of a student at a particular grade level. Although parish religious education formats vary, it is the expectation of the diocese that by the stated grade level a student would be able to articulate the foundational beliefs expressed.

The National Catechetical Directory offers us an integrated vision of catechesis. "This ministry is trinitarian and christocentric in scope and spirit, consciously emphasizing the mystery of God and the plan of salvation which leads to the Father through the Son, in the Holy Spirit...The most important task of such catechesis is to provide, through the witness of committed adults, an environment in which young people can grow in faith" (NCD #47, CCC #426).

The four dimensions of catechesis provided in the National Catechetical Directory remind us that the formation of a Catholic person is the privilege and responsibility of the entire community. Thus, every religious education program should include:

**THE MINISTRY OF WORD** The source of catechesis, which is also its content, is one: God's word, fully revealed in Jesus Christ and at work in the lives of people exercising their faith under the guidance of the magisterium (GCD #45, CCC #5, CCC #2688). "At the heart of catechesis we find the Person of Jesus of Nazareth" (CT #5). The primary and essential object of catechesis is the mystery of Christ.

The character of catechesis has the two-fold objective of maturing the initial faith and of educating the true disciples of Christ by means of a deeper and more systematic knowledge of the person and mission of our Lord Jesus Christ (CT #19). All good catechesis inspires the disciple to search for even greater knowledge. It is vital to hand on to our children a knowledge of the faith that is reasonable and provides for them a source of meaning for their lives. It must deal with all the essentials in a systematic way.

**THE MINISTRY OF COMMUNITY** “Such a community catechizes its members by its very life and work, giving witness in a multitude of ways to God’s love as revealed and communicated to us in Christ” (NCD #45, CCC #7). In the formation of a disciple, the community by its very nature teaches and models what it means to be a follower of Jesus. The community supports a child’s faith journey by offering an atmosphere of acceptance and welcome. In public worship the community expresses its desire to become more and more the visible sign of the presence of Jesus in this world. In this family the child sees, and therefore seeks, a love of the Word, a dedication to the life of service, a reverence for the living presence of Jesus Christ in the Eucharist. Practically, a community financially is called to support religious education by providing qualified personnel and resources necessary for teaching the faith. Finally, a community must always be in the process of discernment that calls forth those individuals who are given the authority to teach in the name of the parish, as well as providing the many volunteers it needs for various programs.

**THE MINISTRY OF WORSHIP** “The liturgy and sacraments are the supreme celebration of the paschal mystery. They express the sanctification of human life. As efficacious signs which mediate God’s loving, saving power, they accomplish the saving acts which they symbolize” (NCD #44, CCC #1074). Catechesis necessarily flows from and leads to the sacraments, especially the Eucharist which is the “summit toward which all the activity of the Church is directed” and “the font from which all her power flows” (SC 10). The deepening of faith consequently leads one to a more profound appreciation of the sacraments and the need to live a full sacramental life in the Church.

**THE MINISTRY OF SERVICE** “Concern for and ministry to the poor, disadvantaged, helpless and hopeless are signs that the Church is a servant” (NCD #45, CCC #2443-4, 2448). The work of catechesis is to offer the vision that service to our brothers and sisters is not an option of the Christian life, but integral to the Gospel. As the 1971 Synod of Bishops reminded us, “social justice is a constitutive element of the Gospel message.” All catechetical activity should include opportunities for serving the Church, at the local, national, and the universal levels, as well as serving the needs of our brothers and sisters everywhere.

# **CATECHETICAL CURRICULUM**

## **FOR PARISH RELIGIOUS EDUCATION PROGRAMS**

**Preschool – Eighth Grade**







## PRESCHOOL PARENT PAGE

*Parents have the unique responsibility for the education of their children; they are the first educators or catechists. They teach by their witness of the faith, through their values and attitudes, by their Christian example of love for Christ and his church. When children are baptized, parents accept the responsibility to raise their children in the practice of the faith...(National Directory for Catechesis 234-235)*

**Dear Parents,**

**In a special document entitled *Letter to Families*, Pope John Paul II wrote: “Parents are the first and most important educators of their own children, and they also possess a fundamental competence in this area; they are educators because they are parents” (16). You are the first and best role model for your child in these growing years. Your role as parent to love, teach, and lead your child to Jesus is a remarkable and noble vocation. Congratulations and Thank You for accepting and honoring this God-given role.**

**At this particular stage of development, children need a strong parental influence and freedom to achieve a measure of independence (“I can do it myself”). Four-year-olds are nearly self-dependent in a routine; however, they may vacillate between dependence and independence. Preschoolers need to be valued for who they are and appreciate having their individuality recognized. They need to feel welcomed and wanted by family and friends, like making choices and may begin to see the wisdom of rules.**

### *Your Child's Faith Development*

**Like other stages of development, your preschooler's faith development is important. Although children at every developmental level have many characteristics in common, each child is unique and will not fit entirely into any model developed. Keep in mind then that your child will come to know and understand the faith at his or her own rate of development. However here are some general points to remember. Children at this age:**

- † **Need parents and family life as a ground for their faith.**
- † **View size, power, and position as reasons for responding to God, parents, and rules.**
- † **Need to share in common language and rituals of faith.**
- † **Can begin to develop a personal relationship with God, especially through prayer.**
- † **Form dispositions toward the world and attitudes toward worship that will last a lifetime.**
- † **Need continuity and routine to provide order to their world.**
- † **Focus on images rather than reality.**
- † **Need help to distinguish imagination from reality.**
- † **Need assurance that scary wishes do not make bad things come true.**
- † **View events in isolation.**

## *How You Can Help Your Child Grow in Faith*

Here are several points that will aid you in helping your child grow in his/her faith.

- ➔ Attend and participate in Sunday Mass as a family.
- ➔ Participate in special events with the parish such as the patron saint's feast, holiday customs and blessings.
- ➔ Help your child develop an appreciation for the simple ordinary things in life.
- ➔ Nurture a sense of reverence through informal prayers of praise and thanksgiving such as: Jesus, I Love You; Thank You, God; Sign of the Cross; Prayer Before Meals
- ➔ Create an atmosphere where routine and acceptance are taken for granted.
- ➔ Allow your child to experience your love and care for them as a way to know a loving God – faith is more “caught” than “taught.”
- ➔ Help your child to discover positive attributes of God through a caring environment at home and Church.
- ➔ Allow opportunities for making choices as a basis for moral development—children need to make decisions.
- ➔ Provide the stable environment your child needs for emotional security by providing freedom within limits.
- ➔ Help your child discover his/her powers and capabilities as a way to appreciate him/herself as unique and special.
- ➔ Affirm your child's friendliness and kindness as good. Encourage your child to be thoughtful of others.
- ➔ Read Scripture stories together, some good suggestions are:

Creation – Genesis 1:1-24, 31	I Am Always With You – Matthew 28:20	Always Be Thankful – Colossians 3:16b, 17
Jesus' Birth and the Visit of the Shepherds – Luke 2:4-20	Let the Children Come to Me – Mark 10:13-16	Easter Story – John 20:1-8, 11-16

- ➔ Help your child to become familiar with the following terms:

Bible	celebrate	Christmas	Church	Creation	Creator	Crib	Crucifix
Easter	forgive	God	Jesus	Joseph	Mary	praise	prayer
priest	saint	shepherd	statue	thanksgiving			

Our diocese provides many resources and materials that will help you better understand the faith and work with your child at home. Among the resources is the *United States Catholic Catechism for Adults*, an adaptation of the *Catechism of the Catholic Church*. For more information contact the Department for Educational Media at (412) 456-3120 or e-mail [jhirst@diopitt.org](mailto:jhirst@diopitt.org).  
(Preschool)

preschool

# BACKGROUND FOR CATECHISTS

## *Know Your Audience*

**Just like Jesus, every good catechist knows their audience.**

**“The catechist – must take into consideration all the human factors of a particular age level in order to present the Gospel message in a vital and compelling way.” (NDC #48)**

## *Who Are Your Preschoolers?*

### **Faith Development**

#### **Children at this age:**

- ❖ Need parents and family life as a ground for their faith.
- ❖ View size, power, and position as reasons for responding to God, parents, and rules.
- ❖ Need to share in common language and rituals of faith.
- ❖ Can begin to develop a personal relationship with God, especially through prayer.
- ❖ Form dispositions toward the world and attitudes toward worship that will last a lifetime.
- ❖ Need continuity and routine to provide order to their world.
- ❖ Focus on images rather than reality.
- ❖ Need help to distinguish imagination from reality.
- ❖ Need assurance that scary wishes do not make bad things come true.
- ❖ View events in isolation.



## **Preschool Catechists**

### **Guiding Principles**

#### **Catechists should:**

- Change activities frequently to accommodate short attention spans. Repeat short and simple songs, poems, and stories often for and with the children. Do not present abstract religious concepts since these are beyond the mental capabilities of the preschool child.
- Be sensitive to children who cannot accomplish tasks requiring coordination. Praise attempts at the “process” rather than the “product.”
- Provide for individual attention to be given to each child. Have a small pupil-teacher ratio.
- Promote trust and helpfulness, spontaneity and caring, mutual respect and a sense of wonder through your attitude. Help children develop an appreciation for the simple ordinary things in life; nurture a sense of reverence through informal prayers of praise and thanksgiving.
- Employ a basic routine and use clear directions. Ensure a feeling of security within each child by keeping basically the same order of activities. Create an atmosphere where routine and acceptance are taken for granted—no matter how the children differ.
- Allow children to experience your love and care for them as a way to know a loving God—faith is more “caught” than “taught.” Help children to discover positive attributes of God through parents and a caring environment of Church.
- Provide climate and experiences allowing children’s self-worth to be raised: affirmation, acceptance, respect, freedom, activities allowing for success. Show sensitivity to children’s feelings.
- Allow opportunities for making choices as a basis for moral development; children need to make decisions. Provide the stable environment children need for emotional security by providing freedom within limits. Show patience toward children who do not want to participate in group activities. With patience and encouragement, children will eventually join in.
- Encourage natural curiosity by providing many sensory experiences. Foster growth in appreciation of use of the senses in addition to the magnificence of all creation.
- Help children discover their powers and capabilities as a way to appreciate themselves as unique and special.
- Listen patiently to children’s attempts to question and verbalize—do not rush through talking sessions.
- Help children learn to experience, and thus cope, with many small group situations. Encourage but do not force sharing. Affirm children’s friendliness and kindness as good. Encourage them to be thoughtful of others.

## **PHYSICAL DEVELOPMENT**

### **Preschool – Age 3**

#### **Children at this age:**

- Gain control of large motor skills.
- Gain control of SOME fine motor skills, and over body processes. (competency important to self image)
- Need to stretch and move frequently.
- Increase use of hand skills for self care, eating, dressing, building and use of toys, simple household tasks.
- Alternate steps in climbing; begin to learn to jump.

## **SOCIAL AND EMOTIONAL DEVELOPMENT**

#### **Children at this age:**

- Need a strong parental influence.
- Need to be valued for who the individual is.
- Need freedom to achieve a measure of independence (“I can do it myself”).
- Are sensitive to others’ actions and feelings’ are easily hurt themselves.
- Are just beginning to learn to share, but prefer solitary activities and “parallel” play with others.
- Like one-on-one interaction with adults, want to please and need recognition.
- Enjoy routines which bring feelings of stability and security.
- Like to pretend; will use puppets to initiate conversation.
- Can identify with things that make them feel happy, sad, angry, or frightened.

## **COGNITIVE DEVELOPMENT**

#### **Children at this age:**

- Show marked growth in language.
- Make and understand pertinent comments.
- Speak in short sentences.
- Practice conversational skills, although conversations are often one-sided.
- Have limited attention spans (4-6 minutes).
- Enjoy simple stories; want them to be retold with the same sequence and inflections.
- May have difficulty in understanding directions and require one brief direction at a time.
- Need to see, hear, and touch lesson related objects and pictures.
- Learn by experiencing and imitating.
- Delight in discovering self and world.
- Develop imaginations.
- Love to pretend.
- Believe all inanimate objects have human traits.

## **PHYSICAL DEVELOPMENT**

### **Preschool – Age 4**

#### **Children at this age:**

- Are refining motor skills; large skills are developed and in balance; are developing their small muscle control.
- Change activities frequently; are incapable of sitting still for any length of time unless highly motivated, attention span is limited.
- Are full of energy and action.
- Are improving their physical coordination.
- Have interest in manipulative materials.
- Are developing good sense of rhythm.

## **SOCIAL AND EMOTIONAL DEVELOPMENT**

#### **Children at this age:**

- Need a strong parental influence.
- Are curious about surroundings—are eager to use senses to explore.
- May begin to share with a friend; undergo a period of testing “my” world against peers/siblings.
- Are nearly self-dependent in a routine; however, vacillate between dependence and independence.
- Appreciate having individuality recognized.
- Need to feel welcomed and wanted by family and friends.
- Like making choices; may begin to see wisdom of rules.
- Crave companionship of peers.
- Need to know “what comes next.”
- Like group work and planned experiences, especially parties and celebrations.

## **COGNITIVE DEVELOPMENT**

#### **Children at this age:**

- Have a strong sense of wonder and awe about life.
- Have a strong desire to learn.
- Are eager for intellectual manipulation.
- Are becoming more acute in perceptual ability.
- Are imaginative and creative.
- Delight in long words.
- Delight in playful activity such as rhyming.
- Perceive analogies.
- Speak in sentences, but have limited linguistic expression of experience.
- Have fluent expression through play.
- Are able to tell name, address, and phone number.

Catechist Information (Preschool)

- Are not always able to judge adequately for their own safety.
- Are animistic (all objects have feelings).
- Are anthropomorphic (attribute human characteristics to inanimate objects and to God).
- Are in symbolic stage of drawing.
- Understand and can explain pictures with special characteristics which are exaggerated—even if the results are not often recognized by adults.

## NOTES

- ❖ Pope John Paul II in **On Catechesis in Our Time** encourages the use of advances in pedagogy; biology, sociology as they help us to model God's Divine Pedagogy (teaching us gradually in stages according to our level of development). The above noted information is consistent with such documents as the *General Directory for Catechesis*, the *National Directory for Catechesis*, the *Catechism of the Catholic Church* and other Catechetical Documents of the Church.
- ❖ The above sciences have limitations. While this information does provide references to typical age ranges, children continue to be viewed as individuals and individual differences need to be taken into account.



# preschool

## CURRICULUM GUIDELINES

**Theme:** Our love for God's gifts and our sense of wonder grow as we become more aware of God's creation. God made each of us someone special. Each of us wonders about ourselves and other living things. ALL people and living things can be signs of God's goodness to us.

The Catechist should:

- Make copies of the Parent Page (front and back) for students to take home.
- Read the Background for Catechists Information.
- Become familiar with the *National Directory for Catechesis & the United States Catholic Catechism for Adults*.


**AT THE END OF THIS GRADE LEVEL STUDENTS WILL DEMONSTRATE THE FOLLOWING UNDERSTANDINGS AND APPRECIATION OF THE EXPERIENCES INDICATED.**

[Note about symbols: Of the six tasks of catechesis (knowledge of the faith; liturgy & sacraments; moral formation; prayer; community; missionary spirit) five have a symbol assigned to them. Knowledge of the Faith is the organizing task]

**Symbol Key:**

 = Liturgy & Sacraments

 = Moral Formation

 = Prayer

 = Community

 = Missionary Spirit

**Reference Code:** CCC = *Catechism of the Catholic Church*

Compendium = *Compendium to the Catechism of the Catholic Church*

USCCA = *United States Catholic Catechism for Adults*

### KNOWLEDGE OF THE FAITH

❖ We become aware of God through nature, people, and events in daily life.

Date completed \_\_\_\_\_

CCC #32-34, 51-53, 293; Compendium # 3, 6, 53; USCCA pp. 55-56



- Students will appreciate all living things as good because God made them.



- Students will participate in activities that show we care for the things God made.

Genesis 1:1-24, 31... Creation

Vocabulary: creation, Creator, God



**We are grateful to God our loving Father and Creator for all the beautiful gifts He has given us.**

**Date completed** \_\_\_\_\_

CCC #224, 341, 357-358; Compendium # 43, 62, 66, 67; USCCA pp. 53-56



- Students will experience God's love for His people by celebrating feasts, listening to bible stories, and having conversations about God. Experience love and desire to love in return.



- Students will value the bible as a special book that tells us about God's love.



- Students will participate in simple spontaneous prayer and litany-type prayers (e.g. "Thank You, God," "I Love You, God," "for my family, Lord hear our prayer"). Experience prayer alone and with others.



- Students will explore ways to care for family and friends.

Colossians 3:16b, 17... Always be thankful

Vocabulary: Creator, praise, thanksgiving

**❖ We proclaim and experience the love and care of God.**

**Date completed** \_\_\_\_\_

CCC #301, 303; Compendium # 54-55; USCCA pp. 14, 18, 51



- Students will experience God's love for His people by celebrating feasts, listening to bible stories, and having conversations about God. Experience love and desire to love in return. Understand self as someone special.



- Students will value the bible as a special book that tells us about God's love.



- Students will participate in prayer through gestures, music, poetry, art, dance, story, and celebration.



- Students will participate in activities that show we care for the things God made.

Mark 10:14... Let the children come to Me

Matthew 28:20... I am always with you

Vocabulary: Bible, God

**❖ As a child of God each of us shares God's life in a special way.**

**Date completed** \_\_\_\_\_

CCC #355, 356; Compendium # 66; USCCA pp. 193



- Students will understand self as someone special.



- Students will participate in activities that show we care for the things God made.





Mark 10:14... Let the children come to Me

Vocabulary: God

❖ **God has something special in life for each of us to do.**

**Date completed** \_\_\_\_\_




CCC #2226; Compendium # 366; USCCA pp. 117

-  - Students will experience God's love for His people by celebrating feasts, listening to bible stories, and having conversations about God. Realize God wants us to love people and forgive them.
-  - Students will value good behavior as something to be imitated.
-  - Students will participate in prayer through gestures, music, poetry, art, dance, story, and celebration. Participate in simple spontaneous prayer and litany-type prayers (e.g. "Thank You, God," "I Love You, God," "for my family, Lord hear our prayer").
-  - Students will develop ways to treat friends kindly. Explore ways to care for family and friends. Become aware of the need to be cooperative and share. Participate in activities that are helpful at home and in class.

❖ **God made ALL people of every age, race, culture, and ability.**

**Date completed** \_\_\_\_\_

CCC #225,360, 361, 1934; Compendium # 618, 412; USCCA pp. 73, 326-327

-  - Students will appreciate all living things as good because God made them.
-  - Students will participate in simple spontaneous prayer and litany-type prayers (e.g. "Thank You, God," "I Love You, God," "for my family, Lord hear our prayer").
-  - Students will develop ways to treat friends kindly. Explore ways to care for family and friends.




Genesis 1:1-24, 31... Creation

Vocabulary: celebrate, God

❖ **God made each of us to love Him and be His child now and always.**

**Date completed** \_\_\_\_\_

CCC #1, 163, 1023; Compendium # 209; USCCA pp. 67-68

-  - Students will experience love and desire to love in return. Understand self as someone special. Appreciate all living things as good because God made them. Realize God wants us to love people and forgive them.
-  - Students will become aware of the Church as a place where God is specially present and different members of God's family gather.
-  - Students will participate in simple spontaneous prayer and litany-type prayers (e.g. "Thank You, God," "I Love You, God," "for my family, Lord hear our prayer"). Experience prayer alone and with others.

Genesis 1:1-24, 31... Creation

Mark 10:14... Let the children come to Me

Vocabulary: God, Church, Creator

❖ **God has given us the ability to make and do many things.**

**Date completed** \_\_\_\_\_

CCC #307, 2427-2428; Compendium # 56, 513; USCCA pp. 67, 327



- Students will understand self as someone special.



- Students will participate in prayer through gestures, music, poetry, art, dance, story, and celebration.



- Students will participate in activities that show we care for the things God made. Participate in activities that are helpful at home and in class.

Colossians 3: 16b, 17... Always be thankful

Vocabulary: thanksgiving

❖ **God created each of us as a helper and co-worker.**

**Date completed** \_\_\_\_\_

CCC #307, 372-373, 1879, 1931-1932; Compendium # 56, 71, 401, 411, 366;

USCCA pp. 66-68



- Students will understand self as someone special. Realize God wants us to love people and forgive them.



- Students will value good behavior as something to be imitated.



- Students will experience prayer alone and with others.



- Students will participate in activities that show we care for the things God made. Participate in activities that are helpful at home and in class.

Colossians 3: 16b, 17... Always be thankful

Vocabulary: creation, God

❖ **Our parents who give us life, love, care, and provide for us are a very special and wonderful gift from God.**

**Date completed** \_\_\_\_\_

CCC #2215; Compendium # 459; USCCA pp. 377-379



- Students will experience love and desire to love in return. Understand that God's presence is experienced through parents and other caring adults.



- Students will participate in simple spontaneous prayer and litany-type prayers e.g. "Thank You, God," "I Love You, God," "For my family, Lord hear our prayer").



- Students will explore ways to care for family and friends. Participate in activities that are helpful at home and in class.

Colossians 3: 16b, 17... Always be thankful

Vocabulary: prayer, thanksgiving

❖ **Playmates and classmates are meant to be our friends.**

**Date completed** \_\_\_\_\_

CCC #1878, 1879; Compendium # 401; USCCA pp. 66-68, 73-74



- Students will appreciate all living things as good because God made them. Realize God wants us to love people and forgive them.



- Students will experience prayer alone and with others.



- Students will develop ways to treat friends kindly. Explore ways to care for family and friends. Become aware of the need to be cooperative and share. Participate in activities that are helpful at home and in class.

Mark 10:14... Let the little children come to Me

Vocabulary: forgive

❖ **Friends are also gifts from God.**

**Date completed** \_\_\_\_\_

CCC #1878, 1879; Compendium # 401; USCCA pp. 66-68, 73-74



- Students will appreciate all living things as good because God made them. Realize God wants us to love people and forgive them.



- Students will participate in prayer through gestures, music, poetry, art, dance, story, and celebration. Experience prayer alone and with others.



- Students will participate in activities that show we care for the things God made. Participate in activities that are helpful at home and in class.

Colossians 3: 16b, 17... Always be thankful

Vocabulary: creation, God

❖ **God is the maker of the world and of all created things.**

**Date completed** \_\_\_\_\_

CCC #2215; Compendium # 459; USCCA pp. 377-379



- Students will experience love and desire to love in return. Understand that God's Presence is experienced through parents and other caring adults.



- Students will participate in simple spontaneous prayer and litany-type prayers (e.g. "Thank You, God," "I Love You, God," "For my family, Lord hear our prayer").



- Students will participate in activities that show we care for the things God made. Become aware of the need to be cooperative and share. Explore ways to care for family and friends. Become aware of the need to be cooperative and share. Participate in activities that are helpful at home and in class.


Genesis 1:1-24, 31... Creation


Vocabulary: Bible, creation, Creator, God


❖ **Prayer is talking to God. We are called to pray every day.**

**Date completed** \_\_\_\_\_

CCC #2559, 2659, 2660; Compendium # 534, 558, 565; USCCA pp. 461-464, 478, 491

 - Students will become aware of the Church as a place where God is specially present and different members of God's family gather. Become aware of the priest as a special person who represents Jesus and leads us in prayer. Participate in celebrations for special seasons: Christmas, Easter, Thanksgiving. Experience the Mass as a very special celebration of God's people.

 - Students will participate in prayer through gestures, music, poetry, art, dance, story, and celebration. Participate in simple spontaneous prayer and litany-type prayers (e.g. "Thank You, God," "I Love You, God," "for my family, Lord hear our prayer"). Experience prayer alone and with others.

 - Students will participate in activities that show we care for the things God made.


Colossians 3:16b, 17... Always be thankful

Vocabulary: God, praise, thanksgiving, Church, prayer, priest


❖ **Jesus listened to and talked to people in a loving way.**


**Date completed** \_\_\_\_\_


CCC #458, 459; Compendium # 85; USCCA pp. 481-495

 - Students will experience God's love for His people by celebrating feasts, listening to Bible stories, and having conversations about God. Experience love and desire to love in return. Understand that God's presence is experienced through parents and other caring adults. Understand that Jesus' feelings e.g. happiness at being welcomed, rejection by friends, sadness over death, are like our own.

 - Students will value good behavior as something to be imitated.

 - Students will value the bible as a special book that tells us about God's love.

 - Students will participate in simple spontaneous prayer and litany-type prayers (e.g. "Thank You, God," "I Love You, God," "For my family, Lord hear our prayer").

 - Students will develop ways to treat friends kindly. Explore ways to care for family and friends. Become aware of the need to be cooperative and share.

Mark 10:14... Let the children come to Me

Vocabulary: Jesus

❖ **Mary is the mother of Jesus.**

**Date completed** \_\_\_\_\_

CCC #495; Compendium # 97; USCCA pp. 144-145, 471, 520



- Students will experience love and desire to love in return. Understand that God's presence is experienced through parents and other caring adults. Understand that Jesus' feelings, e.g. happiness at being welcomed, rejection by friends, sadness over death, are like our own.



- Students will participate in simple spontaneous prayer and litany-type prayers (e.g. "Thank You, God," "I Love You, God," "for my family, Lord hear our prayer").



- Students will participate in celebrations for special seasons, Christmas, Easter, Thanksgiving.



- Students will explore ways to care for family and friends. Participate in activities that are helpful at home and in class.

Luke 2:4-20... Jesus' Birth and the Visit of the Shepherds    John 20:1-8, 11-16...Easter Story

Vocabulary: Christmas, crib, crucifix, Easter, Jesus, Joseph, Mary

❖ **Sacred images, e.g. statues, pictures, crucifix, are reminders of God's presence in our lives.**

**Date completed** \_\_\_\_\_

CCC #1667-1668, 1674, 2132; Compendium # 351,353,446; USCCA pp. 293-303



- Students will understand that Jesus' feelings, e.g. happiness at being welcomed, rejection by friends, sadness over death, are like our own.



- Students will participate in celebrations for special seasons, Christmas, Easter, Thanksgiving. Experience the Mass as a very special celebration of God's people.



- Students will participate in activities that show we care for the things God made. Participate in activities that are helpful at home and in class.

Luke 2:4-20... Jesus' Birth and the Visit of the Shepherds    John 20:1-8, 11-16...Easter Story

Vocabulary: Church, crib, crucifix, statue

**STUDENTS SHOULD BE FAMILIAR WITH THE FOLLOWING PRAYERS**

Simple prayers, for example: Jesus, I Love You  
Thank You, Jesus  
Sign of the Cross  
Prayer before meals



## KINDERGARTEN PARENT PAGE

*Parents have the unique responsibility for the education of their children; they are the first educators or catechists. They teach by their witness of the faith, through their values and attitudes, by their Christian example of love for Christ and his church. When children are baptized, parents accept the responsibility to raise their children in the practice of the faith...(National Directory for Catechesis 234-235)*

Dear Parents,

In a special document entitled *Letter to Families*, Pope John Paul II wrote: “Parents are the first and most important educators of their own children, and they also possess a fundamental competence in this area; they are educators because they are parents” (16). You are the first and best role model for your child in these growing years. Your role as parent to love, teach, and lead your child to Jesus is a remarkable and noble vocation. Congratulations and Thank You for accepting and honoring this God-given role.

At this particular stage of development, children are strongly influenced by adults and identify with them. They are moving into a larger circle beyond family and need continuing signs of affection, belonging, encouragement and praise. Kindergartners like to do what others do; however, they dislike being compared to other children. They finish self-initiated tasks and take pride in their work, are self motivated and self-sufficient. Children at this age are friendly and outgoing, have a good sense of humor, learn to play in small groups, but still may have difficulty sharing. They need freedom in choosing friends, as they are expanding their social contact to those outside their family. Kindergartners are eager to learn and learn best through active involvement. At this age, they begin to distinguish reality from fantasy and are eager to listen to stories and then retell them in their own words.

### *Your Child's Faith Development*

Like other stages of development, your kindergartener's faith development is important. Although children at every developmental level have many characteristics in common, each child is unique and will not fit entirely into any model developed. Keep in mind then that your child will come to know and understand the faith at his or her own rate of development. However here are some general points to remember. Children at this age:

- † Need parents and family life as a ground for their faith.
- † View size, power, and position as reasons for responding to God, parents, and rules.
- † Need to share in common language and rituals of faith.
- † Can begin to develop a personal relationship with God, especially through prayer.
- † Form dispositions toward the world and attitudes toward worship that will last a lifetime.
- † Need continuity and routine to provide order to their world.
- † Focus on images rather than reality.
- † Need help to distinguish imagination from reality.
- † Need assurance that scary wishes do not make bad things come true.
- † View events in isolation.

### *How You Can Help Your Child Grow in Faith*

Here are several points that will aid you in helping your child grow in his/her faith.

- ➔ Attend and participate in Sunday Mass as a family.
- ➔ Participate in special events with the parish such as the patron saint's feast, holiday customs and blessings.
- ➔ Help your child develop an appreciation for the simple ordinary things in life.
- ➔ Nurture a sense of reverence through informal prayers of praise and thanksgiving such as: Jesus, I Love You; Thank You, God; Sign of the Cross; Prayer before meals
- ➔ Balance your child's activities with quiet times and the opportunity for movement.
- ➔ Give praise for accomplishments.
- ➔ Allow your child to experience your love and care for them as a way to know a loving God – faith is more “caught” than “taught.”
- ➔ Help your child to discover positive attributes of God through a caring environment at home and Church.
- ➔ Assist your child in developing a sense of responsibility and service to others, by giving him/her simple chores to do.
- ➔ Allow your child to make decisions as a basis for developing a social conscience.
- ➔ Read Scripture stories to your child, presenting the same theme in different ways—retelling of stories. The following are some examples:

Creation – Genesis 1:1-31	Annunciation – Luke 1:26-31 Birth of Jesus – Luke 2:1-20	Finding in the Temple— Luke 2:41-51
Calling of Disciples— Mark 1:16-20	Good Samaritan—Luke 10:25-37 Loaves & Fishes—Mark 6: 31-44	Grateful Leper—Luke 17:11-19
Jesus and the Children— Luke 18:15-17	Miracle of Jairus Daughter— Mark 5:35-43	Lord's Prayer—Luke 11:1-4 Last Supper—Luke 22:14-20
Death of Jesus— Luke 23:33-47	The Easter Story—Luke 24:1-12	

- ➔ Help your child to become familiar with the following terms:

advent	amen	Baptism	Bible	Christmas	Cross	Easter	God
Holy	Jesus	Joseph	Last supper	Lent	Mary	Mass	prayer
Family							

Our diocese provides many resources and materials that will help you better understand the faith and work with your child at home. Among the resources is the *United States Catholic Catechism for Adults*, an adaptation of the *Catechism of the Catholic Church*. For more information contact the Department for Educational Media at (412) 456-3120 or e-mail [jhirst@diopitt.org](mailto:jhirst@diopitt.org).



KINDERGARTEN

# BACKGROUND FOR CATECHISTS

## *Know Your Audience*

**Just like Jesus, every good catechist knows their audience.**

**“The catechist – must take into consideration all the human factors of a particular age level in order to present the Gospel message in a vital and compelling way.” (NDC #48)**

## *Who Are Your Kindergartners?*

### **Faith Development**

#### **Children at this age:**

- ❖ Need parents and family life as a ground for their faith.
- ❖ View size, power, and position as reasons for responding to God, parents, and rules.
- ❖ Need to share in common language and rituals of faith.
- ❖ Can begin to develop a personal relationship with God, especially through prayer.
- ❖ Form dispositions toward the world and attitudes toward worship that will last a lifetime.
- ❖ Need continuity and routine to provide order to their world.
- ❖ Focus on images rather than reality.
- ❖ Need help to distinguish imagination from reality.
- ❖ Need assurance that scary wishes do not make bad things come true.
- ❖ View events in isolation.



## Kindergarten Catechists

### Guiding Principles

#### Catechists should:

- Provide activities involving the whole child (note: in both gross and small motor skills, be sensitive to children who are developing more slowly, avoid frustration for the children). Balance your activities with quiet times and the opportunity for movement.
- Give individual attention to children by using their names in a special way. Celebrate birthdays, baptism, and anniversaries. Plan social activities and celebrations which revolve around the changing seasons, and the liturgical seasons and feasts in the Church year, which may be inclusive of other family members.
- Give praise for accomplishments. Build on childrens' desire to please others as a first step in deepening a sense of selflessness and concern for others.
- Assist children in developing a sense of responsibility and service to others by rotating simple chores. Role play different jobs both in the home and in the community.
- Allow the children to make decisions as a basis for developing a social conscience.
- Use symbols to enhance learning such as bread, water, light, heart.
- Provide brief periods of silence to allow children to focus and internalize what has been learned.
- Review and repeat as necessary. Present the same theme in different ways, using different materials or activities—retelling of stories, especially those from the bible, is a good example.



## **PHYSICAL DEVELOPMENT**

### **Kindergarten**

#### **Children at this age:**

- Are physically active, but have less energy than three and four year olds.
- Are more mature in motor control; hop, skip, are more balanced and poised. Participate in boisterous play.
- Build with blocks, have continued interest in puzzles.
- Have greater small muscle control in hands, enabling them to draw, cut.
- Usually have defined hand preference.
- Have increased competence in self-care.
- Are capable of sitting still for longer periods of time (10-15 minutes).

## **SOCIAL AND EMOTIONAL DEVELOPMENT**

#### **Children at this age:**

- Are strongly influenced by adults and identify with them.
- Are moving into a larger circle beyond family.
- Need continuing signs of affection, belonging, encouragement and praise.
- Like to do what others do; however, dislike being compared to other children, and may be damaged by this.
- Finish self-initiated tasks and take pride in work; are self motivated and self-sufficient.
- Are friendly and outgoing; have a good sense of humor, like jokes and tricks.
- Learn to play in small groups, but still may have difficulty sharing.
- Need freedom in choosing friends; are expanding their social contact to those outside the family.
- Develop a social relationship between self and teacher; like to role-play adult situations.

## **COGNITIVE DEVELOPMENT**

#### **Children at this age:**

- Are curious and eager to learn.
- Learn best through active involvement.
- Explore world symbols through the sensory mode.
- Begin to distinguish reality from fantasy.
- Can symbolize thoughts through drawings.
- May enter the “representative” stage of art—expressing their experiences more realistically.
- Have longer attention spans (10-15 minutes).
- Can remember and carry out two or three instructions with gradual development of listening skills.
- Talk without infantile articulation.
- Can narrate a long tale.
- Are eager to listen to stories and then retell them in their own words.
- May talk incessantly.
- Enjoy activities that allow an exchange of ideas among children.
- Can focus on detail and begin also to see things as a whole.
- Do not consider all the evidence in making judgments but will focus on one aspect.

# Kindergarten

## CURRICULUM GUIDELINES

**Theme:** God calls us to celebrate His love for us through His gifts of creation. Jesus reveals God's love for us and teaches us to love God, ourselves and others. We, God's family, continue to build God's Kingdom through our worship and by helping other people.

**The Catechist should:**

- Make copies of the Parent Page (front and back) for students to take home.
- Read the Background for Catechists Information.
- Become familiar with the *National Directory for Catechesis* & the *United States Catholic Catechism for Adults*.


**AT THE END OF THIS GRADE LEVEL STUDENTS WILL DEMONSTRATE THE FOLLOWING UNDERSTANDINGS AND APPRECIATION OF THE EXPERIENCES INDICATED.**

[Note about symbols: Of the six tasks of catechesis (knowledge of the faith; liturgy & sacraments; moral formation; prayer; community; missionary spirit) five have a symbol assigned to them. Knowledge of the Faith is the organizing task]

**Symbol Key:**

 = Liturgy & Sacraments

 = Moral Formation

 = Prayer

 = Community

 = Missionary Spirit

**Reference Code:** CCC = *Catechism of the Catholic Church*

Compendium = *Compendium to the Catechism of the Catholic Church*

USCCA = *United States Catholic Catechism for Adults*

## KNOWLEDGE OF THE FAITH

❖ **God is the loving Creator of all things.** **Date completed** \_\_\_\_\_

CCC #293, 338; Compendium # 53, 62; USCCA pp. 55-56



- Students will appreciate the need to belong to God's family.



- Students will participate in different ways of giving thanks to God for creation, family, and ourselves.



- Students will participate in activities that show we care for God's creation.

Genesis 1:1-31... Creation; Creation of Man & Woman

Vocabulary: God, bible

❖ **God created each person and loves them as they are.**

**Date completed** \_\_\_\_\_

CCC #357, 1936-1937; Compendium # 66, 413; USCCA pp. 67-68



- Students will name ways God has shown His love for each of us. Appreciate the need to belong to God's family.



- Students will participate in different ways of giving thanks to God for creation, family, and ourselves.



- Students will participate in activities that show we care for God's creation. Explore ways to show respect for ALL people.

Genesis 1:26-31... Creation of Man & Woman    Vocabulary: God, Bible

❖ **God gives us many people to love.**

**Date completed** \_\_\_\_\_

CCC #1878; Compendium # 401; USCCA pp. 377-381



- Students will appreciate the special persons that God has given us to love, particularly our parents, family, teachers, priest, and friends. Appreciate the need to belong to God's family.



- Students will participate in different ways of giving thanks to God for creation, family, and ourselves. Participate with God's family at the Sunday Liturgy.



- Students will explore ways to show respect for ALL people. Develop a sense of gratitude for people who care for us.

Genesis 1:26-31... Creation of Man & Woman    Vocabulary: God, Bible

❖ **God shows love for us through the love of our parents, friends, priests, brothers or sisters.**

**Date completed** \_\_\_\_\_

CCC #2222, 2223, 2226; Compendium # 460; USCCA pp. 378-379



- Students will appreciate the special persons that God has given us to love, particularly our parents, family, teachers, priest, and friends. Appreciate the need to belong to God's family.



- Students will participate in different ways of giving thanks to God for creation, family, and ourselves. Develop a sense of gratitude for people who care for us. Participate with God's family at the Sunday Liturgy.



- Students will develop a sense of gratitude for people who care for us.

Genesis 1:26-31... Creation of Man & Woman    Vocabulary: God, Bible

❖ **God calls us to grow closer to Him each day, to love Him more and more.**

**Date completed** \_\_\_\_\_

CCC #2697; Compendium # 2; USCCA pp. 62-63, 119



- Students will appreciate the need to belong to God's family.



- Students will participate with God's family at the Sunday Liturgy.



- Students will participate in formal prayer. Encourage prayer celebrations at home.

Genesis 1:26-31... Creation of Man & Woman      Vocabulary: God, Mass, prayer

❖ **The Bible is a special book that tells us about God's love.**

**Date completed** \_\_\_\_\_

CCC #104; Compendium # 18; USCCA pp. 23-27



- Students will name ways God has shown His love for each of us.



- Students will experience God's presence through the following: song, dance, listening, gestures, reflections, silence, short spontaneous prayer.



- Students will encourage activities that are helpful at home, school, church, and community as a way to show our love and gratitude for God.

Luke 18:15-17... Jesus and the Children      Vocabulary: Bible, prayer

❖ **Jesus came to teach us to love God, ourselves, and ALL people of every race, age, culture, and ability.**

**Date completed** \_\_\_\_\_

CCC #775, 776, 1934-1937; Compendium # 152, 412-413; USCCA pp. 79-80, 91



- Students will appreciate the special persons that God has given us to love, particularly our parents, family, teachers, priest, and friends.



- Students will participate in different ways of giving thanks to God for creation, family, and ourselves.



- Students will explore ways to show respect for ALL people. Develop a sense of gratitude for people who care for us. Appreciate people who are models of love and service in our community.

Luke 1:26-31... Annunciation      Luke 2:1-20... Birth of Jesus

Mark 1:16-20... Calling of Disciples      Luke 10:25-37... Good Samaritan

Luke 17:11-19... Grateful Leper

Vocabulary: advent, Christmas, Holy Family, Jesus, Joseph, Mary

❖ **Jesus is God's Son and He reveals God's love to us.**

**Date completed** \_\_\_\_\_

CCC #442, 458; Compendium # 83, 85; USCCA pp. 81-81, 85-87



- Students will name ways God has shown His love for each of us. Appreciate the special persons that God has given us to love, particularly our parents, family, teachers, priest, and friends. Appreciate the need to belong to God's family.



- Students will participate in different ways of giving thanks to God for creation, family, and ourselves. Participate with God's family at the Sunday Liturgy.



- Students will participate in various prayer celebrations for the seasons of advent, Christmas, lent, and Easter within class time, and in parish gatherings.



- Students will encourage activities that are helpful at home, school, church, and community as a way to show our love and gratitude for God.

Luke 1:26-31... Annunciation

Luke 2:1-20... Birth of Jesus

Luke 2:41-51... Finding in the Temple

Vocabulary: advent, Christmas, God, Jesus, Mary

❖ **We communicate with God through different prayer experiences.**

**Date completed** \_\_\_\_\_

CCC Particularly #2688 and all of Part IV; Compendium # 565; USCCA pp. 478, 491



- Students will name ways God has shown His love for each of us.



- Students will participate in different ways of giving thanks to God for creation, family, and ourselves. Develop a sense of gratitude for people who care for us. Participate with God's family at the Sunday Liturgy.



