

**PRESCHOOL – THREE YEAR OLD PROGRAM****Goal 1: Developing a relationship with our loving God and learning about God's gifts**

The student will:

- 1. \_\_\_\_\_ Recognize self and others as gifts from God
- 2. \_\_\_\_\_ Recognize that we use personal gifts and talents to help others
- 3. \_\_\_\_\_ Recognize that all God's creation is good
- 4. \_\_\_\_\_ Acknowledge that everything/everyone is created by God
- 5. \_\_\_\_\_ Recognize God's love for His creation through stories
- 6. \_\_\_\_\_ Begin to accept responsibility for their world and all living things
- 7. \_\_\_\_\_ Use Jesus as a role model

**Goal 2: Awareness of church as the family of God**

The student will:

- 1. \_\_\_\_\_ Participate in Mass in an age appropriate manner
- 2. \_\_\_\_\_ Recognize God as creator, Jesus as God's Son, and Spirit as God's love
- 3. \_\_\_\_\_ Recognize Mary as the mother of Jesus, Joseph as the foster father of Jesus
- 4. \_\_\_\_\_ Discuss that he/she belongs to a human family, God's family, and the world
- 5. \_\_\_\_\_ Recognize that Jesus is present at the celebration of Mass in a special way
- 6. \_\_\_\_\_ Identify the priest and discuss his special role in the local church
- 7. \_\_\_\_\_ Experience signs and symbols of the church, i.e., Sign of the Cross, genuflecting, kneeling, bowing, blessing with holy water
- 8. \_\_\_\_\_ Identify the patron saint of the school

**Goal 3: The importance of prayer (spoken, sung, spontaneous, rote, etc) and God's Word in one's life**

The student will:

- 1. \_\_\_\_\_ Recognize that prayer is talking and listening to God
- 2. \_\_\_\_\_ Recite traditional prayers
  - Sign of the Cross
  - Meal time prayers
  - Our Father
  - Hail Mary
- 3. \_\_\_\_\_ Use singing and creative movement as a form of prayer
- 4. \_\_\_\_\_ Discuss that he/she may pray at any time or in any place
- 5. \_\_\_\_\_ Recognize the Bible as a special book about God and God's word

**Goal 4: Developing a sense of right and wrong behavior**

The student will:

- 1. \_\_\_\_\_ Recognize that actions affect others
- 2. \_\_\_\_\_ Accept responsibility for individual actions
- 3. \_\_\_\_\_ Recognize the importance of always telling the truth
- 4. \_\_\_\_\_ Recognize that each individual is unique and should be treated with respect
- 5. \_\_\_\_\_ Express feelings and emotions in a developmentally appropriate manner
- 6. \_\_\_\_\_ Realize that God loves us and forgives us
- 7. \_\_\_\_\_ Practice ways to forgive others
- 8. \_\_\_\_\_ Discuss consequences of inappropriate behavior

**PRE-KINDERGARTEN – FOUR YEAR OLD PROGRAM****Goal 1: Developing a relationship with our loving God and learning about God's gifts**

The student will:

- 1. \_\_\_\_\_ Recognize self and others as gifts from God
- 2. \_\_\_\_\_ Recognize that we use personal gifts and talents to help others
- 3. \_\_\_\_\_ Recognize God's love for His creation through stories
- 4. \_\_\_\_\_ Identify ways to care for God's creation
- 5. \_\_\_\_\_ Identify the three persons of the Holy Trinity
- 6. \_\_\_\_\_ Use Jesus as a role model

**Goal 2: Awareness of church as the family of God**

The student will:

- 1. \_\_\_\_\_ Develop a sense of membership in community of people loved by God
- 2. \_\_\_\_\_ Identify self as a member of the Catholic community
- 3. \_\_\_\_\_ Participate in Mass in an age appropriate manner
- 4. \_\_\_\_\_ Recognize God as creator, Jesus as God's Son, and Spirit as God's love
- 5. \_\_\_\_\_ Recognize that everything God made is good
- 6. \_\_\_\_\_ Recognize Mary as the mother of Jesus, Joseph as the foster father of Jesus
- 7. \_\_\_\_\_ Recognize that Jesus is present at the celebration of Mass in a special way
- 8. \_\_\_\_\_ Identify the priest and discuss his special role in the local church
- 9. \_\_\_\_\_ Experience signs and symbols of the church, i.e., Sign of the Cross, genuflecting, kneeling, bowing, blessing with holy water
- 10. \_\_\_\_\_ Identify the patron saint of the school

**Goal 3: The importance of prayer (spoken, sung, spontaneous, rote, etc) and God's Word in one's life**

The student will:

- 1. \_\_\_\_\_ Recognize that prayer is talking and listening to God
- 2. \_\_\_\_\_ Recite traditional prayers
  - Sign of the Cross
  - Meal time prayers
  - Our Father
  - Hail Mary
  - Glory Be
  - Guardian Angel Prayer
- 3. \_\_\_\_\_ Use singing and creative movement as a form of prayer
- 4. \_\_\_\_\_ Verbalize spontaneous, personal prayers
- 5. \_\_\_\_\_ Listen respectfully to God's word
- 6. \_\_\_\_\_ Demonstrate reverent behavior during prayer and church
- 7. \_\_\_\_\_ Recognize the Bible as a special book about God and God's word

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The student will:

- 1. \_\_\_\_\_ Recognize that actions affect others
- 2. \_\_\_\_\_ Accept responsibility for individual actions
- 3. \_\_\_\_\_ Recognize the importance of always telling the truth
- 4. \_\_\_\_\_ Recognize that each individual is unique and should be treated with respect
- 5. \_\_\_\_\_ Discuss ways to express feelings
- 6. \_\_\_\_\_ Discuss and practice making appropriate behavioral choices
- 7. \_\_\_\_\_ Discuss the gift of God's rules (the Commandments)

## PRESCHOOL & PRE-K 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			

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**PRESCHOOL & PRE-K****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.

### 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 to 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****Pres-K – 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.

- 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.

**STRAND I: Profession of Faith****A. Sacred Scripture**

The student will:

- 1. \_\_\_\_\_ Recognize the Bible as a special book about God
- 2. \_\_\_\_\_ Retell creation stories and list examples
- 3. \_\_\_\_\_ Retell the following Bible stories: Adam and Eve, Christmas, Easter
- 4. \_\_\_\_\_ Identify God as the creator of the world, Jesus as God's Son, and the Spirit as God's love
- 5. \_\_\_\_\_ Identify Mary as the Mother of Jesus, and Joseph as the foster father of Jesus
- 6. \_\_\_\_\_ Identify Jesus, Mary and Joseph as the Holy Family
- 7. \_\_\_\_\_ Recognize the Church as the people of God

**B. Church History**

The student will:

- 1. \_\_\_\_\_ Recognize that we are loved by God and are a part of God's family
- 2. \_\_\_\_\_ Identify a saint as a holy person
- 3. \_\_\_\_\_ Listen to simple stories of the lives of the saints
- 4. \_\_\_\_\_ List some good things that saints do in their lives
- 5. \_\_\_\_\_ Identify some church leadership roles: priest, deacon, religious sisters, brothers, laity, Pope, Bishop, etc.

**C. Doctrine**

The student will:

- 1. \_\_\_\_\_ Identify the three persons of the Holy Trinity
- 2. \_\_\_\_\_ Recognize that God wants us to be happy with Him forever in heaven
- 3. \_\_\_\_\_ Define sin as choosing to disobey God's law in thought, word and deed
- 4. \_\_\_\_\_ Recognize that God forgives our sins
- 5. \_\_\_\_\_ Recite the two great commandments: Love God and love your neighbor as yourself

**STRAND II: Celebration of the Christian Mystery****A. Liturgy**

The student will:

- 1. \_\_\_\_\_ Attend school liturgies
- 2. \_\_\_\_\_ Participate in Mass in an age appropriate manner
- 3. \_\_\_\_\_ Recognize that Jesus is present at the celebration of Mass in a special way
- 4. \_\_\_\_\_ Participate in seasonal liturgical activities
- 5. \_\_\_\_\_ Demonstrate reverent behavior in church

**B. Sacraments**

The student will:

- 1. \_\_\_\_\_ Define sacrament as an opportunity to meet Jesus and grow in our relationship with Him
- 2. \_\_\_\_\_ Identify Baptism as a sacrament
- 3. \_\_\_\_\_ Identify Baptism as the movement when they become a child of God
- 4. \_\_\_\_\_ Identify water as a sign of God's life and one important part of Baptism
- 5. \_\_\_\_\_ Discuss other symbols and signs of Baptism (i.e., light, oil, white garment)

**STRAND III: Life in Christ****A. Dignity of the Human Person**

The student will:

- 1. \_\_\_\_\_ Recognize that all people are made in the image and likeness of God
- 2. \_\_\_\_\_ Recognize that Christians are followers of Jesus
- 3. \_\_\_\_\_ Recognize each person is special
- 4. \_\_\_\_\_ Identify ways that people show they care for each other
- 5. \_\_\_\_\_ Recognize that each individual is unique and should be treated with love and respect

**B. Family Life/Human Sexuality**

The student will:

- 1. \_\_\_\_\_ Recognize the correct way to demonstrate love of family
- 2. \_\_\_\_\_ Identify members of their families
- 3. \_\_\_\_\_ Demonstrate respect for the personal space of others
- 4. \_\_\_\_\_ Discuss safe touching

**C. Community**

The student will:

- 1. \_\_\_\_\_ Show God's love for all people
- 2. \_\_\_\_\_ Identify that the community of God includes their families, the class, the church, the outside community
- 3. \_\_\_\_\_ Begin to demonstrate care and concern for classmates
- 4. \_\_\_\_\_ Give examples of appropriate behavior in the community

**D. Morality**

The student will:

- 1. \_\_\_\_\_ Recognize that our actions affect others and develop an awareness of the difference between right/wrong
- 2. \_\_\_\_\_ Accept responsibility for individual actions
- 3. \_\_\_\_\_ Recognize the importance of always telling the truth
- 4. \_\_\_\_\_ Affirm that God gives us the freedom to make right choices
- 5. \_\_\_\_\_ Discuss obedience and respect to parents, teachers and other legitimate authorities

**E. Service/Social Justice/Servant Leadership**

The student will:

- 1. \_\_\_\_\_ Recognize that our talents are gifts from God and we can use them to help others
- 2. \_\_\_\_\_ Demonstrate a willingness to work with others and cooperate and share
- 3. \_\_\_\_\_ Explain the need to care for all God's creation
- 4. \_\_\_\_\_ Demonstrate an awareness of the poor and recognize the need to help them
- 5. \_\_\_\_\_ Participate in simple outreach projects

**STRAND IV: Prayer****A. Learning by Heart**

The student will:

- 1. \_\_\_\_\_ Recognize that prayer is talking and listening to God
- 2. \_\_\_\_\_ Recite traditional prayers:
  - Sign of the Cross
  - Meal time prayers
  - Our Father
  - Hail Mary
  - Glory Be
  - Guardian Angel Prayer
- 3. \_\_\_\_\_ Identify appropriate time for prayer (morning, before bed, meal time)
- 4. \_\_\_\_\_ Demonstrate spontaneous prayer
- 5. \_\_\_\_\_ Identify the rosary as a public or private prayer
- 6. \_\_\_\_\_ Genuflect in the presence of the Blessed Sacrament

**KINDERGARTEN**  
**Parent Page**

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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.

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*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.

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- ➔ 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							

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- ❖ View events in isolation.

## 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.

**STRAND I: Profession of Faith****A. Sacred Scripture**

The student will:

- 1. \_\_\_\_\_ Demonstrate reverence for the Bible as the Word of God
- 2. \_\_\_\_\_ Identify the Old/New Testaments
- 3. \_\_\_\_\_ Identify the four Gospels
- 4. \_\_\_\_\_ Retell Bible narratives about:
  - Creation
  - Noah
  - Birth of Jesus
  - Death of Jesus
  - Resurrection of Jesus, the Ascension of Jesus and Pentecost
  - Good Samaritan
  - Various Parables (i.e., The Lost Sheep)
  - Jesus and the little Children
- 5. \_\_\_\_\_ Celebrate Mary as the Mother of Jesus
- 6. \_\_\_\_\_ Identify the readings at Mass as Bible passages

**B. Church History**

The student will:

- 1. \_\_\_\_\_ Listen to and retell simple stories of the lives of the Saints
- 2. \_\_\_\_\_ Identify their patron saint
- 3. \_\_\_\_\_ Discuss Joseph as the husband of Mary and the foster father of Jesus
- 4. \_\_\_\_\_ Identify the role of the Pope in the Church
- 5. \_\_\_\_\_ Identify church leadership roles: Pope, Archbishop/Bishop, priest, deacon, religious sisters, brothers, laity

**C. Doctrine**

The student will:

- 1. \_\_\_\_\_ Identify the three persons of the Holy Trinity as the Father, Son and Holy Spirit
- 2. \_\_\_\_\_ Recognize that God, the Father is the creator of all things
- 3. \_\_\_\_\_ Identify Jesus as the Son of God
- 4. \_\_\_\_\_ Identify the Holy Spirit as the third person of the trinity
- 5. \_\_\_\_\_ Identify Mary as the Mother of God
- 6. \_\_\_\_\_ Define the Catholic Church as a family of believers under the leadership of the Pope
- 7. \_\_\_\_\_ Recite the two great commandments: Love God and love your neighbor as yourself
- 8. \_\_\_\_\_ Recognize that God wants us to be happy with Him forever in heaven
- 9. \_\_\_\_\_ Define sin as choosing to disobey God's law in thought, word, deed or omission
- 10. \_\_\_\_\_ Recognize that sin separates us from God
- 11. \_\_\_\_\_ Recognize God is merciful and forgives sin

**STRAND II: Celebration of the Christian Mystery****A. Liturgy**

The student will:

