

## ISLAND CATHOLIC SCHOOLS' INTERIM RELIGIOUS EDUCATION CURRICULUM

### Grade Four

**Overview:** The grade four religious education program for Island Catholic Schools is lectionary based (*Criteria for Catechesis*), developing the four pillars of the *Catechism of the Catholic Church* and addressing the **Six Tasks of Catechesis** (*General Directory for Catechesis*) in a spiral curriculum.

In March 2012, the Canadian Conference of Catholic Bishops (CCCB) made public a set of *Criteria for Catechesis* to be used in developing catechetical programs for youth from infancy through age eighteen. Students in grade four are approximately nine years of age. The overarching theme for the year will help students explore what it means to be a friend and disciple of Jesus.

The *Catechism of the Catholic Church* grew out of Scripture, Tradition, and the teachings of the Catholic Church known as the *Magisterium*. Throughout the liturgical year, the grade four program attempts to integrate the four pillars of the Catechism by addressing:

**Part A - The Creed:** What Catholics believe about God, and their call to live in relationship with Him. September – November is Ordinary Time. The theme for the grade four year is introduced and tied to what we believe about God the Father, God the Son, and God the Holy Spirit that is expressed in the Creed. The particular focus is Jesus, God's Son.

**Part B - The Liturgy and the Sacraments:** Sacred Scripture, the basis of the Lectionary, is used to help us understand and celebrate God's gift to us of his only Son. The Advent Season is from late November through December and into early January, so the liturgical focus is on Scriptures that prepare us to celebrate the birth of Christ.

**Part C – Life in Christ:** The Church returns to again celebrating Ordinary Time between the Epiphany and the beginning of Lent from January into February and sometimes March depending on the cycle. The Scriptural focus will be on the public life of Jesus. Students will learn about Christ's invitation to live as he has shown us.

**Part D – Life in Christ:** The Church celebrates the season of Lent and Easter sometime during February, March and April depending on the date of Ash Wednesday. The Scriptures focus on the Death and Resurrection of Jesus. We continue to develop the theme making the link to New Testament experiences of God’s great love for us.

**Part E – Morality/Prayer:** The Church returns to celebrating Ordinary Time as the school year draws to a close in May and June. The Scripture stories focus on life in the early Church and God’s promise of his Spirit to guide us as we continue the work of Christ in the world today.

The **Six Tasks of Catechesis** described in the *General Directory for Catechesis* provide a framework for measuring what students should know, be able to do, and demonstrate in attitudes or values that mark followers of Jesus. The tasks indicate ways the teacher has tried to address the balance needed in forming, informing and transforming students into disciples who are called to put the concepts of the Catechism into action. After each liturgical season, the teacher can assess student growth in the following areas: knowledge of the faith, liturgical and moral formation, facility with personal and communal prayer, and understanding of the call to witness their faith in the community and in the world at large. While the focus during one particular liturgical season may be on one or two of the six tasks, teachers should strive to address all six tasks throughout the year.



