

The Institute for Catechesis and Formation

CAT 2 – Classroom Applications for Catechists *Appendix 1*



Religion Curriculum Guidelines

GRADE 1

Priority Topics: God the Creator; Grace; Eternal Life

Standards: CREED, SACRAMENTS, MORALITY and PRAYER

Subtopics: Revelation, Trinity, God the Father; Jesus, the Son of God who became man; Holy Spirit; The Church; The Communion of Saints; Grace, Sin and Forgiveness; Life Everlasting

GRADE 2

Priority Topics: Jesus; Reconciliation; Eucharist

Standards: CREED, SACRAMENTS, MORALITY and PRAYER

Subtopics: Revelation, Trinity, God the Father; Jesus, the Son of God who became man; Holy Spirit; The Church; The Communion of Saints; Grace, Sin and Forgiveness; Life Everlasting

GRADE 3

Priority Topics: Church; Creed; Trinity; Sacraments (basic Knowledge)

Standards: CREED, SACRAMENTS, MORALITY and PRAYER

Subtopics: Revelation, Trinity, God the Father; Jesus, the Son of God who became man; Holy Spirit; The Church; The Communion of Saints; Grace, Sin and Forgiveness; Life Everlasting

GRADE 4

Priority topics: The Holy Spirit; Basic Morality: Commandments, Beatitudes, The Greatest Commandment, The Spiritual and Corporal Works of Mercy

Standards: CREED, SACRAMENTS, MORALITY and PRAYER

Subtopics: Revelation, Trinity, God the Father; Jesus, the Son of God who became man; Holy Spirit; The Church; The Communion of Saints; Grace, Sin and Forgiveness; Life Everlasting

GRADE 5

Priority Topics: Sacraments and Liturgy

Standards: CREED, SACRAMENTS, MORALITY and PRAYER

Subtopics: Revelation, Trinity, God the Father; Jesus, the Son of God who became man; Holy Spirit; The Church; The Communion of Saints; Grace, Sin and Forgiveness; Life Everlasting

GRADE 6

Priority Topics: Old Testament

Standards: CREED, SACRAMENTS, MORALITY and PRAYER

Subtopics: Revelation, Trinity, God the Father; Jesus, the Son of God who became man; Holy Spirit; The Church; The Communion of Saints; Grace, Sin and Forgiveness; Life Everlasting

GRADE 7

Priority Topics: New Testament

Standards: CREED, SACRAMENTS, MORALITY and PRAYER

Subtopics: Revelation, Trinity, God the Father; Jesus, the Son of God who became man; Holy Spirit; The Church; The Communion of Saints; Grace, Sin and Forgiveness; Life Everlasting

GRADE 8

Priority Topics: The Church: It's Life and History

Standards: CREED, SACRAMENTS, MORALITY and PRAYER

Subtopics: Revelation, Trinity, God the Father; Jesus, the Son of God who became man; Holy Spirit; The Church; The Communion of Saints; Grace, Sin and Forgiveness; Life Everlasting

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Appendix II

The Faith Journey of Children By grade level



Kindergarten, First and Second grade

- Independent, can do most things by themselves
- Sense of wonder, good imagination
- Love to create, build and learn new things
- Learning to complete tasks and developing a sense of competence
- Beginning to read, think concretely
- Spontaneous, confident, sense of humor
- Beginning to understand the affect their actions have on others
- Enjoy telling stories over and over
- Prayer comes naturally

Third and Fourth grade

- Grow in ability to think logically; begin to understand feelings/point of view of others
- Enthusiasm for life
- Hold firmly to their likes/dislikes
- Excellent self-concept; growing sense of competence and independence
- Enjoy volunteering
- Enjoy the lives of the Saints
- Loyalty to friends may be more important than judging or reporting the friend's wrong doing

Fifth and Sixth grade

- Conversation with adults and peers is intelligent, logical and enjoyable
- Enjoy collecting things
- Express opinions on topics they know, or don't know
- Sports figures often role models; very influenced by parents' and respected adults' attitudes and values
- Have a best friend
- Conscience is developing and needs to be guided
- Growing in Catholic identity
- Enjoy serving as lectors, choir members, etc.
- Many have memorized essential prayers and recite daily