- 1. \_\_\_\_\_ Demonstrate reverent behavior in church
- 2. \_\_\_\_\_ Participate in Mass in an age appropriate manner
- 3. \_\_\_\_\_ Recognize that Jesus is present at Mass in a special way
- 4. \_\_\_\_\_ Participate in seasonal liturgical activities (Stations of the Cross, Living Rosary, May Crowning, Nativity, etc)
- 5. \_\_\_\_\_ Tour the church and identify important parts of the sanctuary (altar, tabernacle, sanctuary lamp, baptismal font, crucifix, ambo/lectern)

**B. Sacraments**

The student will:

- 1. \_\_\_\_\_ Define sacrament as an outward sign instituted by Christ to give grace
- 2. \_\_\_\_\_ Recognize that Jesus gave us sacraments as a way to celebrate and remember God's love for us
- 3. \_\_\_\_\_ Recognize the sacrament of Baptism is the liturgical event at which we are welcomed into the Christian community as followers of Jesus
- 4. \_\_\_\_\_ State that God takes away original sin in Baptism and gives us his gift of grace
- 5. \_\_\_\_\_ Identify water as a physical sign of Baptism
- 6. \_\_\_\_\_ Recognize that Jesus is present in the Eucharist

**STRAND III: Life in Christ****A. Dignity of the Human Person** (refer to CCC 1700)

The student will:

- 1. \_\_\_\_\_ Identify that we are all created in the image and likeness of God
- 2. \_\_\_\_\_ Recognize how their behavior affects others
- 3. \_\_\_\_\_ Appreciate and celebrate friendships

**B. Family Life/Human Sexuality**

The student will:

- 1. \_\_\_\_\_ Identify the members of their families
- 2. \_\_\_\_\_ Recognize that they are all brothers and sisters in God's family
- 3. \_\_\_\_\_ Demonstrate a respect for the personal space of others
- 4. \_\_\_\_\_ Explain how families pray together
- 5. \_\_\_\_\_ Identify members of the Holy Family and recognize them as models for our families
- 6. \_\_\_\_\_ View and discuss "Protecting God's Children" safe touch video

**C. Community**

The student will:

- 1. \_\_\_\_\_ Identify that the community of God includes their families, their class, the church, local and global communities
- 2. \_\_\_\_\_ Demonstrate care and concern for classmates
- 3. \_\_\_\_\_ Give examples of appropriate behavior in community

**D. Morality**

The student will:

- 1. \_\_\_\_\_ Recognize that their behavior affects their relationship with God
- 2. \_\_\_\_\_ Discuss the difference between right and wrong
- 3. \_\_\_\_\_ Discuss that sin is disobeying God
- 4. \_\_\_\_\_ Discuss respect for parents, teachers and other legitimate authority
- 5. \_\_\_\_\_ Recognize that we have a forgiving God

**E. Service/Social Justice/Servant Leadership**

The student will:

- 1. \_\_\_\_\_ Recognize that God calls us to share our gifts with everyone
- 2. \_\_\_\_\_ Recognize that all people are made in the image and likeness of God
- 3. \_\_\_\_\_ List ways that we can help others
- 4. \_\_\_\_\_ Participate in school, church and/or community service projects

**STRAND IV: Prayer****A. Learning by Heart**

The student will:

- 1. \_\_\_\_\_ Define prayer as talking to and listening to God
- 2. \_\_\_\_\_ Recite traditional prayers independently:
  - Sign of the Cross
  - Meal time prayers
  - Our Father
  - Hail Mary
  - Glory Be
  - Guardian Angel Prayer
- 3. \_\_\_\_\_ Identify times for prayer (morning, before bed, meal time)
- 4. \_\_\_\_\_ Demonstrate spontaneous prayer
- 5. \_\_\_\_\_ Share reasons why people pray
- 6. \_\_\_\_\_ Identify the rosary as a public or private prayer & participate
- 7. \_\_\_\_\_ Genuflect in the presence of the Blessed Sacrament

## GRADE 1 Parent Page

***P**arents 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

Learn all you can about our Catholic beliefs. Obtain a copy of the *United States Catholic Catechism for Adults* (<http://www.usccbpublishing.org/productdetails.cfm?PC=1182>) and use it as a reference book and adult learning resource. You can also check out the diocesan Christian Formation website (<http://www.2.richmonddiocese.org/ocf/>) for other resources, both online and to order.

## GRADE 1

**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

## 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.

**STRAND I: Profession of Faith****A. Sacred Scripture**

The student will:

- 1. \_\_\_\_\_ Identify that there are two main sections of the Bible: the Old Testament and New Testament
- 2. \_\_\_\_\_ Demonstrate reverence and respect for the Bible as the Word of God
- 3. \_\_\_\_\_ Retell Bible narratives especially those that focus on Reconciliation and Eucharist
- 4. \_\_\_\_\_ Identify the readings at Mass as Sacred Scripture

**B. Church History:**

The student will:

- 1. \_\_\_\_\_ Discuss Joseph as the husband of Mary and the foster father of Jesus
- 2. \_\_\_\_\_ Retell the story of the Holy Family
- 3. \_\_\_\_\_ Listen to, read and/or retell simple stories of the lives of Saints, especially saints that have a strong devotion to the Eucharist and Reconciliation, their patron saint and the patron saint or special event of their parish name
- 4. \_\_\_\_\_ Identify the Pope and his role in the Church
- 5. \_\_\_\_\_ Identify church leadership roles: priest, deacon, religious sisters, brothers, laity, Pope, Cardinal, Archbishop/Bishop, etc.

**C. Doctrine**

The student will:

- 1. \_\_\_\_\_ Identify the role Mary plays in the faith of the Church
- 2. \_\_\_\_\_ Define the Catholic Church as a family of believers under leadership of the Pope
- 3. \_\_\_\_\_ Identify the Ten Commandments as the laws God gave to Moses. Relate them to the two great commandments.
- 4. \_\_\_\_\_ Explain the Two Great Commandments: Love God and love your neighbor as yourself
- 5. \_\_\_\_\_ Identify the human person has a body and a soul
- 6. \_\_\_\_\_ Define grace as a free undeserved help God gives us to become His children (CCC 1996)
- 7. \_\_\_\_\_ Identify grace as a source of our strength
- 8. \_\_\_\_\_ Define sin as choosing to disobey God's law in thought, word, deed or omission
- 9. \_\_\_\_\_ Identify, compare and contrast types of sin: Original Sin, Venial Sin and Mortal Sin
- 10. \_\_\_\_\_ Explain how the Sacrament of Reconciliation restores our friendship With God and the community
- 11. \_\_\_\_\_ Know that the Body and Blood of Jesus is present in the bread and wine in the Sacrament of the Eucharist

**STRAND II: Celebration of the Christian Mystery****A. Liturgy**

The student will:

- 1. \_\_\_\_\_ Demonstrate reverent and appropriate behavior in church
- 2. \_\_\_\_\_ Plan and participate more fully in the Mass
- 3. \_\_\_\_\_ Identify the two parts of the Liturgy of the Mass: the Liturgy of the Word and the Liturgy of the Eucharist
- 4. \_\_\_\_\_ Recognize that Jesus is present at Mass in the Scripture, the person of the priest, the community gathered to worship and the Eucharist
- 5. \_\_\_\_\_ Participate in seasonal liturgies (Living Rosary, Stations of the Cross, May Crowning, Nativity, etc)
- 6. \_\_\_\_\_ Recognize the seasons of the liturgical year
- 7. \_\_\_\_\_ Recognize the Blessed Trinity

**B. Sacraments**

The student will:

- 1. \_\_\_\_\_ Define sacrament as an outward sign instituted by Christ to give grace
- 2. \_\_\_\_\_ Identify the seven sacraments
- 3. \_\_\_\_\_ Discuss the names for the Sacrament of Reconciliation
- 4. \_\_\_\_\_ Discuss the names for the Sacrament of Eucharist
- 5. \_\_\_\_\_ Identify the Sacrament of Baptism as the liturgical event at which we are welcomed into the Christian community as followers of Jesus
- 6. \_\_\_\_\_ Identify signs and symbols of Baptism, Eucharist and Reconciliation
- 7. \_\_\_\_\_ Explain that God takes away original sin in Baptism and gives us his gift of grace
- 8. \_\_\_\_\_ Explain that through the priest Jesus forgives our sins in the Sacrament of Reconciliation
- 9. \_\_\_\_\_ Demonstrate the procedure for celebrating the Sacrament of Reconciliation, including examination of conscience, the dialogue with the priest, reciting the Act of Contrition and performing the Penance given by the priest
- 10. \_\_\_\_\_ Know that the bread and wine become the Body and Blood of Christ at the consecration of the Mass
- 11. \_\_\_\_\_ Explain that the Eucharist was given to us at the Last Supper by Jesus
- 12. \_\_\_\_\_ Demonstrate the procedure for receiving Holy Communion
- 13. \_\_\_\_\_ Identify the chalice, patton, cruets and tabernacle

**STRAND III: Life in Christ****A. Dignity of the Human Person**

The student will:

- 1. \_\_\_\_\_ Identify that we are all created in the image and likeness of God
- 2. \_\_\_\_\_ Explain that their actions/decisions have consequences that affect others
- 3. \_\_\_\_\_ Imitate Jesus by forgiving others
- 4. \_\_\_\_\_ Recognize that they can try again when they make a mistake
- 5. \_\_\_\_\_ Discuss what it takes to be a friend and have a friend

**B. Family Life/Human Sexuality**

The student will:

- 1. \_\_\_\_\_ Identify members of the Holy Family and recognize them as models for our families
- 2. \_\_\_\_\_ Tell how families can work together
- 3. \_\_\_\_\_ Discuss ways they can contribute to good family relationships
- 4. \_\_\_\_\_ Explain how families can pray together
- 5. \_\_\_\_\_ Demonstrate respect for the personal space of others
- 6. \_\_\_\_\_ Review and discuss “Protecting God’s Children” video and program

**C. Community**

The student will:

- 1. \_\_\_\_\_ Identify that the community of God includes their family, their class, the parish, the outside community
- 2. \_\_\_\_\_ Describe the Church as a praying and worshiping community
- 3. \_\_\_\_\_ Describe how participation in Mass and prayer unites them into the Body of Christ
- 4. \_\_\_\_\_ Compare loving choices to selfish choices in community

**D. Morality**

The student will:

- 1. \_\_\_\_\_ Recognize a human has a body and a soul
- 2. \_\_\_\_\_ Define grace as the free, undeserved help God gives us to become His Children
- 3. \_\_\_\_\_ Recognize that their behavior affects their relationship with God and others
- 4. \_\_\_\_\_ Recognize that God has given us the free will to make good and bad choices – right from wrong
- 5. \_\_\_\_\_ Define sin as choosing to disobey God’s law in thought, word, deed and omission
- 6. \_\_\_\_\_ Develop the practice of the examination of conscience
- 7. \_\_\_\_\_ Discuss respect for parents, teachers and other legitimate authorities
- 8. \_\_\_\_\_ Role play respect for others
- 9. \_\_\_\_\_ Role play loving and selfish choices in real life situation
- 10. \_\_\_\_\_ Students will identify the source of our strength to do the right thing as *grace*

**E. Service/Social Justice/Servant Leadership**

The student will:

- 1. \_\_\_\_\_ Define stewardship as gratefully sharing gifts of time, talent and treasure
- 2. \_\_\_\_\_ Recognize that God calls us to share our gifts with everyone
- 3. \_\_\_\_\_ Identify ways that they can serve at home and in the community
- 4. \_\_\_\_\_ Participate in school, church and/or community service projects
- 5. \_\_\_\_\_ Demonstrate an attitude of respect and reverence for one's background and toward people of different cultural and economic backgrounds

**STRAND IV: Prayer****A. Learning by Heart**

The student will:

- 1. \_\_\_\_\_ Define prayer as talking to and listening to God
- 2. \_\_\_\_\_ Identify the different types of prayer (blessing, adoration, petition, intercession, thanksgiving and praise)
- 3. \_\_\_\_\_ Review the Sign of the Cross, The Our Father, The Hail Mary and the Guardian Angel prayer
- 4. \_\_\_\_\_ Recite the Act of Contrition, Morning Offering
- 5. \_\_\_\_\_ Identify appropriate times for prayer (morning, before bed, meal time, etc)
- 6. \_\_\_\_\_ Demonstrate spontaneous prayer
- 7. \_\_\_\_\_ Participate in praying the rosary
- 8. \_\_\_\_\_ Genuflect in the presence of the Blessed Sacrament

**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* <http://www.usccbpublishing.org/productdetails.cfm?PC=1182> and use it as a reference book and adult learning resource. You can also check out the diocesan Christian Formation website (<http://www.2.richmonddiocese.org/ocf/>) for other resources, both online and to order.
- ➔ 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 catechist).