<p><b>A2</b> Recalling the previous year’s learning about the Holy Spirit</p> <p><b>A3</b> Recalling what it means to be Baptized into Christ</p> <p><b>A4</b> Understanding that the Holy Spirit was sent by Jesus to form a new people: the Church</p> <p><b>A5</b> Receiving a Bible through the parish or school community (Optional)</p>	<p>(Liturgical Formation)</p> <p>Demonstrate the respect required for dealing with holy things (Moral Formation)</p> <p>Understand the importance of the Bible for the faith community (Teaching to Pray)</p> <p>Be active members of the community (Education for Community Life)</p> <p>Be able to articulate the Importance of the Bible for Christians (Missionary Initiation)</p>	<p>Father, Son and Holy Spirit.</p> <p>Do a quick review to discern what they remember about their grade three program and the role of the Holy Spirit.</p> <p>Help them recall that Baptism made them a member of the Church and that this year they will learn about how the Church was formed to continue the work of Christ on earth.</p> <p><b>(Note:</b> Be sensitive and inclusive of non-baptized students)</p> <p>Tell a short favourite story of yours about your family then invite several children to tell a story about something their family enjoys.</p> <p>Make the link to Scripture by reminding students that the New Testament of the Bible is a story of God’s fulfilment of His promise to send Jesus to show us how to live.</p> <p>Discuss if/how/when a presentation of a Bible will be made to the grade four students. Point out the importance of listening to or reading and telling the faith stories of God’s people respectfully.</p> <p>Discuss what students want to include on the</p>	<p>“What we have seen and heard...”</p> <p><b><i>Catechism of the Catholic Church</i></b></p> <ul style="list-style-type: none"> <li>• 683–684</li> <li>• 731</li> <li>• 638</li> <li>• 857</li> <li>• 124–125</li> </ul>	<p><b>A2</b></p> <p><input type="checkbox"/> Name the three Person in the Trinity</p> <p><b>A3</b></p> <p><input type="checkbox"/> Know that one becomes a member of the Catholic Church through Baptism</p> <p><b>A4</b></p> <p><input type="checkbox"/> Show an understanding of Christ as the founder and head of the Catholic Church</p> <p><b>A5 + A6 + A7</b></p> <p><input type="checkbox"/> Treat the Bible as a holy book</p>
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<p><b>A6</b> Experiencing how the Church reveres the Bible as the Word of God and choosing a special place of honour for the Bible in the classroom</p> <p><b>A7</b> Knowing how to find and interpret scripture passages in the Bible</p> <p><b>A8</b> Recognizing how the first followers encountered</p>		<p>prayer table (Bible, candle, appropriate cloth, cross, etc.)</p> <p>Continue by reminding them that the Bible is a collection of books about God’s love for us. Use a children’s book about Creation and ask students what they remember about the Bible story of Creation.</p> <p>Place the words “Bible” and “New Testament” on the board and tell the children that in grade four we will be looking mostly at the second part of the Bible, the New Testament. It was mainly written from about the year 50 A.D. (<i>anno domini</i>) which means in the year of Our Lord) to 100 A.D after Jesus was born. Today people all over the world read the Bible in many languages.</p> <p>Introduce the concept that the term “Sacred Scripture” refers to the collection of holy writings found in the Bible. God is the real author of Sacred Scripture; but the Holy Spirit inspired the human writers to write what God wanted to say to His people. The human writers wrote down without error what God wanted us to know for our salvation.</p> <p>Review (or teach students) how to find a</p>	<p><input type="checkbox"/> Locate specific Scripture passages in the New Testament</p> <p><b>A6</b></p> <p><input type="checkbox"/> Locate and read a passage from the Bible on the prayer table</p> <p><input type="checkbox"/> Share a personal response to Scripture stories</p> <p><b>A7</b></p> <p><input type="checkbox"/> Apply the messages from Scripture to specific life situation</p> <p><b>A8</b></p> <p><input type="checkbox"/> Understand the purpose of the life of Jesus on</p>
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<p>Jesus</p> <p><b>Ordinary Time</b></p> <p><b>B1</b> Hearing how the crowds are attracted to Jesus</p> <p><b>B2</b> Encouraging the desire to know Jesus better</p>	<p><b>Ordinary Time</b></p> <p>Know some of the biblical narratives about the call of the disciples, and the life-style of the disciples with Jesus (Knowledge of the Faith)</p> <p>Live the message of Jesus by applying it to daily living (Liturgical Formation)</p> <p>Understand the importance of following Jesus or</p>	<p>passage in the Bible. There are 27 books of the New Testament and they tell about the fulfillment of God’s promises in Jesus. Part of the New Testament includes four gospels that were written accounts of the Good News that Jesus brought.</p> <p><b>Ordinary Time</b></p> <p>The four Gospel writers (Matthew, Mark, Luke and John) are called evangelists and they tell the narrative of Jesus’ public life to his Death and Resurrection/Ascension.</p> <p>Ask students to brainstorm qualities they know Jesus demonstrated (kind, merciful, compassionate, understanding, forgiving, etc.) Ask if these are the things that made people love Jesus and want to be with him.</p> <p>Remind them that disciples or followers of Jesus want to imitate him. We need to read and reflect on how he treated others so we can do the same.</p> <p>Read the passages in Mark 1:14-20; 3:13-19. Explain that Jesus was 30 years old when he began his public ministry. He chose 12 men</p>	<p><b>Ordinary Time</b></p> <p>Matthew 15: 29-31 Jesus healed many</p> <p>John 1:37-39 The call of the first disciples: “Jesus turned and saw them following... “What are you looking for?” “Rabbi where are you staying? “Come and see”</p> <p>Matthew 9:9 The call of Matthew</p> <p>Crowd narratives from Mark 1:33,</p>	<p>earth and his message of love.</p> <p><b>Ordinary Time</b></p> <p><b>B1 + B5</b></p> <p><input type="checkbox"/> Explain why people were so attracted to Jesus</p> <p><b>B2</b></p> <p><input type="checkbox"/> Relate the story of God’s forgiveness and reconciliation from a parable, to their own experience of forgiveness and reconciliation (Prodigal Son)</p>
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<p><b>B3</b> Listening to the narratives of Jesus' call of his disciples</p>	<p>being a disciple for Christian life (Moral Formation)</p>	<p>(apostles) who were to be his special students who traveled with him, saw the miracles he performed, listened to his teaching in order to carry on his work. (Optional role play)</p>	<p>35-38, 40-45ff.</p>	<p><b>B3</b>  <input type="checkbox"/> Illustrate a situation when Jesus helped someone</p>
<p><b>B4</b> Learning about the mission of the disciples to help others as Jesus did</p>	<p>Make connections between learning the narratives about Jesus and our relationship with God (Teaching to Pray)</p>	<p>We too are called to follow Jesus. Invite responses to the question, "How do we show we are his followers today?"</p>	<p>Mark 8:17-30          "Who do you say that I am?"</p>	<p><b>B4</b>  <input type="checkbox"/> Describe a time when they kept a promise and a time when they did not, and what happened as a result</p>
<p><b>B5</b> Appreciating what it means to follow Jesus</p>	<p>Connect the parables with common situations and daily living (Education for Community Living)</p>	<p>Role-play the call of the apostles as found in the Gospels of Matthew 4:18-22 and John 1:35-51. Discuss how students might respond had they been one of those disciples.</p>	<p>Luke 9:1-6, 10.1-12 and Matthew 10.5-15          Life-style and mission of disciples</p>	<p><b>B6</b>  <input type="checkbox"/> Understand and discuss how Jesus is the role model for all Christians</p>
<p><b>B6</b> Discussing the life-style of Jesus and the disciples</p>	<p>Be a good example of someone who follows the way of Jesus (Missionary Initiation)</p>	<p>One of Jesus' favourite methods of teaching his disciples was to tell parables or stories about God and what the kingdom of heaven is like.</p>	<p>Selection of parables</p>	<p><b>B7 + B8</b>  <input type="checkbox"/> Recognize the season of Ordinary Time as the season to</p>
<p><b>B7</b> Getting to know Jesus as a teller of parables</p>		<p>A parable is a story that teaches a lesson by comparing two things: For examples, see Mark 12: 1-12, Luke 10:29-37, Luke 15: 1-32.</p>	<p>2 Corinthians 3:2-3          "You yourself are our letter, written on our hearts, to be known and read by all; and you show that you are a letter of Christ, prepared by us, written not with ink, but with the Spirit of the living God...on the</p>	
<p><b>B8</b> Understanding</p>		<p>Stories were easy to remember but Jesus always had a question or punch line that made the listener think about the point he was trying to make. Ask what the message is in each of the</p>		