Seventh and Eighth grade

- In or about to enter puberty
- Moving from the stage of concrete thinking toward more abstract thought processes
- Highly influenced by peers; retain respect for parents and authority figures
- Want to be accepted as the unique persons they are becoming
- Push for freedom but need structure
- Question and challenge beliefs

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Appendix III Prayers to learn For each grade level



GRADE 1

- Sign of the Cross
- Our Father
- Hail Mary
- Doxology
- Grade Before Meals
- Grace After Meals
- Angel of God Prayer

GRADE 2

Review of Prayers from previous level

- Act of Contrition
- Mass Responses
- Morning Offering
- Rosary
- Way of the Cross

GRADE 3

Review of Prayers from previous level

- Apostles' Creed
- Aspirations (e.g. My Lord and my God; Jesus have mercy on us)
- Divine Praises

GRADE 4

Review of Prayers from previous level

- Act of Faith
- Angelus
- Fatima Prayer: “O my Jesus, forgive us our sins,…”
- Prayer to the Holy Spirit
- Hail Holy queen
- Rosary—Joyful Mysteries*

GRADE 5

Review of Prayers from previous level

- Act of Love
- Gloria
- Rosary – Sorrowful Mysteries*

GRADE 6

Review of Prayers from previous level

- Act of Hope
- Memorare
- Rosary – Glorious Mysteries*

GRADE 7

Review of Prayers from previous level

- Prayer to the Holy Spirit
- Rosary – Luminous Mysteries*

GRADE 8

Review of Prayers from previous level

- Nicene Creed

CAT 2 – Classroom Applications for Catechists

Appendix IV

Standard: Prayer



Standard: Prayer

Grade One

Cognitive

Children will:

- Define **prayer** as listening to God, thinking about God, and talking to God. (2598, 2616, 2743-44) (Jn. 17:9-26)
- Know that the **Our Father** is the prayer that Jesus taught us to pray. (2759, 2765-66, 2770, 2771) (Mt. 6:9-13; Lk. 11:2-4)
- Know that the **Mass** is a prayer of thanks that the Church prays each day and especially on Sunday. (1341-1344)
- Recognize that praise and thanks are forms of prayer. (2644) (Ps. 5, 6)

Affective

Children will:

- Realize that the Our Father reminds us that we are God's children and we need to pray for others. (2634-36)
- Grow in devotion to Mary, the Mother of God and our mother. (971, 2682, 1172)
- Appreciate the Mass as Christians gathering as a community to visit with God, Father, Son and Holy spirit, and celebrate Eucharist in God's house. (1348) (Mt. 26:26-28; Mk. 14:22-24; Lk. 22:14-20)
- Appreciate the value of intercessory prayer and become comfortable in vocalizing their prayers.
- Grow in appreciation for prayer as an essential way of developing a relationship with God.

Behavioral

Children will:

- Recite from memory the prayers for this grade level.
- Honor Mary during her months of May and October by praying the rosary (usually a decade at a time). (971, 2678)
- Recognize that we pray with our hearts, minds, and bodies, being mindful of our actions whenever we pray. (e.g. reverent genuflections, quiet, still posture) (2708) (Ps. 18: 1-4, 25)
- Experience a variety of prayer forms, including but not limited to: silence, listening, song, gestures, spontaneous petitions, prayers of thanksgiving. (2700, 2704, 2709-19, 2721-24) (Ps. 10, 12, 28, 31, 34)
- Pray for their needs and the needs of others.

Standard: Prayer

Grade Two

Cognitive

Children will:

- Differentiate personal prayer from liturgical prayer. (1073, 2664, 2668)
- Know that the main parts of the Mass are the Liturgy of the Word and the Liturgy of the Eucharist. (1346)
- Recognize that asking forgiveness is a form of prayer. (2644)

Affective

Children will:

- Understand that we participate in Sunday Mass to hear God's Word, to offer ourselves with Jesus to the Father, and to be one with Him in Holy Communion. (1349-50, 1355, 1408)
- Recognize the need to ask for God's forgiveness in prayer.
- Appreciate the value of intercessory prayer and become comfortable in vocalizing their prayers.
- Grow in appreciation for prayer as an essential way of developing our relationship with God.