## 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.

## 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.

**STRAND I: Profession of Faith****A. Sacred Scripture**

The student will:

- 1. \_\_\_\_\_ Reverence the Bible as God's Word
- 2. \_\_\_\_\_ Recognize that the New Testament reveals the words and actions of Jesus and the early Christian community
- 3. \_\_\_\_\_ Identify miracles, parables and other stories that relate to the themes of initiation, healing and vocation/service
- 4. \_\_\_\_\_ Recognize the Hebrew leaders in the Old Testament stories
- 5. \_\_\_\_\_ Identify the theme of covenant as a relationship of God with his people (i.e., Noah/Abraham)

**B. Church History**

The student will:

- 1. \_\_\_\_\_ Recognize that Jesus, his apostles and disciples formed the first Christian community
- 2. \_\_\_\_\_ Recognize Pentecost as the birthday of the Church
- 3. \_\_\_\_\_ Recognize special feast of Mary
- 4. \_\_\_\_\_ Tell that Peter was appointed the leader of the new church and was the first pope
- 5. \_\_\_\_\_ Explain the roles of the pope, priests, deacons, cardinals, bishops/archbishops and laity

**C. Doctrine**

The student will:

- 1. \_\_\_\_\_ Identify the beliefs contained in the Apostles Creed which includes the four marks of the Church: one, holy, Catholic, apostolic
- 2. \_\_\_\_\_ Recognize the Blessed Trinity as three divine persons in one God: Father as Creator; Son as Redeemer; and Holy Spirit as Sanctifier
- 3. \_\_\_\_\_ Define the Communion of Saints as the pilgrim on earth, the dead who are being purified, and the blessed in Heaven. (They should understand that we all are pilgrims on earth therefore we are also members of the Communion of Saints.)
- 4. \_\_\_\_\_ Describe the Church as the Body of Christ; clergy, laity, hierarchy and communion of saints
- 5. \_\_\_\_\_ Identify Mary as Mother of God and Mother of the Church
- 6. \_\_\_\_\_ List and explain the important events in the life of Mary

**STRAND II: Celebration of the Christian Mystery****A. Liturgy**

The student will:

- 1. \_\_\_\_\_ Demonstrate reverent behavior in church
- 2. \_\_\_\_\_ Participate at Mass in an age appropriate manner
- 3. \_\_\_\_\_ Recognize liturgy as the public worship of the Church
- 4. \_\_\_\_\_ Celebrate the seasons of the liturgical year (Advent, Christmas, Ordinary Time, Lent and Easter Season)
- 5. \_\_\_\_\_ Recognize and explain the parts of the Mass: Liturgy of the Word and Liturgy of the Eucharist
- 6. \_\_\_\_\_ Recite the Mass responses appropriately during liturgy
- 7. \_\_\_\_\_ Encourage participation in the liturgy through reflection of scripture
- 8. \_\_\_\_\_ Identify the various traditions used to celebrate the liturgical year
- 9. \_\_\_\_\_ Discuss Advent and Lent as penitential seasons of preparation
- 10. \_\_\_\_\_ Participate in seasonal liturgical activities including the Stations of the Cross, May Crowning, Living Rosary, etc.

**B. Sacraments**

The student will:

- 1. \_\_\_\_\_ Identify and review the seven sacraments as signs of initiation, healing and vocation/service
- 2. \_\_\_\_\_ Learn those sacramentals are symbols in our church (scapular, holy water, palm, etc)
- 3. \_\_\_\_\_ Recognize that all sacraments give grace, God's life within us
- 4. \_\_\_\_\_ Celebrate the seasons of Advent and Lent by reception of the Sacrament of Reconciliation

**STRAND III: Life in Christ****A. Dignity of the Human Person**

The student will:

- 1. \_\_\_\_\_ Discuss the source of human dignity as being created in the likeness and image of God
- 2. \_\_\_\_\_ Identify the Theological virtues: faith, hope and charity/love
- 3. \_\_\_\_\_ Demonstrate respect for children of other faiths and cultures
- 4. \_\_\_\_\_ Recognize that other faith communities have special celebrations

**B. Family Life/Human Sexuality**

The student will:

- 1. \_\_\_\_\_ Recognize the importance of being a committed, responsible member of a family
- 2. \_\_\_\_\_ Show kindness not selfishness or cruelty to others
- 3. \_\_\_\_\_ Reinforce that each individual is unique and special and should be treated with love and respect
- 4. \_\_\_\_\_ Identify the qualities of a good friend
- 5. \_\_\_\_\_ Practice ways of including everyone in group activities
- 6. \_\_\_\_\_ Practice anti-bullying behavior
- 7. \_\_\_\_\_ Demonstrate appropriate ways to show affection for immediate family members, extended family members and friends
- 8. \_\_\_\_\_ Recognize that feelings and emotions affect behavior
- 9. \_\_\_\_\_ Learn and respect one's own health and safety
- 10. \_\_\_\_\_ Review and discuss *Protecting God's Children* video

**C. Community**

The student will:

- 1. \_\_\_\_\_ Demonstrate tolerance and respect towards others
- 2. \_\_\_\_\_ Describe the Catholic Church as a community of believers
- 3. \_\_\_\_\_ Explain that God is the source of all authority

**D. Morality**

The student will:

- 1. \_\_\_\_\_ Understand that God has given us intellect and free will to make good/bad choices
- 2. \_\_\_\_\_ Develop the examination of conscience
- 3. \_\_\_\_\_ Identify how the Ten Commandments and Beatitudes are guides in having an informed conscience
- 4. \_\_\_\_\_ Examine the need to reconcile relationships that have been injured/broken
- 5. \_\_\_\_\_ Recognize that a deliberate choice against the Ten Commandments/Beatitudes can be sinful – mortal or venial
- 6. \_\_\_\_\_ Define sin as choosing to disobey God's law in thought, word, deed or omission

**E. Service/Social Justice/Servant Leadership**

The student will:

- 1. \_\_\_\_\_ Identify ways to demonstrate concern for the hungry, the poor, immigrants, those treated unjustly, victims of violence, the unborn, the elderly, and less abled
- 2. \_\_\_\_\_ Identify actions, situations, behaviors and attitudes which are not Christian or which violate human freedom
- 3. \_\_\_\_\_ Demonstrate care and respect for all of God's creation by responsible use of the Earth's resources
- 4. \_\_\_\_\_ Explain ways of being stewards who gratefully share gifts of time, talent and treasure
- 5. \_\_\_\_\_ Participate in school, church and community service projects

**STRAND IV: Prayer****A. Learning by Heart**

The student will:

- 1. \_\_\_\_\_ Pray formally and spontaneously as an integral part of the day
- 2. \_\_\_\_\_ Practice prayer as talking and listening to God
- 3. \_\_\_\_\_ Recognize psalms as prayer
- 4. \_\_\_\_\_ Memorize and recite the Apostles Creed, Act of Contrition and rosary
- 5. \_\_\_\_\_ Distinguish between memorized prayers and spontaneous prayers
- 6. \_\_\_\_\_ Participate in traditional Marian devotions, i.e. May Crowning
- 7. \_\_\_\_\_ Recite the rosary
- 8. \_\_\_\_\_ Review prayer as conversation with God
- 9. \_\_\_\_\_ Define the types of prayer (blessing and adoration, petition, intercession, thanksgiving and praise)
- 10. \_\_\_\_\_ Discuss and/or participate in Eucharistic devotions such as Adoration, Forty Hour and Benediction
- 11. \_\_\_\_\_ Demonstrate appropriate church customs in various liturgical situations
- 12. \_\_\_\_\_ Introduce Acts of Faith, Hope and Love
- 13. \_\_\_\_\_ Memorize Hail Holy Queen
- 14. \_\_\_\_\_ Participate in meditative prayers

**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

Learn all you can about our Catholic beliefs. Obtain a copy of the *United States Catholic Catechism for Adults* (<http://www.usccbpublishing.org/productdetails.cfm?PC=1182>) and use it as a reference book and adult learning resource. You can also check out the diocesan Christian Formation website (<http://www.2.richmonddiocese.org/ocf/>) for other resources, both online and to order.

### *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.richmonddiocese.org](http://www.richmonddiocese.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.

## 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.

**STRAND I: Profession of Faith****A. Sacred Scripture**

The student will:

- 1. \_\_\_\_\_ Model reverence for the Bible as God's revelation
- 2. \_\_\_\_\_ Recall creation and covenant stories of God and his people
- 3. \_\_\_\_\_ Examine the structure of the Bible and recognize scriptural notation
- 4. \_\_\_\_\_ Recall stories of Jesus and the early church
- 5. \_\_\_\_\_ Review parts of the Bible
- 6. \_\_\_\_\_ Discuss the idea of covenant using the Bible narratives about Adam, Noah, Abraham, David, Moses and Jesus
- 7. \_\_\_\_\_ Find Scripture passages and reference them by citing book, chapter and verse
- 8. \_\_\_\_\_ Name the four evangelists and identify them as writers of the Gospels
- 9. \_\_\_\_\_ Cite the Gospels of Matthew and Luke as containing the infancy Narratives
- 10. \_\_\_\_\_ Define the Gospels as narratives of the life of Jesus
- 11. \_\_\_\_\_ Read the scripture passages containing the Beatitudes
- 12. \_\_\_\_\_ Read scripture passages containing the Corporal and Spiritual Works of Mercy (Matt 5-7)

**B. Church History**

The student will:

- 1. \_\_\_\_\_ Discuss the role of the Holy Spirit in the birth and growth of the Church
- 2. \_\_\_\_\_ Outline the growth of the early Church beginning with the Acts of the Apostles (the role of Sts. Peter & Paul and the apostles)
- 3. \_\_\_\_\_ Identify saints who assisted in the growth of religious life in the Church (i.e., St. Anthony the Hermit, St. Benedict & St. Scholastica; St. Francis of Assisi & St. Clare, St. Dominic, St. Ignatius of Loyola)
- 4. \_\_\_\_\_ Explain the history of the Catholic Church in the Diocese of Richmond
- 5. \_\_\_\_\_ Explain the roles of the pope, priests, deacons, cardinals, bishops/archbishops and laity

**C. Doctrine**

The student will:

- 1. \_\_\_\_\_ Define creed as a statement of believe
- 2. \_\_\_\_\_ Define the Apostles Creed as a list of the basic truths of the Catholic Church
- 3. \_\_\_\_\_ Explain basic beliefs of Catholics using the Apostles Creed
- 4. \_\_\_\_\_ Identify and discuss major doctrines related to the Blessed Virgin Mary, i.e. the Immaculate Conception, Annunciation and Assumption

**STRAND II: Celebration of the Christian Mystery****A. Liturgy**

The student will:

- 1. \_\_\_\_\_ Demonstrate reverent behavior in church
- 2. \_\_\_\_\_ Participate at Mass in an age appropriate manner
- 3. \_\_\_\_\_ Celebrate the liturgical year (Advent, Christmas, Ordinary Time, Lent, Easter season)
- 4. \_\_\_\_\_ Learn the holy days of obligation/dates in the United States
- 5. \_\_\_\_\_ Encourage participation in the liturgy
- 6. \_\_\_\_\_ Recognize and explain the meaning of Eucharist (thanksgiving) as well as other parts of the mass (Liturgy of the Word, Liturgy of the Eucharist)
- 7. \_\_\_\_\_ Identify the vestments and sacred objects used in the Mass
- 8. \_\_\_\_\_ Match the color of the vestments with liturgical seasons and special celebrations
- 9. \_\_\_\_\_ Experience and identify the cultural customs associated with saints, i.e. throat blessing on St. Blaise's day, blessing of animals on Feast of St. Francis of Assisi
- 10. \_\_\_\_\_ Participate in Penance Service

**B. Sacraments**

The student will:

- 1. \_\_\_\_\_ Recognize and review the seven sacraments as signs of initiation, healing, vocation
- 2. \_\_\_\_\_ Recognize how vocation is related to sacrament
- 3. \_\_\_\_\_ Define sacramental as sacred signs that bear a resemblance to the sacraments
- 4. \_\_\_\_\_ Explain the difference between the seven sacraments and sacramental
- 5. \_\_\_\_\_ Explain why the Eucharist is the center of the Church's life
- 6. \_\_\_\_\_ Define Matrimony and Holy Orders as sacraments of service/vocation
- 7. \_\_\_\_\_ Discuss the Sacrament of Reconciliation as a journey to conversion
- 8. \_\_\_\_\_ Identify the signs and symbols of the sacraments of anointing of the sick and reconciliation

**STRAND III: Life in Christ****A. Dignity of the Human Person**

The student will:

- 1. \_\_\_\_\_ Demonstrate respect for children of other faiths
- 2. \_\_\_\_\_ Recognize that other faith communities have special celebrations
- 3. \_\_\_\_\_ Define virtue as a disposition to do good
- 4. \_\_\_\_\_ Define the theological virtues (faith, hope and charity/love)
- 5. \_\_\_\_\_ Define the cardinal virtues (prudence, fortitude, justice and temperance)
- 6. \_\_\_\_\_ Apply the use of the virtues in real life situations
- 7. \_\_\_\_\_ Discuss the source of human dignity as our being created in the image and likeness of God

**B. Family Life/Human Sexuality**

The student will:

- 1. \_\_\_\_\_ Discuss the unity of the persons of the Trinity as the basis for communion of persons in the family
- 2. \_\_\_\_\_ Discuss the practice of love as a sacrificial gift to others in the family
- 3. \_\_\_\_\_ Define the family as the domestic church
- 4. \_\_\_\_\_ Discuss how/why the body is the temple of the Holy Spirit
- 5. \_\_\_\_\_ Compare and contrast respect and/or love for self, peers, family members and others
- 6. \_\_\_\_\_ Compare and contrast selfish and unselfish ways members of a class/school community impact the life of the class/school community
- 7. \_\_\_\_\_ Discuss appropriate social interactions between friends
- 8. \_\_\_\_\_ Discuss friendship in the context of the Great Commandment
- 9. \_\_\_\_\_ Use the creation story to illustrate the complementary nature of man and woman
- 10. \_\_\_\_\_ Discuss the effect of excluding, ignoring and manipulating others
- 11. \_\_\_\_\_ Demonstrate appropriate ways to show affection for classmates and peers
- 12. \_\_\_\_\_ Define modesty in relation to dress and behavior
- 13. \_\_\_\_\_ Review and discuss *Protecting God's Children* video

**C. Community**

The student will:

- 1. \_\_\_\_\_ Explain how Jesus' command to "love one another" applies to their own lives and school situation
- 2. \_\_\_\_\_ Identify the Church as the Body of Christ and describe ways the behavior of each person affects the whole membership
- 3. \_\_\_\_\_ Define prejudice, unjust discrimination and racism and discuss their effects on community
- 4. \_\_\_\_\_ Respond to social injustice in the world by serving others
- 5. \_\_\_\_\_ Examine the importance of rules and order in family life, school situations, the church and the wider community
- 6. \_\_\_\_\_ Demonstrate ways to teach others about the reign of God
- 7. \_\_\_\_\_ Explain how the authority of God is manifested in the hierarchy of the Catholic Church
- 8. \_\_\_\_\_ Identify ways to share your faith with others

**D. Morality**

The student will:

