



## 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.

In order to understand the Catholic faith more fully every family should have a copy of the Bible, the *Catechism of the Catholic Church*, the *United States Catholic Catechism for Adults*, and the *Compendium of the Catechism of the Catholic Church*.



## 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:

1. Continue to grow in their relationship with God through prayer. Can take greater roles of responsibility in prayer and worship.
2. View all events in their lives as part of faith.
3. Understand symbols, stories, and religious images of God in a way that can be somewhat literal.
4. Need help to develop their own unique God-given gifts.
5. Catch the tradition of the past through stories (scripture, Jesus, stories of the Church). Can identify outstanding role models of the present.
6. Begin to glimpse themselves in the future through observing the virtues and character of heroes and heroines and mature adults.
7. Respond to lived faith witness by willingness to participate in more systematic presentation of the faith, liturgy, and religious practices.
8. Need help to see the reasons behind Church rules, privileges, and responsibilities.
9. Need help to understand that God desires the good and happiness of everyone.
10. Vest greater importance in their expanding world of school, community, people, and events around the world (the latter brought closer through media).
11. 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.
12. Gain a sense of responsibility and develop care for others by being involved in charitable collections, community clean ups, and other organized events.
13. Begin to have a genuine sense of fairness and equality.

14. Can take others' views into account in bargaining to meet their own needs.
15. Grow in the ability to understand abstract qualities in the future such as justice and injustice by participating now in activities with sharp contrasts between good and evil.

## **GRADE 6 CATECHISTS GUIDING PRINCIPLES**

### **Catechists can:**

1. 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.
2. 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.
3. Provide group projects in which all the children can be involved because children learn most effectively when engaged in the learning process.
4. Stimulate the children's creativity through music, art, drama, and related activities. Provide an opportunity for them to express and appreciate religious concepts.
5. Encourage students to analyze facts and to explore the lived faith of believers, past and present, whose lives they can emulate.
6. Continue to offer opportunities for meaningful memorization, particularly of certain essential doctrinal statements.
7. 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.
8. 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.
9. 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.

- 10.** 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.

11. 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.
12. 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.
13. 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:**

1. Are in a transitional stage of physical maturation.
2. Experience unevenness in every level; e.g. have propensity to be energetic and active at one time, extremely fatigued shortly afterwards.
3. Vacillate between high and low moods (physical and/or emotional).
4. Can experience the onslaught of puberty.

## **Social and Emotional Development**

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

1. Regard the influence of parent/teacher as weaker than that of peers.
2. Continue to be in transition between adolescence and middle childhood, often feel like they do not belong (between elementary and middle or junior high).
3. 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.
4. Can experience negative conditioning and ignorance as primary problems in psychological development.
5. Continue to develop close friendships.

6. Are developing self-image; allow self-worth to be prominently influenced by peer groups.
7. Need significant adults for guidance/support to enable them to make wise decisions about real issues; begin to develop ideas about life's work.
8. Dislike being embarrassed or criticized in front of friends, especially by parents; need caring groups (family, friends) for belonging.
9. Experience confusion, curiosity, uncertainty, and experimentation in behavior which tends to accompany their search for personal identity.
10. 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:**

1. Can use their minds to a greater degree.
2. Tend to be very intellectual; are preoccupied with facts, reasons, and discovery through experimentation.
3. Can work effectively with universal and deductive reasoning in arriving at conclusions.
4. May still need grounding in concrete objects and situations when dealing with abstract ideas.
5. Continue to see details more clearly than main ideas.
6. Prefer working with the concrete rather than the abstract.

### **NOTES**

1. 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.
2. The above sciences have limitations. While this information does provide references to typical age ranges, children continue to be viewed as individuals and individual differences need to be taken into account.

# **SIXTH GRADE**

## **CURRICULUM STANDARDS**

**Theme: God, our Creator, loves us deeply and interacts in our lives. The saving actions of God throughout history are most completely revealed in Jesus. God's loving relationship with the chosen people is recorded in the Old and New Testaments written by persons of faith under the inspiration of the Holy Spirit. The Church is responsible for safeguarding and interpreting the truth we find in the Scriptures. All Christians continue the work of building the kingdom of God.**

**The Catechist should:**

- **Make copies of the Parent Page (front and back) for students to take home.**
- **Read the Background for Catechists Information.**
- **Become familiar with the *National Directory for Catechesis* & the *United States Catholic Catechism for Adults*.**
- **Review previous understandings with students:**
  - Review the Ten Commandments and seven sacraments.
  - Recall and explain special days and holy days such as All Soul's Day and the Immaculate Conception.
  - Recall saints and martyrs and discuss examples of each.
  - Recall the rosary, the mysteries and the Hail Holy Queen Prayer.
  - Review the Stations of the Cross.
  - Review symbols associated with Church seasons such as the Jesse tree for advent.