Behavioral

Children will:

- Recite from memory the prayers for this grade level.
- Participate in the celebration of Eucharist by listening and responding in word and song.
- Recite from memory the **Act of Contrition**.
- Write original prayers of contrition.
- Know and participate in the rite of Penance.
- Experience a variety of prayer forms, including but not limited to: silence, listening, song, gestures, spontaneous petitions, prayers of thanksgiving. (2700, 2704, 2709-19, 2721-24) (Ps. 10, 12, 28, 31, 34)
- Pray the rosary (usually a decade at a time).
- Pray for their needs and the needs of others.

Standard: Prayer

Grade Three

Cognitive

Children will:

- Know the two forms of liturgical prayer—the Eucharist and the Liturgy of the Hours. (1073, 1174, 1340)
- Know that **aspirations** are short spontaneous prayers to God.
- Know the forms of prayer including: **blessing, adoration, petition (intercession), contrition, thanksgiving** and **praise**. (2644)
- Know that the **Apostles' Creed** tells us what the Church believes. (186)
- Know that the Holy Spirit helps us to pray. (Romans 8:26)

Affective

Children will:

- Associate praying with establishing a living relationship with the Blessed Trinity.
- Value time spent in prayer.
- Appreciate the power of intercessory prayer and become comfortable in vocalizing their prayers.
- Grow in appreciation for prayer as an essential way of developing our relationship with God.
- Appreciate God's love expressed in listening to our prayers and pray to God for their needs.

Behavioral

Children will:

- Recite from memory the prayers for this grade level.
- Participate in some form of the Liturgy of the Hours.
- Write personal prayers incorporating the various forms of prayer.
- Identify the forms of prayer present in the Mass.

Con't.....

Grade Three—Prayer (Con't)

- Pray some common aspirations:
 - My Lord and my God (at the consecration)
 - My Jesus mercy (at the consecration)
 - Jesus, Mary, Joseph, pray for us
- Experience a variety of prayer forms, including but not limited to: silence, listening, song, gestures, spontaneous petitions, prayers of thanksgiving, ritual prayer. (2700, 2704, 2709-19, 2721-24) (Ps. 10, 12, 28, 31, 34)
- Become familiar with the Divine Praises.
- Pray the Way of the Cross during Lent.
- Pray the rosary. (usually a decade at a time)
- Pray for their needs and the needs of others.

Standard: Prayer

Grade Four

Cognitive

Children will:

- Demonstrate knowledge of the 10 Commandments as a basis for examination of conscience. (2064, 2057, 1962, 1548-49)
- Recognize that we pray orally or sing at Mass to praise God. (1359, 1361)
- Become familiar with the saints' lives which are examples of the living tradition of prayer. (2683)
- Know the Act of Faith (1816, 2662)
- Know the Joyful Mysteries of the Rosary. (1674)
- Recognize that they can pray to the Holy Spirit to guide their consciences.

Affective

Children will:

- Thank God when they succeed and ask for forgiveness when they fail.
- Appreciate and desire the Holy Spirit's presence in their lives.
- Experience and grow in appreciation for some of the prayers associated with Mary.
 - The Rosary
 - The Angelus
 - The Magnificat
- Appreciate the power of intercessory prayer and become comfortable with vocalizing their prayers.
- Grow in appreciation for prayer as an essential way of developing our relationship with God.

Behavioral

Children will:

- Recite from memory the prayers for this level.

Con't....

Grade Four—Prayer (Con't)

- Pray to the Holy Spirit to guide their consciences. (687, 2670-72, 2744)
- Reflect each evening on how they have lived as Christians that day, i.e. practice a daily examination of conscience. (2064, 2057, 1962, 1548-49)
- Pray the Stations of the Cross
- Pray the Rosary
- Experience a variety of prayer forms, including but not limited to: silence, listening, song, gestures, spontaneous petitions, prayers of thanksgiving, ritual prayer. (2700, 2704, 2709-19, 2721-24) (Ps. 10, 12, 28, 31, 34)
- Meditate on the Joyful Mysteries of the Rosary. (1674)
- Pray for their needs and the needs of others.