- 1. \_\_\_\_\_ Recite the Ten Commandments
- 2. \_\_\_\_\_ Understand and know that the Ten Commandments are the basis for decision making
- 3. \_\_\_\_\_ Learn the Spiritual and Corporal Works of Mercy
- 4. \_\_\_\_\_ Share the message of the Good News of Jesus Christ with others
- 5. \_\_\_\_\_ Learn the Beatitudes
- 6. \_\_\_\_\_ Recognize mortal and venial sin
- 7. \_\_\_\_\_ Recognize the need for the Sacrament of Reconciliation
- 8. \_\_\_\_\_ List and explain the conditions that need to be present for a sin to be serious/mortal
- 9. \_\_\_\_\_ Define and explain intellect and free will
- 10. \_\_\_\_\_ Define conscience
- 11. \_\_\_\_\_ Develop the practice of the examination of conscience
- 12. \_\_\_\_\_ Discuss the formation of conscience with guidance from Sacred Scripture and the teachings of the Church
- 13. \_\_\_\_\_ Discuss how are Beatitudes are guidelines for a moral life
- 14. \_\_\_\_\_ Compare and contrast the Beatitudes and the values of modern day. society
- 15. \_\_\_\_\_ Outline some ways in which people do not live up to ideals of the Beatitudes

**E. Service/Social Justice/Servant Leadership**

The student will:

- 1. \_\_\_\_\_ Demonstrate ways to apply the Beatitudes to everyday life
- 2. \_\_\_\_\_ Demonstrate ways to apply the Spiritual and Corporal works of Mercy
- 3. \_\_\_\_\_ Participate in school, church and community service projects

**STRAND IV: Prayer****A. Learning by Heart**

The student will:

- 1. \_\_\_\_\_ Pray formally and spontaneously as an integral part of the day
- 2. \_\_\_\_\_ Practice various types of prayer (adoration, contrition, thanksgiving, supplication)
- 3. \_\_\_\_\_ Recite common prayers of the Catholic Church
- 4. \_\_\_\_\_ Pray the rosary; know the mysteries of the rosary
- 5. \_\_\_\_\_ Analyze the meaning of common prayers
- 6. \_\_\_\_\_ Compose original prayers
- 7. \_\_\_\_\_ Participate in meditative prayer
- 8. \_\_\_\_\_ List, compare and contrast the different types of prayer (petition, thanksgiving, praise/adoration, contrition/sorrow)
- 9. \_\_\_\_\_ Discuss and/or participate in Eucharistic devotions such as Adoration, Forty Hour and Benediction
- 10. \_\_\_\_\_ Demonstrate appropriate church customs in various liturgical situations
- 11. \_\_\_\_\_ Create a plan of personal daily prayer

**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

### *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.

Learn all you can about our Catholic beliefs. Obtain a copy of the *United States Catholic Catechism for Adults* (<http://www.usccbpublishing.org/productdetails.cfm?PC=1182>) and use it as a reference book and adult learning resource. You can also check out the diocesan Christian Formation website (<http://www.2.richmonddiocese.org/ocf/>) for other resources, both online and to order.

## 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.

**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.

**STRAND I: Profession of Faith****A. Sacred Scripture**

The student will:

- 1. \_\_\_\_\_ Model reverence for the Bible as God's revelation
- 2. \_\_\_\_\_ Recognize that all scripture is inspired by God
- 3. \_\_\_\_\_ Examine the structure of the Bible and recognize scriptural notation  
A) Old Testament B) New Testament
- 4. \_\_\_\_\_ Recall and identify stories of Jesus and the early church
- 5. \_\_\_\_\_ Identify that the Pentateuch is the first five books of the Old Testament
- 6. \_\_\_\_\_ List (from memory) the first five books of the Old Testament

**B. Church History**

The student will:

- 1. \_\_\_\_\_ Understand that the suffering, death, resurrection and ascension of Jesus is the Paschal Mystery
- 2. \_\_\_\_\_ Recognize the special feasts of Mary
- 3. \_\_\_\_\_ Identify the roles of pope, cardinal, archbishop/bishop, priests, deacons, religious and laity
- 4. \_\_\_\_\_ Explain the significance of the Holy Land
- 5. \_\_\_\_\_ Understand the history of the Catholic Church in the Diocese of Richmond

**C. Doctrine**

The student will:

- 1. \_\_\_\_\_ Review and explain the precepts of the church
- 2. \_\_\_\_\_ Identify the beliefs of the Nicene Creed
- 3. \_\_\_\_\_ Identify the theological and Cardinal virtues
- 4. \_\_\_\_\_ Review the mysteries of the rosary as well as the feast days of Mary
- 5. \_\_\_\_\_ Identify and define the different kinds of grace (sanctifying, actual, sacramental)
- 6. \_\_\_\_\_ Discuss grace as necessary for salvation

**STRAND II: Celebration of the Christian Mystery****A. Liturgy**

The student will:

- 1. \_\_\_\_\_ Attend and participate in school liturgy
- 2. \_\_\_\_\_ Display appropriate behavior at Mass
- 3. \_\_\_\_\_ Pray formally and spontaneously as an integral part of the day practice prayer types; adoration, contrition, thanksgiving, supplication
- 4. \_\_\_\_\_ Use a variety of prayer forms; litany, intercession, psalm, song, scripture, meditation
- 5. \_\_\_\_\_ Celebrate the liturgical year/plan liturgical celebration (specific to each church year)
- 6. \_\_\_\_\_ Prepare for Sunday liturgy through reflection on Sunday scripture readings
- 7. \_\_\_\_\_ Pray Nicene Creed and Apostles Creed
- 8. \_\_\_\_\_ Explain the role of the assembly by participating in responses, songs and a personal self-offering to God
- 9. \_\_\_\_\_ Recognize that Christ is present in the priest, assembly, scripture and Eucharist
- 10. \_\_\_\_\_ Review holy dates/days of obligation
- 11. \_\_\_\_\_ Outline the order of the Mass
- 12. \_\_\_\_\_ Match the colors of the vestments with each liturgical season and special celebration
- 13. \_\_\_\_\_ Define sacramental as special prayers, actions or objects

**B. Sacraments**

The student will:

- 1. \_\_\_\_\_ Define and explain the rite of sacraments of initiation; Baptism, Confirmation, Eucharist
- 2. \_\_\_\_\_ Define and explore the rite of the sacraments of healing; Reconciliation, Anointing of the Sick
- 3. \_\_\_\_\_ Define and explain the rite of sacraments of vocation/service; Marriage, Holy Orders
- 4. \_\_\_\_\_ Explain the term transubstantiation, which is used to describe the unique change of the bread and wine to the Body and Blood of Jesus Christ
- 5. \_\_\_\_\_ Use and explain the sacraments as a way to enhance the spiritual life
- 6. \_\_\_\_\_ Review the meaning of sacramental
- 7. \_\_\_\_\_ Explain the significance and detail of each sacrament

**STRAND III: Life in Christ****A. Dignity of the Human Person**

The student will:

- 1. \_\_\_\_\_ Recognize that each individual is unique and special and should be treated with love and respect and built in the image of God
- 2. \_\_\_\_\_ Identify how feelings and emotions affect a person's behavior
- 3. \_\_\_\_\_ Discuss and display appropriate attitudes toward the unborn, the sick, handicapped, aged and dying
- 4. \_\_\_\_\_ Compare God's forgiveness of us with our call to forgive others

**B. Family Life/Human Sexuality**

- 1. \_\_\_\_\_ Identify possible areas of abuse
- 2. \_\_\_\_\_ Discuss and set boundaries for safe touch
- 3. \_\_\_\_\_ Recognize the signs that people use to lure one into unsafe touch
- 4. \_\_\_\_\_ Know the signs of sexual abuse
- 5. \_\_\_\_\_ Identify one adult with whom you can talk about safe touch
- 6. \_\_\_\_\_ Discuss our need for God's grace and the fruits of the Holy Spirit
- 7. \_\_\_\_\_ Watch and discuss the *Protecting God's Children* video
- 8. \_\_\_\_\_ Pray for the protection of all human life from conception to natural death (Policy #204 calls for an annual orientation program for parents on human sexuality and sexual abuse)

**C. Community**

The student will:

- 1. \_\_\_\_\_ Identify the role of the Catholic Church in the world
- 2. \_\_\_\_\_ Identify the ways that the Catholic Church reaches out to other religions
- 3. \_\_\_\_\_ Recognize that other faiths have specific celebrations and traditions
- 4. \_\_\_\_\_ Recognize tolerance as respect for the human dignity of others
- 5. \_\_\_\_\_ Share the message of the Good News of Jesus Christ with others

**D. Morality**

The student will:

- 1. \_\_\_\_\_ Recognize that conflict exists and explore ways to seek resolution
- 2. \_\_\_\_\_ Apply the steps of good decision making
- 3. \_\_\_\_\_ Recognize that the formation of an informed conscience leads to good decision making
- 4. \_\_\_\_\_ Learn that we are responsible for our actions and that there are consequences for actions
- 5. \_\_\_\_\_ Recognize that peer pressure has an effect on our behavior
- 6. \_\_\_\_\_ Practice an examination of conscience based on the Ten Commandments
- 7. \_\_\_\_\_ Memorize the Ten Commandments and discuss how they can be applied to everyday life
- 8. \_\_\_\_\_ Discuss how the living of the Beatitudes influences modern society

**E. Service/Social Justice/Servant Leadership**

The student will:

- 1. \_\_\_\_\_ Recognize the importance of being a committed, responsible member of your family and community
- 2. \_\_\_\_\_ Explore the role and work of peacemakers; Identify current peacemakers
- 3. \_\_\_\_\_ Define the terms 'social justice' and 'social action'
- 4. \_\_\_\_\_ Explain the mission of Jesus
- 5. \_\_\_\_\_ Participate in service and advocacy projects to help persons who are less fortunate
- 6. \_\_\_\_\_ Identify Jesus' mission as the call to love/serve others
- 7. \_\_\_\_\_ Identify examples of God working through the lives of saints using human effort to build the Kingdom of God
- 8. \_\_\_\_\_ Define steward through the understanding of donating one's time, talent and treasure
- 9. \_\_\_\_\_ Participate in a simple volunteer program
- 10. \_\_\_\_\_ Explain the Church's position on such topics as: peace/war, discrimination/acceptance, slavery/freedom

**STRAND IV: Prayer****A. Learning by Heart**

The student will:

- 1. \_\_\_\_\_ Pray formally and spontaneously as an integral part of the day
- 2. \_\_\_\_\_ Practice various types of prayer (adoration, contrition, thanksgiving, supplication)
- 3. \_\_\_\_\_ Pray the rosary; Know the mysteries of the rosary (see resources)
- 4. \_\_\_\_\_ Recite common prayers of the Catholic Church (see resources)

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,

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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

### *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.

Learn all you can about our Catholic beliefs. Obtain a copy of the *United States Catholic Catechism for Adults* (<http://www.usccbpublishing.org/productdetails.cfm?PC=1182>); You can also check out the diocesan Christian Formation website (<http://www.2.richmonddiocese.org/ocf/>)

## 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.

**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.

**2014**

**Consensus Curriculum  
Diocese of Richmond**

**Religion  
Fifth Grade**

- 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.

**STRAND I: Profession of Faith****A. Sacred Scripture**

The student will:

- 1. \_\_\_\_\_ Model reverence for the Bible as God's revelation
- 2. \_\_\_\_\_ Recognize that all scripture is inspired by God
- 3. \_\_\_\_\_ Describe the structure of the Bible and recognize scriptural notation
- 4. \_\_\_\_\_ Explain how Jesus is prefigured in the Old Testament
- 5. \_\_\_\_\_ Relate the New Testament to their own lives
- 6. \_\_\_\_\_ Compare the lives of contemporary people to the life of Jesus
- 7. \_\_\_\_\_ Model reverence of the Bible as God's revelation
- 8. \_\_\_\_\_ Describe the structure of the Bible and recognize scriptural notation
- 9. \_\_\_\_\_ Discuss the scriptural themes of: call, covenant, faithfulness, sin, conversion, reconciliation and recommitment
- 10. \_\_\_\_\_ Explore the salvation stories and place them on a time line
- 11. \_\_\_\_\_ Construct a map of the Old Testament
- 12. \_\_\_\_\_ Recognize and understand the importance of the characters (both men and women) of the Hebrew Scriptures; Noah, Abraham, Moses, David, Ruth, Queen Esther, etc.
- 13. \_\_\_\_\_ Recognize that the Pentateuch represents the first five Books of the Old Testament

**B. Church History:**

The student will:

- 1. \_\_\_\_\_ Identify the Jewish customs, traditions and Old Testament feasts
- 2. \_\_\_\_\_ Explain the Passover celebration and its influence on the early church
- 3. \_\_\_\_\_ Learn and explain the Ten Commandments and one's personal responsibility toward God and neighbor
- 4. \_\_\_\_\_ Explore the relationship of the Catholic church with Judaism

**C. Doctrine**

The student will:

- 1. \_\_\_\_\_ Recite and explain how the Beatitudes guide one's life
- 2. \_\_\_\_\_ Review and explain the precepts (laws) of the Church (see addendum)
- 3. \_\_\_\_\_ Recognize that Mary is the Mother of God and Mother of the Church
- 4. \_\_\_\_\_ Recognize that the Old Testament prophets preached God's justice and mercy

**STRAND II: Celebration of the Christian Mystery****A. Liturgy**

The student will:

- 1. \_\_\_\_\_ Articulate and celebrate the seasons of the liturgical year/plan liturgical celebrations
- 2. \_\_\_\_\_ Prepare for Sunday liturgy by reflection on Sunday scriptures
- 3. \_\_\_\_\_ Identify, memorize and discuss the beliefs contained in the Nicene and Apostle's Creed

**B. Sacraments**

The student will:

- 1. \_\_\_\_\_ Participate in the sacramental life of the Church
- 2. \_\_\_\_\_ Understand that the seven sacraments are channels of God's grace (sanctifying)
- 3. \_\_\_\_\_ Identify sacramentals (see addendum)
- 4. \_\_\_\_\_ Participate in the sacramental life of the church

**STRAND III: Life in Christ****A. Dignity of the Human Person**

The student will:

