

GRADE SIX

GOAL ONE

CREED: Understand, believe and proclaim the Triune God as revealed in the signs of creation, Sacred Scripture, Catholic Tradition and human experience.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.01.01 Show understanding of the actions of a Trinitarian God as revealed in Scripture and Tradition and stated in the Creed.	Describe God as one. Describe the each Person of the Trinity as wholly and entirely God yet distinct from one another. Describe how each Person of the Trinity is relational to the other. Describe how that the Divine Persons are inseparable in what they are and inseparable in what they do. Show understanding that this is a mystery the Church in its understanding of Scripture and its own Tradition and that we embrace these truths with faith.	Science. Articulate questions that can be answered by science and those that cannot be answered by science. Choose a question that can be answered by science and conduct small group interactions on how the question would be approached scientifically. Choose a question that cannot be answered by science and conduct small group interactions on how the question would be answered by other means. Report the findings.
6.01.02 Describe the Fall and the sinfulness of humanity as Original Sin a reality of human existence.	Show familiarity with the story of Adam and Eve (Genesis 3) and of Cain and Abel (Genesis 4) and of Noah (Genesis 6,7,8). Define Original Sin. Give examples of systemic human sinfulness.	Social Studies/History. Research a national leader who used his/her authority to dismiss human rights to enhance the power of the state. Describe social conditions that would allow this kind of action.
6.01.03 State how God shows deep love and care for humankind regardless of our sinfulness.	Describe how despite human sinfulness God is faithful to the promises made that the earth would never be destroyed (Genesis 9, 8-17). Describe how we as human beings suffer from the original brokenness of the human story. Describe by recounting the stories of Genesis 2-9 how God intervenes with our brokenness and saves us.	Family Life. In small groups, identify situations in family life that are difficult. State which situations are in my control. State which situations may not be in my control. Find examples of situations that I can control and find solutions. Identify ways that I can take care of myself when I cannot resolve a difficult family situation. Report findings to class.
6.01.04 Show understanding that God gives human beings free will to love and serve God out of free choice.	State meaning of free will. List examples of freedom of choice how we know we have a free will. State how in our relationship with God we have the freedom to choose to love and serve God.	Biography. Research the life of Fr. Augustus Tolton. Describe how Fr. Tolton made choices about his calling in life despite very difficult circumstances. State what it means to never give up a dream.

6.01.05

Describe how in God's [providence](#) all people are destined for union with God.

State meaning of providence. Describe what it means when we say that we are destined for union with God. Write a poem that reflects God's providence in your life.

Science. Find a photo taken from space of the earth. Identify the spheres. Draw a diagram of the spheres. Describe the makeup of each sphere and what they do for the earth.

6.01.06

Show understanding that God communicates with people revealing God's plan for us.

State meaning of revelation. Give examples of scripture stories from the Old Testament of people who heard God's voice and obeyed it. Describe what you think hearing God's voice means. Write a description about how one of the OT characters heard God's voice and locate your source in scripture (book, chapter, verses).

Science. Take prints of right forefinger of class members. Compare the prints. Sort prints in terms of similarities. Describe how prints are similar in each grouping. Make a chart grouping the prints according to characteristics. Research the fingerprint types. Compare your groupings with the types.

6.01.07

Show belief that we will be raised after death into eternal union with God or separation from God.

Describe your understanding of being raised from death. Describe what you anticipate when you think about eternal union with God. State how this fits with your idea of heaven. Examine why anyone would want to be eternally separated from God. State how this fits with your idea of hell.

History. Research online or in the library an early Semitic religion (not Judaism). Describe the time and place where the religion was practiced. State the name of the god/s and their purpose. Identify any understanding of afterlife. Conjecture why this religious expression was important to the society.

6.01.08

Show awareness that at the end of time, Christ will return and we will be accountable for our participation in building the [Realm of God](#).

Describe the Realm of God. State how you see yourself as part of building the Realm of God. Read the Beatitudes in Mt. 53-10. Choose a Beatitude and write a 5-paragraph reflection on how this blessing is part of building the Realm of God. Describe how you are living this Beatitude.

Biography. Research the life of Dr. Thomas Dooley. Write a description of his work in Laos. Identify what drew him to this work. State how he was received in Laos and why he left. State what characteristics of this person attracts you and challenges you.

6.01.09

Describe Mary is the Mother of Jesus and the [Mother of God](#) because Jesus is both true God and true Man.

Describe Mary as the Mother of God. Describe Jesus as true God and true Man. Find passages in Matthew and Luke that help you understand this title of Mary. Compose a prayer to Mary the Mother of God.

Family Life. Find images of Mary kept in the home. Ask parent/s or guardian why religious images are important to them. Report your findings to the class.

Music. Learn traditional *Ave Maria* hymn in Latin and in Spanish.

<p>6.01.10 State the meaning of Incarnation as a mystery of faith.</p>	<p>State derivation and meaning of Incarnation. Describe the Incarnation as a mystery of faith in which we believe that God assumed human nature in Jesus Christ. State that Jesus Christ is both fully God and fully a human.</p>	<p>Science. In project groups, choose an ocean animal and describe its life cycle. Identify the animal's nature, species and specific habitat. Diagram the life cycle. Identify several nonfiction books from which you researched your information and create a reference list to include author, title, copyright date, publisher name and location. Report findings to the class using the diagram and references.</p>
<p>6.01.10 Show belief that Mary was a virgin before and after the birth of Jesus.</p>	<p>State meaning of virgin. Describe significance of Mary's virginity in scripture. State your sources. Find one early Christian saint who is honored in the Church as a virgin. Research his/her life and report to the class.</p>	<p>Music. Learn "Oh Santisima" in Spanish or Latin in two or three part harmony.</p>
<p>6.01.11 Describe the Church as a sign of unity and peace to the world.</p>	<p>Describe what it means for the Church to be a sign to the world. Create questions for Socratic circles to discuss the significance of the Church as a sign of unity and peace that influences change in the world. Name one modern pope who devoted his work to being a sign of unity and peace in the world.</p>	<p>Biography. Research the life of Blessed Pope John XXIII. Write a five-page biography of what you learned. Identify what Pope John XXIII did to change the Church. Describe how Pope John XXIII supported human rights. Make a picture scrapbook showing the progression of Pope John XXIII's life and major contributions to social change.</p>
<p>6.01.12 Describe the Magisterium as the teaching office of the bishops in communion with the Pope.</p>	<p>State meaning of magisterium. Name the language from which the word is derived. Describe how the church teaches us.</p>	<p>Math. In studying measurement systems, describe the importance of having global measurement systems. Identify the most utilized measurement system and how it is used.</p>
<p>6.01.13 Describe the Church as the beginning seed of the Realm of God on earth.</p>	<p>Describe how the metaphor of the Church as seed is appropriate to building God's Realm on earth. Draw a picture of this metaphor and share your depiction with the class.</p>	<p>Social Studies/Culture. Research the life of Nelson Mandela. State what legal structure changed because of Mandela's efforts. State why the national leaders opposed Mandela's efforts. Describe how a minority voice creates change in society. Give an example of this in United States history.</p>

