

ISLAND CATHOLIC SCHOOLS' INTERIM RELIGIOUS EDUCATION CURRICULUM

Grade Five

Overview: The grade five 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 five are approximately ten years of age. The overarching theme for year five will help students explore the Church as the sacrament of God's action among us.

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 five program attempts to integrate these four pillars by addressing:

Part A - The Creed: What Catholics believe is summarized in the Creed. In September – November, Ordinary Time, the lessons focus on the Church as an instrument of salvation for all believers.

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. Where possible, we will touch on the seven Sacraments as encounters with God and make the connection between the Sacraments and the Church as a sacrament (or place of encounter with 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.

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 helping students discover the Paschal Mystery (life, death, resurrection, ascension) as a sign 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. The class theme is tied to our call to continue the work of the Church through works of justice. The final section of the Catechism, “Prayer”, has really been addressed throughout the year in experiences of different forms of prayer. An end-of-year thematic Mass or Prayer Service should be planned to culminate the year.

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.

Part One: Fall - Ordinary Time - September/October/November

GENERAL THEME TO BE DEVELOPED AT ALL GRADE LEVELS:

Our personal story is part of a bigger story.

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

- A. How do the Scriptures in Ordinary Time help us understand that God wants to be a part of our lives.

Note to the Teacher: Background material for these lessons may be found in the CCCBs Grade 5 text *May We Be One* Unit 1, Chapters 1, 2, and 3; Unit 2, Chapters 4, 5, and 6; and Unit 3, Chapters 7, 8, and 9. and Harcourt’s *Call to Faith* 5, Unit 1, Chapters 1, 2, and 3; and Unit 2, Chapters 4, 5, and 6.

Learning Outcomes	Tasks of Catechesis	Part A: Lesson Development	Scriptural References	Achievement Indicators
<p>A1 Welcoming the young persons</p>	<p><i>Students will...</i></p> <p>Recognize faith as a rock upon which the Church is built (Knowledge of the Faith)</p> <p>Know the essential actions of Baptism, Confirmation</p>	<p>Invite the students to identify qualities of a rock: (hard strong, reliable, solid) and discuss how it is a symbol of the Grade 5 program. (Point out the fidelity and unwavering love of God in giving us the Church to help us live.)</p> <p>Have the students share their understanding of ‘rock’ as an appropriate symbol of who the community is as Church.</p> <p>Enter into the story of Peter and Cornelius through drama, role playing (in a dream Peter learns that God calls everyone, even non-Jews.</p>	<p>Acts 2</p> <p>The narrative of Pentecost with a special emphasis on the proclamation of Peter about Jesus (2:22 – 24, 32-33) and the need for Baptism (2:38f. or Acts 10: 34-48 or 11: 1-18).</p> <p>Acts 8: 26-40</p>	<p>Students who have fully met the prescribed learning outcomes are able to...know/do/value</p> <p>A1</p> <p><input type="checkbox"/> Identify the Christian community as a welcoming people as exemplified by the early Church</p>