- Students will participate in formal prayer. Participate in various prayer celebrations for the seasons of advent, Christmas, lent, and Easter within class time, and in parish gatherings. Encourage prayer celebrations at home.



- Students will encourage activities that are helpful at home, school, church, and community as a way to show our love and gratitude for God.

Luke 11:1-4... Lord's Prayer

Vocabulary: amen, prayer

- ❖ **Mary is Jesus' mother and our mother.** **Date completed** \_\_\_\_\_  
CCC #495, 963; Compendium # 97, 100; USCCA pp. 144-145, 146, 148, 520



- Students will appreciate the special persons that God has given us to love, particularly our parents, family, teachers, priest, and friends. Appreciate the need to belong to God's family.



- Students will participate in different ways of giving thanks to God for creation, family, and ourselves.



- Students will encourage prayer celebrations at home.



- Students will develop a sense of gratitude for people who care for us.

Luke 2:1-20... Birth of Jesus

Luke 2:41-51... Finding in the Temple

Luke 23:33-47... Death of Jesus

Luke 24:1-12... The Easter Story

Vocabulary: advent, Christmas, Holy Family, Jesus, Joseph, Mary

- ❖ **Joseph is the foster father of Jesus and husband of Mary.**  
❖ **Mary, Jesus, and Joseph are called the Holy Family. Date completed** \_\_\_\_\_  
CCC #437, 564; Compendium # 104; USCCA pp. 79, 359



- Students will appreciate the special persons that God has given us to love, particularly our parents, family, teachers, priest, and friends. Appreciate the need to belong to God's family.



- Students will participate in different ways of giving thanks to God for creation, family, and ourselves. Participate with God's family at the Sunday Liturgy.



- Students will participate in various prayer celebrations for the seasons of advent, Christmas, lent and Easter within class time, and in parish gatherings.



- Students will develop a sense of gratitude for people who care for us.

Luke 2:1-20... Birth of Jesus

Luke 2:41-51... Finding in the Temple

Vocabulary: Christmas, Holy Family, Jesus, Joseph, Mary

- ❖ **We become members of God's family through baptism.** **Date completed** \_\_\_\_\_  
CCC #804, 1213, 1267; Compendium # 252; USCCA pp. 193, 197



- Students will appreciate the need to belong to God's family.



- Students will participate with God's family at the Sunday Liturgy.



- Students will develop a sense of gratitude for people who care for us.

Vocabulary: baptism, Holy Family



- ❖ **During the Mass, Jesus is with us in a special way.    Date completed \_\_\_\_\_**
- ❖ **The Mass is a special meal that Jesus celebrates with His family.**

CCC #1329, 1373; Compendium # 275, 282; USCCA pp. 170-171, 222-227

✚ - Students will participate with God's family at the Sunday Liturgy.

Luke 22:14-20... Last Supper    Vocabulary: last supper, Mass, prayer

- ❖ **In the Mass, we remember that Jesus gave his life for our happiness.**

**Date completed \_\_\_\_\_**

CCC #1364-1365; Compendium # 280; USCCA pp. 220-222

✚ - Students will participate with God's family at the Sunday Liturgy.

Luke 22:14-20... Last Supper    Luke 23:33-47... Death of Jesus

Luke 24:1-12... The Easter Story

Vocabulary: cross, Easter, last supper, lent Mass, prayer

## **STUDENTS SHOULD BE FAMILIAR WITH THE FOLLOWING PRAYERS**

Sign of the Cross

Our Father

Blessing before meals





## GRADE 1 PARENT PAGE

*Parents have the unique responsibility for the education of their children; they are the first educators or catechists. They teach by their witness of the faith, through their values and attitudes, by their Christian example of love for Christ and his church. When children are baptized, parents accept the responsibility to raise their children in the practice of the faith...(National Directory for Catechesis 234-235)*

**Dear Parents,**

In a special document entitled *Letter to Families*, Pope John Paul II wrote: “Parents are the first and most important educators of their own children, and they also possess a fundamental competence in this area; they are educators because they are parents” (16). You are the first and best role model for your child in these growing years. Your role as parent to love, teach, and lead your child to Jesus is a remarkable and noble vocation. Congratulations and Thank You for accepting and honoring this God-given role.

At this particular stage of development, first graders are enthusiastic and eager to learn and to socialize. They have a growing desire to interact with peers, but often do not possess the social skills necessary to avoid and resolve conflicts. They are beginning to understand that other people are different from themselves and need to be guided in growth of acceptance of others. Learning to act with respect and responsibility towards others is an important task at this stage, and the need for love, support and approval from parents and other significant adults is real. Attitudes and values that are held within the family shape the child’s perception of the world and influence their understanding and experiences.

### *Your Child’s Faith Development*

Like other stages of development, your first-grader’s faith development is important. Although children at every developmental level have many characteristics in common, each child is unique and will not fit entirely into any model developed. Keep in mind then that your child will come to know and understand the faith at his or her own rate of development. However here are some general points to remember. Children at this age:

- ✚ Grow in their relationship with God particularly through prayer based on life experience
- ✚ Accept attitudes of parents, teachers, the Church, and other social institutions toward differences in people
- ✚ Vest great authority in parents and other trusted adults
- ✚ Desire to join in the ritual of the parish community as seen in the desire to participate in the sacraments
- ✚ Need help in formation of conscience
- ✚ Begin to sort out reality from imagination based on practical experience
- ✚ Need concrete experiences to understand concepts and religious truths
- ✚ Use classes and categories to order actions around them
- ✚ Can begin to project themselves imaginatively into the position/situation of others
- ✚ Begin to order the religious world
- ✚ View rules as inflexible
- ✚ Understand reality best in story form
- ✚ Identify with heroes and heroines of the Bible
- ✚ Identify with stories of the Church (lives of the saints for example)
- ✚ Desire to learn about people and their differences

In this coming year our goal is to work together with you to bring your child to a deeper understanding of: 1) God our Father and the ways that He shows His love for us through the many gifts of creation; 2) Jesus, God's Son and our brother, who teaches us about the Father and sends the Holy Spirit to be our helper; and 3) how we become members of the Catholic Church through baptism. We will use the best practices that we know to communicate these truths to your child, and in turn hope that you will always remember that there is no greater influence on your child's faith development than you. We will work together to ensure that this will be a year of growth for your child in his/her faith and relationship with Jesus! Thank You in advance and God Bless!

Below are some of the highlights of what your child will be learning this year:

- There are three persons in the Blessed Trinity
- God is a loving Father and the loving Creator of all things
- Jesus is the Son of God, our brother and teacher
- The Holy Spirit was sent by Jesus to give us gifts of peace, strength and joy.
- Through baptism we are made sons and daughters of God and we become part of God's family.
- God's family includes people of every race, age, culture and ability.
- We belong to the Catholic Church.
- The Eucharist is both a special meal that Jesus shares with us and a sacrifice of his love.
- God always forgives us if we ask and are sorry; God gave us a special sacrament of penance.
- Mary is the Mother of Jesus and Joseph is his foster father.
- Christmas celebrates the birth of Jesus and Easter celebrates the resurrection of Jesus.

### *How You Can Help Your Child Grow in Faith*

Here are several points that will aid you in helping your child grow in his/her faith.

- ➔ Attend and participate in Sunday Mass as a family.
- ➔ Participate in special events with the parish such as the patron saint's feast, holiday customs and blessings.
- ➔ Help your child to learn and participate in various types of prayer (i.e. quiet reflection, guided meditation, song, spontaneous, petition, thanksgiving, praise and sorrow).
- ➔ Help your child to learn and pray formal prayers: Sign of the Cross, Our Father, Hail Mary, Glory Be, Prayer before and after meals
- ➔ Participate in activities for advent and lent to appreciate the significance of these liturgical seasons – e.g. advent wreath, stations-of-the-cross for children.
- ➔ Explore ways we can show care for all of God's creation.
- ➔ Talk with your child to help them understand that we must love ALL peoples, even those who are different from us.
- ➔ Discuss the lives of the saints with your children so that they may see examples of people who lived lives of holiness and service in God's name.
- ➔ Read Scripture stories together, some good suggestions are:

Creation – Genesis 1:1-2:4  
 Epiphany – Matthew 2:9b-11  
 Finding in the Temple – Luke 2:40-52  
 Jesus' Entry into Jerusalem – Matthew 21:1-11

Annunciation – Luke 1:26-56  
 Good Samaritan – Luke 10:25-37  
 Jesus Blesses the Children – Mark 10:13-16  
 Last Supper – Matthew 26:26-29 or Luke 22:14-20

Nativity – Luke 2:1-20  
 Zaccheaus – Luke 19:1-10  
 Lord's Prayer – Luke 11:1-4  
 Resurrection – John 20:1-18

➔ Help your child to become familiar with the following terms:

Advent	altar	Baptism	Bible	Catholic	Christ	Christian	Christmas
Church	create	Family	forgiveness	God	godparent	Holy Spirit	Jesus
Joseph	lent	Mary	Mass	Parish	prayer	priest	Saint

Our diocese provides many resources and materials that will help you better understand the faith and work with your child at home. Among the resources is the *United States Catholic Catechism for Adults*, an adaptation of the *Catechism of the Catholic Church*. For more information contact the Department for Educational Media at (412) 456-3120 or e-mail [jhirst@diopitt.org](mailto:jhirst@diopitt.org).



## Grade 7

# BACKGROUND FOR CATECHISTS

### *Know Your Audience*

**Just like Jesus, every good catechist knows their audience.**

**“The catechist – must take into consideration all the human factors of a particular age level in order to present the Gospel message in a vital and compelling way.” (NDC #48)**

### *Who Are Your First Graders?* **Faith Development**

#### **Children at this age:**

- ❖ Grow in their relationship with God particularly through prayer based on life experience
- ❖ Vest great authority in parents and other trusted adults
- ❖ Desire to join in the ritual of the parish community as seen in the desire to participate in Penance and Eucharist
- ❖ Need help in formation of conscience
- ❖ Begin to sort out reality from imagination based on practical experience
- ❖ Need concrete experiences to understand concepts and religious truths
- ❖ Use classes and categories to order actions around them
- ❖ Can begin to project themselves imaginatively into the position/situation of others
- ❖ Begin to order the religious world
- ❖ View rules as inflexible
- ❖ Understand reality best in story form
- ❖ Identify with heroes and heroines of the Bible
- ❖ Identify with stories of the Church (lives of the saints for example)
- ❖ Desire to learn about people and their differences
- ❖ Accept attitudes of parents, teachers, the Church, and other social institutions toward differences in people

## **Grade 1 Catechists**

### **Guiding Principles**

#### **Catechists should:**

- Help the children begin to acquire basic spiritual attitudes through the expression of gestures, since children relate readily to the language of symbols and gestures. Provide frequent opportunities for the children to engage in ritual: i.e. processions, offerings, praising, and thanking God in prayer and song.
- Help the children move from a moral stage known as self-interest. Endeavor to awaken in them an awareness of the needs and feelings of others. Invite them to reach out to others in love and concern.
- Help the children acquire an image of God through the stories you read and tell. Images later become more mature concepts and feelings about God. Emphasize the love and providence of God and God's faithfulness by using scripture stories.
- Provide examples of one who is conscious of God's presence in the world, in his or her life; of one who is joyful, and of one who is ever striving to follow Christ more closely. Remember children at this age tend to imitate others.

### **PHYSICAL DEVELOPMENT**

#### **Children at this age:**

- Tire easily physically and intellectually.
- Have short attention spans.
- Are very active.
- Prefer play over work.

### **SOCIAL AND EMOTIONAL DEVELOPMENT**

#### **Children at this age:**

- Are centered on "self"; need help in developing relationships; seek to identify self as unique individuals in family, school, and world
- Use "me" a great deal, want desires fulfilled in a short time; only beginning to understand the concept of "our".
- Need boundaries of respect and responsibility set, need to be encouraged to share
- Grow by identifying with adults who must "model" for child
- Exhibit curiosity and enthusiasm
- Open and eager to tell about family; need sensitivity to family situations
- May have developed social skills because of preschool environment
- May give "windows to what is within them" through their drawings
- Boys and girls may prefer to sit, work, play in separate groups

## COGNITIVE DEVELOPMENT

### Children at this age:

- Can usually think logically about concrete, real objects or personal experience
- Learn best by doing, showing, and experiencing
- Exhibit difficulty in reversing their thought processes in order to give the reasons that may have led up to a conclusion
- Have an excellent facility for memorizing, especially musical or rhyming refrains

### NOTES

- ❖ Pope John Paul II in **On Catechesis in Our Time** encourages the use of advances in pedagogy; biology, sociology as they help us to model God's Divine Pedagogy (teaching us gradually in stages according to our level of development). The above noted information is consistent with such documents as the *General Directory for Catechesis*, the *National Directory for Catechesis*, the *Catechism of the Catholic Church* and other Catechetical Documents of the Church.
- ❖ The above sciences have limitations. While this information does provide references to typical age ranges, children continue to be viewed as individuals and individual differences need to be taken into account.



# First Grade

## CURRICULUM GUIDELINES

**Theme: The LOVE of God the Father as shown through creation and the KNOWLEDGE of God the Father as taught by Jesus, God's Son and our brother; our own initiation through Baptism and special assistance from the Holy Spirit.**

**The Catechist should:**

- **Make copies of the Parent Page (front and back) for students to take home.**
- **Read the Background for Catechists Information.**
- **Become familiar with the *National Directory for Catechesis & the United States Catholic Catechism for Adults*.**


**AT THE END OF THIS GRADE LEVEL STUDENTS WILL DEMONSTRATE THE FOLLOWING UNDERSTANDINGS AND APPRECIATION OF THE EXPERIENCES INDICATED.**

[Note about symbols: Of the six tasks of catechesis (knowledge of the faith; liturgy & sacraments; moral formation; prayer; community; missionary spirit) five have a symbol assigned to them. Knowledge of the Faith is the organizing task]

**Symbol Key:**

 = Liturgy & Sacraments

 = Moral Formation

 = Prayer

 = Community

 = Missionary Spirit

**Reference Code: CCC = *Catechism of the Catholic Church***

**Compendium = *Compendium to the Catechism of the Catholic Church***

**USCCA = *United States Catholic Catechism for Adults***

## KNOWLEDGE OF THE FAITH


❖ **God is a loving Father.**


CCC #239


Compendium # 42

**Date completed** \_\_\_\_\_

USCCA pp 51-52

 - Students will understand ways that God has shown us love.

 - Students will participate in different forms of prayer, i.e., quiet reflection, guided meditation, song, spontaneous, petition, thanksgiving, praise, and sorrow.

 - Students will become aware of the ways people care for us.

Luke 11:1-4 ... Lord's Prayer      Vocabulary: God

*Teach the Our Father*



- ❖ **There are three persons in the Blessed Trinity.** Date completed \_\_\_\_\_  
CCC #253-255; Compendium #48; USCCA pp 51-53

✚ - Students will participate in weekly prayer. Participate in different forms of prayer, i.e., quiet reflection, guided meditation, song, spontaneous, petition, thanksgiving, praise, and sorrow.

Matthew 3:13-17...the Baptism of Jesus Vocabulary: prayer

*Teach the Sign of the Cross and the Glory Be*

- ❖ **God is the loving Creator of all things.** Date completed \_\_\_\_\_  
CCC #293, 338; Compendium #53, 62; USCCA pp 53-54

♥ - Students will be aware of God's creation and recognize ourselves as unique and special parts of creation.

✚ - Students will participate in prayer services celebrating: God's creation, baptism, and forgiveness.



- Students will explore ways we can show we care for all of God's creation.

Genesis 1:1-2:4... Creation

Vocabulary: create, God

- ❖ **Jesus is the Son of God, our brother, and teacher.** Date completed \_\_\_\_\_  
CCC #240, 422, 427, 458, 2782; Compendium #46, 79, 80, 85, 583; USCCA pp 79-80



- Students will value Jesus as a model for the way we all should live.

✚ - Students will participate in different forms of prayer, i.e., quiet reflection, guided meditation, song, spontaneous, petition, thanksgiving, praise, and sorrow.

Luke 1:26-56 ... Annunciation

Vocabulary: Jesus, Christ, bible

- ❖ **The Holy Spirit was sent by Jesus to give us gifts of peace, strength, and joy.** Date completed \_\_\_\_\_  
CCC #728-730, 736; Compendium #140, 145; USCCA pp 102-109

✚ - Students will participate in different forms of prayer, i.e., quiet reflection, guided meditation, song, spontaneous, petition, thanksgiving, praise, and sorrow.



- Students will understand saints as people who lived lives of holiness and service in God's name.

Luke 24:49... Pentecost/Holy Spirit

Vocabulary: Holy Spirit

*Introduce the Gifts and Fruits of the Holy Spirit*



- ❖ **Through baptism we are made sons and daughters of God and we become part of God's family.** **Date completed** \_\_\_\_\_

CCC #804, 1213, 1267; Compendium #153- 154, 252, 263-264; USCCA pp 192, 197



- Students will become aware that baptism makes us part of the larger family of God. Develop a sense of belonging to our parish community.



- Students will participate in prayer services celebrating: God's creation, baptism, and forgiveness.

Mark 10:13-16... Jesus Blesses the Children      Vocabulary: baptism, godparent, Christian

- ❖ **We can grow to become loving parents, single people, priests, brothers or sisters.** **Date completed** \_\_\_\_\_

CCC #825; Compendium #165; USCCA pp 452



- Students will become aware of ministries in the parish, i.e., pastor, parochial vicar, director for religious education, catechist, lector, cantor, Eucharistic Minister, altar server.



- Students will understand saints as people who lived lives of holiness and service in God's name. Become aware of the ways people care for us.



- Students will understand the priest as the person chosen by God to represent Christ in the Church and who leads us in prayer at Mass.

Vocabulary: Christian, priest, family

- ❖ **God's family includes people of every race, age, culture, and ability.** **Date completed** \_\_\_\_\_

CCC #225, 360, 361, 775-776, 1934-1935; Compendium #43, 68, 152, 412;  
USCCA pp 325-327



- Students will understand that we must love ALL people, even those who are different from us. Understand saints as people who lived lives of holiness and service in God's name.

Luke 10:25-37... Good Samaritan      Vocabulary: Church

*Have students try to memorize the Great Commandments*

- ❖ **Special parts of the Church are the crucifix, altar, tabernacle, baptismal font, holy water font, reconciliation rooms or confessionals.** **Date completed** \_\_\_\_\_

CCC #1182-1185; Compendium #246; USCCA pp. 295-96

Vocabulary: altar, tabernacle

*Plan a visit to your church or a historical church in the area*

❖ **We belong to the Catholic Church.**

**Date completed** \_\_\_\_\_

CCC #830-833; Compendium #166-167; USCCA pp 129-132



- Students will develop a sense of belonging to our parish community. Appreciate the different groups to which we belong. Participate in special events with the parish such as the patron saint's feast, holiday customs, and blessings.



- Students will participate in formal prayer.



- Students will become aware of the ways people care for us.

Vocabulary: Catholic, parish, family

*Discuss and show pictures of St. Paul Cathedral*

❖ **The Eucharist is both a special meal that Jesus shares with us and a sacrifice of his love.**

**Date completed** \_\_\_\_\_

CCC #1382-1383; Compendium #287-288; USCCA pp 220-233



- Students will participate with all other Catholics in Sunday Mass where we hear God's Word and share the body and blood of Jesus. Understand the priest as the person chosen by God to represent Christ in the Church and who leads us in prayer at Mass.

Matthew 26:26-29 ... Last Supper

Vocabulary: Mass

❖ **During the Eucharist (Mass), we remember what Jesus said and did at the Last Supper before he suffered and died for us on the cross.**

**Date completed** \_\_\_\_\_

CCC #1365; Compendium # 280; USCCA pp 235-237



- Students will participate in formal prayer.

Luke 22:14-20 ... Last Supper

Vocabulary: last supper, priest

❖ **During the Mass, Jesus is with us in a special way.**

**Date completed** \_\_\_\_\_

CCC #1373; Compendium #282; USCCA pp 223-22



- Students will become aware of the ways people care for us.

Vocabulary: Mass

❖ **God always forgives us if we ask and are sorry; God gave us a special sacrament of Penance.**

**Date completed** \_\_\_\_\_

CCC #1431, 1432, 1439, 1847; Compendium # 300-301, 391; USCCA pp 235-237



- Students will participate in prayer services celebrating: God's creation, baptism, and forgiveness.

Vocabulary: forgiveness

❖ **Reconciliation is a special way God shows his love and forgiveness.**

**Date completed** \_\_\_\_\_

CCC #1422, 1440; Compendium #296, 302; USCCA pp 236-237

✚ - Students will participate in prayer services celebrating: God's creation, baptism, and forgiveness.



-Students will become aware of the ways people care for us.

Luke 19:1-10.... Zaccheaus

Vocabulary: forgiveness

❖ **Mary is the mother of Jesus, and Joseph is his foster father.**

**Date completed** \_\_\_\_\_

CCC #495, 532; Compendium # 95, 104; USCCA pp 79, 143-145



- Students will appreciate the holiness of family life



- Students will understand saints as people who lived lives of holiness and service in God's name.

Matthew 2:9b-11... Epiphany

Vocabulary: Mary, Joseph, saint

*Teach the Hail Mary*

❖ **Jesus, Mary, and Joseph are called the Holy Family. Date completed** \_\_\_\_\_

CCC #533, 564; Compendium # 104; USCCA pp 79



- Students will value our own family and extended family.

Luke 2:40-52....Finding in the Temple

Vocabulary: Mary, Joseph, family

*List some of the various titles for Mary*

❖ **Christmas celebrates the birth of Jesus.**

**Date completed** \_\_\_\_\_

CCC #525; Compendium #103; USCCA pp 298, 507



- Students will participate in activities for advent and lent to appreciate the significance of these liturgical seasons, e.g., advent wreath, stations of the cross for children.



-Students will participate in advent and Lenten activities that reach out to the wider community.



- Students will participate in special events with the parish such as the patron saint's feast, holiday customs, and blessings.

Luke 2:1-20... Nativity

Vocabulary: advent, Christmas

*Talk about Angels*

❖ **Easter celebrates the resurrection of Jesus.** **Date completed** \_\_\_\_\_  
CCC #640, 642, 1169; Compendium #126-127, 242; USCCA pp 364, 510

✚ - Students will participate in activities for advent and lent to appreciate the significance of these liturgical seasons, e.g., advent wreath, stations of the cross for children.



- Students will participate in advent and Lenten activities that reach out to the wider community.



- Students will participate in special events with the parish such as the patron saint's feast, holiday customs, and blessings.

John 20:1-18 ... Jesus Rises from the Dead and Appears to the Disciples

Vocabulary: Lent, Easter

### **STUDENTS SHOULD BE FAMILIAR WITH THE FOLLOWING PRAYERS**

Sign of the Cross  
Our Father  
Hail Mary

Glory Be  
Prayer before and after meals (optional)



## Grade 2



# PARENT PAGE

*Parents have the unique responsibility for the education of their children; they are the first educators or catechists. They teach by their witness of the faith, through their values and attitudes, by their Christian example of love for Christ and his church. When children are baptized, parents accept the responsibility to raise their children in the practice of the faith...(National Directory for Catechesis 234-235)*

Dear Parents,

In a special document entitled *Letter to Families*, Pope John Paul II wrote: “Parents are the first and most important educators of their own children, and they also possess a fundamental competence in this area; they are educators because they are parents” (16). You are the first and best role model for your child in these growing years. Your role as parent to love, teach, and lead your child to Jesus is a remarkable and noble vocation.

At this particular stage of development second graders can begin to project themselves imaginatively into the position/situation of others. They begin to see how their actions and the way they act in the world affects others. They admire their parents and trust other adults with authority. Your second grader has a strong desire to be part of the church community through the Mass and the sacraments of Eucharist and Penance. Your witness to faith and Catholic practices are vital because your child trusts you and wants to follow your lead. Remember, there is no greater influence on your child’s faith development than you.

### *Your Child’s Faith Development*

Like other stages of development, your second grader’s faith development is important. Keep in mind that your child will come to know and understand the faith at his or her own rate of development. Here are some general points to remember.

Children at this age:

- ✚ Grow in their relationship with God particularly through prayer based on life experience
- ✚ Vest great authority in parents and other trusted adults
- ✚ Desire to join in the ritual of the parish community as seen in the desire to participate in penance and Eucharist
- ✚ Need help in formation of conscience
- ✚ Begin to sort out reality from imagination based on practical experience
- ✚ Need concrete experiences to understand concepts and religious truths
- ✚ Use classes and categories to order actions around them
- ✚ Can begin to project themselves imaginatively into the position/situation of others
- ✚ Begin to order the religious world
- ✚ View rules as inflexible
- ✚ Understand reality best in story form
- ✚ Identify with heroes and heroines of the Bible
- ✚ Identify with the stories of the Church (lives of saints for example)
- ✚ Desire to learn about people and their differences
- ✚ Accept attitudes of parents, teachers, the Church, and other social institutions toward differences in people

### ***How You Can Help Your Child Grow in Faith***

This year your child will continue to learn more about the Church and the importance of belonging, participating, and sharing in the faith community—the life of the Church. Through preparation for the sacraments of Penance and Eucharist, your child will begin to experience the saving presence of Christ in his/her life. Your child will learn the importance of the Eucharist as the center of our life and the source of spiritual nourishment and strength for the body and soul. He/she will come to realize that the sacrament of Penance is a celebration of God's love and forgiveness that gives us grace and helps us to become more Christ-like.

Here are several points that will aid you over the course of this year, in helping your child grow in his/her faith.

- ➔ Attend and participate in Sunday Mass as a family. Afterward, talk about some of the things that occurred during Mass—mention especially the Eucharist (Holy Communion). Remind your child that this is the year he/she will make first Holy Communion. Share some of your memories about the sacrament with your child.
- ➔ Use everyday opportunities and interactions to help your child experience forgiveness and the importance of forgiving others who hurt us. When helping to prepare your child for the sacrament of Penance (Confession) allow him/her to express any concerns or fears he/she might have. Be sure to attend the parent meetings offered for the sacraments.
- ➔ Learn all you can about our Catholic beliefs. Obtain a copy of the *United States Catholic Catechism for Adults* from the diocesan Learning Media Center at (412) 456-3120 or e-mail [jhirst@diopitt.org](mailto:jhirst@diopitt.org).
- ➔ Talk with your child about what we believe and why we believe it. If you don't know an answer to a question, ask your catechetical administrator or your pastor.
- ➔ Share your experiences of faith and talk about how you see God working in your life.
- ➔ Be open to your child's questions, and as a family work together to experience our Catholic faith. Take advantage of parish events, show that as Catholics we are part of a community.
- ➔ Follow Jesus' example and his teachings, truly do your best to live a good Christian life.
- ➔ Pray the following prayers with your child: Sign of the Cross, Our Father, Hail Mary, Glory Be, Act of Contrition, Apostles Creed, Grace before and after meals, Prayer after Communion, Prayers and responses of the Mass (if necessary, get the prayers from your child's parish catechist).

Our diocese provides many resources and materials that will help you better understand the faith and work with your child at home. Among the resources is the *United States Catholic Catechism for Adults*, an adaptation of the *Catechism of the Catholic Church*. For more information contact the Department for Educational Media at (412) 456-3120 or e-mail [jhirst@diopitt.org](mailto:jhirst@diopitt.org).

## Grade 2

# BACKGROUND FOR CATECHISTS

### *Know Your Audience*

**Just like Jesus, every good catechist knows their audience.**

**“The catechist – must take into consideration all the human factors of a particular age level in order to present the Gospel message in a vital and compelling way.” (NDC #48)**

### *Who Are Your Second Graders?*

#### **Faith Development**

##### **Children at this age:**

- ❖ Grow in their relationship with God particularly through prayer based on life experience.
- ❖ Vest great authority in parents and other trusted adults.
- ❖ Desire to join in the ritual of the parish community as seen in the desire to participate in penance and Eucharist.
- ❖ Need help in formation of conscience.
- ❖ Begin to sort out reality from imagination based on practical experience.
- ❖ Need concrete experiences to understand concepts and religious truths.
- ❖ Use classes and categories to order actions around them.
- ❖ Can begin to project themselves imaginatively into the position/situation of others.
- ❖ Begin to order the religious world.
- ❖ View rules as inflexible.
- ❖ Understand reality best in story form.
- ❖ Identify with heroes and heroines of the Bible.
- ❖ Identify with the stories of the Church (lives of saints for example).
- ❖ Desire to learn about people and their differences.
- ❖ Accept attitudes of parents, teachers, the Church, and other social institutions toward differences in people.



## **Grade 2 Catechists**

### **Guiding Principles**

#### **Catechists should:**

- Bear in mind children's tendency to confuse past and present experiences because they are still limited in their sense of history and time. Clarify the differences - clarification is especially significant when introducing them to the examination of conscience. Need to assist children in sorting out what is real and relevant to the current examination of conscience, because they generally live in the present.
- Show children love in action and attitude, consistently building them up with praise, recognition, and appreciation for the children to understand their personal value.
- Help children form their consciences. Be careful to react consistently to an action, incident, or situation. (The children will realize that there are differences between what is dangerous, what is improper, what is annoying, what is accidental, and what is sinful).
- Help to prepare the children to understand the forgiveness of God. Concentrate on the reality of God's love and mercy as a tremendous gift which God gives to us. Begin to develop a sense of sin and wrong doing.
- Set an example for the formation of the children's values through their personal relationship with God, desire for union with God in prayer, and appreciation of the sacraments manifested through frequent reception.

### **PHYSICAL DEVELOPMENT**

#### **Children at this age:**

- Begin to master "things."
- Develop "control" of language.
- Develop body skills.
- Become orderly.

### **SOCIAL AND EMOTIONAL DEVELOPMENT**

#### **Children at this age:**

- Begin to develop real social awareness, but are still somewhat centered on "self."
- Begin to develop sense of "community"; accept responsibility to do their part in classroom and home tasks, if assigned according to ability; realize that each person's task is important to the group.
- Can experience adults outside of family as important "bridges" to move into the world.
- Find it difficult to accept decisions of group when different from one's own.

- Can begin to dialogue in small group discussions as opposed to just responding one-on-one to teacher directed questions.
- Are upset by negative comments, especially from someone in authority.
- Exhibit curiosity and enthusiasm for life.
- Boys and girls may prefer to sit/work in separate groups.

## COGNITIVE DEVELOPMENT

### Children at this age:

- Are able to think logically about concrete, real objects or experiences they have known for the most part.
- Learn best by doing, showing, and experiencing.
- Are not ready for interpersonal dialogue.
- Have difficulty seeing things through another person's point of view.
- Tend to have their perceptions dominated by their own viewpoints.
- Begin to generalize.
- Set standards which are often too high for themselves (which lead to disappointment if the activity proves too difficult).

## NOTES

- ❖ Pope John Paul II in **On Catechesis in Our Time** encourages the use of advances in pedagogy; biology, sociology as they help us to model God's Divine Pedagogy (teaching us gradually in stages according to our level of development). The above noted information is consistent with such documents as the *General Directory for Catechesis*, the *National Directory for Catechesis*, the *Catechism of the Catholic Church* and other Catechetical Documents of the Church.
- ❖ The above sciences have limitations. While this information does provide references to typical age ranges, children continue to be viewed as individuals and individual differences need to be taken into account.



## **SECOND GRADE**

### **CURRICULUM GUIDELINES**

**Theme: We receive Jesus in a special way through the sacrament of Eucharist. Jesus forgives our sins in the sacrament of Penance.**

**The Catechist should:**

- **Make copies of the Parent Page (front and back) for students to take home.**
- **Read the Background for Catechists Information.**
- **Become familiar with the *National Directory for Catechesis & the United States Catholic Catechism for Adults*.**
- **Review Previous Understandings with students:**
  - Recall the Blessed Trinity and name the three persons.
  - Recall the sacrament of Baptism as the sacrament in which we become part of God's family.
  - Recall the gifts Jesus gives us: a sharing in God's life through baptism; His forgiveness in the sacrament of Penance; His body and blood in the Eucharist.
  - Recall the following prayers:
    - Sign of the Cross
    - Our Father
    - Hail Mary
    - Glory Be
    - Prayer before and after meals



# SECOND GRADE

## CURRICULUM GUIDELINES


**AT THE END OF THIS GRADE LEVEL STUDENTS WILL DEMONSTRATE THE FOLLOWING UNDERSTANDINGS AND APPRECIATION OF THE EXPERIENCES INDICATED.**

[Note about symbols: Of the six tasks of catechesis (knowledge of the faith; liturgy & sacraments; moral formation; prayer; community; missionary spirit) five have a symbol assigned to them. Knowledge of the Faith is the organizing task]

**Symbol Key:**

 = Liturgy & Sacraments

 = Moral Formation

 = Prayer

 = Community

 = Missionary Spirit

**Reference Code:** CCC = *Catechism of the Catholic Church*

Compendium = *Compendium to the Catechism of the Catholic Church*

USCCA = *United States Catholic Catechism for Adults*

### KNOWLEDGE OF THE FAITH


- ❖ **Jesus is the Son of God, who became man.** **Date completed** \_\_\_\_\_  
CCC #422-423, 461, 463, 470; Compendium # 79, 86, 90; USCCA pp. 77-87

 - Students will experience spontaneous prayer.

Luke 2: 10-14...The birth of Jesus

Vocabulary: Jesus, Immaculate Conception, Blessed Trinity, Christmas, Son of God, Advent


- ❖ **Jesus died on the cross to save ALL people.** **Date completed** \_\_\_\_\_  
CCC #604-605; Compendium # 118; USCCA pp. 89-100

 - Students will understand that we must include ALL people in our caring and good actions because God calls us to be responsible for others.

Luke 15: 11-24...The Prodigal Son

Vocabulary: crucifix, Good Friday, sin, resurrection, Easter, Christ

- ❖ **Jesus' obedience to the Father is a sign and model for our life.** **Date completed** \_\_\_\_\_  
CCC #532, 606-607; Compendium # 119; USCCA pp.89-100


 - Students will understand the friends and followers of Jesus act in loving ways and serve others in need.

Luke 23: 44-49...the death of Jesus

Vocabulary: saint, Christian, all saints

- ❖ **Jesus is still present today in the Word, and in the Church, most especially in the Eucharist.** **Date completed** \_\_\_\_\_

CCC #1088, 1373; Compendium # 222, 282; USCCA pp. 165-179, 213-232


 - Students will visit (tour) the church to discover the meaning of the different areas and objects used at Mass, such as the altar, tabernacle, crucifix, chalice, paten, vestments, baptismal font, Stations of the Cross, confessional. Appreciate the liturgical seasons of the church year (Advent, Christmas, Lent, holy week, Easter, ordinary time) and customs, such as fasting and prayer.

Matthew 26: 26-30...Last Supper

Vocabulary: Bible, Mass, Eucharist, Blessed Sacrament, genuflection, lectionary

- ❖ **We become members of God's family through baptism.** **Date completed** \_\_\_\_\_

CCC #804, 1213, 1267; Compendium # 252; USCCA pp. 181-196


 - Students will accept one's self as belonging to the family of God.

Vocabulary: baptism, Christian, godparents, baptismal font, faith, Catholic, parish, creed

- ❖ **God made each of us to grow up and help others in our own special way as a married person and parent, a single person, a sister or brother, or a priest.**

**Date completed** \_\_\_\_\_

CCC #873; Compendium # 178; USCCA pp. 126-136


 - Students will value the family's role of sharing life, welcoming each other, teaching and protecting. Understand there are different ministries in the Church: Eucharistic ministers, lectors, ministers of hospitality, altar servers, music ministers, social ministers.

Vocabulary: bishop, Mass, priest, vestments, parish, stole, pope, responsibility

- ❖ **When Jesus ascended to His Father. He sent the Holy Spirit to be with us always.**

**Date completed** \_\_\_\_\_

CCC #669, 690; Compendium # 132; USCCA pp. 96-97, 99


 - Students will understand the Church as the community of Jesus' followers gathered by the Spirit.

Vocabulary: Jesus, Pentecost, Blessed Trinity, Christ

- ❖ **Jesus gave us special gifts of his presence: a sharing in God's life through baptism, his forgiveness in the sacrament of penance and his body and blood in the Eucharist.**

**Date completed** \_\_\_\_\_

CCC #1373; Compendium # 282; USCCA pp. 213-232

 - Students will understand the Mass as our greatest prayer.

John 10:11-15...Good Shepherd

Vocabulary: altar, baptism, forgiveness, confess, confession, reconciliation, penance, Eucharist, Blessed Sacrament, Bread, chalice, wine, communion

- ❖ **God gives us his voice in our hearts - our conscience - so that we can choose to do what God calls us to do.**
- ❖ **When we follow our conscience as God made it, then we are truly free and happy.**

**Date completed** \_\_\_\_\_

CCC #1733, 1777; Compendium # 372, 363; USCCA pp. 323-335



- Students will understand that we must include ALL people in our caring and good actions because God calls us to be responsible for others.

Matthew 8: 10-14...The Lost Sheep

Luke 15: 1-7...The Lost Sheep

Vocabulary: conscience, temptation, parable

- ❖ **God gave us the law of love: to love God and to love others as one's self.**

CCC #2055; Compendium # 435; USCCA pp. 323-335 **Date completed** \_\_\_\_\_



- Students will understand that we must include ALL people in our caring and good actions because God calls us to be responsible for others. Appreciate that we are sent forth to love and serve the Lord, using the gifts and talents God gave us.

Mark 12:41-44...The Widow's Mite

Luke 10:25-27...Good Samaritan

- ❖ **The Holy Spirit helps us to make good choices.**

**Date completed** \_\_\_\_\_

CCC #1742; Compendium # 363; USCCA pp. 323-335



- Students will understand the Church as the community of Jesus' followers gathered by the Spirit.

Vocabulary: conscience, Blessed Trinity, Pentecost, trinity

- ❖ **God wants us to forgive others. Sin is a break in our relationship with God.**

**Date completed** \_\_\_\_\_

CCC # 386, 1469, 1487, 1829; 1850; Compendium # 73, 310; USCCA pp. 71-72



- Students will learn the Act of Contrition.



- Students will experience being reconciled to God, self, and others through the sacrament of Penance.

Luke 17: 11-17...The Ten Lepers

Vocabulary: sin, forgiveness, sorrow



- ❖ **If we are sorry, and we seek God's forgiveness in the sacrament of penance, God will always forgive us when we sin. In the sacrament of Penance we express sorrow for our sins and we are forgiven.** **Date completed** \_\_\_\_\_

CCC # 1448, 1449-1460, 1847; Compendium # 302-306, 392-393;  
USCCA pp. 322-335, 233-244



- Students will learn the Act of Contrition.



- Students will experience being reconciled to God, self, and others through the sacrament of Penance.

Luke 22: 54-62...Peter's Denial

Vocabulary: forgiveness, confession, absolution, examination of conscience, confess, reconciliation, contrition, penance, reconciliation room, responsibility, sacrament of Penance, lent, fasting, Stations of the Cross

- ❖ **Jesus gave the priest the power to forgive sins in the sacrament of penance.** **Date completed** \_\_\_\_\_

CCC #1461, 1495; Compendium # 307; USCCA pp. 233-247



- Students will practice a daily examination of conscience.

John 20: 19-23...Who's Sins You Forgive

Vocabulary: forgiveness, examination of conscience, contrition, sorrow

- ❖ **Jesus gave us himself in the Eucharist at the last supper.** **Date completed** \_\_\_\_\_

CCC #610; Compendium # 120; USCCA pp. 213-232



- Students will understand there are different ministries in the Church: extraordinary ministers of Holy Communion, lectors, ushers, and altar servers.

Luke 22: 7-20...Last Supper

Vocabulary: Last Supper, Holy Thursday, sacrifice, sacrament of the Eucharist, holy week

- ❖ **In the sacrament of the Eucharist, Jesus continues to give himself to us in the bread and wine that become his body and blood.** **Date completed** \_\_\_\_\_

CCC #1333; Compendium # 276; USCCA pp. 213-232



- Students will value Sunday as the "Lord's Day," when we gather to offer praise and thanksgiving to God.


Mark 14: 22-26...Last Supper

Vocabulary: Blood of Christ, Body of Christ, thanksgiving, Lord's Day

❖ **We receive Jesus so that we can become more like Jesus.**

**Date completed** \_\_\_\_\_

CCC #460, 752, 1068; Compendium # 85, 147, 218; USCCA pp. 77-87, 111-123

 - Students will understand a genuflection before the Blessed Sacrament as a sign of reverence.


Mark 6: 31-44...Multiplication of the Loaves


Vocabulary: grace

❖ **The Eucharistic Liturgy (Mass) is the most important prayer of the Church.**

**Date completed** \_\_\_\_\_

CCC #1324; Compendium # 274; USCCA pp. 213-232

 - Students will experience the four types of prayer: prayer, thanksgiving, sorrow, and petition.

 - Students will appreciate that we are sent forth to love and serve the Lord, using the gifts and talents God gave us.