<p>the parables as narratives about God</p> <p><b>B9</b> Exploring our task to keep these narratives alive</p>		<p>above parables.</p> <p>Conclude by pointing out that Jesus used everyday situations that farmers, fishermen, shepherds, and most people could understand. We read the parables today and try to understand the message Jesus had for his followers then...and for us today.</p> <p>Role play, illustrate or write a parable based on “The Kingdom of God is like _____ because _____.</p>	<p>tablets of your heart”</p> <p><b><i>Catechism of the Catholic Church</i></b></p> <ul style="list-style-type: none"> <li>• 520</li> <li>• 542</li> <li>• 551</li> <li>• 787</li> <li>• 546</li> <li>• 428</li> <li>• 436-451</li> <li>• 687</li> </ul>	<p>reflect on Jesus’ parables and miracles</p> <p><b>B9</b></p> <p><input type="checkbox"/> Share their favourite stories about Jesus</p>
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**Part Two: The Liturgical Season of Advent, Christmas and Epiphany  
November/December/January**

**GENERAL THEME TO BE DEVELOPED AT ALL GRADE LEVELS:  
Jesus, who has come to live among us, is God’s greatest gift to us.**

The question we will explore this liturgical season is...

C. What did Jesus’ coming to earth teach us?

**NOTE TO THE TEACHER:** The background material for these learning outcomes may be found in the CCCB *Born of the Spirit* Grade 4 textbook, Unit 4, Chapters 10, 11, and 12; Unit 5, Chapters 13, 14, and 15; and/or in Harcourt’s *Call to Faith* Grade 4 TM pages 12A – 20A and Student Textbook, pages 12 – 19.

