

## ISLAND CATHOLIC SCHOOLS' INTERIM RELIGIOUS EDUCATION CURRICULUM

### Grade Six

**Overview:** The grade six 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 (CCCC) made public a set of *Criteria for Catechesis* to be use in developing catechetical programs for youth from infancy through age eighteen. Students in grade six are approximately eleven years of age. The overarching theme for year six will help students explore what it means to witness the Christian life.

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 six program attempts to integrate these four pillars by addressing:

- The Creed: What Catholics believe about God and their call to live in relationship with the Father, Son, and Holy Spirit
- 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
- Morality: Catholic Christians explore Jesus' new commandment of love and justice found in Scripture which is used as a guiding light on our journey
- Prayer: Personal and communal prayer to the Holy Spirit keeps us on track as we try to live as moral witnesses.

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 sometime during 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. What is friendship and what examples have we of God’s desire to establish a friendship with humankind through Moses?

**NOTE TO THE TEACHER:** Background material for teaching the Learning Outcomes in Part A and Part B may be found in the CCCB *Born of the Spirit* Grade 6 textbook *You Shall Be My Witnesses*, Units 1, 2, and 3 and/or in Harcourt’s *Call to Faith* Grade 6 Chapter 1 “Longing for God”, Chapter 2 “Worshipping God”, and Chapter 3 “Signs of God’s Presence”.

Learning Outcomes	Tasks of Catechesis	Part A: Lesson Development	Scriptural References:	Achievement Indicators
<p><b>Part A:</b></p> <p><b>A1</b> Appreciating friendship as a unique gift.</p>	<p><i>The student...</i></p> <p>Knows the meaning of and appreciates a true friend (Knowledge of the Faith)</p> <p>Contributes to a celebration of friendship (Liturgical Formation)</p> <p>Demonstrates</p>	<p>Begin by inviting students to share their favorite summer memories and perhaps have students place their “memory” on a “cloud” that can be stapled to the bulletin board beside their photo.</p> <p>Share the story found in the CCCB/BOSS Gr. 6 student textbook pgs. 10-13. Discuss the questions on page 13 about the boys’ friendship.</p> <p>Continue with examples of stories of people who are “light to the world”</p>	<p>1 John 4: 7 “...Let us love one another, because love is from God.”</p> <p>Matthew 5: 14-16 “You are the light of the world.”</p> <p>1 John 4: 7-8, 11 “God is love”.</p>	<p>Students who have fully met the prescribed learning outcomes are able to...know/value/do</p> <p><b>A1</b></p> <p><input type="checkbox"/> Identify the qualities desired in a friend.</p> <p><input type="checkbox"/> Create a welcoming environment.</p> <p><input type="checkbox"/> Read and discuss</p>

Learning Outcomes	Tasks of Catechesis	Part A: Lesson Development	Scriptural References:	Achievement Indicators
<p><b>A2</b> Discovering God’s love in our friendships</p> <p><b>A3</b> Treasuring the Word of God as a lamp to our feet and a light to our path.</p> <p><b>A4</b> Understanding that good friends are a light to one another</p>	<p>understanding of qualities of a good friend (Moral Formation)</p> <p>Listens attentively and participates positively in a prayer service based on God’s Word to us in Scripture (Teaching to Pray)</p> <p>Gives witness to the value of friendship (Education for Community Life)</p> <p>Understands the significance of reaching out in friendship to the world (Missionary Initiation)</p>	<p>located on pgs. 18 – 21 (CCCB/BOSS Gr. 6 student text). Discuss how grade six students can be a light for others. Tie in with social studies.</p> <p>Brainstorm traits or qualities we look for in a good friend and reflect on a Christian understanding of friendship.</p> <p>Discuss the fact that everyone needs close friends and the importance of inclusiveness. Friendship is important for we are meant to live in community.</p> <p>Locate the passage in John’s Gospel (John 15:12-13).</p> <p>Place the phrase on the (smart) board, “To have good friends you must be a good friend.” then invite students share their thoughts about what it means.</p> <p>Ask students if they think friends are more important to them now than when they were in grade three or four.</p> <p>Touch on the definitions of a true and a false friend.</p>	<p>John 15: 12-15 “This is my commandment that you love one another.”</p> <p>2 Samuel 22:29 “Indeed, you are my lamp, O Lord.”</p> <p>Psalms 119: 105 “Your word is a lamp to my feet and a light to my path.”</p> <p>Isaiah 60:19 “The Lord will be your everlasting light.”</p> <p>John 8:12 Jesus as the light of the world.</p> <p>John 1:9-12 “The true light, which enlightens everyone, ... become</p>	<p>stories about friendship</p> <p><b>A2</b></p> <p><input type="checkbox"/> Explain how good friends are like a light to each other.</p> <p><input type="checkbox"/> Understand the importance of friendship for life.</p> <p><b>A3</b></p> <p><input type="checkbox"/> Identify a favourite Scripture verse about how we are called to live as followers of Jesus</p> <p><input type="checkbox"/> Make a poster illustrating one of the Scripture references cited</p> <p><b>A4</b></p> <p><input type="checkbox"/> Explain how supporting/helping others is a way to be a friend</p>

