

Grade 6

BACKGROUND FOR CATECHISTS

Know Your Audience

Just like Jesus, every good catechist knows their audience.

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

Who Are Your Sixth Graders?

Faith Development

Children at this age:

- ❖ Continue to grow in their relationship with God through prayer. Can take greater roles of responsibility in prayer and worship.
- ❖ View all events in their lives as part of faith.
- ❖ Understand symbols, stories, and religious images of God in a way that can be somewhat literal.
- ❖ Need help to develop their own unique God-given gifts.
- ❖ Catch the tradition of the past through stories (scripture, Jesus, stories of the Church). Can identify outstanding role models of the present.
- ❖ Begin to glimpse themselves in the future through observing the virtues and character of heroes and heroines and mature adults.
- ❖ Respond to lived faith witness by willingness to participate in more systematic presentation of the faith, liturgy, and religious practices.
- ❖ Need help to see the reasons behind Church rules, privileges, and responsibilities.
- ❖ Need help to understand that God desires the good and happiness of everyone.
- ❖ Vest greater importance in their expanding world of school, community, people, and events around the world (the latter brought closer through media).
- ❖ Can be introduced to care for the aged, persons with disabilities, the poor in the neighborhood and the world, through their expanded involvement with others outside the home.
- ❖ Gain a sense of responsibility and develop care for others by being involved in charitable collections, community clean ups, and other organized events.
- ❖ Begin to have a genuine sense of fairness and equality.
- ❖ Can take others' views into account in bargaining to meet their own needs.
- ❖ Grow in the ability to understand abstract qualities in the future such as justice and injustice by participating now in activities with sharp contrasts between good and evil.

Grade 6 Catechists

GUIDING PRINCIPLES

Catechists can:

- Provide reasonable explanations and increased group activities because the children have developed a longer attention span. Augment the docility and the unquestioning acceptance of adult explanations by capitalizing on the children's interest in sharing in small group discussions.
- Foster opportunities to replace interest in fantasy and fairy tale by interest in true-to-life stories that originate in the life of the Church, in their own communities and cultures, as well as in other areas.
- Provide group projects in which all the children can be involved because children learn most effectively when engaged in the learning process.
- Stimulate the children's creativity through music, art, drama, and related activities. Provide an opportunity for them to express and appreciate religious concepts.
- Encourage students to analyze facts and to explore the lived faith of believers, past and present, whose lives they can emulate.
- Continue to offer opportunities for meaningful memorization, particularly of certain essential doctrinal statements.
- Use daily situations and discussions to help students develop skills in moral decision making. Challenge the students to correlate what they say they believe with their actions. Encourage them to do what is right because it is right, whether it pleases the group or not. Stress the reasons and the values underlying the rules, as well as the importance of right motives.
- Include the element of social awareness in prayer experiences and reconciliation services. Move away from a simplified following of the rules and help the children to progress toward a faithful response to a call from the Lord. Make children aware of social ills and human need by helping them to become involved in social justice activities in various ways - e.g. recycling bottles and aluminum, learning not to waste natural resources. Teach that all are called to give of their time, talents, and earthly goods.
- Present Jesus as a model and friend. Identify biblical personalities, saints, and people in our own day who are living as Jesus did and who also serve as role models.
- Explore more fully doctrines of the creed, commandments, and sacraments. Emphasize the meaning behind law and ritual. Provide explanations that represent the effectiveness of Christ at work in the world today.

- Realize the fact that sixth graders are more aware of social problems, that they indeed have a strong sense of social justice, which results in their willingness to help others, even at some risk or actual cost to themselves. Lead students in the study of the scriptural history of God's identity with the oppressed and his action to deliver the Israelites from slavery in Egypt.
- Provide a safe and secure setting for exploring questions and doubts. Provide a forum for students to explore their feelings, as they try to integrate the reality of their life experience with their religious beliefs.
- Teach young people to pray, keeping in mind that learning to pray is more important than learning prayers. Provide opportunities so that the boys and girls unite themselves to God with spontaneity and joy. Encourage silent prayer, for example, after the narration of a Gospel passage or at unforeseen moments created by nature or by the interaction of the children.

Physical Development

Children at this age:

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

Social and Emotional Development

Children at this age:

- Regard the influence of parent/teacher as weaker than that of peers.
- Continue to be in transition between adolescence and middle childhood, often feel like they do not belong (between elementary and middle or junior high).
- Need to accept themselves as male or female and to deal with others on those terms; have a growing interest in clothes, although not necessarily how to care for them.
- Can experience negative conditioning and ignorance as primary problems in psychological development.
- Continue to develop close friendships.
- Are developing self-image; allow self-worth to be prominently influenced by peer groups.
- Need significant adults for guidance/support to enable them to make wise decisions about real issues; begin to develop ideas about life's work.
- Dislike being embarrassed or criticized in front of friends, especially by parents; need caring groups (family, friends) for belonging.
- Experience confusion, curiosity, uncertainty, and experimentation in behavior which tends to accompany their search for personal identity.
- Enjoy examining their roots and stories of their families and groups to which they belong as they search for their identity.

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.



