

RELIGION CURRICULUM GUIDE

Diocese of Gary

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PREFACE

Education in religion is really the most important activity and obligation of the Church. This can be said because education in religion includes both information and formation. Jesus taught this when He praised His mother because she "heard the Word of God and kept it." (Luke 11:28)

This Curriculum Guide is a PLAN for ongoing Christian development from first grade through high school. The purpose of the PLAN is: 1) spell out ideals, goals and objectives of religious education for the Catholic Diocese of Gary; 2) specify the content presented at various age levels based on the maturity of the individual. Young people must be taught gradually and in accordance with their age, background and capacity to learn.

The PLAN is both practical and flexible in that it can and must be adapted to our parochial school and our religious education programs for public school children and to city as well as rural parishes. It provides diocesan uniformity in terms of ideals, goals and content at various age levels while allowing the freedom to adapt to particular situations and people.

The PLAN intends: 1) to provide diocesan level unity and positive direction in religious education; 2) to assure an adequate treatment of the content of religious education within a total program; 3) to assist in developing religious education programs that facilitate the growth of maturing and committed Christians.

This PLAN is to be implemented by all parishes in the Diocese of Gary with the support and direction of the diocesan Office of Catholic Education.

PROFILE OF A FIRST GRADE CHILD

Characteristics

Children of this age are growing away from egocentric social behavior toward an awareness of other people. They are entering into peer-group activities with zest. Now they need guidance in learning to handle playtime conflicts and to exercise the social skills needed to establish and maintain friendships.

These skills include: learning to give and take and to share responsibility with peers; learning appropriate sex-role identification; learning to read and to write; other related intellectual skills.

Many children are capable of understanding a story and can retell it from beginning to end. However, some are not yet capable at this stage of finding hidden meaning or discovering the moral in a story.

The children's sense of self-worth is quite fragile at this stage. It is imperative that the catechist be sensitive to this fragility. When a child fails it is the behavior rather than the child that needs to be corrected. This correction should be handled in such a way that the child's emerging self-image is not damaged or hurt.

Faith Development Needs

First grade children, in order to develop holistically (emotionally, physically, spiritually, intellectually, socially), need to be recognized, valued, and praised for the unique and special person each one is.

They need to feel loved and appreciated. They need the resulting sense of security and belonging which is essential to their growth.

These little children need to see and experience how to share. They need models from real-life, from Scripture and the lives of the saints, and especially from the most familiar adults in their lives.

They need to experience a climate, an atmosphere in which self-discipline can be fostered by giving them responsibilities suitable for their age.

They need to be involved in group prayer and related religious activities. They should be introduced to brief moments of silence in which to imagine, to wonder, to reflect, to communicate with God.

Implications

Since children relate readily to the language of symbols and gestures and begin to acquire the spiritual attitudes which the gestures express, the catechist should provide frequent opportunities for them to engage in ritual: processions, offerings, praising and thanking God in prayer and song.

GOALS - GRADE 1

In regard to God and creation, to develop the child's

- sense of wonder in all God's gifts
- awareness of God as the source of everything
- awareness of his/her own uniqueness and importance as creature and child of God and member of God's family

To teach that Jesus is God's Son and our Brother and that the Holy Spirit helps us.

In regard to prayer

- to teach the child how to pray
- to teach that we celebrate God's goodness at Mass as we praise and thank Him
- to help the child participate in the Mass

To lay the groundwork for morality

- by helping the child learn his/her responsibility for loving and caring for all God's gifts of creation, including self and neighbor
- by developing the child's sense of the need for forgiveness as well as of the joy of forgiveness

GRADE 1

I. CONTENT

A. GOD

Father
Creator
Life
Love
Creation

B. SON

Jesus
Son of God
Son of the Father
Son of Mary
Brother, Friend, Helper

C. HOLY SPIRIT

Jesus' Gift
Gift of love, peace, joy
Gift of strength
Sanctifier

D. SACRAMENTS

Baptism

Child of God
Family of God
Community
Church Membership

Eucharist

Celebration
Celebration of the above
Holy Meal
Worship
Mass
Holy Communion

E. SACRAMENTAL THEMES

Love
Presence
Community
Celebration
Forgiveness
Healing

F. SCRIPTURE

Bible, God's Word
Good News
Stories of Jesus
2 Great Commandments
Sin: Not accepting God's love
Refusal to love God and neighbor

II. PRAYERS

A. MEMORIZE

Sign of the Cross
Our Father

B. BE FAMILIAR WITH:

Hail Mary
Glory Be
Meal Prayers
Simple Morning Offering
Simple Act of Sorrow

C. EXPERIENCE

Spontaneous Prayer
Mass Prayers
Acts of Faith, Hope, Love

D. ACTIONS TO BE TAUGHT

Sign of the Cross
(with holy water also)
Genuflection

III. LITURGICAL YEAR

Advent
Christmas
Lent
Easter

IV. SAINTS/MODELS

Mary, Mother of Jesus
Saint Joseph
Others at the discretion
of the teacher

WORD LIST - Grade 1

Advent
altar
angels
apostles
Ash Wednesday

Baptism
Bible
bread

Catholic Church
celebration
Christian
Christmas
Creator
cross
crucifix

death

Easter
eternal life

faith
family
Father
forgiveness

genuflection
God
Good News
godparents
Gospel

heaven
holy
host

Holy Spirit
Holy Family
holy water
hope

Jesus
Joseph

Lent
love

Mary
Mass
miracles

Palm Sunday
Peter
prayer
praise
priest

rosary

Savior
Scripture
shepherd
sin
Son

thanks
thanksgiving
tabernacle

wine
Wise Men
worship

PROFILE OF A SECOND GRADE CHILD

Characteristics

Because second-graders are beginning to expand socially, they enjoy involvement in group activity such as singing, recitation, and other learning experiences that are activity and story-oriented.

Second graders have become more cognizant of right and wrong and of their power to choose. They begin to develop a set of action patterns based on those they observe in adults they admire.

They have a short attention span (about ten to twenty minutes) and tire easily if lesson concepts are too long or when too many ideas are presented at once.

They can memorize simple prayers, phrases from the Psalms and Scripture, as well as other prayer forms such as an antiphonal litany.

Their ability to think in abstracts is very limited. They still learn best through concrete experiences. They grasp concepts like "unity" and "belonging" by "doing" things such as sharing, listening, eating, conversing, giving, thanking and celebrating.

They show interest in how things are made, especially living creatures. This interest readily transfers to prayers of praise, wonder, awe, and thanksgiving.

Faith Development Needs

Second-grade children need to learn to make choices. They need help to realize the consequences of their personal choices and how their personal choices bring either happiness and satisfaction or sadness and pain to others as well as to themselves. They need to experience the joy of forgiveness. They should be taught the value of prayer as a means of deepening their relationship with God and be brought to look forward to the experience of the sacraments of Reconciliation and Eucharist as opportunities to deepen this relationship.