Matthew 6: 9-13...The Lord's Prayer

Vocabulary: prayer, praise, petition, thanksgiving

❖ **The parts of the Mass are: listening to God's Word, offering ourselves with Jesus to the Father, and receiving Jesus in communion.**

**Date completed** \_\_\_\_\_

CCC #1346; Compendium # 277; USCCA pp. 213-232

 - Students will pray the following: Act of Contrition, prayers and responses of the Mass.

Luke 24: 13-35...Emmaus Story

Vocabulary: Lectionary, sacrifice, psalms

**STUDENTS SHOULD BE FAMILIAR WITH THE FOLLOWING PRAYERS**

Sign of the Cross

Act of Contrition

Our Father

Responses to prayers at Mass

Hail Mary

A Morning Prayer

Glory Be

Prayer before and after meals



## **SECOND GRADE**

### **SACRAMENT OF PENANCE CURRICULUM GUIDELINES**

**THEME:** We celebrate God's love and forgiveness. Knowing that the Holy Spirit will help us live as Jesus.

**Review Previous Understandings:**

- Recall the sacrament of Baptism
- Recall the Blessed Trinity and name the three persons


**GIVEN THE COGNITIVE LEARNING EXPERIENCES DEVELOPING THE MESSAGE AND THE COMMUNITY, WORSHIP, AND SERVICE COMPONENTS APPROPRIATE FOR SECOND GRADE, STUDENTS WILL DEMONSTRATE AT THE END OF THIS GRADE LEVEL THE FOLLOWING UNDERSTANDINGS:**

[Note about symbols: Of the six tasks of catechesis (knowledge of the faith; liturgy & sacraments; moral formation; prayer; community; missionary spirit) five have a symbol assigned to them. Knowledge of the Faith is the organizing task]

**Symbol Key:**

 = Liturgy & Sacraments

 = Moral Formation

 = Prayer



= Community



= Missionary Spirit

**Reference Code:** CCC = *Catechism of the Catholic Church*

Compendium = *Compendium to the Catechism of the Catholic Church*

USCCA = *United States Catholic Catechism for Adults*

### **KNOWLEDGE OF THE FAITH**

❖ **God gives us the freedom to make choices.** **Date completed** \_\_\_\_\_

CCC #781, 1730; Compendium # 225, 228, 251; USCCA pp. 168-70



- Realize that we can be selfish and how that selfishness affects other people.



- Students will understand that there are many wrong choices shown on television and in the media and sometimes through our friends. Understand that family and friends can also help us to make right choices. Value the role of parents and teachers in making right choices.

Luke 15: 11-24...Prodigal Son

Vocabulary: absolution, forgiveness, baptism, temptation

❖ **The Holy Spirit helps us to make right choices.** **Date completed** \_\_\_\_\_

CCC #1433; Compendium # 140, 145, 151- 153 154,156,159;  
USCCA pp. 51, 52,102-109,112-117

✚ - Students will understand that God's grace changes us.

Luke 22: 54-61...Peter's Denial

Vocabulary: love, understanding, faith, Blessed Trinity

❖ **If we are sorry, God will always forgive us when we make wrong choices.**

**Date completed** \_\_\_\_\_

CCC #1431, 1432; Compendium # 300, 301, 391; USCCA pp. 235-237

✚ - Students will experience the sacrament of Penance. Understand the individual and communal Rites of Reconciliation.

Luke 15: 1-7...Lost Sheep

Vocabulary: contrition

❖ **Sin is a break in our relationship with God.**

**Date completed** \_\_\_\_\_

CCC #1440, 1459; Compendium # 296, 302; USCCA pp. 236, 237

✚ - Students will understand how to examine our conscience.

Luke 10: 25-37...Good Samaritan

Vocabulary: forgive, responsibility, sin

❖ **God wants us to forgive others.**

**Date completed** \_\_\_\_\_

CCC #1458; Compendium #296, 302; USCCA pp. 236-237

♥ - Students will realize that as we grow, we learn to be more responsible.



- Students will understand that the friends and followers of Jesus act in loving ways.  
Understand that we cannot love God without loving the people around us.

Luke 19: 1-10...The Story of Zacchaeus

Vocabulary: apology, forgiveness, Christian

❖ **God forgives us in many ways.**

**Date completed** \_\_\_\_\_

CCC #1434-1438; Compendium # 300; USCCA pp. 234-235

✚ - Students will understand that God's grace changes us.



- Pray the Our Father, Hail Mary, Glory Be

John 20: 19-13...Jesus give the gift of forgiveness of sins

Vocabulary: love, kindness, sorrow, Jesus, Son of God



Sacrament of Penance (Grade 2)

❖ **We can say we are sorry to God with an Act of Contrition.**

**Date completed** \_\_\_\_\_

CCC #1451; Compendium #296, 391; USCCA pp. 242-243

✚ - Students will experience the sacrament of Penance. Understand that God's grace changes us.



- Pray the Act of Contrition

Luke 17: 11-17...The Ten Lepers

Vocabulary: Examination of Conscience, contrition, mortal sin, venial sin, virtue

❖ **The sacrament of Penance is the ordinary means of sacramental forgiveness.**

**Date completed** \_\_\_\_\_

CCC #1424, 1484; Compendium # 280; USCCA pp. 242-243

✚ - Students will visit the reconciliation room/confessional to become familiar with it and discover the meaning of the objects and furniture in it. Experience the sacrament of Penance.

John 20: 19-23...Jesus gives the gift of forgiveness of sins

Vocabulary: absolution, forgiveness, Sacrament of Penance, reconciliation room

❖ **There are other times we ask for forgiveness such as in the Penitential Rite in the Mass.**

**Date completed** \_\_\_\_\_

CCC #1434; Compendium # 280; USCCA pp. 235, 236

✚ - Students will understand the individual and communal Rites of Reconciliation.

Luke 15: 11-24...Prodigal Son

Vocabulary: absolution, forgiveness

❖ **Jesus gave us the gift of forgiveness of sins when he appeared to the Apostles after the resurrection.**

**Date completed** \_\_\_\_\_

CCC #1441, 1444; Compendium # 300, 301; USCCA pp. 102-109, 112-117



- Students will understand that the friends and followers of Jesus act in loving ways.



- Students will participate in activities to serve others as a way to show love for God and forgiveness and love for others.

John 20: 19-23...Jesus gives the gift of forgiveness of sins

Vocabulary: absolution, forgiveness, Christ

❖ **The sacrament of Penance is a sacrament of healing and a sign of God's mercy and love.**

**Date completed** \_\_\_\_\_

CCC #1421, 1428; Compendium # 140, 145, 159; USCCA pp. 51, 52, 112-117, 168-170

✚ - Students will experience the sacrament of Penance. Understand that God's grace changes us.

Luke 15: 11-24...Prodigal Son

Vocabulary: absolution, forgiveness, Jesus, crucifix

- ❖ **The sacrament of Penance celebrates our conversion and God's love and forgiveness.** **Date completed** \_\_\_\_\_

CCC #1423, 1428; Compendium # 300, 391; USCCA pp. 235, 236

✚ - Students will experience the sacrament of Penance. Understand that God's grace changes us.

Luke 17: 11-17...The Ten Lepers      Vocabulary: love, forgiveness, grace

- ❖ **The sacrament of Penance welcomes us back to close friendship with God and the community.** **Date completed** \_\_\_\_\_

CCC #1422, 1424, 1440, 1443, 1462, 1468, 1469; Compendium # 300, 301; USCCA pp. 235-237

👥 - Students will participate in activities that show a good example to others. Realize that as we grow, we learn to be more responsible.

Matthew 18: 10-14...The Lost Sheep      Vocabulary: friendship, community

- ❖ **Reconciliation frees us from sin and gives us grace, God's own life.** **Date completed** \_\_\_\_\_

CCC #1468, 1496; Compendium # 300, 301; USCCA pp. 235-237

✚ - Students will understand that God's grace changes us.

Ephesians 2: 11-22      Vocabulary: freedom, grace

- ❖ **The priest is our friend.** **Date completed** \_\_\_\_\_

CCC #1465; Compendium # 296; USCCA pp. 245-246

🌐 - Students will understand that the friends and followers of Jesus act in loving ways.

Ephesians 20:21      Vocabulary: friendship, caring, forgiveness, Catholic

- ❖ **Reconciliation is necessary for the forgiveness of mortal sin and helpful for the forgiveness of venial sin and the strengthening of virtue.** **Date completed** \_\_\_\_\_

CCC #1446, 1447, 1456-1458, 1493; Compendium # 296; USCCA pp. 245-246

👥 - Students will realize that we can be selfish and how that selfishness affects other people.

❤️ - Students will understand that there are many wrong choices shown on television and in the media and sometimes through our friends. Understand that family and friends can also help us to make right choices. Value the role of parents and teachers in making right choices.

Ephesians 6:1-4      Vocabulary: reconciliation, repentance, confess, confession

❖ **Jesus gave the priest the power to forgive sins in the sacrament of Penance.**

**Date completed** \_\_\_\_\_

CCC #1441, 1442, 1444, 1461; Compendium # 300, 301, 391; USCCA pp. 238-239

John 20: 19-23... Jesus gives the gift of forgiveness of sins

Vocabulary: priest, power, penance, peace, stole

❖ **Regular confession is a way to grow in faith.**

**Date completed** \_\_\_\_\_

CCC #1458; Compendium # 300-302; USCCA pp. 238-239

✚ - Students will experience the sacrament of Penance. Understand that God's grace changes us.

John 20:29; Matthew 5: 1-10

Vocabulary: believe, beatitudes, Catholic

❖ **We examine our conscience to prepare for Penance.**

**Date completed** \_\_\_\_\_

CCC #1454; Compendium # 300-302; USCCA pp. 238, 239

✚ - Students will understand how to examine our conscience.



- Pray the Our Father, Hail Mary, Glory Be, Act of Contrition

Matthew 5:13-19

Vocabulary: Penance, reconciliation, conscience

❖ **The Ten Commandments are good guides for an examination of conscience.**

CCC #1962; Compendium # 235; USCCA pp. 153-154 **Date completed** \_\_\_\_\_

✚ - Students will understand how to examine our conscience.



- Pray the Our Father, Hail Mary, Glory Be, Act of Contrition

Luke 19:1-10... The Story of Zacchaeus

Vocabulary: Zacchaeus, satisfaction

❖ **Penance is a way to make up for our sins.**

**Date completed** \_\_\_\_\_

CCC #1459, 1494; Compendium # 300, 302; USCCA pp. 234-240



- Students will participate in activities to serve others as a way to show love for God and forgiveness and love for others.



- Students will participate in activities that show a good example to others.

Luke 11:2-4

Vocabulary: confess, responsibility

❖ **The steps in the Rite of Reconciliation are:**

**Date completed** \_\_\_\_\_

- **Confessing our sins**
- **Accepting a penance**
- **Praying an Act of Contrition**
- **Receiving absolution**
- **Practice of penance**

CCC # 1148, 1451, 1449, 1494; Compendium # 296-311; USCCA pp. 236-241

✚ - Students will visit the reconciliation room/confessional to become familiar with it and discover the meaning of the objects and furniture in it. Understand how to examine our conscience. Experience the sacrament of Penance. Understand that God's grace changes us.



- Pray the Act of Contrition

Matthew 6:5-15

Vocabulary: examination of conscience, absolution, forgiveness, reconciliation room, stole

**STUDENTS SHOULD BE FAMILIAR WITH THE FOLLOWING PRAYERS**

Sign of the Cross

Our Father

Hail Mary

Glory Be

Act of Contrition



Sacrament of Penance (Grade 2)

## **SECOND GRADE**

### **IMMEDIATE PREPARATION FOR FIRST COMMUNION CURRICULUM GUIDELINES**

**THEME:** We come to the table of the Eucharist where we eat the body and drink the blood of Jesus. We learn how to live through the Word of God. We learn how to let the Sacrament which nourishes us, nourishes others, and through us, give life to the world.






#### **Review Previous Understandings:**

- Recall the sacrament of Baptism as one of the sacraments of initiation.
- Recall the Blessed Trinity and name the three persons

**GIVEN THE COGNITIVE LEARNING EXPERIENCES DEVELOPING THE MESSAGE AND THE COMMUNITY, WORSHIP, AND SERVICE COMPONENTS APPROPRIATE FOR SECOND GRADE, STUDENTS WILL DEMONSTRATE AT THE END OF THIS GRADE LEVEL THE FOLLOWING UNDERSTANDINGS.**

[Note about symbols: Of the six tasks of catechesis (knowledge of the faith; liturgy & sacraments; moral formation; prayer; community; missionary spirit) five have a symbol assigned to them. Knowledge of the Faith is the organizing task]

#### **Symbol Key:**

 = Liturgy & Sacraments       = Moral Formation       = Prayer  
 = Community       = Missionary Spirit

**Reference Code:** CCC = *Catechism of the Catholic Church*  
Compendium = *Compendium to the Catechism of the Catholic Church*  
USCCA = *United States Catholic Catechism for Adults*

### **KNOWLEDGE OF THE FAITH**

- ❖ **We bless food in our families.** **Date completed** \_\_\_\_\_  
CCC #1669, 1671; Compendium # 272, 276; USCCA pp. 215-216, 217



- Students will experience spontaneous prayer. Pray the prayer before and after meals.

John 17: 1-26... The Last Supper

Vocabulary: sacramental, blessing food, Last Supper

- ❖ **Jesus blessed food before He gave it to people.** **Date completed** \_\_\_\_\_  
CCC #1334-5; Compendium # 276; USCCA pp. 216, 217

Matthew 26: 20-30... The Last Supper

Vocabulary: Last Supper, proclaim

❖ **At the last supper, Jesus changed bread and wine into His body and blood.**

**Date completed** \_\_\_\_\_

CCC #1323; Compendium # 272, 275; USCCA pp. 216-217, 218

✚ - Students will participate in gestures and postures for the various parts of the Liturgy.

1Corinthians 11:23-26, 28

Vocabulary: remembrance, Body of Christ, Blood of Christ, bread, host, Christ, Jesus, Holy Thursday, Mass, Lord's Day, holy week, instituted

❖ **We call the sacrament of the body and blood of Jesus the Eucharist.**

**Date completed** \_\_\_\_\_

CCC #1328; Compendium # 273 – 276; USCCA pp. 172 – 176

✚ - Students will participate in gestures and postures for the various parts of the Liturgy.

Luke 9: 10-17... Multiplication of the Loaves

Vocabulary: Eucharist, thanks, Body of Christ, Blood of Christ

❖ **The Mass is the most important prayer of the Catholic Church.**

**Date completed** \_\_\_\_\_

CCC #1324; Compendium # 274, 275; USCCA pp. 220-226

✚ - Students will visit the church to discover the meaning of the different areas and objects used at Mass. Participate in gestures and postures for the various parts of the Liturgy. Understand the Bible as God's Word.



- Pray the Prayer of the Faithful, Prayer after Communion, prayers and responses of the Mass.

Acts 5: 32-37; 2: 42-47... Community Sharing All Things in Common      Luke 22: 1-20

Vocabulary: The Lord's Supper, ciborium, breaking of bread, parish, altar, Catholic, chalice, ciborium, communion, fasting, genuflection, paten, prayer, priest, psalm, stole, tabernacle, vestments

❖ **In celebrating the Mass, Jesus shows His care for the entire people of God.**

**Date completed** \_\_\_\_\_

CCC #1368; Compendium # 276, 281; USCCA pp. 225-229



- Students will understand that God is present to us through every person and "thing"(creation). Become aware that God calls us to be responsible for others, especially people in need. Become aware that we can nourish others by being kind and helping as Jesus did. As Jesus gives himself to us in Eucharist, we are called to serve others.

John 13:34-35

Acts 2:42-47... Community Sharing All Things in Common

Vocabulary: believers, one heart, one mind, sharing, Christian, parish



❖ **The Eucharist is our celebration of unity, reconciliation, and peace.**

**Date completed** \_\_\_\_\_

CCC #1325-6, 1393; Compendium # 274-275; USCCA pp. 228-230



- Students will understand that it is important to participate in the Eucharistic liturgy with our family. Realize God wants us to welcome ALL people of whatever ability and culture to our faith community.



- Students will participate in the singing, responses, and listening with the parish community at Sunday liturgies each week. Participate in parish worship and social activities for liturgical seasons and feasts.

Luke 22:1-20

Vocabulary: Passover, disciples

❖ **In the Liturgy of the Word, we hear the Gospel stories about Jesus.**

**Date completed** \_\_\_\_\_

CCC #1349; Compendium # 277, 281; USCCA pp. 217, 218



- Students will understand the Bible as God's Word.

Luke 12:13-35... The Emmaus Story

Vocabulary: Emmaus Story, petitions, Bible, Easter, Good Friday, Pentecost, resurrection, sacrifice, Son of God

❖ **In the Scriptures, Jesus teaches us that he is the Bread of Life.**

**Date completed** \_\_\_\_\_

CCC #1338; Compendium # 276; USCCA pp. 215-229



- Students will understand the Bible as God's Word.

John 17:1-26... The Last Supper

Vocabulary: Body of Christ, Blood of Christ, Blessed Sacrament, communion, faith, we receive Jesus often

❖ **In the Liturgy of the Eucharist, we remember and give thanks for Jesus' death and resurrection.**

**Date completed** \_\_\_\_\_

CCC #1328-1337; Compendium # 275; USCCA pp. 215-229



- Students will participate in the singing, responses, and listening with the parish community at Sunday liturgies each week. Participate in gestures and postures for the various parts of the Liturgy.



- Pray the Prayer after Communion.


John 17:1-26... The Last Supper

Vocabulary: praise, Last Supper, crucifixion, Blessed Sacrament, resurrection, Sacrament of Eucharist, thanksgiving

❖ **At Mass, Jesus is present in the Word of God and the Eucharist.**

**Date completed** \_\_\_\_\_

CCC #1373; Compendium # 282; USCCA pp. 215-229

 - Students will participate in the singing, responses, and listening with the parish community at Sunday liturgies each week. Participate in gestures and postures for the various parts of the Liturgy.

Luke 12: 13-35... The Emmaus Story

Vocabulary: praise, Last Supper, crucifixion, Blessed Sacrament

❖ **The bread and wine of the Eucharist are consecrated by the priest; through the power of the Holy Spirit, these gifts of bread and wine truly become the body and blood of Jesus.**

**Date completed** \_\_\_\_\_

CCC #1333, 1353, 1357, 1375; Compendium # 282; USCCA pp. 215-231



- Students will pray the prayers and responses of the Mass.



- Students will participate in gestures and postures for the various parts of the Liturgy.

Acts 2:1-21

Vocabulary: praise, Last Supper, crucifixion, Blessed Sacrament, priest, Blessed Trinity, consecrate, faith, fasting

❖ **The priest repeats Jesus' words and actions in the Eucharistic prayer.**

**Date completed** \_\_\_\_\_

CCC #1341; Compendium # 276; USCCA pp. 215-231



- Students will pray the prayers and responses of the Mass.



- Students will participate in gestures and postures for the various parts of the Liturgy.



- Students will understand the role of the laity, religious, and priests as one of service.

Acts 2:1-21

Vocabulary: praise, Last Supper, crucifixion, Tabernacle, Blessed Sacrament, sacrifice, pope, priest

❖ **The Mass commemorates Jesus' sacrifice.**

**Date completed** \_\_\_\_\_

CCC #1341; Compendium # 276; USCCA pp. 215-231



- As Jesus gives Himself to us in Eucharist, we are called to serve others.

Acts 2:1-21

Vocabulary: praise, Last Supper, crucifixion, Blessed Sacrament, Eucharist, sacrifice, Creed, Mass, grace

- ❖ **The Eucharist is both meal and sacrifice.** **Date completed** \_\_\_\_\_  
CCC #1330, 1382; Compendium # 275; USCCA pp. 215-231



- Students will become aware that we can nourish others by being kind and helping as Jesus did.

Acts 2:1-21      Vocabulary: praise, Last Supper, crucifixion, Blessed Sacrament, sacrifice

- ❖ **At Mass, we remember the last supper; we share the body and blood of Jesus in Holy Communion.** **Date completed** \_\_\_\_\_  
CCC #1323, 1329; Compendium # 274; USCCA pp. 215-231



- Students will understand that it is important to participate in the Eucharistic liturgy with our family. Participate in the singing, responses, and listening with the parish community at Sunday liturgies each week.



- Students will understand that we are sent forth to love and serve the Lord, using the gifts and talents God gave us.

Acts 2:1-21      Vocabulary: praise, Last Supper, crucifixion, Blessed Sacrament

- ❖ **Jesus gives Himself to us as food at every Mass.** **Date completed** \_\_\_\_\_  
CCC #1392; Compendium # 287; USCCA pp. 231



- Students will understand that we can nourish others by being kind and helping as Jesus did. As Jesus gives Himself to us in Eucharist, we are called to serve others.

Acts 2:1-21      Vocabulary: praise, Last Supper, crucifixion, Blessed Sacrament

- ❖ **We should receive Communion often and worthily.** **Date completed** \_\_\_\_\_  
CCC #1384, 1385, 1387, 1388, 1389; Compendium # 290; USCCA pp. 224-225



- Students will understand that it is important to participate in the Eucharistic liturgy with our family. Participate in the singing, responses, and listening with the parish community at Sunday liturgies each week.

Acts 2:1-21      Vocabulary: praise, Last Supper, crucifixion, Blessed Sacrament

- ❖ **Jesus is truly present in the Blessed Sacrament.** **Date completed** \_\_\_\_\_  
CCC #1374, 1378; Compendium # 283; USCCA pp. 224-231



- Students will participate in parish worship and social activities for liturgical seasons and feasts.



- Students will understand that God is present to us through every person and “thing” (creation).



- Students will understand the different ways to receive communion.

Acts 2:1-47      Vocabulary: praise, Last Supper, crucifixion, Blessed Sacrament

- ❖ **Our Church celebrates advent, Christmas, lent, holy week, Easter and special holy days and honors Mary, the Mother of God and saints. Date completed \_\_\_\_\_**  
CCC #1163, 1171, 1172, 1173; Compendium # 277, 293; USCCA pp. 228-231



- Students will participate in parish worship and social activities for liturgical seasons and feasts.

Acts: 2:1-21

Vocabulary: celebrate, Holy Day, praise, Last Supper, crucifixion, Blessed Sacrament, advent, all saints, lent, ordinary time, saint, Christmas

- ❖ **The parts of the Mass are: Date completed \_\_\_\_\_**

- **The gathering in which we come together to pray as one family.**
- **The readings through which we listen to God's Word.**
- **The presentation and preparation of the gifts in which we get ready to thank God and offer ourselves with Jesus to the Father.**
- **The Eucharistic Prayer in which, at the consecration the bread and wine become the body and blood of Jesus.**
- **The reception of communion in which we receive Jesus.**
- **The dismissal in which we are blessed to go out and help others.**

CCC #1328-1337, 1348, 1350, 1355, 1397; Compendium # 277, 293

USCCA pp. 228-23



- Students will participate in the singing, responses, and listening with the parish community at Sunday liturgies each week. Understand that it is important to participate in the Eucharistic liturgy with our family.



- Students will participate in gestures and postures for the various parts of the Liturgy. Understand the different ways to receive communion. Understand the Bible as God's Word. Visit the church to discover the meaning of the different areas and objects used at Mass.



- Pray the Prayer of the Faithful, Prayer after Communion, Prayers and responses of the Mass.



- Students will understand that we are sent forth to love and serve the Lord, using the gifts and talents God gave us. As Jesus gives Himself to us in Eucharist, we are called to serve others. Become aware that we can nourish others by being kind and helping as Jesus did.

### **STUDENTS SHOULD BE FAMILIAR WITH THE FOLLOWING PRAYERS:**

Sign of the Cross

Our Father

Hail Mary

Glory Be

Responses of the Mass

First Communion (Grade 2)



## GRADE 3

# PARENT PAGE

*Parents have the unique responsibility for the education of their children; they are the first educators or catechists. They teach by their witness of the faith, through their values and attitudes, by their Christian example of love for Christ and his church. When children are baptized, parents accept the responsibility to raise their children in the practice of the faith...(National Directory for Catechesis 234-235)*

Dear Parents,

In a special document entitled *Letter to Families*, Pope John Paul II wrote: “Parents are the first and most important educators of their own children, and they also possess a fundamental competence in this area; they are educators because they are parents”(16). You are the first and best role model for your child in these growing years. Your role as parent to love, teach, and lead your child to Jesus is a remarkable and noble vocation.

Third graders have a great fascination with heroes. They admire their parents and teachers and they begin to form attitudes based largely on the attitudes they perceive in them. Your witness of the faith and example of good Catholic practice is vital at this stage, because you are your child’s hero and he/she wants to follow your lead. Remember, there is no greater influence on your child’s faith development than you.

### *Your Child’s Faith Development*

Like other stages of development, your third-grader’s faith development is important. Although children at every developmental level have many characteristics in common, each child is unique and will not fit entirely into any model developed. Keep in mind that your child will come to know and understand the faith at his or her own rate of development. Here are some general points to remember.

Children at this age:

- ✚ Grow in their relationship with God particularly through prayer based on life experience
- ✚ Vest great authority in parents and other trusted adults
- ✚ Desire to join in the ritual of the parish community as seen in the desire to participate in penance and Eucharist
- ✚ Need help in formation of conscience; view rules as inflexible
- ✚ Begin to sort out reality from imagination based on practical experience
- ✚ Need concrete experiences to understand concepts and religious truths
- ✚ Can begin to project themselves imaginatively into the position/situation of others
- ✚ Identify with heroes and heroines of the Bible and with the stories of the Church (i.e. lives of the saints)
- ✚ Desire to learn about people and their differences; accept attitudes of parents, teachers, the Church, and other social institutions toward differences in people

Our diocese provides many resources and materials that will help you better understand the faith and work with your child at home. Among the resources is the *United States Catholic Catechism for Adults*, an adaptation of the *Catechism of the Catholic Church*. For more information contact the Department for Educational Media at (412) 456-3120 or e-mail [jhirst@diopitt.org](mailto:jhirst@diopitt.org).

(Parent Page - Grade 3)

## ***How You Can Help Your Child Grow In Faith***

**This year your child will continue to learn more about the Church and the importance of belonging, participating, and sharing in the faith community—the life of the Church. He/she will learn about the apostles and their successors—the Church’s hierarchy—the pope, bishops, priests. Your child will learn that the Church continues the work of Jesus today by sharing the Good News, celebrating the sacraments and serving all God’s people.**

**Here are several points that will assist you over the course of this year, to help your child grow in his/her faith.**

- Attend and participate in Sunday Mass as a family. Afterward, talk about some of the things that took place during Mass—the sounds, sights, smells, their experience of church—belonging, community, participation.**
- Relate belonging to the family of God (church community) to their experiences of belonging to your family—discuss celebrations, rituals, symbols, prayer; family mealtime; sharing stories, songs, activities; forgiveness, giving thanks; helping family members and neighbors.**
- Help your child identify ways to participate in your parish. Stress the importance of service to others by volunteering our time and talents.**
- Discuss ways in which your child can spread the good news about Jesus (i.e. example to others, helping in the community/neighborhood, acts of kindness). Explain that Jesus works through us to reach all people.**
- Help your child become familiar with a Church agency that serves the needs of the community (i.e. food bank, Meals on Wheels).**
- Pray the Apostles’ Creed together. Reflect on the last part of the prayer with your child and discuss the meaning of *one, holy, Catholic and apostolic*.**
- Identify the name of the pastor and other priests of your local parish. Visit the diocesan website at [www.diopitt.org](http://www.diopitt.org) to identify the bishop and other church leaders and their ministries.**
- Identify the Pope as the successor to St. Peter, the first pope. Using the internet with your child, research and compare the life of St. Peter to that of the current Pope.**
- Surf the internet for information on the lives of Catholic saints. Research with you child his patron saint and those of other family members. Hold a special celebration in honor of your families’ patron saints.**
- Identify Mary as the Mother of God and the Mother of the Church. Explain how Mary is a model of faith and holiness for us. Teach your child how to pray the rosary.**
- Help your child become familiar with stories from the Catholic bible. Identify the four Gospels as Jesus’ story.**
- Pray the following prayers with your child: Sign of the Cross, Our Father, Hail Mary, Glory Be, Act of Contrition, Apostles Creed, Grace before and after meals. (If necessary, get the prayers from your child’s parish catechist).**

## Grade 3

# BACKGROUND FOR CATECHISTS

### *Know Your Audience*

**Just like Jesus, every good catechist knows their audience.**

**“The catechist – must take into consideration all the human factors of a particular age level in order to present the Gospel message in a vital and compelling way.” (NDC #48)**

### *Who Are Your Third Graders?*

#### **Faith Development**

##### **Children at this age:**

- ❖ Grow in their relationship with God particularly through prayer based on life experience.
- ❖ Vest great authority in parents and other trusted adults.
- ❖ Desire to join in the ritual of the parish community as seen in the desire to participate in penance and Eucharist.
- ❖ Need help in formation of conscience.
- ❖ Begin to sort out reality from imagination based on practical experience.
- ❖ Need concrete experiences to understand concepts and religious truths.
- ❖ Use classes and categories to order actions around them.
- ❖ Can begin to project themselves imaginatively into the position/situation of others.
- ❖ Begin to order the religious world.
- ❖ View rules as inflexible.
- ❖ Understand reality best in story form.
- ❖ Identify with heroes and heroines of the Bible.
- ❖ Identify with the stories of the Church (lives of saints for example).
- ❖ Desire to learn about people and their differences.
- ❖ Accept attitudes of parents, teachers, the Church, and other social institutions toward differences in people.

## **Grade 3 Catechists**

### **Guiding Principles**

#### **Catechists can:**

- Emphasize uniqueness and the people God has given to us who love and care for us. Praise, reward, and appreciate the children. Enhance their self-image by your attitude toward each child. Be an example for the children. Teach them that God loves them--showing them by attitude and action, that they are loved.
- Model Christian behavior for children to emulate because third-graders are in the "hero-worshipping" stage. Utilize stories from scripture and from the lives of the saints which include both heroes and heroines. Concretize experiences by the use of music, spontaneous prayers, and the use of imagination in class reflections.
- Help children develop socially and become more aware of the effect they have on a group. Help the children to choose the good that God wills, reject the wrong, and begin to accept greater responsibility for their actions.
- Stimulate thought by including a variety of methods and activities. Distribute responsibility throughout the group which will enable the children to develop self control.
- Help children to become aware of social ills and human needs resulting from injustice, greed, lack of mercy, violence, and war. Teach them as Christians to use their God-given gifts to respond to the needs of others.
- Assume responsibility for involving the children in prayer and in Christian service.
- Provide example as well as instruction that will encourage the children in a life of prayer and service.

### **Physical Development**

#### **Children at this age:**

- Have greater control of large motor activities and increased mastery of fine motor skills.
- Enjoy group activities because of improved body coordination.

### **Social and Emotional Development**

#### **Children at this age:**

- Are in an age of "I" and "you."
- Have increased awareness of social sense; may begin to feel pre-adolescent pressure to wear the right clothes, etc.
- Are more ready to share than at an earlier age, sometimes even caring for younger children.
- Begin to place great emphasis on friendships (best friends begin to develop); best friends may be good dialogue partners in group discussions.



- Can cooperate in group experiences (with about 4 or 5 others); boys and girls may work best in separate groups; do not want to be criticized or embarrassed in front of the group.
- Grow into making observations about the world around them, and exercise curiosity for life.
- Can begin to take responsibility for planning (i.e. prayer service).

## **Cognitive Development**

### **Children at this age:**

- Can do more logical thinking with concrete objects and events in the present.
- Begin to be able to see things from another's point of view, though not consistently.
- Are rapidly developing communication skills.
- Have speaking vocabularies which exceed reading vocabularies.
- Have an increasing ability to talk with others and not simply to them.
- Are enthusiastic. Are at peak creativity.
- Are developing the self-confidence needed to work on projects.
- Are interested in learning games.
- Begin to be "data" collectors.
- Display curiosity about life, nature, and people, but are able to learn more readily from their observations.
- Are mastering the ability to read and enjoy using this skill.

## **NOTES**

- ❖ Pope John Paul II in **On Catechesis in Our Time** encourages the use of advances in pedagogy; biology, sociology as they help us to model God's Divine Pedagogy (teaching us gradually in stages according to our level of development). The above noted information is consistent with such documents as the *General Directory for Catechesis*, the *National Directory for Catechesis*, the *Catechism of the Catholic Church* and other Catechetical Documents of the Church.
- ❖ The above sciences have limitations. While this information does provide references to typical age ranges, children continue to be viewed as individuals and individual differences need to be taken into account.

# **THIRD GRADE**

## **CURRICULUM GUIDELINES**

**Theme: Our Church continues Christ's work in the world today.**

**The Catechist should:**

- **Make copies of the Parent Page (front and back) for students to take home.**
- **Read the Background for Catechists Information.**
- **Become familiar with the *National Directory for Catechesis & the United States Catholic Catechism for Adults.***
- **Review Previous Understandings with students:**
  - Recall that we become members of God's family through baptism.
  - Recall that sin breaks our relationship with God and that we can be forgiven by God's grace in the sacrament of penance.
  - Recall the four forms of prayer: praise, thanksgiving, sorrow, and petition.
  - Recall the following prayers:
    - Sign of the Cross
    - Our Father
    - Hail Mary
    - Glory Be
    - Grace before and after meals (optional)
    - Act of Contrition
    - Prayers and responses at Mass
  - Review the sacraments of Eucharist and penance.



# **THIRD GRADE**

## **CURRICULUM GUIDELINES**


**AT THE END OF THIS GRADE LEVEL STUDENTS WILL DEMONSTRATE THE FOLLOWING UNDERSTANDINGS AND APPRECIATION OF THE EXPERIENCES INDICATED.**

[Note about symbols: Of the six tasks of catechesis (knowledge of the faith; liturgy & sacraments; moral formation; prayer; community; missionary spirit) five have a symbol assigned to them. Knowledge of the Faith is the organizing task]

**Symbol Key:**

 = Liturgy & Sacraments

 = Moral Formation

 = Prayer



= Community



= Missionary Spirit

**Reference Code:** CCC = *Catechism of the Catholic Church*

Compendium = *Compendium to the Catechism of the Catholic Church*

USCCA = *United States Catholic Catechism for Adults*

### **KNOWLEDGE OF THE FAITH**

- ❖ **Jesus tells us about God's kingdom through his words and actions.**

**Date completed** \_\_\_\_\_

CCC #547-550; Compendium # 106-108; USCCA pp. 88-100



- Students will understand the role of the Church in helping us to live as Jesus asks us to live.

Mark 7:31-37...Cure of a Deaf Man

Vocabulary: Kingdom of God

- ❖ **Jesus invited His followers to become part of the kingdom of God.**

CCC #551; Compendium # 107; USCCA pp. 79, 80

**Date completed** \_\_\_\_\_



- Students will participate in formal, reflective, and spontaneous prayer.

Matthew 13: 1-53...Parables of the Kingdom    Vocabulary: People of God, Son of God

- ❖ **Jesus called the apostles to be servants among his people.**

**Date completed** \_\_\_\_\_

CCC #859, 876, 1506; Compendium #175; USCCA pp. 23-31



- Students will participate in acts of service for neighbors, friends, family.

Vocabulary: apostles, minister

“Name the 12 Apostles.”

- ❖ **Jesus chose Peter as the leader of the apostles.**

**Date completed** \_\_\_\_\_

CCC #552-553; Compendium # 109; USCCA pp. 112,114, 132-133



- Students will accept that we are responsible for the choices we make.

John 21:15-17...Peter the Shepherd

Vocabulary: Peter, pope (Holy Father)

- ❖ **The Holy Spirit gathered the apostles at Pentecost.** Date completed \_\_\_\_\_  
CCC #726; Compendium # 265; USCCA pp. 103, 203



- Students will appreciate the various kinds of prayer, for example, praise, thanks, sorrow, and petition.

Acts of the Apostles 2: 1-41...Descent of the Holy Spirit Vocabulary: church, Pentecost

- ❖ **The Holy Spirit draws Jesus' followers together as one Christian community.** Date completed \_\_\_\_\_  
CCC #813; Compendium # 144-145; USCCA pp. 114



- Students will experience celebrations appropriate to the liturgical seasons.

Acts of the Apostles 2:42-47...Descent of the Holy Spirit

Vocabulary: church, Pentecost, Advent, Lent

- ❖ **The Church is the family of God.** Date completed \_\_\_\_\_  
CCC #804, 859, 959, 2233; Compendium # 153 – 154; USCCA pp.113



- Students will participate in celebrations that honor the religious and cultural heritage of the parish such as the feast of the patron saint of the parish, special devotions.

Vocabulary: initiation, trinity

- ❖ **Jesus is still present in the Church especially through the Eucharist and other sacraments.** Date completed \_\_\_\_\_  
CCC #737, 739, 1076, 1373; Compendium # 274, 282, 285  
USCCA pp. 219-220, 223-224, 227-229, 525



- Students will experience opportunities to participate in celebrations of the sacraments of Eucharist and penance.

Luke 24: 13-35 ...Emmaus Story

Vocabulary: adoration, tabernacle

- ❖ **Bishops, as successors to the apostles, are the leaders of Jesus' people from the beginning of the Church, through today and until Christ returns.** Date completed \_\_\_\_\_

CCC #857, 861-862, 877, 880, 886, 888, 893-894; Compendium # 12, 16, 176, 187, 307, 326, 332; USCCA pp. 25, 29-30, 113, 133, 138, 265-266, 337, 505



- Students will value that as we grow, we learn to be more responsible both for our own good and the good of others.

Vocabulary: bishop, Diocese of Pittsburgh, cathedral

*Consider a visit to St. Paul Cathedral: see Appendix IV.*

- ❖ **The Pope as successor of St. Peter, the first apostle, is the head of the whole Church.** Date completed \_\_\_\_\_

CCC #862, 881, 882; Compendium # 180, 182-185, 326; USCCA pp. 138, 221, 266, 523



- Students will value the adults in our lives who model a life of faith (e.g. parents, teachers, priests).

Vocabulary: parish, pastor

- ❖ **The Pope and bishops guard the teaching of Christ and help us to understand what we are to believe.** **Date completed** \_\_\_\_\_

CCC #862, 888-892; Compendium # 16, 19; USCCA pp. 25, 32, 133, 330, 519



- Students will become familiar with the names and roles of some church leaders on the universal, diocesan, and parish levels.

Vocabulary: chalice, Easter

*Acquaint your students with Saint John Neumann: see Appendix III.*

- ❖ **We are called to believe what the Church teaches.** **Date completed** \_\_\_\_\_

CCC #1785; Compendium # 30, 32, 184-185; USCCA pp. 35-45



- Students will accept responsibility for telling others about Jesus, and building up the family of God through works of love, justice, and peace.

Acts of the Apostles 8:26-40...Philip and the Ethiopian

Vocabulary: liturgy of the Word, sin

- ❖ **We are united in sharing the Eucharist, our beliefs, praying together, and sharing with others (the Church is One).** **Date completed** \_\_\_\_\_

CCC #787, 788, 789, 790, 866; Compendium # 161, 162; USCCA pp. 127-129



- Students will participate with the Church community of God as we gather each Sunday to celebrate the Good News that Jesus has died, is risen, and will return again.

Vocabulary: Eucharist, liturgy of the Eucharist

- ❖ **We listen to God and do what God wants by living in the way Jesus died, loving God, and caring about others (the Church is Holy).** **Date completed** \_\_\_\_\_

CCC #825, 826; Compendium # 165; USCCA pp. 129



- Students will deepen their awareness of the four Gospels as Jesus' story.

Vocabulary: holy, Scripture

- ❖ **The Ten Commandments and the two great commandments show us how to love God and others.** **Date completed** \_\_\_\_\_

CCC #2052, 2054, 2055, 2062, 2067; Compendium # 419, 420, 442-533;

USCCA pp. 339-456, 87, 309



- Students will grow in the awareness of the needs of others.

Vocabulary: commandment, Ten Commandments

- ❖ **The Apostles Creed summarizes our basic beliefs as followers of Jesus.** **Date completed** \_\_\_\_\_

CCC #167, p. 49 & 50, #187, 194, Part One, Section Two, Ch. 1-3;

USCCA pp. 45-46, 504



- Students will grow in understanding of the Apostles Creed.

Vocabulary: Apostles Creed, worship

- ❖ **We belong to the Catholic Church, the living body of Jesus Christ today.**

**Date completed** \_\_\_\_\_

CCC #830, 833, 834; Compendium # 156, 157, 161; USCCA pp.115, 119, 122, 505



- Students will appreciate that belonging to the Church involves participating in the faith community and contributing to it by our gifts.

Vocabulary: sacrifice, Word of God

*Highlight your own parish as a place where the Body of Christ is alive and well. If your parish originated from one nearby, consider a visit to the mother Church.*

- ❖ **We honor Mary as the Mother of God and our mother; we see her as a special model of faith.**

**Date completed** \_\_\_\_\_

CCC #967; Compendium # 88, 95, 196; USCCA pp. 145-148, 520



- Pray to Mary, our special mother.

Vocabulary: gospel, rosary

- ❖ **Stories of saints are examples of people who have responded well to God's grace.**

**Date completed** \_\_\_\_\_

CCC #828, 957; Compendium # 165, 240, 242, 264, 429, 564; USCCA pp. 173, 297, 347



- Students will appreciate that we must share our time and talents in ways that show our love for God and others.