Catechist Information (Grade 6)

SIXTH GRADE

CURRICULUM GUIDELINES

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

The Catechist should:

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

Sign of the Cross

Nicene Creed

Our Father

Prayer to the Holy Spirit

Hail Mary

Memorare

Glory Be

Prayers before and after meals

Act of Contrition

Apostles Creed






SIXTH GRADE

CURRICULUM GUIDELINES

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

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

Symbol Key:


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


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

KNOWLEDGE OF THE FAITH

❖ **The Scriptures are the inspired Word of God.** **Date completed** _____

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

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


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

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

Vocabulary: Old Testament, New Testament

❖ **Written Scripture developed from an oral tradition of the lived experience of God's presence.** **Date completed** _____

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

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

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

Genesis 9:12-13... The Covenant with Noah Genesis 12:1-17, 21:1-6... Abraham & Sarah

Vocabulary: chosen people, covenant, heritage, roots

- ❖ **There are different literary forms found in the Scriptures.** Date completed _____
CCC #110; USCCA pp. 27, 29-30, 55-56



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

Vocabulary: culture, inspiration, literary forms

- ❖ **The Catholic Church in its Magisterium or teaching office of the bishops has final authority to interpret the truth we find in the Scriptures.** Date completed _____
CCC #85, 100; Compendium #16, 19; USCCA pp. 28-33

Vocabulary: interpretation, obligation

- ❖ **The Old Testament tells the story of the relationship between God and the people of Israel.** Date completed _____
CCC #62-64, 203, 204, 218; Compendium #21, 42; USCCA pp.50-51



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



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

Genesis 2:4-25... Creation Genesis 4:3-11... Cain & Abel
Genesis 9:12-13... The Covenant with Noah Genesis: 12:1-17; 21:1-6
Deuteronomy 6:4-7... The Shema Genesis 37-50... Joseph & His Brothers
Exodus 20:1-17... The Ten Commandments

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

- ❖ **The major themes that are present throughout the Scriptures are Revelation.** Date completed _____
CCC #55, 122, 571, 601; Compendium #7,8, 40-42; USCCA pp. 12-15



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

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

Vocabulary: Old Testament, New Testament, revelation

- ❖ **Stories of Abraham, Moses and other ancestors in faith give us examples of how to respond to God in faith.** Date completed _____
CCC #59, 60, 72, 706, 2810; Compendium #25-27, 42; USCCA pp. 11-15



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

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

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

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

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

Date completed _____

CCC #282, #349, 356-359, 396-398, 402; Compendium #24, 52-78;

USCCA pp. 23-29, 61, 65-75, 68-69

(How we can know what God wants us to be is the topic of Class One for Grade 6 in the CVOL. This would be an appropriate place to introduce the CVOL lessons for Grade 6).



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



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

Genesis 2:4-25... Creation Genesis 4:3-22... Cain & Abel

Vocabulary: Old Testament, hopelessness, redemption, salvation

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

Date completed _____

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



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



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

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

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

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

Date completed _____

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



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

Vocabulary: scripture, revelation

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

Date completed _____

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



- Students will participate in celebrations that honor the religious and cultural heritage of the parish such as the anniversary of the dedication of the parish church, the feast of the patron saint of the parish. Participate in different prayer experiences: forma; Spontaneous, quiet/silent prayer, adoration, praise, thanksgiving, contrition, and petition.

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

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


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


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


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

- ❖ **God sent prophets such as Jeremiah, Ezekial and others to call people back to a faithful way of living.** **Date completed** _____

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

 - Students will develop a personal relationship with Jesus.

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

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


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

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

Date completed _____

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

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

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

- ❖ **Christians understand Jesus as a prophet and messiah; He is the divine Son of God and truly human.** **Date completed** _____

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

John 18:28-19:30... Passion of Jesus Luke 9:28-36...The Transfiguration

Luke 24:13-32... Emmaus Acts 1:1-11... Jesus' Final Appearance


Vocabulary: New Testament, messiah, prophet, salvation



❖ **The New Testament continues to unfold salvation history through the life, death, and resurrection of Jesus.** **Date completed** _____

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

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

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


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


Luke 24:13-32... Emmaus

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

❖ **The mission of Jesus is kept alive in the Catholic Church by the presence of the Holy Spirit.** **Date completed** _____

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

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

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

Matthew 5:1-12... Beatitudes


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

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

(This is an appropriate place to use the *Catechism of the Catholic Church* lesson in the back of this binder.)

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

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

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


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


(This is an appropriate place to use the *Catechism of the Catholic Church* lesson in the back of this binder.)

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

Date completed _____

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

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

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


Vocabulary: communal prayer


(This is an appropriate place to use the *Catechism of the Catholic Church* lesson in the back of this binder.)


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

Date completed _____

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

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

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

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

Matthew 5:1-12... Beatitudes


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


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

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

Date completed _____

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

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

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

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

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

Date completed _____

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



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



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



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

Matthew 5:1-12... Beatitudes

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

Vocabulary: ministry, obligation, saving actions

STUDENTS SHOULD BE FAMILIAR WITH THE FOLLOWING PRAYERS

Sign of the Cross

Our Father

Hail Mary

Glory Be

Act of Contrition

Apostles Creed

Prayer to the Holy Spirit

Prayers before and after meals