They should be taught the value of prayer as a means of deepening their relationship with God. They should know also that experiencing the Sacrament of Penance and the Sacrament of Eucharist often deepens this relationship.

Because they learn best by doing rather than listening, they need to engage in activities such as role-playing, dramatization, story-telling, singing, and celebrating in religious ceremonies.

They need help to understand and constructively handle their feelings and emotions. Reassurance and encouragement, praise and reward, direction and love from the catechist, from parents, and from other adults whom they admire foster their growth in becoming whole persons in a Christian community.

GRADE 2 (CONTINUED)

Implications

Because second graders are still limited in their sense of history and time, they tend to confuse past and present experiences. The catechist needs to bear this in mind and repeatedly clarify the differences. Pointing out relationships between current events and those of the past helps the children. The catechist should bear in mind the children's limited sense of time and history when introducing them to the examination of conscience.

Children, generally live in the present. When they remember past sinful actions, it is frequently true that they mix what happened years or months ago with what happened last week. They need assistance in sorting out what is real and relevant to the current examination of conscience.

For the children to understand their personal value, the catechist must show them love in action and attitude, consistently building them up with praise, recognition, and appreciation.

In helping children form their consciences, the catechist should be careful to react consistently to an action, incident, or situation. Thus the children will realize that there are differences between what is dangerous, what is improper, what is annoying, what is accidental, and what is sinful.

As the catechist helps to prepare the children to understand the forgiveness of God, concentration should be placed on the reality of God's love rather than on the enormity of sin or the magnitude of human failure.

The parents' and catechists' personal relationship with God and their desire for union with God in prayer, their appreciation of the sacraments manifested through frequent reception, will more than likely have an influence on the formation of the child's values.

GOALS - GRADE 2

To teach that God loves us and cares for us

- by giving us the wonders of his creation
- by drawing us into his family, the Church, through Baptism
- by giving us Jesus and his Holy Spirit
- by sharing his life and love with us in the signs called sacraments

To focus on Jesus and

- the mysteries of his life through Gospel stories
- his teachings about loving others and about sin
- his loving forgiveness
- his gift of himself in the Eucharist

To place great emphasis on the meaning and celebration of Eucharist

- as a special, holy meal and a celebration of thanksgiving to God
- as Liturgy of Word and Liturgy of Eucharist
- as gift of ourselves and as gift of Jesus to us
- as sacraments of peace, unity, love, service

To develop the moral sense of the children by helping them

- to understand freedom, responsibility, choice, sin and reconciliation
- to recognize the Sacrament of Penance through the Rite of Reconciliation as an opportunity to express sorrow and receive a sign of God's forgiveness for sin.

GRADE 2

I. CONTENT

A. COMMUNITY

Belonging
Baptism
Father, Son, Holy Spirit
God's family
Catholic Church
Community celebrations

B. JESUS

Son of God
Son of the Father
Son of Mary
God's Gift to us
Brother, Friend
Helper, Savior

C. SACRAMENTS

Signs
God's gifts
God's presence
God's meeting with us
Our meeting with God
Celebrations
Sacraments of Initiation

D. EUCCHARIST

Celebration of Jesus' presence
Celebration of thanksgiving
to God
The Mass
Liturgy of the Word
Liturgy of the Eucharist
Holy Meal
Holy Communion

F. SCRIPTURE

Life of Jesus
Stories illustrating above themes
Parables illustrating above themes

II. PRAYERS

A. MEMORIZE

Sign of the Cross
Our Father
Hail Mary
Glory Be
Angel of God
Act of Contrition
Meal Prayers

B. BE FAMILIAR WITH:

Morning Offering
Acts of Faith, Hope, Love
(simplified)
Simple Mass prayer
Simple Bible prayers

C. EXPERIENCE

Spontaneous prayer
Creed

D. ACTIONS TO BE TAUGHT

Sign of the Cross
(with holy water also)
Genuflection
Communion in the hand
Drinking from the Cup

GRADE 2 (CONTINUED)

E. SACRAMENT OF PENANCE

Freedom, responsibility, love
Sin: Not accepting God's love,
Refusal to love God and neighbor
Sorrow, forgiveness, reconciliation

III. LITURGICAL YEAR

Advent
Christmas
Lent
Easter

IV. SAINTS/MODELS

Mary
Joseph
John the Baptist
Apostles
Other New Testament Saints
Others at the discretion of the
teacher

WORD LIST - GRADE 2

Absolution
Act of Contrition

bishop
Blessed Trinity
Blessed Virgin Mary
Body of Christ

chalice
Christian
Commandments
confess
confession
Creed

Elizabeth
Eucharist
Eucharistic Celebration

Good Friday

Hebrew people
Holy Communion
Holy Spirit
Holy Thursday
Holy Trinity
host

Jerusalem
Jesus Christ
Jewish people
John the Baptist
Joseph

Last Supper
Law of Love
Liturgy of the Eucharist
Liturgy of the Word

Nazareth
neighbor

parable
patron saint
Penance
peace
Pope John Paul II
Prodigal Son
Penance

reconciliation
Resurrection

sacraments
sacrifice
saint
sorry

tabernacle
temptation

vestments

wine
worship

PROFILE OF THE THIRD GRADE CHILD

Characteristics

Children at this level seek group identification - they have a special group of friends of the same sex and they dislike being identified with the opposite sex. They define their roles and duties from the group. This is known as stage three of moral development, the "good boy" or "nice girl" period during which it is important to follow group expectations no matter what the consequences.

Third graders begin to take responsibility seriously, but are very sensitive, at times moody, and easily disturbed by criticism from adults. They are developing a positive, though quite fragile, self-image. Strong adult support is still very much needed.

Because of their growing group consciousness, these children enjoy events in which they have a role in planning: planning prayer services and liturgies, dramatizing stories from the Gospel during the Liturgy, and incorporating their handiwork for decorations at services and liturgies.

Faith Development Needs

Because children at this stage like time to be alone, it is appropriate to introduce meditative and centering prayer. Thus third-graders are given the opportunity to reflect on what was said and to pray by themselves. This contemplative method of prayer does not in any way exclude public, private, spontaneous and formal prayer.

They need stimulating personal and group relationships that foster feelings of belonging and being cared for and cared about. To feel good about their exposure to Catholic Christians and the Catholic Christian community, they need constant reassurance that adults, even when they punish, love them and will not turn away from them. Stories about the love of Jesus demonstrate that God always loves us, even though He does not approve of our wrong deeds.

Because of their need for group identification, children at this age begin to think they not only different from others, but better, thus learning prejudice for the first time. They should be taught attitudes and behaviors of justice and peace by hearing stories about missionaries, saints, and present-day persons involved in justice and peace issues.

