

RELIGIOUS EDUCATION CURRICULUM CONCEPTS

Grade 6

By the end of Grade 6, students will have an age-appropriate understanding of the concepts in each of the following areas:

Area #1: ***The Profession of Faith*** (CCC #26-1065)

1. The desire for **God** is written in the human heart, because the human person is made by **God** and for **God** (Sunday celebrations of the **Eucharist** with **parish** community (Sunday celebrations of the **Eucharist** with **parish** community CCC# 27)
2. Through an utterly free decision, **God** has revealed himself and given himself to humanity (CCC# 50)
3. **God** has revealed his plan of loving goodness, formed from all eternity in Christ, for the benefit of all humanity. This plan has been fully revealed by God's sending his Son, **Jesus**, and the **Holy Spirit** (Sunday celebrations of the **Eucharist** with **parish** community CCC# 50)
4. **God** manifested himself to our first parents. He invited them to intimate communion with himself and clothed them with **grace** and justice (CCC# 54)
5. **God's revelation** to humanity was not broken off by our first parents' **sin**. After the Fall **God** continues to give the hope of **salvation** through the promise of **Redemption**; he wishes to give eternal life to all who seek him (CCC# 55)
6. After the unity of the human race was shattered by **sin**, **God** sought to save humanity in various stages (CCC# 56)
 - i. The Covenant with Noah (CCC# 56)
 - ii. The Covenant with **Abraham** and the **Patriarchs** (CCC# 59-61)
 - iii. **God** Forms the People of Israel (CCC# 62-64)
 - iv. The Sinai Covenant
 - v. The Kingdom of Israel
 - vi. The **prophets**
 - vii. The Wisdom Literature of the **Bible**

- viii. The fulfillment of **Revelation** by the Word made Flesh (CCC# 65)
7. Since the New Covenant established by Christ is the fulfillment of **God's revelation**, no new public **revelation** is to be expected before the **Second coming** (CCC# 66)
 8. Even though God's **revelation** is complete, it has not been made completely explicit; **Christians'** understanding of its full significance will develop gradually over the course of centuries (CCC# 66)
 9. God's **revelation** of his plan of **salvation** has been transmitted throughout the ages through **Apostolic Tradition** and Sacred Scripture (CCC# 74-83)
 10. The **Church** has always venerated the Scriptures as God's Word. In it the **Church** finds nourishment and strength (CCC# 104)
 11. Since the **Holy Spirit** inspired the authors of the **Bible** to write, it can be said that **God** is the author of Sacred Scripture (CCC# 105-107)
 12. The books of the **Bible** teach without error those truths which **God**, for the sake of our **salvation**, wished to be revealed through Sacred Scripture (CCC# 107)
 13. In order to interpret the words of Scripture in the way the **Holy Spirit** intends, **Christians** must be attentive to each book's style, the biblical authors' intentions, their original cultural contexts and historical situation in which they wrote, how they correspond to the truths of the other biblical books, and the Church's interpretation of its words as inspired by the **Holy Spirit** (CCC# 109-119)
 14. Students should be able to identify
 - I. How the books of the **Bible** were assembled into a "canon"
 - II. The various parts of the Old and New Testaments

Area #2: ***The Celebration of the Christian Mystery*** (CCC #1066-1690)

1. The **Chosen People** received from **God** distinctive signs and symbols that marked its liturgical life. They serve as signs of the Covenant, symbols of God's mighty deeds. The **Church** sees in these a prefiguring of the **Sacraments** of the New Covenant (CCC# 1150)

2. In his words and actions **Jesus** gives new meaning to the deeds and signs of the Old Covenant, above all to the **Exodus** and **Passover**, for he himself is the meaning of all these signs (CCC# 1151)
3. In the **Passover** celebration the unleavened bread commemorated God's liberation of the Israelites from slavery; the wine was used as a sign of their hope in the coming of the **Messiah** (CCC# 1334)
4. **Jesus** gave new meaning to the **Passover** bread and wine at his **Last Supper** when he turned them into his body and blood (CCC# 1334, 1339)
5. **Jesus** gave the Jewish **Passover** new meaning in his **Last Supper**: he anticipated his passing over from earthly life to resurrected life with **God** the Father and anticipated the final **Passover** of the **Church** in the glory of **God's** Kingdom at the end of time (CCC# 1340)
6. Sunday is the preeminent day for the liturgical **assembly** to listen to the Word of **God** and take part in the **Eucharist**, thus calling to mind the Passion, **Resurrection**, and glory of the Lord (CCC# 1167)
7. The Priesthood of Aaron and the Levites in the Old Testament prefigured the Priesthood of Christ and those who are called to **Holy Orders** in the **Catholic Church** (CCC# 1539-1545)