<p>A2 Recognizing that Peter is the rock upon which the Church was built.</p> <p>A3 Recognizing the desire of God to gather all people as followers of Jesus</p> <p>A4 Seeing the disciples as continuing the mission of Jesus</p> <p>A5 Recognizing that the Church is a visible sign, or sacrament of Jesus' presence in the world.</p>	<p>and Eucharist (Liturgical Formation)</p> <p>Respect others who are different (Moral Formation)</p> <p>Participate and contribute to celebrations and prayers (Teaching to Pray)</p> <p>Identify with the parish and the larger Church (Education for Community Life)</p> <p>Is a witness to the faith of the Church (Missionary Initiation)</p>	<p>Cornelius, a Roman captain, becomes a Christian. Make the point that God has no favourites; God accepts everyone.</p> <p>Define "Sacrament" in their own words. (Remind them that Sacraments are encounters with God when we receive grace or grow in holiness).</p> <p>Define a "sacramental" (holy water, candles, statues, etc.) and explain how sacramentals bring us closer to God.</p> <p>List the Seven Sacraments and categorize them into Sacraments of Initiation, healing, and Vocation/Service</p> <ul style="list-style-type: none"> • Sacraments of Initiation = Baptism, Confirmation and Eucharist • Sacraments of Healing = Reconciliation and Last Anointing • Sacraments of Vocation/Service = Marriage and Holy Orders <p>Explain why the Sacraments are important to Catholics (means of on-going grace; sets us apart from other Christian Churches; God's action in our life here and now).</p> <p>Ask the students what they absolutely must have to continue living, (water), and invite volunteers to share what life would be like</p>	<p>The narrative of Philip and the Ethiopian: "He proclaimed to him the good news about Jesus Christ." (v.35)</p> <p>Acts 10: 44-48 "The Holy Spirit fell upon all who heard the word."</p> <p>Matthew 16: 13-18 "And, I tell you, you are Peter, and on this rock I will build my church."</p> <p>Luke 24: 13-35 "He had been made known to them in the breaking of the bread."</p> <p>Luke 4:16-22 "The Spirit of the Lord is upon me because he has anointed me to bring good news to the poor."</p> <p>1 Corinthians 12:12-13 "For in the one Spirit</p>	<p>A2 <input type="checkbox"/> Know that Jesus chose Peter to lead the early Church</p> <p>A3 <input type="checkbox"/> Recognize the Church as the Community of God's People and guided by the power of the Holy Spirit</p> <p>A4 <input type="checkbox"/> Name their own gifts and talents and recognize them as blessings from God</p> <p>A5 <input type="checkbox"/> Discuss questions about how one lives out the Sacraments in their daily lives</p>
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<p>A6 Understanding our Baptism and Confirmation as God's gathering a people in the Holy Spirit</p> <p>A7 Remembering the Eucharist as the action of the Spirit nourishing us with the Gospel of Jesus and Body of Christ Celebrating the</p>		<p>without water. Ask why water is a symbol for Baptism (gives new life and makes us a member of the Church).</p> <p>Share memories of your own Baptism story. Then invite students to share what they might have seen at the Baptism of another person. Have children share stories about when/where they were baptized. Tell the children that there is always more to learn about the meaning of our Baptism.</p> <p>Articulate how, in Baptism, they are freed from sin and become members of the Church, the Body of Christ.</p> <p>Remind students that Baptism is one of the three Sacraments of Christian Initiation.</p> <p>Provide a summary of the rite of, or way, of celebrating Baptism. Each part shows that the people being baptized are receiving the gift of new life from God.</p> <p>1. Blessing of the water. After the celebration of the Liturgy of the Word, the priest or deacon says a prayer and anoints the chest of those to be baptized. He greets everyone at the baptismal font or pool. Blessing the water, he retells the story of creation and salvation.</p>	<p>we were all baptized into one body.</p> <p><i>Catechism of the Catholic Church</i></p> <ul style="list-style-type: none"> • 751 • 752 • 759 • 772 • 813 • 1227 	<p>A6</p> <p><input type="checkbox"/> Discuss how the Church calls upon the Holy Spirit in each of the Sacraments</p> <p><input type="checkbox"/> Demonstrate an understanding of the Sacraments as at the heart of our Catholic life</p> <p><input type="checkbox"/> Articulate how they receive God's grace each time they receive a Sacrament; this grace helps them to do good and avoid evil.</p> <p>A7</p> <p><input type="checkbox"/> Identify the centrality of the Eucharist in the life of Catholics</p>
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<p>action of the Holy spirit making Christ present</p>		<p>2. Renunciation of sin and profession of faith. All present join with those to be baptized and declare their rejection of sin. All promise to live as God’s children. All profess faith in God, the Holy Trinity.</p> <p>3. Baptism with water. The person to be baptized now enters, or is immersed in, the water or has water poured on his or her head three times as the celebrant says the words. “(Name) I baptize you in the name of the Father, and of the Son, and of the Holy Spirit.”</p> <p>4. Anointing with Chrism – The celebrant anoints the forehead of each of the newly baptized with the holy oil or <i>Chrism</i>. This shows that the Holy Spirit is with the baptized to strengthen them to live as members of the Body of Christ, the Church, and take part in the work of Christ the Priest, Prophet, and King.</p> <p>5. White garment and lighted candle – The newly baptized receive a white garment and a candle lit from the Easter candle. Clothed in Christ, the baptized are to keep the flame of faith alive in their hearts.</p> <p>Explore the special graces of Baptism by</p>		
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		<p>reminding students that all the word, actions and objects used in the Rite point to the deeper meaning of what we are seeing and hearing. The grace we receive is a gift from God.</p> <ol style="list-style-type: none"> 1. Catholics believe that through Baptism we receive new life in Jesus Christ and are called children of the Father 2. We are joined to Christ through Baptism and become members of the Body of Christ, or the Church 3. We receive the Gifts of the Holy Spirit who helps us live as followers of Jesus Christ 4. Baptism frees us from Original Sin that we inherited from the first humans. It also takes away all personal sins that we may have committed. We receive sanctifying grace and share in the life of God. <p>Invite ten volunteers to role play the five steps of the rite of Baptism. Select those to be baptized, the parents, the godparents, and the celebrant.</p> <p>Review the following points that reinforce how grace (God’s help) is given through the sacraments.</p> <ul style="list-style-type: none"> • Explain how, Jesus the Bread of Life, nourishes them in the Eucharist. Make connections between the Eucharist, the Last Supper, and the Emmaus story. 		
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		<ul style="list-style-type: none"> • Explain how Confirmation strengthens them to be God’s witnesses through the work of the Holy Spirit. • Explain how Reconciliation, received with the right disposition, frees them from sins committed after Baptism. • Explain how the Sacrament of Anointing of the Sick continues the healing ministry of Jesus. • Articulate how the Sacraments of Vocation/Service are ways to serve God, the Church and the broader human community and how the clergy continue the mission of the apostles in a special way. Recognize and celebrate the people in their lives who have received the Sacrament of Marriage and support each other in becoming holy. 		
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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...