GRADE 3 (CONTINUED)

Implications

Because third-graders are in the "hero-worshipping" stage they need models of Christian behavior to emulate. During this time of sex role identification, the catechist should make sure that stories from Scripture and from the lives of the saints include both heroes and heroines.

Third graders are developing socially and becoming more aware of the effect they have on a group. The catechist can help the children to choose the good that God wills, reject the wrong, and begin to accept greater responsibility for their actions.

They can be made aware of social ills and human needs resulting from injustice, greed, lack of mercy, violence and war. They can be taught that Christians use their God-given gifts to respond to the needs of others.

The catechists must assume responsibility for involving the children in prayer and in Christian service. It is through their example as well as their instruction that they will encourage the children in a life of prayer and service.

GOALS - GRADE 3

To introduce the child to the principal beliefs of the Church as found in the Apostles Creed.

To focus on God's gifts to us as Church with emphasis on

- Jesus Christ
- Scripture
- The Sacraments, particularly Eucharist and Penance

To develop the child's response to God and others in the areas of

- Community
- Prayer
- Service
- Moral behavior
- Social Justice

Note: In those places where Eucharist and Penance are received in Grade 3 please refer to the Goals of Grade 2.

I. CONTENT

GRADE 3

II. PRAYERS

A. CREED - THE CHURCH BELIEVES

In God, Creator
In Jesus, God's Word, Friend
In the Holy Spirit
In itself as community,
as People of God
In God's gifts to us

B. GOD'S GIFTS TO US WHO ARE CHURCH

God's Word - Scripture

Life of Jesus
Mary
Life of grace
God's healing and forgiveness
Penance
Sacraments of Initiation
Baptism
Eucharist
Other Sacraments in general

C. WE, THE CHURCH, RESPOND TO GOD

By being community
By prayer and worship
By helping one another
By the Works of Mercy
By living God's Law of Love
By keeping God's Commandments

D. SCRIPTURE

Introduction to the concept of books,
chapters, verses in the Bible
Story of creation
Life of Jesus

A. MEMORIZE

Sign of the Cross
Our Father
Hail Mary
Glory Be
Angel of God
Act of Contrition
Meal Prayers
Apostles Creed

B. BE FAMILIAR WITH:

Morning Offering
Acts of Faith, Hope, Love
(simplified)
Simple Mass prayers
Simple Bible prayers

C. EXPERIENCE

Spontaneous prayer
Rosary
Stations of the Cross
Reconciliation Service

D. ACTIONS TO BE TAUGHT

Sign of the Cross
(with holy water also)
Genuflection
Communion in the hand
Drinking from the Cup

III. LITURGICAL YEAR

Advent and Christmas
Lent and Easter
Holy Days

IV. SAINTS/MODELS

Mary and Joseph
Pope John Paul II
Others at the discretion
of the teacher
"Communion of Saints"
Social heroes
American saints

WORD LIST - GRADE 3

adore	Kingdom of God
almighty	
Anointing of the Sick	life everlasting
ascended	
	marriage
baptistry	martyr
Bethlehem	Matrimony
Bread of Life	mission
	missionary
Catholic	mystery
Communion of Saints	
community	original sin
conceived	
Confirmation	pastor
covenant	parish
crucified	Penance
	People of God
descended	Pontius Pilate
Diocese of Gary	
disciple	reconciliation
	resurrection
Eucharist Celebration (Mass)	
Liturgy of the Word	sacramentals
Liturgy of the Eucharist	sacraments
evil	sacristy
faithful	sanctuary
	Scripture
heaven	Son of God
Holy Days	Son of Man
Holy Father	successor
Holy Orders	symbols
initiation	tabernacle
	Trinity
judge	
	Virgin Mary
	Works of Mercy

PROFILE OF A FOURTH GRADE CHILD

Characteristics

Enthusiasm, self-confidence, and activity characterize this year. This is a period of steady growth in both physical and mental ability. Fourth graders are very competitive.

Athletic skill is very important in their development for it affects their concept of success in winning and maintaining a coveted place among peers.

Intellectually they are sharpening study skills and becoming capable of longer attention spans. They continue to be interested in living creatures and how they are made. One facet of this curiosity is sexual awareness, which should be satisfied by routine factual instruction.

Fourth-graders are more concerned about right and wrong-doing at this state. They want to live by rules, and they want others to live by them, too.

Faith Development Needs

Because children at this level are in transition they are likely to exhibit behavior that is highly inconsistent and disorganized. They are prone to quick emotional shifts. They may cry when emotions are overtaxed. They need guidance, understanding, patience, and encouragement from adults.

Older persons grow in importance to them as they are inclined toward hero/heroine worship, especially in regard to people of action. They need to hear stories about missionaries, saints and contemporary persons involved in social action, peace, and justice; stories of strong men and women who display a sensitive side of gentleness, kindness, and patience.

Related to their need for freedom to make personal choices is the awareness that for growing persons this freedom carries the personal responsibility for acting in a Christian way.

Their interest in law and rule-keeping lays the foundation for studying Christ's Law of Love and the Decalogue. They need to understand that disobedience weakens the entire community and that Christians need to forgive and seek forgiveness.

Implications

Music, art, drama, and related activities stimulate the children's creativity and provide an opportunity for them to express and appreciate religious concepts.

GRADE 4 (CONTINUED)

Fourth-graders desire social approval to such a degree that they are becoming conformists. It is the task of the catechist to encourage them to do what is right because it is right, whether it pleases the group or not. The catechist should stress the reasons and the values underlying the rules, as well as the importance of right motives.

Children can be made aware of social ills and human need by becoming involved in social justice activities in various ways - recycling bottles and aluminum, learning not to waste natural resources. They can and should be taught that all are called to give of our time, talents, and earthly goods.

Fourth graders seek and enjoy short periods of time when they can be alone. The catechist should support and nurture this desire and lead the children to prayer by teaching them how to pray and by praying with them: i.e. communal prayer, rote prayers, silent or centering prayer, spontaneous prayer and petitions, meditative prayer, paraliturgies and prayer services.

GOALS - GRADE 4

With regard to Church,

- to develop the child's concepts of Church
- to help the child experience the life-giving force of belonging to the community of the Church
- to foster awareness that each person is special, with a specific purpose in the Kingdom of God
- to review the articles of the Creed.

With regard to moral behavior,

- to develop the child's understanding that belonging to the Church involves living a way of life following Jesus' way.
- to help the child understand and experience that his/her moral behavior is the way one responds to God's goodness and the way one contributes to the good of the whole community as well as to the development of self
- to teach the Commandments and to at least touch upon the Beatitudes and the Works of Mercy.

With regard to the Sacraments,

- to present them as celebrations of the community and as special moments of encounter with Jesus
- to place particulate emphasis on the Sacrament of Penance.