Learning Outcomes	Tasks of Catechesis	Part C: Lesson Development	Scriptural References	Achievement Indicators
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<p><b>Advent</b></p> <p><b>C1</b> Recognizing the symbolism of light and darkness</p>	<p><b>The student...</b></p> <p>Is able to tell the narrative of the birth of Jesus and of the Magi (Knowledge of the Faith)</p> <p>Prepares and participates in</p>	<p>Make a special effort to mark the important feast days of the Church’s year on a classroom calendar or bulletin board.</p> <p>Point out the color of the prayer table cloth has been changed to purple. Ask if students know what that signifies. Remind them that the priest’s vestments and altar cloths at Church also will change from green for</p>	<p>Luke 3:1-3, 10-14 The preaching of John the Baptist</p> <p>John 1:6-9 “There was a man sent from God whose name was John. He came as a witness to testify</p>	<p>Students who have fully met the prescribed learning outcomes are able to...know/do/value</p> <p><b>C1 + C7</b></p> <p><input type="checkbox"/> Generate a list of ways they can be light for</p>
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<p><b>C2</b> Understanding that hope brings light into the darkness in people’s lives and recognizing Advent as a season of waiting in hope</p> <p><b>C3</b> Presenting John the Baptist announcing the coming of the Messiah</p> <p><b>C4</b> Preparing for the coming of Jesus</p>	<p>weekly Advent celebrations (Liturgical Formation)</p> <p>Experiences the goodness of God in the birth of Jesus (Moral Formation)</p> <p>Knows the words of the Hail Mary (Teaching to Pray)</p> <p>Recognizes that Jesus, Mary, John the Baptist, the shepherds and the Magi are all part of our Christian family (Education for Community Life)</p> <p>Knows that persons like Mary and John</p>	<p>Ordinary Time to purple during Advent.</p> <p>Draw the students’ attention to the Advent wreath and explain that we light one candle the first week of Advent and an additional one each of the next four weeks. The candles help us count the time but also are a symbol of Jesus bringing light to the world.</p> <p>You might provide a bit of history of the Advent wreath telling them the practice began in Germany but is now found all around the world.</p> <p>Point out the four Sundays of Advent on a calendar and ask the children to brainstorm a list of things they look forward to doing to get ready for Christmas. When they have generated a list, point out how easy it is to lose sight of the real meaning of Christmas.</p> <p>Advent is the time we remember God’s promise to send a Messiah. Discuss with the children what the word Messiah means (Saviour). Remind them that at Mass the first reading always comes from the Old Testament and tells of the desire of the people for someone to save them.</p> <p>Continue by reminding the children that we begin the liturgical year by anticipating the birth of Jesus Christ during the season of Advent. They will be excited about parties, gifts, etc. but remind them it is a time to prepare ourselves through prayer and sacrifice. In these ways we</p>	<p>to the light”</p> <p>John 3:28-30 “The friend of the bridegroom...rejoices greatly at the bridegroom’s voice”</p> <p>John 1:30 John the Baptist as a witness</p> <p>Luke 2:3-20 or Matthew 2:1-13: The birth of Jesus</p> <p>Matthew 2:1-12 The narrative of the Magi</p> <p><b><i>Catechism of the Catholic Church</i></b></p> <ul style="list-style-type: none"> <li>• 523</li> <li>• 524</li> <li>• 525</li> <li>• 528</li> <li>• 717,719</li> <li>• 1224</li> <li>• 608</li> <li>• 1171</li> </ul>	<p>others.</p> <p><b>C2</b></p> <p><input type="checkbox"/> Express their love of the message found in a Christmas hymn.</p> <p><b>C3 + C4</b></p> <p><input type="checkbox"/> Explain the special role John the Baptist played in preparing a way for the Messiah and bearing witness to Jesus the light.</p> <p><input type="checkbox"/> Complete a prayer chain</p>
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<p><b>Christmas</b>  <b>C5</b> Listening to the narrative of the birth of Jesus</p> <p><b>C6</b> Celebrating the birth of Jesus within the Christian community</p>	<p>the Baptist are important witnesses (Missionary Initiation)</p>	<p>make room in our hearts for Jesus.</p> <p>No doubt there will be some commitment by the school/class to share with the poor, seniors, families in need, etc. Decide how you are going to involve students in supporting this initiative.</p> <p>Read John 1:6-9 and discuss the role of John the Baptist in announcing the coming of the Messiah.</p> <p>As part of prayer, include John the Baptist’s message in the gospel of Luke. Identify John the Baptist as a messenger of hope and, if time permits, dramatize John the Baptist’s interactions with those who ask for guidance in preparing for the coming of the Messiah.</p> <p>You might also introduce the Jesse Tree and include an art activity using symbols or signs of people who prepared the way for Christ’s coming.</p> <p>There are many Marian feasts that also can be introduced if time permits: The Immaculate Conception on Dec. 8<sup>th</sup>, Our Lady of Guadalupe, Dec. 12th, and the Solemnity of Mary the Mother of God on January 1<sup>st</sup>. Other models of faith include Mary’s parents: St. Anne and St. Joachim. Share their stories with the children.</p> <p><b>Christmas</b></p> <p>Draw students back to the fact that on Christmas Day, the</p>	<p>using 4” pieces of coloured paper. (Each day they place the name someone for whom they will pray and glue/staple it to the class ‘chain’) (Optional)</p> <p><b>C5 + C9</b>  <input type="checkbox"/> Dramatize the Christmas story.</p> <p><b>C6</b>  <input type="checkbox"/> Create cards or placemats for distribution to those who are poor or lonely at Christmas time</p>
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<p><b>C7</b> Making the memory of Jesus' birth come to life in Church and at home</p> <p><b>Note:</b> Depending on when Epiphany falls, you may have to teach the following material before or after the feast!</p> <p><b>Epiphany</b> <b>C7</b> Celebrating Jesus as a light for all people</p> <p><b>C8</b> The narrative of the Magi</p> <p><b>C9</b> Exploring "God with us" in the birth of</p>		<p>Church rejoices at the birth of Jesus, the Saviour of the world! Encourage children to attend the family Mass in their parishes and perhaps participate in a pageant.</p> <p>Read Luke's account of the birth of Jesus and invite children to speak about how they would have felt if they had been one of the shepherds.</p> <p>Identify how the <i>Gloria</i> at Mass is the song the angels sang when Christ was born.</p> <p>Conclude with the prayer, "Glory Be".</p> <p><b>Epiphany</b></p> <p>Place the question, "Who were the Magi?" on the board and ask students what other name was used to describe them. (Wise Men)</p> <p>The Sunday that falls between Jan. 2<sup>nd</sup> and 8<sup>th</sup> is called "Epiphany". Define the word in language the children can understand (An Epiphany is a moment of great revelation.)</p> <p>If you can find a copy of the film or CD of <i>Amahl and the Night Visitors</i> the children will love it.</p> <p>Continue the discussion of the term "Wise Men". Ask why they were wise. Allow time for the children to share what they know is recorded in Scripture (they studied the stars to find signs of a great and holy leader; they wanted to pay</p>	<p><b>C7</b></p> <p><input type="checkbox"/> Encourage the construction and possibility of prayer using an Advent wreath at home.</p> <p><input type="checkbox"/> Encourage putting up a crèche at home so the family is mindful of the spiritual meaning of Christmas.</p> <p><b>C7 + C 8 + C9</b></p> <p><input type="checkbox"/> Retell the story of the Magi who travelled to Bethlehem</p>
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<p>Jesus from the Virgin Mary</p>		<p>their respects so they began a long journey that led to Bethlehem. They found Jesus, Mary and Joseph there and gave them precious gifts of gold, frankincense and myrrh. These were gifts to honor him as a king and show their great respect.</p> <p>The gifts were important because ancient people believed frankincense, when burned, carried their prayers to heaven. Myrrh was used in burying the dead and was a precious oil that was used also in burying Jesus. In the ancient world, gold was a basic unit of money and remains a standard of a country's wealth to this day.</p> <p>Return to the material discussed before Christmas and emphasize that the Gospel stories of the shepherds and the Magi both remind us that the Messiah came for all people.</p> <p>Read aloud Matthew 2:1-12 and play an appropriate hymn such as "We Three Kings".</p> <p>Summarize the account of the Magi and reinforce the concept Jesus is the Light of the World</p>		
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**Part Three : the Liturgical Season Ordinary Time Between Epiphany and Lent - January/February**

**GENERAL THEME TO BE DEVELOPED AT ALL GRADE LEVELS:**

**It is important that we reflect on the events of Jesus’ life and explore the implications for our own living.**

The question we will explore this liturgical season is...

D. How do stories of Jesus’ interaction with others provide examples of how we are called to relate to others?

**NOTE TO THE TEACHER:** The background material for these learning outcomes may be found in the CCCB *Born of the Spirit* Grade 4 textbook, Unit 6, Chapters 16, 17, and 18; and/or in Harcourt’s *Call to Faith* Grade 4 TM pages 20B – 23 and Student Textbook, pages 20 – 23 and Unit 3, Chapters 7, 8, and 9.