GRADE SIX

GOAL TWO

SACRAMENTS: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.02.01 State understanding of sacraments as efficacious signs of God’s grace .	State meaning efficacious and grace. Describe the sacraments as active signs of God’s power at work in the sacrament. State how the sacraments have the power to transform our lives. Describe how the sacrament provides us with the gift of God’s grace. Write a reflection on the Sacrament of Baptism as changing my life.	Biography. Research the life of Edith Stein, Sr. Teresa Benedicta, OC. Describe her early life as a member of the Jewish faith. Describe her conversion to Catholicism and entrance into the life of a Carmelite sister. State the name of one book that she wrote. State how and why she died. Share one aspect of Teresa’s life that inspires you.
6.02.02 Understand the seven sacraments as instituted by Christ.	State meaning of to institute. Describe the sacraments as established by Christ. Describe how the sacraments are embedded in the ministry of Jesus. Take one sacrament and write an essay on its institution by Christ identifying scripture sources that support your thinking.	Family Life. Participate actively in the sacramental life of the Church. Share how the sacraments help you to live family life in a more meaningful way. Share how the sacraments help you to live the fullness of Christ’s life.
6.02.03 Describe how the seven sacraments are entrusted to the Church.	State that the Church receives the gifts of the sacraments to dispense to all the faithful. Explain how the Catholic Church has the fullness of the seven sacraments. Describe how the sacraments accompany us from birth to death. Describe how the Sacrament of Healing prepares us for fullness of life in Christ.	Health. Describe how healthy habits assist us in living a full life. State health habits that are easy for you to practice. State health habits that are a challenge for you. Identify several ways that will help you to develop a challenging habit. Music. Learn the song “All Are Welcome.” (Marty Haugen, 1994, GIA)
6.02.04 Describe the action of the Holy Spirit in the sacraments independent of the worthiness of the minister.	Describe how God’s Holy Spirit acts through the sacraments independently of the worthiness of the minister. Explain why we say “Lord, I am not worthy…” before we receive Holy Communion.	Music. Learn the song “Send Us Your Spirit.” (David Haas, 1987, GIA)

6.02.05

State the sacraments having an indelible [seal](#).

Identify the sacraments of Baptism, Confirmation and Holy Orders as having an indelible seal. Explain why these sacraments can never be repeated.

Social Studies. Research the significance of the totem pole. Interview a Native American in the research process. Identify symbols and their meanings in the totem. Examine the importance of respecting the cultural symbols of Native American peoples.

6.02.06

Describe the Sacrament of Matrimony as a permanent [bond](#) between one man and one woman.

State meaning of bond. State that the Sacrament of Matrimony in the Church is between one man and one woman through the exchange of wedding vows. Recite the traditional marriage vows of the wedding ceremony. State that the Sacrament of Matrimony can only be repeated when a spouse dies. State meaning of a permanent commitment in married life.

Family Life. Research the life story of one married couple in your family. As a class, design questions for interviewing the couples. Conduct an interview of the couple in your family using the interview questions designed by the class. Report your findings to the class. From the findings of the class identify characteristics of successful married life.

6.02.07

State the [essential elements](#) of the sacraments of Matrimony and Holy Orders.

State meaning of essential elements of the sacraments. Describe the essential element of Matrimony as the exchange of marriage vows. Describe the essential elements of Holy Orders as laying on of hands and words of consecration. Describe what consecration means.

Biography. Research the life of Fr. Michael McGivney, founder of the Knights of Columbus. State the mission of the Knights of Columbus or the Knights of Peter Claver and how the Knights are organized. Explain the difference in titles. Interview a Knight in your parish, why he became a Knight and what he is expected to do as a Knight of Columbus.

6.02.08

Identify the sacraments of Matrimony and Holy Orders as sacraments of service.

Describe how Matrimony and Holy Orders are about service to others. State how you observe the priest/s and deacon/s in your parish serving others.

Social Studies. Identify a national organization that does service. Describe the organization and its service. State how you might support this organization.

6.02.09

Describe meaning of [sacramental](#) and give examples.

State meaning of a sacramental. Give examples of sacramentals you have used in church, at home and at school. Describe how we treat sacramentals.

Social Studies. Read *1621: A New Look at Thanksgiving* (Grace, Catherine O'Neill & Margaret M. Bruchac, 2001, Oyate Publications). Compare modern understandings of the national Thanksgiving holiday with the point of view of this book. Describe how traditional symbols are used to celebrate the holiday.

GRADE SIX

GOAL THREE

CHRISTIAN LIVING: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love of neighbor.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.03.01 Show understanding that Christian living is the gift of active discipleship in Jesus Christ.	Describe Christian living as following the teachings of Jesus Christ expressed through love of God and love for others especially the poor. Identify the Two Great Commandments and the Beatitudes as teachings of Jesus. Name age appropriate actions that describe how students live as disciples of Jesus.	Social Studies. Research the Earth Charter Principles of the United Nations. Take one Principle and research how the U.S. is taking action to address this Principle. Identify one way I can take action to follow this Principle in my life as a Christian.
6.03.02 Describe the three sources of morality.	State components of a morally good act: the desired action, the purpose or intention for doing the action, and the circumstances for making the choice. Taking common examples of actions, describe the action in terms of the three components of moral decision-making. Describe why the three components are necessary to judge the morality of an action.	Science. Identify one source of global warming and how this source might be eliminated to lessen the harmful effects of global warming. Identify how the U.S. government addresses this problem. Identify one action that the class will take to decrease global warming. State one action that I will take to help diminish the effects of global warming. Describe how group and personal efforts are needed to address the elimination of global warming.
6.03.03 State meaning of natural law .	Define natural law. Give examples of laws that are for the good of society. Identify who is obliged to observe the natural laws. Compare these laws with the Ten Commandments.	Health. Describe how natural disasters impact personal and social health. Take an example of a natural disaster experienced in the U.S. and track health hazards related to this disaster.
6.03.04 Differentiate personal sin and social sin .	State meaning of personal sin and social sin. Give examples for each of the types of sin. Explain how personal sin might be related to social sin and give examples.	Social Studies. State meaning of racism as a social evil that is built on misuse of power. Give examples of laws or institutions that institutionalize racism. Describe the effects of these institutions on people.

6.03.05

Identify [conscience](#) as a judgment of right or wrong that must be informed.

State meaning of conscience. State meaning of informed. Create scenarios in which characters do a certain action. Identify how conscience is used to help the character to make a right judgment about an intended action. Clarify how information assists the conscience in making a judgment. Write a reflection on how my conscience helped me to take a certain action.

Language Arts/Media. Watch the movie *Matrix*. Describe how the character ascribes his actions based on the matrix. State how this understanding of human actions diminishes our individual power to make decisions. Examine why this is good or bad.

6.03.06

State the seven [deadly sins](#): [pride](#), [avarice](#), [envy](#), [wrath](#), [lust](#), [gluttony](#) and [sloth](#).

State meaning of deadly sins. State meaning of pride, avarice, envy, wrath, lust, gluttony and sloth. Express how these sins are deadly to the human spirit. Describe connection of these actions to forms of abuse. Describe how these are personal sins and how they might be social sins. Write a reflection on one of the deadly sins and identify one virtue that would help me to stay away from this kind of sin.

Language Arts/Media. Watch the movie *The Lion, the Witch and the Wardrobe*. Describe the roles of the lion and the witch in relationship to good and evil.

Health. Identify the importance of avoiding the abuse of food, alcohol, tobacco, drugs and sex in relationship to health. Examine the relationship between healthy living and happiness.

6.03.07

Show understanding that people and individuals have [rights](#) to their human dignity, freedom, their property and possessions.

State the meaning of human rights and give examples. Describe how natural and moral laws forbid us to take from others what belong to them. State how stealing, copying, paying unjust wages, price gouging, and taking the property of another are morally unacceptable. In small groups identify a human right and a minority group in the U.S. State how this group does/does not have access to the right. Analyze cause/s for not having access and ways to provide access. Report your findings.

Family Life. Examine how human rights are respected in family life. Examine how they might be disrespected. Write a reflection on how I respect the rights of other family members. Write a reflection on how I protect myself from abuse. Social Studies. Research water rights in Nicaragua. Examine the relationship of access to clean water and health. Argue positions for/against people having to pay for water in developing countries.