GRADE 4

I. CONTENT

A. GOD'S CALL TO LIFE IN HIS CHURCH

God's presence on earth
Guidance of the Holy Spirit
Community of Jesus and us
Communion of saints
Beliefs of members: Creed

B. RULES FOR CHRISTIAN LIVING

The Greatest Commandment
Importance of rules
Ten Commandments
Sin
Reality of evil
Conscience
Grace

C. JESUS, THE WAY

Gospels: Jesus' life, sacrifice,
and resurrection
Beatitudes: Jesus' way to
happiness
Works of Mercy: way of love
and service

D. HELP ALONG THE WAY, SACRAMENTS

Review of seven sacraments
Ongoing emphasis on Eucharist
Particular emphasis on Penance

E. SCRIPTURE

Reinforcement of concept of books,
chapters, verses in Bible
Two divisions of the Bible:
Hebrew Scriptures (OT)
Christian Scriptures (NT)
Some kinds of writing in
Scripture: stories, poetry,
prayers, histories, etc.

II. PRAYERS, ETC.

A. MEMORIZE

Sign of the Cross
Our Father
Hail Mary
Glory Be
Apostles Creed
Act of Contrition
Meal Prayers
Ten Commandments

B. BE FAMILIAR WITH:

Morning Offering
Acts of Faith, Hope, Love
Simple Mass prayers
Seven Sacraments

C. EXPERIENCE

Spontaneous prayer
Rosary
Stations of the Cross
Memorare
Reconciliation Service

III. LITURGICAL YEAR

Advent and Christmas
Lent and Easter
Pentecost
Holy Days

IV. SAINTS/MODELS

Mary, Joseph
Apostles
Others at discretion of the
teacher
"Communion of Saints"
Social heroes
American Saints

WORD LIST - Grade 4

absolution	Marks of the Church
absolve	mercy
actual sin	merciful
Annunciation	Messiah
Ascension	mission
Assumption	missionary
	mortal sin
bear false witness	Moses
Beatitudes	Mt. Sinai
	Mysteries of the Rosary
canonize	
Catholic Faith	offense
Church	original sin
commandments	
commit	parable
conscience	Paschal Mystery
contrition	Passover
Corporal Works of Mercy	peacemakers
covenant	Pentecost
covet	poor in spirit
	psalm
Egypt	purgatory
examination of conscience	
	reconciliation
Gospel	redeemer
	redemption
Holydays of Obligation	Red Sea
honor	reign of God
homily	Revelation
Incarnation	Sabbath
in vain	sacrifice
	salvation
judgment	scripture
justice	Spiritual Works of Mercy
Kingdom of God	temptation
liturgy	Vatican City
	Vatican Council II
	venial sin
Yahweh	violence

PROFILE OF A FIFTH GRADE CHILD

Characteristics

Fifth-graders, though no longer little children, are not yet adolescents. They are at a period in life commonly called pre-adolescence. During this stage, physical changes often drain their energy. Great spurts of activity are frequently followed by periods of "laziness" which may have a physical basis in fatigue.

Pre-adolescents have a wide range of interests and urges: to talk, to look, to read, and to listen more than they want to work. They are amenable, cooperative, sincere, poised, easy-going; they enjoy life.

Socially, they are open to close family companionship. They like to help in forming family plans, to be "in on things". They may make friends easily and cooperate in group activities to which they are increasingly able to make worthwhile contributions.

Faith Development Needs

Pre-adolescents need the security that comes from being accepted by a group of their peers. From them they develop cooperation, a sense of personal worth, consideration for others, the ability to make and carry out plans without adult help, and a feeling of "finding oneself" through the group.

Fifth-graders need the help of adults to understand themselves as changing and capable of developing the gifts God has given them. Related to this growth is the need to recognize their responsibility for self-development as cooperating with God in His own creation.

Symbols, codes, signs, and rituals have a natural place in life at this developmental age. Because children can be led to appreciate the symbolic and the poetic, this is an appropriate time in which to explore the chief symbols and celebrations of Catholic life and worship, especially in the sacraments.

Their orientation toward group activities makes group preparation for celebrations important. School games and other special events can all be brought to prayer and religious celebrations with ease and profit.

Implications

In accepting pre-adolescent restlessness, boredom and awkwardness, the catechist helps students to experience God's love for them as individuals. The message of self-worth should be repeated again and again.

GRADE 5 (CONTINUED)

Inasmuch as peer pressure is a reality and pre-adolescents fear peer rejection, liturgical experience rooted in the group is appealing because community is an inviting concept. Among the ways students can participate fully as a group are preparing materials and place for celebrations, playing musical instruments, reading the Scripture, dramatizing the Gospel story, carrying the presentation gifts, making decorations, and presenting commentaries.

God becomes a partner, someone they can talk to, someone who affects them personally, someone with whom they can enjoy periods of silence and reflection. At this point the catechist can establish a positive attitude toward prayer and its purposes. Among the suggestions for praying are the following: rote prayers, silent or centering prayer, spontaneous prayers and petitions, meditative prayer, paraliturgies and prayer services.

The catechist is responsible for educating students in attitudes and behaviors of peace and justice. Three current areas of concern are world peace, world hunger, and the rights of the oppressed.

GOALS - Grade 5

To help the child develop a sense of Catholic identity through a more thorough understanding of the sacramental life of the Christian community, especially the mystery of the Eucharist.

To help the child know the faith and instill responsibility to live it.

To provide opportunities for the child to experience his/her need for community, emphasizing the family as a primary community.

To assist the child in recognizing Christ in himself/herself and in others.

To familiarize the child with the succession of the Church hierarchy beginning with Saint Peter.

I. CONTENT

GRADE 5

A. SEVEN SACRAMENTS

Signs of Faith
Initiation Sacraments
R.C.I.A. - Rite of Christian
Initiation of Adults
Christ Active Through
Sacraments

B. WORSHIPPING COMMUNITY

Mass: Liturgy of the Word
Liturgy of the Eucharist
Liturgical Symbols

C. KINDS OF PRAYER

Formal Prayer
Personal and Liturgical
Spontaneous Prayers
Mass Prayers (Responses)
Gloria
Nicene Creed

D. CHURCH CONTINUES THE NEW COVENANT

Marks of the Church
Laws of the Church
Beatitudes
Corporal and Spiritual Works
of Mercy

E. SCRIPTURE

Some Epistles of Paul - Body
of Christ
Acts of the Apostles

F. MORALITY

Ten Commandments
Sin
Venial
Mortal

II. PRAYERS, ETC.

A. MEMORIZE

Sign of the Cross
Our Father
Hail Mary
Glory Be
Meal Prayers
Acts of Faith, Hope,
Love
Acts of Contrition
Seven Sacraments