Vocabulary: mission, saints

- ❖ **The saints are examples of faith for us to imitate.**

**Date completed** \_\_\_\_\_

CCC #828; Compendium # 165, 240, 242, 264, 429, 564; USCCA pp. 173, 297, 347



- Students will experience the rosary as a means of prayer.

Luke 13: 10-13...Cure of Woman with a Hemorrhage Vocabulary: communion of saints

*Acquaint your students with the Feast of All Saints*

- ❖ **We ask God to show us how to use our talents and abilities best in a vocation as a sister, brother, priest, deacon, married or single person.**

**Date completed** \_\_\_\_\_

CCC #873; Compendium # 188; USCCA pp. 126, 137, 269, 271, 273, 279, 375, 379, 451-452, 454, 531



- Students will appreciate that God calls a person to one of various vocations-married life, religious life, priesthood, or single life.

Vocabulary: ministry, vocation

- ❖ **Death is the beginning of living with God forever in heaven for those who are faithful.**

**Date completed** \_\_\_\_\_

CCC #1020; Compendium # 131, 205-206, 354; USCCA pp. 153-162, 254



- After a long and healthy life on earth, we look forward to eternal life in heaven with God.

John 6...Jesus, Source of Life

Vocabulary: faithful, Savior

## **STUDENTS SHOULD BE FAMILIAR WITH THE FOLLOWING PRAYERS**

Sign of the Cross

Our Father

Hail Mary

Glory Be

Act of Contrition

Apostles Creed

Grace before and after meals





## GRADE 4 PARENT PAGE

*Parents have the unique responsibility for the education of their children; they are the first educators or catechists. They teach by their witness of the faith, through their values and attitudes, by their Christian example of love for Christ and his church. When children are baptized, parents accept the responsibility to raise their children in the practice of the faith...(National Directory for Catechesis 234-235)*

Dear Parents,

In a special document entitled *Letter to Families*, Pope John Paul II wrote: “Parents are the first and most important educators of their own children, and they also possess a fundamental competence in this area; they are educators because they are parents”(16). You are the first and best role model for your child in these growing years. Your role as parent to love, teach, and lead your child to Jesus is a remarkable and noble vocation.

At this particular stage of development fourth graders begin to view all events in their lives as part of faith. They begin to see themselves in the future through observing the virtues and character of heroes, heroines and mature adults. It is those heroes who help them gain a sense of responsibility and develop care for others in need. A sense of fairness, equality and justice begins to develop. As parents, your witness of the faith and example of good Catholic practice is vital at this stage, because you are your child’s hero and he/she wants to follow your lead. Remember, there is no greater influence on your child’s faith development than you.

### *Your Child’s Faith Development*

Like other stages of development, your fourth-grader’s faith development is important. Although children at every developmental level have many characteristics in common, each child is unique and will not fit entirely into any model developed. Keep in mind that your child will come to know and understand the faith at his or her own rate of development. Here are some general points to remember.

Children at this age:

- ✚ Continue to grow in their relationship with God through prayer
- ✚ View all events in their lives as part of faith
- ✚ Understand symbols and stories, and religious images of God in a way that can be somewhat literal
- ✚ Need help to develop their own unique God-given gifts
- ✚ Can take greater roles of responsibility in prayer and worship
- ✚ Catch the tradition of the past through stories (scripture, Jesus, stories of the Church). Can identify outstanding role models of the present
- ✚ Begin to glimpse themselves in the future through observing the virtues and character of heroes and heroines and mature adults
- ✚ Respond to lived faith witness by willingness to participate in more systematic presentation of the faith, liturgy, and religious practices
- ✚ Need help to see the reasons behind Church rules, privileges, and responsibilities
- ✚ Need help to understand that God desires the good and happiness of everyone
- ✚ Vest greater importance in their expanding world of school, community, people, and events around the world (the latter brought closer through media, internet etc.



- ✚ Can be introduced to care for the aged, persons with disabilities, the poor in the neighborhood and the world, through their expanded involvement with others outside the home
- ✚ Gain a sense of responsibility and develop care for others by being involved in charitable collections, community clean ups, and other organized events
- ✚ Begin to have a genuine sense of fairness and equality
- ✚ Can take others' views into account in bargaining to meet their own needs
- ✚ Grow in the ability to understand abstract qualities in the future such as justice and injustice by participating now in activities with sharp contrasts between good and evil

Our diocese provides many resources and materials that will help you better understand the faith and work with your child at home. Among the resources is the *United States Catholic Catechism for Adults*, an adaptation of the *Catechism of the Catholic Church*. For more information contact the Department for Educational Media at (412) 456-3120 or e-mail [jhirst@diopitt.org](mailto:jhirst@diopitt.org).

### *How You Can Help Your Child Grow in Faith*

Your child will continue to learn more about the Church and the importance of belonging, participating, and sharing in the faith community—the life of the Church. He/she will come to learn that everyone has a call to holiness in imitation of Jesus. That we respond to this call by living as members of the Church, by understanding and obeying the Ten Commandments, by following the great commandment of love of God and neighbor, as well as, the beatitudes and the spiritual and corporal works of mercy. Your child will learn that the Holy Spirit enlightens us and gives us the power to live as Jesus did.

Here are several points that will aid you over the course of this year, in helping your child grow in his/her faith.

- ➔ Attend and participate in Sunday Mass and holy days of obligation as a family.
- ➔ Create opportunities at home to gather and pray together as a family.
- ➔ Help your child to become aware of the needs of others in your immediate neighborhood and beyond. Become familiar with and discuss with your child the spiritual and corporal works of mercy.
- ➔ Get involved as a family in charitable events or causes outside the home by volunteering at parish/community events.
- ➔ Make it a practice to go to confession as a family at least seasonally. Discuss the importance of forgiveness and ways in which we can atone for our sins.
- ➔ Discuss with your child ways that he/she can take care of his/her body and respect the bodies of others. Let your child know that you are always available to discuss any issues that might arise.
- ➔ Discuss ways in which friends, society, and media can lead to occasions of sin as well as occasions of grace. Make it a point to mention the importance of safe use of the internet.

- ➔ Talk about some of the gifts and talents that God has given your child and ways in which he/she can use those gifts and talents to help others.
- ➔ Read the bible passage on the Beatitudes (Matthew 5:1-12) with your child. Help your child surf the internet or find pictures in magazines that depict the beatitudes and make a collage to hang in his/her room.
- ➔ Identify Mary as the ideal model of faith and holiness for us. Teach your child how to pray the rosary.



## **Grade 4**

# **BACKGROUND FOR CATECHISTS**

### ***Know Your Audience***

**Just like Jesus, every good catechist knows their audience.**

**“The catechist – must take into consideration all the human factors of a particular age level in order to present the Gospel message in a vital and compelling way.” (NDC #48)**

### ***Who Are Your Fourth Graders?***

#### **Faith Development**

##### **Children at this age:**

- ❖ Continue to grow in their relationship with God through prayer. Can take greater roles of responsibility in prayer and worship.
- ❖ View all events in their lives as part of faith.
- ❖ Understand symbols, stories, and religious images of God in a way that can be somewhat literal.
- ❖ Need help to develop their own unique God-given gifts.
- ❖ Catch the tradition of the past through stories (scripture, Jesus, stories of the Church). Can identify outstanding role models of the present.
- ❖ Begin to glimpse themselves in the future through observing the virtues and character of heroes and heroines and mature adults.
- ❖ Respond to lived faith witness by willingness to participate in more systematic presentation of the faith, liturgy, and religious practices.
- ❖ Need help to see the reasons behind Church rules, privileges, and responsibilities.
- ❖ Need help to understand that God desires the good and happiness of everyone.
- ❖ Vest greater importance in their expanding world of school, community, people, and events around the world (the latter brought closer through media).
- ❖ Can be introduced to care for the aged, persons with disabilities, the poor in the neighborhood and the world, through their expanded involvement with others outside the home.
- ❖ Gain a sense of responsibility and develop care for others by being involved in charitable collections, community clean ups, and other organized events.
- ❖ Begin to have a genuine sense of fairness and equality.
- ❖ Can take others' views into account in bargaining to meet their own needs.
- ❖ Grow in the ability to understand abstract qualities in the future such as justice and injustice by participating now in activities with sharp contrasts between good and evil.

## **Grade 4 Catechists**

### **GUIDING PRINCIPLES**

#### **Catechists can:**

- Provide reasonable explanations and increased group activities because the children have developed a longer attention span. Augment the docility and the unquestioning acceptance of adult explanations by capitalizing on the children's interest in sharing in small group discussions.
- Foster opportunities to replace interest in fantasy and fairy tale by interest in true-to-life stories that originate in the life of the Church, in their own communities and cultures, as well as in other areas.
- Provide group projects in which all the children can be involved because children learn most effectively when engaged in the learning process.
- Stimulate the children's creativity through music, art, drama, and related activities. Provide an opportunity for them to express and appreciate religious concepts.
- Encourage students to analyze facts and to explore the lived faith of believers, past and present, whose lives they can emulate.
- Continue to offer opportunities for meaningful memorization, particularly of certain essential doctrinal statements.
- Use daily situations and discussions to help students develop skills in moral decision making. Challenge the students to correlate what they say they believe with their actions. Encourage them to do what is right because it is right, whether it pleases the group or not. Stress the reasons and the values underlying the rules, as well as the importance of right motives.
- Include the element of social awareness in prayer experiences and reconciliation services. Move away from a simplified following of the rules and help the children to progress toward a faithful response to a call from the Lord. Make children aware of social ills and human need by helping them to become involved in social justice activities in various ways – e.g. recycling bottles and aluminum, learning not to waste natural resources. Teach that all are called to give of their time, talents, and earthly goods.
- Present Jesus as a model and friend. Identify biblical personalities, saints, and people in our own day who are living as Jesus did and who also serve as role models.
- Explore more fully doctrines of the creed, commandments, and sacraments. Emphasize the meaning behind law and ritual. Provide explanations that represent the effectiveness of Christ at work in the world today.
- Provide opportunities for fourth graders to seek and enjoy short periods of time when they can be alone. Support and nurture this desire and lead the children to prayer by teaching them how to pray and by praying with them: i.e. communal prayer, rote prayers, silent or centering prayer, spontaneous prayer and petitions, meditative prayer, paraliturgies, and prayer services.

## Physical Development

### Children at this age:

- Show an improvement in athletic skills; have greater control.
- Experience a plateau of sorts in physical development.
- Begin to notice differences between boys and girls.

## Social and Emotional Development

### Children at this age:

- Become group age "joiners," enjoy team effort.
- Are full of enthusiasm; have a great sense of humor.
- Place more importance on conformity rather than individuality; need to belong to the "right" crowd; begin to be influenced by the teen culture.
- May experience an increased status with peers and a decrease in dependence on adults (grow beyond the influence of family and friends; however, still need adults for "direction" and approval).
- Work cooperatively and evaluate selves in relationship to peers; desire to choose their own play/work partners; like to work on group projects; are self-confident.
- Begin to be aware of the opposite sex (display giggling over uncertainty of how to handle these feelings).
- **Boys** join groups of boys and do not expect or experience difficulties.
- **Girls** are much more tentative with other girls; exercise a definite ritual of assimilation into the group (catechists need to pay attention to those who do not fit in and encourage acceptance).
- Are conscious of the world around them.

## Cognitive Development

### Children at this age:

- Enjoy intellectual challenges and are beginning to be able to think abstractly
- have a longer attention span and are capable of hard work
- are developing a sense of time
- see the concrete, real world as more important than the imaginative world
- are curious and thirst for knowledge and stimulation
- like to collect and classify things and exercise ability to question and experiment
- grow in reasoning ability and are more able to make moral decisions

## NOTES

- ❖ Pope John Paul II in **On Catechesis in Our Time** encourages the use of advances in pedagogy; biology, sociology as they help us to model God's Divine Pedagogy (teaching us gradually in stages according to our level of development). The above noted information is consistent with such documents as the *General Directory for Catechesis*, the *National Directory for Catechesis*, the *Catechism of the Catholic Church* and other Catechetical Documents of the Church.
- ❖ The above sciences have limitations. While this information does provide references to typical age ranges, children continue to be viewed as individuals and individual differences need to be taken into account.

# **FOURTH GRADE**

## **CURRICULUM GUIDELINES**

**Theme: Everyone has a call to holiness in imitation of Jesus. The Holy Spirit enlightens us and gives us the power to live as Jesus did.**

**The Catechist should:**

- **Make copies of the Parent Page (front and back) for students to take home.**
- **Read the Background for Catechists Information.**
- **Become familiar with the *National Directory for Catechesis & the United States Catholic Catechism for Adults*.**
- **Review previous understandings with students:**
  - Recall initiation sacraments.
  - Recall that the Church is the family of God which includes ALL people.
  - Review that Jesus continues to be with us through the sacraments.
  - Recall that Jesus chose the apostles as the first leaders, to be of service among his people.
  - Review that Jesus appointed Peter as the leader of the apostles.
  - Recall that the Church is one, holy, catholic, and apostolic.
  - Review that the Holy Spirit came to the apostles at Pentecost.
  - Recite the following prayers:
    - Sign of the Cross
    - Our Father
    - Hail Mary
    - Glory Be
    - Prayers before and after meals (optional)
    - Act of Contrition
    - Apostles Creed
- Review an examination of conscience.
- Review and describe the steps included in the individual celebration of the sacrament of penance and the reasons for each.

## **FOURTH GRADE**

### **CURRICULUM GUIDELINES**


**AT THE END OF THIS GRADE LEVEL STUDENTS WILL DEMONSTRATE THE FOLLOWING UNDERSTANDINGS AND APPRECIATION OF THE EXPERIENCES INDICATED.**

[Note about symbols: Of the six tasks of catechesis (knowledge of the faith; liturgy & sacraments; moral formation; prayer; community; missionary spirit) five have a symbol assigned to them. Knowledge of the Faith is the organizing task]

**Symbol Key:**

 = Liturgy & Sacraments

 = Moral Formation

 = Prayer

 = Community

 = Missionary Spirit

**Reference Code:** CCC = *Catechism of the Catholic Church*

Compendium = *Compendium to the Catechism of the Catholic Church*

USCCA = *United States Catholic Catechism for Adults*

### **KNOWLEDGE OF THE FAITH**

- ❖ **The kingdom of God is the presence of God's love, peace, and justice in the world.**

**Date completed** \_\_\_\_\_

CCC #541-550, 2046; Compendium # 107, 108; USCCA pp. 79-80



- Students will appreciate that the Church, as a community, is called to serve others through forgiveness as well as by concrete care for the world and those in need.

John 14:1-6...The Way, the Truth and the Life

Vocabulary: Kingdom of God, justice

- ❖ **The Ten Commandments are part of the covenant or promise between God and His people in the Old Testament.**

**Date completed** \_\_\_\_\_

CCC # 2056-2063; Compendium # 437; USCCA p. 325



- Students will express an understanding of the relationship between God, self and others.

Exodus 3:6-10...The Call of Moses

Vocabulary: covenant, faith, obedience

❖ **The Ten Commandments guide our actions in daily life.**

**Date completed** \_\_\_\_\_

CCC # 2069, 2072, Part Three, Section Two, Ch. 1-2; Compendium # 439, 440;  
USCCA pp. 327-328



- Students will explore ways in which each of the Ten Commandments applies to our lives and our relationships with others.

Matthew 22:36-40...The Greatest Commandment

Vocabulary: in vain

❖ **Jesus' new law of love tells us we must love God above all things and love others of diverse races, ages, cultures, and abilities.**

**Date completed** \_\_\_\_\_

CCC #1931-1933, 1934-1938, 2052, 2055; Compendium # 411-413, 434-435;  
USCCA pp. 309, 342-343



- Students will appreciate the Church as a universal community which includes persons of all ages, races, cultures, and abilities.

Luke 10:25-28...Law of Love

Vocabulary: Law of Love, Universal Church, Christian, Communion of Saints

❖ **The spiritual and corporal works of mercy teach us to care about the needs of ALL people and to have a special love for the poor and persons who are disadvantaged**

**Date completed** \_\_\_\_\_

CCC #2447; Compendium # 520; USCCA pp. 159, 161, 508, 529



- Students will develop ways to show our special love for the poor.

Matthew 25...The Works of Mercy and Last Judgment

Vocabulary: Corporal Works of Mercy, Spiritual Works of Mercy, prophets

❖ **The eight beatitudes are teachings of Jesus that show us how we can be truly happy and share happiness with others.**

**Date completed** \_\_\_\_\_

CCC #1716-1719; Compendium # 359-361; USCCA pp. 308, 453



- Students will understand that the beatitudes should guide our relationships with each other and lead us to God.

Matthew 5: 1-12...The Beatitudes

Vocabulary: Beatitude

❖ **The precepts of the Church are seven Church laws that guide our practice of holy days and fast days, receiving sacraments, studying Church teaching, and helping in missionary work.**

**Date completed** \_\_\_\_\_

CCC #2041-2043; Compendium # 431, 432; USCCA pp. 318, 321, 334-335



- Students will understand why it is important to participate in the weekly Sunday celebration of the Eucharist.

John 4: 21-24...Worship

Vocabulary: precepts of the church, holy days of obligation, liturgy, Baptism, Confirmation

*Help the children learn the 6 Holy Days of Obligation.*



- ❖ **Jesus calls each of us to personal conversion through a process of sorrow, forgiveness, and reconciliation.** **Date completed** \_\_\_\_\_

CCC #1426, 1427-1428, 1430-1432; Compendium # 297, 299-300;

USCCA pp. 234-239, 241-242



- Students will become aware of how Jesus' call to forgiveness of others can be used in real situations of hurt in our daily lives.

Luke 15: 11-32...The Prodigal Son

Vocabulary: conversion, reconciliation, sorrow, redemption

- ❖ **The Church, as a community of forgiveness, celebrates different forms of reconciliation through its prayer and liturgy.** **Date completed** \_\_\_\_\_

CCC #1434-1439, 1443-1444, 1480-1484; Compendium # 301, 302, 311;

USCCA pp. 467-468



- Students will understand that the Sacrament of Penance celebrates the forgiveness of Christ in and through the Church. Participate in class prayer services.

Luke 23: 29-43...The "Good Thief" on the Cross    Vocabulary: community, hope

- ❖ **Sin and evil exist in our world today as a result of original sin and its consequences.** **Date completed** \_\_\_\_\_

CCC #385-387, 396-410, 1739, 1849-1850; Compendium # 73, 75, 391;

USCCA pp. 66-75



- Students will grow in understanding of the ways in which friends, society, media can lead to occasions of sin as well as occasions of grace.

Genesis 2:4-3:24...The Fall    Vocabulary: Original Sin, temptation, free will, grace

- ❖ **Mortal sin is a total break in our relationship with God and the Church.** **Date completed** \_\_\_\_\_

CCC #1855-1859, 1861; Compendium # 395; USCCA pp. 237, 337-338, 520



- Students will understand that God calls us to a life of community within the Church.

Matthew 5: 17-20...teaching about the Law

Vocabulary: mortal sin

- ❖ **Venial sin is a less serious offense but one which weakens our relationship with self, God, and others.** **Date completed** \_\_\_\_\_

CCC #1855, 1862-1863; Compendium # 396; USCCA pp. 237-238



- Students will develop a sensitivity for practicing a daily personal examination of conscience.

Matthew 5: 17-20... teaching about the Law

Vocabulary: venial sin

- ❖ **There is a difference between situations of accident or carelessness and deliberate moral choice, direct or indirect.** **Date completed** \_\_\_\_\_

CCC #387, 1860; Compendium # 395; USCCA p. 313



- Students will develop a sensitivity for practicing a daily personal examination of conscience.

Luke 10: 30-34...the parable of the Good Samaritan

Vocabulary: occasion of sin

- ❖ **The sacrament of penance is an important sacramental way to express sorrow and experience God's forgiveness; we need to go to confession regularly.**

CCC # 1422-1470; Compendium # 302, 303; USCCA pp. 238-240



- Students will help plan and join in a communal celebration of the Sacrament of Penance.

John 20: 19-23...the gift of Penance

Vocabulary: examination of conscience, Penance, contrition, absolution

*Review the steps in the celebration of the Sacrament of Penance*

- ❖ **God wants us to care for our bodies and respect the bodies of others.**

**Date completed** \_\_\_\_\_

CCC #2258, 2288-2291, 2300, 2519, 2521-2522; Compendium # 466, 474; USCCA pp. 441-443



- Students will understand that belonging to the Church means following Jesus' way of living responsibly for self and others.

Matthew 5:8...Beatitude – Pure of Heart

Vocabulary: covet

- ❖ **Division, people not getting along, is against the will of Christ.**

**Date completed** \_\_\_\_\_

CCC #817-822, 1868-1869, 1938; Compendium # 163, 164, 399, 400, 413; USCCA pp. 332-333



- Students will appreciate the need to respect people of all religions.

Matthew 5: 21-22...teaching about anger

Vocabulary: violence

- ❖ **Mary is an excellent model of how to be a faithful follower of Jesus; she is the model disciple in Christ's Church.**

**Date completed** \_\_\_\_\_

CCC #967; Compendium # 197; USCCA pp. 39, 173



- Pray to Mary, our special mother.

Luke 1: 26-38...announcement of the birth of Jesus

Vocabulary: disciple, Immaculate Conception, rosary, Assumption, Ascension

*Pray the Rosary with the children.*

- ❖ **Individual gifts and talents lead us to be disciples as priests, sisters and brothers, married or single people.** **Date completed**\_\_\_\_\_

CCC # 873; Compendium # 178; USCCA p. 452



- Develop an understanding that individual gifts and talents are to be used in the service of others. Develop and participate in simple class projects to benefit persons in the parish and/or local community in need of special assistance.

1 Corinthians 12:27-31...applications to Christ      Vocabulary: virtue, vocation

### **STUDENTS SHOULD BE FAMILIAR WITH THE FOLLOWING PRAYERS**

Sign of the Cross

Our Father

Apostles Creed

Hail Mary

Glory Be

Prayers before and after meals

Act of Contrition

The Rosary







## GRADE 5 PARENT PAGE

*Parents have the unique responsibility for the education of their children; they are the first educators or catechists. They teach by their witness of the faith, through their values and attitudes, by their Christian example of love for Christ and his church. When children are baptized, parents accept the responsibility to raise their children in the practice of the faith...(National Directory for Catechesis 234-235)*

Dear Parents,

In a special document entitled *Letter to Families*, Pope John Paul II wrote: “Parents are the first and most important educators of their own children, and they also possess a fundamental competence in this area; they are educators because they are parents”(16). You are the first and best role model for your child in these growing years. Your role as parent to love, teach, and lead your child to Jesus is a remarkable and noble vocation.

At this particular stage of development fifth graders are strongly influenced by the group and need to be like their peers. They are beginning to experience self-consciousness and sensitivity to criticism. In this transition time between adolescence and the peaceful years of middle childhood, they can be unpredictable, having both spurts of high and low energy at the same time. Children at this age need help to cultivate virtues like modesty and consideration of others. They are developing close friendships and need help in identifying feelings and how to act upon them in a positive manner. Fifth graders are influenced by media and advertisements and are attracted to and value whatever enables them to experience physical/mental control over their environment. They are idealistic and begin to ask questions about themselves and their lives, and are aware of problems in their families and their world. Children at this stage need reassurance that God’s love for them as individuals is real. Parents should repeat the message of self-worth again and again.

### *Your Child’s Faith Development*

Like other stages of development, your fifth-grader’s faith development is important. Although children at every developmental level have many characteristics in common, each child is unique and will not fit entirely into any model developed. Keep in mind then that your child will come to know and understand the faith at his or her own rate of development. However here are some general points to remember.

Children at this age:

- ✚ Continue to grow in their relationship with God through prayer
- ✚ View all events in their lives as part of faith
- ✚ Understand symbols and stories, and religious images of God in a way that can be somewhat literal
- ✚ Need help to develop their own unique God-given gifts
- ✚ Can take greater roles of responsibility in prayer and worship
- ✚ Catch the tradition of the past through stories (scripture, Jesus, stories of the Church). Can identify outstanding role models of the present
- ✚ Begin to glimpse themselves in the future through observing the virtues and character of heroes and heroines and mature adults
- ✚ Respond to lived faith witness by willingness to participate in more systematic presentation of the faith, liturgy, and religious practices
- ✚ Need help to see the reasons behind Church rules, privileges, and responsibilities

- ✚ Need help to understand that God desires the good and happiness of everyone
- ✚ Vest greater importance in their expanding world of school, community, people, and events around the world (the latter brought closer through media, internet etc.
- ✚ Can be introduced to care for the aged, persons with disabilities, the poor in the neighborhood and the world, through their expanded involvement with others outside the home
- ✚ Gain a sense of responsibility and develop care for others by being involved in charitable collections, community clean ups, and other organized events
- ✚ Begin to have a genuine sense of fairness and equality
- ✚ Can take others' views into account in bargaining to meet their own needs
- ✚ Grow in the ability to understand abstract qualities in the future such as justice and injustice by participating now in activities with sharp contrasts between good and evil

Our diocese provides many resources and materials that will help you better understand the faith and work with your child at home. Among the resources is the *United States Catholic Catechism for Adults*, an adaptation of the *Catechism of the Catholic Church*. For more information contact the Department for Educational Media at (412) 456-3120 or e-mail [jhirst@diopitt.org](mailto:jhirst@diopitt.org).

#### *How You Can Help Your Child Grow in Faith*

Your child will continue to learn more about the Church and the importance of belonging, participating, and sharing in the faith community—the life of the Church. He/she will come to learn that everyone has a call to holiness in imitation of Jesus. That we respond to this call by living as members of the Church, by understanding and obeying the Ten Commandments, by following the great commandment of love of God and neighbor, as well as, the beatitudes and the spiritual and corporal works of mercy. Your child will learn that the Holy Spirit enlightens us and gives us the power to live as Jesus did.

Here are several points that will aid you over the course of this year, in helping your child grow in his/her faith.

- ➔ Attend and participate in Sunday Mass and holy days of obligation as a family.
- ➔ Create opportunities at home to gather and pray together as a family.
- ➔ Get involved as a family in charitable events or causes outside the home by volunteering at parish/community events.
- ➔ Make it a practice to go to confession as a family at least seasonally. Discuss the importance of forgiveness and ways in which we can atone for our sins.
- ➔ Discuss with your child ways that he/she can take care of his/her body and respect the bodies of others. Let your child know that you are always available to discuss any issues that might arise.
- ➔ Discuss ways in which friends, society, and media can lead to occasions of sin as well as occasions of grace. Make it a point to mention the importance of safe use of the internet.
- ➔ Identify Mary as the ideal model of faith and holiness for us. Teach your child how to pray the rosary.

## Grade 5

# BACKGROUND FOR CATECHISTS

### *Know Your Audience*

**Just like Jesus, every good catechist knows their audience.**

**“The catechist – must take into consideration all the human factors of a particular age level in order to present the Gospel message in a vital and compelling way.” (NDC #48)**

### *Who Are Your Fifth Graders?*

#### **Faith Development**

##### **Children at this age:**

- ❖ Continue to grow in their relationship with God through prayer. Can take greater roles of responsibility in prayer and worship.
- ❖ View all events in their lives as part of faith.
- ❖ Understand symbols, stories, and religious images of God in a way that can be somewhat literal.
- ❖ Need help to develop their own unique God-given gifts.
- ❖ Catch the tradition of the past through stories (scripture, Jesus, stories of the Church). Can identify outstanding role models of the present.
- ❖ Begin to glimpse themselves in the future through observing the virtues and character of heroes and heroines and mature adults.
- ❖ Respond to lived faith witness by willingness to participate in more systematic presentation of the faith, liturgy, and religious practices.
- ❖ Need help to see the reasons behind Church rules, privileges, and responsibilities.
- ❖ Need help to understand that God desires the good and happiness of everyone.
- ❖ Vest greater importance in their expanding world of school, community, people, and events around the world (the latter brought closer through media).
- ❖ Can be introduced to care for the aged, persons with disabilities, the poor in the neighborhood and the world, through their expanded involvement with others outside the home.
- ❖ Gain a sense of responsibility and develop care for others by being involved in charitable collections, community clean ups, and other organized events.
- ❖ Begin to have a genuine sense of fairness and equality.
- ❖ Can take others' views into account in bargaining to meet their own needs.
- ❖ Grow in the ability to understand abstract qualities in the future such as justice and injustice by participating now in activities with sharp contrasts between good and evil.

## **Grade 5 Catechists**

### **GUIDING PRINCIPLES**

#### **Catechists can:**

- Provide reasonable explanations and increased group activities because the children have developed a longer attention span. Augment the docility and the unquestioning acceptance of adult explanations by capitalizing on the children's interest in sharing in small group discussions.
- Foster opportunities to replace interest in fantasy and fairy tale by interest in true-to-life stories that originate in the life of the Church, in their own communities and cultures, as well as in other areas.
- Provide group projects in which all the children can be involved because children learn most effectively when engaged in the learning process.
- Stimulate the children's creativity through music, art, drama, and related activities. Provide an opportunity for them to express and appreciate religious concepts.
- Encourage students to analyze facts and to explore the lived faith of believers, past and present, whose lives they can emulate.
- Continue to offer opportunities for meaningful memorization, particularly of certain essential doctrinal statements.
- Use daily situations and discussions to help students develop skills in moral decision making. Challenge the students to correlate what they say they believe with their actions. Encourage them to do what is right because it is right, whether it pleases the group or not. Stress the reasons and the values underlying the rules, as well as the importance of right motives.
- Include the element of social awareness in prayer experiences and reconciliation services. Move away from a simplified following of the rules and help the children to progress toward a faithful response to a call from the Lord. Make children aware of social ills and human need by helping them to become involved in social justice activities in various ways - e.g. recycling bottles and aluminum, learning not to waste natural resources. Teach that all are called to give of their time, talents, and earthly goods.
- Present Jesus as a model and friend. Identify biblical personalities, saints, and people in our own day who are living as Jesus did and who also serve as role models.
- Explore more fully doctrines of the creed, commandments, and sacraments. Emphasize the meaning behind law and ritual. Provide explanations that represent the effectiveness of Christ at work in the world today.



- Accept pre-adolescent restlessness, boredom, and awkwardness as a way to help students experience God's love for them as individuals. Repeat the message of self-worth again and again.
- Understand that as peer pressure is a reality and pre-adolescents fear peer rejection, liturgical/sacramental experience rooted in the group is appealing and that community is an inviting concept. Encourage students to participate fully as a group in preparing materials and place for celebrations, playing musical instruments, reading the scripture, dramatizing the Gospel story, carrying the presentation gifts, making decorations, and presenting commentaries.
- Encourage the understanding of God as a partner, someone to whom they can talk, someone who affects them personally, someone with whom they can enjoy periods of silence and reflection. Establish a positive attitude toward prayer and its purposes. Offer a variety of prayer experiences: rote prayers, silent or centering prayers, spontaneous prayers and petitions, meditative prayer, paraliturgies, and prayer services.
- Educate students in attitudes and behaviors in the cause of peace and justice. Focus on three current areas of concern: world peace, world hunger, and the rights of the oppressed.

## **Physical Development**

### **Children at this age:**

- Are unpredictable; are a cause of irritation to themselves and others; worry about body development.
- See body as an embarrassing object because of the vast differences in rate of change among this age group.

## **Social and Emotional Development**

### **Children at this age:**

- Are strongly influenced by the group; need to be like peers; are developing close friendships.
- Are in a transition time between adolescence and the peaceful years of middle childhood; are unpredictable, having both spurts of high and low energy at the same time.
- May act/dress older than their age; need help to cultivate virtues like modesty and consideration for others.
- Need help to identify feelings and how to act upon them in a positive manner – (giggling covers up emotions regarding the opposite sex).
- Like quiet time (e.g. reading) and time with peers (eg. Playing complex games).
- Do not want to risk being laughed at; may avoid answering orally in a large group; enjoy discussions better; prefer recording and reporting back to the large group.
- Are influenced by media and advertisements; are attracted to and value whatever enables them to experience physical/mental control over their environment.
- Are idealistic; are beginning to ask questions about themselves and their lives; are aware of problems in their families and world.
- Have feelings close to the surface; worry about looks, self, family, almost all think they are different; experience self-consciousness and sensitivity to criticism.

## Cognitive Development

### Children at this age:

- Think on a factual/concrete level.
- Are able gradually to form abstract ideas/concepts based on experience.
- Manifest intense curiosity, a thirst for new experiences and a desire to collect, organize, and correlate factual material. Enjoy making collections of all kinds.
- Tend to see details more clearly than the main idea.
- Are able to observe people, situations and form conclusions about them.
- Search for explanations and are beginning to work with universals.
- Can memorize details but should always have this coupled with understanding.
- Have attention spans that usually exceed 20 minutes.
- Like to read, can participate in activities with complicated rules, can think chronologically, enjoy being silly, and delight in playing with the double meaning in language.

### NOTES

- ❖ Pope John Paul II in **On Catechesis in Our Time** encourages the use of advances in pedagogy; biology, sociology as they help us to model God's Divine Pedagogy (teaching us gradually in stages according to our level of development). The above noted information is consistent with such documents as the *General Directory for Catechesis*, the *National Directory for Catechesis*, the *Catechism of the Catholic Church* and other Catechetical Documents of the Church.
- ❖ The above sciences have limitations. While this information does provide references to typical age ranges, children continue to be viewed as individuals and individual differences need to be taken into account.



# **FIFTH GRADE**

## **CURRICULUM GUIDELINES**

**Theme: Jesus instituted the seven sacraments to give us grace. In the experience of the seven sacraments we share the life and person of Jesus in a special and unique way.**

**The Catechist should:**

- **Make copies of the Parent Page (front and back) for students to take home.**
- **Read the Background for Catechists Information.**
- **Become familiar with the *National Directory for Catechesis & the United States Catholic Catechism for Adults*.**
- **Review previous understandings with students:**
  - Recall that we are all called to live holy lives and imitate Jesus in our actions and choices.
  - Recall that we become fully initiated members of the Church through baptism, confirmation, and Eucharist.
  - Review the ten commandments, two great commandments, beatitudes, spiritual and corporal works of mercy as guides to daily life.
  - Recall that the Holy Spirit guides us to make good choices and live as Jesus did.
  - Review the individual and communal forms of celebration of the sacrament of penance.
  - Review an examination of conscience.
  - Recite the following prayers:
    - Sign of the Cross
    - Our Father
    - Hail Mary
    - Glory Be
    - Prayers before and after meals (optional)
    - Act of Contrition
    - Apostles Creed
  - Review an examination of conscience.
  - Review and describe the steps included in the individual celebration of the sacrament of penance and the reasons for each.

# **FIFTH GRADE**

## **CURRICULUM GUIDELINES**


**AT THE END OF THIS GRADE LEVEL STUDENTS WILL DEMONSTRATE THE FOLLOWING UNDERSTANDINGS AND APPRECIATION OF THE EXPERIENCES INDICATED.**

[Note about symbols: Of the six tasks of catechesis (knowledge of the faith; liturgy & sacraments; moral formation; prayer; community; missionary spirit) five have a symbol assigned to them. Knowledge of the Faith is the organizing task]

**Symbol Key:**

 = Liturgy & Sacraments

 = Moral Formation

 = Prayer

 = Community

 = Missionary Spirit

**Reference Code:** CCC = *Catechism of the Catholic Church*

Compendium = *Compendium to the Catechism of the Catholic Church*

USCCA = *United States Catholic Catechism for Adults*

### **KNOWLEDGE OF THE FAITH**

- ❖ **Jesus, the Sacrament of God, is the visible sign of God's love for all people.**

**Date completed** \_\_\_\_\_

CCC #1076, 1115; Compendium # 93, 122; USCCA pp. 77-87



- Students will appreciate that ALL persons are created in God's image. Understand that all of creation reflects God's existence.



- Students will participate in a prayer service celebrating God's unending love.

Mark 1:9-11...Baptism of Jesus

Vocabulary: prayer, sign, symbol

- ❖ **The Church is the Sacrament of Christ in the world.**

**Date completed** \_\_\_\_\_

CCC #738, 1118; Compendium #147 – 160; USCCA pp. 114, 116, 117, 122



- Students will grow in the understanding that the Holy Spirit gives us special gifts and talents for the good of the community.

Acts 2:1-4... Pentecost; Isaiah 11:2-3...Gifts of the Spirit

Vocabulary: Catholic, community, laity, sacrament, gifts of the spirit

- ❖ **Signs and symbols and their meanings are important in every aspect of our daily lives.**

**Date completed** \_\_\_\_\_

CCC #1146-1148; Compendium #224; USCCA pp. 169, 268

Vocabulary: sign, symbol

- ❖ **Through sacramental signs and symbols we are able to experience the presence of God through the power of the Holy Spirit.** **Date completed** \_\_\_\_\_

CCC #1084, 1097, 1111, 1120, 1145, 1152, 1153, 1155; Compendium # 108, 127, 139, 224, 314; USCCA pp. 169, 177, 184-187, 204-207, 222, 229, 268



- Students will appreciate that the love of Jesus continues through us to the world in the Spirit of God.

Vocabulary: sign, symbol, sacramental

- ❖ **The sacraments, through both word and symbol, bring God into our lives and bring us into God's life.** **Date completed** \_\_\_\_\_

CCC #1084, 1088-1089, 1091-1092, 1122-1123; Compendium #224, 230; 357  
USCCA pp.168-170



- Students will participate in a prayer service celebrating God's welcoming us into the Christian community.

Vocabulary: Anointing of the Sick, Baptism, Eucharist, Holy Orders, Marriage, Reconciliation, Confirmation, sacrament, sacramental

- ❖ **Grace is God's life in us.** **Date completed** \_\_\_\_\_

CCC #1996, 1997; Compendium #357; USCCA pp. 168-170

Galatians 5:22-23...Fruits of the Holy Spirit; Isaiah 11:2-3...Gifts of the Spirit

Vocabulary: grace

- ♥ - (This would be an appropriate place to introduce the CVOL lessons for Grade 5).

- ❖ **Baptism the initial encounter with the sacramental Christ is a dying of self to sin a sharing in the risen life of Christ, and a joining to the community of Christ's Church.**

**Date completed** \_\_\_\_\_

CCC #1213-1284; Compendium # 147, 263; USCCA pp. 183-184



- Students will appreciate that all followers of Jesus are called to the ministry of service through baptism.

Vocabulary: baptism, initiation, original sin, chrism, sacrament of initiation

- ❖ **Confirmation is a completion of initiation, a call to each Catholic to grow in faith and witness, and an empowerment through the gifts and fruits of the Holy Spirit.**

**Date completed** \_\_\_\_\_

CCC #1285-1321, 1829-1831; Compendium # 265-270, 389, 390; USCCA pp. 203-211



- Students will grow in the understanding that the Holy Spirit gives us special gifts and talents for the good of the community.

Acts 2:1-4... Pentecost

Acts 8:15-17... Laying on of Hands


Galatians 5:22-23... Fruits of the Holy Spirit

Isaiah 11:2-3... Gifts of the Spirit

Vocabulary: confirmation, apostle, disciple, faith, sacrament of initiation, sanctifier, Blessed Trinity

- ❖ **Eucharist, the center of sacramental life, is consecrated by an ordained minister, the priest; is the real presence of Jesus; and is a nourishing, strengthening, and unifying source for the People of God.** **Date completed** \_\_\_\_\_

CCC #1142, 1374, 1097, 1123, 1324, 1322-1419; Compendium #271-294;  
USCCA pp. 213-232, 487

 - Students will participate in a class level Liturgy of the Eucharist.



- Students will establish a prayerful environment in the classroom.

Luke 24:13-35... Emmaus Story

Luke 24:14-20... Last Supper

Vocabulary: Blessed Sacrament, consecrate, Eucharist, liturgy, Liturgy of the Eucharist, revelation, sacrament of initiation

- ❖ **Penance is:**

**Date completed** \_\_\_\_\_

- **a celebration of God's forgiveness.**
- **an absolution of our sins.**
- **a reunion between us and God and the Church.**

CCC #1422-1498; 1424, 1440-1443, 1462, 1449, Compendium #296-312;  
USCCA pp. 231-247



- Students will become aware of the affects of sin that separate us from God and community.



- Students will understand the call from God to exercise our freedom wisely by living moral lives. Reflect upon God's gift of free will and our responsibility for our own actions. Grow in the understanding that sin is freely choosing to do what we know to be wrong or omitting to do what we know is good. Develop a simple method for conscience formation and moral decision making.



- Students will reflect upon personal failings and sin in relationship to Jesus' law of love, the Ten Commandments, and the precepts of the Church. Participate in a prayer service celebrating God's healing and forgiving presence and unending love.