6.03.08

Recognize that the State must protect the rights of its citizens through socially [just](#) laws.

Name the documents of the United States that protect our life and rights. State meaning of a socially just law. Take one right and identify one law that protects that right in a socially just way.

Biography. Research the life of Dr. Martin Luther King, Jr. On computer, write a five-page biography of Dr. King including when/where he lived and what he did to help change U.S. laws regarding the rights of African Americans.

6.03.08

State that we are obligated to keep promises, [oaths](#) and contracts.

State meaning of a promise, oath and contract. Give examples of a promise, an oath and a contract. Identify human virtues that help us to keep our promises. Identify a deadly sin that might tempt us not to keep our promises. Describe why keeping our promises is important.

Social Studies. Research government treaties with the 500 Nations in the 1800's. Identify why the treaties were made. State how and why they were broken. State how the government in not keeping its treaties abused human rights.

6.03.09

Identify human [sexuality](#) as a gift from God that is used in marriage for the good of the spouses and the procreation of children.

State meaning of human sexuality in relationship to marriage between a man and a woman. State how life is to be honored from conception to death. Identify how the family is organized to protect human life. Articulate understanding that God as Creator designed human beings to be co-creators and stewards of God's creation.

Family Life. Study human reproduction. Create opportunities for questions to be naturally asked (no matter the age) and appropriately answered. Use the occasion of a pregnancy in the family to talk about the sacredness of human reproduction and human life.

Science. Study human reproduction. Make a chart of the development of a human fetus from conception, development of the embryo and fetus in the nine months of pregnancy, and birth. State meaning of sexual intercourse in relationship to conception.

Health. State meaning of universal precautions. Identify health benefits or consequences resulting from the choices we make.

6.03.10

Describe how we respect human sexuality.

Identify ways in which we show respect for our sexuality. Explain why self-respect is fundamental to respect for others. Give examples of how emotions and feelings are not the basis for respecting self or others.

Health. Make a chart of positive and negative emotions. Find pictures depicting each feeling. Create scenarios to depict a range of emotions. Identify each emotion, whose emotion it is, how examples of negative emotions might be managed.

6.03.11

Show understanding that Christian virtues of [purity](#) of heart and [chastity](#) help us to respect others.

State meaning of purity and chastity. Identify the relationship between self-respect and these virtues. Describe chastity as something we practice in all stages of life. Describe a lure that would tempt us from being chaste. State how clothing helps us to respect and protect our bodies

Health. Using advertisement pictures of clothing identify how clothing is used as personal protection and social protection. Identify meaning of self-consciousness. Describe how healthy/unhealthy sense of self impacts self-consciousness.

6.03.12

Show understanding that we respect human life from [conception](#) through birth to living every day until death.

State meaning of conception. State how and why human life is the object of respect from conception, birth until death. Make a chart of the human life cycle. Describe how I plan to care for my life from birth to death. Write a reflection on how my life is a gift for which I am a steward.

Media. Watch the movie *Steel Magnolias*. State the plot structure. Do a character analysis of the main characters. Examine what makes this a good story. Identify how this story deals with issues of regard for human life at all stages.

6.03.13

State how the family is the basis of human [society](#).

State meaning of society. State how the family is the basis of human society. Describe the family unit as experienced by classmates. Identify the role of each member of the family unit. Identify the role of extended family members. Make a chart listing examples of family configurations as experienced by the class.

Biography. Research the lives of Luigi and Maria Beltrame Quattrocchi. State when and where this married couple lived. Identify their work. State some facts about their children. Explain how they helped Jewish people during WWII. Write a five-page biography and include pictures. Rewrite.

6.03.14

Show understanding that I have a responsibility to work for the [common good](#) of society.

State meaning of common good. Give examples of how I live my life not only for myself but also for the good of others. State examples in the life and teachings of Jesus that exhibit how we are called to serve others generously. Make a list of people who work for the common good of society. Go online and research some data about one of these people and what they do for others.

Social Studies. Research the Western Hemisphere Institute for Security Cooperation (formerly the School of the Americas), Fort Benning, GA. On internet (www.soaw.org) list some facts about the purpose of the school. State why people oppose this school even to the point of engaging in civil disobedience. State why human torture is against human dignity. Write a letter to the U.S. President to state your opinion about human torture and ask the President to close the Western Hemisphere Institute for Security Cooperation. Revise letter.

6.03.15

Connect environmental [stewardship](#) with personal behavior and law.

Describe meaning of environmental stewardship. Identify examples of how I protect the environment through my personal behaviors.

Social Studies. State examples of current legal issues about an environmental hazard in our state. In small groups take one example and gather data online about the hazard and its cause/s and effects. Design legislation to decrease the environmental hazard. Send suggestions to the governor.

GRADE SIX

GOAL FOUR

SACRED SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God’s revelation through the signs of scripture.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.04.01 Show familiarity with the role of the patriarchs in the unfolding of God’s revelation to them.	State meaning of patriarchs. Identify the patriarchs as Abraham, Isaac and Jacob. Locate the stories of the patriarchs in the Book of Genesis. Draw a map of the area in the Middle East and identify the location of the patriarchs.	Social Studies. Identify one country that still has a monarchical form of government. Research online the role of the monarch in modern times. Compare the role of a modern monarch with ancient monarchs. Develop a chart showing how current and ancient monarchs are alike/different. Evaluate the importance of monarchies today.
6.04.02 Show understanding of Salvation History through the revelation of God’s word in Sacred Scripture.	State meaning of Salvation History. Describe how God revealed to the Israelites the gift of salvation through the inspired writing of scripture. Identify one major patriarch and trace how God shared with the patriarch God’s love and faithfulness. On long chart paper draw a time line tracing the patriarchs to the time of Moses using dates, names, geography and symbols to create and embellish the time line. Describe why it is important to know the beginnings of God’s plan of salvation for us.	Social Studies. Create a unit study on modern Semitic cultures. In small groups study one of the cultures. Locate the culture geographically. State the age of the culture. Identify cultural characteristics such as language, religion, laws, customs and family life. Develop a power point presentation about the culture. Art. Create a stylistic caricature of one of the patriarchs. Describe caricature and what any symbols mean to the class.
6.04.03 Trace the unfolding of God’s revelation through the history of the Chosen People of Israel.	State meaning of revelation. State who the Chosen People of Israel were in the Old Testament. State the role of Moses in God’s revelation to the Chosen People that God never abandoned them.	Geography. Research online the Sinai desert region. Draw a topographical map of the region. Identify plants and animals in the biome. Identify people who live there, their culture and economics.
6.04.04 Show understanding of how God made covenants with the Chosen People as a sign of God’s faithfulness.	State meaning of covenant. Give examples of God’s covenants with Noah, Abraham and Moses. Identify what God wanted the people to do in the covenantal relationship.	Social Studies. Identify an example from U.S. history of a treaty with other nations. Explain why you think treaties are important. State what happens when treaties are broken.

6.04.05

Identify why Moses needed to know God's name and God's response to be called [YAHWEH](#).

State meaning and derivation of Yahweh. Describe why Moses wanted to know God's name. State why the Jews do not pronounce the name. Write a reflection on why you respect God's holy name.

Family Life. Ask parents why they named their children as they did. Identify names that were handed down from a past generation. Identify names of saints. State why it is important to honor the people's names.

6.04.06

State the significance of the [Ark of the Covenant](#) in the difficult journey of the Israelites through the desert.

State meaning of Ark of the Covenant. State what was kept in the Ark. Describe the design of the Ark and why it was designed that way. Draw a diagram of the Ark of the Covenant. Explain why the Ark would have been important to this wandering people. Compare the Ark of the covenant to the tabernacle in church.