B. What did Jesus’ coming to earth teach us about how God wants us to live?

Note to the Teacher: Background material for these lessons may be found in the CCCBs Grade 5 text *May We Be One* Unit 4, Chapters 10, 11, and 12; and Harcourt’s *Call to Faith* 5, TM 12A –20A and Student Book pages 12-19; Unit 3, Chapters 7, 8, and 9.

Learning Outcomes	Tasks of Catechesis	Part B: Lesson Development	Scriptural References	Achievement Indicators
<p>B1 Learning how the time of Advent helps people to walk in hope</p>	<p>Students will... Recognize that the Church is God’s invitation to all nations (Knowledge of the Faith) Participate in the season and see the importance for the Church (Liturgical Formation)</p>	<p>Consider beginning the class by saying (or writing) “Happy New Year” and watch their response. Point out that Advent begins a new liturgical year for the Church. It is a time to renew our love for God and for one another. Ask, “What does the season of Advent help us prepare for?” John the Baptist announced, “Prepare the way</p>	<p>Psalm 18:2 “The Lord is my rock, my fortress, and my deliverer.” Luke 1:26-38 “May it be done to me according to your Word.” Isaiah 7:14 “Look, the young</p>	<p>Students who have fully met the prescribed learning out-comes are able to know/do/value B1 <input type="checkbox"/> Identify the person in the following Scripture stories who’s words and example help us prepare for</p>