John 3:1-21... Nicodemus

Luke 15:11-32... Forgiving Father

John 4:5-26... Woman at the Well

Vocabulary: absolution, conscience, compassionate, judgment, mortal sin, venial sin, sin, reconciliation, sacrament of healing, ten commandments

- ❖ **The vocation we freely choose to the married, vowed religious, priestly or single life is our response to our baptismal call.** **Date completed** \_\_\_\_\_

CCC #873, 897 & 898, 915 & 916, 1577, 1603, 1604; Compendium # 188; USCCA pp. 452

Matthew 4:18-22... Call of the Apostles

Vocabulary: baptism, holy orders, marriage, priesthood, religious life, sacraments of commitment

❖ **Anointing of the Sick is:**

**Date completed** \_\_\_\_\_

- **an extension of the healing of Christ to the seriously ill or elderly.**
- **taking away of sin through the grace of the Holy Spirit.**
- **a relief and strengthening for the soul of the sick person.**
- **sometimes a restoration of bodily health.**

CCC #1499-1532; Compendium #313-320; USCCA pp.252-259



- Students will value all forms of life as a sacred gift. Value persons of every race and ability and understand they are of inestimable value from the unborn to the elderly and terminally ill.



- Understand that Jesus heals others through us.

Luke 10:30-37... Good Samaritan    Mark 6:12-13... Anointing with Oil  
James 5:14-15... If Anyone Is Ill

Vocabulary: anointing of the sick, advocate, death, sacrament of healing, viaticum

❖ **Matrimony is:**

**Date completed** \_\_\_\_\_

- **a celebration of life-long love and commitment between a man and a woman.**
- **a reflection of the covenant of indissoluble love between Christ and the Church.**
- **an empowerment for the couple to be love-giving and life-giving.**

CCC #1601-1666; Compendium #337-350; USCCA pp. 277-292



- Students will understand that all members of families have the right to be treated with love, respect, and dignity.

John 2:1-11... Wedding at Cana    Matthew 19:6... God Has Joined Together  
Ephesians 5:25-33... Love Each Other

Vocabulary: fidelity, marriage, sacrament of commitment, vocation, vow

**(This could be another place to incorporate the CVOL lessons for Grade 5).**

**Holy Orders is:**

**Date completed** \_\_\_\_\_

- **a permanent sign of Christ's presence through the priest.**
- **a primary means of the sacramental presence of Christ.**
- **a celebration of the three orders of bishop, priest, and deacon.**

CCC #1548-1551, 1554, 1555-1571, 1582, 1583; Compendium # 321-336; USCCA pp. 261-275



- Students will be open to the possibility of God's invitation to the priesthood or religious life.

Mark 3:13-19... Commissioning of the Apostles    Matthew 4:18-22... Call of the Apostles

Vocabulary: celibate, deacon, Holy Orders, ordain, priesthood, sacrament of commitment, vocation

❖ **The Liturgy is the public worship of the Church.** **Date completed** \_\_\_\_\_

CCC #1069, 1140; Compendium #218-220; USCCA pp.170, 174, 178

✠ - Students will appreciate the cycle of liturgical seasons, major feasts days, and holy days of obligation throughout the church year.

Mark 14:22-26...Last Supper      Luke 24:14-20... Last Supper

Vocabulary: Liturgical year, liturgy, liturgy of the Eucharist, liturgy of the Word, advent, lent, gospel, creed, Easter Vigil, mystery, ordinary time, Word of God, worship

❖ **Every Catholic is responsible for building up the body of Christ within the parish family.** **Date completed** \_\_\_\_\_

CCC #1070, 1071, 1091, 1098, 1140; Compendium #177, 188, 189, 190, 191;  
USCCA pp.115-118, 122, 134-135, 137



- Students will identify ways we can build up the parish family. Participate in celebrations that honor the religious and cultural heritage of the parish such as customs for saints days, special blessings for holidays and holydays.



- Students will practice the spiritual and corporal works of mercy. Appreciate the beatitudes as Jesus' invitation to perfection. Grow in the awareness of the continuous need for peace and justice in the world, with some understanding of world hunger, world peace, human rights, sacredness of life, and the need to care for the environment as God's creation.

Mark 3:13-19... Commissioning of the Apostles      Vocabulary: beatitude, saint, justice, laity

❖ **Sacramentals are a blessing, an action or an object that remind us of Christ's presence and love, e.g. holy water, oil, incense, blessed palm, medals, statues.**

**Date completed** \_\_\_\_\_

CCC #1667, 1670, 1671-1673; Compendium # 351; USCCA pp.293-303

Vocabulary: sacramental, sign, symbol

❖ **At the end of time, when Christ returns, all of humanity will be accountable for their participation in building the kingdom of God.** **Date completed** \_\_\_\_\_

CCC #1021, 1038, 1039; Compendium # 134-135, 214-216; USCCA pp. 156-158

Vocabulary: judgment, kingdom of God





❖ **At death, each individual will be personally accountable before God for the choices one has made during one's life.** Date completed \_\_\_\_\_

CCC #1021, 1022; Compendium #135, 205, 208; USCCA pp. 153, 161



- Students will reflect upon God's gift of free will and our responsibility for our own actions. Reflect upon personal failings and sin in relationship to Jesus' law of love, the ten commandments, and the precepts of the Church.



- Students will understand the call from God to exercise our freedom wisely by living moral lives. Reflect upon God's gift of free will and our responsibility for our own actions. Grow in the understanding that sin is freely choosing to do what we know to be wrong or omitting to do what we know is good. Develop a simple method for conscience formation and moral decision making.

Vocabulary: death, heaven, hell, judgment, purgatory

❖ **Heaven means living in complete union with God forever.** Date completed \_\_\_\_\_

CCC: #1023, 1025-1029; Compendium #209; USCCA pp. 157-158

Vocabulary: heaven, death, kingdom of God

❖ **Hell means being separated from God forever.** Date completed \_\_\_\_\_

CCC #1033, 1035-1037; Compendium #74, 212, 213; USCCA pp. 153-155

Vocabulary: hell, death, judgment, mortal sin

❖ **Purgatory means the continuing journey after death of moving toward complete union with God forever.** Date completed \_\_\_\_\_

CCC #1030, 1031; Compendium #210, 211; USCCA pp. 154, 156, 160-161

Vocabulary: purgatory, death, judgment, justice

❖ **All religions that recognize the mystery of God's presence are deserving of respect.**

Date completed \_\_\_\_\_

CCC #838-843; Compendium #163,168 USCCA pp. 127-129, 136, 193



- Students will appreciate that ALL persons are created in God's image. Understand that all of creation reflects God's existence.



- Students will practice the spiritual and corporal works of mercy. Appreciate the beatitudes as Jesus' invitation to perfection.

Luke 10:30-37... Good Samaritan

John 4:5-26... Woman at the Well

Vocabulary: compassionate, disciple, grace, gospel, justice

**STUDENTS SHOULD BE FAMILIAR WITH THE FOLLOWING PRAYERS**

**Sign of the Cross**

**Apostles Creed**

**Prayer to the Holy Spirit**

**Our Father**

**Glory Be**

**Hail Mary**

**Act of Contrition**



## GRADE 6 PARENT PAGE

*Parents have the unique responsibility for the education of their children; they are the first educators or catechists. They teach by their witness of the faith, through their values and attitudes, by their Christian example of love for Christ and his church. When children are baptized, parents accept the responsibility to raise their children in the practice of the faith...(National Directory for Catechesis 234-235)*

Dear Parents,

In a special document entitled *Letter to Families*, Pope John Paul II wrote: “Parents are the first and most important educators of their own children, and they also possess a fundamental competence in this area; they are educators because they are parents”(16). You are the first and best role model for your child in these growing years. Your role as parent to love, teach, and lead your child to Jesus is a remarkable and noble vocation.

At this particular stage of development sixth graders continue to be in transition between adolescence and middle childhood, often feeling like they do not belong. They continue to develop close friendships while developing self-image and allow self-worth to be prominently influenced by peer groups. Sixth graders need significant adults for guidance and support to enable them to make wise decisions about real issues. At this stage they begin to develop ideas about life’s work. Often times they dislike being embarrassed or criticized in front of friends, especially by parents, yet they need caring groups (family, friends) for belonging. Sixth graders often experience confusion, curiosity, uncertainty, and experimentation in behavior which tends to accompany their search for personal identity. They enjoy examining their roots and stories of their families and groups to which they belong as they search for their identity.

### *Your Child’s Faith Development*

Like other stages of development, your sixth-grader’s faith development is important. Although children at every developmental level have many characteristics in common, each child is unique and will not fit entirely into any model developed. Keep in mind then that your child will come to know and understand the faith at his or her own rate of development. However here are some general points to remember.

Children at this age:

- ✚ Continue to grow in their relationship with God through prayer
- ✚ View all events in their lives as part of faith
- ✚ Understand symbols and stories, and religious images of God in a way that can be somewhat literal
- ✚ Need help to develop their own unique God-given gifts
- ✚ Can take greater roles of responsibility in prayer and worship
- ✚ Catch the tradition of the past through stories (scripture, Jesus, stories of the Church). Can identify outstanding role models of the present
- ✚ Begin to glimpse themselves in the future through observing the virtues and character of heroes and heroines and mature adults
- ✚ Respond to lived faith witness by willingness to participate in more systematic presentation of the faith, liturgy, and religious practices
- ✚ Need help to see the reasons behind Church rules, privileges, and responsibilities
- ✚ Need help to understand that God desires the good and happiness of everyone

- ✚ Vest greater importance in their expanding world of school, community, people, and events around the world (the latter brought closer through media, internet etc.
- ✚ Can be introduced to care for the aged, persons with disabilities, the poor in the neighborhood and the world, through their expanded involvement with others outside the home
- ✚ Gain a sense of responsibility and develop care for others by being involved in charitable collections, community clean ups, and other organized events
- ✚ Begin to have a genuine sense of fairness and equality
- ✚ Can take others' views into account in bargaining to meet their own needs
- ✚ Grow in the ability to understand abstract qualities in the future such as justice and injustice by participating now in activities with sharp contrasts between good and evil

Our diocese provides many resources and materials that will help you better understand the faith and work with your child at home. Among the resources is the *United States Catholic Catechism for Adults*, an adaptation of the *Catechism of the Catholic Church*. For more information contact the Department for Educational Media at (412) 456-3120 or e-mail [jhirst@diopitt.org](mailto:jhirst@diopitt.org).

### *How You Can Help Your Child Grow in Faith*

Your child will continue to learn more about the Church and the importance of belonging, participating, and sharing in the faith community—the life of the Church. He/she will come to learn that everyone has a call to holiness in imitation of Jesus. That we respond to this call by living as members of the Church, by understanding and obeying the Ten Commandments, by following the great commandment of love of God and neighbor, as well as, the beatitudes and the spiritual and corporal works of mercy. Your child will learn that the Holy Spirit enlightens us and gives us the power to live as Jesus did.

Here are several points that will aid you over the course of this year, in helping your child grow in his/her faith.

- ➔ Attend and participate in Sunday Mass and holy days of obligation as a family.
- ➔ Create opportunities at home to gather and pray together as a family.
- ➔ Get involved as a family in charitable events or causes outside the home by volunteering at parish/community events.
- ➔ Make it a practice to go to confession as a family at least seasonally. Discuss the importance of forgiveness and ways in which we can atone for our sins.
- ➔ Discuss with your child ways that he/she can take care of his/her body and respect the bodies of others. Let your child know that you are always available to discuss any issues that might arise.
- ➔ Discuss ways in which friends, society, and media can lead to occasions of sin as well as occasions of grace. Make it a point to mention the importance of safe use of the internet.
- ➔ Identify Mary as the ideal model of faith and holiness for us. Teach your child how to pray the rosary.

## Grade 6

# BACKGROUND FOR CATECHISTS

### *Know Your Audience*

**Just like Jesus, every good catechist knows their audience.**

**“The catechist – must take into consideration all the human factors of a particular age level in order to present the Gospel message in a vital and compelling way.” (NDC #48)**

### *Who Are Your Sixth Graders?*

#### **Faith Development**

##### **Children at this age:**

- ❖ Continue to grow in their relationship with God through prayer. Can take greater roles of responsibility in prayer and worship.
- ❖ View all events in their lives as part of faith.
- ❖ Understand symbols, stories, and religious images of God in a way that can be somewhat literal.
- ❖ Need help to develop their own unique God-given gifts.
- ❖ Catch the tradition of the past through stories (scripture, Jesus, stories of the Church). Can identify outstanding role models of the present.
- ❖ Begin to glimpse themselves in the future through observing the virtues and character of heroes and heroines and mature adults.
- ❖ Respond to lived faith witness by willingness to participate in more systematic presentation of the faith, liturgy, and religious practices.
- ❖ Need help to see the reasons behind Church rules, privileges, and responsibilities.
- ❖ Need help to understand that God desires the good and happiness of everyone.
- ❖ Vest greater importance in their expanding world of school, community, people, and events around the world (the latter brought closer through media).
- ❖ Can be introduced to care for the aged, persons with disabilities, the poor in the neighborhood and the world, through their expanded involvement with others outside the home.
- ❖ Gain a sense of responsibility and develop care for others by being involved in charitable collections, community clean ups, and other organized events.
- ❖ Begin to have a genuine sense of fairness and equality.
- ❖ Can take others' views into account in bargaining to meet their own needs.
- ❖ Grow in the ability to understand abstract qualities in the future such as justice and injustice by participating now in activities with sharp contrasts between good and evil.

## **Grade 6 Catechists**

### **GUIDING PRINCIPLES**

#### **Catechists can:**

- Provide reasonable explanations and increased group activities because the children have developed a longer attention span. Augment the docility and the unquestioning acceptance of adult explanations by capitalizing on the children's interest in sharing in small group discussions.
- Foster opportunities to replace interest in fantasy and fairy tale by interest in true-to-life stories that originate in the life of the Church, in their own communities and cultures, as well as in other areas.
- Provide group projects in which all the children can be involved because children learn most effectively when engaged in the learning process.
- Stimulate the children's creativity through music, art, drama, and related activities. Provide an opportunity for them to express and appreciate religious concepts.
- Encourage students to analyze facts and to explore the lived faith of believers, past and present, whose lives they can emulate.
- Continue to offer opportunities for meaningful memorization, particularly of certain essential doctrinal statements.
- Use daily situations and discussions to help students develop skills in moral decision making. Challenge the students to correlate what they say they believe with their actions. Encourage them to do what is right because it is right, whether it pleases the group or not. Stress the reasons and the values underlying the rules, as well as the importance of right motives.
- Include the element of social awareness in prayer experiences and reconciliation services. Move away from a simplified following of the rules and help the children to progress toward a faithful response to a call from the Lord. Make children aware of social ills and human need by helping them to become involved in social justice activities in various ways - e.g. recycling bottles and aluminum, learning not to waste natural resources. Teach that all are called to give of their time, talents, and earthly goods.
- Present Jesus as a model and friend. Identify biblical personalities, saints, and people in our own day who are living as Jesus did and who also serve as role models.
- Explore more fully doctrines of the creed, commandments, and sacraments. Emphasize the meaning behind law and ritual. Provide explanations that represent the effectiveness of Christ at work in the world today.

- Realize the fact that sixth graders are more aware of social problems, that they indeed have a strong sense of social justice, which results in their willingness to help others, even at some risk or actual cost to themselves. Lead students in the study of the scriptural history of God's identity with the oppressed and his action to deliver the Israelites from slavery in Egypt.
- Provide a safe and secure setting for exploring questions and doubts. Provide a forum for students to explore their feelings, as they try to integrate the reality of their life experience with their religious beliefs.
- Teach young people to pray, keeping in mind that learning to pray is more important than learning prayers. Provide opportunities so that the boys and girls unite themselves to God with spontaneity and joy. Encourage silent prayer, for example, after the narration of a Gospel passage or at unforeseen moments created by nature or by the interaction of the children.

## **Physical Development**

### **Children at this age:**

- Are in a transitional stage of physical maturation.
- Experience unevenness in every level; e.g. have propensity to be energetic and active at one time, extremely fatigued shortly afterwards.
- Vacillate between high and low moods (physical and/or emotional).
- Can experience the onslaught of puberty.

## **Social and Emotional Development**

### **Children at this age:**

- Regard the influence of parent/teacher as weaker than that of peers.
- Continue to be in transition between adolescence and middle childhood, often feel like they do not belong (between elementary and middle or junior high).
- Need to accept themselves as male or female and to deal with others on those terms; have a growing interest in clothes, although not necessarily how to care for them.
- Can experience negative conditioning and ignorance as primary problems in psychological development.
- Continue to develop close friendships.
- Are developing self-image; allow self-worth to be prominently influenced by peer groups.
- Need significant adults for guidance/support to enable them to make wise decisions about real issues; begin to develop ideas about life's work.
- Dislike being embarrassed or criticized in front of friends, especially by parents; need caring groups (family, friends) for belonging.
- Experience confusion, curiosity, uncertainty, and experimentation in behavior which tends to accompany their search for personal identity.
- Enjoy examining their roots and stories of their families and groups to which they belong as they search for their identity.

## Catechist Information (Grade 6)



## Cognitive Development

### Children at this age:

- Can use their minds to a greater degree.
- Tend to be very intellectual; are preoccupied with facts, reasons, and discovery through experimentation.
- Can work effectively with universal and deductive reasoning in arriving at conclusions.
- May still need grounding in concrete objects and situations when dealing with abstract ideas.
- Continue to see details more clearly than main ideas.
- Prefer working with the concrete rather than the abstract.

### NOTES

- ❖ Pope John Paul II in **On Catechesis in Our Time** encourages the use of advances in pedagogy; biology, sociology as they help us to model God's Divine Pedagogy (teaching us gradually in stages according to our level of development). The above noted information is consistent with such documents as the *General Directory for Catechesis*, the *National Directory for Catechesis*, the *Catechism of the Catholic Church* and other Catechetical Documents of the Church.
- ❖ The above sciences have limitations. While this information does provide references to typical age ranges, children continue to be viewed as individuals and individual differences need to be taken into account.



# **SIXTH GRADE**

## **CURRICULUM GUIDELINES**

**Theme: God, our Creator, loves us deeply and interacts in our lives. The saving actions of God throughout history are most completely revealed in Jesus. God's loving relationship with the chosen people is recorded in the Old and New Testaments written by persons of faith under the inspiration of the Holy Spirit. The Church is responsible for safeguarding and interpreting the truth we find in the Scriptures. All Christians continue the work of building the kingdom of God.**

**The Catechist should:**

- **Make copies of the Parent Page (front and back) for students to take home.**
- **Read the Background for Catechists Information.**
- **Become familiar with the *National Directory for Catechesis & the United States Catholic Catechism for Adults*.**
- **Review previous understandings with students:**
  - Review the Ten Commandments and seven sacraments.
  - Recall and explain special days and holy days such as All Soul's Day and the Immaculate Conception.
  - Recall saints and martyrs and discuss examples of each.
  - Recall the rosary, the mysteries and the Hail Holy Queen Prayer.
  - Review the Stations of the Cross.
  - Review symbols associated with Church seasons such as the Jesse tree for advent.
  - Recite the following prayers:

Sign of the Cross

Nicene Creed

Our Father

Prayer to the Holy Spirit

Hail Mary

Memorare

Glory Be

Prayers before and after meals

Act of Contrition

Apostles Creed

# **SIXTH GRADE**

## **CURRICULUM GUIDELINES**


**AT THE END OF THIS GRADE LEVEL STUDENTS WILL DEMONSTRATE THE FOLLOWING UNDERSTANDINGS AND APPRECIATION OF THE EXPERIENCES INDICATED.**

[Note about symbols: Of the six tasks of catechesis (knowledge of the faith; liturgy & sacraments; moral formation; prayer; community; missionary spirit) five have a symbol assigned to them. Knowledge of the Faith is the organizing task]

**Symbol Key:**

 = Liturgy & Sacraments

 = Moral Formation

 = Prayer



= Community



= Missionary Spirit

**Reference Code:** CCC = *Catechism of the Catholic Church*


Compendium = *Compendium to the Catechism of the Catholic Church*

USCCA = *United States Catholic Catechism for Adults*

### **KNOWLEDGE OF THE FAITH**

❖ **The Scriptures are the inspired Word of God.** Date completed \_\_\_\_\_

CCC #105-107; Compendium #18-24; USCCA pp.24, 26, 27, 31-32

 - Students will grow in the understanding that the Old and New Testaments are the source of our Eucharistic and sacramental liturgies and our personal prayer and meditation.



- Students will value the women and men of Sacred Scripture as models of holiness and service. Explore what their example means for us today.

(all of the scriptures assigned to this grade level are appropriate for this objective)

Vocabulary: Old Testament, New Testament

❖ **Written Scripture developed from an oral tradition of the lived experience of God's presence.** Date completed \_\_\_\_\_

CCC #105-108; Compendium #18-24; USCCA pp. 31-32



- Students will experience opportunities for faith sharing/faith storytelling. Appreciate our common heritage with the Jewish people.

Genesis 2:4-25...Creation    Genesis 4:3-11... Cain & Abel

Genesis 9:12-13... The Covenant with Noah    Genesis 12:1-17, 21:1-6... Abraham & Sarah

Vocabulary: chosen people, covenant, heritage, roots

- ❖ **There are different literary forms found in the Scriptures. Date completed \_\_\_\_\_**  
CCC #110; USCCA pp. 27, 29-30, 55-56



- Students will appreciate our common heritage with the Jewish people.  
Vocabulary: culture, inspiration, literary forms

- ❖ **The Catholic Church in its Magisterium or teaching office of the bishops has final authority to interpret the truth we find in the Scriptures. Date completed \_\_\_\_\_**  
CCC #85, 100; Compendium #16, 19; USCCA pp. 28-33  
Vocabulary: interpretation, obligation

- ❖ **The Old Testament tells the story of the relationship between God and the people of Israel. Date completed \_\_\_\_\_**  
CCC #62-64, 203, 204, 218; Compendium #21, 42; USCCA pp.50-51



- Students will appreciate our common heritage with the Jewish people.



- Students will value the women and men of Sacred Scripture as models of holiness and service.

Genesis 2:4-25... Creation    Genesis 4:3-11... Cain & Abel

Genesis 9:12-13... The Covenant with Noah                      Genesis: 12:1-17; 21:1-6

Deuteronomy 6:4-7... The Shema    Genesis 37-50... Joseph & His Brothers

Exodus 20:1-17... The Ten Commandments

Vocabulary: chosen people, covenant, exodus, hopelessness, injustice, manna, Passover, prophet, shema

- ❖ **The major themes that are present throughout the Scriptures are Revelation. Date completed \_\_\_\_\_**  
CCC #55, 122, 571, 601; Compendium #7,8, 40-42; USCCA pp. 12-15



- Students will grow in the understanding that the Old and New Testaments are the source of our Eucharistic and sacramental liturgies and our personal prayer and meditation. Understand the Eucharist in relationship to Passover, covenant, the last supper, crucifixion, and resurrection.

(all of the scriptures assigned to this grade level are appropriate for this objective)

Vocabulary: Old Testament, New Testament, revelation

- ❖ **Stories of Abraham, Moses and other ancestors in faith give us examples of how to respond to God in faith. Date completed \_\_\_\_\_**  
CCC #59, 60, 72, 706, 2810; Compendium #25-27, 42; USCCA pp. 11-15



- Students will value the women and men of Sacred Scripture as models of holiness and service.

Genesis 12:1-17; 21:1-6... Abraham & Sarah    Exodus 20:1-17... The Ten Commandments

Vocabulary: covenant, exodus, manna, Passover, roots, salvation, saving actions

- ❖ **The stories of Creation and the Fall help us to understand who we are and what God wants for us.**

- ❖ **Scripture helps us to understand who God created us to be and how we are to live.**

Date completed \_\_\_\_\_

CCC #282, #349, 356-359, 396-398, 402; Compendium #24, 52-78;

USCCA pp. 23-29, 61, 65-75, 68-69

(How we can know what God wants us to be is the topic of Class One for Grade 6 in the CVOL. This would be an appropriate place to introduce the CVOL lessons for Grade 6).



- Students will understand that everyone who is baptized has a responsibility to take an active part in the life and work of the Church.



- Students will appreciate that prayer is the source of a life of holiness and service and begin to respond to the call.

Genesis 2:4-25... Creation

Genesis 4:3-22... Cain & Abel

Vocabulary: Old Testament, hopelessness, redemption, salvation

- ❖ **The Exodus event is the Israelites journey from slavery to freedom.**

Date completed \_\_\_\_\_

CCC #62, 2060-2061; Compendium #8; USCCA pp. 14, 215-216



- Students will appreciate our common heritage with the Jewish people.



- Students will value the women and men of Sacred Scripture as models of holiness and service.

Exodus 20:1-17... The Ten Commandments

Vocabulary: covenant, chosen people, exodus, heritage, hopelessness, manna, Passover

- ❖ **The Scriptures contain stories of how God reveals Himself through the lives of men and women.**

Date completed \_\_\_\_\_

CCC #61, 64, 76, 142, 144; Compendium #6-8; USCCA pp. 11-14, 18



- Students will value the women and men of Sacred Scripture as models of holiness and service.

Vocabulary: scripture, revelation

- ❖ **The Scriptures reveal that angels are spiritual beings who honor God at all times and sometimes act as God's messengers.**

Date completed \_\_\_\_\_

CCC #328, 329, 332, 333; Compendium #59-61; USCCA pp. 54-55, 62



- Students will participate in celebrations that honor the religious and cultural heritage of the parish such as the anniversary of the dedication of the parish church, the feast of the patron saint of the parish. Participate in different prayer experiences: forma; Spontaneous, quiet/silent prayer, adoration, praise, thanksgiving, contrition, and petition.

Vocabulary: communal prayer, inspiration, personal prayer, ritual, liturgical prayer, psalms

- ❖ **Kings Saul, David, and Solomon help us to understand why the people of Jesus' time were waiting for "the anointed one."** **Date completed** \_\_\_\_\_

CCC #695; Compendium # 8; USCCA pp.235



- Students will appreciate our common heritage with the Jewish people.

Vocabulary: chosen people, Old Testament, injustice, Judaism, kaddish, Messiah, Redeemer, reform, salvation

- ❖ **God sent prophets such as Jeremiah, Ezekial and others to call people back to a faithful way of living.** **Date completed** \_\_\_\_\_

CCC #64, 72, 218; Compendium #8, 102, 539; USCCA pp. 18, 24-25, 465



- Students will develop a personal relationship with Jesus.



- Students will develop ways to use personal talents in the service of others. Become involved in some human services the parish community offers. Understand service as ministry that goes beyond the parish community. Value the relationship between justice and peace.



- Students will appreciate that prayer is the source of a life of holiness and service and begin to respond to the call.

Vocabulary: hopelessness, injustice, ministry, obligation, prophet, reform

- ❖ **Through the unfolding of the Old Testament we come to know Jesus as one pre-figured and foretold; we understand him as a member of the Jewish community.**

**Date completed** \_\_\_\_\_

CCC #518, 531; Compendium #8, 102,140, 265; USCCA pp. 18,23,203, 263



- Students will appreciate our common heritage with the Jewish people.



- Students will value the sign of the cross as a public sign of our Catholic witness.

- ❖ **Christians understand Jesus as a prophet and messiah; He is the divine Son of God and truly human.** **Date completed** \_\_\_\_\_

CCC #436-440, 528-529, 535, 540; Compendium # USCCA pp. 77-87, 103, 111

John 18:28-19:30... Passion of Jesus

Luke 9:28-36...The Transfiguration

Luke 24:13-32... Emmaus Acts 1:1-11... Jesus' Final Appearance

Vocabulary: New Testament, messiah, prophet, salvation



❖ **The New Testament continues to unfold salvation history through the life, death, and resurrection of Jesus.** **Date completed** \_\_\_\_\_

CCC #124, 140; Compendium #112, 119; USCCA pp. 27, 68, 84, 92, 96, 132, 221, 224, 357

✚ - Students will value the Eucharistic Celebration (Mass) as the central act of worship for Catholics. Understand the Eucharist in relationship to Passover, covenant, the last supper, crucifixion, and resurrection. Understand liturgical seasons as symbolic times to recall important events in the life of Christ.



- Students will experience some prayers and practices for specific liturgical seasons. Plan and participate in class/community liturgies and paraliturgies.

John 18:28-19:30... Passion of Jesus

Luke 24:13-32... Emmaus

Vocabulary: advent, lent, Eucharistic liturgy, Eucharistic adoration, New Testament, liturgical prayer, paraliturgy, sacramental liturgy

❖ **The mission of Jesus is kept alive in the Catholic Church by the presence of the Holy Spirit.** **Date completed** \_\_\_\_\_

CCC #737, 738; Compendium #136-146, 172, 173; USCCA pp. 25, 105-106, 109, 469



- Students will grow in the awareness that all Christians are empowered by the Holy Spirit to build up the community by caring about the poor, the suffering, and the needy. Understand that everyone who is baptized has a responsibility to take an active part in the life and work of the Church.



- Students will value that the mission of Christ, a life of holiness and service, is to be carried out by Christians in every community. Become involved in some human service the parish community offers. Understand service as ministry that goes beyond the parish community.

Matthew 5:1-12... Beatitudes

Matthew 25:14-30... Use of Talents

Vocabulary: Pentecost, creed, discrimination, injustice, racism, sexism, prejudice, ministry, obligation, reform

(This is an appropriate place to use the *Catechism of the Catholic Church* lesson in the back of this binder.)

❖ **We find the fullness of truth and life we have in the Catholic Church, the living Body of Jesus Christ.** **Date completed** \_\_\_\_\_

CCC #824; Compendium #156, 157; USCCA pp. 23, 32, 42, 116, 119, 138



- Students will understand that everyone who is baptized has a responsibility to take an active part in the life and work of the Church. Understand that members of the parish are a family who support one another.




- Students will participate in celebrations that honor the religious and cultural heritage of the parish such as the anniversary of the dedication of the parish church, the feast of the patron saint of the parish.

(This is an appropriate place to use the *Catechism of the Catholic Church* lesson in the back of this binder.)

❖ **Division among people is against the will of God; all must strive for the unity of the Church.**

**Date completed** \_\_\_\_\_

CCC #817-819, 845; Compendium # 161-163; USCCA pp. 22, 128, 133-134

-  - Students will understand that reconciliation reunites us with God and the Christian community. Understand the importance of a frequent examination of conscience. Participate in the individual celebration of the sacrament of penance on a frequent basis.



- Students will participate in prayer for unity among all believers.

Vocabulary: communal prayer

(This is an appropriate place to use the *Catechism of the Catholic Church* lesson in the back of this binder.)

❖ **The Church is the People of God, composed of ALL those believers of every age, race, culture, sex, and ability who will accept Jesus Christ as Lord and Savior.**

**Date completed** \_\_\_\_\_


CCC #781-782; Compendium# 153-154, 177-178; USCCA pp.116-117



- Students will understand that members of the parish are a family who support one another. Value the family as the primary community. Express ways to show respect for family life.



- Students will participate in prayer for unity among all believers. Participate in prayer for the living and the dead.

-  - Students will understand some forms of slavery in our world, e.g. racism, sexism, hopelessness, abortion, pornography, war, and the need to change things. Appreciate that remarks or stories against people of different races, nationalities, and abilities are offensive.

Matthew 5:1-12... Beatitudes

Matthew 28:16-19... Jesus' Final Appearance

Vocabulary: abortion, chastity, culture, discrimination, hopelessness, injustice, obligation, prejudice, pornography, racism, sexism

❖ **We recognize and respect that there are "elements of truth" in the beliefs of other people, e.g. other Christians, the Orthodox Churches, Judaism.**

**Date completed** \_\_\_\_\_

CCC #818, 819, 838, 839; Compendium #163, 168; USCCA pp. 127-129, 136, 193, 332



- Students will appreciate our common heritage with the Jewish people. Experience opportunities for faith sharing/faith storytelling.



- Students will value the sign of the cross as a public sign of our Catholic witness. Participate in prayer for unity among all believers.

Vocabulary: Eastern Church, Judaism, culture, discrimination, heritage



❖ **All believers need to work together for the coming of God's kingdom.**

**Date completed** \_\_\_\_\_

CCC #542, 543, 782; Compendium #161-164; USCCA pp. 79-80, 486, 517



- Students will understand that everyone who is baptized has a responsibility to take an active part in the life and work of the Church. Grow in the awareness that all Christians are empowered by the Holy Spirit to build up the community by caring about the poor, the suffering, and the needy.



- Students will participate in prayer for unity among all believers.



- Students will value that the mission of Christ, a life of holiness and service, is to be carried out by Christians in every community.

Matthew 5:1-12... Beatitudes

Matthew 25:14-30... Use of Talents

Vocabulary: ministry, obligation, saving actions

## **STUDENTS SHOULD BE FAMILIAR WITH THE FOLLOWING PRAYERS**

**Sign of the Cross**

**Our Father**

**Hail Mary**

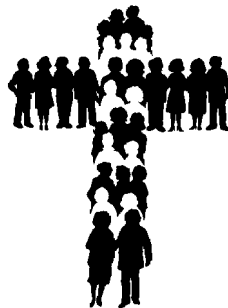
**Glory Be**

**Act of Contrition**

**Apostles Creed**

**Prayer to the Holy Spirit**

**Prayers before and after meals**





## GRADE ➤ PARENT PAGE

*Parents have the unique responsibility for the education of their children; they are the first educators or catechists. They teach by their witness of the faith, through their values and attitudes, by their Christian example of love for Christ and his church. When children are baptized, parents accept the responsibility to raise their children in the practice of the faith...(National Directory for Catechesis 234-235)*

Dear Parents,

In a special document entitled *Letter to Families*, Pope John Paul II wrote: “Parents are the first and most important educators of their own children, and they also possess a fundamental competence in this area; they are educators because they are parents”(16). You are the first and best role model for your child in these growing years. Your role as parent to love, teach, and lead your child to Jesus is a remarkable and noble vocation.

Junior High is a time of rapid change. Physically, cognitively, morally, emotionally, and socially your child is “crossing the bridge” between childhood and adulthood. It may be a longer journey for some than others because of each one’s unique pattern of development. However, there are some general developmental comments about this stage that can be made.

### Your Child’s Faith Development

Seventh graders desire to be actively involved in and are open to service opportunities. They are willing to explore a personal relationship with God as they begin to define their own image of God. They look to the Church for the content and expression of faith. As a parent you will want to provide opportunities for “service,” “community building,” “reflection,” and “activity.” Seventh graders need both faith structure and flexibility in their religion classes and at home. These young people present particular challenges and opportunities to those who minister to them: you, as parents, as well as, those responsible for religious education in parishes, youth workers, and clergy. They have needs and wants that are unique to their situations and their levels of maturity in many areas. Adults who work with these young adolescents must be attentive to their special circumstances, needs, and attitudes.

#### Adolescents:

- ✚ Are sensitive to physical changes and body image which greatly influences self-image
- ✚ Begin abstract thinking
- ✚ Use a more complex decision making process
- ✚ Can reason based on possibilities not just experience
- ✚ Can be self-conscious and critical
- ✚ Want to belong
- ✚ Begin to distance themselves at times from family influences and identify more closely with peers
- ✚ Seek limited independence
- ✚ Value friendships based on trust and loyalty
- ✚ Reason at conventional levels
- ✚ Resolve moral dilemmas based on expectations outside of self, i.e. peers, laws, parents, etc.

Our diocese provides many resources and materials that will help you better understand the faith and work with your child at home. Among the resources is the *United States Catholic Catechism for Adults*, an adaptation of the *Catechism of the Catholic Church*. For more information contact the Department for Educational Media at (412) 456-3120 or e-mail [jhirst@diopitt.org](mailto:jhirst@diopitt.org).

## ***How You Can Help Your Child Grow In Faith***

**This year your child will continue to view the Catholic Church as a faith community given life by the Holy Spirit. He/she will come to realize that it is Christ's presence in the world through the power of the Holy Spirit which gives glory and praise to the Father and brings His redeeming love to all. As Catholics, we claim Jesus as the source of all teaching, sacramental life, our mission, and our ministries. As people of God we continue the mission of Jesus through active and committed participation in the life of the Church. Sacraments are specific faith actions of the Church empowered by Jesus through the guidance of the Spirit.**

**Your child will come to learn that building a strong and realistic concept of him/herself is based on Jesus' vision of being fully human. As God's children, created in His image and likeness, we are called to holiness and eternal life in God's Kingdom. Developing relationships with peers, parents, and other adults should be based on honest, love, and respect, leading us into a deeper life and faith and a life-giving relationship with Jesus Christ and His Church.**

**Here are several points that will assist you over the course of this year, to help your child grow in his/her faith.**

- ➔ Attend and participate in Sunday Mass as a family. Afterward, talk about some of the things mentioned in the homily. Once a month, allow your eight grader to select an activity that the family can enjoy after Mass (i.e. dining at a favorite restaurant, attending a special movie, sports activity etc).**
- ➔ Help your child identify ways to participate in your parish. Stress the importance of service to others by volunteering our time and talents. Mention the importance of tithing.**
- ➔ Encourage your child (and his/her friends) to become involved in your parish Middle School Ministry Program or Youth Ministry Program. If your parish does not have a program, check with the Department for Youth and Young Adult Ministry (412) 456-3140 to locate a program close by.**
- ➔ Discuss ways in which your child can spread the good news about Jesus (i.e. example to others, helping in the community/neighborhood, acts of kindness). Explain that Jesus works through us to reach all people.**
- ➔ Help your child become familiar with a Church agency that serves the needs of the community (i.e. food bank, Meals on Wheels, local nursing home).**
- ➔ Encourage your child to visit the diocesan website at [www.diopitt.org](http://www.diopitt.org) (the Church teaches, Secretariat for Education, Youth and Young Adult Ministry) to become familiar with the Youth Ministry homepage.**
- ➔ Have your child surf the internet for information on the lives of Catholic saints to research his/her patron saint in preparation for Confirmation. Explain why you chose his/her name. Help your child identify a sponsor for the sacrament of Confirmation keeping in mind the special person must be a practicing Catholic in good standing in the Church.**
- ➔ Purchase a teen's Catholic bible as a gift for your child. Encourage him/her to pray often.**

Grade ➤

## BACKGROUND FOR CATECHISTS

### *Know Your Audience*

**Just like Jesus, every good catechist knows their audience.**

**“The catechist – must take into consideration all the human factors of a particular age level in order to present the Gospel message in a vital and compelling way.” (NDC #48)**

### *Who Are Your Seventh Graders?*

**JUNIOR HIGH** – Seventh and eighth grade is a time of rapid change. Physically, cognitively, morally, emotionally, and socially these young people are “crossing the bridge” between childhood and adulthood. It may be a longer journey for some than others because of each one’s unique pattern of development. However there are some general developmental comments about this stage that can be made.

### **DEVELOPMENTAL CHARACTERISTICS**

#### **Junior High Students:**

##### **Physical**

- Undergo a growth spurt.
- Develop secondary sex characteristics.
- Are sensitive to physical changes and body image which greatly influences self-image.

##### **Cognitive**

- Begin abstract thinking.
- Use a more complex decision making process.
- Can reason based on possibilities not just experience.
- Can be self-conscious and critical.

##### **Identity**

- Want to belong.
- Begin to distance themselves at times from family influences and identify more closely with peers.
- Seek limited independence.
- Value friendship based on trust and loyalty.

##### **Moral**

- Reason at conventional level.
- Resolve moral dilemmas based on expectations outside of self, i.e. peers, laws, parents, etc.

## Faith

- Desire active involvement and are open to service opportunities.
- Are willing to explore a personal relationship with God as they begin to define their own image of God.
- Look to the Church for the content and expression of faith.

Realizing all these factors, a junior high religion program should be one that still involves the concrete, but also provides opportunities for “community building,” “reflection,” and “activity.” These young teens are truly in a transition time. They need both faith structure and flexibility in a religion program.

Junior high school students, who can range in age from 11-15, present particular challenges and opportunities to those who minister to them: parents, those responsible for religious education in parishes, youth workers, and clergy. These young people have needs and wants that are unique to their situations and their levels of maturity in many areas. Adults who work with these younger adolescents must be attentive to the special circumstances, needs, and attitudes of junior high students.

## NOTES

- ❖ Pope John Paul II in **On Catechesis in Our Time** encourages the use of advances in pedagogy; biology, sociology as they help us to model God’s Divine Pedagogy (teaching us gradually in stages according to our level of development). The above noted information is consistent with such documents as the *General Directory for Catechesis*, the *National Directory for Catechesis*, the *Catechism of the Catholic Church* and other Catechetical Documents of the Church.
- ❖ The above sciences have limitations. While this information does provide references to typical age ranges, children continue to be viewed as individuals and individual differences need to be taken into account.



# **SEVENTH GRADE**

## **CURRICULUM GUIDELINES**

**Themes: Jesus and Morality (Including respect for life).**

Jesus became man and shared our human experience while remaining God. The church looks upon Jesus' life, values, and teachings as the fullest revelation of God, His Father.

Our moral life is a lived response to God's covenant love. A Catholic, prompted by the Holy spirit, makes choices by asking, "What does the mind and heart of Jesus and the Church tell us about this situation?"