Math. Design a budget for a family trip. Identify what expenses have to be accounted for. State sources of income needed to pay for expenses. After the outing, compare the budget with the actual expenses. State whether the budget was realistic. State how the budget was balanced if costs went over budget. Rewrite the budget.

6.04.07

State meaning of [monotheism](#) and its connection to the Jewish understanding of God.

State meaning of monotheism. Compare Jewish understanding of God to the surrounding Semitic and Egyptian beliefs. Name some gods from these local religions and what the people believed they could do.

Social Studies. Identify a modern cultural group whose religion is polytheistic. State meaning of polytheism. Describe the religion and rituals. Distinguish monotheism from polytheism. Support why you believe in one God rather than many.

6.04.08

Show understanding the connection between God's covenant and the entry into the [Promised Land](#).

State meaning of Promised Land. Identify the OT characters receiving God's promise of land. State why this promise was important to the people. Recount the story of Joshua and the people entering the land of Canaan. State use of exaggeration and why the authors may have used it.

Math. Using information taken online from a realty agency, identify the average cost of homes in your neighborhood. If someone wants to buy a home on your block, estimate how much income someone would need to afford a mortgage. Estimate how much the mortgage payment would be per month.

6.04.09

State the role of kings in the [Kingdom of Israel](#), the struggle of the kings and the break up of the [northern kingdom \(Israel\)](#) and [southern kingdom \(Judah\)](#) and its consequences in Jewish history.

State meaning of king. Identify the major kings of Israel. State why the Israelites wanted a king. Summarize the contributions of Saul, David and Solomon. State why the kings were always struggling. Give examples of how the kings were unfaithful to God. State how Israel split into two smaller kingdoms, Israel and Judah. Describe consequences of the split.

Biography. Research the life of the Zulu Chief Albert Luthuli (1899-1967). Go online to learn about his life and why he received the Nobel Peace Prize in 1960. Write a biographical sketch and include pictures. Rewrite. Design a set of questions about leading a country in critical period. In Socratic circles, discuss your points of view based on the questions. Report your insights to the class.

6.04.10

Identify the [prophets](#) of the OT and their role in Israelite history especially during times of loss, destruction and [exile](#).

State meaning of prophet. Name the prophets. In small groups design a research project on one of the major prophets. Find references in the OT about this prophet. State when he lived, what his role was in the community and some stories about his life. Explain how the Israelites were exiled from their land. Appraise the role of the prophets in the community in regard to God's ongoing covenant with the people. State why the role was difficult. Write a dramatic play on the relationship between King David and the prophet Nathan.

Science. Using geologic evidence, set up a plan for predicting a disaster based on the evidence (such as volcanic eruption, tsunami, mud slide). Design a communication plan to warn people about your prediction. State what you anticipate if people do not listen to your warnings.
Social Studies. Create a time line of the history of Israel during the time of the kings. Include in the timeline the names of the kings and the prophets. Incorporate names of kings and kingdoms warring against Israel during that period.

6.04.11

Articulate the role of women in the Old Testament.

Identify women in the Old Testament. In small groups design a research project about one of these women. Find references in the OT about the person and stories about her life. Design a power point presentation, revise, and present your findings to the class. Revise for presentation to the class. Make a list of all the women of the Old Testament studied by the class.

Biography. Research the life of Elizabeth Ann Seton and her contribution to frontier American life. Write a five-page biography stating where she was born, family life, her move to America, her founding of a group of religious sisters to teach pioneer children. Rewrite.

6.04.12

Show familiarity with the geography and cities of Samaria and Judea during the time of Jesus.

Draw a map of the Samaria and Judea showing locations of the border, cities, rivers, lakes, seas and deserts. Identify major commercial businesses and products of the area during the time of Jesus. Compare map of ancient cities to a modern map of the eastern Mediterranean coast.

Art History. Explore the life and work of a famous artist. State when and where s/he lived. Identify the type of art s/he explored and how people understood it during her/his time. Prepare a power point presentation using his/her art to tell about his/her life story.

6.04.13

Show familiarity with the Gospel of Matthew.

Read the Gospel of Matthew. State who was the writer, when/where the gospel was written, the community for whom the gospel was written and why it may have been written. State how the gospel was written in the post-resurrection period. Describe how this impacts the presentation of Jesus' life in the gospel.

Social Studies. Research the city of Antioch during the 1st Century C.E. Identify why it was a flourishing city. Reason why Christians and Jews had difficulty in getting along. Find scripture sources in Matthew that express these tensions. Argue the possibility that the Gospel of Matthew was written in Antioch.

6.04.14

State the literary style of the Gospel of Matthew as [narrative](#) and [discourse](#).

State the literary style of the Gospel of Matthew as narrative and discourse. Identify meaning of narrative and discourse. Give examples of narrative and discourse in the Gospel of Matthew.

Language Arts. State the elements of a narrative. State meaning of plot. Read a short story written by Charles Dickens. State the plot of the story. Explain why Dickens was a great storyteller.

6.04.15

Give examples in the narrative of the Gospel of Matthew that show the literary devices of conflict and irony to tell the story.

Locate examples in Matthew where conflict and/or irony are used to advance the plot of the story. State the chapter and verses of examples.

Language Arts. State meaning of plot in a narrative. Find an example of a story you have read that uses conflict and irony to create the plot.

6.04.16

State that Jesus is the central figure of the Gospel of Matthew whose [genealogy](#) is linked with [son of Abraham](#), [son of David](#) and [Son of God](#).

Identify Matthew 1:1 as the statement of who Jesus is and how he is linked to the Salvation History of the Jewish people. State meaning of genealogy. Identify the genealogy in Mt. 1,2-17 as the ancestry of Jesus connecting him to the history of Israel. Locate the names recognized in the genealogy. Locate women in the genealogy and identify their role. Discuss why the author saw the need for Jesus' genealogy. Referring to the Book of 1Chronicles 1-9, infer why the Israelites wanted to keep records of their ancestries.

Social Studies. Research the Family Tree Center of the Church of Jesus Christ of Latter-Day Saints. State the purpose of the research center. State what the Church of the Latter-Day Saints believes about keeping these records and the Last Day. Go online to www.familysearch.org and look up your family surnames on the Church of the Latter-Day Saints Web site. Identify data that learned about the family history. State other findings about the Church of Jesus Christ of Latter-Day Saints.

6.04.17

Identify the main characters in the Gospel of Matthew and their purpose.

State the main characters of the narrative. State that Jesus is the central character of the story. State characters who create conflict with Jesus. State characters that support his true identity.

Language Arts. Identify how characters unfold in a story as protagonist and antagonist. Using a novel you have recently read, identify the characters in terms of their roles as protagonist or antagonist.

6.04.18

Identify the Gospel of Matthew as a [synoptic](#) gospel containing most of the Gospel of Mark.

State meaning and derivation of synoptic. State how many passages from Mark are used in Matthew's gospel. Find a story in the life of Jesus and a parable that are found in Mark and Matthew. Identify chapter and verses in both gospels where examples are found. Infer why the author used Mark's gospel so extensively.

Language Arts. In the Harry Potter novels, describe why you would want to read these stories sequentially. Describe character development in the novels. Identify another series of novels that exhibit character development as significant to reading the stories as the author wrote them in the series.

6.04.19

Show understanding of the infancy narrative in Matthew 1, 18-25 & 2, 1-23 as identifying Jesus as [Emmanuel](#) taken from the Book of Isaiah.

Show how the author uses the prophecies of Isaiah to identify Jesus as God's Son. Read Isaiah 7 and describe how the prophet Isaiah seems to be using the name "Immanuel." Infer why Matthew would use Is 7, 14 in his description of Jesus' identity. State meaning of the name "Jesus."

Music. Learn advent hymn "O Come, O Come, Emmanuel." Research the history of the hymn and the language in which the song was originally written. Learn one verse in Latin.