B. BE FAMILIAR WITH:

Morning Offering
Angelus
Hail Holy Queen

C. EXPERIENCE

Stations of the Cross
Reconciliation Service
Service project

III. LITURGICAL YEAR

Advent and Christmas
Lent and Easter
Pentecost
Special Feasts in the
Church Year - Include
Holydays

IV. SAINTS/MODELS

Blessed Virgin Mary
and her Feasts
Christian Heroes and
Heroines
Other Saints

WORD LIST - Grade 5

absolution

adoration

All Saints Day

alms

anoint

Anointing of the Sick

ancestry

Assumption

Byzantine

Catechumenate

canonize

Communion of Saints

Catholic

chaplain

chrism

Church

community

Confirmation

conscience

Corpus Christi

Disciple

Easter Rite

Epiphany

Epistles

fasting

Genesis

grace

judgement after death

liturgy

lector

lectionary

Levite

loyalty

Matrimony

Marriage

meditation

Messiah

miracle

missionary

Ordination

Orthodox

parable

Parousia

Paschal candle

Passover

Penance

Pope John Paul II

Psalms

Reconciliation

Redeemer

redemption

Religious Order

rites

responsibility

Roman Rite

Savior

sanctuary

sacraments

sacramentals

Sacramentary

salvation

Sedar meal

Talmud

Ten Commandments

Vatican II

Viaticum

vows

PROFILE OF THE SIXTH GRADE STUDENT

Characteristics

Sixth-graders are in a psychological "no-man's land". They feel they do not belong for they are too old for elementary school and too young for middle school or junior high. They seem to be hanging around, waiting with little to do.

Along with increased physical growth, they are developing new emotional patterns and are subject to variable moods from one extreme to another. They may be fidgety, disagree- able, resentful, argumentative, insolent, and sulky at one time and at others exuberant, out-going, candid, communicative, sincere, and friendly.

Pre-adolescents are interested in bodily development. Sexual curiosity intensifies, and they begin to take care of their personal appearance. Most of them exhibit a growing interest in clothes, although this does not mean they know how to choose or how to care for their clothing.

By now they are comfortable with abstract ideas and reasoning, though they still need concrete objects and examples in order to grasp general principles. They become curious about details of the past, about "what really happened". They are more aware of evil in the world, of social problems, and of the need for group action to meet human needs.

Faith Development Needs

Because sixth-graders are self-conscious about their bodies, they need to be led to understand and accept themselves as they are, with unique potential for maturing into adults who are different from anyone else and who have a unique role in life. Consequently, they need both to understand and appreciate sexuality as an integral part of their personality. They must learn now how to cope with changes in their bodily development.

Sixth-graders question almost everything and they want detailed explanations instead of yes-or-no answers to basic questions about the meaning of life. They need to learn to make sound moral judgments based on Christian principles, realizing that each choice or decision they make either strengthens or weakens their relationship with God and others.

Because they are beginning to recognize connections between the past and the present, this is the appropriate time to teach salvation history. The catechist will guide the students to understand that salvation history is still going on, that God continues to communicate Himself to us in everyday life.

GRADE 6 (CONTINUED)

Pre-adolescents, because of their new awareness of themselves, their impulses, and their feelings, develop definite ideas about their life work. The catechist should encourage them to consider vocations of Christian service, both in the church and in the secular world.

Implications

The fact that sixth-graders are more aware of social problems, indeed have a strong sense of social justice, results in their willingness to help others, even at some risk or actual cost to themselves. The catechist can lead them in the study of the Scriptural history of God's identity with the oppressed and His action to deliver the Israelites from slavery in Egypt.

Students at this age need a safe and secure setting for exploring questions and doubts. As they try to integrate the reality of their life experience with the religious beliefs, they need a forum in which to explore their feelings. It is crucial that the catechist provide such a forum.

In teaching young people to pray, the catechist should keep in mind that learning to pray is more important than learning prayers. Prayer should be so taught that the boys and girls unite themselves to God with spontaneity and joy. Poetry, drawings, banners, collages, prayerful words set to melodies and sung are means of conversation with God. Silent prayer is to be encouraged, for example, after the narration of a Gospel passage or at unforeseen moments created by nature or by the interaction of the children.

Catechists should nourish their own personal relationship with God. Through continued growth in prayer they are enabled to make an essential contribution to the lives of the children by sharing faith experiences with each other.

GOALS - GRADE 6

To communicate how humankind has historically responded to God's invitation to love Him and live for Him and others.

To present historical and current personages who personify Christ through their life styles and through their faith.

To introduce the student to the Hebrew Scriptures (OT) and an understanding of the Covenant.

To develop a sense of moral and social responsibility regarding drugs, alcohol and other contemporary problems.

To instill in the student a commitment to the service of others.

To encourage the student to pray regularly using the scripture as one source.

I. CONTENT

GRADE 6

A. OLD TESTAMENT

Genesis
Abraham's Call
Israel's Enslavement
Moses - Covenant
Exodus
David
Prophets

B. NEW TESTAMENT

Jesus - New Covenant
Celebration of the New
Covenant
Mass
Sacrifice
Meal

C. SACRAMENTS

Review Seven Sacraments
Baptism
Penance
Confirmation
Eucharist

D. SACRAMENTAL THEMES

Reconciliation
Participation
Witness
Commitment
Fidelity

E. SCRIPTURE

Salvation History

F. SCRIPTURAL THEMES

Mercy/Forgiveness
Service
Freedom
Faith/Hope
Morality
Sin/Captivity

G. CHRISTIAN MORALITY

Ten Commandments
Laws of the Church
Spiritual & Corporal Works of Mercy
Sin: Original, Actual, Venial/Mortal/Social

II. PRAYERS

A. MEMORIZE

Sign of the Cross
Our Father
Hail Mary
Glory Be
Meal Prayers
Acts of Faith, Hope, Love
Act of Contrition
Apostles' Creed
Morning Offering

B. BE FAMILIAR WITH:

Angelus
Hail Holy Queen
Fifteen Mysteries of the
Rosary

(Concentrate on the Joyful)

C. EXPERIENCE

Stations of the Cross
Celebrations of the Liturgy
Spontaneous Prayer
Planned Prayer Services
Reconciliation Services
Service Projects

III. LITURGICAL YEAR

Advent
Christmas
Lent
Easter
Pentecost
(Special Feasts in the
Church-Include Holydays)

IV. SAINTS / MODELS

Blessed Virgin - Feasts
Other Saints at discretion
of the Teacher
Mother Teresa
Dr. Tom Dooly
Pope John Paul II
Other modern day Saints
Saints from the Hebrew
Scriptures