Learning Outcomes	Tasks of Catechesis	Part A: Lesson Development	Scriptural References:	Achievement Indicators
		<p>Finally, in groups of three or four have students list ways they can show each other that they want to be friends (listen to each other, don't put others down, or intentionally hurt their feelings, help them when they have a problem to solve, compliment them on something they did well, be honest and dependable with them, respect them, don't get jealous if you don't have their full attention, show them you care, remember that people's interests change, etc.).</p> <p>Continue with sharing ideas about how we can initiate and sustain friendships.</p> <p>Introduce the concept of being a light to others. Ask students what being a light to others could possibly mean.</p> <p>Invite the students to make three columns on their paper. The heading of the first column should be "I would feel"; the heading of the second column, "Positive ways I could deal with it" and the third column, "Harmful ways I could</p>	<p>children of God."</p> <p><b><i>Catechism of the Catholic Church</i></b></p> <ul style="list-style-type: none"> <li>• 218 – 219</li> <li>• 221</li> <li>• 696</li> <li>• 1147</li> </ul>	<p><input type="checkbox"/> Write about the best friendship they've ever had. They should be able tell what made it so special by describing their friend and identifying the qualities that they most appreciated in the person.</p> <p><input type="checkbox"/> Write about a character from a novel or movie explaining why that person is a good friend to others. Explain why they would like to have this character for a friend.</p>

Learning Outcomes	Tasks of Catechesis	Part A: Lesson Development	Scriptural References:	Achievement Indicators
		<p>deal with it.”  Provide situations similar to the following and ask students to complete their charts:</p> <ol style="list-style-type: none"> <li>1. A friend starts acting differently in ways you think are wrong (alcohol/drugs, stealing, being rude, etc.)</li> <li>2. Your friend has been telling stories about you that are not true</li> <li>3. Your friend says or does something that hurts your feelings</li> <li>4. You get invited to go someplace with a friend but then (s)he cancels. Later you find (s)he went with someone else</li> <li>5. You and a very close friend run for the same class office</li> <li>6. You and your best friend both like the same girl/boy a lot</li> <li>7. Two of your buddies are in a fight and they want you to pick sides but you like them both</li> <li>8. One of the more popular students rolls his/her eyes when he/she sees your new outfit</li> </ol>		

Learning Outcomes	Tasks of Catechesis	Part A: Lesson Development	Scriptural References:	Achievement Indicators
		<p>9. Someone wants to spend more time with you than you want to spend with them</p> <p>10. Your friend asks to copy your homework or cheat on a test</p> <p>11. You have been excluded from a group</p> <p>After students have completed the charts, facilitate large group sharing.</p> <p>Conclude these discussions by reminding students that we believe the Holy Spirit is with us always to enlighten and inspire us to model our friendships on the way Jesus related to others.</p>		

Learning Outcomes	Tasks of Catechesis	Part B: Lesson Development	Scriptural References:	Achievement Indicators
<p><b>Part B: Ordinary Time</b></p> <p><b>B1</b> Recognizing that men and women are created in the image of God, who desires a loving relationship with us</p> <p><b>B2</b> Meeting Moses as a prophet of God</p>	<p><i>The student...</i></p> <p>Knows how to locate Scripture stories about God and the covenant with Israel (Knowledge of the Faith)</p> <p>Helps prepare and participate in a celebration based on the Exodus event (Liturgical Formation)</p> <p>Values the Ten Commandments as a guide for moral living (Moral Formation)</p> <p>Participates in a prayer service based on the Ten Commandments (Teaching to Pray)</p>	<p>Invite students to recall the factors that contribute to building strong friendships.</p> <p>Discuss the importance of respectful treatment of themselves and others.</p> <p>Introduce the concept of what we mean by a moral conscience (knowing right from wrong, seeking advice and listening to the wisdom of others) (See Page 38, student text <i><b>You Shall Be My Witnesses</b></i> (CCCB))</p> <p>Explain how Moses was a prophet of God (CCCB pages 42-47).</p> <p>Recall the meaning of <i>covenant</i> and the mission of Moses to liberate the Israelites in Egypt (CCCB pages 56-58).</p> <p>Read the revelation of God in the narrative of the burning bush</p> <p>Point out the importance of the Sinai covenant between God and the Israelites (CCCB pages 62-63).</p> <p>Highlight the importance of Moses giving the Ten Commandments from God to</p>	<p>Genesis 1:26-27 “Then God said, “Let us make humankind in our image, according to our likeness.”</p> <p>Selected passages from the Books of Exodus and Deuteronomy that tell of the Exodus event: call of Moses, rescue of the Israelites; journey into the desert:  ✓ Exodus 3:13-15  The divine name revealed  ✓ Exodus 19:1-20; 20:1-21  The narrative of the Exodus  ✓ Exodus 24:3-4  “All the words that the LORD has spoken... we will do. And Moses wrote down all the words of the LORD”  ✓ Genesis 18: 1-</p>	<p>Students who have fully met the prescribed learning outcomes are able to...know/do/value</p> <p><b>B1</b></p> <p><input type="checkbox"/> Participate in, or observe, a role-play that demonstrates how the actions of others evoke a moral response in us.</p> <p><input type="checkbox"/> Name people in their own lives who reflect God’s image.</p> <p><b>B2</b></p> <p><input type="checkbox"/> Retell the story of Moses’ encounter with the burning bush</p> <p><input type="checkbox"/> Respect the Holy Name of God as revealed to Moses</p>