6.04.20

Identify tensions in the infancy narrative in Mt. 2, 1-23 as signs of [Gentile](#) recognition of Jesus' rule and rejection by the Jewish King Herod.

State meaning of Gentile. State the role of the magi in the narrative. State the role of King Herod. State the purpose of the OT prophecies to enhance the story. Describe how the conflict might set the stage for anticipating other conflicts in the gospel.

Social Studies. Research the role of the Herods in Jewish history. State their relationship with the Romans.

6.04.21

State use of conflict and discourse in the [temptation](#) story to identify Jesus as Son of God who seeks no power for himself.

State meaning of temptation. State the three temptations and Jesus' use of OT scripture to rebut the devil. Identify the role of the devil in the narrative. Describe how the temptations forecast Jesus' stand against evil in the gospel. Compare the temptation narrative in Matthew with Mk 1, 12-13.

Family Life. Take one evening every week to read the complete gospel of the liturgical year. Read the gospel so that "in between" parts not used at Sunday liturgy are read. Find ways to make this time interesting and informative. Help family members to enhance their skills as readers.

6.04.22

Describe the beginning of Jesus' [gospel](#) ministry in [Capernaum](#), the call of the first disciples and his first ministry in Mt. 4, 12-25.

Identify the city of Capernaum as the place where Jesus lived and began his ministry of teaching. State meaning of gospel. Identify how Jesus' ministry of teaching and healing was good news. State how the common people reacted to Jesus' teaching and healing. Describe how the cities mentioned indicate that Jesus' ministry was more than only to the Jews.

Language Arts. State how details in a story are devices to help the reader to assume or infer plot action and character development.

6.04.23

Identify the [Beatitudes](#) as Matthew's introduction to the teachings of Jesus in Mt. 1-12.

State meaning and derivation of Beatitude. Infer why you think Matthew began his presentation of Jesus' teachings with the Beatitudes. Identify to whom Jesus was addressing when he taught the Beatitudes. Locate an element of conflict in the Beatitudes. State why you think the conflict exists.

Art. Using one your favorite Beatitudes, create a calligraphy design of the Beatitude. Write a reflection on why you chose this Beatitude.

6.04.24

State how Jesus challenges his disciples to be salt and light in Mt. 5, 13-16.

Identify salt and light as similes used to describe the public nature of being a disciple. Write a reflection on this gospel passage about how you are salt and light in your life as a Christian. Using watercolor or acrylics design an artistic expression of your reflection.

Biography. Research the life of Mother Theodore Guerin. State where she was born, what community she established and some of the conflicts in her life. Go online to find some facts about the Sisters of Providence. Report findings.

6.04.25

Distinguish the teachings of Jesus from the Jewish regulations in Mt. 5, 17-46 to Mt. 7, 1-28.

(Read this section of Matthew altogether.) State how Jesus takes a regulation and points toward a deeper law based on God's covenant of love. Find examples of how the writer compares/contrasts a regulation from a deeper understanding of God's laws. Write a reflection on one teaching of Jesus that comforts you. Write a reflection a teaching of Jesus that challenges and demands change of you. Make a list of the teachings of Jesus from Matthew.

Social Studies. Compare/contrast use of laws and regulations in city government. Identify which may have more consequences.

6.04.26

Identify the purpose of the healing ministry of Jesus as written in Mt. 8, 1-34 to 9, 1-36.

(Read this section of Matthew altogether.) State a healing story about which you are most impressed and why. Draw a cartoon story of one of the healing stories. Describe a healing story that narrates some form of conflict and infer why the conflict exists. Identify teachings of Jesus associated with the healings. Interpret the meaning of Mt. 9, 11-13.

Science. In scientific inquiry identify questions that can be answered through scientific investigation. Design a scientific experience that controls all but one variable and write a prediction for the experiment outcome. Describe the actual outcome and compare to your prediction.

6.04.27

State how Matthew views the conditions of discipleship in Mt. chapters 10, 11, 13 and 14.

(Read this section of Matthew altogether.) Identify examples of Jesus as teacher of the disciples. Find passages in this section that exhibits how Jesus related to his disciples. Identify some conflict in the narrative. In identifying any examples articulate chapter and verses for the references. Write a reflection on a passage (identifying chapter and verses) that comforts you about Jesus' love for his followers.

Health. Identify ways that peer relationships affect personal health.
Music. Learn the song "Joyful, Joyful, We Adore You." (Ludwig van Beethoven, GIA). Research the life of Ludwig van Beethoven. Listen to a Beethoven symphony and state how the composer used the movements of the symphony structure to convey emotions. Describe how Beethoven could compose without being able to hear.

6.04.28

State how Matthew chapters 15 - 20 uses conflict to enhance the difference between Jesus' understanding of his ministry and the Jewish leaders and the disciples.

(Read section of Matthew altogether.) Identify how faith enters into how the characters in the narrative relate to Jesus. Use story of the Canaanite woman in Mt. 15, 21-28 to explain Jesus' response to the faith of another person. State how Peter struggles in his understanding of Jesus' identity as Messiah. Research the life of the prophet Elijah. Identify in this section how Elijah is used in unfolding Jesus' identity and how this leads to conflict. State who is greatest in the kingdom of heaven and why this sets up conflict. State what Jesus teaches about marriage. Locate the predictions about Jesus' death and state how the disciples felt.

Social Studies. Research divorce statistics in the United States between 1950 and 2000. Describe what you notice about the data. Identify reasons why the statistics show such an increase. Identify how you view the importance of marriage in family life. Identify ways that would reverse this trend. Music. Learn the song "The Summons." (John L. Bell, GIA Publications) Describe how the words of the song highlights the challenges of discipleship in our time.

6.04.29

State the heightening conflict between Jesus' use of authority and the Jewish leaders in Matthew 21 to 25 through the use of events, discourse and predictions.

(Read section of Matthew altogether.) Recount Jesus' entry into Jerusalem and why this is in the story. State what happened in the temple and how Jesus' action is a turning point in the story. Show how the parables in these chapters are used to predict Jesus' death. Take a parable in this section and explain the meaning in terms of Jesus' death and the struggle of the early Christians. Locate the "woes" that Jesus speaks to the Jewish leaders and the woes heighten the tension in the narrative. Identify predictions that highlight Jesus' power after his death and rising.

Health. Invite students to discuss what they know of HIV/AIDS. Clarify misconceptions. Review how HIV is not transmitted. Identify how family members feel when a member of the family has a life threatening illness.

6.04.30

Show understanding that use of irony and conflict in the story of Jesus' death creates opportunities for understanding Jesus' true identity in Matthew 26 and 27.

(Read section in Matthew altogether.) State how the predictions in Mt. 26, 1-46 intensify the feeling of conflict. State how Judas' kiss exemplifies irony. Identify uses of irony in the trial and mockery of Jesus. Name the prophet referred to in the crucifixion scene and the reason for the reference. State who names Jesus' real identity and why this is ironic. Describe how the conflict for Jesus ends in his death but does not end for others.

Social Studies. Go online to Catholic Relief Services Web site. Research data on starvation and children. Describe how families must feel when they do not have the resources to feed their children. Design a class project to raise money to send to a Catholic Relief Services food aid project.

6.04.31

State who witnesses the resurrection of Jesus and what they do in Mt. 28, 1-15.

Identify the characters in the resurrection story. State how the characters react to Jesus' appearance. State the role of the soldiers in terms of irony and conflict. Describe how Jesus responds to his disciples. Describe how Jesus shows forgiveness to his disciples. Compare the women's response in Matthew to their response described in Mark 16, 8. Describe how the conflict in Matthew's gospel continues even after the resurrection of Jesus and why this is the case.