- Recite the following prayers:  
 Sign of the Cross  
 Our Father  
 Hail Mary  
 Glory Be  
 Act of Contrition  
 Angel of God  
 Prayer before the Blessed Sacrament  
  
 Apostles Creed  
 Nicene Creed  
 Prayer to the Holy Spirit  
 Memorare  
 Prayers before and after meals

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

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

**Symbol Key:**


✠ = Liturgy & Sacraments    ♥ = Moral Formation    🙏 = Prayer    👥 = Community    🌐 = Missionary Spirit


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

## KNOWLEDGE OF THE FAITH

### 1. The Scriptures are the inspired Word of God.

CCC #105-107; Compendium #18-24; USCCA pp.24, 26, 27, 31-32

 - Students will grow in the understanding that the Old and New Testaments are the source of our Eucharistic and sacramental liturgies and our personal prayer and meditation.


 - Students will value the women and men of Sacred Scripture as models of holiness and service. Explore what their example means for us today.

**(All of the scriptures assigned to this grade level are appropriate for this objective)**

Vocabulary: Old Testament, New Testament

### 2. Written Scripture developed from an oral tradition of the lived experience of God's presence.

CCC #105-108; Compendium #18-24; USCCA pp. 31-32

 - Students will experience opportunities for faith sharing/faith storytelling. Appreciate our common heritage with the Jewish people.

Genesis 2:4-25...Creation    Genesis 4:3-11... Cain & Abel  
 Genesis 9:12-13... The Covenant with Noah    Genesis 12:1-17, 21:1-6... Abraham & Sarah

Vocabulary: chosen people, covenant, heritage, roots

Textbook Chapter	Date to Teach	Date Completed

**3. There are different literary forms found in the Scriptures.**

CCC #110; USCCA pp. 27, 29-30, 55-56



- Students will appreciate our common heritage with the Jewish people.

Vocabulary: culture, inspiration, literary forms

**4. The Catholic Church in its Magisterium or teaching office of the bishops has final authority to interpret the truth we find in the Scriptures.**

CCC #85, 100; Compendium #16, 19; USCCA pp. 28-33

Vocabulary: interpretation, obligation

**5. The Old Testament tells the story of the relationship between God and the people of Israel.**

CCC #62-64, 203, 204, 218; Compendium #21, 42; USCCA pp.50-51



- Students will appreciate our common heritage with the Jewish people.



- Students will value the women and men of Sacred Scripture as models of holiness and service.

Genesis 2:4-25... Creation    Genesis 4:3-11... Cain & Abel

Genesis 9:12-13... The Covenant with Noah

Genesis: 12:1-17; 21:1-6

Deuteronomy 6:4-7... The Shema    Genesis 37-50... Joseph & His Brothers

Exodus 20:1-17... The Ten Commandments

Vocabulary: chosen people, covenant, exodus, hopelessness, injustice, manna, Passover, prophet, shema

Textbook Chapter	Date to Teach	Date Completed

**6. The major themes that are present throughout the Scriptures are Revelation, Covenant, Redemption, Salvation.**

CCC #55, 122, 571, 601; Compendium #7, 8, 40-42; USCCA pp. 12-15


✠ - Students will grow in the understanding that the Old and New Testaments are the source of our Eucharistic and sacramental liturgies and our personal prayer and meditation. Understand the Eucharist in relationship to Passover, covenant, the last supper, crucifixion, and resurrection.

**(all of the scriptures assigned to this grade level are appropriate for this objective)**

Vocabulary: Old Testament, New Testament, revelation, covenant, redemption, salvation

**7. Stories of Abraham, Moses and other ancestors in faith give us examples of how to respond to God in faith.**

CCC #59, 60, 72, 706, 2810; Compendium #25-27, 42; USCCA pp. 11-15

 - Students will value the women and men of Sacred Scripture as models of holiness and service.

Genesis 12:1-17; 21:1-6... Abraham & Sarah      Exodus 20:1-17... The Ten Commandments

Vocabulary: covenant, exodus, manna, Passover, roots, salvation, saving actions

Textbook Chapter	Date to Teach	Date Completed

**8. The stories of Creation and the Fall help us to understand who we are and what God wants for us.**

**9. Scripture helps us to understand who God created us to be and how we are to live.**

CCC #282, #349, 356-359, 396-398, 402; Compendium #24, 52-78; USCCA pp. 23-29, 61, 65-75, 68-69



- Students will understand that everyone who is baptized has a responsibility to take an active part in the life and work of the Church.