Learning Outcomes	Tasks of Catechesis	Part D: Lesson Development	Scriptural References	Achievement Indicators
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<p><b>D1</b> Exploring the meaning of the presentation of Jesus in the temple</p>	<p><b>The student...</b> Knows the biblical narrative of the Presentation in the Temple, Jesus at age 12, Jesus’ Baptism by John, his going into the desert and his</p>	<p>Read Luke 2:26-38 and explain the Jewish custom that Mary and Joseph were honouring. As parents, they took Jesus to Jerusalem to present him to God in the temple.</p> <p>Simeon, a high priest, had been waiting for the Messiah who would save the Israelites from their enemies. The Holy Spirit had promised he would see Christ before he died and Mary and Joseph</p>	<p>Luke 2: 22-40 The presentation in the temple</p> <p>Luke 2: 41-52 Jesus in the temple at age 12</p> <p>Luke 7: 22 Jesus’ message to</p>	<p>Students who have fully met the prescribed learning outcomes are able to ...know/do/value</p> <p><b>D1 + D2 +D3</b> <input type="checkbox"/> Explain how Jesus’ faith grew out</p>
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<p><b>D2</b> Recognizing Jesus' ancestry as Jewish</p> <p><b>D3</b> Learning about and appreciating Jewish religious practices</p> <p><b>D4</b> Appreciating the narrative of Jesus in the temple at age 12</p>	<p>preaching in Nazareth (Knowledge of the Faith)</p> <p>Recognizes the importance of the "Our Father" in liturgy (Liturgical Formation)</p> <p>Knows that Jesus is someone whose whole life consists of doing the will of God (Moral Formation)</p> <p>Is reverent before the Word of God (Teaching to Pray)</p> <p>Understands the connection between the narratives about Jesus and the Church and to living within the</p>	<p>brought Jesus to the Temple at the right time. The Holy Spirit showed Simeon that Jesus was the one he had been waiting for.</p> <p>Simeon was a prophet who predicted or told Mary the things that would happen to Jesus (Luke 2:34-35).</p> <p>God also allowed Anna, a faithful Jewish woman who worshipped God, to recognize Jesus as the Messiah. She was an old woman who stayed in the Temple praying and worshipping God and she talked about Jesus to all who would listen. Many came to accept Jesus as the Messiah, the long-awaited Saviour by hearing her testimony.</p> <p>We know very little about Jesus' early life. The family probably returned to Nazareth and Joseph taught Jesus the carpenter's trade.</p> <p>We do learn of his getting separated from his parents when he was 12. The family went up to Jerusalem to celebrate the Passover feast as usual (Read Luke 2:41-52). Provide background information that Jewish men had to attend three major feasts each year and the Passover was a holy day when they celebrated being freed from slavery in Egypt.</p>	<p>John the Baptist</p> <p><b>Catechism of the Catholic Church</b></p> <ul style="list-style-type: none"> <li>• 529</li> <li>• 531-534</li> <li>• 535</li> <li>• 538</li> <li>• 541-542</li> <li>• 2767-2768</li> </ul>	<p>of the faith and traditions of his community.</p> <p><b>D2</b></p> <p><input type="checkbox"/> Locate geographical places of importance in the life of Jesus on a map</p> <p><b>D3</b></p> <p><input type="checkbox"/> Tell about sacred times and places in Jesus' community life</p> <p><b>D4</b></p> <p><input type="checkbox"/> Explain how Jesus' life is an example for them</p>
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<p><b>D5</b> Entering into the narrative of the Baptism of Jesus and his forty day fast in the desert</p> <p><b>D6</b> Listening to Jesus' announcement of the kingdom of God</p>	<p>community (Education for Community Life)</p> <p>Grasps the importance of these narratives for those who seek to follow Jesus (Missionary Initiation)</p>	<p>Discuss how, when the celebrations were over, Jesus stayed behind and his parents were worried when they discovered he was not with relatives or friends. He was in the Temple, not teaching the Law, but probably asking the rabbis questions that would help him understand the Law. Jesus returned to Nazareth and the Scriptures tell us he was obedient to his father and mother. Ask, "What can we learn from this story?"</p> <p>When Jesus was 30 years old he began his public ministry. He asked his cousin, John the Baptist, to baptize him in the River Jordan. Jesus wanted to follow the Jewish traditions but didn't need baptism to be free from original sin. At his baptism, God declared that Jesus was his Son and that he was "well-pleased" with him.</p> <p>The Holy Spirit appeared in the form of a dove over Jesus to guide him. After his baptism the Spirit led Jesus out to the desert to pray. While he was there he was tempted to choose worldly fame over God's plan for him, but the Holy Spirit helped him resist.</p> <p>Review what was covered in outcomes B7 and B8 (parables) if need be and remind students that sometimes when we listen to God's Word and respond to it, it changes us and helps our faith grow</p>	<p><input type="checkbox"/> Hear Jesus announce his mission in the synagogue at Nazareth</p> <p><b>D5</b></p> <p><input type="checkbox"/> Have a clear sense of Jesus' mission (helping others) and the way Jesus lived it out</p> <p><input type="checkbox"/> Enter into the story of Jesus' baptism by John the Baptist in which the Spirit came upon Jesus</p> <p><b>D6</b></p> <p><input type="checkbox"/> Recognize in Jesus' actions towards others</p>
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<p><b>D7</b> Learning about Jesus' prayer to God: the "Our Father"</p> <p><b>D8</b> Understanding Jesus as one who gives human form to God's love and God's will</p>		<p>stronger. Read Matthew 13:1-52 and have the children role play the parable to reinforce the point we want to be 'good soil'.</p> <p>Take some time to review the parts of the prayer Jesus taught us: the Our Father, making the following points:</p> <ol style="list-style-type: none"> <li>1. We should address God as Father which shows intimacy and respect</li> <li>2. We should pray for God's name to be kept holy and for his kingdom to come</li> <li>3. The last three sections deal with the concerns of we who pray...we ask for our daily needs (food, etc.), forgiveness and to be free of temptation.</li> </ol> <p>Conclude by discussing how God loves us so much he sent us Jesus, His only Son to show us how to live in relationship to Him and to our neighbours.</p>		<p>signs of the kingdom of God</p> <p><b>D7</b>  <input type="checkbox"/> Pray the Our Father as Jesus taught us.</p> <p><b>D8</b>  <input type="checkbox"/> Express a desire to want to follow Jesus</p>
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**Part Four: the Liturgical Season of Lent and Easter - March/April**

**GENERAL THEME TO BE DEVELOPED AT ALL GRADE LEVELS:**

**God's Love for Us Is Manifest in His Passion and Death**

The question we will explore this liturgical season is...