- 1. \_\_\_\_\_ Compare the lives of contemporary people to the life of Jesus
- 2. \_\_\_\_\_ Identify the talents of self and others

**B. Family Life/Human Sexuality**

The student will:

- 1. \_\_\_\_\_ Recognize that each individual is unique and should be treated with love and respect
- 2. \_\_\_\_\_ Review the nature of puberty, the reproductive systems and how they function
- 3. \_\_\_\_\_ Affirm the role of family in developing one's ability to love others
- 4. \_\_\_\_\_ Discuss the importance of loyalty and faithfulness in relationships
- 5. \_\_\_\_\_ Recognize the privileges and responsibility of human sexuality
- 6. \_\_\_\_\_ Know what sexual abuse is
- 7. \_\_\_\_\_ Set and exercise boundaries of touch
- 8. \_\_\_\_\_ Share the information or experience with someone you trust

**C. Community**

The student will:

- 1. \_\_\_\_\_ Create and participate in outreach to others
- 2. \_\_\_\_\_ Share the message of Christian faith and service with others

**D. Morality**

The student will:

- 1. \_\_\_\_\_ Recognize conflict and explore ways to seek resolution
- 2. \_\_\_\_\_ Learn and apply the steps of good decision making
- 3. \_\_\_\_\_ Understand that an informed conscience is vital to decision making
- 4. \_\_\_\_\_ Discuss the importance of accepting responsibility for our actions, Facing consequences for these actions and the need for reconciliation
- 5. \_\_\_\_\_ Distinguish between sins of omission and commission

**E. Service/Social Justice/Servant Leadership**

The student will:

- 1. \_\_\_\_\_ Recognize that the Old Testament prophets preached God's justice and mercy
- 2. \_\_\_\_\_ Identify and apply the Spiritual and Corporal Works of Mercy
- 3. \_\_\_\_\_ Recognize the needs of others before their own
- 4. \_\_\_\_\_ Recognize the need to respect human life and dignity of life from conception to natural death
- 5. \_\_\_\_\_ Support parish mission drives through prayer, finances or material Goods
- 6. \_\_\_\_\_ Understand tithing as the responsibility of stewardship; time, talent, treasure
- 7. \_\_\_\_\_ Participate in a simple volunteer program
- 8. \_\_\_\_\_ Understand God's Providence as protection of all creation

**STRAND IV: Prayer****A. Learning by Heart**

The student will:

- 1. \_\_\_\_\_ Pray formally and spontaneously as an integral part of the day; practice prayer types; adoration, contrition, thanksgiving, supplication (petition)
- 2. \_\_\_\_\_ Use a variety of prayer forms; litany, intercession, psalm, song, scripture, meditation
- 3. \_\_\_\_\_ Learn the Rosary, Angelus, Regina Coeli (Queen of Heaven) Memorare (see addendum)

**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

### *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.

Learn all you can about our Catholic beliefs. Obtain a copy of the *United States Catholic Catechism for Adults* (<http://www.usccbpublishing.org/productdetails.cfm?PC=1182>) and use it as a reference book and adult learning resource. You can also check out the diocesan Christian Formation website (<http://www.2.richmonddiocese.org/ocf/>) for other resources, both online and to order.

## 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.

**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.

## 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.

**STRAND I: Profession of Faith****A. Sacred Scripture**

The student will:

- 1. \_\_\_\_\_ Recognize Jesus as fully human and fully divine
- 2. \_\_\_\_\_ Model reverence for the Bible as the inspired word of God
- 3. \_\_\_\_\_ Understand the God reveals Himself through Scripture and Tradition
- 4. \_\_\_\_\_ Discuss the authorship and formation of the New Testament
- 5. \_\_\_\_\_ Know the sign, symbols of the writers and audience of the gospel
- 6. \_\_\_\_\_ Relate the New Testament to their own lives
- 7. \_\_\_\_\_ List the books of the New Testament
- 8. \_\_\_\_\_ Know the location of the Holy Land during Jesus' time and currently
- 9. \_\_\_\_\_ Identify prophecies about the Messiah
- 10. \_\_\_\_\_ Compare the Hebrew Scripture and the New Testament image of God
- 11. \_\_\_\_\_ Know the Triduum

**B. Church History**

The student will:

- 1. \_\_\_\_\_ Reaffirm the beliefs of the Nicene and the Apostles Creed
- 2. \_\_\_\_\_ Analyze the early Church traditions and compare them to modern day practices
- 3. \_\_\_\_\_ Compare and contrast ministerial roles of the early Church with those of the present Church
- 4. \_\_\_\_\_ Recognize that the Church is the People of God, Christ is the Head, we the baptized are the members

**C. Doctrine**

The student will:

- 1. \_\_\_\_\_ Learn the term Incarnation, Holy Trinity (One God, Three Divine Persons)
- 2. \_\_\_\_\_ Understand the term encyclical and know that they are writings of U.S. Bishops to the faithful

**STRAND II: Celebration of the Christian Mystery****A. Liturgy**

The student will:

- 1. \_\_\_\_\_ Articulate and celebrate the seasons of the liturgical year/plan liturgical celebrations
- 2. \_\_\_\_\_ Know the term Triduum
- 3. \_\_\_\_\_ Prepare for Sunday liturgy by reflection on Sunday scriptures
- 4. \_\_\_\_\_ Know the structure of the Mass; Liturgy of the Word and Liturgy of the Eucharist
- 5. \_\_\_\_\_ Identify the Holy Days of Obligation (see addendum)
- 6. \_\_\_\_\_ Reaffirm the beliefs of the Nicene and the Apostles Creed
- 7. \_\_\_\_\_ Understand the Advent tradition of waiting and longing for the coming of the Lord; and the Lenten tradition of prayer, fasting and almsgiving in preparation for the Paschal Mystery

**B. Sacraments**

The student will:

- 1. \_\_\_\_\_ Identify and explain the Seven Sacraments and explain sign, symbol and Rite of each sacrament
- 2. \_\_\_\_\_ Identify the purpose of the sacraments of initiation, sacraments of vocation/service and sacraments of healing
- 3. \_\_\_\_\_ Explain the term RCIA program and its place in Easter Vigil
- 4. \_\_\_\_\_ Discuss the Church's teaching on marriage/divorce/annulment
- 5. \_\_\_\_\_ Participate in the sacramental life of the Church

**STRAND III: Life in Christ****A. Dignity of the Human Person**

The student will:

- 1. \_\_\_\_\_ Recognize that we are human beings with intellect and free will
- 2. \_\_\_\_\_ Discuss the Church's teaching on respect and the dignity of the human person
- 3. \_\_\_\_\_ Recognize the positive qualities in people who are different from themselves
- 4. \_\_\_\_\_ Demonstrate a willingness to defend the human rights of others when they are threatened

**B. Family Life/Human Sexuality**

The student will:

- 1. \_\_\_\_\_ Reinforce that each individual is unique and special and should be treated with love and respect
- 2. \_\_\_\_\_ Review the nature of puberty, the reproductive system and how they function
- 3. \_\_\_\_\_ Explore the meaning of being an adolescent/meaning of abstinence
- 4. \_\_\_\_\_ Recognize the privileges and responsibility for human sexuality
- 5. \_\_\_\_\_ Identify, know and exercise boundaries to keep one from harm
- 6. \_\_\_\_\_ Honor and respect the wishes of others who don't want to be touched

**C. Community**

The student will:

- 1. \_\_\_\_\_ Participate in a retreat experience
- 2. \_\_\_\_\_ Explore the meaning of ecumenism
- 3. \_\_\_\_\_ Discuss the role of the Catholic Church in the world

**D. Morality**

The student will:

- 1. \_\_\_\_\_ Recognize that conflict exists and explore ways to seek resolution
- 2. \_\_\_\_\_ Apply the steps of good decision making based on God's law and teaching of the Church
- 3. \_\_\_\_\_ Analyze the role that an informed conscience plays in decision making
- 4. \_\_\_\_\_ Discuss the importance of accepting responsibility for our actions and the need for reconciliation
- 5. \_\_\_\_\_ Know the terms mortal sin, venial sin; the seven capital sins/vices
- 6. \_\_\_\_\_ Know the seven Gifts and twelve Fruits of the Holy Spirit (see addendum) as aides to living a moral life

**E. Service/Social Justice/Servant Leadership**

The student will:

- 1. \_\_\_\_\_ Recognize and discuss the call to the mission of peace and justice
- 2. \_\_\_\_\_ Know and discuss the Church's position on life issues
- 3. \_\_\_\_\_ Participate in activities to promote stewardship of the earth
- 4. \_\_\_\_\_ Demonstrate a willingness to defend the human rights of others when they are threatened
- 5. \_\_\_\_\_ Identify, develop and/or participate in outreach programs (i.e., Habitat for Humanity, food banks, Catholic Charities, Catholic Relief Services and local homeless organizations)
- 6. \_\_\_\_\_ Understand tithing as the responsibility of stewardship; time, talent, treasure
- 7. \_\_\_\_\_ Understand God's Providence as protection for all creation

**STRAND IV: Prayer****A. Learning by Heart**

The student will:

- 1. \_\_\_\_\_ Participate in a retreat experience
- 2. \_\_\_\_\_ Pray formally and spontaneously as an integral part of the day, practice prayer types: adoration, contrition, thanksgiving, supplication (petition)
- 3. \_\_\_\_\_ Use a variety of prayer forms; litany, intercession, psalms, song, Scripture, meditation, contemplation
- 4. \_\_\_\_\_ Demonstrate an understanding of Liturgy of the Hours; Morning and Evening Prayer
- 5. \_\_\_\_\_ Review the mysteries of the Rosary (October and May celebrate the Rosary)
- 6. \_\_\_\_\_ Know the Nicene Creed

**GRADE 7**  
**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.

### *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 seventh 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 Office of Evangelization of Youth and Young Adults at (804) 622-5112 or <http://www2.richmonddiocese.org/evangelization/> to locate a program close by your parish.
- ➔ 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).
- ➔ 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.

Learn all you can about our Catholic beliefs. Obtain a copy of the *United States Catholic Catechism for Adults* (<http://www.usccbpublishing.org/productdetails.cfm?PC=1182>) and use it as a reference book and adult learning resource. You can also check out the diocesan Christian Formation website (<http://www.2.richmonddiocese.org/ocf/>) for other resources, both online and to order.

## 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 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.

**STRAND I: Profession of Faith****A. Sacred Scripture**

The student will:

- 1. \_\_\_\_\_ Model reverence for the Bible as the inspired word of God
- 2. \_\_\_\_\_ Know that God reveals Himself through scripture in the Old Testament
- 3. \_\_\_\_\_ Know that God reveals Himself through scripture in the New Testament
- 4. \_\_\_\_\_ Relate the New Testament to their own lives
- 5. \_\_\_\_\_ Examine the Sunday gospel weekly
- 6. \_\_\_\_\_ Examine the Paschal Mystery as revealed in the New Testament
- 7. \_\_\_\_\_ Recognize the human and divine nature of Christ in scripture
- 8. \_\_\_\_\_ Review the birth of the Church at Pentecost in the New Testament
- 9. \_\_\_\_\_ Understand that Catholic beliefs and practices are rooted in sacred scripture and tradition
- 10. \_\_\_\_\_ Reaffirm the understanding of the real presence of Christ in Eucharist as the foundation of our faith (transubstantiation)
- 11. \_\_\_\_\_ Compare and contrast the sacred traditions of our Catholic faith which is rooted in scripture to other religions

**B. Church History**

The student will:

- 1. \_\_\_\_\_ Study and explain how the councils of the church responded to the issues, heresies and the challenges of the times
- 2. \_\_\_\_\_ Relate Councils with locations and issues: Jerusalem, Nicea, Constantinople, Ephesus, Chalcedon, Florence, Trent, Vatican I and Vatican II
- 3. \_\_\_\_\_ Understand how the Protestant Reformation brought about the division of Christian faith
- 4. \_\_\_\_\_ Identify the common roots of Christian faiths
- 5. \_\_\_\_\_ Explain the history and veneration of saints/relics
- 6. \_\_\_\_\_ Recognize the structure of the Vatican today
- 7. \_\_\_\_\_ Understand the process of electing a Pope/conclave
- 8. \_\_\_\_\_ Understand the process of the canonization of a saint
- 9. \_\_\_\_\_ Relate the lives of the saints, especially Mary, to personal journeys of faith
- 10. \_\_\_\_\_ Examine the role of the laity in the Church since Vatican II

**C. Doctrine**

The student will:

- 1. \_\_\_\_\_ Explain the Magisterium as the teaching authority of the Church
- 2. \_\_\_\_\_ Explain “ex cathedra” the teachings of the Pope on matters of faith and morality
- 3. \_\_\_\_\_ Reaffirm the beliefs of the Nicene and the Apostles’ Creed

**STRAND II: Celebration of the Christian Mystery****A. Liturgy**

The student will:

- 1. \_\_\_\_\_ Articulate and celebrate the liturgical year which parallels the life of Christ
- 2. \_\_\_\_\_ Plan and participate in school masses/prayer services
- 3. \_\_\_\_\_ Prepare for Sunday liturgies through reflection of the scriptures
- 4. \_\_\_\_\_ Realize the importance of the mass as the most important way to celebrate our faith
- 5. \_\_\_\_\_ Understand the Liturgy of the Word and the Liturgy of the Eucharist
- 6. \_\_\_\_\_ Understand the liturgical year's sequence and the colors associated with its seasons
- 7. \_\_\_\_\_ Understand that liturgy is when members of the Body of Christ worship together

**B. Sacraments**

The student will:

- 1. \_\_\_\_\_ Understand the sacraments of initiation
- 2. \_\_\_\_\_ Describe the sacramental life of the Church and one's part in it
- 3. \_\_\_\_\_ Review all signs, symbols and rites of sacraments
- 4. \_\_\_\_\_ Learn the term Mystical Body in relation to the sacrament of baptism
- 5. \_\_\_\_\_ Reaffirm the importance of vocation (vocare – to call) to the priesthood and religious life