- Students will appreciate that prayer is the source of a life of holiness and service and begin to respond to the call.

Genesis 2:4-25... Creation

Genesis 4:3-22... Cain & Abel

Vocabulary: Old Testament, hopelessness, redemption, salvation

**10. God made the world good. By their disobedience, Adam and Eve brought sin and death into the world; but by His obedience, Christ, the new Adam, brings life to the world. He is the son of Mary, the new Eve.**


CCC #385, 402, 410-411, 421; Compendium #75-79

Textbook Chapter	Date to Teach	Date Completed

**11. The Exodus event is the Israelites journey from slavery to freedom.**

CCC #62, 2060-2061; Compendium #8; USCCA pp. 14, 215-216

 - Students will appreciate our common heritage with the Jewish people.


 - Students will value the women and men of Sacred Scripture as models of holiness and service.

Exodus 20:1-17... The Ten Commandments

Vocabulary: covenant, chosen people, exodus, heritage, hopelessness, manna, Passover

**12. The Scriptures contain stories of how God reveals Himself through the lives of men and women.**


CCC #61, 64, 76, 142, 144; Compendium #6-8; USCCA pp. 11-14, 18

 - Students will value the women and men of Sacred Scripture as models of holiness and service.

Vocabulary: scripture, revelation

**13. The Scriptures reveal that angels are spiritual beings who honor God at all times and sometimes act as God's messengers.**

CCC #328, 329, 332, 333; Compendium #59-61; USCCA pp. 54-55, 62

 - Students will participate in celebrations that honor the religious and cultural heritage of the parish such as the anniversary of the dedication of the parish

Textbook Chapter	Date to Teach	Date Completed

church, the feast of the patron saint of the parish. Participate in different prayer experiences: formal. Spontaneous, quiet/silent prayer, adoration, praise, thanksgiving, contrition, and petition.

Vocabulary: communal prayer, inspiration, personal prayer, ritual, liturgical prayer, psalms

**14. Kings Saul, David, and Solomon help us to understand why the people of Jesus' time were waiting for "the anointed one."**

CCC #695; Compendium # 8; USCCA pp.235



- Students will appreciate our common heritage with the Jewish people.

Vocabulary: chosen people, Old Testament, injustice, Judaism, kaddish, Messiah, Redeemer, reform, salvation

**15. God sent prophets such as Jeremiah, Ezekiel and others to call people back to a faithful way of living.**

CCC #64, 72, 218; Compendium #8, 102, 539; USCCA pp. 18, 24-25, 465



- Students will develop a personal relationship with Jesus.



- Students will develop ways to use personal talents in the service of others. Become involved in some human services the parish community offers. Understand service as ministry that goes beyond the parish community. Value the relationship between justice and peace.



- Students will appreciate that prayer is the source of a life of holiness and service and begin to respond to the call.

Vocabulary: hopelessness, injustice, ministry, obligation, prophet, reform

Textbook Chapter	Date to Teach	Date Completed

**16. Through the unfolding of the Old Testament we come to know Jesus as one pre-figured and foretold; we understand him as a member of the Jewish community.**

CCC #518, 531; Compendium #8, 102,140, 265; USCCA pp. 18, 23, 203, 263



- Students will appreciate our common heritage with the Jewish people.



- Students will value the sign of the cross as a public sign of our Catholic witness.

**17. Christians understand Jesus as a prophet and messiah; He is the divine Son of God and truly human.**

CCC #436-440, 528-529, 535, 540; Compendium #81-89; USCCA pp. 77-87, 103, 111

John 18:28-19:30... Passion of Jesus                      Luke 9:28-36...The Transfiguration  
 Luke 24:13-32... Emmaus Acts 1:1-11... Jesus' Final Appearance

Vocabulary: New Testament, messiah, prophet, salvation

**18. The New Testament continues to unfold salvation history through the life, death, and resurrection of Jesus.**

CCC #124, 140; Compendium #112, 119; USCCA pp. 27, 68, 84, 92, 96, 132, 221, 224, 357



- Students will value the Eucharistic Celebration (Mass) as the central act of worship for Catholics. Understand the Eucharist in relationship to Passover, covenant, the last supper, crucifixion, and resurrection. Understand liturgical seasons as symbolic times to recall important events in the life of Christ.

Textbook Chapter	Date to Teach	Date Completed



- Students will experience some prayers and practices for specific liturgical seasons. Plan and participate in class/community liturgies and paraliturgies.