<p><b>B3</b> Entering into Israel's covenant with God</p> <p><b>B4</b> Proclaiming the gifts of the Ten Commandments as part of the covenant</p> <p><b>B5</b> Seeing love of neighbour as flowing from our love of God.</p>	<p>Explores their responses to the actions of others (Education for Community Life)</p> <p>Understands that God calls each one of us to be a witness of God's love to the oppressed. (Missionary Initiation)</p>	<p>the people (CCCB Pages 64-65) the first three having to do with our relationship with God and the last seven as a light to our path of life (CCCB pages 68-69).</p> <p>Develop the concept of the importance of living in covenant for the good of community life.</p>	<p>15</p> <p>✓ Abraham and Sarah</p> <p>✓ Genesis 9: 8-17</p> <p>Noah</p> <p>✓ 2 Samuel 18:1-7</p> <p>David and Jonathan</p> <p>✓ Isaiah 55: 3 "I will make with you an everlasting covenant"</p> <p><b>Catechism of the Catholic Church</b></p> <ul style="list-style-type: none"> <li>• 2084-2557</li> <li>• 1776</li> <li>• 1961</li> <li>• 2143</li> <li>• 62</li> <li>• 2056</li> <li>• 2052</li> <li>• 2062</li> </ul>	<p><b>B3</b></p> <p><input type="checkbox"/> Understand how God formed a covenant with the Israelites</p> <p><b>B3 + B4</b></p> <p><input type="checkbox"/> Explain how the Ten Commandments established God's covenant with his Chosen people</p> <p><b>B4</b></p> <p><input type="checkbox"/> Accept the Ten Commandments as a guide for our daily life</p> <p><b>B5</b></p> <p><input type="checkbox"/> Make moral judgments and decisions using case studies and scenarios</p> <p><input type="checkbox"/> Write or create an ad promotion for one of the Ten Commandments and stressing why it is important today</p>
---	--	---	--	--

**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. How do we prepare for and celebrate Jesus as the fulfillment of the Father’s promise, the new covenant?

**NOTE TO THE TEACHER:** Background material for teaching the Learning Outcomes in Part C may be found in the CCCB *Born of the Spirit* Grade 6 textbook *You Shall Be My Witnesses*, Unit 4, and/or in Harcourt’s *Call to Faith* Grade 6 Teacher’s Manual 12B – 16B for pages 12-19 of the Student Book and in Chapter 4 “The Mystery of God”, and Chapter 7 “The Image of God”.

Learning Outcomes	Tasks of Catechesis	Part C: Lesson Development	Scriptural References	Achievement Indicators
<p><b>Advent</b></p> <p><b>C1</b> Celebrating Advent as a time of hope for God’s coming among us</p> <p><b>C2</b> Listening to the Prophet Jeremiah reveal God’s promise of a new</p>	<p><i>The student...</i></p> <p>Understands that with Mary’s “Yes” the Word became flesh and lived among us (Knowledge of the Faith)</p> <p>Is able to explain the symbolic meaning of the Advent wreath as a</p>	<p>Begin with the explanation and prayer with the Advent wreath; share with students the practice of adding the Christ candle at Christmas in the centre of the wreath, and adding the Christ Child to the crèche.</p> <p>Discuss the themes of Advent: waiting in hope for the promised Messiah, and <u>light</u> as a liturgical symbol for Christmas and Epiphany.</p>	<p><b>Advent</b></p> <p>John 1:1-14 “With Mary’s ‘Yes’ the Word became flesh and lived among us”</p> <p>Exodus 19:7-8 Acceptance of the Covenant</p> <p>Isaiah 6, 9, 40 and 42 Story of Isaiah, and</p>	<p>Students who have fully met the prescribed learning outcomes are able to...know/do/value</p> <p><b>C1 + C2</b></p> <p><input type="checkbox"/> Enter into the expectation and hope of Advent by way of ritual prayer and blessing</p> <p><input type="checkbox"/> Share experiences of hoping, trusting, longing; listening to</p>