**The Catechist should:**

- **Make copies of the Parent Page (front and back) for students to take home.**
- **Read the Background for Catechists Information.**
- **Become familiar with the *National Directory for Catechesis & the United States Catholic Catechism for Adults*.**
- **Review and Clarify Previous Understandings with students:**
  - Identify Church as a community of believers in the Risen Lord with its beginnings in the People of God of the Old Testament.
  - Recognize God as personally involved in the history of His people.
  - Recall the place of oral tradition in the formation of the Bible.
  - Understand that Jesus was a Jew, and that the roots of Christianity are founded in Judaism.
  - Review the sacraments as sacred rites giving expression to covenant and commitment.
  - Review Baptism, Confirmation and Eucharist as the sacraments of initiation and as sources of identity.
  - Review Penance and Anointing of the Sick as sacraments of healing.
  - Review Matrimony and Holy Orders as sacraments of commitment and service.
  - Review parts of the Mass.
  - Understand the Seasons of the Church Year and their importance.
  - Know by heart the following prayers:

Sign of the Cross	Apostles Creed
Our Father	Nicene Creed
Hail Mary	Prayer to the Holy Spirit
Glory Be	Memorare
Act of Contrition	
Prayers before and after meals (optional)	

## **SEVENTH GRADE**

### **CURRICULUM GUIDELINES**


**AT THE END OF THIS GRADE LEVEL STUDENTS WILL DEMONSTRATE THE FOLLOWING UNDERSTANDINGS AND APPRECIATION OF THE EXPERIENCES INDICATED.**

[Note about symbols: Of the six tasks of catechesis (knowledge of the faith; liturgy & sacraments; moral formation; prayer; community; missionary spirit) five have a symbol assigned to them. Knowledge of the Faith is the organizing task]

**Symbol Key:**

 = Liturgy & Sacraments

 = Moral Formation

 = Prayer

 = Community

 = Missionary Spirit

**Reference Code:** CCC = *Catechism of the Catholic Church*

Compendium = *Compendium to the Catechism of the Catholic Church*

USCCA = *United States Catholic Catechism for Adults*

### **KNOWLEDGE OF THE FAITH**

- ❖ **Jesus as God was also man, conceived by the power of the Holy Spirit.**
- ❖ **Jesus Christ possesses two natures, one divine and the other human, not confused, but united in the one person of God's Son.** **Date completed** \_\_\_\_\_  
CCC #464, 469, 480-482, 484; Compendium #85-95; USCCA pp. 81-83, 85-86, 91, 301, 344



- Students will experience prayer as a deepening of personal relationship with Jesus.

Scripture: Accounts of Jesus' nature, miracles, and miraculous cures

- ❖ **The title 'Son of God' signifies the unique and eternal relationship of Jesus Christ to God his Father . . . . To be a Christian, one must believe that Jesus Christ is the Divine Son of God.** **Date completed** \_\_\_\_\_  
CCC #444, 454; Compendium # 83, 85, 90; USCCA pp. 81-82, 85-87



- Students will perceive themselves as part of the Church: the People of God, the body of Christ.

Galatians 4:1-10... God's Heirs

- ❖ **Jesus is the Second Person of the Blessed Trinity.** **Date completed** \_\_\_\_\_  
CCC #240-242, 253-255; Compendium #42, 46-49, 83; USCCA pp. 52-53, 62, 81



- Students will know by heart the following formal prayers: Sign of the Cross, Glory Be, Apostles Creed

Matthew 16:15-20... Peter Acknowledges Jesus as Messiah

Vocabulary: incarnation, messiah, trinity

❖ **Mary is the Mother of God and model of faith.**

❖ **Mary, “from the first instant of her conception (Immaculate Conception), was totally preserved from the stain of original sin, and she remained pure from all personal sin throughout her life.”** Date completed \_\_\_\_\_

CCC #508, 509, 721, 722, 963, 967; Compendium #95, 96, 196;  
USCCA pp. 82, 143-145, 147, 471, 515, 520



- Students will know by heart the following formal prayers: Hail Mary, Mysteries of the Rosary, Hail Holy Queen



- Students will identify traditional saints whose lives were dedicated to service.

Vocabulary: assumption, ascension

❖ **God the Father sent Jesus to be the Messiah, bringing good news, healing, and freedom to the poor and oppressed.** Date completed \_\_\_\_\_

CCC #713, 714; Compendium #78, 82; USCCA pp. 83, 85, 109, 507



- Students will understand that they are called to continue Christ’s mission of forgiving, healing, and reconciling one another.



- Students will develop ways to put into practice the corporal and spiritual works of mercy. Examine how social ills and injustices affect the lives of all people as well as their responsibility for others even when suffering is perceived as a global experience. Become aware of local and global social concerns.

Mark 1:40-45... Jesus’ compassion for others; cure of leper

Mark 6: 34-44... Feeding the hungry

Vocabulary: corporal works of mercy, disciple, responsibility, social justice

❖ **The mysteries of Christ’s public life are his baptism, temptations, announcement of the Kingdom, miracles, transfiguration, ascent to and entry into Jerusalem.**

Date completed \_\_\_\_\_

CCC #535-560, 565-570; Compendium #89, 101-103, 108, 110, 132; USCCA pp. 79-80, 520



- Students will understand their story in light of the story of salvation.

Luke 2:22-40... Presentation in the Temple      Mark 1:23-28... power over evil

Mark 1:40-45... Cure of Leper      Mark 6:34-44... Feeding the hungry

Luke 9: 28-36... Transfiguration of Jesus

Other scripture: Accounts of Jesus’ miracles, and miraculous cures

Vocabulary: apostle, beatitudes, commandments, disciple, gospel, miracle, parable



❖ **Jesus' mission was to save people from sin and to lead them to the kingdom.**

**Date completed** \_\_\_\_\_

CCC #608, 542-545; Compendium # 9, 144; USCCA pp. 79-80, 91-92, 486



- Students will appreciate that belonging to the church means participating in its mission.



- Students will appreciate the need for the frequent reception of the sacraments of penance and Eucharist as ways to participate in the worship of the Church and to grow in God's grace.

Luke 19: 9-10; 4:16-21; John 10:10... Purposes of Jesus' Coming

Vocabulary: authority, commitment, consequence, grace, kingdom, Kingdom of God, messiah

❖ **The Beatitudes are a guide to the values of God's kingdom.**

**Date completed** \_\_\_\_\_

CCC #1716-171; Compendium #358-363; USCCA pp. 308, 500, 505



- Students will understand they are called to continue Christ's mission of forgiving, healing, and reconciling one another. Accept the invitation and responsibility to become part of parish community experiences.



- Students will experience days of reflection and retreats as opportunities for personal spiritual growth.



- Students will recognize that in baptism all Christians receive a call to service. Develop ways to put into practice the corporal and spiritual works of mercy. Reflect on and participate in service opportunities for oneself within the parish and local community. Become involved in service outreach projects, clothing and food collections, and fund-raising drives. Realize how persons give witness to their faith through their work.

Matthew 5:1-12... Jesus' Sermon on the Mount; Beatitudes

Vocabulary: beatitudes, disciple, grace, responsibility, values, virtue

❖ **Jesus' miracles are dramatic signs of God's power and love.**

**Date completed** \_\_\_\_\_

CCC 546-550; Compendium # 108; USCCA pp. 79-80, 539

Scripture: Accounts of Jesus' nature, miracles, and miraculous cures

Vocabulary: miracle, paschal mystery, resurrection

❖ **The Gospels are a divinely inspired written expression of how the early Church understood its faith experience and the Risen Christ in their lives.**

**Date completed** \_\_\_\_\_

CCC #76, 124-127, 515, 573; Compendium #22; USCCA pp. 21-24, 26, 119



- Students will understand their story in light of the story of salvation.

Vocabulary: evangelist, Gospel, New Testament, parable

❖ **Jesus gave us a new commandment of love.**

**Date completed** \_\_\_\_\_

CCC #1970; Compendium #420; USCCA pp. 87, 309, 321, 325



- Students will create a family and classroom environment where each person is accepted as unique and treated justly. Discuss the future of the Church and what the adolescent role in the church might be. Identify and appreciate special gifts and talents which can be used for oneself and others.



- Students will appreciate that all individual moral decisions affect one's relationships with self, others and God.



- Students will reflect on and participate in service opportunities for oneself within the parish and local community.

Mark 1:40-45... Jesus' compassion for others; cure of leper      1 Corinthians 13... Love is

Mark 6:34-44... Feeding the hungry

Mark 10:13-16... Blessing the children

John 13:4-7 & 34-35... Following Jesus' Way

Matthew 5:43-48 & 19:20-27; Luke 10:25-27 & 6:27-49... Following Jesus' Way

Vocabulary: commandments, disciple, virtue

❖ **Jesus did really die and rise bodily from the dead and through his death, and resurrection, he conquered death and the devil "who has the power of death."**

❖ **Jesus redeemed us from sin and death through His sufferings, death, and resurrection.**

**Date completed** \_\_\_\_\_

CCC # 601-603, 635-636; Compendium #57, 58, 65, 110, 126-131, 204, 219, 220;

USCCA pp. 85, 86, 92, 178, 184, 221, 224, 243, 525

Scripture: The Gospel narrations of Jesus' death and resurrection

Vocabulary: apostle, disciple, grace, mortal sin, venial sin, paschal mystery

❖ **The holy women and the disciples came to believe in Christ's Resurrection through the discovery of the empty tomb, and especially through the appearances of the Risen One.**

**Date completed** \_\_\_\_\_

❖ CCC #640-642, 657; Compendium #126-131; USCCA pp. 96-97



- Students will interpret the importance of modern witnesses in the Catholic Church.

Scripture: The Gospel narrations of Jesus' death and resurrection

Vocabulary: messiah, miracle, prayer, resurrection

❖ **Christ is the heavenly high priest, always interceding for us.**

**Date completed** \_\_\_\_\_

CCC #662-667; Compendium #132, 554; USCCA pp. 99, 263-268, 471



- Students will experience various forms of prayer, such as silent meditation, prayer with Scripture, centering prayer, spontaneous prayer, formal prayer, prayer with song, and liturgy of the hours. Experience days of reflection and retreats as opportunities for personal spiritual growth.

Luke 11:1-4... Jesus and the value of prayer

Vocabulary: abba, kingdom, kingdom of God, prayer

- ❖ **Through the power of the Holy Spirit, Jesus is present in the Church, in the sacraments, and in the Christian community.** Date completed \_\_\_\_\_

CCC #1084-1088, 1107-1109; Compendium #136-146;  
USCCA pp. 115,132, 138, 170, 106-107, 168-169

- ✚ - Students will appreciate the Church's ritual life as pluralistic and multi-cultural.  
Appreciate the need for the frequent reception of the sacraments of penance and Eucharist as ways to participate in the worship of the Church and to grow in God's grace.



- Students will perceive themselves as part of the Church: the People of God, the Body of Christ. Develop the skills necessary for building relationships and community life, such as trust, self-disclosure, and communication.

John 14:26; 20:19-23; Matthew 28:17-20... Jesus sends the Spirit  
John 6:26-69... Foreshadowing of the Real Presence in the Eucharist

Vocabulary: grace, sacrament, trinity

- ❖ **The first and last point of reference of moral catechesis is Jesus Christ himself.**
- ❖ **The moral life is an appropriate response to God's covenant love.**
- ❖ **Catholic moral values reflect the heart and mind of Jesus.**
- ❖ **The moral life demands conforming our minds and hearts to that of Jesus Christ.**

Date completed \_\_\_\_\_

CCC #1694, 1698, 1813, 1965-1974; Compendium # 429; USCCA pp. 307-321, 323-338

- ♥ - Students will appreciate that all individual moral decisions affect one's relationships with self, others and God.

- ✚ - Students will appreciate the need for the frequent reception of the sacraments of penance and Eucharist as ways to participate in the worship of the Church and to grow in God's grace.



- Students will understand they are called to continue Christ's mission of forgiving, healing, and reconciling one another.

1 Corinthians 13... Love is      Vocabulary: values, virtue

- ❖ **The contentment, joy, fulfillment and fullness of heaven are supernatural, surpassing anything we are able to do or merit on our own.** Date completed \_\_\_\_\_

CCC #1722, 1727; Compendium #209; USCCA pp. 153-154

John 15... Vine and the Branches

Vocabulary: commitment, consequence, free will, grace, responsibility

- ❖ **There is a relationship between choices and consequences and between rights and responsibilities.**
- ❖ **In order for an act to be good, its object, intention and circumstances must all be good.**
- ❖ **There is a bond between freedom and truth. True freedom is the choice to embrace God's laws.** Date completed \_\_\_\_\_

CCC #1731-1739, 1755, 1760; Compendium # 370-376, 437-441;  
USCCA pp. 327-331 314-319

Romans 7... Freedom/Law      Vocabulary: authority, commandments, conscience, consequences, free will, morality, mortal sin, venial sin

- ❖ **The conscience is our secret core, where God speaks in the depths of our hearts.**
- ❖ **Our conscience is a judgment of reason that helps us to recognize the moral quality of a human action.**
- ❖ **When our conscience accuses us, it means that God may be calling us to conversion.**
- ❖ **The formation of our conscience is a life-long task requiring prayer, fidelity in the Church's teachings and the guidance of her Magisterium. Date completed \_\_\_\_\_**  
 CCC #1778, 1779, 1784, 1795-1796-1797; Compendium #372-377;  
 USCCA pp. 242, 314-315, 320



- Students will appreciate that all individual moral decisions affect one's relationships with self, others, and God.



- Students will experience various forms of prayers. Develop a habit of daily prayer to seek guidance and discern one's vocation.



- Students will appreciate the need for the frequent reception of the sacraments of penance and Eucharist as ways to participate in the worship of the Church and to grow in God's grace.

Matthew 25:31-46... Teaching on the Last Judgment      Vocabulary: conscience, grace

- ❖ **By the virtue of hope we desire the kingdom of heaven and eternal life as our happiness. Date completed \_\_\_\_\_**  
 CCC #1817-1821, 1843; Compendium # 385, 387, 442; USCCA pp. 333, 316-317, 343



- Students will appreciate the need for the frequent reception of the sacraments of penance and Eucharist as ways to participate in the worship of the Church and to grow in God's grace.

Matthew 25... Parables

Vocabulary: kingdom, Kingdom of God, messiah, parable, sacrament

- ❖ **There is objective evil. Date completed \_\_\_\_\_**
- ❖ **There are moral absolutes (right and wrong).**  
 CCC #311, 1756; Compendium #367, 375,376; USCCA pp. 56-57, 311-312, 320, 323-338



- Students will create a family and classroom environment where each person is accepted as unique and treated justly. Develop the skills necessary for building relationships and community life, such as trust, self-disclosure, and communication.

Mark 1:23-28... Jesus' power over evil      Wisdom 1:1-16... Justice

Vocabulary: social justice, values, virtue

- ❖ **The moral law finds its permanent expression in the Ten Commandments, the "privileged expression of the natural law." Date completed \_\_\_\_\_**  
 CCC #2061-2064, 2070; Compendium #418; USCCA pp. 327-328



- Students will appreciate that all individual moral decisions affect one's relationships with self, others and God.

Exodus 10:1-17... Ten Commandments      Exodus 23:1-9... Laws

Vocabulary: commandments, conscience, consequence, morality, mortal sin, venial sin

**1<sup>st</sup> Commandment: I am the LORD your God: you shall not have strange gods before me.**  
Date completed\_\_\_\_\_

- ❖ **The first commandment binds us to hope in God. Sins opposed to it include despair, presumption and tempting God.**
  - ❖ **The first commandment calls us to worship God alone. Opposed to true worship are idolatry, sacrilege and simony.**
  - ❖ **Idolatry means to worship a false God. It also means to put anything or anyone in the place of God.**
- CCC #2090-2092, 2099-2100, 2112-2114, 2119-2121, 2136, 2139; Compendium #442-446; USCCA pp. 339-349

Exodus 10:1-17... Ten Commandments

Vocabulary: commandments, covenant, mortal sin, venial sin, virtue

**2<sup>nd</sup> Commandment: You shall not take the name of the LORD your God in vain.**

Date completed\_\_\_\_\_

- ❖ **The second commandment calls us to respect the name of Jesus.**
  - ❖ **God's name is dishonored in especially grave ways by false oaths, perjury, and cursing.**
  - ❖ **Blasphemy is the use of the name of God, of Jesus Christ, of the Virgin Mary, and of the saints in an offensive way.**
- CCC #2145, 2150-2152, 2162-2163; Compendium #447-449; USCCA pp. 351-359

Exodus 10:1-17... Ten Commandments

Vocabulary: abba, commandments, conscience

**3<sup>rd</sup> Commandment: Remember to keep holy the LORD'S Day** Date completed\_\_\_\_\_

- ❖ **Sunday fulfills the Sabbath; it is the day of the Resurrection.**
- CCC #2174-2176, 2190-2191; Compendium #450-454; USCCA pp. 361-371
- ✠ - Students will appreciate the Church's ritual life as pluralistic and multi-cultural. Plan and participate in class/school liturgies.

Scripture: the Gospel narrations of Jesus' death and resurrection (The Last Supper)

- ❖ **The Sunday liturgy is the heart of the Church's life. By participating, we show ourselves to be members of the Catholic community.**
  - ❖ **Catholics have the privilege and obligation of attending Sunday Mass; not to do so is a grave sin.**
- CCC # 2177-2178, 2180-2182, 2192; Compendium #219, 453; USCCA pp. 365-367

✠ - Students will appreciate the need for the frequent reception of the sacraments of penance and Eucharist as ways to participate in the worship of the Church and to grow in God's grace.



- Students will perceive themselves as part of the Church: the People of God, the Body of Christ. Discern the different kinds of levels of commitment determined by different relationships in the community.

Vocabulary: commitment, culture, disciple, paschal mystery, prayer, precepts of the church, sacrament

**4<sup>th</sup> Commandment: Honor your father and your mother.**      Date completed \_\_\_\_\_

- ❖ **The family is based on marriage, which exists for the good of the spouse and the procreation and education of children.**
- ❖ **The family is seen as “a man and woman united in marriage together with children.”**  
CCC #2201, 2202, 2249; Compendium #456; USCCA pp. 375, 376, 380, 283

Vocabulary: commitment, family, responsibility, values

- ❖ **The Christian family is a communion of persons, a sign and image of the communion of the Father and the Son in the Holy Spirit.**  
CCC #2205; USCCA pp. 377



- Students will perceive themselves as part of the Church: the People of God, the Body of Christ. Develop skills necessary for building relationships and community life, such as trust, self-disclosure, and communication.

John 15... Vine and Branches      Vocabulary: family

- ❖ **All baptized persons can and must participate in the life of the Church; therefore the Catholic community must manifest compassion and concern for those that find themselves in situations of separation and divorce.**  
CCC #1651; Compendium #349; USCCA pp. 287-288



- Students will recognize that in baptism all Christians receive a call to serve.



- Students will create a family and classroom environment where each person is accepted as unique and treated justly. Discern the different kinds of levels of commitment determined by different relationships in the community.



- Students will understand the sacraments of initiation as a source of identity.

Galatians 4:1-10... God's Heirs      Vocabulary: social justice, virtue

- ❖ **Children must always show respect for their parents and support them in old age.**  
CCC #2218; Compendium # 459; USCCA pp. 377-378



- Students will help to create a family environment where each person is accepted as unique and treated justly.

1 Corinthians 13... Love is

Vocabulary: beatitudes, commandments, family, grace, responsibility, values, virtue

- ❖ **The duties of citizens are to pay taxes, vote and defend their country.**  
CCC #2239-2240, 2255; Compendium #464; USCCA pp. 380



- Students will discuss the future of the Church and what the adolescent role in the Church might be. Appreciate that belonging to the church means participating in its mission.

Exodus 23:1-9... Laws

Vocabulary: commitment, free will, responsibility

**5<sup>th</sup> Commandment: You shall not kill.**

**Date Completed** \_\_\_\_\_

- ❖ **Concern for human rights, especially for human life, is a basic Gospel value.**  
CCC #2258, 2273, 2297; Compendium # 466; USCCA pp. 390-391
- ❖ **Human life in all its various stages, from conception to natural death, has intrinsic value.**  
CCC #2260; Compendium #466, 478, 479; USCCA pp. 387-402
- ❖ **“From its conception, the child has the right to life. Direct abortion, that is abortion willed as an end or a means, is a [crime against life], gravely contrary to the moral law. The Church imposes the canonical penalty of excommunication for this crime against human life.”**  
CCC #2322; Compendium # 470; USCCA pp. 391-392
- ❖ **Stereotyping the physically or mentally challenged is to be avoided and persons with disabilities are to be accepted.**  
CCC #2270-2319, 2322-2323; Compendium #407-409, 413; USCCA pp. 399, 422
- ❖ **The Church opposes the death penalty.**  
CCC #2266-2267, 2306; Compendium #468-469; USCCA pp. 423, 394-395
- ❖ **Direct euthanasia consists in putting an end to the lives of handicapped, sick or dying persons. It is a grave sin and is always evil.**  
CCC #2276-2279; Compendium #470; USCCA pp. 393-394
- ❖ **Suicide is wrong because we are stewards, not owners, of our lives.**  
CCC #2280-2283, 2325; Compendium # 470; USCCA pp. 393-394, 398-400, 422-423
- ❖ **Child abuse, ageism, racism, sexism or a lack of reverence toward persons with physical or mental disabilities is evil.**  
CCC# 2259-2291; Compendium # 411-414; USCCA pp. 326-327
- ❖ **“The use of drugs inflicts very grave damage on human health and life . . . . Clandestine production and trafficking in drugs are scandalous practices.” They constitute direct cooperation with evil.**  
CCC #2291; Compendium # 474; USCCA pp.401
- ❖ **Justice and charity lead to peace; injustice to war.**  
CCC #2304, 2317; Compendium #481, 486; USCCA pp. 332-333, 395-396



- Students will understand they are called to continue Christ’s mission of forgiving, healing, and reconciling one another. Discuss the future of the Church and what the adolescent role in the Church might be.



- Students will appreciate that all individual moral decisions affect one’s relationships with self, others and God.



- Students will experience prayer as a deepening of personal relationship with Jesus.



- Students will become aware of local and global social concerns. Realize how persons give witness to their faith through their work. Interpret the importance of modern witnesses in the Catholic Church.

Exodus 10:1-17... Ten Commandments


Wisdom 1:1-16... Justice


Vocabulary: commandments, conscience, consequence, gospel, grace, morality mortal sin, responsibility, social justice, values, venial sin


**6<sup>th</sup> Commandment: You shall not commit adultery.**

**Date completed** \_\_\_\_\_

- ❖ **Human sexuality is a gift from God to establish an intimate and life-giving family bond.**  
CCC #2331-2333; Compendium #488; USCCA pp.406, 408-409
- ❖ **The sexual act finds its place only in a life-long marriage between a man and woman; this excludes masturbation, fornication, sex for engaged couples, “living together,” trial marriage, homosexual acts and adultery.**  
CCC #2350-2353, 2360, 2380-2381, 2390-2391, 2396, 2400; Compendium #492; USCCA pp. 406-407
- ❖ **Culture has a great effect on sexual morality. Pornography, prostitution and rape totally degrade sexuality and divorce is a grave offense against the dignity of marriage.**
- ❖ CCC #2354, 2382-2385, 2396, 2400; Compendium #492, 502; USCCA pp. 407, 410-411
- ❖ **Every marriage act must be open to children; this excludes the use of artificial contraception.**  
CCC #2366, 2398-2399; Compendium #495, 497-498; USCCA pp.408-410
- ❖ **Morally sound medical treatment must exclude: harming or killing any human person in the hope of helping others (as "compassionate" abortion or taking stem cells from embryos); cloning or in vitro fertilization of humans; treating patients without their informed consent; or refusing ordinary care to the infirm.**  
CCC #2275; Compendium #471-472; USCCA pp. 390-394

 - Students will appreciate that all individual moral decisions affect one's relationships with self, others and God.

 - Students will examine how social ills and injustices affect the lives of all people as well as their responsibility for others even when suffering is perceived as a global experience. Identify and appreciate special gifts and talents which can be used for oneself and others.

 - Students will develop a habit of daily prayer to seek guidance and discern one's vocation.

John 8:1-13... Woman Caught in Adultery

Vocabulary: chastity, conscience, consequence, free will, human sexuality, morality, mortal sin, responsibility, sacrament, virtue





**7<sup>th</sup> Commandment: You shall not steal.**

**Date completed** \_\_\_\_\_

- ❖ **The seventh commandment calls us to be good stewards of the world God gave to us.**
- ❖ CCC # 2415, 2456; Compendium #506, 507; USCCA pp. 424
- ❖ **The search for solidarity increasingly has international implications; rich nations must work for the development of poorer nations.**  
CCC #2437-2441; Compendium #518; USCCA pp. 419-425
- ❖ **To work for the common good in economic and political realities is especially the role of the Catholic laity.**  
CCC #2442; Compendium #517-519; USCCA pp. 423-424, 426



- Students will discern the different kinds of commitment determined by different relationships in the community. Identify and appreciate special gifts and talents which can be used for oneself and others.



- Students will become aware of local and global social concerns. Realize how persons give witness to their faith through their work.

Mark 3:13-19; Luke 5:1-11, 6:12-16... The Call of the Twelve Apostles, Vocations

Matthew 25:14-30; 1 Corinthians 12:4-11... Service through the use of personal talents

Vocabulary: culture, responsibility

**8<sup>th</sup> Commandment: You shall not bear false witness against your neighbor.**

**Date completed** \_\_\_\_\_

- ❖ **Reputation and honor are aspects of a person's human dignity. These are injured by rash judgment, detraction, calumny, and gossip.**  
CCC #2477-2479, 2507; Compendium #523; USCCA pp.429-437



- Students will create a family and classroom environment where each person is accepted as unique and treated justly. Identify and appreciate special gifts and talents which can be used for oneself and others. Develop the skills necessary for building relationships and community life, such as trust, self-disclosure, and communication.

Mark 1:40-45... Jesus compassion for others; Cure of Leper      Wisdom 1:1-16... Justice

Vocabulary: conscience, responsibility, values, virtue




**9<sup>th</sup> Commandment: You shall not covet your neighbor's wife. Date completed \_\_\_\_\_**


- ❖ **The moral life demands that we embrace chastity, the successful integration of sexuality within the person.**

CCC #2337-2340; Compendium #488-494; USCCA pp.405-40

- ❖ **Purity requires modesty, which recognizes and protects the dignity of the person.**

CCC #2521-2522, 2533; Compendium #529-530; USCCA pp.405-406

 - Students will appreciate that all individual moral decisions affect one's relationships with self, others and God.

 - Students will experience prayer as a deepening of personal relationship with Jesus.

✚ - Students will appreciate the need for the frequent reception of the sacraments of penance and Eucharist as ways to participate in the worship of the Church and to grow in God's grace.

John 8:1-13... Woman Caught in Adultery

Vocabulary: chastity, conscience, consequence, human sexuality, morality, mortal sin, responsibility, values, virtue

**10<sup>th</sup> Commandment: You shall not covet your neighbor's goods.**

**Date completed \_\_\_\_\_**

- ❖ **True Christians set their hearts on the Kingdom of heaven; this makes them detached from all material things.**

CCC#2544-47, 2551, 2556; Compendium #532; USCCA pp. 449-455

✚ - Students will appreciate the need for the frequent reception of the sacraments of penance and Eucharist as ways to participate in the worship of the Church and to grow in God's grace.

Matthew 5:1-12... Jesus' Sermon on the Mount      Vocabulary: beatitudes, Kingdom of God

- ❖ **Sin is a rupture in our relationship with God that is always an intentional choice knowingly to do evil.**

**Date completed \_\_\_\_\_**


CCC #1849-1850; Compendium #391-397; USCCA pp. 237, 313-313

- ❖ **There are both venial and mortal sins.**

CCC 1855; Compendium #304-306; USCCA pp. 232-238

- ❖ **We can sin by cooperating in others' sin. Sin also has a social structure.**

CCC #1868-1869; Compendium #393, 399; USCCA pp. 331

 - Students will appreciate that all individual moral decisions affect one's relationships with self, others and God.

✚ - Students will appreciate the need for the frequent reception of the sacraments of penance and Eucharist as ways to participate in the worship of the Church and to grow in God's grace.

Mark 1:23-28... Jesus' Power over Evil      Vocabulary: mortal sin, venial sin

- ❖ **Skills, such as discernment and critical evaluation, are necessary to help students identify the cultural values that have influenced them.** Date completed \_\_\_\_\_  
CCC #1886-1888; Compendium #303; USCCA pp. 314-315, 320, 390



- Students will examine how social ills and injustices affect the lives of all people as well as their responsibility for others even when suffering is perceived as a global experience.



- Students will experience days of reflection and retreats as opportunities for personal spiritual growth.



- Students will become aware of local and global social concerns.

Vocabulary: culture, social justice, values

- ❖ **Subsidiarity means that nothing should be done at a higher level of society when it could be accomplished at a lower.** Date completed \_\_\_\_\_  
CCC #1883-1885, 1894; Compendium #402-403; USCCA pp.326, 529
- ❖ **We have a responsibility to take part in public life.**  
CCC # 1913-1915, 1926; Compendium #402, 410; USCCA pp.420-423
- ❖ **There is a Spirit-filled Catholic response to social issues such as poverty, environmental abuse, violence, and racism.**  
CCC #1935-1938; Compendium #413, 510; USCCA pp. 420-424
- ❖ **Differences of “talents” are part of God’s plan and call for sharing. Sinful inequalities are contrary to the Gospel.**  
CCC #1936-1938, 1946-1947; Compendium #413; USCCA pp. 426-427, 450, 453



- Students will develop a habit of daily prayer to seek guidance and discern one’s vocation.



- Students will develop ways to put into practice the corporal and spiritual works of mercy. Reflect on and participate in service opportunities for oneself within the parish and local community. Become involved in service outreach projects, clothing and food collections, and fund-raising drives.

Matthew 25:14-30; 1 Corinthians 12:4-11... Service Through the Use of Personal Talents

John 13:1-20... Washing of the Feet Vocabulary: corporal works of mercy, social justice



- ❖ **Catholics believe in a true merit of eternal life, due to our new life of grace.**

Date completed \_\_\_\_\_

CCC # 2009, 2026; Compendium #426, 427; USCCA pp. 161, 328-329, 336

- ❖ **Developing the moral virtues is key to living the moral life.**

CCC #1803-1809; Compendium #377-383; USCCA pp. 315-317

- ❖ **The Catholic Church has the right to teach on questions of natural law, because its observance is necessary for salvation.**

CCC #2036, 2050; Compendium #430; USCCA pp. 327-328

- ❖ **Prayer and the Eucharist are essential components of the moral life.**

CCC #1393-1395, 1811, 2340; Compendium # 429; USCCA pp. 228, 475

- ♥ - Students will appreciate that all individual moral decisions affect one's relationships with self, others and God.

- ✚ - Students will appreciate the need for the frequent reception of the sacraments of penance and Eucharist as ways to participate in the worship of the Church and to grow in God's grace.

- ✚ - Students will experience various forms of prayer, such as silent meditation, prayer with Scripture, centering prayer, spontaneous prayer, formal prayer, prayer with song, and liturgy of the hours.

Exodus 10:1-17... Ten Commandments

Luke 11:1-13... Jesus and the Value of Prayer

Vocabulary: grace, morality, prayer, sacrament

**(The vocation classes, as well as the virtue and sacramental classes in the seventh grade curriculum of CVOL deal with topics of morality. During or following this segment would be an appropriate place to introduce the CVOL lessons Gr. 7.)**





## GRADE 8 PARENT PAGE

*Parents have the unique responsibility for the education of their children; they are the first educators or catechists. They teach by their witness of the faith, through their values and attitudes, by their Christian example of love for Christ and his church. When children are baptized, parents accept the responsibility to raise their children in the practice of the faith...(National Directory for Catechesis 234-235)*

**Dear Parents,**

In a special document entitled *Letter to Families*, Pope John Paul II wrote: “Parents are the first and most important educators of their own children, and they also possess a fundamental competence in this area; they are educators because they are parents”(16). You are the first and best role model for your child in these growing years. Your role as parent to love, teach, and lead your child to Jesus is a remarkable and noble vocation.

Junior High is a time of rapid change. Physically, cognitively, morally, emotionally, and socially your child is “crossing the bridge” between childhood and adulthood. It may be a longer journey for some than others because of each one’s unique pattern of development. However, there are some general developmental comments about this stage that can be made.

### *Your Child’s Faith Development*

Eighth graders desire to be actively involved in and are open to service opportunities. They are willing to explore a personal relationship with God as they begin to define their own image of God. They look to the Church for the content and expression of faith. As a parent you will want to provide opportunities for “service,” “community building,” “reflection,” and “activity.” Eighth graders need both faith structure and flexibility in their religion classes and at home. These young people present particular challenges and opportunities to those who minister to them: you, as parents, as well as, those responsible for religious education in parishes, youth workers, and clergy. They have needs and wants that are unique to their situations and their levels of maturity in many areas. Adults who work with these young adolescents must be attentive to their special circumstances, needs, and attitudes.

#### **Adolescents:**

- ✚ Are sensitive to physical changes and body image which greatly influences self-image
- ✚ Begin abstract thinking
- ✚ Use a more complex decision making process
- ✚ Can reason based on possibilities not just experience
- ✚ Can be self-conscious and critical
- ✚ Want to belong
- ✚ Begin to distance themselves at times from family influences and identify more closely with peers
- ✚ Seek limited independence

- ✚ **Value friendships based on trust and loyalty**
- ✚ **Reason at conventional levels**
- ✚ **Resolve moral dilemmas based on expectations outside of self, i.e. peers, laws, parents, etc.**

Our diocese provides many resources and materials that will help you better understand the faith and work with your child at home. Among the resources is the *United States Catholic Catechism for Adults*, an adaptation of the *Catechism of the Catholic Church*. For more information contact the Department for Educational Media at (412) 456-3120 or e-mail [jhirst@diopitt.org](mailto:jhirst@diopitt.org).

### ***How You Can Help Your Child Grow In Faith***

**This year your child will continue to view the Catholic Church as a faith community given life by the Holy Spirit. He/she will come to realize that it is Christ's presence in the world through the power of the Holy Spirit which gives glory and praise to the Father and brings His redeeming love to all. As Catholics, we claim Jesus as the source of all teaching, sacramental life, our mission, and our ministries. As people of God we continue the mission of Jesus through active and committed participation in the life of the Church. Sacraments are specific faith actions of the Church empowered by Jesus through the guidance of the Spirit.**

**Your child will come to learn that building a strong and realistic concept of him/herself is based on Jesus' vision of being fully human. As God's children, created in His image and likeness, we are called to holiness and eternal life in God's Kingdom. Developing relationships with peers, parents, and other adults should be based on honest, love, and respect, leading us into a deeper life and faith and a life-giving relationship with Jesus Christ and His Church.**

**Here are several points that will assist you over the course of this year, to help your child grow in his/her faith.**

- ➔ Attend and participate in Sunday Mass as a family. Afterward, talk about some of the things mentioned in the homily. Once a month, allow your eight grader to select an activity that the family can enjoy after Mass (i.e. dining at a favorite restaurant, attending a special movie, sports activity etc).**
- ➔ Help your child identify ways to participate in your parish. Stress the importance of service to others by volunteering our time and talents. Mention the importance of tithing.**
- ➔ Encourage your child (and his/her friends) to become involved in your parish Middle School Ministry Program or Youth Ministry Program. If your parish does not have a program, check with the Department for Youth and Young Adult Ministry (412) 456-3140 to locate a program close by.**

- ➔ **Discuss ways in which your child can spread the good news about Jesus (i.e. example to others, helping in the community/neighborhood, acts of kindness). Explain that Jesus works through us to reach all people.**
- ➔ **Help your child become familiar with a Church agency that serves the needs of the community (i.e. food bank, Meals on Wheels, local nursing home).**
- ➔ **Encourage your child to visit the diocesan website at [www.diopitt.org](http://www.diopitt.org) (the Church teaches, Secretariat for Education, Youth and Young Adult Ministry) to become familiar with the Youth Ministry homepage.**
- ➔ **Have your child surf the internet for information on the lives of Catholic saints to research his/her patron saint in preparation for Confirmation. Explain why you chose his/her name. Help your child identify a sponsor for the sacrament of Confirmation keeping in mind the special person must be a practicing Catholic in good standing in the Church.**
- ➔ **Purchase a teen's Catholic bible as a gift for your child. Encourage him/her to pray often.**



## Grade 8

# BACKGROUND FOR CATECHISTS

### *Know Your Audience*

**Just like Jesus, every good catechist knows their audience.**

**“The catechist – must take into consideration all the human factors of a particular age level in order to present the Gospel message in a vital and compelling way.” (NDC #48)**

### *Who Are Your Eighth Graders?*

**JUNIOR HIGH** – Seventh and eighth grade is a time of rapid change. Physically, cognitively, morally, emotionally, and socially these young people are “crossing the bridge” between childhood and adulthood. It may be a longer journey for some than others because of each one’s unique pattern of development. However there are some general developmental comments about this stage that can be made.

### **DEVELOPMENTAL CHARACTERISTICS**

#### **Junior High Students:**

##### **Physical**

- Undergo a growth spurt
- Develop secondary sex characteristics
- Are sensitive to physical changes and body image which greatly influences self-image

##### **Cognitive**

- Begin abstract thinking
- Use a more complex decision making process
- Can reason based on possibilities not just experience
- Can be self-conscious and critical

##### **Identity**

- Want to belong
- Begin to distance themselves at times from family influences and identify more closely with peers
- Seek limited independence
- Value friendship based on trust and loyalty

##### **Moral**

- Reason at conventional level
- Resolve moral dilemmas based on expectations outside of self, i.e. peers, laws, parents, etc.



## **Faith**

- Desire active involvement and are open to service opportunities
- Are willing to explore a personal relationship with God as they begin to define their own image of God
- Look to the Church for the content and expression of faith

Realizing all these factors, a junior high religion program should be one that still involves the concrete, but also provides opportunities for “community building,” “reflection,” and “activity.” These young teens are truly in a transition time. They need both faith structure and flexibility in a religion program.

Junior high school students, who can range in age from 11-15, present particular challenges and opportunities to those who minister to them: parents, those responsible for religious education in parishes, youth workers, and clergy. These young people have needs and wants that are unique to their situations and their levels of maturity in many areas. Adults who work with these younger adolescents must be attentive to the special circumstances, needs, and attitudes of junior high students.

## **NOTES**

- ❖ Pope John Paul II in **On Catechesis in Our Time** encourages the use of advances in pedagogy; biology, sociology as they help us to model God’s Divine Pedagogy (teaching us gradually in stages according to our level of development). The above noted information is consistent with such documents as the *General Directory for Catechesis*, the *National Directory for Catechesis*, the *Catechism of the Catholic Church* and other Catechetical Documents of the Church.
- ❖ The above sciences have limitations. While this information does provide references to typical age ranges, children continue to be viewed as individuals and individual differences need to be taken into account.

### **Catechetical Approach Regarding the Sacrament of Confirmation**

Although immediate preparation for Confirmation can be integrated into the regular lesson, many parishes are experiencing the benefits of addressing this immediate preparation outside of the regular catechetical sessions. The primary goal of 8<sup>th</sup> grade is not “Confirmation preparation;” treating it as such risks a self-fulfilling prophecy whereby it is implied that this is the final year of formal religious education. Subsequently the number of young people returning for youth ministry programs seems lower than it might be. Rather, 8<sup>th</sup> grade is optimally spent reinforcing a pattern of annually revisiting the basic truths of our Catholic faith (with special topical emphases depending on circumstances) thereby instilling the lifelong faith formation called for by the *General Directory for Catechesis* (cf. GDC 70-72). Therefore although if need be Confirmation preparation can be included in regular sessions, it is recommended that such immediate preparation occur during special sessions, thereby freeing regular time for a more thorough review of all the sacraments in Grade 8.

# **EIGHTH GRADE**

## **CURRICULUM GUIDELINES**

### **Themes: The Church, Sacrament, and Growth in Holiness.**

The Catholic Church is our faith community given life by the Holy Spirit. It is Christ's presence in the world through the power of the Holy Spirit which gives glory and praise to the Father and brings His redeeming love to all. As Catholics, we claim Jesus as the source of all teaching, sacramental life, our mission, and our ministries. As people of God we continue the mission of Jesus through active and committed participation in the life of the Church.

The sacraments are specific faith actions of the Church empowered by Jesus through the guidance of the spirit.

Building a strong and realistic concept of oneself is based on Jesus' vision of being fully human. As a child of God, created in His image and likeness, we are called to holiness and eternal life in God's Kingdom. Developing relationships with peers, parents, and other adults should be based on honesty, love, and respect, leading us into a deeper life and faith and a life-giving relationship with Jesus Christ and His Church.