John 18:28-19:30... Passion of Jesus

Luke 24:13-32... Emmaus

Vocabulary: advent, lent, Eucharistic liturgy, Eucharistic adoration, New Testament, liturgical prayer, paraliturgy, sacramental liturgy

**19. Emphasize the importance of a personal relationship with Jesus by imitating him.**

Mt 5:13; CCC #2601-2607; Compendium #542-544

**20. The mission of Jesus is kept alive in the Catholic Church by the presence of the Holy Spirit.**

CCC #737, 738; Compendium #136-146, 172, 173; USCCA pp. 25, 105-106, 109, 469



- Students will grow in the awareness that all Christians are empowered by the Holy Spirit to build up the community by caring about the poor, the suffering, and the needy. Understand that everyone who is baptized has a responsibility to take an active part in the life and work of the Church.



- Students will value that the mission of Christ, a life of holiness and service, is to be carried out by Christians in every community. Become involved in some human service the parish community offers. Understand service as ministry that goes beyond the parish community.

Matthew 5:1-12... Beatitudes


Matthew 25:14-30... Use of Talents


Vocabulary: Pentecost, creed, discrimination, injustice, racism, sexism, prejudice, ministry, obligation, reform

Textbook Chapter	Date to Teach	Date Completed

**21. We find the fullness of truth and life we have in the Catholic Church, the living Body of Jesus Christ.**


CCC #824; Compendium #156, 157; USCCA pp. 23, 32, 42, 116, 119, 138


 - Students will understand that everyone who is baptized has a responsibility to take an active part in the life and work of the Church. Understand that members of the parish are a family who support one another.

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

**22. Division among people is against the will of God; all must strive for the unity of the Church.**

CCC #817-819, 845; Compendium # 161-163; USCCA pp. 22, 128, 133-134

 - Students will understand that reconciliation reunites us with God and the Christian community. Understand the importance of a frequent examination of conscience. Participate in the individual celebration of the sacrament of penance on a frequent basis.

 - Students will participate in prayer for unity among all believers.

Vocabulary: communal prayer

Textbook Chapter	Date to Teach	Date Completed

**23. The Church is the People of God, composed of ALL those believers of every age, race, culture, sex, and ability who will accept Jesus Christ as Lord and Savior.**

CCC #781-782; Compendium# 153-154, 177-178; USCCA pp.116-117



- Students will understand that members of the parish are a family who support one another. Value the family as the primary community. Express ways to show respect for family life.



- Students will participate in prayer for unity among all believers. Participate in prayer for the living and the dead.



- Students will understand some forms of slavery in our world, e.g. racism, sexism, hopelessness, abortion, pornography, war, and the need to change things. Appreciate that remarks or stories against people of different races, nationalities, and abilities are offensive.

Matthew 5:1-12... Beatitudes


Matthew 28:16-19... Jesus' Final Appearance


Vocabulary: abortion, chastity, culture, discrimination, hopelessness, injustice, obligation, prejudice, pornography, racism, sexism

Textbook Chapter	Date to Teach	Date Completed

**24. We recognize and respect that there are "elements of truth" in the beliefs of other people, e.g. other Christians, the Orthodox Churches, Judaism.**

CCC #818, 819, 838, 839; Compendium #163, 168; USCCA pp. 127-129, 136, 193, 332


 - Students will appreciate our common heritage with the Jewish people. Experience opportunities for faith sharing/faith storytelling.


 - Students will value the sign of the cross as a public sign of our Catholic witness. Participate in prayer for unity among all believers.


Vocabulary: Eastern Church, Judaism, culture, discrimination, heritage

**25. All believers need to work together for the coming of God's kingdom.**

CCC #542, 543, 782; Compendium #161-164; USCCA pp. 79-80, 486, 517

 - Students will understand that everyone who is baptized has a responsibility to take an active part in the life and work of the Church. Grow in the awareness that all Christians are empowered by the Holy Spirit to build up the community by caring about the poor, the suffering, and the needy.

 - Students will participate in prayer for unity among all believers.

 - Students will value that the mission of Christ, a life of holiness and service, is to be carried out by Christians in every community.

Matthew 5:1-12... Beatitudes

Matthew 25:14-30... Use of Talents

Vocabulary: ministry, obligation, saving actions

Textbook Chapter	Date to Teach	Date Completed

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

**Sign of the Cross**

**Our Father**

**Hail Mary**

**Glory Be**

**Angel of God**

**Act of Contrition**

**Prayer before the Blessed Sacrament**

**Apostles Creed**

**Prayer to the Holy Spirit**

**Prayers before and after meals**