<p>B2 Exploring the meaning of the two comings of the Lord for the Church</p> <p>B3 Exploring the roots of our ancestry of faith through researching</p>	<p>Explain the Church as people waiting for Christ’s coming, the call to lead lives worthy of Christ (Moral Formation)</p> <p>Participate in the prayer of the season (Teaching to Pray)</p> <p>Explain the importance of the Advent, Christmas, Epiphany season for building the Church (Education for community Life)</p> <p>Understand the need to reach out to all people (Missionary Initiation)</p>	<p>of the Lord” (Luke 3:4). During the four weeks of Advent, that is our challenge. We listen to the Scripture readings for each Sunday during Mass.</p> <p>Choose the Gospel reading for the first Sunday of Advent in this lectionary cycle</p> <ul style="list-style-type: none"> • Year A: Matthew 24:37-44 • Year B: Mark 13:33-37 • Year C: Luke 21:25-28, 34-36 <p>Have the children make an Advent wreath using evergreens with four candles. Explain that each day one or more candles will be lit to symbolize the coming of Christ, the Light of the World. (round wreath = eternal; evergreens = life; 4 candles = one for each week representing the light of Christ)</p> <p>To open or conclude class each day, gather around the Advent wreath. Invite volunteers to share one way they have decided to prepare for the coming of Jesus on Christmas Day. End the prayer by praying, “Lord God, help us to prepare for the coming of your Son into our world and hearts. May he find us waiting in prayer and joyful hope.”</p> <p>Make a Jesse Tree (Jesus’ family tree) with decorations based on selected scripture passages about people who hoped in God’s</p>	<p>woman is with child and shall bear a son, and shall name him Emmanuel.”</p> <p>Philippians 2:5-11 “Christ Jesus... who emptied himself, taking the form of a slave.”</p> <p>Luke 2:8-20 “Let us go now to Bethlehem and see this thing that has taken place, which the Lord has made known to us.”</p> <p>Acts 1:8 “When the Holy Spirit has come upon you; and you will be my witnesses ... to the ends of the earth.”</p>	<p>Christ:</p> <ul style="list-style-type: none"> ➤ Mark 1:1-8 ➤ Luke 1:46-56 ➤ Matthew 1:18-25 ➤ Matthew 3:1-7 <p>B2</p> <p><input type="checkbox"/> Explain how the Advent Wreath is used to mark the time in preparation for the Coming of Jesus</p> <p><input type="checkbox"/> Know that Catholic Christians believe Jesus’ Second Coming will happen at the end of time</p> <p>B3</p> <p><input type="checkbox"/> Create a Jesse Tree by using a bare, broad branched</p>
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<p>Jesse Tree figures</p> <p>B4 Praying as Church with Mary</p> <p>B5 Celebrating Christmas as the birth of Christ</p>		<p>promise. Visit the following website for help. http://www.catholicculture.org/culture/liturgicalyear/activities/view.cfm?id=545</p> <p>Share the story of St. Nicholas whose feast day is celebrated December 6th.</p> <p>Ask why Mary is the model of a true disciple of Jesus. Note that during the four weeks of Advent the Church celebrates a time of anticipation and preparation to welcome Jesus into our hearts.</p> <p>Invite the children to give examples of some things that are inherited such as height, eye colour, etc. Explain that, except for Mary, all people inherited Original Sin from our first parents.</p> <p>Continue by saying that long before Jesus was born, God prepared Mary to be the Mother of his only Son. On Dec. 8th, the Church celebrates the Feast of the Immaculate Conception. The Immaculate Conception means Mary was conceived without Original Sin and was filled with grace from the first moment of her life in order to be a pure vessel for bearing the Son of God.</p> <p>Mary is a model for us because she always chose to obey God's will. She is our greatest</p>	<p>Catechism of the Catholic Church</p> <ul style="list-style-type: none"> • 773 • 522 • 526 • 738 • 831 	<p>tree and sand/bricks to anchor it.</p> <p>Google patterns for the symbols and add them to the tree throughout the weeks.</p> <p>B4</p> <p><input type="checkbox"/> Draw a picture or write a story about a time when they said 'yes' to God</p> <p>B5</p> <p><input type="checkbox"/> Dramatize the Christmas story</p> <p><input type="checkbox"/> Understand what "B.C." and "A.D." mean when they appear after a calendar year.</p>
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<p>B6 Recognizing Christ as the central point in the history of salvation</p> <p>B7 Becoming aware that Epiphany celebrates the coming of Jesus for all people</p>		<p>Saint. She lives in heaven and we can pray for her and she prays for us. Refer students to the <i>Magnificat</i> (Luke 1:46-55). This is a prayer of joy and gratitude expressed at the greeting of her cousin Elizabeth. The priests pray this prayer each day when praying their Divine Office.</p> <p>If time permits, share the story of Our Lady of Guadalupe whose feast is celebrated on Dec. 12th.</p> <p>Explain that “B.C.” after a date (55 B.C.) means 55 years before Jesus Christ was born and A.D. means <i>Anno Domini</i> (2014 A.D.) means “in the Year of Our Lord” (not ‘after death’ as many people think)! Thus the birth of Jesus Christ is the dividing line in history.</p> <p>Share stories from the news about many of the wonderful things people are doing to show generosity during this season. Encourage students to be part of a class or school initiative to help others. Remind students that this is how Jesus calls us to live in relationship with one another.</p> <p>Epiphany (“manifestation”, “revealing”) Reflect on how one of the key symbols of the Epiphany, the star, is for all people.</p>	<p>B6 <input type="checkbox"/> Sing carols and hymns used in the Advent and Christmas season</p> <p>B7 <input type="checkbox"/> Know that the Church welcomes all nations</p>
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		<p>Discuss how Epiphany shows that God takes the initiative and seeks out all people.</p> <p>Remind students of three Epiphany stories which show how God invites all people into relationship (The story of the Magi, The story of Jesus' Baptism, The story of the Wedding at Cana).</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...

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

Note to the Teacher: Background material for these lessons may be found in the CCCBs Grade 5 text *May We Be One* Unit 5, Chapters 13, 14, and 15; and Unit 6, Chapters 16, 17 and 18; and Harcourt’s *Call to Faith* 5, TM 20B and Student Book pages 20—23 and Unit 4, Chapters 10, 11, and 12.