Music. Learn the song "Song of the Body of Christ/Cancion del Cuerpo de Cristo." (David Haas, GIA Publications) Learn the song in English and Spanish.

6.04.32

Identify Matthew's understanding of the mission to the Gentiles in Mt. 28, 19-20.

Describe the mission to all peoples through teaching and baptizing. State Jesus' reassurance that he would be with his followers "to the end of the age." Describe what you think the early Christians understood about this phrase.

Social Studies. Identify the various ethnic groupings in your class. Research one cultural trait such as music, language, food, etc., and report your findings to the class.

6.04.33

Identify Matthew's understanding of baptism and the Holy Trinity in Mt. 28, 19.

State the reference to the ritual of baptism and the use of the Trinitarian names of God. Compare this verse with the author's description of Jesus' baptism in Mt. 3, 16-17.

Social Studies. Identify some national symbols and research their history and importance. Find pictures of the symbols and arrange them on poster board along with a prayer composed for our country.

6.04.34

Show understanding that the author of the Gospel of Matthew was writing for a growing Gentile Christian community.

State arguments for Matthew's gospel being written for a growing Gentile Christian community in a city where there was a strong Jewish population struggling to survive after the destruction of the temple. Find sayings of Jesus that supports this.

Biography. Research the life of St. Jerome. State when he lived and what he did. Identify what major contribution he made to the biblical studies.

6.04.35

Compare/Contrast Matthew's description of discipleship with the Gospel of Mark.

Identify the similarities and differences between Matthew's description of discipleship and Mark's. State assumptions accounting for these differences.

Science. Research the bat species and habitats. Compare bats of South America with those of North America. Make a chart listing likenesses and differences. Report your findings to the class.

6.04.36

State the importance of Matthew's use of the OT as a [prefiguring](#) device.

State meaning of prefiguring. State how Matthew uses the OT as a prefiguring device. Explain why this is important to Matthew's community.

Language Arts. State meaning of inference.

GRADE SIX

GOAL FIVE

LITURGY: Understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist the source and summit of Christian life.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.05.01 Show capacity to proclaim Sacred Scripture during class prayer services.	State meaning of proclaim in relationship to reading scripture. Provide clear delivery of the scripture passage standing erect, speaking articulately and periodically viewing the congregation. Show through delivery an understanding of the passages proclaimed.	Language Arts. Recite a favorite poem before the class using skills of pronunciation, modulation, appropriate posture, voice projection and eye contact with the audience. Practice reading the poem several times before the class. Recite poems to the Principal.
6.05.02 Identify the functions of ordained and non-ordained ministers at Mass.	State meaning of ordained/non-ordained. Identify roles of ordained and non-ordained ministers at Mass including priest, deacon, lector, commentator, minister of Communion, acolyte and congregation. Explain why there are differentiated roles.	Biography. Research the life of St. Ignatius of Loyola. State when/where he lived. Recount his conversion process from being a soldier to becoming a priest. Identify the community he founded and its purpose.
6.05.03 State how lay parishioners can minister to the sick and elderly through praying with them, proclaiming scripture and giving Holy Communion.	State meaning of lay. Articulate role of lay parishioners in ministry to the homebound sick and elderly. Explain why this role is important. Visit a nursing home and show sense of ease with sick and elderly.	Family Life. Take opportunities to visit sick and elderly neighbors as a family. Make a card, prepare a favorite food or bring flowers to show care for these individuals. Make friends with the elderly.
6.05.04 Show understanding that any person can baptize as long as there is an immediate critical need and he/she uses the Trinitarian formula and clean water for Baptism.	State that any person, Christian or non-Christian, may baptize someone who has not received the Sacrament of Baptism. Describe meaning of critical need and give examples. State the Trinitarian formula for baptizing. Explain why the one who baptizes must call the pastor in a Catholic parish to report the baptism. .	Health. Know and apply basic first aid measures. Develop a plan for an emergency: call an adult; call 911.

6.05.05

Identify the scripture readings for Sundays in the liturgical year and trace the life of Christ throughout the year.

6.05.06

Identify the seasons of the Church Year.

6.05.07

Articulate how the rites in the liturgical celebration of the sacraments of the Church originate in Jewish ritual.

State scripture readings from Old Testament and New Testament for Sundays of the liturgical year. Relate the liturgical seasons to the life of Christ.

State all the seasons of the Church Year and identify when they occur in the current year.

Identify how the liturgical rites originate in Jewish ritual. Compare the Mass with the Jewish Sabbath dinner.

Family Life. Keep a book that has the Sunday scripture readings and reflect on the readings in preparation for Sunday Mass.

Math. Compare Roman calendar with the Jewish calendar. Identify what accounts for the differences.

Language Arts. State importance of culture in literature. Take a novel and identify the cultural context of the story.

GRADE SIX

GOAL SIX

CHRISTIAN PRAYER AND SPIRITUALITY: Understand and express the different forms of prayer consciously recognizing the work of the Holy Spirit and the meaning of self-surrender to God.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.06.01 Show understanding in the Our Father about the meaning of being forgiven as we forgive others as taught in Matthew 6, 9-14.	Recount how the Our Father is taught in Matthew 6, 9-14. Articulate meaning of forgiveness in terms of the capacity to forgive others. Give an example of this understanding of forgiveness. Write a prayer for someone you need to forgive.	Family Life. Identify times in family life when it is difficult to forgive. State how feelings of rejection might be a source of making forgiveness difficult. Design a prayer card for each member of the family. Use the prayer when it is hard to forgive.
6.06.02 Conduct a meditation exercise based on scripture.	State meaning of meditation. Design a meditation exercise on a scripture passage from the Gospel of Matthew. In small groups, go through the exercise and share how the experience went. Describe the importance of meditation as a prayer form. Describe how scripture helps us to pray.	Biography. Research the life of St. Teresa of Avila. State when/where she lived. Recount stories about her life as a young person who loved to read and be with her companions. Identify what Teresa did to reform the Carmelite Order. Identify the Pope who made Teresa a Doctor of the Church.
6.06.03 State how we use the psalms to help us pray prayers of praise, thanksgiving, petition and sorrow.	Identify the basic types of prayers. Look for psalms in the Book of Psalms that exemplify the four types and identify verses that indicate the type of prayer.	Science. Design, propose, and compare solutions to the problem of environmental concerns about overpopulation. Categorize types of solutions.
6.06.04 Articulate a sense of stewardship founded on appreciation for the blessings of God in all aspects of life.	State meaning of stewardship as recognizing God's blessings in our lives. Identify blessings for which you are particularly grateful. Describe how a thankful attitude allows us to reach out and serve others. Write a reflection on the importance of thankfulness in my attitudes about life.	Music. Learn the song "Blest Are They." (David Haas & Michael Joncas, GIA Publications)
6.06.04 State how the Church's understanding of stewardship is based on prayer.	Describe relationship between stewardship and prayer. State why prayer is important in making decisions about how we live our lives.	Music. Learn the song "I Say 'Yes,' Lord/Digo 'Sí,' Señor." (Donna Pena & Marty Haugen, GIA Publications)

6.06.05

Articulate understanding that the Holy Spirit helps us to pray.

State how God's Holy Spirit helps us to stay connected to God in prayer. Recount examples of prayer experiences that gave me a realization of God's closeness to me. Explain why it is important to sense God's closeness.

Art. Research how the Third Person of the Blessed Trinity is depicted in art. Make a power point presentation of findings.

6.06.06

Show understanding that we are inspired by the Holy Spirit to use God's revelation in Sacred Scripture in our daily lives.

State how the Holy Spirit is active in our lives showing us how to use Sacred Scripture to help us. Take a teaching, parable, or healing narrative from the Gospel of Matthew and write a reflection on why this passage gives me hope and direction. Include chapter and verses in reflection.