Area #3: ***Life in Christ*** (CCC #1691-2550)

1. Human persons are endowed with immortal and spiritual souls; they are made in God's image and likeness and find their perfection in seeking and loving what is true and good (CCC# 1702-1705)
2. Enticed by the Evil One the first parents abused their freedom at the beginning of human history. Human beings still desire the good, but their nature bears the wound of **Original Sin**; they are inclined to evil and subject to error (CCC# 1707)
3. By his Passion, Christ delivered us from **Satan** and from **sin**. He won for us new life in the **Holy Spirit** and his **grace** restores what **sin** had damaged in us (CCC# 1708)
4. The **Beatitudes** are at the heart of **Jesus'** preaching (CCC# 1716-1717)
5. The **Ten Commandments** and the **Sermon on the Mount** describe for us the paths that lead to the Kingdom of **Heaven** (CCC# 1724)

6. The “theological **virtues**” (**faith**, hope and love) are the foundation of Christian moral activity (CCC# 1812-1813)
7. The “gifts of the **Holy Spirit**” help the disciple to hear and respond to the inspiration of the **Holy Spirit** (CCC# 1831)
8. The common good of society consists of three essential elements:
 - a. Respect for and promotion of the fundamental rights of the person
 - b. The development of the spiritual and temporal goods of society
 - c. The peace and security of society and its members
9. The New Law, or the Law of the **Gospel** is called the “Law of Love” because, through the **grace** of Christ and the inspiration of the **Holy Spirit**, the believer does what is good out of love and not fear (CCC# 1972)
10. The precepts of the **Church** are considered indispensable minimums in the believer’s moral and spiritual life (CCC# 2041-2043)

Area #4: **Christian Prayer** (CCC #2558-2856)

1. **Abraham’s** heart was attuned to God’s merciful presence. He was able to intercede for his companions with bold confidence to **God**. His **prayer** life is instructive to all his spiritual descendents (CCC# 2571-2573)
2. **Moses’** example of intercessory **prayer** on behalf of the People of Israel prefigured the mediation of **Jesus** Christ between **God** and humanity (CCC# 2574)
3. King David’s prayers on behalf of his people, his submission to God’s will, his praise of **God** and his repentance for his sins is a model of **prayer** (CCC# 2579)
4. In the **Psalms** David, inspired by the **Holy Spirit**, is the first prophet of Jewish and Christian **prayer** (CCC# 2579)
5. In addition to the prayers they have already learned, Grade 6 students will continue to learn the following:
 - a. The parts of the **Mass** and its major prayers and **rituals**
 - b. The **rituals** and prayers of each sacrament
 - c. The Lord’s **Prayer**

- d. Students will compose prayers of praise, thanksgiving, remorse, and **petition**
 - e. Celebrations of the **Liturgical year** will continue in class and with the **parish** community. These should include Marian **feasts/Holy Days** and other **saints' feasts**.
6. Students will be able to identify the Precepts of the **Church**:
- a. You shall attend **Mass** on Sundays and **Holy Days of Obligation**
 - b. You shall confess your sins at least once a year
 - c. You shall receive **Holy Communion** at least during the Easter Season
 - d. You shall keep the **Holy Days of Obligation**
 - e. You shall observe the prescribed days of **fasting** and **abstinence**

6th Grade Prayers:

Rituals and prayers for each sacrament

6th Grade Outcomes & Performance Indicators: Profession of Faith

Exit Outcome 1: **Describe the gradual stages of God's revelation**

Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Explain divine Revelation as God's way to teach us about the plan for our happiness
- ❖ Compare and contrast both sources of Revelation on a chart or poster
- ❖ Brainstorm words or phrases that describe images that help us express who God is. Choose one phrase and apply it to their family
- ❖ Name the gifts and fruits of the Holy Spirit
- ❖ Write a song of praise in the style of Hannah or Mary

How do you see examples of this outcome lived out in the family?