Learning Outcomes	Tasks of Catechesis	Part C: Lesson Development	Scriptural References	Achievement Indicators
<p>Putting on the love (charity) of Christ in acts of justice by:</p> <p>C1 Recognizing the need for justice in the world and our call to act more justly</p>	<p>Students will... Define justice and ecological justice (Knowledge of the Faith)</p> <p>Know the Eucharist as a source for sustaining our commitment to justice (Liturgical Formation)</p> <p>Demonstrate</p>	<p>Place the words “justice”, “charity”, and “mercy” on the board. Have the students define and give examples of justice/injustice, charity and mercy.</p> <p>Remind students that Jesus came on earth to show us how to live. We are called to holiness and have many saints (even children) who are models we can imitate.</p> <p>Ask the group to share the qualities they think a holy person</p>	<p>Amos 5:24 “Let justice roll down like waters, and righteousness like an ever-flowing stream.”</p> <p>Exodus 3:7-8 “I have observed the misery of my people... I have heard their cry... Indeed, I know their sufferings and I have come down to deliver them.”</p>	<p>Students who have fully met the prescribed learning outcomes are able to...know/do/value</p> <p>C1</p> <p><input type="checkbox"/> Demonstrate an understanding of why a choice is just or unjust</p> <p><input type="checkbox"/> Identify which of the Beatitudes relates most closely to how they should live their lives if they</p>

<p>C2 Connecting justice to rights and responsibilities</p> <p>C3 Becoming aware of the challenge to share love with the less fortunate</p> <p>C4 Deepening awareness of ecological issues and determining the role of people in taking care of the earth</p> <p>Ecology: the study of how living creatures live together on this</p>	<p>concern for the poor in the community (Moral Formation)</p> <p>Participate in and help create a prayer on justice and ecology (Teaching to Pray)</p> <p>Recognize how justice creates solidarity and healthy communities (Education for Community Life)</p> <p>Is a witness of justice and care for the earth (Missionary Initiation)</p>	<p>demonstrates. Our choices, both words and actions, should show our love for God, our neighbour and creation. Each day we ask the Holy Spirit to help us do our best to forgive, love and care for others as Jesus showed us.</p> <p>We practice justice when we are aware of the need to include everyone and to give to all what they need. We are called to live and act justly with each other.</p> <p>We are also expected to be stewards of the earth. “Ecology” is the responsibility to take care of the earth and preserve it for others. Ask students to name some of the demands of ecological environment. Invite them to suggest practical ways they can take action for the environment.</p> <p>Discuss how important it is that all creatures live together on this planet.</p> <p>The Sacraments, especially the Eucharist give us strength to act as good stewards of the earth.</p>	<p>Luke 16:19-31 The parable of the rich man and Lazarus.</p> <p>Genesis 1:28 “Be fruitful and multiply, and fill the earth and subdue it.”</p> <p>Psalms 104 A hymn to God the Creator and Provider.</p> <p>1 Corinthians 10:4 “They drank from the spiritual rock that followed them, and the rock was Christ.”</p> <p>Catechism of the Catholic Church</p> <ul style="list-style-type: none"> • 1928 • 1931 • 1934 • 1939–1942 • 293 	<p>take responsibility to work for justice</p> <p>C2</p> <p><input type="checkbox"/> Explain how Christians have a moral responsibility to help the poor and suffering of the world.</p> <p>C3</p> <p><input type="checkbox"/> Know what the dignity of the human person means and what that dignity demands for every human being</p> <p>C3 + C4</p> <p><input type="checkbox"/> Identify basic needs for human subsistence and those necessary for humans to reach their full potential</p> <p><input type="checkbox"/> Take action for the poor and those who are unjustly</p>
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planet		<p>Help the students recognize how justice creates solidarity and healthy communities.</p> <p>Review the Beatitudes in Matthew's Gospel (Matthew 5:17-18). Remind students that Jesus expects us to do more than avoid evil. He wants us to go out and do good for the sake of others. Have the students provide examples of ways the Beatitudes call us to demonstrate our love for our neighbour.</p>		<p>treated</p> <p><input type="checkbox"/> Pray the Prayer of St. Francis</p> <p><input type="checkbox"/> Reduce/reuse and recycle</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...

D. How does Jesus’ Death and Resurrection show God’s great love for us?

Note to the Teacher: Background material for these lessons may be found in the CCCBs Grade 5 text *May We Be One* Unit 8, Chapters 22, 23, and 24 and Unit 9, Chapters 25, 26, and 27; and Harcourt’s *Call to Faith* 5, TM 24B – 35 and Student Book pages 24-35 and Unit 5, Chapters 13, 14 and 15 and Unit 6, Chapters 16, 17 and 18.