E. How does Jesus' death and resurrection show his great love for us?

**NOTE TO THE TEACHER:** The background material for these learning outcomes may be found in the CCCB *Born of the Spirit* Grade 4 textbook, Unit 7, Chapters 19, 20, and 21; Unit 8, Chapters 22, 23 and 24; Unit 9, Chapters 25, 26, and 27 and/or in Harcourt's *Call to Faith* Grade 4 TM pages 24B – 35 and Student Textbook, pages 24 – 35.

<b>Learning Outcomes</b>	<b>Tasks of Catechesis</b>	<b>Part E: Lesson Development</b>	<b>Scriptural References</b>	<b>Achievement Indicators</b>
<b>Lent</b>	<p><b>Students will...</b></p> <p>Tell, act out in drama, display, etc., the narratives of the Last Supper, the Passion of Christ and one of the Easter narratives (Knowledge of the Faith)</p> <p>Remember the different celebrations</p>	<p><b>Ash Wednesday</b></p> <p>If the children will have opportunity to receive ashes today, ask if they know why the Church blesses and marks us with ashes. (it is a sign that we want to spend the next six weeks working to change our hearts turning away from sin).</p> <p>Ask if they've ever been in the car with someone who took a wrong turn and got lost. After some replies share the fact that we get lost in our spiritual life too. We have</p>	<p>Mark 2:1-3.6 Five narratives of Jesus that create opposition</p> <p>Matthew 13: 52-58 Lack of acceptance in Nazareth</p> <p>John 11:56-57 The threat to arrest Jesus</p>	<p>Students who have fully met the prescribed learning outcomes are able to...know/do/value</p> <p>General</p> <p><input type="checkbox"/> Explain why Christians are marked with ashes in the form of a</p>