Within the family the child will:

- ❖ Do daily acts of goodness
- ❖ Develop a loving daily relationship with God
- ❖ Develop willingness to work for justice

Exit Outcome 2: **Read, understand and pray the Sacred Scripture as the inspired Word of God**

Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Define Tradition as our beliefs about God's loving plan that have been passed down through the Church
- ❖ Identify four ways in which God is revealed in the Book of Exodus

- ❖ Relate stories of the Bible of how led the chosen people through Judges and Kings
- ❖ Identify individual books of the Bible according to placement

How do you see examples of this outcome lived out in the family?

Within the family the child will:

- ❖ Identify scripture passages related to everyday situations
- ❖ Imitate the life of Jesus in everyday relations with people
- ❖ Read the scriptures regularly

Exit Outcome 3: **Know the basic teachings of the Church as identified in the Creed and Traditions; and show how these teachings are applied and lived out in the individual's life**

Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Describe the role of each person of the Trinity and write a personal reflection on one of the roles
- ❖ Articulate the significance of All Soul's Day and praying for the Church suffering
- ❖ Research the seven sorrows of Mary and exemplify her courage for contemporary life
- ❖ Research the Catholic Church through the Vatican or the diocesan website

How do you see examples of this outcome lived out in the family?

Within the family the child will:

- ❖ Develop a relationship with the persons of the Trinity
- ❖ Articulate the Creed
- ❖ Live out discipleship in life
- ❖ Value the virtues as part of daily life

Exit Outcome 4: **Interpret one's life and faith as gifts from God and recognize that both gifts must be cultivated and nurtured for eternal life**

Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Develop a time line of major events in life and identify God's role in it
- ❖ Invite family members to list the top ten things they are doing to build the kingdom of God
- ❖ Choose a favorite saint and write about how that person reflects God's goodness to them.

How do you see examples of this outcome lived out in the family?

Within the family the child will:

- ❖ Identify justice actions that the parish is doing for the world
- ❖ Recognize goodness and is thankful for it
- ❖ Relate saints to daily life

The Celebration of the Christian Mystery:

Exit Outcome 5: **Identify how liturgy is the primary way Catholics worship God**

Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Create a classroom Jesse Tree and tells the story of the person represented by each symbol
- ❖ Reflect on the words for the blessing with ashes for Ash Wednesday
- ❖ Create a pie graph on which each liturgical season is a section and each major feast is indicates
- ❖ Identify sacramentals in life

How do you see examples of this outcome lived out in the family?

Within the family the child will:

- ❖ Celebrate the liturgical seasons with the family
- ❖ Pray traditional prayers
- ❖ Attend mass on a regular basis

Exit Outcome 6: **Demonstrate knowledge of the liturgical seasons and the importance of Sunday as the Lord's Day and other practices in the liturgical life of the Church**

Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Research the Prince of Peace through the eyes of the Prophet Isaiah (especially 11:6-9) and create a logo with some images found there
- ❖ Relate the Easter events to the promise of resurrection
- ❖ Create a classroom or parish liturgical calendar

How do you see examples of this outcome lived out in the family?

Within the family the child will:

- ❖ Use liturgical symbols and ritual for prayer
- ❖ Identify the liturgical season and how to celebrate

Exit Outcome 7: **Interpret one's life and faith as gifts from God and recognize that both gifts must be cultivated and nurtured for eternal life**

Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Chart the Passover of Israel to Jesus' redemptive actions and Passover Meal to Eucharist, the Messianic Banquet and our pledge of future glory

- ❖ Explain how we share in the paschal Mystery of Christ by receiving Eucharist
- ❖ Role play modern day ways of living out Jesus' life, death and resurrection

How do you see examples of this outcome lived out in the family?

Within the family the child will:

- ❖ Make daily offering to God
- ❖ Attend the Easter Vigil
- ❖ Identify with Christ in one's life

Exit Outcome 8: **Describe the seven sacraments, their symbols and ritual**

Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Describe the essential parts of the rite of Confirmation and tell how this sacrament perfects the gifts of Baptism in us
- ❖ Write a thanksgiving prayer regarding Jesus in the Eucharist
- ❖ Develop an R.S. V. P. to God the Father who invites each to the supper honoring his Son, Jesus
- ❖ Explore true sorrow for sin through a comparison between the Pharisee and the Tax Collector (Luke 18:9-14) and discuss in small groups how this parable impacts on life
- ❖ Journal why the sacraments are no longer needed in heaven

How do you see examples of this outcome lived out in the family?