Learning Outcomes	Tasks of Catechesis	Part D: Lesson Development	Scriptural References	Achievement Indicators
<p>D1 Deepening awareness that Lent is a time to look inside and change one’s heart</p>	<p>Students will... Be aware of God’s love for him/her in our human weakness (Knowledge of the Faith)</p> <p>Identify the acts within the liturgy of reconciliation (Liturgical Formation)</p> <p>Understand the power of love in the</p>	<p>Introduce Lent as a time of interior examination, renewal, conversion and preparation for Easter.</p> <p>Ask students to describe how they became members of different groups to which they belong.</p> <p>Introduce the season of Lent which will be the focus of our learning for the next forty days. Tell students that the Church welcomes new members through the Sacraments of Initiation (Baptism, Confirmation and Eucharist) in a special Easter vigil service each year.</p>	<p>Genesis 3:1-24 “What is this that you have done?”</p> <p>Matthew 4:1-11 The narrative of the temptation of Jesus.</p> <p>John 4:1-12 The narrative of the Samaritan woman: “He told me everything I have ever done.” (v. 29)</p> <p>Luke 15:11-32</p>	<p>Students who have fully met the prescribed learning outcomes are able to ...know/do/value</p> <p>D1</p> <p><input type="checkbox"/> Explain the purpose of the Lenten season</p> <p><input type="checkbox"/> Make ashes from last year’s palms (Optional)</p>