<p>covenant written in our hearts</p> <p><b>C3</b> Remembering Mary and Joseph and the other women and men in Scripture who kept alive the hope of Israel's salvation</p> <p><b>C4</b> Listening to the Prophet Isaiah's message of light in darkness and the vision of a new hope</p> <p><b>Christmas and the Epiphany</b></p> <p><b>C5</b> Celebrating Jesus as the light of the world</p>	<p>sign of God's coming (Liturgical Formation)</p> <p>Appreciates the gift of God's unconditional love in Jesus who is a model for how Christians should live (Moral Formation)</p> <p>Shows respect for the way the Church honours Mary (Teaching to Pray)</p> <p>Learns the many ways young people can be a light in the darkness (Education for Community Life)</p> <p>Knows the meaning of being a witness of Christ's presence in the world (Missionary</p>	<p>Explain that while the world is seemingly focused on the secular side of Christmas, the Church invites us to prepare spiritually for God's sending of his only Son.</p> <p>Locate and read the passage from Jeremiah promising a new covenant (Jeremiah 1, 7, 31 and 32) (CCCB/BOSS Pages 72-83).</p> <p>Read and reflect about Mary as the bearer of God's promise in the stories of the Annunciation and Visitation (CCCB/BOSS Page 82).</p> <p>Discuss the role of Mary and Joseph and Christmas as the celebration of God's abundant love. Share ideas of how Mary and Joseph are models of discipleship.</p> <p>Introduce the <i>Magnificat</i> as Mary's joyful response to God's plan for her life. (CCCB Pages 85-87).</p> <p>Elicit ideas of how we can express gratitude and appreciation for the love and generosity of our family and friends.</p> <p>Continually encourage participation in school initiatives that address injustices</p>	<p>his call</p> <p>Jeremiah 1, 7, 31- 32 Story of Jeremiah and the New Covenant</p> <p>Luke 1:26-38 Birth of Jesus foretold</p> <p>Luke 1:46-55 Mary's song of praise</p> <p>Selected verses about St. Joseph</p> <p><b>Christmas</b> Matthew 1:1-25 The birth of Jesus (genealogy)</p> <p>Luke 2:3-30 The birth of Jesus Epiphany</p> <p>John 3:16-21 "For God so loved the world..."</p>	<p>prophets of hope; sharing Christmas with family; taking care of those who have little.</p> <p><input type="checkbox"/> Contribute in some way to being light to others in the community during the Advent season</p> <p><b>C3</b></p> <p><input type="checkbox"/> Recall the stories of those who kept hope for Israel's salvation</p> <p><input type="checkbox"/> Honour Mary by praying the <i>Magnificat</i></p> <p><b>C4 + C5</b></p> <p><input type="checkbox"/> Recognize the symbol of light that accompanies the unfolding of Christmas in <u>Advent</u> (Light in Darkness and symbol of God's promise), <u>Christmas</u> (Star of Bethlehem and symbol of Jesus the fulfillment of God's promise), and <u>Epiphany</u> (Light of the World and symbol of the</p>
--	--	--	--	---

	Initiation)	<p>and demonstrate love for others. (e.g. St. Vincent de Paul).</p> <p>Conclude by reminding students that God formed a New Covenant with mankind when he sent his Son, Jesus, to teach us how to live.</p> <p>God is faithful to His promises. He sent a Saviour, one who will finally enable men and women to live God’s way of life (build the Kingdom of God).</p>	<p><b>Epiphany</b> John 3:16-21 “For God so loved the world...”</p> <p>Matthew 2:1-13 The visit of the Magi</p> <p>Matthew 3:13-17 The Baptism of Jesus</p> <p>John 2:1-11 The Wedding Feast of Cana</p> <p><b><i>Catechism of the Catholic Church</i></b></p> <ul style="list-style-type: none"> <li>• 2617-2619</li> <li>• 497</li> <li>• 242</li> <li>• 94</li> <li>• 242</li> <li>• 1965</li> <li>• 1850</li> <li>• 1172</li> <li>• 486</li> <li>• 1171</li> <li>• 2466</li> </ul>	<p>manifestation of Jesus as the promised Messiah)</p> <p><input type="checkbox"/> Celebrate Christmas at home: sharing in the family rituals of Christmas, reaching out to those who have little, participating in the Mass of the Nativity</p> <p><input type="checkbox"/> Create a poster or Christmas card that expresses the theme, “Jesus is the Light of the World”</p>
--	-------------	--	--	--

--	--	--	--	--

## 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. What does Jesus public life teach us about being moral witnesses?