### **The Catechist should:**

- **Make copies of the Parent Page (front and back) for students to take home.**
- **Read the Background for Catechists Information.**
- **Become familiar with the *National Directory for Catechesis & the United States Catholic Catechism for Adults*.**
- **Review and Clarify Previous Understandings with students:**
  - Briefly review the Church's teaching on the Incarnation and Redemption.
  - Recall the importance of strengthening our relationship with God, self and others.
  - Review the Ten Commandments as a gift, a revelation of God, and the privileged expression of the natural law.
  - Recall that the moral life is a response to God's love.
  - Recall that respect for human life is a basic Gospel value.
  - Know by heart the following prayers:

Sign of the Cross  
Our Father  
Hail Mary  
Glory Be  
Act of Contrition  
Memorare  
Blessing before Meals

Apostles Creed  
Hail Holy Queen  
Mysteries of the Rosary  
Prayers of Aspiration  
Prayer to the Holy Spirit

# **EIGHTH GRADE**

## **CURRICULUM GUIDELINES**


**AT THE END OF THIS GRADE LEVEL STUDENTS WILL DEMONSTRATE THE FOLLOWING UNDERSTANDINGS AND APPRECIATION OF THE EXPERIENCES INDICATED.**

[Note about symbols: Of the six tasks of catechesis (knowledge of the faith; liturgy & sacraments; moral formation; prayer; community; missionary spirit) five have a symbol assigned to them. Knowledge of the Faith is the organizing task]

**Symbol Key:**

 = Liturgy & Sacraments

 = Moral Formation

 = Prayer

 = Community

 = Missionary Spirit

**Reference Code:** CCC = *Catechism of the Catholic Church*

Compendium = *Compendium to the Catechism of the Catholic Church*

USCCA = *United States Catholic Catechism for Adults*

### **KNOWLEDGE OF THE FAITH**

- ❖ **We are prompted by the Spirit to know the Father through the Son. We come to know Jesus through the Church and become more like Him.**

**Date completed** \_\_\_\_\_

CCC #424, 426, 429; Compendium #79, 80; USCCA Chapter 7



- Students will experience prayer as a deepening of personal relationship with Jesus.

- ❖ **The Church is an invisible communion in the Spirit, and a visible community with a hierarchical structure, and the Pope at her head. These two components form but one mystery, which can be recognized only in faith.**

**Date completed** \_\_\_\_\_

CCC #795, 771, 779; Compendium #150,151; USCCA chapter 10



- Students will perceive themselves as part of the visible Church community.

Matthew 16: 12-16 Authority of Peter

Vocabulary: papacy



- ❖ **The Church is a mystery which can be described through images such as:  
The Mystical Body of Christ, Temple of the Holy Spirit, Flock of Christ, Vineyard  
The people of God.**

- ❖ **The Church is Trinitarian; as the People of God, Body of Christ, Temple of the Holy Spirit, she mirrors the very unity of the Trinity.** Date completed \_\_\_\_\_  
CCC #772, 782, 791, 797, 810; Compendium #151, 153, 154, 156, 159;  
USCCA chapters 5 & 10



- Students will perceive themselves as part of the Church: the People of God, the Body of Christ

1 Peter 2:9-10... Church as God's People

Vocabulary: Trinity

- ❖ **The marks of the Church are one, holy, catholic, and apostolic.**

Date completed \_\_\_\_\_

CCC #750; Compendium #161, 165, 166, 174; USCCA Chapter. 11

✚ - Students will participate with the Church community of God as we gather each Sunday to celebrate the Good News that Jesus has died, is risen, and will return again.



- Students will appreciate that belonging to the Church involves participating in its mission.



- Students will become familiar with a Church agency that serves the needs of the community.

Luke 6: 12-16 Selection of the Apostles

Vocabulary: apostles

*Consider visiting a historic Church in your deanery: see Appendix I*

- ❖ **Membership in the Church requires the faith-filled act of baptism, full initiation through the celebration of Eucharist and Confirmation, and continuing participation in life of the Church.**
- ❖ **The sacraments are a continuation of Jesus' ministry and presence to the world and a gift of strength and life to His people the Church.**

Date Completed \_\_\_\_\_

CCC #782, 1115, 1116, 1123, 1212; Compendium #154, 225, 228, 251;  
USCCA chapter 14

✚ - Students will understand the sacraments of initiation as a source of identity. Students will also appreciate the need for frequent reception of the Sacraments of penance and Eucharist as ways to participate in the worship of the Church and to grow in God's presence.

Vocabulary: grace

- ❖ **The Church's creeds are expressions of faith with their foundation in the belief of the early Church, developed in the early centuries in response to new doctrinal questions.**
- ❖ **Sacred Scripture and Sacred Tradition, under the guidance of the Magisterium, contain the fullness of God's divine revelation.**
- ❖ **Through the guidance of the Holy Spirit the Church continues to develop throughout history.**

**Date Completed** \_\_\_\_\_

CCC# 78,187,192, 748,767,849; Compendium #12, 33,150, 172; USCCA chapter 5



- Students will discuss the future of the Church and what the adolescent role in the Church may be.

John 21:25 Tradition

Vocabulary: (divine) providence

- ❖ **Tradition contains the collected teachings and lived experience of the Church. It must be understood in relation to a faith commitment to God manifest in Jesus Christ.**

- ❖ **The Church proclaims the Good News.**

**Date Completed** \_\_\_\_\_

CCC #78, 748, 767, 849; Compendium #12, 150, 172; USCCA chapter 7

Mark 16: 15-16; Matthew 28: 16-20... Command to preach the Good News to all Nations

Vocabulary: incarnation

- ❖ **The Pope and the bishops in communion with Him constitute the Magisterium of the Church. When they teach definitively, they enjoy the Church's infallibility. When they teach authoritatively, the faithful respond with a religious assent, an assent based on the trust one places in the Church as founded by Christ.**

- ❖ **The bishops form a college of which the Pope is the head.**

- ❖ **The Church is an organized structure, and different kinds of leadership roles exist within it, both clerical and lay.**

**Date Completed** \_\_\_\_\_

CCC #873, 877 879-895; Compendium #178, 180, 181-187; USCCA chapter 11



- Students will develop a habit of daily prayer to seek guidance and discern one's vocation.

Acts 6:1-6 Appointment of Deacons

Vocabulary: infallibility, laity, dogma

- ❖ **The Church is a group of people that is inclusive and is a multi-faceted faith community with a rich varied liturgical tradition.**

- ❖ **All Christian Churches are part of the People of God and have some albeit imperfect linkage with the Roman Catholic Church as the one true Church.**

**Date Completed** \_\_\_\_\_

CCC #775, 814, 818, 819; Compendium #152, 161-163; USCCA Chapters 10-11



- Students will discern the different kinds of levels of commitment determined by different relationships in the community. Develop the skills necessary for building relationships and community life, such as trust, self-disclosure, and communication.

Acts 1:2-14; 2:42-47 Accounts of the Early Church

Vocabulary: ecumenical council, encyclical, Vatican Council II

- ❖ **Only the Catholic Church has the full Teaching of Christ and full means of salvation, but other Christians share elements of unity. Those born into non-Catholic Christian communities do not share in the sin of separation.**
- ❖ **All salvation comes from Christ through the Church, but those ignorant of Christ and the Church may also, by God's grace, be saved.**

**Date Completed** \_\_\_\_\_

CCC #816-819, 830, 837-838, 846-847, 870; Compendium #162-163, 166, 168, 171;  
USCCA chapter 11



- Students will interpret the importance of modern witnesses in the Catholic Church.



- Students will understand their story in light of the story of salvation.

Vocabulary: heresy, mystagogia, ministry

- ❖ **Mary is the Mother of the Church and the perfect model for all Christians to follow. Mary cooperated with Christ in the work of redemption.** **Date Completed** \_\_\_\_\_

CCC #963, 964, 968, 973, 2030; Compendium #196-197, 429; USCCA chapter 12



- Students will understand they are called to continue Christ's mission of forgiving, healing and reconciling one another.

Luke 1:26-38... Mary says "Yes"

John 19:25-27... Mary as Mother of the Church

Vocabulary: virtue

- ❖ **We recognize important persons and events in the Catholic Church, in the United States, and the local Church of Pittsburgh.** **Date Completed** \_\_\_\_\_

CCC #752, 833; Compendium #147, 167; USCCA chapter 10



- Students will identify traditional Catholic saints whose lives were dedicated to service. Note: see appendix III and IV

Vocabulary: diocese, communion of saints, relics

- ❖ **Christ acting in the Church is the ultimate celebrant of every sacrament.**
- ❖ **The Paschal mystery is a real, historical event; yet it participates in eternity, so that it can be present to all times and places.**
- ❖ **The fruit of sacramental life pertains to both individual and the Church as a whole.** **Date Completed** \_\_\_\_\_

CCC #1070, 1076, 1085, 1134; Compendium #218, 220, 222, 231; USCCA chapter 14



- The sacraments are specific faith actions of the Church empowered by Jesus through the guidance of the Spirit.

John 4:14-26... Woman at the Well

Vocabulary: messiah

- ❖ **Baptism and the Church are necessary for salvation. But martyrs for faith (Baptism of Blood), catechumens who die, and all those who seek God in ignorance of Baptism (Baptism of Desire) can be saved without Baptism by water.**
- ❖ **The fruits of Baptism are forgiveness of original and personal sin and birth into new life.**
- ❖ **The baptized are incorporated into the Church and share in the priesthood, prophetic mission and kingship of Christ.** **Date Completed** \_\_\_\_\_  
 CCC #1213, 1257-1260, 1263, 1267-1269, 1276-1277, 1281;  
 Compendium # 252, 261-263; USCCA chapter 15



- Students will accept the invitation and responsibility to become part of parish community experiences.



- Students will recognize that in baptism all Christians receive a call to service.

Vocabulary: commitment, rites

- ❖ **The gifts and the fruits of the Holy Spirit enable us to develop our talents as members of the Church and strengthen us to serve God as He wills. Though Confirmation is sometimes called “the sacrament of Christian maturity,” that does not mean its reception must await physical, mental or social maturity.** **Date Completed** \_\_\_\_\_  
 CCC #1308, 1829-1832; Compendium # 269, 388-390; USCCA chapters 16, 23



- Students will identify and appreciate special gifts and talents which can be used for oneself and others.



- Students will experience days of reflection and retreats as opportunities for personal spiritual growth.

John 16:7, 13 ...Promise of the Spirit; Acts 2 1-41; John 20; 19-23 ...Pentecost Account

- ❖ **In the liturgy, and especially in the sacraments, there are unchangeable parts, which are divinely given, and parts that the Church has the authority to adapt to different to different cultures.** **Date Completed** \_\_\_\_\_  
 CCC #1205, 1209; Compendium # 248-249; USCCA chapter 14



- Students will appreciate the Church’s ritual life and pluralistic and multi-cultural.

Vocabulary: precepts of the church

- ❖ **The ultimate fruit of the Eucharist is the fullness of divine life and unity of the Mystical Body of Christ. This is why divisions in the Church are so painful and why we must pray for reunion.** **Date Completed** \_\_\_\_\_  
 CCC #1356-1367, 1374-1376, 1396, 1398, 1409, 1413;  
 Compendium # 280, 282-283, 287, 289; USCCA chapter 17

Matthew 26:26-28; Luke 22: 14-20

1 Corinthians 11:23-26... Jesus Institutes the Eucharist. Vocabulary: covenant

- ❖ In the Eucharist, the substance of the bread and wine is transformed into the substance of the body and blood of Christ; this is called Transubstantiation. Christ is totally, completely and substantially present in both or either forms of the bread and wine.
- ❖ The Eucharist is a memorial of Christ's Passover in the sense of anamnesis; it not only recalls, but also makes it present.
- ❖ The Eucharist is thanksgiving to God the Father for all of creation.
- ❖ Christ is present in the liturgy in the Bishop/Priest presider, the Word of God, in the assembly, and especially in the Eucharist under the appearance of bread and wine.
- ❖ Christian liturgy not only recalls the events that saved us, but makes them present; in each celebration an outpouring of the Holy Spirit makes the Paschal mystery present.
- ❖ In the liturgical celebration we are joined to the heavenly liturgy.
- ❖ The church "in the course of the year,...unfolds the whole mystery of Christ from his Incarnation and Nativity through his Ascension, to Pentecost and the expectation of the blessed hope of the coming of the Lord."

Date Completed \_\_\_\_\_

CCC #1088, 1104, 1136-1139, 1187, 1194; Compendium # 222-223, 233-234, 242;  
USCCA Chapter 14

✠ - Students will plan and participate in class/school liturgies, such as the rosary and Stations of the Cross according to the liturgical season.

- ❖ For the faithful, "individual and integral confession of grave sin followed by absolution remains the only ordinary means of reconciliation with God and the Church."
- ❖ Baptism does not remove the inclination to sin called concupiscence and so sin (a rupture in our relationship with God that is always an intentional choice to do evil knowingly) remains.

Date Completed \_\_\_\_\_

CCC # 1426, 1484, 1497, 1849-1850; Compendium # 297, 392; USCCA Chapter 18



- Students will appreciate that all individual moral decisions affect one's relationship with self, others, and God.

Matthew 5:17-20; 5:38-48; 5: 3-12... Laws

Vocabulary: commandments, free will



Grade 8



- ❖ **The special grace of the sacrament of Anointing of the Sick has as its effects: the uniting of the sick person to the passion of Christ, for his own good and that of the whole Church: the strengthening, peace and courage to endure in a Christian manner the sufferings of illness or old age; the forgiveness of sins, if the sick person is unable to obtain it through the sacrament of Penance; the restoration of health, if it is conducive to the salvation of his soul, the preparation for the passing over to eternal life.**
- ❖ **The proper time for receiving the Anointing of the Sick is certainly “when the believer begins to be in danger of death because of illness or old age.”**
- ❖ **Each time Christians fall seriously ill, they may receive the Anointing of the Sick, and also when, after they have received it, the illness worsens.**

**Date Completed** \_\_\_\_\_

CCC #1514-1515, 1520-1523, 1527-1528, 1532; Compendium # 315-316, 319;  
USCCA chapter 19



- Students will create a family and classroom environment where each person is accepted as unique and treated justly.

John 11:1-27... Lazarus

Vocabulary: Empathy

- ❖ **“Through ordained ministry, that of bishops and priests, the presence of Christ as head of the Church is made visible in the midst of the community of believers.”**
- ❖ **The Church confers the Sacrament of Holy Orders only on baptized men whose suitability for the exercise of the ministry has been duly recognized.**
- ❖ **Called by God through the Church, priests are ordained to serve as co-workers with the bishop in serving the Catholic community.**
- ❖ **Priests act in the person of Christ and in the name of the whole Church.**
- ❖ **The priesthood reaches its high point in the celebration of the Eucharist.**
- ❖ **Priests remain celibate for the sake of the kingdom of heaven.**

**Date Completed** \_\_\_\_\_

CCC #1549, 1551-1553, 1562, 1566, 1578-1579, 1598-1599;  
Compendium #328, 333-334, 336; USCCA chapter 20



- Students will realize how persons give witness to their faith through their work.

✠ - Sacraments are specific faith actions of the Church empowered by Jesus through the guidance of the Spirit.

Genesis 12:1-2; 22:1-19... Abraham, person of faith


Luke 10:1-12; Matthew 5:13-16... Mission of the Disciples

Vocabulary: vocation

- ❖ **Christ is present in the graces of the Sacrament of Matrimony to enable the couple to live out what might seem at times an impossible demand.**
- ❖ **Jesus taught that marriage is permanent and cannot be dissolved; the Church cannot change that teaching.**
- ❖ **By its very nature, marriage must be open to the procreation and education of children.**
- ❖ **Persons who are divorced and remarried without an annulment remain in the Church but cannot receive Communion.**

**Date Completed** \_\_\_\_\_

CCC # 1605, 1615, 1618-1620, 1640-1643, 1648, 1652-1653, 1665;  
Compendium #337, 341-342, 346-347; USCCA chapter 21

 - Sacraments are specific faith actions of the Church empowered by Jesus through the guidance of the Spirit.

1Corinthians 13: 5-7... Love is....

Vocabulary: Canon law, grace, vocation, covenant, commitment

- ❖ **All people are created in God's image.**
- ❖ **Every Christian is called to holiness.**
- ❖ **Each person is unique and gifted.**

**Date Completed** \_\_\_\_\_

CCC #355, 1700, 1702, 1934, 1936-1937, 2013, 2028;  
Compendium #66, 358, 412-413, 428; USCCA chapters 6 & 24



- Student will reflect on and participate in service opportunities for oneself within the parish and local community.

Genesis 2:4-3:24...Life according to God's will

Psalm 8... Dignity and power of the person

Vocabulary: integrity

- ❖ **Every person has the responsibility to develop a personal and communal or ecclesial faith relationship with Jesus.**
- ❖ **Catholic values, such as the corporal and spiritual works of mercy and the cardinal and theological virtues, shape our lives.**

**Date Completed** \_\_\_\_\_

CCC #426, 1804-1805, 1812-1813, 2447; Compendium # 80, 378-379, 384, 52;  
USCCA chapters 23 & 24



- Students will examine how social ills and injustices affect the lives of all people as well as their responsibility for others even when suffering is perceived as global experience.



-Student will develop ways to put into practice the corporal and spiritual works of mercy. The student will become aware of local and global concerns.

Matthew 5:3-10... Beatitudes

Vocabulary: Beatitudes

- ❖ **Scripture provided selfless views of friendship.**
- ❖ **There are role models-local, global, and historical-who exemplify Catholic values.**
- ❖ **Skills are needed to engage in healthy relationships with peers, parents, and other adults as well as a vibrant life of prayer and life in the Church.**

**Date Completed** \_\_\_\_\_

CCC #828, 1717, 1829, 2217, 2219-2220, 2030; Compendium # 165, 360, 388, 459, 260  
USCCA chapters 23, 24, & 28



- Students will experience various forms of prayer, such as silent meditation, prayer with Scripture, centering prayer, spontaneous prayer, formal prayer, prayer with song, and liturgy of the hours.



- Students will become involved in service outreach projects, clothing and food collections and fund-raising drives.

1 Samuel 18: 1-5; 20: 11-42... Friendship of David and Jonathan

Psalms 139:13-15... All knowing God

Vocabulary: evangelization



# **EIGHTH GRADE**

## **IMMEDIATE PREPARATION FOR CONFIRMATION CURRICULUM GUIDELINES**

As the Creed is the story of the Church, it is also the faith story of each member. The following themes have been chosen from the Creed as topics for the immediate preparation for the sacrament of confirmation (SIP #102.4). The topic could be covered in a regular class session, a day of reflection, a parent/child evening session, etc.

- God the Creator
- Jesus and the Paschal Mystery
- Holy Spirit the Sanctifier
- Church as Community of Life
- Practice of Virtue
- Sacrament and Sacraments of Initiation (History of Confirmation)
- Symbols of the Spirit: Rite of Confirmation

**Note:** The Sacrament of Confirmation, A Four-Part Video Study Series with The Most Reverend Donald W. Wuerl, STD is to be integrated into the immediate four final weeks of preparation for confirmation.

**AT THE END OF THIS GRADE LEVEL STUDENTS WILL DEMONSTRATE THE FOLLOWING UNDERSTANDINGS AND APPRECIATION OF THE EXPERIENCES INDICATED.**

[Note about symbols: Of the six tasks of catechesis (knowledge of the faith; liturgy & sacraments; moral formation; prayer; community; missionary spirit) five have a symbol assigned to them. Knowledge of the Faith is the organizing task]

**Symbol Key:**



= Liturgy & Sacraments



= Moral Formation



= Prayer



= Community



= Missionary Spirit

**Reference Code:** CCC = *Catechism of the Catholic Church*

Compendium = *Compendium to the Catechism of the Catholic Church*

USCCA = *United States Catholic Catechism for Adults*

## KNOWLEDGE OF THE FAITH

### GOD THE CREATOR (SIP 102.4)

- ❖ **God is the creator who creates all things good.** Date completed \_\_\_\_\_  
CCC #290, 299; Compendium #59-72; USCCA pp. 55
- ❖ **All of creation is the result of God's unconditional love.**  
CCC #293; Compendium #50-51; USCCA pp. 53-55
- ❖ **Happiness depends upon understanding who God created us to be.**  
CCC #282, 301; Compendium # 53; USCCA pp. 55-56
- ❖ **Through personal prayer and the community of believers, we are part of salvation history.**  
CCC #1092; 1095. Compendium #56; USCCA pp. 59, 68, 327
- ❖ **We play a role in keeping all God's creation sacred.**  
CCC #307; Compendium #55-56; USCCA pp.67-68



- Students will identify and appreciate special gifts and talents which can be used for oneself and others. Understand their story in light of the story of salvation.



- Students will experience various forms of prayer, such as silent meditation, prayer with Scripture, centering prayer, spontaneous prayer, formal prayer, prayer with song, and liturgy of the hours.

Genesis 2:4-3:24... Life According to God's Will      Luke 10:38-42... Mary and Martha  
Psalm 8: Dignity and Power of the Person      Vocabulary: covenant, free will

### JESUS AND THE PASCHAL MYSTERY (SIP #102.1C)

- ❖ **God so loved the world that Jesus entered the human experience.**  
CCC #422; Compendium #85-86; USCCA pp. 81-83      Date completed \_\_\_\_\_
- ❖ **The humanity of Jesus is the standard for our own humanity.**  
CCC #459, 521; Compendium #85-87; USCCA pp. 81, 86



- Students will appreciate that all individual moral decisions affect one's relationships with self, others, and God.



- Students will experience prayer as a deepening of personal relationship with Jesus.



- Students will realize how persons give witness to their faith through their work.

Psalm 139:13-15... All-knowing God      Luke 1:26-28... Mary Says "Yes"  
John 19:25-27... Mary as Mother of the Church

Vocabulary: commitment, dogma, incarnation

❖ **Our daily life journey is related to the Paschal Mystery.**

**Date completed** \_\_\_\_\_

CCC #556, 618; Compendium #110; USCCA pp. 80, 167, 224

❖ **The life, death, and resurrection of Jesus is the Paschal Mystery.**

CCC #512, 571; Compendium #101, 112; USCCA pp.165-179



- Appreciate that belonging to the Church means participating in its mission.



- Students will develop a habit of daily prayer to seek guidance and discern one's vocation.



- Students will experience days of reflection and retreats as opportunities for personal spiritual growth. Appreciate the need for the frequent reception of the sacraments of penance and Eucharist as ways to participate in the worship of the Church and to grow in God's grace.

Acts 1:12-14; 2:42-27... Accounts of the Early Church

Vocabulary: apostles, laity, ministry, vocation

❖ **Baptism is immersion into the life of Christ.**

**Date completed** \_\_\_\_\_

CCC #537, 1214; SIP #102.2; Compendium #105, 252; USCCA pp.181-199



- Students will recognize that in baptism all Christians receive a call to service.



- Students will understand the sacraments of initiation as a source of identity.

John 4:14-26... Woman at the Well

Vocabulary: free will, grace, rites

❖ **In the Eucharist we are offered the real presence of Christ.**

CCC #1374; Compendium #282; USCCA pp. 223-229

**Date completed** \_\_\_\_\_



- Students will appreciate the need for the frequent reception of the sacraments of Penance and Eucharist as ways to participate in the worship of the Church and to grow in God's grace.

Matthew 26:26-28; Luke 22:14-20; 1 Corinthians 11:23-26... Jesus Institutes the Eucharist

❖ **We are called to become the living presence of Christ in the world;**

CCC #521; Compendium #101; USCCA pp. 111-123

**Date completed** \_\_\_\_\_



- Students will perceive themselves as part of the Church: the People of God, the Body of Christ. Appreciate that belonging to the Church means participating in its mission.



- Students will reflect on and participate in service opportunities for oneself within the parish and local community. Become involved in service outreach projects, clothing and food collections, and fund-raising drives.

Luke 10:1-12; Matthew 5:13-16... Mission of the Disciples    Matthew 5:3-10... Beatitudes  
1 Samuel 18:1-5; 20:11-42... Friendship of David and Jonathan

Mark 16:15-16; Matthew 28:16-20... Command to Preach the Good News to All People

Vocabulary: apostles, beatitudes, evangelization, messiah

## HOLY SPIRIT THE SANCTIFIER (SIP #102.2)

- ❖ **The Holy Spirit is a distinct person of the Blessed Trinity sent by the Father and Son to live within us and unite us.** **Date completed** \_\_\_\_\_

CCC #686; Compendium #136; USCCA pp. 101-110

- ❖ **We are called to membership within the community of believers through the Spirit.** CCC #747; SIP #102.2; Compendium # 145; USCCA pp. 116, 120-122



- Students will perceive themselves as part of the Church: the People of God, the Body of Christ. Accept the invitation and responsibility to become part of parish community experiences. Discern the different kinds of levels of commitment determined by different relationships in the community.

Acts 2:1-41; John 20:19-23... Pentecost Account

John 16:7, 13... Promise of the Spirit

- ❖ **The Spirit strengthens our relationship with Jesus and empowers us to continue His mission through the gifts of the Spirit.** **Date completed** \_\_\_\_\_

CCC #737, 768; SIP #102.2; Compendium #150; USCCA pp. 101-110, 513

- ❖ **The Spirit empowers us to proclaim Jesus, the person and message, “to the ends of the earth.”**

CCC #739, 1285; SIP #102.2; Compendium #145, 146, 265; USCCA pp. 101-110



- Students will appreciate that belonging to the Church means participating in its mission. Develop the skills necessary for building relationships and community life, such as trust, self-disclosure, and communication.



- Students will develop ways to put into practice the corporal and spiritual works of mercy. Reflect on and participate in service opportunities for oneself within the parish and local community.



- Students will develop a habit of daily prayer to seek guidance and discern one's vocation.

Mark 16:15-16; Matthew 28:16-20.. Command to Preach the Good News to All Nations

- ❖ **The Holy Spirit enlightens our choices so that we come to recognize the will of God in our lives.** **Date completed** \_\_\_\_\_

CCC #1742, 1788; Compendium #374; USCCA pp. 314



- Students will appreciate that all individual moral decisions affect one's relationships with self, others, and God.

Genesis 2:4-3:24... Life According to God's Will

## CHURCH AS COMMUNITY OF LIFE (SIP #102.1)

- ❖ **The Church is a family of faith called to holiness through baptism.**

Date completed \_\_\_\_\_

CCC #753, 1267; SIP #102.2; Compendium #148, 264; USCCA pp. 181-199

- ❖ **The faith family, Church, offers support guidance and care for its members throughout life.**

CCC #794, 1269; Compendium #157, 263; USCCA pp.119-120



- Students will create a family and classroom environment where each person is accepted as unique and treated justly. Discuss the future of the Church and what the adolescent role in the Church might be.

1 Peter 2:9-10... Church As God's People    Matthew 16:13-19... Authority of Peter

Vocabulary: communion of saints, diocese, ministry, papacy, precepts of the Church, Vatican Council II, ecumenical council, encyclical

- ❖ **Godparents and sponsors represent the Christian community and are to be models of faith.**

Date completed \_\_\_\_\_

CCC #125; Compendium #22; USCCA pp. 189, 194



- Students will develop the skills necessary for building relationships and community life, such as trust, self-disclosure, and communication.



- Students will experience prayer as a deepening of personal relationship with Jesus.



- Students will realize how persons give witness to their faith through their work. Interpret the importance of modern witnesses in the Catholic Church.

Acts 1:12-14; 2:42-47... Accounts of the Early Church

1 Corinthians 13:5-7... Love is

Vocabulary: commandments, integrity, laity, virtue

- ❖ **The communion of saints is the community of all believers, living and dead.**

CCC #957, 958; Compendium #195; USCCA pp. 160-161



- Students will interpret the importance of modern witnesses in the Catholic Church. Identify traditional Catholic saints whose lives were dedicated to service.



- Students will perceive themselves as part of the Church: the People of God, the Body of Christ.

1 Peter 2:9-10... Church as God's People    Luke 6:12-16... Selection of the Apostles

Acts 6:1-6... Appointment of Deacons    John 11:1-27... Lazarus

Genesis 12:1-2, 22:1-19... Abraham, Person of Faith


Vocabulary: communion of saints, relics



- ❖ **Liturgy is a celebration of the community whose life and faith is nurtured by the word and the Eucharist and by the presence of each individual.**

**Date completed** \_\_\_\_\_

CCC #752; SIP 102.2; Compendium #147; USCCA pp.170-175

 - Students will appreciate the need for the frequent reception of the sacraments of penance and Eucharist as ways to participate in the worship of the Church and to grow in God's grace.



- Students will experience various forms of prayer, such as silent meditation, prayer with Scripture, centering prayer, spontaneous prayer, formal prayer, prayer with song, and liturgy of the hours.

Matthew 26:26-28; Luke 22:14-20; 1 Corinthians 11:23-26... Jesus Institutes the Eucharist      John 21:25... Tradition

Vocabulary: communion of saints, grace, laity, ministry

- ❖ **The Church is at once human and divine.**

**Date completed** \_\_\_\_\_

CCC #827; Compendium #165; USCCA pp. 166-168



- Students will perceive themselves as part of the Church: the People of God, the Body of Christ. Discern the different kinds of levels of commitment determined by different relationships in the community.

1 Peter 2:9-10... Church as God's People

Acts 2:1-41; John 20:19-23... Pentecost Account

Vocabulary: communion of saints, infallibility, laity, papacy

## **PRACTICE OF VIRTUE (SIP #102.ID)**

- ❖ **There is power in and responsibility for God's gift of free will.**

**Date completed** \_\_\_\_\_

CCC #1731; Compendium #363, 364; USCCA pp. 310, 319, 332



- Students will appreciate that all individual moral decisions affect one's relationships with self, others, and God.



- Students will examine how social ills and injustices affect the lives of all people as well as their responsibility for others even when suffering is perceived as a global experience.



- Students will develop a habit of daily prayer to seek guidance and discern one's vocation.

Matthew 5:17-20; 5:38-48; 5:3-12... Laws

Vocabulary: canon law, covenant, free will, grace, providence

- ❖ **Personal and social sins exist in our own life experience. Date completed \_\_\_\_\_**  
CCC #401, 1868, 1869; Compendium #75, 399, 400; USCCA pp. 314-315, 331, 528
- ❖ **We need to take ownership for our personal choices.**  
CCC 1745; Compendium #364; USCCA pp. 314-315
- ❖ **The Christian virtue of hope is based on the belief that Jesus triumphed over evil.**  
CCC #420, 617; Compendium #78, 122; USCCA pp. 316-317, 333, 343
- ❖ **Our ability to choose good is empowered by the Spirit.**  
CCC #1788, 1811; Compendium #374; USCCA pp. 314-315

♥ - Students will appreciate that all individual moral decisions affect one's relationships with self, others, and God.

Genesis 2:4-3:24... Life According to God's Will    Luke 10:38-42... Mary and Martha

Vocabulary: commandments, integrity, virtue

## **SACRAMENT AND SACRAMENTS OF INITIATION (History of Confirmation)**

### **(SIP #102.1B)**

- ❖ **The “seven sacraments touch all stages and important moments of a Christian's life.”**  
Date completed \_\_\_\_\_  
CCC #1210; Compendium #250; USCCA pp. 168-169
- ❖ **The sacraments of initiation “lay the foundations of every Christian's life.”**  
CCC #1212, 1533; SIP #102.2; Compendium #251, 321; USCCA pp. 183
- ❖ **The reception of the sacrament of confirmation is necessary for the completion of baptismal grace.**  
CCC #1285, 1304; SIP #102.2; Compendium #265, 268; USCCA pp. 207
- ❖ **In the sacrament of confirmation the confirmed are “enriched with a special strength of the Holy Spirit.”**  
CCC #1285; SIP #102.2; Compendium #265; USCCA pp. 207
- ❖ **The history of the sacrament of confirmation should be understood.**  
CCC #1290-1292; SIP #102.1b; Compendium #267; USCCA pp. 203-204

✠ - Students will appreciate the need for the frequent reception of the sacraments of penance and Eucharist as ways to participate in the worship of the Church and to grow in God's grace. Understand the sacraments of initiation as a source of identity.


Acts 2:1-41; John 20:19-23... Pentecost Account    John 16:7, 13... Promise of the Spirit


Vocabulary: Confirmation, grace, Holy Spirit, sacraments of initiation

## SYMBOLS OF THE SPIRIT: RITE OF CONFIRMATION

- ❖ **The renewal of baptismal vows in the Rite of Confirmation affirms the connection between the initiation sacraments.** Date completed \_\_\_\_\_  
CCC #1298; SIP #102.1A; Compendium #267; USCCA pp. 205-207
- ❖ **The Christian life is one of continual conversion from sin to a life of grace.**  
CCC #1426; SIP #102.3; Compendium #297; USCCA pp. 236-237
- ❖ **The Paschal Mystery triumphs over sin and through personal conversion we become “other Christs” to the world.**  
CCC #739, 1067, 1068; Compendium #145, 218; USCCA pp. 183-184
- ❖ **The ancient liturgical gesture of imposing hands symbolizes the confirming of the divine power of the Holy Spirit.**  
CCC #1288; SIP 102.2; Compendium #265; USCCA pp. 205-206
- ❖ **Each confirmed person is empowered by the gifts of the Holy Spirit to share their faith with others as they continue the mission of Jesus.**  
CCC #1303, 1831; SIP #102.2; Compendium #268; USCCA pp. 207-209
- ❖ **The anointing with oil in the Rite of Confirmation symbolizes selection and strength as it did in biblical times.**  
CCC #1293; Compendium #267; USCCA pp. 203-205
- ❖ **Being marked with the sign of the cross is a reminder that we share in the life of Christ.**  
CCC #265; USCCA pp. 295-296
- ❖ **The Amen is the candidate’s personal affirmation of their desire to be a spiritual witness of Christ in the world.**  
CCC #1062, 1064; Compendium #217; USCCA pp. 503

 - Students will understand the sacraments of initiation as a source of identity.

 - Students will appreciate that belonging to the Church means participating in its mission.

 - Students will reflect on and participate in service opportunities for oneself within the parish and local community. Become involved in service outreach projects, clothing and food collections, and fund-raising drives.

John 16:7, 13... Promise of the Spirit; Acts 2:1-41; John 20:19-23... Pentecost Account

Mark 16:15-16; Matthew 28:16-20... Command to Preach the Good News to All Nations



## Special Needs Child PARENT PAGE

*Parents have the unique responsibility for the education of their children; they are the first educators or catechists. They teach by their witness of the faith, through their values and attitudes, by their Christian example of love for Christ and his church. When children are baptized, parents accept the responsibility to raise their children in the practice of the faith...(National Directory for Catechesis 234-235)*

Dear Parents,

In a special document entitled *Letter to Families*, Pope John Paul II wrote: “Parents are the first and most important educators of their own children, and they also possess a fundamental competence in this area; they are educators because they are parents”(16). You are the first and best role model for your child in these growing years. Your role as parent to love, teach, and lead your child to Jesus is a remarkable and noble vocation.

Children with special needs, like all children, are a mixture of joy and tears. As parents, prepared or not, we rise to the occasion of being not only our child’s parent, but friend and teacher. At times we might have felt insecure and lacked confidence in ourselves to adequately meet our child’s physical, educational, psychological and spiritual needs. But, obviously God has more faith in us as parents than we have in ourselves. With his grace, we are able to rise to the occasions. We are people of vision and the strongest advocates our children will ever know. Our faith is the cornerstone of our lives as parents. It is certainly by example that our children learn to love God and enter a life-long relationship with God.

As parents, you are the strongest symbol of Catholic faith to your child. No one loves your child more than you do, no one wants to see your child reach his/her full potential more than you do, and no one can offer your child the faith better than you. This is where the faith begins for all of us, so it must be no different for the child with a disability. We know that we teach with our lives. We bring God’s love alive through our care and affection. We teach with hugs, blessings and prayers, with the symbols of the faith displayed in our homes. When we appreciate our children and shower them with praise, they experience God’s love. As their parents, you are the human example of the love our heavenly Father has for them, and they need to experience God’s love every day of their lives. Remember, the way you present the teachings of the faith to your child will be critical to how they will respond to Jesus’ invitation to know Him and to love Him.

Children with special needs, like all children should know:

- ✠ That there is a God who loves them
- ✠ That God is our Creator and loving Father who is always there for them
- ✠ That God always listens to them, even when it seems as though family members or teachers don’t hear them
- ✠ That God speaks to them through their parents and through the Church

Our diocese provides many resources and materials that will help you better understand the faith and work with your child at home. The Department for Persons with Disabilities (412-456-3119, e-mail [mrgurich@diopitt.org](mailto:mrgurich@diopitt.org)) is available to help with any resources, questions or concerns you might have regarding your child’s catechetical experiences. Other resources such as the *United States Catholic Catechism for Adults*, an adaptation of the *Catechism of the Catholic Church* can be obtained through the Department for Educational Media at (412) 456-3120 or by e-mailing [jhirst@diopitt.org](mailto:jhirst@diopitt.org).

# **SPECIAL NEEDS STUDENTS**

## **BACKGROUND FOR CATECHISTS**

### ***Know Your Audience***

**Just like Jesus, every good catechist knows their audience.**

**“The catechist – must take into consideration all the human factors of a particular age level in order to present the Gospel message in a vital and compelling way.” (NDC #48)**

### ***Who Are Your Students With Special Needs?***

**Children requiring Special Religious Education include those with cognitive disabilities, those with developmental disabilities, those with learning disabilities, people who are emotionally disturbed, persons with physical disabilities, those who are hard-of-hearing or deaf, those who are visually impaired or blind and others. Every disability has variations that are specific to the individual. The only way to serve a particular child is to know the specific needs of that child.**

**In 1978 the United States Conference of Catholic Bishops in their Pastoral Statement on People with Disabilities declared, “We are a single flock under the care of a single shepherd. There can be no separate Church for persons with disabilities.” The National Directory for Catechesis (NDC) supports the Bishops’ statement by saying, “All persons with disabilities have the capacity to proclaim the Gospel and to be living witnesses to its truth within the community of faith and offer valuable gifts” and “Every person, however limited, is capable of growth in holiness” NDC 49. In the Diocese of Pittsburgh, we embrace a philosophy of inclusion for our religious education programs. Inclusion, however, does not need to look the same for all students. There are levels and degrees of inclusion. Levels of inclusion include:**

#### **PHYSICAL**

**Religious education for students with special needs is best when it takes place in the same physical setting as the non-disabled students, i.e. school building, parish church or hall, family home, so that students have the opportunity to know each other. In addition, it is best if the special student begins and advances in religious education at the same time as his/her chronological peers.**

#### **SPIRITUAL**

**Special students need to be invited to take part in all spiritual and liturgical events of their chronological peers. They can be involved in the planning if possible and be visible at the events.**

#### **SOCIAL**

**Special students need to be invited to take part in all the social activities in which their chronological peers in the parish are involved. As with spiritual activities, they can be part of the planning if possible, and be visible at the events. It is important that students with special needs have the opportunity to socialize with their chronological peers. They can also be invited to participate in all parish activities.**

## **ACADEMIC**

Special students can be taught religious education in the same class, side by side with non-disabled, chronological peers whenever possible. They are to be included in the regular religious education program as long as they are able to feel successful in learning the academics required at that level. If the academics begin to become too difficult, a “pull out” support program can be initiated for part of the class.

## **DEGREE OF INCLUSION**

In inclusive religious education special students need to spend as much time as possible with the non-disabled students during each catechetical session. The degree of involvement is determined individually for each student.

All students with disabilities are to be included in a parish on the physical, spiritual, and social levels, *without exception*. Not every student will be fully included on the academic level. A prepared catechist will find ways to include a student on this level whenever possible. Support from a teacher assistant or buddy may be all that is needed for successful inclusion. Special students may be present for any or all of the following; the opening and closing prayer, the teaching of the objective of the day, the class activity. They may be “pulled out” for part of the class or offered additional one on one instruction as needed. It is important that non-disabled and special students realize that they are classmates, even though they may have different abilities.

Most children with disabilities who come to a parish religious education program will already be in an inclusive education program in their public school. They are learning side by side with their typical peers. When children with disabilities are in a parish religious education program the goal is for all students to be exposed to a regular classroom with support. The key to successful inclusion is support. Special children learn their faith best when they are side by side with their typical peers of the same chronological age. Even if a child has mental retardation, he or she is not to be placed with children younger than himself/herself. This type of placement does not respect the dignity of the human person.

Children learn best when they learn together. When children with disabilities are with their typical peers, it is often the typical child who benefits the most. Typical children have the opportunity to grow in understanding, acceptance, and compassion when they grow together with special children. All of this interaction is a healthy preparation for adult life.

A quality inclusive program will work when supported by caring and interested people such as the Catechetical Administrator, catechist, parent, teacher assistant. Appropriate curriculum resources also provide support to the catechist. Inclusion works well when adequate and on-going support is utilized.