<p>D2 Understanding of God’s desire to be in covenant with humans and probing the mystery of evil and sin</p> <p>D3 Reflecting on the ministry of reconciliation of the Holy Spirit in the Church</p> <p>D4 Celebrating the mystery of God’s love in the <i>Triduum</i></p>	<p>process of forgiveness (Moral Formation)</p> <p>Pray for forgiveness and reconciliation (Teaching to Pray)</p> <p>Identify where sin causes harm to society (Education for Community Life)</p> <p>Articulate ways that people can be witnesses in the world (Missionary Initiation)</p>	<p>The Season of Lent developed in the early Church and was the final time of preparation for people who wanted to join the early disciples.</p> <p>The candidates prepared for full reception into the Church by prayer, fasting and abstinence. We follow this important tradition during Lent.</p> <p>The period of preparation for Lent begins on Ash Wednesday. The priest blesses the ashes made from burnt palms that had been used in the Holy Week processions last year and places them on the forehead of those who come forward. The priest reminds us to turn away from sin and sin no more.</p> <p>Ask what we can do as a sign of turning away from sin and back to God. Allow time for the children to name things like “pray”, “fast”, “do good works”, “make sacrifices”, “share their time, talents and other gifts”.</p> <p>Point out the change in the color of the vestments and cloth on the prayer table (now purple - a symbol of sorrow and penance).</p> <p>Read Genesis 3:1-24 for an account of how evil came into the world and God’s reaction.</p>	<p>The parable of the Prodigal Son and His Brother: “Let us eat and celebrate for this son of mine was dead and is alive again, was lost and is found!”</p> <p>John 20:22-23 “Receive the Holy Spirit. If you forgive the sins of any, they are forgiven them; if you retain the sins of any, they are retained.”</p> <p>Stories of healing in the Gospels Luke 13:10-17; 7:1-10; Matthew 15:32-39.</p> <p>John 18:1-19, 19:1-42 The narrative of the Passion of Jesus.</p> <p>1 John 4:10 “In this is love,</p>	<p>D2</p> <p><input type="checkbox"/> Explain the Lord’s Passion</p> <p><input type="checkbox"/> Express, through prayer, thanksgiving for the Sacraments, especially Reconciliation that help them live God’s way</p> <p>D3</p> <p><input type="checkbox"/> Discuss how frequent participation in the Sacraments strengthens their covenant relationship with God</p> <p>D4</p> <p><input type="checkbox"/> Increase their understanding of discipleship</p> <p><input type="checkbox"/> Make the connection</p>
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<p>D5 Celebrating the Church as an Easter Community</p>		<p>Describe God’s faithfulness through story completion.</p> <p>Define “evil”, “sin” and “temptation”. Discuss why they think people sometimes knowingly choose to do wrong.</p> <p>Enter into the story of Noah in Genesis 9.8-17 and God’s promise to remain with people even in the face of evil.</p> <p>Share stories of reconciliation such as the Woman at the Well (John 4:1-12) and discover the reconciling Jesus is the living water.</p> <p>Explore the need for reconciliation. Have the children role-play scenes of wrongdoing being forgiven.</p> <p>Discuss the forms of the rite of Reconciliation and the procedure for celebrating the Sacrament.</p> <p>Plan and prepare a penitential service as an act of worship celebrating reconciliation.</p> <p>Palm Sunday Begin the class with a debate. Have one group support the statement, “It is easier to ask forgiveness than to forgive.” Have the</p>	<p>not that we loved God but that he loved us and sent his Son to be the atoning sacrifice for our sins.”</p> <p>1 Corinthians 15:3b 5 “He was raised on the third day in accordance with the Scriptures.”</p> <p>James 5:14-16 “Are any among you sick? ...”</p> <p>John 3:16 “For God so loved the world that he gave his only Son, so that everyone who believes in him may not perish but may have eternal life.”</p> <p>Catechism of the Catholic Church</p> <ul style="list-style-type: none"> • 386 	<p>between the vocation of priesthood and Jesus’ call to wash feet</p> <p>D5 <input type="checkbox"/> Recognize the Mass as the story of the Last Supper and Jesus’ Death and Resurrection</p>
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		<p>other group defend the statement, “It is easier to forgive than to ask forgiveness.” Give the two groups time to present their points then make the following points:</p> <ol style="list-style-type: none"> 1. Forgiving others and being forgiven are both important actions. Just giving someone a word or look, a hug, or smile when they’ve been hurt helps people grow closer. As well, apologies can make a relationship stronger. 2. Holy Week is the most important story of forgiveness. On Palm Sunday everyone is cheering but by Friday they are mocking Jesus. He would die so we could be forgiven. 3. Read Matthew 18:22 which points out how many times we are asked to forgive. <p>Triduum: The last three days of Holy Week are called the <i>Triduum</i>. They include celebration of the evening Mass of the Lord’s Supper, the celebration of the Passion on Good Friday and the Easter Vigil on Holy Saturday night.</p> <p>Triduum: Holy Thursday Holy Thursday shows us how Jesus teaches us by doing. Talk about the saying, “You can’t judge a book by its cover.” And that the</p>	<ul style="list-style-type: none"> • 388 • 389 • 396 • 1422 • 897 • 1509 • 1169 • 897–900 	
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		<p>same can be said of people...we need to listen to them and see them in action.</p> <p>On Holy Thursday evening Jesus demonstrates how we are to be kind and generous, treating everyone with fairness and respect. He washes the feet of the disciples to show us how to serve one another.</p> <p>After washing the disciples feet he took the bread and wine and said, "This is my body." This is the cup of my blood." This is Jesus' great act of love for us and we share in the memorial of the sacrifice of his life for our salvation.</p> <p>Triduum: Good Friday Ask the children to explain what the cross means to Christians. Review the parts of the Good Friday celebration of the Lord's Passion: Liturgy of the Word, Veneration of the Cross, and Holy Communion.</p> <p>Explain that when the priest enters the Church on Good Friday it is silent. He proceeds to the front of the Church and kneels to pray before we listen to the retelling of the story of God's promise of Salvation and its fulfilment in Jesus Christ</p>		
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		<p>The second part of the service is an invitation for all present to approach the Cross and reverence it as the choir sings.</p> <p>Finally, since there is no Mass celebrated on Good Friday, a communion service is held using hosts consecrated on Holy Thursday and reserved for this celebration.</p> <p>Easter Sunday Throughout this day and for the next 50 days we sing “Alleluia” because Christ is Risen! Identify changes in the prayer centre to reflect the Easter season.</p> <p>Call to mind the symbols for Easter: lily, white vestments and cloth, Alleluia, ...anything suggesting new life Tell students that Easter people celebrate “the life, Death, Resurrection and coming in glory of the Lord Jesus”.</p> <p>Review again the Sacraments of Initiation by which people become “Easter people” (people who believe in and live according to the Paschal Mystery). Through story, describe how contemporary witnesses show faith in Jesus through Christian living.</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...

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

Note to the Teacher: Background material for these lessons may be found in the CCCBs Grade 5 text *May We Be One* Unit 10, Chapters 28, 29, and 30; and Harcourt’s *Call to Faith* 5, Unit 7, Chapters 19, 20, and 21.