**NOTE TO THE TEACHER:** Background material for teaching the Learning Outcomes in Part D may be found in the **CCCB *Born of the Spirit*** Grade 6 textbook ***You Shall Be My Witnesses***, Units 5 and 6 and/or in Harcourt’s ***Call to Faith*** Grade 6, Chapter 5 “Prayer and Worship, Chapter 6 “Doing Good” and Chapter 8 “Proclaim the Kingdom”.

Learning Outcomes	Tasks of Catechesis	Part D: Lesson Development	Scriptural References	Achievement Indicators
<p><b>D1</b> Reviewing the material covered before Christmas about celebrating Jesus as the light of the world.</p> <p><b>D2</b> Exploring Jesus’ new commandment of love</p>	<p><b>The student...</b> Knows the meaning of blessedness from the Beatitudes (Knowledge of the Faith)</p> <p>Can prepare a celebration on justice using scripture (Liturgical Formation)</p> <p>Recognizes the Sermon on the</p>	<p>Reflect on the origin of Jesus (John 1) especially noting Jesus as light for the world.</p> <p>Discuss how we can be the light in the darkness and the image of God’s unconditional love when we reach out to the marginalized.</p> <p>Talk about the meaning and importance of being a witness of Christ’s presence in the world.</p> <p>Remind the children of the joy they brought to others by their efforts during Advent to reach out to the marginalized. This action is being the hands and feet of Jesus in the world today.</p> <p>Continue by telling students we will focus on</p>	<p><b>Between Epiphany and Lent</b> Amos 5:24 “Let justice roll down like waters...”</p> <p>Micah 6:8 “To do justice, and to love kindness, and to walk humbly with your God”</p> <p>Matthew 5:21-48 “But I tell you...”</p>	<p>Students who have fully met the prescribed learning outcomes are able to... know/do/value</p> <p><b>D1</b> <input type="checkbox"/> Remember that they are called to be a light for others</p> <p><b>D2</b> <input type="checkbox"/> Explain the two great commandments</p>

Learning Outcomes	Tasks of Catechesis	Part D: Lesson Development	Scriptural References	Achievement Indicators
<p><b>D3</b> Exploring the challenges of justice on a local level</p>	<p>Mount as the basis for Jesus’ teaching on the moral life (Moral Formation)</p> <p>Participates in guided imagery (Beatitudes) as a form of prayer (Teaching to Pray)</p> <p>Can explain the distinction between justice and charity (Education for Community Life)</p> <p>Takes up the call to act justly (Missionary Initiative)</p>	<p>Jesus’ public life up until Ash Wednesday and the beginning of Lent. While Jesus was on earth he told many stories and worked many miracles that help us understand how we should live (with faith, hope and charity).</p> <p>Refer to Micah 6:8 and the message therein (CCCB/BOSS page 101).</p> <p>Identify the demands of social justice Deepen the students’ sense of justice and their understanding of fairness.</p> <p>Again clarify the distinction between justice and charity.</p> <p>Identify just actions and examples of injustice that Jesus spoke of in the Gospels.</p> <p>Discuss global relationships and the importance of supporting our brothers and sisters by prayer and/or other good works. Invite a guest speaker. (Optional)</p> <p>Identify one contemporary figure who works for justice. Construct a bulletin board with photos and short biographies of these models for us.</p> <p>Identify one concrete way we, as sixth graders,</p>	<p>Luke 6: 20-23 The Beatitudes.</p> <p>Matthew 5:1-12, 14-16 The Beatitudes and the saying about salt and light.</p> <p>Matthew 5:1-12 The Beatitudes [adapted for guided imagery].</p> <p>1 Kings 17:10-16 The widow and orphan.</p> <p><b><i>Catechism of the Catholic Church</i></b></p> <ul style="list-style-type: none"> <li>• 1807</li> <li>• 2426</li> <li>• 1965, 1970</li> <li>• 1717</li> <li>• 1718-1719</li> </ul>	<p>Jesus gave us</p> <p><input type="checkbox"/> Reflect on the dignity of all persons – in the light of Christ</p> <p><input type="checkbox"/> Deepen their own sense of justice through reflection and activity based on Jesus’ new commandment of love</p> <p><b>D3</b></p> <p><input type="checkbox"/> Discuss and share experiences of justice and injustice</p> <p><input type="checkbox"/> Research justice through gathering information on local organizations</p> <p><input type="checkbox"/> Learn how the</p>