Music. Learn the song "This Day God Gives Me." (St. Patrick adapted by James Quinn, SJ, Gaelic hymn, GIA Publications).

6.06.07

Identify a psalm that helps me to pray how I am feeling.

Find a psalm in the Book of Psalms that helps me to pray about how I feel about myself or my relationship with God. Write verses that I want to remember in the psalm.

Music. Learn the song "Psalm 104/Send Forth Your Spirit, O Lord." (Steven Warner, WLP)

GRADE SIX

GOAL SEVEN

CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church's origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.07.01 Show understanding that the Church has visible bonds of unity: one origin , one baptism, an unbroken line of apostolic succession beginning with Peter.	State meaning of origin. Identify some of the visible bonds of unity in the Church to include its origin in Christ, baptism and the apostles leading the early church with Peter as head. Locate in the Gospel of Matthew how these bonds of unity might be evident.	Social Studies. State the role of a governor in the states of the United States. State when in U.S. history the position of governor began. Support why government is important in society.
7.07.02 Show understanding that we are in communion with all the baptized persons on earth.	State how we are united with all Christians in the Sacrament of Baptism. Write a reflection on the gift of Baptism in my life.	Music. Learn the song "Who Calls You by Name." (David Hass, GIA Publications)
7.07.03 Identify the teaching role of the Church as the Magisterium office of the bishops in communion with the Pope.	State meaning and derivation of magisterium. Identify the bishops in union with the Pope have the authority to teach the truths of our faith and interpret scripture. Identify how this works in church life by showing students the <i>Catechism of the Catholic Church</i> . State that the Pope is Head of the Church and its the chief teacher.	Biography. Research the life of Bishop Oscar Romero. State when/where he lived. Describe some of the social problems of El Salvador. State why Bishop Romero spoke for the people. State why he died. Write a five-page biography about Bishop Romero. Rewrite.
7.07.04 State evangelization as the primary mission of the Church in which all Catholics have a role.	State meaning of evangelization and mission. State the essential purpose of the Church is to announce the Good News of the Gospel. Locate in the Gospel of Matthew where Jesus gives this mission to his disciples. List activities that sixth grade students can do to share the Good News with others.	Music. Learn the song "Song of the Body of Christ/Cancion del Cuerpo de Cristo." (David Haas, GIA Publications). Learn the refrain in Spanish and English.

7.07.05

Identify the Catholic Church as a global church.

Give examples of the Catholic Church being in every country around the world. Using copies of mission magazines such as *Extension Magazine* or *The Bell* (Maryknoll), research how the Catholic Church is present in places around the world. Identify one country and find the names of bishops in these countries.

Social Studies. In studying another country, identify the importance of religion in the society. Describe how religion and culture are connected. Make a chart of example showing the connection between religion and culture in the country. Report your findings to the class.

7.07.06

Identify the Church as the beginning and seed of the kingdom of God on earth.

State how the Church can be compared to a seed. Using the seed parables in the Gospel of Matthew identify how Jesus uses these parables in explaining how the kingdom of God is spread. Identify chapter and verse of the seed parables. Write a reflection describing how the seed of God's life grows in me.

Biography. Research the life of St. Ignatius of Antioch. State when/where he lived. Describe why Ignatius was considered to be an important person in the early church.

7.07.07

Show understanding that the Catholic Church has other Rites that are different cultural expressions of the same faith.

Identify another Catholic Rite (other than Roman) and give examples of cultural groups in the Rite. Prepare a power point presentation on one of these examples.

Social Studies. Research Indian boarding schools in the U.S. Describe their purpose. State why these schools were harmful to the Native American culture. Describe why it is important to support the cultural and religious heritage of people. Contact the Anawim Center in Chicago to learn about Native American customs.

GRADE SIX

GOAL EIGHT

PARISH LIFE: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors and organization.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.08.01 Show understanding that active involvement in the life of the Church is evident through different forms of participation in parish life.	Identify forms of participation in parish life including attendance at Sunday Mass, sacramental participation, community participation and service to others. List ways that the parish invites its young members to participate in the life of the parish.	Health. State why it is important to belong to larger organizations such as church, leagues, teams, scouts and clubs. Identify the relationship between personal health and belonging to other organizations. State organizations to which you belong. Make a list of all the organizations stated by class.
6.08.02 State how the parish evidences opportunities for parishioners to practice stewardship.	State meaning of stewardship in parish life. State how stewardship is based on a spiritual understanding of God's blessings are given to be shared. Name the three types of stewardship (time, talent, treasure) and how they are evidenced in the life of the parish. State how every Christian is called to live a life of stewardship out of gratitude for God's blessings. Write a reflection showing how I live a life of stewardship in my parish.	Social Studies. Identify the rights and obligations of citizenship. Describe how and why these rights and obligations are important to society. Explain how both rights and obligations sustain freedom.
6.08.03 Identify how the parish is a community of believers.	State what makes the parish a community based on the belief of the participants. Describe how people in the parish community express their beliefs. Explain why you value belonging to a community that publicly expresses its belief in God. Explain how the public nature of our belief is part of the evangelizing mission of the Church.	Biography. Research the lives of St. Vincent de Paul and St. Louise de Marillac. State when/where they lived. Identify how the friendship of these two people helped them to accomplish great things in their lives. Find locations in the U.S. where the Daughters of Charity have established hospitals and social service centers. State how the Daughters of Charity still continue the mission of their foundress Louise de Marillac.

6.08.04

State how the parish has a budget based on the income given by its parishioners and the services it provides.

Identify all the ministries of the parish. State which ministries need financial support from parish members. Find the weekly contribution report on the parish bulletin. State ways in which this money is used. Describe how and why financially contributing to parish life is a form of stewardship.

Language Arts. Conduct an interview of the parish business administrator. Design questions that help identify the role of a business administrator in a parish. Conduct the interview. Create a chart listing what you learned from the interview. State some questions that you did not ask about information you want to have.

GRADE SIX

GOAL NINE

VOCATION: Understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.09.01 State how Christian discipleship is the most important part of being Catholic.	State meaning of discipleship as we understand following Jesus today. Identify ways that we follow Jesus. Describe how people who know me would identify me as a Christian disciple by the way I live. Write a reflection on how I would want people to see that I am a follower of Jesus.	Family Life. State how the family helps its members to live faithfully the Christian life. State how parents encourage their children to practice Christian discipleship even when the kids do not always feel like going to Mass on Sunday.
6.09.02 Show understanding that a vocation is a call from God that each one receives based on God's plan for us.	State meaning and derivation of vocation. Describe how we might know that God calls each person in a different way. State that God helps us to discover our call through prayer and knowing our personal gifts. State how God communicates with us.	Language Arts. State meaning of monologue and dialogue. Describe how monologue is used in drama. Describe how dialogue is used in conversation. State the importance of dialogue in conversation. Create a situation for practicing monologue and dialogue in conversation.
6.09.03 Identify types of vocations in the Church.	State that there are many kinds of vocations in the life of the Church. Identify the types: single life, marriage, priesthood and religious life. State meaning of each of these vocations. Identify people in the parish who exhibit these vocations. State how parish life is enriched by each of these special calls from God.	Biography. Research the life of Pierre Toussaint. State when/where he lived. Explain how his status as slave was changed. Describe what happened when Pierre was granted his freedom.
6.09.03 Explain how the vocation of single life is special to the life of the Church.	State what single life means. Name some people in the parish who are single. Identify how these people might do service in the parish in a special way. State some virtues that help these people to live life singly for God.	Language Arts. Create interview questions for someone who has lived a single life. Contact someone in the school, parish or community who lives this way. After the interview, list findings and identify strengths and challenges of living singly.