<p><b>E1</b> Realizing that Jesus had enemies in spite of his goodness and care for others</p> <p><b>E2</b> Recognizing Jesus' faithfulness in the face of opposition</p>	<p>of Holy Week:</p> <p><b>Palm Sunday</b> as the entry of Jesus into Jerusalem, <b><i>the Easter Triduum</i></b>: <u>Holy Thursday</u> as the day of the Lord's Last Supper, <u>Good Friday</u> as the day of the Lord's Passion, <u>Holy Saturday</u> as the day of entombment of Jesus, <u>Easter Sunday</u> as the day of the Resurrection of Jesus (Liturgical Formation)</p> <p>Recognize the effect that the Resurrection of Jesus had on the disciples (Moral Formation)</p> <p>Pray The Way of the Cross (Teaching to Pray)</p> <p>Understand that we</p>	<p>a GPS in the Holy Spirit who will guide us along the right road.</p> <p>Ash Wednesday is the beginning of a journey to Easter. We call the entire period Lent, but the Lenten season really ends on Holy Thursday.</p> <p>Discuss the three disciplines or practices we undertake during Lent: prayer, fasting and almsgiving. The cross of ashes placed on our forehead is a commitment to use the time to repent and be more loving children of God.</p> <p>Spend a bit of time helping students understand why there was opposition to Jesus (conflict about healing activities; forgiveness of sins; challenge to his authority and claims; mixing with 'sinners' and social outcasts; Jesus' statement about the Temple; his faithfulness to the truth).</p> <p>Tell children that in the early days a tradition arose for pilgrims to travel to the Holy Land and walk the Way of the Cross (the same road that Jesus walked on the way to Calvary). In the 14<sup>th</sup> century, the Franciscans introduced the practice of</p>	<p>Mark 11:1-11 The entry into Jerusalem</p> <p>John 13:1-15 Jesus washes the feet of his disciples</p> <p>Matthew 26: 26-29 The institution narrative</p> <p>Luke 23 The Passion Narrative</p> <p>Luke 24:1-11 The women at the tomb</p> <p>John 20:3-10 Peter and John run to the tomb</p> <p>John 21:1-14 Breakfast on the shore</p> <p>John 21:15-19 Peter's confession of love</p>	<p>cross on Ash Wednesday</p> <p><input type="checkbox"/> Explain what the liturgical season of Lent is all about</p> <p><input type="checkbox"/> Discuss the value of the three disciplines or practices of Lent</p> <p><b>E1 +E2</b></p> <p><input type="checkbox"/> Identify some of the enemies of Jesus (Chief priests; Pharisees; Scribes; Sadducees)</p>
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<p><b>E3</b> Growing in understanding the events of Holy Week</p> <p><b>E4</b> Deepening awareness of how Jesus loved and served others</p> <p><b>E5</b> Recognizing Jesus' gift of himself in service of others and in the Eucharist</p> <p><b>E6</b> Remembering Jesus' death as love on the cross</p>	<p>must take care of one another (Education for Community Life)</p> <p>Understand the Death and Resurrection of Jesus as very important to Christians (Missionary Initiation)</p>	<p>praying the Way of the Cross without leaving home. During this time we reflect on how we share in Jesus' suffering and death as well as Resurrection. Inquire whether the students can prepare their own celebration of the Way of the Cross.</p> <p>During Lent we give up or sacrifice something that is special to us. We can also perform an act of giving that show our love for God and neighbour. Have the students formulate a list of things they can 'give up' or 'give to'.</p> <p><b>Lent</b></p> <p>Lent is a time we remember the new life we received at Baptism. At that time Original Sin was forgiven but we are still in need of God's forgiveness.</p> <p>Review the fruits of the Holy Spirit. (gentleness, kindness, patience, self-control, peace, love, faithfulness, joy and generosity). Invite the children to pair off and develop a skit showing someone living one of the fruits of the Holy Spirit.</p> <p>Explain to the children that there is a</p>	<p>John 20: 25 "We have seen the Lord..."</p> <p>Luke 24: 36-43 Jesus appears to the disciples</p> <p>John 20: 24-29 Thomas' profession of faith</p> <p>Luke 24: 50-53 The Ascension of Jesus</p> <p>John 17:2-21 The High Priestly Prayer of Jesus</p> <p><b><i>Catechism of the Catholic Church</i></b></p> <ul style="list-style-type: none"> <li>• 594</li> <li>• 595-599</li> <li>• 605-609</li> <li>• 610</li> <li>• 616</li> <li>• 1341</li> <li>• 1364</li> </ul>	<p><b>E4</b></p> <p><input type="checkbox"/> Give examples of how Jesus showed love for all people</p> <p><b>E5</b></p> <p><input type="checkbox"/> Contribute to a mural or display of ways to give oneself to oneself to others in imitation of Jesus</p>
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<p><b>Easter</b> <b>E7</b> Celebrating the Easter proclamation: “He who was crucified is risen”</p> <p><b>E8</b> Recalling the Easter experience “We have seen the Lord”</p>		<p>special group of people, (called catechumens) preparing in the Church to become members of the Catholic Church at the Easter Vigil on Holy Saturday night. <u>If possible</u>, list their names and invite students to choose one of the candidates or catechumens to pray for...or pray for all in general.</p> <p><b>Palm Sunday</b></p> <p>Remind the children that when it was time to celebrate the Jewish Passover, Jesus sent the disciples ahead to prepare for the celebration. When Jesus entered Jerusalem the people gathered with palms and shouted “<i>Hosanna</i>”. Ask if they know what “Hosanna” means (Praise God).</p> <p>Share these interesting facts: In ancient times as a sign of respect for the military leaders and other dignitaries, people spread their cloaks on the roadway to keep the dust down. The military rulers usually rode on horses, but Jesus came on a donkey. This was a sign he was a leader who would triumph with love and compassion not military might.</p>	<ul style="list-style-type: none"> <li>• 639-655</li> <li>• 653</li> </ul>	<p><b>E3 + E6 +E7 +E8</b></p> <p><input type="checkbox"/> Explain what happens on each of the days of the <i>Triduum</i></p>
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		<p>Read and discuss a simple version of the Passion and death of Jesus (Luke 23: The Passion Narrative)</p> <p><b><i>Triduum/Holy Thursday</i></b></p> <p>Place the word “<i>Triduum</i>” on the board and its definition (the word the Church uses for the last three days of Holy Week.</p> <p>Three days of celebration are <b>Holy Thursday</b> the last time Jesus shared a meal with his disciples; <b>Good Friday</b> and <b>Holy Saturday</b>.</p> <p>The two key actions of Holy Thursday are when Jesus washed the feet of his disciples to show us how to serve others, and, the taking of bread and wine and changing it into his Body and Blood, reminding us to do the same in memory of him.</p> <p>Have the children explain the connection between the Last Supper and the celebration of Eucharist at Mass.</p> <p><b><i>Triduum/ Good Friday</i></b></p> <p>No Mass is celebrated anywhere on Good Friday as we celebrate the Passion and</p>		
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		<p>Death of Jesus.</p> <p>There are three parts to the service: Liturgy of the Word, the Veneration of the Cross and Holy Communion.</p> <p>At this service we listen to readings from the Old and New Testament and then an account of the Passion from the Gospels is read.</p> <p>Prayers for the Church and Church leaders, candidates for Baptism and for all who need our prayers follow.</p> <p>When we venerate the Cross we walk up to the cross and show reverence by bowing, genuflecting and/or kissing it. Then the altar is prepared for Holy Communion. There is little singing during the service and everyone leaves the Church in silent meditation on what God has done for us.</p> <p><b>Holy Saturday</b> On this day all is quiet as we reflect on Jesus' death and await celebrating his rising from the dead.</p> <p><b>Triduum/Easter</b> Ask students what we remember and celebrate at the Easter vigil and on Easter Sunday. Emphasize that this</p>		
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		<p>is the most important season of the Church year.</p> <p>Ask why the word “<i>Alleluia</i>” expresses the joy that the Church experiences and the joy that fills the hearts of Christians everywhere. (We praise God for raising Jesus to new life and thank him for gaining new life for us.)</p> <p>Read one of the accounts of the Resurrection (John 20:1-9, Matthew 28:1-10 or Luke 24:13-35). Have the students share what they remember from the account.</p> <p>Encourage students to place themselves in the scene. Have them write an account of how they felt upon discovering Jesus actually did what he said...rose from the dead.</p>		
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**Part Five : The Liturgical Season of Ordinary Time After Easter - May/June**

**GENERAL THEME TO BE DEVELOPED AT ALL GRADE LEVELS:  
We Continue the Work of the Apostles and Disciples Today**

The question we will explore this liturgical season is...

F. How do we continue the work of the Church in building the Kingdom of God today?

**NOTE TO THE TEACHER:** The background material for these learning outcomes may be found in the CCCB *Born of the Spirit* Grade 4 textbook, Unit 10, Chapters 28, 29, and 30; and/or in Harcourt’s *Call to Faith* Grade 4 TM pages 36A - 39 and Student Textbook, pages 36 – 39 and Unit 7, Chapters 19, 20 and 21.