Learning Outcomes	Tasks of Catechesis	Part D: Lesson Development	Scriptural References	Achievement Indicators
<p><b>D4</b> Examining issues of global justice</p> <p><b>D5</b> Celebrating people who walk in the love (charity) of Christ in works of justice</p> <p><b>D6</b> Seeing how the Beatitudes reveal the Kingdom of the God</p> <p><b>D7</b> Celebrating the Beatitudes as gift of the Father</p>		<p>can promote justice locally or globally by our words and actions.</p> <p>Continue the lesson with a focus on the Beatitudes (be-attitudes) that Jesus gave us in his Sermon on the Mount, it is Jesus’ new commandment of love.</p> <p>Compare Luke’s and Matthew’s versions.</p> <p>Reflect on the meaning and seeming paradox of the Beatitudes.</p> <p>Make the link between the law given to Moses (the Ten Commandments) and the Beatitudes in Matthew’s Gospel. Both are a guide for living.</p> <p>Locate the parable (Matthew 5:14) and discuss what Jesus meant when he said “You are the light of the world”.</p>		<p>community responds to local justice issues through listening to presentations by classroom visitors</p> <p><b>D4</b>  <input type="checkbox"/> Research issues of global justice through news media</p> <p><b>D5 + D6</b>  <input type="checkbox"/> Discover ways of being disciples of blessedness through involvement in a community activity</p> <p><b>D6 + D7</b>  <input type="checkbox"/> Understand that the Beatitudes light our path as Christians and should guide our way</p>

Learning Outcomes	Tasks of Catechesis	Part D: Lesson Development	Scriptural References	Achievement Indicators
<p><b>D8</b> Exploring the call to holiness</p>				<p><b>D6 + D7 + D8</b>  <input type="checkbox"/> Name the paradoxes (seeming contradictions) in the Beatitudes through reading and reflecting on them</p> <p><b>D7 + D8</b>  <input type="checkbox"/> Pray using the themes expressed in Micah 6:8</p>

## 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 call us to imitate his great love in our relationships with others?

**NOTE TO THE TEACHER:** Background material for teaching the Learning Outcomes in Part E may be found in the CCCB *Born of the Spirit* Grade 6 textbook *You Shall Be My Witnesses*, Units 7, 8 and 9 and/or in Harcourt’s *Call to Faith* Grade 6, Chapter 3 “Signs of God’s Presence”, Chapter 9 “New Life”, Chapter 13 “The Mystery of Evil”, Chapter 14 “Reborn in Christ”, Chapter 15 “Forgiveness and Healing” and Chapter 20 “The Last Things”.

Learning Outcomes	Tasks of Catechesis	Part E: Lesson Development	Scriptural references	Achievement Indicators
<p><b>E1</b> Entering into Lent as a time to prepare for Easter</p> <p><b>E2</b> Remembering the joy of forgiveness in the parable of the Prodigal Son</p>	<p><i>The student...</i></p> <p>Will understand Lent as the preparation and renewal for the Easter sacraments (Knowledge of the Faith)</p> <p>Will know the meaning of the liturgical signs and symbols of Lent (purple vestments,</p>	<p><b>Lent</b></p> <p>Draw attention to the changing of the cloth on the prayer table from green to purple and prepare the prayer centre to take on a quieter appearance by putting things away: posters and art work, flowers, etc.</p> <p>Discuss how and why we focus on prayer, fasting and almsgiving during Lent and invite students to suggest ways this can happen.</p> <p>Locate the parable of the Prodigal Son,</p>	<p><b>Lent</b></p> <p>Luke 5:11-32 Healing narratives of Jesus</p> <p>Luke 11:1 “Lord, teach us to pray...”</p> <p>Mark 2:18-22 The question about fasting</p> <p>Matthew 25:31-46 The judgment of the</p>	<p>Students who have fully met the prescribed learning outcomes are able to...know/do/value</p> <p><b>E1 + E3 + E4</b></p> <p><input type="checkbox"/> Enter into the Lenten Season through prayer, fasting and almsgiving</p> <p><b>E2 + E4 + E5</b></p> <p><input type="checkbox"/> Examine relationships in the parable of the Prodigal</p>