**STRAND III: Life in Christ****A. Dignity of the Human Person**

The student will:

- 1. \_\_\_\_\_ Recognize that each individual is unique and special and should be treated with love and respect
- 2. \_\_\_\_\_ Recognize the dignity of each person and acknowledge the positive qualities in persons who are different from us as we are all created by God
- 3. \_\_\_\_\_ Realize the importance of the principles of Catholic Social Teaching

**B. Family Life/Human Sexuality**

The student will:

- 1. \_\_\_\_\_ Honor and respect the wishes of others who do not wish to be touched
- 2. \_\_\_\_\_ Review the nature of puberty, the reproductive system, how they function
- 3. \_\_\_\_\_ Explore the meaning of being an adolescent/teach abstinence
- 4. \_\_\_\_\_ Recognize the privileges and responsibilities of human sexuality
- 5. \_\_\_\_\_ Know the signs of sexual abuse
- 6. \_\_\_\_\_ Identify, know and exercise the boundaries to keep one safe

**C. Community**

The student will:

- 1. \_\_\_\_\_ Participate in a retreat experience
- 2. \_\_\_\_\_ Explain “apologetics” and how to defend Catholic teachings
- 3. \_\_\_\_\_ Recognize the need to accept the culture of others
- 4. \_\_\_\_\_ Develop a sense of community within the school
- 5. \_\_\_\_\_ Share the message of our Christian faith

**D. Morality**

The student will:

- 1. \_\_\_\_\_ Identify persons whose lives exemplify the Laws of Love: Corporal/Spiritual Works of Mercy, Ten Commandments, Beatitudes
- 2. \_\_\_\_\_ Recognize that conflict exists and explore ways to seek resolution
- 3. \_\_\_\_\_ Apply the steps of good decision making
- 4. \_\_\_\_\_ Analyze the role that an informed conscience plays in decision making/examination of conscience
- 5. \_\_\_\_\_ Know and discuss the importance of accepting responsibility for one’s actions and facing consequences for one’s actions and the need for reconciliation
- 6. \_\_\_\_\_ Realize that Christian discipleship is counter cultural to society
- 7. \_\_\_\_\_ Reinforce the Church teaching on life issues (abortion, capital punishment, euthanasia) as well as sins against the fifth commandment

**E. Service/Social Justice/Servant Leadership**

The student will:

- 1. \_\_\_\_\_ Reflect on the importance of outreach and participate in service/outreach projects
- 2. \_\_\_\_\_ Identify each one’s call to serve the Church
- 3. \_\_\_\_\_ Learn the Church’s mission to the poor
- 4. \_\_\_\_\_ Recognize the importance of sharing our gifts with others
- 5. \_\_\_\_\_ Understand tithing as the responsibility of stewardship, time and talent treasure
- 6. \_\_\_\_\_ Share the message of our faith through a school wide service project
- 7. \_\_\_\_\_ Recognize and respond to one’s call to the mission of peace and justice

**STRAND IV: Prayer****A. Learning by Heart**

The student will:

- 1. \_\_\_\_\_ Pray formally and spontaneously as an integral part of the day
- 2. \_\_\_\_\_ Pray the four kinds of prayers: adoration, thanksgiving, petition, contrition
- 3. \_\_\_\_\_ Use a variety of prayer forms: litany, psalms, song, scripture, meditation, contemplation
- 4. \_\_\_\_\_ Understand the Liturgy of the Hours as the official prayer of the Church
- 5. \_\_\_\_\_ Introduce the Memorare, Angelus and other classic prayers

**GRADE 8**  
**Parent Page**

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***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.

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## GRADE 8

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*Who Are Your Eighth Graders?*

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**DEVELOPMENTAL CHARACTERISTICS****Junior High Students:****Physical**

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- Develop secondary sex characteristics
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**Cognitive**

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**Identity**

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**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.

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**ADDENDUM PRAYERS****Sign of the Cross**

In the name (+) of the Father, and of the Son, and of the Holy Spirit. Amen.

**Lord's Prayer**

Our Father who art in heaven, hallowed by 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.

**Hail Mary**

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.

**Hail Holy Queen**

Hail, Holy Queen, Mother of Mercy, our life, our sweetness, our hope!  
To you do we cry, the poor banished children of Eve!  
To you do we send up our sighs, mourning and weeping from this valley of tears!  
Turn then, most gracious advocate, your eyes of mercy towards us;  
and after this our exile, show unto us the blessed fruit of your womb, Jesus!  
O clement, O loving, O sweet Virgin Mary!

**Doxology**

Glory to the Father, and to the Son, and to the Holy Spirit  
As it was in the beginning, is now and ever shall be. Amen.

**Prayer to Guardian Angel**

Angel of God, my guardian dear, to whom God's love commits me here.  
Ever this day be at my side, to light and guard, to rule and guide. Amen.

**Grace Before Meals**

Bless us, O Lord, and these thy gifts, which we are to receive from your  
bounty through Christ our Lord. Amen.

**Grace After Meals**

We give you thanks, Almighty God, for all your benefits who lives and reigns,  
world without end. Amen.

**Act of Contrition**

O 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.

**Act of Contrition**

O my God, I am heartily sorry for having offended you,  
and I detest all my sins, because of your just punishment.  
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 sin no more and to avoid the near  
occasions of sin.

**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 of the Holy Spirit born of the  
Virgin Mary, suffered under Pontius Pilate, was crucified, died and was buried.  
He descended into hell. On the third day, he rose again. He ascended into heaven,  
And is seated at the right hand of God the Father Almighty.  
He will come again 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.

**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.

**Confiteor**

I confess to Almighty God, and to you my brothers and sisters,  
That I have sinned through my own fault in my thoughts and in my words,  
In what I have done and in what I have failed to do;  
And I ask Blessed Mary, ever Virgin, all the angels and saints, to pray for me to  
the Lord our God. Amen.

**Simple Act of Faith, Hope, and Love**

My God, I believe in You, I trust You, and I love you with my whole heart.  
Amen.

**Angelus**

The angel of the Lord declared unto Mary

**R.** And she conceived of the Holy Spirit.

**Pray Hail Mary**

Behold the handmaid of the Lord

**R** Be it done unto me according to your word.

**Pray Hail Mary**

And the world was made flesh

**R** And dwelt among us.

**Pray Hail Mary**

Pray for us, O Holy Mother of God

**R** That we may be made worthy of the promises of Christ.

**Let us pray,**

Pour forth we beseech You, O Lord, Your grace into our hearts, that we to whom the Incarnation of Christ your Son, was made know by the message of an angel, may His passion and cross be brought to the glory of His resurrection, through the same Christ our Lord. Amen.

**During Easter Time: Queen of Heaven**

Queen of heaven, rejoice, alleluia.

The Son whom it was your privilege to bear, alleluia.

Has risen as He said, alleluia.

Pray God for us, alleluia.

Rejoice and be glad Virgin Mary alleluia.

For the Lord has truly risen alleluia.

**Let us pray,**

O God, You were pleased to give joy to the world through the resurrection of Your Son, our Lord Jesus Christ. Grant, we beseech You, that through the mediation of the Virgin Mary, his mother, we may come to the joys of life everlasting. Through the same Christ our Lord. Amen.

**Memorare**

Remember, O most gracious Virgin Mary, that never was it known,

That anyone who fled to your protection, implored your help,

Or sought your intercession was left unaided.

Inspired with this confidence I fly unto you, o Virgin of Virgins, my Mother;

To you I come before I stand sinful and sorrowful: O Mother of the Word

Incarnate, despise not my petitions, but in your mercy hear and answer them.

Amen.

**Mysteries of the Rosary****Joyful Mysteries**

1. Annunciation
2. Visitation
3. Birth of Our Lord
4. Presentation of Jesus in the Temple
5. Finding of Jesus in the Temple

**Sorrowful Mysteries of the Rosary**

1. Agony in the Garden
2. Scourging at the Pillar
3. Crowning with Thorns
4. Carrying of the Cross
5. Crucifixion and Death of Jesus

**Glorious Mysteries of the Rosary**

1. Resurrection
2. Ascension
3. Descent of the Holy Spirit
4. Assumption of Our Lady into Heaven
5. The Coronation of Mary, Queen of Heaven and Earth

**Luminous Mysteries of the Rosary**

1. Baptism of Jesus
2. Wedding Feast of Cana
3. Proclamation of the Kingdom of God
4. Transfiguration
5. Institution of the Eucharist

**Seven Sacraments****Sacraments of Initiation**

Baptism/Confirmation/Holy Eucharist

**Sacraments of Healing**

Penance/Anointing of the Sick

**Sacraments of Service**

Holy Orders/Matrimony

**Ten Commandments**

1. I am the Lord your God, you shall not have strange gods before me.
2. Do not take the name of the Lord, your God, in vain.
3. Remember to keep holy the Lord's Day.
4. Honor your mother and father.
5. You shall not kill.
6. You shall commit adultery.
7. You shall not steal.
8. You shall not bear false witness.
9. You shall not covet your neighbor's wife.
10. You shall not covet your neighbor's goods.

**Laws of Love**

1. Love God with your whole heart, soul, mind, and strength.
2. Love your neighbor as yourself.

**The Precepts of the Church**

1. You shall attend Mass on Sundays and on holy days of obligation and rest from servile labor.
  2. You shall confess your sins at least once a year.
  3. You shall receive the sacrament of the Eucharist at least during the Easter season.
  4. You shall observe the days of fasting and abstinence established by the Church..
  5. Provide for the material needs of the Church.
  6. You shall help to provide for the needs of the Church.
- (These quotations are from the *Catechism of the Catholic Church*, in its section about the Precepts of the Catholic Church (#2041-3).)

**Theological Virtues**

Faith, Hope, Love

**Cardinal Virtues**

Prudence, Justice, Fortitude Temperance

**Capital Sins**

Pride, greed, lust, envy, anger, gluttony, and sloth

**Spiritual Words of Mercy**

1. Convert the sinner
2. Instruct the ignorant
3. Counsel the doubtful
4. Comfort the sorrowful
5. Bear wrongs patiently
6. Forgive injuries
7. Pray for the living and the dead

**Corporal Works of Mercy**

1. Feed the hungry
2. Give drink to the thirsty
3. Clothe the naked
4. Shelter the homeless
5. Visit the sick
6. Visit those in prison
7. Bury the dead

**Holy Days of Obligation in the United States**

- |                         |   |
|-------------------------|---|
| 1. November 1:          | Feast of All Saints                               |
| 2. December 8:          | Feast of the Immaculate Conception                |
| 3. December 25:         | Feast of the Nativity of Our Lord                 |
| 4. January 1:           | Feast of the Solemnity of Mary, the Mother of God |
| 5. 40 days after Easter | Feast of the Ascension of our Lord                |
| 6. August 15:           | Feast of the Assumption of the Blessed Mother     |

**Other Feasts of Our Blessed Mother**

- |                 |                          |
|-----------------|--------------------------|
| 1. February 12: | Our Lady of Lourdes      |
| 2. March 25:    | Annunciation             |
| 3. July 16:     | Our Lady of Mount Carmel |
| 4. September 8: | Birth of Our Lady        |
| 5. October 7:   | Feast of the Holy Rosary |
| 6. December 12: | Our Lady of Guadalupe    |

**Gifts of the Holy Spirit**

Wisdom/Understanding/Counsel/Fortitude/Knowledge/Piety/Fear of the Lord

**Principles of Catholic Social Teaching**

1. Life and dignity of the human person
2. Call to family, community participation
3. Rights and responsibilities
4. Option for the poor and vulnerable
5. Dignity of work and the rights of workers
6. Solidarity
7. Care for God's creation

**Web Resources for Religion Curriculum**

The following sites are good resources for your religion classes:

- [www.catholiceducation.org](http://www.catholiceducation.org) lists numerous sites
- [www.cin.org](http://www.cin.org) Catholic Information Network
- [www.memorare.com/games/index.html](http://www.memorare.com/games/index.html)
- [www.catholic.org](http://www.catholic.org)
- [www.faithfirst.com](http://www.faithfirst.com)
- [www.catholic.net](http://www.catholic.net)
- [www.ewtn.com](http://www.ewtn.com)
- [www.catholicnews.com](http://www.catholicnews.com)
- [www.silk.net/RelEd/](http://www.silk.net/RelEd/)
- [www.4catholiceducators.com](http://www.4catholiceducators.com)
- [www.domestic-church.com](http://www.domestic-church.com)
- <http://themass.org>
- [www.usccb.org](http://www.usccb.org)

Each religion series has its own web site.

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## Level 1 Glossary of Terms

### *Term Meaning*

**Adam and Eve** The first parents of the human race created in God's own image and likeness; God breathed his life into the couple and gave them charge of all creation; refer to CCC #3699-379.

**Advent** The first season of the Church year; a time of preparation for the celebration of the birth of Christ; the term comes from the Latin word for "coming."

**Angel** A spiritual being in heaven.

**Apostles** Originally this term meant the 12 people closest to Jesus whom he sent forth to bring the good news of salvation; those whom by baptism are charged to bring the good news

**Baptism** The first of the seven Sacraments; the sacrament that incorporates the person into the Body of Christ; refer to CCC #977.

**Bible** The written revelation of God's love for his people; the two major segments are Old Testament and New Testament; refer to CCC #105-108.

**Christmas** The feast of the birthday of Jesus Christ derived from the expression of Christ's Mass; the feast is also known as the Nativity.

**Church** The people of God; the Body of Christ; the building where the people of God gather to give praise and worship.

**Commandment** A law given to God's people to help them live the way God plans for his people; refer to CCC #2052.

**Community** The name given to a group of God's people who come together.

**Confirmation** The second of the seven sacraments, it is the sacrament that seals baptism and charges the person to more completely live like Christ and help to participate in the life of the

**Disciple** One who follows Jesus.

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### *Term Meaning*

**Easter** The celebration of Christ's rising from the dead.

**Eucharist** A name given to Jesus in the Blessed Sacrament; the term comes from the Greek, "to give thanks;" refer to CCC #1322-1330.