WORD LIST - Grade 6

abstinence	literary forms
Aaron	liturgical year
Abraham	
Adam and Eve	Marks of the Church
Apostles	monastery
	monasticism
Beatitudes	monastic vows
Bishop Dale J. Melczek	morality
blessing	Moses
Breviary	
	New Adam
charism	New Covenant
Chosen People	New Testament
creation	
creationism	Old Covenant
Christian Scriptures	Old Testament
Deacon	parable
Dead Sea Scrolls	Pentateuch
	Pharisee
Easter Vigil	pilgrimage
encyclical	prophet
Exodus	
	(counter) reformation
Fall, the	revelation
Family of God	ritual
Father of Believers	
	Sabbath
Gentiles	sacrifice
Gospel	Salvation History
	Scripture
Hebrew Scriptures	social justice
Immaculate Conception	Torah
Isaiah	tradition
Israelites	
inspiration	virtue
	vocation
Judeo-Christian roots	
Judges	witness
Justice and Peace	Yahweh
Kings - Kingdom of God	

PROFILE OF THE SEVENTH GRADE STUDENT

Characteristics

One characteristic of the seventh-grader is rapid growth; physical, mental, and emotional. As these changes occur pre-teens feel awkward, uncertain, and self-conscious. Their interior turmoil and self-doubt are often expressed in symptoms associated with adolescence: boredom, frustration, sharp changes in mood, withdrawal, apathy toward religion.

They may even experience sudden, unexpected, sharp and short-lived pains in various parts of the body, localized most often in the head or in the abdomen, probably portents of puberty. While children develop at their own rates, girls generally advance more rapidly than boys.

Junior High School students begin to question all authority and frequently are rebellious, antagonistic and negative toward most adults.

At this age girls and boys experience peer prestige as of more importance than adult approval. They are curious how their peers think and feel about themselves. Such thinking greatly influences their behavior.

Faith Development Needs

Young people need to understand sexuality as a treasured gift for which they have responsibility. They need to be shown how to value their unique capacity for developing responsible relationships with others.

They need to come to terms with the influence of peers on responsible decision-making. They need to cultivate attitudes and habits which help them deal with such influences.

They need to learn to deal positively with mistakes and failures in their lives, realizing and appreciating God's constant, unconditional and unfailing love for them.

They need to develop self-discipline and a spirit of sacrifice, to express sensitivity to the needs of others, and respect for human rights.

Young adolescents need to experience love, freedom, belonging, trust, support and acceptance. They need to be respected as persons.

GRADE 7 (CONTINUED)

Implications

The catechist must explain to the students that the interior turmoil and self-doubt they are experiencing are typical of most maturing persons, that they must be patient with themselves while seeking to acquire skills enabling them to deal with their problems.

Opportunities and activities for exercising Catholic decision-making skills, for participation in community service and other aspects of justice and peace, both local and global, are to be provided.

Through example, by praying and worshipping with the students, by fostering in them a sense of reverence for the Holy, catechists share their faith with the students. Thus all are enabled to grow in their faith.

The catechist is charged with the task of helping the students perceive how the Catholic faith gives meaning and purpose to their changing and often confused lives.

The catechist should lead them to continued growth in the knowledge of their faith, to deeper reflection on Catholic-Christian living, to tolerance and compassion, mindful of the presence and action of God in our lives.

GOALS - GRADE 7

To help the students develop a personal sense of moral responsibility by

- providing opportunities to put faith into action
- teaching skills for decision-making acknowledging and accepting the consequences of one's choices
- assisting the young people to evaluate and establish Catholic values
- reminding them to trust in a loving and forgiving Father
- instilling a sense of their human weaknesses, expressing sorrow, seeking forgiveness, and beginning again.

To explore the concepts of interdependence within family, friends, church community.

To develop understanding of life as promised in the Hebrew Scriptures and its continuance

in the Christian Scriptures through the Church founded by Jesus Christ.

To help the students experience their own personal strengths morally, physically, scholastically and spiritually.

To challenge their emerging thinking capabilities in a way that supports their developing self-esteem and a sense of freedom.

I. CONTENT

GRADE 7

II. PRAYERS, ETC.

A. NEW TESTAMENT

Gospels
Epistles
Acts of the Apostles
The Book of Revelation

B. JESUS CHRIST

Son of God
God and Man
Messiah - "Anointed One"
Redeemer
Established the Church
Death and Resurrection
Sacrament - Sacrifice
New Covenant

C. SACRAMENTS

Review the seven Sacraments

D. SACRAMENTAL THEMES

Witness/Service/Commitment
R.C.I.A.
Gifts of the Spirit
Celebration
Vocation
Faith, Hope, Love
Support System for
Faithfulness

E. SCRIPTURE THEMES

Paschal Mystery
Beatitudes
Role of the Holy Spirit
Revelation
Tradition
Role of Prophet

A. MEMORIZE

Sign of the Cross
Our Father
Hail Mary
Glory Be
Meal Prayers
Acts of Faith, Hope, Love
Act of Contrition
Apostles' Creed
Ten Commandments
Seven Sacraments

B. BE FAMILIAR WITH:

Morning Offering
Angelus
Hail Holy Queen
Memorare
Fifteen Mysteries of
the Rosary
(concentrate on the Sorrowful)

C. EXPERIENCE

Stations of the Cross
Celebration of the Liturgy
Non-liturgical prayer
Shared prayer
Reconciliation Service
Spiritual and Corporal
works of mercy - Service
project

III. LITURGICAL YEAR

Advent and Christmas
Lent and Easter
Pentecost
Special feasts in the Church
Year - Include Holydays

GRADE 7 (CONTINUED)

F. CHRISTIAN MORALITY

Ten Commandments
Laws of the Church
Guidance of the Holy Spirit
Social Issues such as:
Abortion/Drugs/Sexuality
Test tube babies
Artificial Insemination

IV. SAINTS/MODELS

Great American Catholics
heroes/heroines
Blessed Virgin and
Marian Feasts
Modern Day Saints
heroes/heroines

WORD LIST - Grade 7

Abba	Nicene Creed
archdiocese	New Covenant
Ark of the Covenant	New Testament
Assumption of Mary	
authority	Old Testament
	oral tradition
canonized	
cardinal	Paraclete
catechist	Passion
cathedral	pilgrims
Christian Scriptures	presbyter
	Protestant
Doctor of the Church	publicans
Eucharistic Minister	rectory
examination of Conscience	Redeemer
evangelists	Redemption
exile	Revelation
Hebrew Scripture	Sacraments of Initiation
heresy	Sacraments of Healing
hierarchy	Sacraments of Vocation
homily	Sanhedrin
	Sanctifying Grace
imposition of hands	Seven Gifts of the-
incarnation	Holy Spirit
	Savior
Last Supper	sponsor
Lord	synod
	synagogue
Mediator	Temple of the Holy-
meditate	Spirit
minister	theologian
	Virgin Birth

PROFILE OF THE EIGHTH GRADE STUDENT

Characteristics

The eight-grade year is one of complex transition involving body, mind, and personality. The transition often comes unbidden and sometimes unexpected. Changes in body build and body chemistry affect posture, coordination, appearance, voice, facial expression as well as attitudes and tension. Body changes intensify awareness of growing up. Moods change, fluctuating between hidden despair and optimistic self-acceptance.