Learning Outcomes	Tasks of Catechesis	Part E: Lesson Development	Scriptural references	Achievement Indicators
<p><b>E3</b> Appreciating Lent as a season of prayer, fasting and almsgiving</p> <p><b>E4</b> Understanding Lent as a time of covenant renewal</p> <p><b>E5</b> Listening to the Lenten stories revealing the Divine mercy, compassion and generous love made visible in Jesus</p> <p><b>E6</b> Treasuring the events of the night before Jesus died</p> <p><b>E7</b> Encountering Jesus and the</p>	<p>altar cloths, Paschal Candle) (Liturgical Formation)</p> <p>Identifies the importance of Reconciliation for a life of hope, charity and joy. (Moral Formation)</p> <p>Participates in prayer and reflection on the gifts of Lent. (Teaching to Pray)</p> <p>Applies the Corporal Works of Mercy to life situations (Education for Community Life)</p> <p>Understand the importance of reconciliation for peace. (Missionary Initiation)</p>	<p>and reflect on the Scriptures. Use drama, and/or create posters depicting the lessons in the parable (CCCB/BOSS page 120) (Luke 15: 11-32).</p> <p>Recall the importance of celebrating the Sacrament of Reconciliation by way of discussion, guided imagery and an Examination of Conscience (CCCB/BOSS Gr. 6 student text page 157).</p> <p>Review the events of Holy Week beginning with <u>Holy Thursday</u> and have students make the connection between the Last Supper and what is proclaimed at every celebration of Eucharist (CCCB/BOSS Gr. 6 student text, page 134).</p> <p><u>Good Friday</u> – discuss God’s forgiving love and how we are called to forgive; the Way of the Cross; venerating the Cross (CCCB/BOSS Gr. 6, student text, page 140-146).</p> <p><u>Holy Saturday</u> – Easter Vigil celebrating the great feast of Easter (CCCB/BOSS Gr. 6 student text, pages 148-149).</p>	<p>nations</p> <p>John 13: 1-11 Jesus washes the disciples’ feet</p> <p>Matthew 26: 26-29 Christ as the new covenant</p> <p>Luke 23: 32-42 “Father, forgive them...”</p> <p>Matthew 6: 9-15 “Pray, then, in this way, Our Father...”</p> <p>Luke 7: 36-50 A sinful woman forgiven</p> <p>Mark 14: 43-15.47 Passion narrative.</p> <p><b>Easter</b> Philippians 2:6-11 Lent and Easter and the poor</p> <p>Matthew 28:1-10, 16-20</p>	<p>Son through discussion and remembering.</p> <p><b>E6</b> <input type="checkbox"/> Deepen their understanding of the meaning of conversion by reflection on the words of John 21:16 (Peter’s “profession of faith”) (CCCB/BOSS Gr. 6, page 157)</p> <p><b>E6 + E7 + E11</b> <input type="checkbox"/> Recognize the</p>

Learning Outcomes	Tasks of Catechesis	Part E: Lesson Development	Scriptural references	Achievement Indicators
<p>forgiveness of the Father</p> <p><b>E8</b> Entering into the Passion, Death and Resurrection of Jesus</p> <p><b>Easter</b></p> <p><b>E9</b> Recognizing that the Father in Jesus Christ has brought us into life in the Holy Spirit</p> <p><b>E10</b> Recognizing the Death and Resurrection of the Lord in Baptism, Confirmation and Eucharist</p> <p><b>E11</b> Recognizing the importance of the gift of the Sacrament of Reconciliation</p>		<p><b>After Easter</b></p> <p>Change the cloth on the prayer table to white to reflect the new season.</p> <p>Point out the meaning of the <u>Ascension</u> (CCCB Gr. 6 student text, page 150. If time permits, read the text (CCCB/BOSS, Gr. 6 student text, pages 152-153).</p> <p>Read the accounts of the post-Resurrection appearances of Jesus and discuss their impact on the disciples.</p> <p>Summarize the events of <u>Pentecost</u> (CCCB/BOSS Gr. 6, student text, page 158).</p> <p>Research and deepen students' understanding of how we are initiated into the Christian community through Baptism, Confirmation and Communion.</p> <p>Design an activity that includes the renewal of baptismal promises (CCCB/BOSS student text, grade six, page 157).</p>	<p>The Resurrection of Jesus and the Great Commissioning</p> <p>Post-Resurrection appearance narratives:</p> <ul style="list-style-type: none"> <li>✓ John 20:11-18, 24-29; 21.1-13</li> <li>✓ Luke 24:13-35, 36-48</li> <li>✓ Matthew 28:16-20</li> </ul> <p>Acts 2:37-39 "Repent and be baptized."</p> <p>Acts 2: Pentecost</p> <p><b><i>Catechism of the Catholic Church</i></b></p> <ul style="list-style-type: none"> <li>• 540</li> <li>• 1438</li> <li>• 2447</li> <li>• 638</li> <li>• 1428</li> <li>• 1229</li> <li>• 1987</li> <li>• 133</li> </ul>	<p>power of reconciling love in our own lives and in the Church through stories and activity (Reconciliation)</p> <p><b>E8 + E9</b></p> <p><input type="checkbox"/> Appreciate how the disciples recognized Jesus as the Risen One through post-Resurrection appearance stories.</p> <p><input type="checkbox"/> Listen to the words of Matthew 28: 5-6 proclaiming that Jesus is risen</p> <p><b>E9 + E10</b></p> <p><input type="checkbox"/> Grow in understanding of what it means to belong to the Christian community by examining the initiation Sacraments and how these Sacraments initiate us into the way of Jesus Christ</p>

**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 are we called to be moral witnesses through our efforts to continue building the Kingdom of God today?