Learning Outcomes	Tasks of Catechesis	Part F: Lesson Development	Scriptural References	Achievement Indicators
<p><b>F1</b> Becoming familiar with the details and events and experiences of Jesus’ followers in the days after</p>	<p><b>Students will...</b></p> <p>Be able to give examples of the biblical narratives of Jesus doing good, forgiving people and healing the sick (Knowledge of the Faith)</p>	<p>Recall that during his public life and after the Resurrection Jesus performed many miracles. Use the example in Matthew 8:5-13 to show how Jesus touched people of every group and healed many who had faith.</p> <p>Reinforce the concept that personal faith is the key and we should pray always for deeper faith.</p> <p><b>Ascension</b></p> <p>Invite the students to explain what we believe about</p>	<p>Matthew 15: 29-31 Jesus cures many people</p> <p>John 3:1-8, 16 Jesus and Nicodemus</p> <p>John 4:4-42 The Samaritan woman</p>	<p>Students who have fully met the prescribed learning outcomes are able to... know/do/value</p> <p><b>F1</b> <input type="checkbox"/> Retell the stories of the Resurrection and Ascension</p>

<p>his death</p> <p><b>F2</b> Listening to the narratives of Jesus going about doing good (narratives of what Jesus says and does)</p> <ul style="list-style-type: none"> <li>• Exploring the miracle narratives of Jesus</li> <li>• Appreciating the response of the people to the miracles of Jesus: praise of God</li> </ul> <p><b>F3</b> Witnessing Jesus' love and forgiveness</p>	<p>Make the connection of healing and forgiveness stories with anointing of the sick and reconciliation. (Look at the different ways reconciliation is offered: at Eucharist, in daily life, Sacrament of Reconciliation (Liturgical Formation)</p> <p>Recognize Jesus as an example of someone who cares for the sick, the outsider, and the sinner (Moral Formation)</p> <p>Pray as one of the ways of helping those who are ill,</p>	<p>the Ascension of the Lord. (40 days after Easter the Risen Jesus appeared to the apostles. They shared a meal together and Jesus taught them about the Kingdom of God).</p> <p>One day a short time later, they were on a hillside and Jesus reminded them that he would not be with them forever but that he would send his Spirit to guide them until the end of time. He then returned to his Father in heaven.</p> <p>Remind the students that the Ascension gives us all hope. Jesus promised that he was going to Heaven to prepare a place for us. We believe that one day, those of us who have chosen to live as he did, will live happily forever with him.</p> <p><b>Pentecost</b></p> <p>Read and discuss the details of the Pentecost story in Acts of the Apostles 2:4-36. Ask what happened as a result of the coming of the Holy Spirit at that first Pentecost (The disciples were filled with courage to 'go and tell'.)</p> <p>Pentecost celebrates that the Holy Spirit is with the Church just as Jesus promised.</p> <p>While there are various symbols for the Holy Spirit, the</p>	<p>Luke 19:1-10 The narrative of Zacchaeus</p> <p><b>Catechism of the Catholic Church</b></p> <ul style="list-style-type: none"> <li>• 543</li> <li>• 544</li> <li>• 545</li> <li>• 547-550</li> <li>• 1443</li> <li>• 1446</li> <li>• 2775</li> </ul>	<p><b>F2</b></p> <p><input type="checkbox"/> Share a story that touched them that involves Jesus showing love and compassion for others</p> <p><input type="checkbox"/> Identify situations of oppression in our world today</p> <p><input type="checkbox"/> Explain how Jesus is a model of service</p> <p><b>F3</b></p> <p><input type="checkbox"/> Identify miracles of Jesus (Cana, cure of the paralytic, raising the</p>
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<p><b>F4</b> Deepening our understanding of the message of Easter that the risen Jesus is Lord</p> <p><b>F5</b> Knowing the story of how Jesus ended his stay among us on earth and ascended into heaven</p> <p><b>F6</b> Recognizing</p>	<p>need forgiveness or are outsiders (Teaching to Pray)</p> <p>Desire to help the sick, the poor, and the outcasts as demonstrated in the Gospel narratives (Education for Community Life)</p> <p>Grasp the importance of these narratives for those who seek to follow Jesus (Missionary Initiation)</p>	<p>one associated with Pentecost is ‘tongues of fire’. This is because the Holy Spirit filled the apostles with energy or fire to proclaim the Good News they had learned.</p> <p>Pentecost is 50 days after Jesus’ Resurrection. It is called the birthday of the Church because many people had come to Jerusalem from great distances. They spoke a variety of languages. Mary was with the disciples in an upper room praying when suddenly a great wind roared through and tongues of fire hovered over their heads.</p> <p>Peter was filled with courage and went and proclaimed that Jesus had truly died, resurrected and was risen as he said. The crowd heard Peter in their own languages and understood the message! Many were baptized and began to follow Jesus. It was the beginning of the Church we know today.</p> <p>Conclude by discussing with the students how the Holy Spirit can guide us if we ask for his help in prayer. Share the following prayer with them:</p> <p><b><i>Come, Holy Spirit, fill the hearts of your faithful. And kindle in them the fire of your love. Send forth your Spirit and they shall be created. And you will renew the face of the earth. Amen</i></b></p> <p>Summarize what it means to be a friend and follower</p>		<p>widow’s son, curing the blind man, etc.)</p> <p><b>F4</b> <input type="checkbox"/> Articulate who Jesus is</p> <p><b>F5</b> <input type="checkbox"/> Assume the role of someone whose life Jesus touched. Write a letter to Jesus thanking him for what you learned from him</p> <p><input type="checkbox"/> Share some of the post-Resurrection stories</p>
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<p>how Jesus kept his promise to send the Holy Spirit to guide us as witnesses today</p> <p><b>F7</b> Acknowledging Psalm 139 as a song of trust in God's loving presence</p>		<p>of Jesus and plan and celebrate an end-of-year liturgy based on the theme of commitment to follow Jesus Christ.</p>	<p><b>F6</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain how followers of Jesus are called into a relationship of trust in God</li> <li><input type="checkbox"/> Give examples of how the Holy Spirit helps people continue the mission of Jesus today.</li> </ul> <p><b>F7</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show reverence for God's creation by caring for the environment</li> <li><input type="checkbox"/> Explain how they should respect and care for all that God has created (e.g.</li> </ul>
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				persons, animals, nature, etc.)
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