**Forgiveness** The reason Jesus came to earth; it is also something given to others when one has been offended.

**Genuflect** A reverence made before entering a pew in church or passing the Blessed Sacrament; a person touches the right knee to the floor.

**God** The supreme being who is, was, and always will be; the creator of heaven and earth; refer to CCC #27.

**Heaven** The state of permanent perfection and union with God in heaven for eternity; refer to CCC #1023-1024.

**Lent** The six week period before Easter that begins on Ash Wednesday; originally a time of baptismal preparation.

**Lord's Prayer** The prayer that Jesus taught his disciples; it is also called, "the Our Father."

**Mary** The mother of Jesus, both God and man; refer to CCC #721-725.

**Mass** The worship of the Church that is based on the Last Supper; refer to CCC #1332.

**Miracle** An act that has consequences beyond human understanding.

**Parish** A group of people who are registered and worship at a particular Catholic church.

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*Term Meaning***Pastor** The priest who leads a parish.**Peace** A condition of harmony of body, mind, and spirit; it may be individual and communal.**Praise** A reason to pray and honor God for his love and goodness.**Prayer** Lifting mind and heart to God in loving relationship with him; prayer is either private or communal; it may be formal or informal.**Religion** The set of beliefs, way of life, and way of worship that a person embraces as a faith-response to God; refer to CCC #2135.**Respect** The act where one treats another person with dignity.**Sacrament** A universal efficacious sign of the church that signifies the saving act of Christ in the lives of God's people; there are 7 sacraments; refer to CCC #1131.**Saints** The baptized; the term usually refers to those people who are now in heaven.**Sharing** A habit of helping those who are less fortunate.**Sin** Missing the mark on how to live as God's people; a sin is constituted with: something is wrong, a person knows it's wrong, and chooses to do it; refer to CCC #1849-1850.**Soul** The spiritual part of a person that is immortal; refer to CCC #363.

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**Level 2: Glossary of Terms***Term Meaning***Absolution** The blessing of forgiveness prayed by the priest over the penitent in the sacrament of penance; refer to CCC # 1441-1442.**Altar** The table used for the celebration of Mass.**Amen** The word said at the end of a prayer to mean, "So be it!"**Assembly** The gathering of the baptized to give praise and worship to God.**Bishop** The third of the sacraments of Holy Orders; the bishop is appointed by the Pope to be the clerical head of a particular diocese.**Blessed Sacrament** Title given to Jesus present in the bread or host; reserved in the tabernacle for adoration and to be sacrament for the sick.**Blessing** A prayer for good for the person being blessed; refer to CCC#1671-1672.**Catholic** A mark of the church which refers to the fact that the church is for people of all races and cultures, whether rich or poor; refer to CCC#830.**Confession** A name given to the sacrament of penance; the part of the sacrament where one names the sins for which forgiveness is asked.**Conscience** A part of a person's intellect that passes judgment on an thought or action; a conscience is formed by a person's learning and living Jesus Christ; refer to CCC #1777.**Contrition** One of the four ends of prayer; it is the desire for forgiveness within a person.**Crucifix** A cross that holds the corpse of Jesus on it.**Diocese** A group of parishes in a geographical area that is headed by a Bishop of the Church.**Free Will** Made in the image and likeness of God, a person has the ability to choose his/her own actions; refer to CCC #1730.**Gospel** The good news of salvation; there are four Gospel accounts in the New Testament: Matthew, Mark, Luke, and John.*Term Meaning*

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**Grace** A gift from God that allows us to participate in the very life of God; it may be sanctifying or actual; refer to CCC #1996-1997.

**Holy Communion** A name given to the reception of the Blessed Sacrament or Eucharist.

**Homily** Talk given by the priest or deacon after the Gospel to help make the message of scripture meaningful in today's society.

**Host** A term given to the bread of the Blessed Sacrament. It comes from the Latin, "hostia," which means victim.

**Intellect** The ability to know things; it is one of the ways people are made in God's image and likeness.

**Lectionary** The book used at Mass that contains the Scripture readings for each day.

**Liturgy of the Eucharist** The second major part of the Mass where the Body and blood of Jesus is consecrated and the people receive Jesus in the Eucharist.

**Liturgy of the Word** The first major part of the Mass where the Word of God is proclaimed.

**New Testament** The second major part of the Bible that tells the good news of Jesus Christ.

**Old Testament** The first major part of the Bible that foretells the coming of the Savior.

**Ordinary Time** The Sundays of the Church year that are designated by ordinal numbers.

**Penance** Prayers or actions undertaken to indicate a desire to live a more Christ-centered life; a sacrament of healing where a person celebrates God's forgiveness for sin.

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### *Term Meaning*

**Pope** The visible head on earth of the Roman Catholic Church; refer to CCC #882.

**Psalm** A song in the Bible. There are 150 songs in the Book of Psalms.

**Real Presence** The belief that Jesus is truly present in the Eucharist; refer to CCC #1378-1379.

**Reconciliation** A name given to the Sacrament of Penance that expresses the understanding that through the sacrament one is brought to right relationship with God, self, and others.

**Resurrection** Christ's rising from the dead on Easter Sunday.

**Sanctifying Grace** The very life of God that is the habitual gift a person receives through participation in the sacraments; it is this very life that makes it possible to call God, "Father;" refer to CCC #1999-2000.

**Temptation** The time of choice to do wrong before choosing to perform an action; refer to CCC #538.

**Trinity** The mystery of faith that expresses the unity of God who is three persons: Father, Son, and Holy Spirit; refer to CCC #234.

**Vocation** The way a person responds to living out the baptismal call: single, married, priesthood or religious life.

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## Level 3: Glossary of Terms

### *Term Meaning*

**Ambo** The stand from which the Scriptures are proclaimed in Church.

**Apostolic** One of the four marks of the church that means the roots of the church can be traced to the apostles; it is also the charge of the church to bring the good news of salvation to the world.

**Baptistry** The place in the church where the baptismal font is placed.

**Book of Gospels** A book used at Mass from which the Gospel for each Sunday or Feast Day is proclaimed.

**Communal Prayer** A way of praying with a gathering of people.

**Communion of Saints** The gathering of the whole church in Christ: those on earth, those in purgatory, and those in heaven; refer to CCC #954.

**Deacon** A person ordained to special service in the church.

**Healing** The process by which one is made whole in either/ or body and spirit.

**Holy** One of the four marks of the church; as Christ is holy, so members of the church through baptism participate in the holiness of Jesus Christ; refer to CCC #823-829.

**Holy Orders** The sacrament that ordains men to continue the sacramental life of the church; the three orders are deacon, priest, bishop; refer to CCC #1536

**Justice** One of the cardinal virtues that means living in right relationship with God and all people by working to improve people's conditions; refer to CCC #1807.

**Kingdom of God** The reign of God; it is begun here on earth and perfected in heaven; refer to CCC #541-546.

**Liturgy** The public work of worship in the church; it includes: Mass, Sacraments, and Liturgy of the Hours; refer to CCC #1067.

**Matrimony** The sacrament that unites a man with a woman to share their love for one another and bring forth children; refer to CCC #1061

**Missal** The book that contains the prayers of the Mass and is used at the altar.

**Mission** The work of the church to bring the good news to others.

**Oil of Sick** Olive oil blessed by the Bishop on Holy Thursday and used throughout the diocese in the coming of the year in the sacrament of the Anointing of the Sick.

**One** A mark of the Church; there is one God, one Lord, and one Baptism; refer to CCC #865.

**Parable** A story used by Jesus to explain a truth about the Kingdom of God.

**Paschal Candle** The large candle that is lit during the Easter Season as a symbol of Jesus, the Light of the World; it is also used at funerals.

**Peace** A condition of harmony of body, mind, and spirit; it may be individual and communal.

**Pew** The long bench where people sit in church.

**Posada** An Hispanic tradition on Christmas eve that re-enacts the story of Mary and Joseph seeking room in Bethlehem.

**President's Chair** The chair where the priest sits during the Mass.

**Priest** One who is ordained by the bishop to be serve the spiritual needs of the people of God; refer to CCC #1551.

**Private Prayer** The individual conversation that a person has with God, the Blessed Mother, or a saint.

**Processional Cross** The cross that leads the entrance procession at Mass.

**Prophet** One who calls people to remember the truth of God.

**Responsibility** A charge to be or do something for a very good reason.

**Sanctuary** The place in the church where the Blessed Sacrament is reserved in the tabernacle. A light is always lit in this place.

**Tabernacle** The receptacle in church where the Blessed Sacrament is reserved.

**Worship** The act whereby a community gives praise and honor due to God through liturgical expression; refer to CCC #1067.

## Level 4: Glossary of Terms

### *Term Meaning*

**Ash Wednesday** First day of Lent; a day of fasting and abstinence; the faithful receive ashes on their forehead as a sign of repentance.

**Beatitudes** Eight beatitudes are listed in Matthew 5: 1-11; a way of living in the manner of Jesus Christ.

**Belief** A truth that is held in a person's heart.

**Canonization** Process whereby someone who has died is declared a saint in heaven.

**Corporal Works of Mercy** Based on Matthew 25: 31-46, the corporal works of mercy include: feed the hungry, give drink to the thirsty, clothe the naked, visit the sick, visit the imprisoned, ransom the captive, bury the dead.

**Covenant** A special promise made between God and his people. Once God makes this promise, he never breaks it; refer to CCC #62.

**Creed** A summary of beliefs of the church. The term comes from a Latin word that means, "I give my heart to;" refer to CCC #187-193.

**Decade** A term used to denote ten "Hail Mary's" in the rosary.

**Evangelists** The term given to the four Gospel writers: Matthew, Mark, Luke, and John.

**Evangelization** The mission of the church to spread the good news of salvation to the ends of the earth; refer to CCC #861.

**Evil** The absence of good.

**Hell** The opposite state of heaven; a permanent place of misery and separation for God; refer to CCC #1033.

**Idol** Someone or something that a person makes more important than God.

**Immortality** Understanding that the soul of a person will live forever and will be united with the body at the final judgment.

**Liturgical cycles** The seasons of the Church calendar: Advent, Christmas, Ordinary Time, Lent, Easter, Pentecost

**Paschal Mystery** The mystery of Jesus' passion, death, and resurrection; refer to CCC #571.

**Purgatory** A time of purification after death for those who are not yet ready to enter into heaven; refer to CCC #1030.

**Remembrance** Making the past present as in the act of consecration of the Eucharist at Mass; refer to CCC #1341.

**Reverence** Treating another with respect.

**Rosary** A prayer to the Blessed Mother; refer to CCC #2678.

**Satan** The Evil one.

**Spiritual Works of Mercy** Seven ways a christian is called to tend to the spiritual needs of others; refer to CCC #2447.

**Steward** One who responds to the call to care for all God's creation.

**Stewardship** The responsibility to care for all of God's creation.

**Ten Commandments** The ten laws God gave Moses so that the people of God would know how to live as God's people; refer to CCC #2067.

**Triduum** The liturgical remembrance of Christ's passion, death, and resurrection comprising Holy Thursday, Good Friday, Holy Saturday and culminating in the Easter Vigil.

**Truth** A belief held through faith in God.

## Level 5: Glossary of Terms

### *Term Meaning*

**Adoration** One of the ends of prayer; the act of reverence to God and Jesus in the Eucharist.

**Alb** The white robe the priest, deacon, or altar server wears at Mass; the term come from the Latin word for "white."

**Annunciation** The commemoration of the time that Mary said, "Yes!" when the angel asked her to be the Mother of God; First Joyful Mystery of the Rosary.

**Cassock** Robe worn by clergy; priests' cassocks are black, bishops' cassocks are red.

**Chalice** The cup used at Mass to hold the wine that will become the Blood of Christ; it is to be made of precious material.

**Chasuble** The outer vestment worn by the priest or deacon at Mass; its color reflects the liturgical season.

**Chrism** Olive oil and balsam consecrated by the Bishop each Holy Thursday to be used for baptisms and confirmations in each parish for the coming year

**Ciborium** The dish-like container for the bread that is the Body of Christ. It is kept in the tabernacle for adoration and to be heavenly food for the sick.

**Cincture** The rope-like belt worn a priest or altar server wears around the alb.

**Hospitality** A virtue that displays the welcoming spirit of Jesus Christ.

**Incarnation** The action of the Son of God coming down and becoming Jesus Christ; refer to CCC #461-463.

**Judgment** When one comes before God at the time of death; it also given to the meeting of God with all his people at the end of time, this will determine heaven, purgatory, or hell for the person being

**Laying on of Hands** The symbolic gesture of the coming of the Holy Spirit upon God's people.

**Martyr** One who dies for giving witness to Christ.

**Monstrance** The stand in which the Blessed Sacrament is placed for adoration.

**Mortal Sin** Sin that breaks a person's covenant with God; something very wrong, a person knows it's very wrong, and the person chooses to do it; refer to CCC #1854-1859.

**Mystery** A truth that is partly hidden from us, but partly revealed; refer to CCC #42-43.

**Mystical Body of Christ** A term used by Saint Paul in the Letter to the Corinthians to explain the mystery of unity in Jesus Christ that takes place at baptism; refer to CCC #787-791.

**Original Sin** The first sin committed by Adam and Eve; refer to CCC #396-412.

**Paten** The plate that is used to hold the bread that is Jesus at Mass.

**Patron Saint** The saint in heaven for which a person is named.

**Precepts of the Church** Minimal requirements for living out what it means to live as Roman Catholics. Refer to CCC #2041-2043

**Priesthood of the Faithful** All the baptized are called to share in the priesthood of Christ through participation at Mass; refer to CCC #1547.

**Stations of the Cross** A devotion to commemorate Jesus journey to his crucifixion.

**Stole** The scarf-like vestment that a priest wears around his neck when performing sacramental duties; a deacon wears a stole across his chest.

**Supplication** The act of asking for needs in prayer; one of the four ends of prayer, also known as petition; refer to CCC #2679.