**NOTE TO THE TEACHER:** Background material for teaching the Learning Outcomes in Part F may be found in the CCCB *Born of the Spirit* Grade 6 textbook *You Shall Be My Witnesses*, Unit 10 and/or in Harcourt’s *Call to Faith* Grade 6 Teacher’s Manual 36B and Student Book, pages 36-38 and in Chapter 10 “A Sign to the World”, Chapter 11 “The Teaching Church”, Chapter 12 “Called to Holiness”, Chapter 19 “Answering God’s Call” and Chapter 21 “Come, Lord Jesus”.

Learning Outcomes	Tasks of Catechesis	Part F: Lesson Development	Scriptural References	Achievement Indicators
<p><b>F1</b> Commemorating the coming of the Holy Spirit to the Apostles and the beginning of the Church</p>	<p><i>The student...</i> Knows what it means to be a saint and a martyr (Knowledge of the Faith)  Knows how in the liturgy we commemorate the saints, and how we pray to the saints to intercede for us (Liturgical</p>	<p>Remind students that Pentecost is celebrated 50 days after Easter.  On Pentecost the Apostles received the Holy Spirit who gave them courage to go forth to love and serve all people in need.  As their spiritual descendants, we receive the Holy Spirit at Baptism and our Confirmation strengthens us for our mission.  As we near the end of the school year, we are going to review the gifts of the Holy Spirit that we need to be faithful followers of Christ.</p>	<p>Luke 11:33-36 “No one after lighting a lamp puts it in a cellar...”  Paul’s Greetings to the Churches: ✓ Philippians 1:1 ✓ Ephesians 1:1 ✓ 2 Corinthians 1:1 ✓ 1 Corinthians 1:2 ✓ Romans 1:7</p>	<p>Students who have fully met the prescribed learning outcomes are able to...know/do/value  <b>F1</b> <input type="checkbox"/> Experience meeting and knowing people of faith</p>

<p><b>F2</b> Recognizing the Holy Spirit in the lives of saints</p> <p><b>F3</b> Understanding ourselves as children of God, belonging to the communion of saints</p> <p><b>F4</b> Exploring what it means to witness our faith as members of the local Church</p>	<p>Formation)</p> <p>Knows the qualities of moral witnesses (Moral Formation)</p> <p>Prays the Litany of the Saints and other prayers (Teaching to Pray)</p> <p>Recognizes the action of God’s Spirit in the life of good people (Education for Community Life)</p> <p>Knows what it means to be a witness of Christ (Missionary Initiative)</p>	<p>Invite students to name and define the seven gifts of the Holy Spirit (courage, wisdom, understanding, right judgment, knowledge, wonder/awe, reverence).</p> <p>Talk to the students about how to be moral as a Christian means acting as Christ would act.</p> <p>Remind them that sin is choosing the less loving thing to do in relation to God, neighbour, and/or creation.</p> <p>Make the connection between discipleship and the variety of vocations. Review what it means to be a witness.</p> <p>Discuss with students the different roles in the Church (i.e. ordained, lay, vowed religious, married, single) each serves in proclaiming, witnessing and serving in the Church and in the world.</p> <p>Discuss how prayer to the Holy Spirit can help us know what we are called to do in our life. If time permits, use the supplementary unit on Vocations (attached) to expand students’ understanding of their baptismal call.</p> <p>Introduce the term “communion of saints” and help students understand what it means to be a saint and martyr (CCCB/BOSS Gr. 6, student text,</p>	<p>Acts 1:8 “But you will receive power when the Holy Spirit has come upon you; and you will be my witnesses in Jerusalem, in all Judea and Samaria, and to the ends of the earth.”</p> <p><b><i>Catechism of the Catholic Church</i></b></p> <ul style="list-style-type: none"> <li>• 2473</li> <li>• 1229</li> <li>• 2472</li> <li>• 1324</li> </ul>	<p><b>F2</b></p> <p><input type="checkbox"/> Discover the qualities of Christian moral witnesses through accounts of saints and martyrs</p> <p><b>F1 + F2 + F4</b></p> <p><input type="checkbox"/> Recognize that Sacred Scripture and Church teaching provide us with guidance for making moral decisions in a complex world.</p> <p><b>F3 + F4</b></p> <p><input type="checkbox"/> Give a personal explanation of what it means to be a Catholic</p> <p><b>F4</b></p> <p><input type="checkbox"/> Identify people in our lives who are a lamp to</p>
--	--	---	--	--



		<p>and the community itself.</p> <p>Reinforce the concept that prayer each day will help them stay on track and reach out to others.</p> <p>Remind students that by the Sacrament of Baptism we are all called to be witnesses of Christ.</p> <p>Identify ways young people can be witnesses this summer by reflecting on what it means to be light: witnesses of Christ.</p> <p>Discuss the importance of volunteering time, talent and treasure by ministry in a variety of service opportunities.</p> <p>Create posters illustrating how we can and should care for ourselves, others and the world during the summer months.</p>		
--	--	--	--	--