Within the family the child will:

- ❖ Identify the seven sacraments
- ❖ Participate in sacramental rituals
- ❖ Respond to the rights and responsibilities of being a Catholic

Life in Christ:

Exit Outcome 9: **Demonstrate Christ's redeeming life and our Baptismal response through a well-formed conscience**

Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Choose one virtue, define it and list ways that it can be exercised and nurtured in daily life
- ❖ Create a bumper sticker to show the effective use of one of the cardinal virtues
- ❖ Demonstrate the use of the Corporal Works of Mercy in life
- ❖ Bring in the parish bulletin to name ways that the parish practices the Spiritual or Corporal Works of Mercy

How do you see examples of this outcome lived out in the family?

Within the family the child will:

- ❖ Identify ways to live out faith, hope and charity
- ❖ Develop an attitude for the Culture of Life
- ❖ Visit the sick and elderly
- ❖ Identify why the Catholic Church is against the death penalty

Exit Outcome 10: **Describe the reality of original sin, evil in the world and how our wounded nature is redeemed through the Paschal Mystery**

Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Write a brief essay about freedom: God's freedom from slavery for Israel, Jesus frees us from sin and the freedom and desire for heaven
- ❖ Define free will and give personal examples of why free will is a gift from God

- ❖ List simple choices made on a daily basis that affect people's lives

How do you see examples of this outcome lived out in the family?

Within the family the child will:

- ❖ Take responsibility for personal sin and asking forgiveness
- ❖ Show willingness to forgive others
- ❖ Identify persons working to make the world a just place

Exit Outcome 11: **List and describe the Ten Commandments and apply them to a personal life of virtue to today's world**

Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Contribute to mission efforts or "Operation Rice Bowl", etc
- ❖ Apply Ten Commandments to daily life
- ❖ Retell the scriptural account of Moses and the Ten Commandments
- ❖ Develop a video on a virtues driven life

How do you see examples of this outcome lived out in the family?

Within the family the child will:

- ❖ Collect clothes and food for the poor
- ❖ Keep holy Sunday
- ❖ Not curse
- ❖ Respect neighbors and their possessions
- ❖ Not cheat on tests

Exit Outcome 12: **Give examples of works of mercy and actions on behalf of justice and stewardship as Disciples of Christ**

Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Define social sin and explain how all sin affects people
- ❖ Explore the life, words and actions of Mother Teresa of Calcutta and St. Francis of Assisi and show the prime place of charity in the world
- ❖ Discuss how Gospel values make a difference in society and list practical examples
- ❖ Make a list of human rights and freedoms and their corresponding responsibilities
- ❖ Research the term “solidarity” to identify the needs for interconnectedness of peoples

How do you see examples of this outcome lived out in the family?

Within the family the child will:

- ❖ Perform acts of charity for the poor
- ❖ Work with the St. Vincent de Paul Society in the parish
- ❖ Live a life without prejudice and discrimination
- ❖ Treat people with dignity and respect

Christian Prayer

Exit Outcome 13: **Develop and practice forms of prayer including adoration, blessings, petition, intercession, thanksgiving and praise**

Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Pray the Nicene Creed
- ❖ Lead scriptural centering prayer
- ❖ Practice various forms of ritual and prayer

How do you see examples of this outcome lived out in the family?

Within the family the child will:

- ❖ Pray morning and evening prayer
- ❖ Develop a personal prayer life
- ❖ Identify various ways of praying

Exit Outcome 14: **Demonstrate the skills needed for a personal and communal life of prayer integrating the traditions of the home**

Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Experience scriptural meditation which engages thoughts, heart, images and response to God
- ❖ Identify with persons in scripture who modeled prayerfulness
- ❖ Identify times and occasions for prayer and choose prayers that are appropriate. Make a prayer book for these times

How do you see examples of this outcome lived out in the family?

Within the family the child will:

- ❖ Lead prayers and rituals with the family
- ❖ Make a family shrine
- ❖ Teach younger children their prayers
- ❖ Develop personal prayer

Exit Outcome 15: **Demonstration skills needed to pray using Scripture and meditation**

Indicators:

How will the student show that she/he understands this learning?

Student will:

- ❖ Read Hannah's prayer from the book of Samuel and compare themes with the Magnificat
- ❖ Write personal psalms of gratitude and share them at prayer time
- ❖ Identify prayer themes in the psalms and share findings with a partner

How do you see examples of this outcome lived out in the family?

Within the family the child will:

- ❖ Leads family prayer at meals
- ❖ Articulates the following: Our Father, Hail Mary, Apostles Creed, and Prayer to St. Francis
- ❖ Pray the Nicene Creed at Mass