Learning Outcomes	Tasks of Catechesis	Part E: Lesson Development	Scriptural References	Achievement Indicators
<p>E1 Deepening appreciation of the meaning of the Ascension and our mission to continue Jesus’ mission today</p>	<p>Students will...</p> <p>View him/herself as a spiritual person who knows him/herself loved by God (Knowledge of the Faith)</p> <p>Discern that prayer is at the heart of the life of the Church (Liturgical Formation)</p>	<p>Ascension of the Lord</p> <p>The Ascension is the final event of the Paschal Mystery. It is celebrated 40 days after Easter. Jesus has returned in glory and majesty to his Father. Ask the children to explain each event (Passion, Death, Resurrection and Ascension) in their own words.</p> <p>Remind students that Jesus appeared to his disciples on many occasions sharing meals with them and continuing to teach them. He promised to send the Holy Spirit to be with them always. He gave the</p>	<p>Acts 1: 21-22 “So one of the men who have accompanied us during all the time that Lord Jesus went in and out among us... must become a witness with us to the Resurrection.”</p> <p>Acts 2: 42 “They devoted themselves to the apostles teaching and fellowship, and to the</p>	<p>Students who have fully met the prescribed learning outcomes are able to...know/value/do</p> <p>E1 <input type="checkbox"/> Recognize the role of lay ministry in the Church and the lay apostolate in the world</p>

<p>E2 Learning the marks of the Church which identify it as the Church of Christ</p> <ul style="list-style-type: none"> • Presenting the structure of the Church in its leadership • Presenting the Church as local and universal • Presenting the Church's ordained leadership in the Sacrament of Holy Orders: Bishop, Priest, and Deacon • Recognizing the role of lay ministry in the Church and the lay apostolate in the world 	<p>Recognize the importance of prayer to strengthen our relationship with God (Moral Formation)</p> <p>Pray every day (Teaching to Pray)</p> <p>Recall that holiness and charity are important for the building up of the Church (Education for Community Life)</p> <p>Be an example for others (Missionary Initiation)</p>	<p>Apostles the mission to "Go and baptize all nations."</p> <p>Make the point that the Church carries on the mission of Jesus on earth. We follow Jesus to a place where he has prepared a place for us with him for all eternity.</p> <p>Invite a student to read Luke 24:50-53. Ask the children why the Apostles were filled with joy when usually we are sad when someone we love dies or leaves us. Ask what the Ascension meant for the Apostles and for us. (It was the fulfillment of God's plan of salvation for us. Jesus' return to the Father opened the doors of heaven to us.)</p> <p>Pentecost Explain that after the Risen Lord ascended to his Father in heaven, his disciples gathered in a house in Jerusalem to pray. Suddenly a great wind filled the room and flames, like tongues of fire, settled above them. This was a sign that the Holy Spirit had come to the disciples as Jesus promised.</p>	<p>breaking of bread and the prayers."</p> <p>Matthew 16:18 "You are Peter and on this rock I will build my Church."</p> <p>1 Peter 2:4-6 "Like living stones, let yourselves be built into a spiritual house..."</p> <p>Matthew 28:19-20 "Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit... I am with you to the end of the age."</p> <p>John 20:22 "Receive the Holy Spirit."</p> <p>Catechism of the Catholic Church</p> <ul style="list-style-type: none"> • 830 • 857 	<p>E2</p> <p><input type="checkbox"/> Identify the marks of the Church as one, holy, Catholic and apostolic</p> <p><input type="checkbox"/> The responsibility of maintaining the well-being of the Church belongs to each member. Bishops, Priests, and Deacons, through the Sacrament of Holy Orders, constitute the hierarchy and have special responsibilities</p> <p><input type="checkbox"/> Demonstrate increased awareness of the call of the Church to take on Jesus' mission to the ends of the earth</p>
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<p>E3 Recognizing the Church as holy or as a sacrament to the world</p> <p>E4 Praying for the graces needed to be faithful witnesses of the faith</p>		<p>We receive the Holy Spirit at Baptism and have God’s help to live as disciples. When we do so the fruits of the Holy Spirit are visible in our life.</p> <p>We call Pentecost the “birthday of the Church” since that is the day the disciples were gifted with the courage to go tell all nations what they had seen and heard.</p> <p>The marks of the Church that grew out of these early Christian communities are:</p> <ul style="list-style-type: none"> • It is One under the leadership of the Pope who is the visible presence of Christ on earth • It is Holy because it is a sacrament or means of grace to the people of God • It is Catholic or universal – the same the world over, and, • It is Apostolic because the Church traces its history back to the first apostles and disciples of Christ. 	<ul style="list-style-type: none"> • 874–896 • 849–852, • 2472 	<p>E3</p> <p><input type="checkbox"/> Read Galatians 5:22-23 and list the signs or fruits of living a life guided by the Holy Spirit.</p> <p><input type="checkbox"/> Explain which is most easily seen in their life and which is needed!</p> <p>E4</p> <p><input type="checkbox"/> Plan an end-of-year celebration incorporating what has been learned and experienced about being Church</p>
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