**Thanksgiving** The attitude to which a person is called to live in gratitude for salvation through Jesus Christ.

**Venial Sin** Sin that does not sever the relationship with God, but diminishes it; refer to CCC #1862.

**Vow** A sacred promise a person makes to God; this is usually done in the presences of witnesses; refer to CCC #915.

## Level 6: Glossary of Terms

### *Term Meaning*

**Clergy** Those who are ordained in the Sacrament of Holy Orders to help others and make sacraments available for all of the people of God.

**Commission** The act of choosing to sin by doing something contrary to God's commandments.

**Dogma** A belief that has been explained by the Magisterium in Church teaching.

**God's Providence** God's desire is to have his people return to be with him forever in heaven; refer to CCC #302.

**Infallibility** A gift that the Pope receives to proclaim the truth about God and the things of God; refer to CCC #92.

**Inspiration** The act whereby God inspired the human authors of the Bible to reveal truth about God.

**Jesse Tree** An Advent custom of hanging decorations on a tree to remember those great people in the scriptures who waited for coming of the Savior.

**Laity** All of the baptized except for those who have Holy Orders; refer to CCC #897.

**Luminous** One of the four mysteries of the Rosary given to the Church by Pope John Paul II: Baptism of Jesus, Wedding at Cana, Proclamation of the Kingdom, the Transfiguration, and the Eucharist.

**Omission** Sin that happens by not doing something that should be done by a disciple of Jesus Christ.

**Prejudice** A biased opinion against some one or thing.

**Revelation** The act of God revealing truths about himself in the Scriptures.

**Salvation** The condition of being redeemed by Jesus Christ; refer to CCC #169.

**Social Sin** A result of original sin, it is a sinful condition that is prevalent in society, such as: slavery, oppression of women, racism, bigotry.

**Tithe** The practice of donating a portion of one's income to God.

**Tradition** The oral, lived transmission of the faith from one generation to the next; refer to CCC #83.

## Level 7: Glossary of Terms

### *Term Meaning*

**Abstinence** People over the age of 14 are obliged to refrain from eating meat on Ash Wednesday and the Fridays of Lent as a means of corporate penance.

**Benediction** A devotion of the church to honor Jesus Christ in the Blessed Sacrament.

**Body of Christ** All the baptized form the Body of Christ when they come together in the name of Christ.

**Cathedral Kitchen** A food pantry located in Camden at the Cathedral.

**Catholic Charities** An organization within the church that works to help those in need; a special collection is taken up in church annually to support this effort.

**Catholic Relief Services** An organization that meets the needs of crisis victims throughout the world; a special collection is taken up in church annually to support this international effort.

**Celibacy** The oath a priest takes at ordination to declare that he will not be married.

**Easter Vigil** The church's celebration held on Holy Saturday to commemorate Jesus' resurrection; it is the time when people celebrate the sacraments of initiation through RCIA in the church.

**Fast** On Ash Wednesday and Good Friday adults between the ages of 18 and 59 are to eat only three meals a day without eating anything in between; two of the meals combined cannot be larger than the main meal

**Food Banks** Places where the poor may go to receive the food they need.

**Fruits of the Spirit** Listed in Galatians 5:22-23, these virtues express the perfection of the Holy Spirit: charity, joy, peace, patience, kindness, goodness, generosity, gentleness, faithfulness, modesty, self-control, chastity.

**Gifts of the Spirit** Listed in Isaiah 11: 1-2, these are dispositions of the heart that helps a person to live in the Spirit of Jesus Christ: wisdom, understanding, counsel, knowledge, fortitude, piety, and fear of the Lord.

**Habitat for Humanity** A group dedicated to building homes for the poor.

**Holiness** A condition of baptism that allows one to be in relationship with God.

**Holy Days of Obligation** The seven days of the Days of the church year when the faithful people of the United States gather at Mass, other than Sundays, to worship God

**Pentecost** The birthday of the Church; celebrates the coming of the Holy Spirit upon the apostles in Acts 2:1-11.

**RCIA** The Rite of Christian Initiation of Adults is the normative process for those seeking the three sacraments of initiation in the church.

**Transubstantiation** The consecration of the bread and wine at Mass into the Body and Blood of Jesus Christ.

**Vice** A habit of evil.

**Virtue** A habit of doing good.

## Level 8: Glossary of Terms

### *Term Meaning*

**Abortion** The act of destroying an unborn child; refer to CCC #2271-2272.

**Adultery** Marital infidelity

**Ascension** Term given to Jesus' ascending into heaven 40 days after his resurrection; the Second Glorious Mystery of the Rosary.

**Assumption** Term given to Mary being taken into heaven; the Fourth Glorious Mystery of the Rosary; refer to CCC #966.

**Benedictus** The Canticle of Zechariah in Luke 1:67-79; used in Morning Prayer of the Church.

**Canticles** A special hymn of praise found in the scriptures

**Capital Sins** Pride, greed, lust, anger, envy, gluttony, sloth; refer to CCC #1866.

**Cardinal Virtues** Cardinal Virtues include prudence, justice, fortitude, temperance; moral virtues acquired by human efforts around which all other virtues are related; refer to CCC #1805.

**Christian Morality** The way of living that is in the manner of Jesus Christ; refer to CCC#1749.

**Discipleship** The term given to the special way of life one is called to live who is baptized into Jesus Christ.

**Empathy** Identifying with the joys and sufferings of others.

**Evening Prayer** Part of the Liturgy of the Church; it consists of psalms, canticles, readings, and intercessions for all God's people.

**Faith** A theological virtue that helps one believe in God; refer to CCC #26.

**Gratitude** A disposition that should be in the heart of one who receives and lives Eucharist.

**Liturgy of the Hours** Part of the Liturgy of the Church; the two major hours of prayer are morning and evening prayer.

**Lumen Gentium** One of the major documents from the Vatican II Council; it is also called, "The Dogmatic Constitution on the Church."

**Magisterium** The teaching body of the Church headed by the Pope; refer to CCC #85-87.

**Magnificat** A Gospel canticle taken from Luke 1: 46-55 and prayed at Evening Prayer of the Church.

**Morning Prayer** Part of the Liturgy of the Church prayed each morning; it consists of psalms, canticles, readings, and intercessions for all God's people.

**Outreach** Service to the poor and needy.

**Redemption** The act of Jesus' passion, death, and resurrection that made it possible for the baptized to enter heaven; refer to CCC #571.

**Theological Virtues** The three virtues: faith, hope, and love, that are infused in a person through baptism that are the source of all other virtue; refer to CCC #1812-1827.

**Vatican II** A gathering of the Bishops of the Church called by Pope John XXIII from 1962 to 1965 that called for renewal in the church.

# Prayers And Precepts

Prayer/ Precept Memory Chart for Levels 1 through 8

<b>Level</b>	<b>Prayer/ Precept</b>
<b>1</b>	Sign of the Cross Lord's Prayer Hail Mary Doxology Prayer to Guardian Angel
<b>2</b>	Grace before Meals Grace after Meals Act of Contrition Law of Love
<b>3</b>	Apostles' Creed Confiteor Simple Act of Faith, Hope, and Love
<b>4</b>	Hail, Holy Queen Ten Commandments
<b>5</b>	Joyful Mysteries of the Rosary Seven Sacraments Precepts of the Church
<b>6</b>	Luminous Mysteries of the Rosary Memorare Prayer of St. Francis
<b>7</b>	Nicene Creed Sorrowful Mysteries of the Rosary Spiritual Works of Mercy Corporal Works of Mercy Holy Days of Obligation Gifts of the Holy Spirit Psalm 23
<b>8</b>	Cardinal Virtues Capital Sins Glorious Mysteries of the Rosary Theological Virtues

**Principles of Catholic Social Teaching****Prayers/ Precepts by Grade Level****Level 1:****Sign of Cross**

In the name (+) of the Father, and of the Son, and of the Holy Spirit. Amen.

**Lord's Prayer**

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.

**Hail Mary**

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.

**Doxology**

Glory to the Father, and to the Son, and to the Holy Spirit  
as it was in the beginning, is now, and ever shall be. Amen.

**Prayer to Guardian Angel**

Angel of God, my guardian dear,  
to whom God's love commits me here.  
Ever this day be at my side  
to light and guard, to rule and guide. Amen.

**Prayers/ Precepts by Grade Level****Level 2:****Grace before Meals**

Bless us, O Lord, and these your gifts  
which we are about to receive from your bounty  
through Christ our Lord. Amen.

**Grace after Meals**

We give you thanks, Almighty God, for all your benefits,  
who lives and reigns, world without end. Amen.

**Act of Contrition (One version)**

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.

**Law of Love**

Love God with your whole heart, soul, mind, and strength. Love your neighbor as you love yourself.

**Prayers/ Precepts by Grade Level****Level 3:****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 of the Holy Spirit  
Born of the Virgin Mary  
Suffered under Pontius Pilate  
Was crucified, died and was buried.  
He descended into hell.  
On the third day, he rose again  
He ascended into Heaven and is seated at the right hand  
of God, the Father Almighty.  
He will come again 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.

**Confiteor**

I confess to Almighty God, and to you, my brothers and sisters,  
that I have sinned through my fault  
in my thoughts and in my words,  
in what I have done and what I have failed to do;  
and I ask blessed Mary, ever virgin, all the angels and saints,  
and you, my brothers and sisters,  
to pray for me to the Lord our God. Amen.

**Simple Act of Faith, Hope, and Love**

My God, I believe in you, I trust you, and I love you with my whole heart. Amen.

**Prayers/ Precepts by Grade Level****Level 4:****Hail, Holy Queen**

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 towards us;

and after this, our exile, show unto us the blessed fruit of your womb, Jesus!

O clement, O loving, O sweet Virgin Mary!

† Pray for us, O holy Mother of God,

**R:** that we may be made worthy of the promises of Christ.

**Ten Commandments**

1 I am the Lord your God, you shall not have strange gods before me.

2 Do not take the name of the Lord, your God, in vain.

3 Remember to keep holy the Lord's day.

4 Honor your mother and father.

5 You shall not kill.

6 You shall not commit adultery.

7 You shall not steal.

8 You shall not bear false witness.

9 You shall not covet your neighbor's wife.

10 You shall not covet your neighbor's goods.

**Prayers/ Precepts by Grade Level****Level 5:****Joyful Mysteries of the Rosary**

1. Annunciation to Mary

2. Visitation

3. Birth of Jesus

4. Presentation of Jesus in the Temple

5. Finding of Jesus in the Temple

**Seven Sacraments**

Sacraments of Initiation

Baptism

Confirmation

Holy Eucharist

Sacraments of Healing

Penance

Anointing of the Sick

Sacraments of Service

Holy Orders

Matrimony

**Precepts of the Church**

1. Participate at Mass on Sundays and holy days of obligation.

2. Confess your sins at least once a year.

3. Receive Communion at least during the Easter season.

4. Observe the prescribed days of fasting and abstinence.

5. Provide for the material needs of the Church.

6. Observe the laws of the church concerning marriage.

**Prayers/ Precepts by Grade Level**  
**Level 6:****Luminous Mysteries of the Rosary**

6. The Baptism of Jesus
7. The Wedding Feast of Cana
8. The Proclamation of the Kingdom of God
9. The Transfiguration
10. The Institution of the Eucharist

**Memorare**

Remember, O most gracious Virgin Mary,  
that never was it known that anyone who fled to your protection,  
implored your help, or sought your intercession was left unaided.  
Inspired with this confidence, I fly unto you, O Virgin of virgins, my Mother.  
To you I come, before you I stand, sinful and sorrowful.  
O Mother of the Word Incarnate, despise not my petitions,  
but in your mercy hear and answer me. Amen.

**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 so much seek 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.

**Prayers/ Precepts by Grade Level**  
**Level 6:****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 of 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.

**Sorrowful Mysteries of the Rosary**

1. Agony in the Garden
2. Scourging at the Pillar
3. Crowning with Thorns
4. Carrying of the Cross
5. Crucifixion and Death of Jesus

**Spiritual Works of Mercy**

- Convert the sinner
- Instruct the ignorant
- Counsel the doubtful
- Comfort the sorrowful
- Bear wrongs patiently
- Forgive injuries
- Pray for the living and the dead

**Corporal Works of Mercy**

- Feed the hungry
- Give drink to the thirsty
- Clothe the naked
- Shelter the homeless
- Visit the sick
- Visit those in prison
- Bury the dead

**Prayers and Precepts****Level 7:****Holy Days of Obligation**

1. November 1: Feast of All Saints
2. December 8: Feast of the Immaculate Conception
3. December 25: Feast of the Nativity of our Lord
4. January 1: Feast of the Solemnity of Mary, the Mother of God
5. 40 days after Easter: Feast of the Ascension of our Lord
6. August 15: Feast of the Assumption of the Blessed Mother

**Gifts of the Holy Spirit**

Wisdom, Understanding, Counsel, Fortitude, Knowledge, Piety, Fear of the Lord

**Psalm 23**

The LORD is my shepherd; there is nothing I shall want.  
In green pastures you let me graze;  
to safe waters you lead me; you restore my strength.  
You guide me along the right path for the sake of your name.  
Even when I walk through a dark valley, I fear no harm  
for you are at my side; your rod and staff give me courage.  
You set a table before me in the site of my foes;  
You anoint my head with oil; my cup overflows.  
Only goodness and kindness will follow me all the days of my life;  
I will dwell in the house of the LORD for years to come.

**Prayers/ Precepts by Grade Level****Level 8:****Glorious Mysteries of the Rosary**

11. The Resurrection
12. The Ascension
13. The Descent of the Holy Spirit
14. The Assumption
15. The Coronation of Mary, Queen of Heaven and Earth

**Theological Virtues:**

Faith, Hope, Love

**Cardinal Virtues:**

Prudence, Justice, Fortitude, Temperance

**Capital Sins:**

Pride, greed, lust, envy, anger, gluttony, and sloth

**Principles of Catholic Social Teaching**

1. Life and Dignity of the Human Person
2. Call to Family, Community, and Participation
3. Rights and Responsibilities
4. Option for the Poor and Vulnerable
5. The Dignity of Work and the Rights of Workers
6. Solidarity
7. Care for God's Creation