They are not always open and communicative. At home they may lapse into spells of silence, musing and reverie. At school they may be apathetic and uninterested in any class which does not challenge and stir their emerging conceptual power.

The young person is beset by interpersonal demands from family, peers, and teachers. Home, school and peers often conflict and aggravate the confusion.

Yet in the midst of these pressures, adolescents usually preserve self-identity and achieve a measure of independence. They meet developmental problems by a heightened awareness of themselves and the world in which they live, as well as persons of the opposite sex.

Eighth-graders continue to seek approval from adults and peers, and are eager to have friends, although preferring one or two close friends of the same sex. They tend to form cliques and identify strongly with peer groups and interests. The all-important question to the reflective youngster at this period of growth is WHO AM I?

Faith Development Needs

At this age, youths are in a momentous transition. They long for and need security, sympathetic understanding, and supportive love in spite of their inability to respond openly and consistently.

By learning to accept themselves, their good characteristics together with their weaknesses and strengths, students build and achieve a sense of self-worth.

In general, young people are developing the ability to think logically and abstractly. They begin at this age to question the logic and consistency of their beliefs. If adults give them knowledge, freedom, opportunity, and reassurance, they can then probe their previously unquestioned instruction so that they eventually experience faith as a personal relationship with God.

GRADE 8 (CONTINUED)

Junior High School students tend to fall into patterns of hero-worship, seeking models to follow and imitate. At the same time, they are concerned about choices. They need to be provided with credible and attractive vocation and career models of faith. The example of Jesus and Christian heroes and heroines reinforces in their minds their vocation to the Christian life and to the special ministry to which God is calling them.

Implications

Because young people experience fluctuating moods and strong emotional stress at this stage, the catechist should strive to deepen their awareness of the great and total love and acceptance Jesus has for each person, presenting Jesus as one who saves, redeems, forgives, loves and leads them to the Father through His Spirit living in them.

Although young teens are capable of logical and abstract thinking, the life of faith is still best presented through concrete experiences which afford the opportunities to incorporate Christian values into their lives.

As the need for privacy and time to be alone becomes more important to the adolescent, ways of fostering and deepening their spiritual life should be developed.

Peer pressure is often the determining factor in the young person's decision to experiment with drugs and alcohol. Catechists should provide strong and effective support groups involving the young in home, parish, and community activities.

Young persons seek to be themselves and form their own consciences. It is the task of the catechist to assist them in developing principles and provide opportunities that will help them analyze their motives and determine whether their actions are genuinely Christian, motivated by love.

In adolescence teens make the transition from dependence to independence. Among the serious questions facing them are several crucial ones: Who am I? What do I believe? What do I think is important? And most important, who is Jesus and what difference does He make for me?

The effective catechist, by willingly sharing faith experience - where one has been, where one personally is, and where one is going - will help the youth to discover answers to these questions.

GOALS - GRADE 8

To instruct the student in the living tradition of the Church and remind him/her of the Church's sacramental life as the best means of obtaining grace in his/her striving for holiness.

To help the student recognize the positive consequences of living a life that is open to the workings of the Holy Spirit.

To explore with the student the vocations God invites us to consider as means of returning our gift of life to Him.

To familiarize the student with Catholic teaching relative to some of the social and moral issues of the day, e.g. abortion, the gift of sex (misuses of it), AIDS, sterilization, drugs, suicide, etc.

To enable the student through various experiences to enrich his/her prayer life and establish a closer relationship with Christ.

To prepare the student for the reception of the Sacrament of Confirmation.

I. CONTENT**GRADE 8****A. CHURCH**

Hierarchy
Authority: Pope, Bishops
Body of Christ
Marks of the Church
History of Church Councils
Vatican II
Tradition
Revelation
Laws of the Church

B. SACRAMENTS

Review the seven Sacraments
with emphasis on the Sacrament
of Confirmation

C. SACRAMENTAL THEMES

Commitment
Service
Gifts and Fruits of the Spirit
Grace
Unity
Reconciliation
Fidelity

D. SCRIPTURE THEMES

Hebrew Scripture (Review)
Books of the Bible
Christian Scriptures (Review)
Epistles
Gospels
Acts of the Apostles
Sermon on the Mount
Bible Studies

E. SCRIPTURE THEMES

Role of the Holy Spirit
Beatitudes
Revelation
Communion of Saints
Love and Example of Jesus

F. CHRISTIAN MORALITY

Ten Commandments
Contemporary Social Sins:
In the work place
Arms Race
Other Peace and Justice
issues
Corporal & Spiritual Works
Mercy: Service projects

II. PRAYERS**A. MEMORIZE**

Sign of the Cross
Our Father
Hail Mary
Glory Be
Meal Prayers
Acts of Faith, Hope, Love
Act of Contrition
Apostles' Creed
Morning Offering
Hail, Holy Queen
Memorare
Ten Commandments
Seven Sacraments

B. BE FAMILIAR WITH:

Fifteen Mysteries of
the Rosary
(Concentrate on Glorious)

C. EXPERIENCE

Stations of the Cross
Spontaneous Prayer
Shared Prayer
Participation at Mass
Prayer Services
Reconciliation Services

GRADE 8 (CONTINUED)

III. LITURGICAL YEAR

Advent and Christmas

Lent and Easter

Pentecost

Special Feasts in the Church year - Include Holydays

IV. SAINTS AND MODELS

Blessed Virgin Mary and her Feasts

Old Testament Saints

Other Canonized Saints at the discretion of the teacher

Oriental Rite Saints

Modern Day Saints - heroes, and heroines, i.e., Pope John Paul II,

Mother Teresa, etc.

WORD LIST - Grade 8

abbot	infallibility
abortion	initiation
Acts of the Apostles	Islam
anointing	
addiction	Judaism
adultery	
Agape	Kerygma
annulment	
Arianism	Liturgy of the Hours
asceticism	
atheist	metanoia
	mission
Baptismal promises	mitre
Bar Mitzvah	morality
basilica	mortal sin
beatification	mystagogia
breviary	myth
Buddhism	
	Nature Religions
canon	Nicea
canonization	Nicene Creed
cardinals	non-violence
Chalcedon	
charism	oppression
chrism	Ordinary Time
Christianity	
Church Fathers	Paraclete
confirm	papacy
Council	Patroness of the U.S.
Crosier	parousia
	proverbs
destiny	
dogma	Rite of Election
doxology	Roman Catholic
	relics
Eastern Rite Churches	Religious vows
Easter Triduum	resurrection
ecumenism	
edict	sanctuary
ethic	schism
Eucharistic prayers	secular
excommunication	sexuality
euthanasia	social structures

WORD LIST - Grade 8 (CONTINUED)

Fruits of the Holy Spirit
Gifts of the Holy Spirit

values
venial sin

GRADE NINE - HEBREW AND CHRISTIAN SCRIPTURES

OVERVIEW

No high school teacher or student could do the entire Hebrew Scriptures in one semester. Remember, the Hebrew Scriptures can be compared to a newspaper in so far as many parts are "skipped over." It is also supposed to be more like a newspaper because it is "relevant." We study the past to learn from its successes and failures. So, it is very wise to make every effort to study the Scriptures and apply them to parallel contemporary problems of everyday living.