## **GENERAL PROCEDURES FOR RELIGIOUS EDUCATION PROGRAMS**

- 1. All registration forms for Religious Education must ask for information regarding any special needs/disabilities a child may have.**
- 2. Registration information must be updated every year since a disability can develop at any point in a child's life.**
- 3. Upon receiving a registration that indicates a child has special needs the following steps must be taken:**
  - **Catechetical Administrator (CA) notifies Pastor about child's needs and plans (as outlined below) to contact the parent, etc.**
  - **CA contacts parents to get further details using Special Needs Checklist (below).**
    - **CA offers support, reassuring parents that necessary accommodations will be made.**
    - **CA informs parents about the services available through the Department for Persons with Disabilities (brochures available).**
    - **CA obtains permission to contact education professionals at the child's regular school when necessary.**
  - **CA, catechist and parents meet to develop a plan. Items for discussion will include:**
    - **Appropriate levels and degree of inclusion.**
    - **Methods to be implemented**
    - **Training for teacher/aide**
    - **Ongoing support/resources available**
    - **Use of the Rose Fitzgerald Kennedy Curriculum**
  - **If further assistance is needed, the CA contacts the Department for Persons with Disabilities for help in planning**
  - **As the plan unfolds the CA is to contact the Department for Persons with Disabilities if there are difficulties or if there is a need for adjustments to the plan.**



**SPECIAL NEEDS CHECKLIST**  
(for use when contacting/meeting with parent)

- ☐ Let the parent/guardian know that you have received the registration that indicates that their child has a special need and that you would like to gather some information regarding the child's specific needs.
- ☐ Ask about the child in general. For example, "How is John doing?"
- ☐ If details have not been given on the registration form and are not offered in response to the question above ask, for example, "What is Sarah's disability/special need?"
- ☐ If you are familiar with the disability, share what you know or any experience you have had of persons with that disability. For example, "My nephew has Down Syndrome. He is a great blessing to our family."
- ☐ If you are not familiar with the disability say, "I am not familiar with \_\_\_\_\_, what can you tell me that will help me understand?"
- ☐ Explain that whatever information the parent can give you will help you to better serve their child.
- ☐ Ask the parent what accommodations are being made for their child in the regular education classroom?
- ☐ Ask for their insights. For example, "In your experience as a parent, what have you found is most helpful for Lucy?"
- ☐ Ask if there is anyone at the child's school that you could contact (realize that you can only contact the school with the parent's permission. If the parent is reluctant to give the information do not press the issue).
- ☐ Inform the parents about the Diocesan Department for Persons with Disabilities (412) 456-3119 or [mrgurich@diopitt.org](mailto:mrgurich@diopitt.org)
- ☐ Close the conversation by reassuring the parent that necessary accommodations will be made.



## **ADDITIONAL SUGGESTIONS**

- 1. If you are not familiar with a disability you can find pertinent information in journals, books, magazines and on-line.**
- 2. Encourage planning that keeps the student to be as independent as possible. It may require effort on your part to keep from helping the student with a difficult task. If it is within the student's ability, encourage but don't intrude.**
- 3. Be sure to include in your plan a discussion about the nature of the disability with the other students when appropriate. Your attitude toward the student with a disability will determine largely how the class responds. Emphasize that all students are more alike than different.**

## **TIPS FOR TEACHING CHILDREN WITH DISABILITIES**

**The following information will help:**

- Catechists who have children with disabilities in their classrooms.**
- Special education assistants who work with students in the classroom.**
- Catechetical administrators who want to know more about directing the catechesis of all children, including children with disabilities.**

**Dealing with a child who has disabilities is dealing first with a child. All children learn differently, and the catechist's challenge comes in recognizing and adjusting to the individual. Thus, the ideas that follow are simply suggestions, which catechists are to accept, reject or modify to match the needs and characteristics of individual children.**

*When working with a student who has a cognitive delay:*

- 1. Determine abilities to read and to respond in a classroom setting.**
- 2. Set realistic goals for the student, keeping environment and abilities in mind.**
- 3. Carefully sequence learning activities, from easy ones to difficult ones.**
- 4. Use concrete concepts, simple phrases in your explanations.**
- 5. Use pictures and symbols of faith whenever possible.**
- 6. Supplement classroom work with simplified activities for home study.**
- 7. After a lesson, clarify any problems the student may have.**

*When working with a student who has a learning disability:*

- 1. Determine the nature of the learning disability which is identified by the specific processing problem. It might relate to getting information into the brain (input/reception), making sense of the information (organization), storing and later retrieving the information (memory) or putting the information back out (output/expression).**
- 2. Use highly structured methods. Tell the student exactly what is expected.**
- 3. Understand that a learning disability may cause inconsistent performance.**
- 4. If the child has a receptive language problem, use short sentences and simple vocabulary at first.**
- 5. Allow students who have difficulty with written language to use tape recorders or the reproduced notes of fellow students.**
- 6. Use self-correcting materials for immediate feedback without embarrassment.**
- 7. Provide ample opportunities for drill and practice.**
- 8. After a lesson, clarify any problems the student may have.**

*When working with a student who has emotional or clinical problems:*

- 1. Provide adequate structure in the learning environment. Let the student know what is expected, but also indicate where there may be some flexibility.**
- 2. Reinforce appropriate behavior; ignore inappropriate behavior. Model and explain what constitutes appropriate behavior.**
- 3. Expect improvement on a long term basis. Understand that small gains may take time to become permanent.**
- 4. Be sensitive to individual differences. Try to create an atmosphere in which students are respected and learn to respect others.**
- 5. After a lesson, clarify any problems the student may have.**

*When working with a student who has visual problems:*

1. Before the school year begins, acquaint the student with the classroom and the building.
2. Find out how much residual vision the student has and make sure that lighting is appropriate.
3. Determine if the student is a braille reader. Most religious ed materials can be adapted to braille if this is what the student uses
4. Encourage the student to use a tape recorder or other special equipment in class.
5. Speak in a normal tone of voice.
6. Set an example for the other students in the class by describing the things you see and relating them to their sounds.
7. Teach other students the sighted guide technique or other ways to help without sacrificing the student's independence.
8. Keep background noise to a minimum.
9. Give the student ample opportunity and assistance to structure personal space.
10. After a lesson, clarify any problems the student may have.

*When working with a student who has a physical disability or other health impairment:*

1. Ask the student about aids and other adaptive equipment he or she may use.
2. Find out from parents or therapists what physical or medical limitations the child has, if any.
3. Don't do unnecessary things for the student. If he or she appears to want help, ask first.
4. Encourage the student to participate as much as possible in the regular class routine.
5. After a lesson, clarify any problems the student may have.

*When working with a student who is deaf or has hearing impairments:*

1. Before the catechetical year begins, acquaint the student with the classroom and the building.
2. If the student can read lips, offer preferential seating where he or she can see your lips clearly.
3. If the student uses the services of an interpreter, put a notice in your bulletin to determine if someone in your parish has the skills needed to interpret for a religious education class. If not, you can get further assistance through the Department for Persons with Disabilities.
4. Speak directly to the student with the hearing loss, not to the interpreter. The interpreter will translate what you say; there is no need to funnel requests or questions through the interpreter. You do not need to continually say, “tell him” or “tell her.” If you need to correct the student, use their name. The interpreter will know you are talking to that student and will convey your message.
5. Become familiar with hearing aids or any other special equipment the student may use.
6. Don’t speak with your back to the class or with a bright light behind you. Don’t inadvertently cover your mouth when you speak. Try not to pace or walk around as you speak to the class.
7. Body language and gestures help students with hearing impairments understand the message.
8. Speak in a normal tone of voice.
9. Write assignments and directions on the board or on handouts. Have a hearing student take notes for a student with hearing impairments.
10. After a lesson, clarify any problems the student may have.

*When working with a student who has a severe disability:*

1. Work closely with parents to choose goals, teaching methods and evaluation strategies.
2. Determine if the student must receive religious education at home. If so, encourage the parents to establish a prayer space in the home where religion lessons take place.
3. Maintain consistency between homeschool assignments and program requirements.
4. Use materials, reinforcers, and methods that are chronologically and physically age appropriate.
5. Emphasize repetition and provide opportunities for using the skill once it has been learned.
6. Promote skill generalization; teach the same skill in diverse settings.
7. Provide as many opportunities for interaction with typical peers as possible.
8. After a lesson, clarify any problems the student may have.

## **TEACHER ATTITUDES AND EXPECTATIONS**

**Your attitudes toward students with disabilities set the tone of the classroom and shape the interactions among students. One important aspect of attitude is expectation. Research findings have repeatedly emphasized the influence of teacher expectation on student performance. If teachers expect students to have behavior problems, students may very well fulfill this expectation.**

**Labels may affect expectations. Frequently, labels introduce a set of preconceived characteristics (stereotypes) causing a teacher who is assigned a class including a student with a disability to envision a specific behavior pattern before even meeting the student. You should be aware of your own attitudes and expectations and should ascribe to labels no greater import than the information they provide about how the student learns and what the student needs.**

## **STUDENT ATTITUDES**

**Placing students with disabilities into the "mainstream" or regular class, does not guarantee that they will be liked, accepted, or chosen as friends by their peers. Without careful attention by sensitive catechists, such a placement could even be a harmful experience.**

**You will find that working closely in advance with the parents, the student, and the resource or special class teacher, may be instrumental in preparing the student with disabilities for regular classroom experiences.**

**To prepare the class for the entry of a student with a disability, focus on student similarities rather than differences. Deal forthrightly and comfortably with students' questions, letting them know it is all right to discuss disabilities. Two other approaches can promote positive relationships among students: encourage cooperative learning tasks and establish ways for students to help each other.**

## **COOPERATIVE LEARNING**

**In small groups, students work together on tasks that encompass all the students' abilities. Cooperative learning is the opposite of competition, which may not be fair to all students with disabilities. To teach cooperation, the catechist must be ready to help by:**

- 1. Giving the student with the disability a structured role in the group.**
- 2. Showing that each member of the group has different skills.**
- 3. Emphasizing that the best work will need everyone's contribution.**
- 4. Teaching typical students and students with disabilities how to cooperate.**
- 5. Adapting the tasks so that the student with a disability can succeed. This may mean giving group members different tasks, and varying the amount of work each member receives, or using improvement rather than performance as a measure of success**

## **PEER TUTORING**

Another way to promote acceptance among students is to encourage them to help each other. They do it all the time, informally. Given a little training, students can learn how to teach and encourage their peers, and in the process they can improve their understanding of the subject and of themselves.

Students with disabilities do not always need to be on the receiving end. Their strengths can be used to help their classmates, and they can develop confidence in so doing. Students have great gifts of faith to share with their classmates.

Peer teaching will not work without some guidance from catechists. In regular sessions with the tutors, catechists can demonstrate methods of instruction and answer specific questions, especially about the tutor's feelings.

One unexpected benefit of the peer teaching approach is the effect it may have on other students. Students may begin to look out for their new friend in other situations outside the classroom. As students see their classmates assuming the tutor role, they may become interested as well, and associating with students who have disabilities may take on greater status. Above all, some real contact is being made between students who might otherwise never have gotten to know each other.

## **ORGANIZING THE ENVIRONMENT**

### **THE PHYSICAL STRUCTURE**

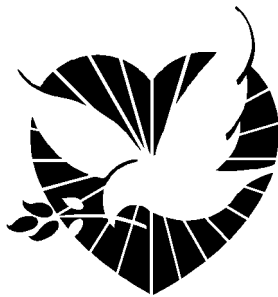
Catechists organize the learning environment all the time, consciously or unconsciously. There are some very simple steps a catechist can take to maintain order. For example, desks can be grouped in ways that encourage or discourage interaction among students, and learning centers can be set up to structure independent work or provide for small group instruction. Areas for rewards and punishment (time-out space) can also be designated.

Students with special needs may need special equipment. For example, young children with physical problems may need to use a prone board while doing fine motor tasks, because positioning in a certain way gives them the greatest control over their movements. Therapists will advise you about these kinds of special needs, but incorporating the special equipment into the classroom routine will be of help.

Seating considerations are another important aspect of physically structuring the class. Children with hearing impairments who rely on lip-reading skills will need seating that gives them a clear view of the catechist or other speaker with adequate lighting on the speaker's face. Children who are easily distracted may be best placed near quiet self-directed classmates, rather than beside other children who are easily distracted. Students with visual impairments should be situated so that it is easy for them to find their seats and equipment (braille writers, low vision aids, or other aids).

## SUMMARY

Adequate support, the catechist's own attitudes, and a willingness to learn about specific disabilities are all facets of successful inclusion. In addition to structuring the physical environment, success will also be fostered by a well defined plan of classroom management. Such a plan should include carefully reasoned steps and consequences for discipline, reinforcement for positive behavior, and strategies for helping a student cope with failures. Verbalizing the mental process while using specific skills and strategies and helping students to develop learning strategies that include self-encouragement and self-monitoring can also assist students with special needs in the learning process. Being attentive to the needs of individual students does require extra planning, patience, and great energy. As a catechist comes to better know the needs of each student, he or she will become not only a better catechist of students with disabilities but a better catechist for all students.



Special Needs

# APPENDIX





PRAYERS TO BE TAUGHT

## **PRAYERS**

### **The Sign of the Cross** Matthew 28:19

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.  
CCC p. 62, #233

### **Simple Prayers**

Jesus, I love You.  
Thank You, God.  
God how great You are.  
CCC #2637-2639

### **Our Father** Matthew 6:9-13

Our Father,  
Who art in heaven, hallowed be thy name; Thy kingdom come; Thy will be done on earth as it is in heaven. Give us this day our daily bread and forgive us our trespasses as we forgive those who trespass against us; and lead us not into temptation but deliver us from evil. Amen.  
CCC #2759, 2761, 2777-2865

### **Hail Mary** Luke 1:28, 42

Hail Mary,  
full of grace! the Lord is with you; blessed are you among women, and blessed is the fruit of your womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.  
CCC #2676-2677

### **Glory Be**

Glory be to the Father, and to the Son, and to the Holy Spirit. As it was in the beginning, is now, and ever shall be, world without end. Amen.  
CCC #2628

### **A Morning Prayer**

God, our Father, I offer you today all that I think and do and say. I offer it with what was done on earth by Jesus Christ, Your Son. Amen.  
CCC #2698

### **Prayer Before Meals** John 6:11

Acts 27:35 (The Lord prayed at meals)

Bless us, O Lord, and these Your gifts which we are about to receive from Your bounty, through Christ our Lord. Amen.

CCC #2698

### **Prayer After Meals**

We give You thanks, almighty God, for all Your goodness. You live and reign now and forever.

Amen

CCC #2698

### **Acts of Contrition**

Oh my God, I am heartily sorry for having offended You, and I detest all my sins, because I dread the loss of heaven and the pains of hell, but most of all because they offend You, my God, who are all good and deserving of all my love. I firmly resolve, with the help of Your grace, to confess my sins, to do penance, and to amend my life. Amen.

CCC #1451

My God, I am sorry for my sins with all my heart. In choosing to do wrong and failing to do good, I have sinned against you whom I should love above all things. I firmly intend, with your help, to do penance, to sin no more, and to avoid whatever leads me to sin. Our Savior Jesus Christ suffered and died for us. In His name, my God, have mercy. Amen.

CCC #1451

### **Responses to Prayers at Mass**

Refer to Parish Worship Guide (Missalette)

### **Apostles Creed**

I believe in God the Father almighty, Creator of heaven and earth; and in Jesus Christ, His only Son, our Lord, Who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried.

He descended into hell; the third day He arose from the dead. He ascended into heaven, sits at the right hand of God, the Father almighty. From thence He shall come to judge the living and the dead. I believe in the Holy Spirit, the holy Catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting. Amen.

CCC pp. 49 & 50

## **Nicene Creed**

I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible.

I believe in one Lord, Jesus Christ, the only Begotten Son of God, born of the Father before all ages. God from God, Light from Light, true God from true God, begotten, not made, consubstantial with the Father; through Him all things were made. For us men and for our salvation He came down from heaven, and by the Holy Spirit was incarnate of the Virgin Mary, and became man.

For our sake He was crucified under Pontius Pilate, He suffered death and was buried, and rose again on the third day in accordance with the Scriptures. He ascended into heaven and is seated at the right hand of the Father. He will come again in glory to judge the living and the dead and His kingdom will have no end.

I believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son, who with the Father and the Son is adored and glorified, who has spoken through the Prophets.

I believe in one, holy, catholic and apostolic Church. I confess one baptism for the forgiveness of sins, and I look forward to the resurrection of the dead and the life of the world to come. Amen.

CCC pp. 49 & 50

## **The Rosary**

The Rosary is a meditative prayer. It consists of a series of beads on which we pray traditional prayers such as the Creed, Our Father, Hail Mary and Glory Be while we think about special events in the life of Jesus and Mary.

Begin praying the rosary with the cross. Pray the Sign of the Cross and the Apostle's Creed. On the first bead pray one Our Father, on the next three beads a Hail Mary each and on the following bead one Glory Be to the Father.

Begin the first decade with the medal, say one Our Father and then ten Hail Marys on the row of beads following it. After the decade pray one Glory Be to the Father. Continue the remaining decades with an Our Father on each single bead and ten Hail Marys on each row of beads. Conclude each decade with a Glory Be to the Father.

As you pray each decade, think of one of the Joyful, Luminous, Sorrowful, or Glorious Mysteries, or a special event in the life of Jesus and Mary.

### **The Five Joyful Mysteries**

(Monday & Saturday)

1. The Annunciation
2. The Visitation
3. The Birth of Jesus
4. The Presentation of Jesus in the Temple
5. The Finding of Jesus in the Temple

### **The Five Luminous Mysteries**

(Thursday)

1. Jesus' Baptism in the Jordan
2. Jesus' Self-manifestation at the Wedding of Cana
3. Jesus' Proclamation of the Kingdom of God
4. The Transfiguration
5. The Institution of Eucharist

### **The Five Sorrowful Mysteries**

(Tuesday & Friday)

1. The Agony in the Garden
2. The Scourging at the Pillar
3. The Crowning with Thorns
4. The Carrying of the Cross
5. The Crucifixion and Death

### **The Five Glorious Mysteries**

(Wednesday & Sunday)

1. The Resurrection
2. The Ascension
3. The Descent of the Holy Spirit upon the Apostles
4. The Assumption of Mary into Heaven
5. The Crowning of Mary in Heaven

CCC #2708

### **Pray the Hail Holy Queen prayer to finish the Rosary**

Hail, Holy Queen, Mother of Mercy, our life, our sweetness and our hope! To you do we cry, poor banished children of Eve; to you do we send up our sighs, mourning and weeping in this valley of tears. Turn, then, most gracious advocate, your eyes of mercy toward us, and after this our exile, show us the blessed fruit of your womb, Jesus. O clement, O loving, O sweet Virgin Mary!

CCC #2677

### **Prayer for the Faithful Departed**

Eternal Rest grant unto them, O Lord, and let Perpetual Light shine upon them. May they rest in peace. Amen.

CCC #958

### **Prayer to the Holy Spirit**

Come, Holy Spirit, fill the hearts of Your faithful, and enkindle in them the fire of Your Love. Send forth Your Spirit and they shall be created, and You shall renew the face of the earth. O God, Who does instruct the hearts of the faithful by the light of the Holy Spirit, grant us by the same Holy Spirit, a love and relish of what is right and just, and a constant enjoyment of His comforts. Through Christ our Lord. Amen.

CCC #2671

### **The Way of the Cross** (Stations)

The Way of the Cross commemorates the passion, death, and resurrection of our Lord, Jesus Christ.

1. Jesus is condemned to die.
2. Jesus takes up His cross.
3. Jesus falls the first time.
4. Jesus meets His Mother.
5. Simon helps Jesus carry His cross.
6. Veronica wipes the face of Jesus.
7. Jesus falls the second time.
8. Jesus meets the women of Jerusalem who mourn for Him.
9. Jesus falls the third time.
10. Jesus is stripped of His garments.
11. Jesus is nailed to the cross.
12. Jesus dies on the cross.
13. Jesus is taken down from the cross.
14. Jesus is laid in the tomb.

Amen

CCC #2669

### **Act of Faith**

O my God, I firmly believe that You are one God in three divine Persons: Father, Son, and Holy Spirit. I believe that Your divine Son became man and died for our sins, and that He will come to judge the living and the dead. I believe these and all the truths which the holy Catholic Church teaches, because You have revealed them. In this faith I desire to live and die. Amen.

CCC #2656-2658

### **Act of Hope**

O my God, trusting in Your promises and the infinite merits of Jesus Christ, our Redeemer, I hope for the pardon of my sins and the graces I need to serve You faithfully on earth, and to obtain eternal life in heaven. Amen.

CCC #2656-2658

### **Act of Love**

O my God, I love You above all things with my whole heart and soul, because You are infinitely good and deserving of all my love. I love my neighbor as myself for love of You. Amen.

CCC #2656-2658

### **Magnificat**

My soul proclaims the greatness of the Lord and my spirit rejoices in God my Savior; for he has looked with favor on his lowly servant, and from this day all generations will call me blessed. The Almighty has done great things for me; holy is his Name. He has mercy on those who fear him in every generation. He has shown the strength of his arm, He has scattered the proud in the conceit of their heart. He has cast down the mighty from their thrones, and has lifted up the lowly. He has filled the hungry with good things, and sent the rich away empty-handed. He has come to the help of his servant Israel for he remembered his promise of mercy, the promise he made to our fathers, to Abraham and his children for ever. Amen.

CCC #2619

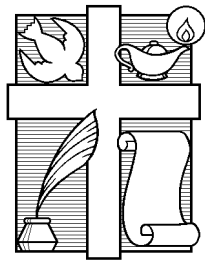
### **Prayer of St. Francis**

Lord, make me an instrument of your peace. Where there is hatred, let me sow love; where there is injury, pardon; where there is doubt, faith; where there is despair, hope; where there is darkness, light; and where there is sadness, joy. O Divine Master, grant that I may not seek so much to be consoled as to console; to be understood as to understand; to be loved as to love. For it is in giving that we receive; it is in pardoning that we are pardoned; and it is in dying that we are born to eternal life. Amen.

CCC #2683, 2684, 2692



Prayers



CONCEPTS TO TEACH



## CONCEPTS

### The Ten Commandments

The following or similar language is appropriate for first penance preparation (Grade 2)

1. Love God more than all things.
2. Say God's name with love.
3. Keep Sunday holy.
4. Honor your parents.
5. Take care of all living things.
6. Show respect for yourself and others.
7. Do not steal.
8. Tell the truth.
9. Do not be jealous.
10. Do not be greedy.

Traditional Catechetical Formula (Grades 4-8)

1. I am the Lord your God: you shall not have strange gods before me.
2. You shall not take the name of the Lord in vain.
3. Remember to keep holy the Lord's Day.
4. Honor your father and your mother.
5. You shall not kill.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not bear false witness against your neighbor.
9. You shall not covet your neighbor's wife.
10. You shall not covet your neighbor's goods.

Based on Ex. 20:2-17 and Dt. 5:6-21

CCC p. 496 & 497



## **The Great Commandments** **(Grades 2-8)**

1. You shall love the Lord your God with your whole heart, with your whole soul and with your whole mind.
2. You shall love your neighbor as yourself.

Matthew 22:37-40; Mark 12:29-31; Luke 10:27

CCC #2055

## **The Beatitudes** **(Grades 4-8)**

Blessed are the poor in spirit, for theirs is the kingdom of heaven.

Blessed are they who mourn, for they will be comforted.

Blessed are the meek, for they will inherit the land.

Blessed are they who hunger and thirst for justice, for they will be satisfied.

Blessed are the merciful, for they will be shown mercy.

Blessed are the pure of heart, for they will see God.

Blessed are the peacemakers, for they will be called children of God.

Blessed are they who are persecuted for the sake of justice, for theirs is the kingdom of heaven.

CCC #1716; Matthew 5:3-10

## **The Seven Sacraments** **(Grades 2-8)**

Baptism

Confirmation

Eucharist

Penance

Anointing of the Sick

Holy Orders

Matrimony

CCC #1210

## **Twelve Apostles** **(Grades 3-8)**

Peter      James

Andrew    Thaddeus

James      Thomas

John        Matthew

Philip      Simon

Bartholomew

Matthias (replaced Judas Iscariot)

CCC #858; Matthew 10:2-4; Acts 1:21-26

**The Cardinal Virtues**  
**(Grades 5-8)**

Prudence  
Justice  
Fortitude  
Temperance  
Wisdom 8:7  
CCC #1805

**The Theological Virtues**  
**(Grades 5-8)**

Faith  
Hope  
Charity  
CCC #1813; 1 Cor. 13:13

**The Works of Mercy**  
**(Grades 5-8)**

**Corporal**

Feed the hungry.  
Shelter the homeless.  
Clothe the naked.  
Visit the sick and imprisoned.  
Bury the dead.  
CCC #2447; Matthew 25:35-40

**Spiritual**

Instruct the ignorant.  
Advise the doubtful.  
Correct the sinner.  
Comfort the afflicted.  
Forgive offenses.  
Bear wrongs patiently.  
Pray for the living and the dead.  
Ccc #2447; Gal 6:1-2; 1 Thes. 5:14-19

**Marks of the Church**  
**(Grades 3-8)**

One  
Holy  
Catholic  
Apostolic  
CCC #865

**Gifts of the Holy Spirit**  
**(Grades 7-8)**

wisdom  
knowledge  
understanding  
reverence  
courage  
right judgment  
wonder and awe  
CCC #1831; Is. 11:1-3

**Fruits of the Holy Spirit**  
**(Grades 7-8)**

love	goodness
joy	generosity
peace	gentleness
patience	faithfulness
kindness	modesty
self control	chastity

CCC #1832; Gal. 5:22-23

## **Eucharistic Fast** **(Grades 2-8)**

**General Law** - Those preparing to receive Communion must abstain from all food and drink for one hour prior to reception.

**Exceptions to the Eucharistic Fast** - Water may be taken any time before Communion. In the case of sickness, medicine may be taken any time before reception.  
Canon 919

## **Holy Days of Obligation in the United States** **(Grades 2-8)**

1. Solemnity of Mary, Mother of God (January 1)\*
  2. Solemnity of the Ascension (Forty days after Easter)
  3. Solemnity of the Assumption of the Blessed Virgin Mary (August 15)\*
  4. Solemnity of All Saints (November 1)\*
  5. Solemnity of the Immaculate Conception (December 8)
  6. Solemnity of the Nativity of Our Lord Jesus Christ (December 25)
- ❖ When these days fall on a Saturday or a Monday, they are not observed as holy days of obligation. They do keep their major rank as solemnities and should always be celebrated with special care.  
Canon 1246  
CCC #2177



Concepts

## **The Laws of the Church**

### **Traditionally called the Precepts of the Church (Grades 4-8)**

1. Celebrate Christ's resurrection every Sunday and holy day of obligation.
  - Take part in Mass.
  - Avoid unnecessary work and unnecessary shopping.
2. Lead a sacramental life. Receive Holy Communion frequently and the sacrament of penance regularly.
  - Receive Holy Communion at least once a year, in connection with the Easter Season, between the First Sunday of lent and Trinity Sunday.
  - Receive the sacrament of penance at least once a year (annual confession is an obligation only if serious sin is involved).
3. Study Catholic teaching throughout life, especially in preparing for the sacraments.
4. Observe the marriage laws of the Catholic Church.
  - Give religious training to one's children (by example and word).
  - Use parish schools and religious education programs.
5. Strengthen and support the Church.
  - Support one's own parish community and parish priests.
  - Support the worldwide Church.
  - Support the Holy Father.
6. Do penance, including not eating meat and fasting from food on appointed days.
7. Join in the missionary work of the Church.  
Basic Teachings NCCB, p.28;  
CCC #2041-2043



Concepts

## **Days of Penance**

**(Grades 5-8)**

All Fridays  
Days of Lent

Canon 1250  
CCC #1438

### **General Laws of Fast and Abstinence** **(Grades 5-8)**

**Fast:** All adults, 18 up to the beginning of their sixtieth (59) year, are bound by the law of fasting. Fasting allows one full meal, but a light breakfast and lunch are not forbidden. Pastors and parents are to see to it that children while not bound to the law of fast and abstinence are educated and introduced to an authentic sense of penance.

**Abstinence:** All persons 14 years and older are bound by the law of abstinence. Abstinence means not eating meat.

#### **Days of Fast and Abstinence:**

Ash Wednesday  
Good Friday  
Fridays of Lent (abstinence)

On Fridays, when abstinence is not required by law, acts of penance, especially works of charity and exercises of piety are suggested. Abstinence from meat is especially recommended but under no obligation by law.

Canons 1251-1253  
CCC #1434, 2043



Concepts

## **Angels**

Personal and spiritual beings created by God, who know and praise him and share God's life. They possess both intelligence and will. They are servants and messengers of God. Guardian Angels watch over and guide each human person as agents of God's love.

TTOC p. 87  
CCC #328, 329, 336

## **Saints**

Persons who responded to the call to holiness and chose to follow Jesus faithfully.

We celebrate and honor our patron saints, parish/school saint(s) and the feast days of special saints.

TTOC pp. 339, 468  
CCC #956, 957, 2030, 2156

Mary, Mother of God and Mother of the Church

Immaculate Conception (Title of Mary - Patroness of the United States)

Our Lady of Guadalupe (Title of Mary - Patroness of the Americas)

St. Joseph

All Saints

All Souls

St. Charles Lwanga and Companions

St. Elizabeth Ann Seton

St. Frances Cabrini

St. Francis of Assisi

St. Isaac Jogues, St. John de Brebeuf and Companions

St. John Neumann

Bl. Katharine Drexel

St. Martin de Porres

St. Maximilian Kolbe

Saints Peter and Paul

St. Therese of the Child Jesus

St. Vincent de Paul

Bl. Damien of Molokai

Bl. Kateri Tekakwitha

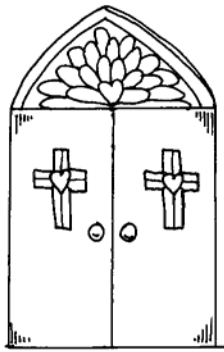
## **Contemporary Models of Faith**

Archbishop Oscar Romero  
Pope John Paul II  
Mother Teresa of Calcutta  
Dorothy Day

CCC #2030

## **A Resource Regarding the Saints**

The Liturgy of the Hours, Catholic Book Publishing Company, New York, 1975.



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# LOCAL TREASURES



## **Older students might be enriched by contact with the following local treasures**

### **Highlights in the Diocese of Pittsburgh**

A visit to St. Paul Cathedral, 108 N. Dithridge Street, Pittsburgh, PA 15213 (412) 621-4951

A visit to the relic collection and Stations of the Cross at St. Anthony Chapel, Troy Hill.

A visit to diocesan archival displays for special events at Synod Hall, 125 N. Craig Street, Pittsburgh, PA 15213, (412) 621-6217

A visit to St. Paul Seminary, 2900 Noblestown Road, Pittsburgh, PA 15205, (412) 921-5800.

### **An Historic Church Building in Each Deanery**

#### **Allegheny Valley Deanery**

St. Mary Church, Sharpsburg – 1917  
St. Mary Assumption, Glenshaw – 1840

#### **Beaver County Deanery**

St. Cecilia Church, Rochester – 1837  
SS. Peter & Paul, Beaver – 1830, Oldest Parish

#### **Butler County Deanery**

St. Peter Church, Butler – 1821

#### **Central Deanery**

St. Paul Cathedral, Oakland – 1834

#### **East Suburban Deanery**

St. James Church, Wilkinsburg – 1869  
St. Joseph, Verona – 1866, Oldest Parish

#### **Greene County Deanery**

St. Ann Church, Waynesburg – 1839

### **Lawrence County Deanery**

St. Agatha Church, Ellwood City –1895

St. James the Apostle, New Bedford – 1845, Oldest Parish

### **Mon Yough Deanery**

St. Mary Czestochowa Church, McKeesport – 1893

### **North Side Deanery**

St. Peter Church, North Side 1871

Most Holy Name of Jesus, Troy Hill – 1868, Oldest Parish

### **Northwest Deanery**

St. Alphonsus Church, Wexford – 1840

### **Steel Valley Deanery**

St. Agnes Church, West Mifflin – 1867

### **South Hills Deanery**

St. Anne Church, Castle Shannon – 1889

### **South Pittsburgh Deanery**

St. Mary of the Mount Church, Mt. Washington –1873

St. Wendelin Church, Carrick – 1873

### **Southwest Deanery**

St. Philip Church, Crafton – 1839

### **Washington East Deanery**

St. Agnes Church, Richeyville – 1867

### **Washington West Deanery**

Immaculate Conception Church, Washington – 1855

Local Treasures

**Many other churches, contemporary or historic, in each deanery are lessons in themselves in terms of church art and architecture, furnishings, stained glass windows and statuary.**

### **Local Highlights**

A visit to your local parish Catholic cemetery or area Catholic cemetery to talk about the communion of saints, beliefs about after-life and parish ancestors in the faith.

If your parish was formed from another church in the deanery, a visit to the Mother Church if possible might be appropriate.

A visit to the monastery or motherhouse of religious orders associated with your parish or deanery. (Consult the current Diocese of Pittsburgh Official Catholic Directory).

Other Rites: A visit to Churches of other rites in your local area, such as the Byzantine Rite.

Ecumenical opportunities - a visit to your local synagogue or non-Catholic Church.

Participate in events that honor the religious and cultural heritage of your parish.

### **Service Opportunities**

Visits to local nursing homes, soup kitchens, shelters if age appropriate.

Consult the current Planning Calendar and Service Directory from the Department for Youth and Young Adult Ministry for various service ideas, 1010 McNeilly Road, Pittsburgh, PA (412) 563-6373.

### **Drama**

Veronica's Veil for older students, Lenten Season, Prince of Peace Parish, South Side.

Many local parishes sponsor Living Stations presented by their parish youth groups. (Check at deanery meeting to determine which parishes offer such events).

### **Spiritual Enrichment for Students and Catechists**

Consult the Directory of Retreat Centers Catholic Dioceses of Pittsburgh and Greensburg

**Note: Call ahead to any of the above listed facilities to make direct advance arrangements and to inquire into the possibility of a guided tour or participation in events.**

# CATECHISM OF THE CATHOLIC CHURCH

## LESSON PLAN

### INTRODUCTION

- Begin by using the analogy of building a 3-D model of something they might do for a science project. For instance, if they were to build a model of a solar system, they would need to know something about the larger solar system on which to base their model. The same applies to our faith. In order to write good religion books, authors need a larger book that clearly states all major teachings of the Catholic faith. That way we will know if the religion books are accurate—just like you would want your model of the solar system to be accurate. The large book that helps us teach the faith accurately is called the **Catechism of the Catholic Church**. It is a collection of teachings from the Bible or “Holy Scripture,” church prayers, official documents from important church meetings, called “councils,” and writings of wise women and men from long ago.
- Write the word “Catechism” on the blackboard.
- Tell students that this lesson will talk about the “Catechism of the Catholic Church.”
- Ask students if they are familiar with the term ***catechism***. How might a catechism be used? Why is a catechism important?

*The catechist should explain that everyone is entitled to learn all of the truths of the faith. They too, as baptized children of God are entitled to learn the faith in its entirety – that is their right. Our Holy Father, Pope John Paul II realized the importance of this and one of his major “projects” is the Catechism of the Catholic Church.*

*You might do some research regarding this subject via the Internet or diocesan Learning Media Center (Jeff Hirst – [jhirst@diopitt.org](mailto:jhirst@diopitt.org) 412-921-5800 Ex24). Two resources are also available through Our Sunday Visitor: **What Catholics Believe** and **A Pocket Catechism for Kids** by Fr. Kris D. Stubna and Mike Aquilina (Our Sunday Visitor:1-800-348-2440)*

- The catechist should share some knowledge about catechisms in general. For example:

Wise women and men long ago composed catechisms to help new Christians learn about our Catholic faith. When we know about what happened in the past, we can make good decisions about what to do now and in the future.

Quite a while after these first catechisms, larger catechisms were made that were meant as references for entire dioceses or even the worldwide Church. For example, an important Church meeting in the 1500’s, called the Council of Trent resulted in, among other things, a book called the Roman Catechism, which guided the writing of smaller catechisms or religion books up until the 1990’s when our Catechism of the Catholic Church was published.

During the 1940's, 50's and part of the 60's, the Baltimore Catechism, one example of the small catechisms mentioned earlier, was one way in which students learned about their Catholic faith. The Baltimore Catechism was in question and answer form. Some examples were: "Who made me?" "Why did God make me?" "What is a sacrament?" They didn't have the religion books that are used today. So students back then (their grandmothers and grandfathers) memorized sections of the Baltimore Catechism and were expected to recite it in class. This of course, was in addition to practicing the faith by going to Mass, learning about the Saints and other important people in the Church, learning about special rituals of the Church etc.

- Hold up a copy of the *Catechism of the Catholic Church*. Explain some of the history that went into composing the *Catechism* using the following as an example:

The Catechism of the Catholic Church is a very large and very important book. It took seven years to write and many people working together to accomplish it. The Catechism was first written in French in 1992. Then an English copy was published in 1994. Latin is considered the official language of the Roman Catholic Church. So a Latin edition was written in 1997 and today it is studied and spoke of in hundreds of countries throughout the world.

You may consider the Catechism of the Catholic Church as an encyclopedia. It contains what we as Catholics believe, helps us to know what the Bible says, and what the Church teaches us. Our Holy Father, John Paul II, states that this book "is offered to all the faithful who wish to deepen their knowledge of the teachings of the Catholic Church." The Catechism is a classic source book which Catholics may use to study the great mysteries of our faith and how we are to live a Catholic Christian life.



## **The Catechism of the Catholic Church**

### **Lesson Plan**

#### **Goals:**

- To explain the importance of a very important book, Catechism of the Catholic Church, in a way understandable to middle-school-aged students.
- To familiarize the students with the important role of the Catechism of the Catholic Church in our lives.
- To connect the realization that the contents of this book will help direct the lives of every Catholic of every nationality throughout the world.
- To assist the students in preparing to live their faith.

#### **Objectives:**

This lesson helps accomplish the following objectives from your Catechetical Curriculum Guidelines:

Catholic Elementary Schools (pp. 161,162)

- To inform the students that knowing our history and Tradition creates a sense of belonging to the Catholic Church: TTOC pp. 186-187; GDC #42-43, 203; CCC #81-84
  - By leading students to realize that such knowledge can assist Catholics to remain faithful TTOC pp. 323-327; GDC #46-47,255; CCC #94, 2447
  - By sharing a love for our Catholic faith and Tradition TTOC pp. 186-187; GDC #28, 95-96, 217; CCC #18, 425, 2226

Religious Education Programs (pp. 78,79)

- The mission of Jesus is kept alive in the Catholic Church by the presence of the Holy Spirit NCD #54, 92; TTOC pp. 157-158; CCC #737, 738
- We find the fullness of truth and life we have in the catholic Church, the living Body of Jesus Christ NCD #95; TTOC pp. 175-176, 186-197, 217-219; CCC #824
- Division among people is against the will of God; all must strive for the unity of the Church NCD #95; TTOC pp. 213, 293-294; CCC #817-819, 845

#### **Background Information:**

- The presentation of the Introduction of this lesson plan
- Assume the responsibility to present materials which are age appropriate

#### **Presentation:**

- Point out why the Church needed something written to unify our beliefs and how we live our Catholic lives in this era and in every era.
- Explain that learning our faith, called catechesis, is an education in our faith appropriate to the level of understanding of each person.

- Connect the Catechism to the students' religion textbook. Explain that there is a special committee within the United States Conference of Catholic Bishops (USCCB) in Washington D.C. – the *Ad Hoc Committee to Oversee the Use of the Catechism of the Catholic Church*. Publishers of religion textbooks, such as the texts the students use, send their materials to this special committee to make certain that the textbooks are “in conformity” with the Catechism of the Catholic Church. In other words, this special committee sees to it that the textbooks contain accurate Church teachings of the faith in its entirety. This is very important especially to parents who send their children to our parish programs and Catholic schools. Parents can be assured that the religion books we use contain all the truths of the faith and accurately portray what our faith teaches. Our diocese, the Diocese of Pittsburgh, only uses those religion textbooks that have been found in conformity with the Catechism of the Catholic Church.
- The Catechism itself is directly meant for those responsible for teaching our faith: bishops, priests and catechists. However, all should be familiar with it.

### **Questions For Discussion:**

How would you define a catechism? Bishop Wuerl, in his book, *“The Gift of Faith”* explains that a catechism is a book of faith.

- It tells us about the faith of the Catholic Church
- It explains that faith is a gift of God
- God wants us to learn about faith because we love Him and want to learn more about Him

How is the Catechism of the Catholic Church similar to an encyclopedia?

- An encyclopedia offers us more knowledge about something we want to understand.
- The Catechism of the Catholic Church
  1. Contains what we as Catholics believe
  2. Helps us to know what the Bible says and what the Church teaches

### **Activities:**

- Display a copy of the Catechism of the Catholic Church (second edition) in a prominent place in the classroom. It would be well to position it next to the Bible.
- Prepare a simple outline of the development of the Catechism.
- “Walk through” the Catechism with the students pointing out the important sections and how the Catechism is divided. (Table of Contents, Parts or Pillars of the faith, Prologue, Index, Abbreviations, and Glossary).

Direct the students to explore in a simple fashion the **Pillars** of our Catholic Faith. Explain that the Catechism of the Catholic Church contains four “pillars” or sections of our faith: **Creed, Sacraments, Morality** and **Prayer**. List the **Four Pillars** on the blackboard. Play a simple game using specific words or phrases such as “commandments,” “Reconciliation,” or “Our Father,” then have the students decide under which of the pillars they belong.

- Ask students, in writing, a few simple questions (e.g. What does the Church teach about guardian angels?), instructing them to use the index of the *Catechism of the Catholic Church* in providing brief, written answers.
- Give the students a series of words to find in the glossary. Have them locate the words in the text of the Catechism. (Consider referring students to [www.usccb.org/catechism](http://www.usccb.org/catechism)).

#### **Challenges:**

- To encourage students to realize that our aim in life is to learn about God, that we may love Him, and be ready to live for Him in this life in order to live with Him forever in heaven.