6.09.04

Describe how [marriage](#) is important to the life of the Church.

State meaning of marriage in the Church. Identify sacramental marriage as a vocation in the Church. Describe how marriage is important to the life of the Church. State some virtues that help people live their lives for God in married and family life.

Language Arts. Create interview questions for a Catholic couple married for at least 25 years. Contact a married couple in the parish for the interview. After the interview, list findings and identify strengths and challenges of living the married life.

6.09.05

Identify [priesthood](#) as a special gift to the Church to which God calls men as a way of service.

State meaning of priesthood in the Church. Describe why priesthood is a special gift to the Church and a way of service. Identify the role of the priest in parish life.

Social Studies. Research the role of Catholic priests during the union organizing of the early 1900's in Chicago. Describe the work of the priests with people who suffered from poor working conditions. State why this role was important at that time.

6.09.06

State that a man receives the [Sacrament of Holy Orders](#) from the bishop who calls him to a life of service to the Church.

State meaning of the Sacrament of Holy Orders. State that the bishop administers the sacrament in a ceremony called ordination. Identify the essential element of ordination as laying on of hands by the bishop.

Language Arts. Create interview questions for a priest. Contact a priest in the parish for the interview. After the interview, list findings and identify strengths and challenges of living the life of a priest.

6.09.07

Identify the promise of [obedience](#) to the bishop and the [vow](#) of [celibacy](#) as special to the life of priesthood in the Catholic Church.

State meaning of obedience, vow and celibacy. Describe how these are special to the life of a priest in the Catholic Church. State why prayer would be important in the life of a priest.

Social Studies. State meaning of lifestyle. List different lifestyles in society. Describe why difference is important to a society. Create an imaginary society in which everyone lives the same way. Describe what might happen to the society.

6.9.08

Identify two types of priests: [diocesan priest](#) and [religious priest](#).

State meaning of diocesan priest and religious priest. State that a diocesan priest is one ordained by a bishop for service in a diocese. State that a religious priest is ordained as part of a religious community. Identify which type of priest serves in your parish.

Science. Explain that all living things are composed of cells. Using five different kinds of plants, prepare slides to observe cell structure of each plant under a microscope. Diagram the cells observed for each plant identifying cell wall, nucleus, chloroplasts. Compare/contrast shape, size, & color.

6.09.09

Describe how a man becomes a priest through special kind of education in a [seminary](#).

State meaning of seminary. Locate seminaries in the Archdiocese of Chicago. Go online to learn about a seminary education.

Technology. Learn how to use a Web site to retrieve information about service institutions.

6.09.10

Describe the [deacon](#) as a special vocation of service for both married and unmarried men.

State meaning and ministry of a deacon. State that the bishop ordains the deacon for work in the diocese. Compare/contrast the role of a deacon with the role of a priest.

Language Arts. Create interview questions for a permanent deacon in the parish. Conduct the interview. After the interview, list the findings and identify the strengths and challenges of living the life of a permanent deacon.

6.09.11

Describe the vocation to [religious life](#).

State the meaning of religious life. Describe two types of religious life: contemplative and apostolic. Describe meaning of consecration in relationship to religious life. Identify poverty, chastity and obedience as special promises or vows that many religious take.

Language Arts. Create interview questions for a person in religious life. Contact a religious sister, brother or priest to interview. After the interview, list the findings and identify the strengths and challenges of living the life of a religious. Biography. Research the life of St. Benedict of Nursia. State where/when he lived. Describe Benedict's call to religious life and what he did. Describe the meaning of *ora et labora* for his community. Go online and find information about the Benedictine communities in the area. Describe what they do.

6.09.12

Show understanding that God calls us to love and serve others in whatever vocation we live.

Identify love and service as essential to living the Christian life no matter the form. Describe how living unselfishly is the true way to happiness. Compose a prayer to the Holy Spirit to help in discovering my special vocation.

Social Studies. Identify several forms of public service. Describe why people in these services feel like they are called to do this work.

GRADE SIX

GOAL TEN

ECUMENISM AND DIALOGUE: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Christian churches, Jews, Muslims and all faith traditions.

LEARNING OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.10.01 Identify Jewish holy days in the calendar and how they are celebrated.	State the Jewish holy days in their liturgical year. Identify holy days of which you are most familiar. State how the Jewish holy days are connected to the Exodus, the Promised Land and the Torah.	Social Studies. State difference between patriotic holidays and holy days. Explain why people like to celebrate these events. Research one patriotic holiday: what it celebrates and when it began.
6.10.02 State the <i>Torah</i> as the Sacred Scripture of Judaism that includes the first five books of the Christian Bible.	State meaning of <i>Torah</i> . Name the first five books of the OT that are in the <i>Torah</i> . Explain Christians and Muslims respect these scriptures.	Language Arts. Identify the language that the Torah is written. State who a scribe is. Find a copy of the Hebrew alphabet. With a calligraphy marker copy the alphabet.
6.10.03 State <i>Rosh Hashanah</i> , the Ten Days of Awe, and <i>Yom Kippur</i> as the high holy days of Judaism.	Name the high holy days of Judaism and when they are celebrated. State what the Jews do on the holy day of <i>Yom Kippur</i> , the Day of Atonement. State the use of the <i>shofar</i> in the celebration of these days.	Technology. Go online and locate information about the Jewish New Year. State what you learned.
6.10.04 Identify the season of <i>Hanukkah</i> and the use of the <i>menorah</i> .	Describe the celebration of <i>Hanukkah</i> and the use of the <i>menorah</i> . During the season of <i>Hanukkah</i> play the game of <i>dreydel</i> as a way of uniting with the Jews in their celebration of God's love for them.	Music. Find some Jewish songs that are used during their holy days. Describe how the songs are used in the rituals.
6.10.05 Identify the celebration of <i>Pesach</i> as the celebration of liberation in which the Jews retell the story of God's deliverance of them from slavery.	State meaning of <i>Pesach</i> as the Passover. Describe when, where and how the Jews celebrate this holy day. Identify the <i>Seder</i> as the meal celebrating the night that the angel of death passed over the homes of the slaves and saved them from death. Name the foods of the <i>Seder</i> and their meaning.	Social Studies. Research the life of a famous Jew. Make a list of those to be researched. In small groups take one person and decide how the group will do the research. After data is gathered create a power point presentation of the person's life and include photos if possible. Present to the class.

6.10.06

Identify the *Qur'an* as the sacred scripture of the Muslim faith written in Arabic.

State that the *Qur'an* is the sacred scripture of the Muslim faith. Identify Arabic as the language of the *Qur'an*.

Language Arts. Locate pictures of the Arabic language and a copy of the Arabic alphabet. Using a calligraphy marker write the Arabic alphabet. State similarities with the Hebrew alphabet.

6.10.07

State that the word *qur'an* means "recitation."

Identify the meaning of *qur'an* as recitation. State the significance of this to the origin of the *Qur'an* to its revelation to the Prophet Muhammad as announced to him by the archangel Gabriel.

Biography. Research the life of the Prophet Muhammad. State where/when he lived. Identify some facts about his family life. State how he received God's revelation through the archangel Gabriel. Write a five-page biography of Muhammad's life. Rewrite.

6.10.08

Describe the *mosque* as a center of gathering for prayer, religious instruction and community celebration.

Identify the *mosque* as the place of gathering for prayer, learning the Qur'an and celebration of holy days.

Technology. Research on line the origin of the mosque. Find pictures of mosques and identify where they are located. Identify the major characteristics of the buildings.

6.10.09

Identify Judaism, Christianity and Islam as monotheistic religions.

State meaning of monotheism. Describe why these faiths are monotheistic.

Art. Locate the religious art of Jews, Muslims and Christians. Discuss how they are alike and how they are different.