On the other hand, there is a need for careful planning and balance. We suggest one semester for the Hebrew Scriptures and another for the Christian Scriptures. Some may wish to extend the Hebrew Scriptures longer. That is possible. Since there is an overlap between the Christian Scripture course and the Life of Christ course, care must be exercised not to omit material presumed by grade 10, as well as not including grade 10 material in grade 9.

AIMS FOR CATECHIST:

1. Present students with the concepts of Salvation History and Tradition as found in Sacred Scripture..
2. Explore and define "Covenant, Contract and Law" in light of understanding that all Christians have a covenant relationship with God which should influence their daily behavior.
3. Present students a survey of both the Hebrew and Christian Scriptures so they can see the concern and expectations of God for His people.
4. Provide opportunities for prayer experiences using Scriptures.
5. Assist students in sharing their own faith stories after the study of fidelity manifested in Scriptural personages.
6. Trace the development of God's people and their formation into the community we call "Church."
7. Promote opportunities for students to become involved in parish or community service projects, i.e. St. Vincent De Paul, religious education helper, neighborhood cleanup, etc.
8. Provide opportunities for days of recollection and/or a retreat experience.

GRADE TEN - LIFE OF CHRIST, LITURGY and SACRAMENTS

OVERVIEW

There is a definite connection between these two courses. A person must know Christ before seeking to commune with Him through the Liturgy and Sacraments. There is also a connection with the previous semester's course in the Christian Scriptures since that's where we come to know Jesus. The Catechist must carefully ascertain how much the students know already from the Christian Scriptures lest they turn off and say they had all this before. Of course, they have had lots of it before, especially, the parts about the sacraments, but there must be a realization that the sacraments are not things to know as they are expressions of the relationship between themselves and God. This presumes they recognize that they are growing human beings and as they grow so do all their relationships.

There is a more detailed study of the Sacraments of Holy Orders and of Matrimony in the Senior Year, so those sacraments are not to be covered in as much detail as the other five.

AIMS FOR THE CATECHISTS:

1. Recall that God entered into a covenant relationship with people, as detailed in the Hebrew Scriptures, and culminating in the person of the Messiah, Jesus Christ.
2. Trace the process of formation of the Gospels and explain the role of the Resurrection (the Paschal Mystery) in the Life of the Christian (the Kingdom of God).
3. Explain the titles associated with Jesus, both in the Scripture and in the early Church, as distinguished from some of the heretical attempts to describe or understand Jesus, the God-Man.
4. Direct and guide an in-depth study of each of the sacraments, signs of our encounter with Christ and through Him with the Father.
5. Assist students in understanding the sacramental and liturgical life of the Church as the heart of the Catholic faith, the mean of our communicating with the divine.
6. Lead students to a deeper understanding of their own personal role in the Body of Christ, the Church.
7. Provide students opportunities for a variety of liturgical prayer experiences. Special emphasis should be placed upon the Easter Vigil Liturgy as well as regular Sunday opportunities for participation in parish activities, i.e. choirs, servers, lectors, greeters/ushers, etc.
8. Provide a retreat experience and/or opportunities for days of recollection.

GRADE ELEVEN - CHURCH HISTORY, MORALITY & SOCIAL JUSTICE

OVERVIEW

The understanding of CHURCH is such an important concept that many people feel that it was the primary concern of Vatican II. Understanding our relationship to the Church is a pre-requisite, of course, to having any concern about morality and social justice.

In as much as Indiana School Law requires Juniors to have a course in U.S. History, their study could be augmented by a unit on the growth and development of the Church in the U.S. as well as in Europe.

AIMS FOR CATECHISTS:

1. Explain the growth of the Roman Catholic Church since it was founded by Jesus Christ.
2. Develop an understanding of the Church as "Community, Herald, Institution, Pilgrim, Sacrament, Servant."
3. Identify and explain key concepts: "Conciliarism, community, creed, crusade, ecumenism, enlightenment, excommunication, evangelize, feudalism, heresy, hierarchy, indulgence, lay investiture, martyr, mendicants, monasticism, papacy, renaissance, schism, tradition.
4. Guide students in the process of moral decision making, and the formation of a correct conscience.
5. Develop an understanding of sin and its consequences in the community.
6. Define and discuss key concepts: "conscience, responsibility, norm, sexuality, rational being, intellect, will, law, freedom."
7. Present major Church documents which contain Catholic social teaching and characterize their major elements and implications for the Christian life.
8. Promote opportunities for student involvement or service on contemporary social issues, i.e. hunger, poverty, abortion, etc.
9. Provide a retreat experience or some other in-depth prayer experience using Scripture or some adaptation of the Spiritual Exercises.

GRADE TWELVE - LIVING FAITH, CHRISTIAN LIVING

OVERVIEW

No subject interests adolescents more than themselves. Consequently, the more insights from psychology about human behavior that the catechist can incorporate into this year the greater chance the students will grow in the self-knowledge presumed and expected from persons called to live in faith as a Christian. In other words, the faith is not just a collection of ideas to accept, but is an attitude which draws and captivates us into the following of Christ.

Seniors also are concerned about the future and society. They are studying Government and some social science. That experience can be augmented by a review of much that they have learned before about the Church, both as an object of their faith and their obligations towards membership in the Church.

AIMS FOR THE CATECHISTS:

1. Present an in-depth study of faith.
2. Encourage and guide students in a process of developing a personal relationship with Jesus.
3. Review the role of the Church in the modern world by studying the documents relating to social teachings.
4. Review the sacraments as encounters with Christ.
5. Review those things upon which we are to base responsible moral decisions, the Commandments, Laws of the Church, etc.
6. Develop a study of prayer and prayer experiences: shared prayer, theological reflection, formal and spontaneous prayers, the Liturgy, other prayers and devotions.
7. Discuss the married state with all its rights and responsibilities as well as other states of life such as Holy Orders (priest or deacon), religious life and the single state.
8. Provide opportunities for student involvement in areas of church or community service, i.e. hospital volunteer, nursing home visitation, parish catechist, etc.
9. Provide opportunities for Retreats and in-depth prayer experiences using Scripture or some adaptation of the Spiritual Exercises.