Standard: Prayer

Grade Five

Cognitive

Children will:

- Know that the rites of the sacraments are important as communal prayer. (1140)
- Differentiate between **vocal** and **mental** prayer. (2700-19)
- Know that in the Gloria we praise God for simply being God. (333, 523, 2339)
- Know the sorrowful Mysteries of the Rosary. (1674)

Affective

Children will:

- Recognize that God speaks to us through visible creation. (e.g., light and darkness, wind and fire, water and earth, the tree and its fruit speak of God and symbolize both His greatness and His nearness) (1147, 2569)
- Appreciate the presence of the Holy Spirit in the reception of the sacraments.
- Appreciate the goodness of God's love as expressed in the Eucharist.
- Appreciate the power of **intercessory** prayer and become comfortable with vocalizing their prayers.
- Grow in appreciation for prayer as an essential way of developing a relationship with God.
- Develop an appreciation for Catholic rituals, especially the Sacraments.

Behavioral

Children will:

- Participate fully in the Eucharistic Liturgy.
- Pray to the Holy Spirit for guidance. (687, 2670-72, 2744)
- Pray for the world and others.
- Participate in the Liturgy of the Hours. (1175)
- Experience a variety of prayer forms, including but not limited to: silence, listening, song, gestures, spontaneous petitions, prayers of thanksgiving, ritual prayer. (2700, 2704, 2709-19, 2721-24) Ps. 10, 12, 28, 31, 34)
- Pray the rosary
- Write prayers of petition for a liturgical celebration
- Pray for their needs and the needs of others.
- Pray the Way of the Cross during Lent.

Standard: Prayer

Grade Six

Cognitive

Children will:

- Recognize Scripture as God’s word. (105-106)
- Acquire familiarity with the Psalms as Scriptural prayers of praise, contrition, intercession and thanksgiving. (2525)
- Recognize the Canticle of Zechariah in the Liturgy of the Hours as a prayer that recalls God’s promises to the chosen people. (1174, 523) (Lk. 1:67-79)
- Develop understanding of the Magnificat as Mary’s Song that praises the great works of God in Mary’s life and recognize its origins in the prayer of Hannah. (2619) (1 Samuel 2:1-10; Lk. 1:46-55)
- Know the Glorious Mysteries of the Rosary. (1674)

Affective

Children will:

- Grow in appreciation and desire for prayer as an essential way of developing a relationship with God.
- Be grateful for God’s love expressed in His listening to our prayers.
- Appreciate the power of intercessory prayer and become comfortable with vocalizing their prayers.
- Develop reverence for the Bible as the inspired Word of God.
- Deepen their respect for places of worship.
- Appreciate Sacred Scripture as God’s guide for living and as a source of prayer.

Con’t....

Grade 6—Prayer (Con't)

Behavioral

Children will:

- Pray for their needs and the needs of others.
- Actively participate in liturgies, communal prayers or class prayer services.
- Experience prayer based on Sacred Scripture, including meditating on Sacred Scripture, especially using weekly Sunday readings.
- Evidence reverence for the Bible as the inspired Word of God by treating them with extra care, protecting them and keeping them clean. (e.g. on/in desks or bookcases, not on the floor, etc.)
- Exhibit a reverent and prayerful attitude in places of worship. (1186, 1199)
- Pray the Canticle of Zechariah and the Magnificat.
- Pray an Act of Hope from Memory.
- Experience a variety of prayer forms: silence, listening, song, gestures, spontaneous, petitions, prayers of thanksgiving, etc.
- Pray the rosary
- Pray the Psalms individually and communally.

Standard: Prayer

Grade Seven

Cognitive

Children will:

- Strengthen and expand their understanding of prayer as raising one’s heart and mind to God.
- Know that prayer can be public or private, individual or communal (liturgical), vocal or silent. (2559-61, 2626-43, 2705, 2708)
- Know **adoration** as respectful silence in the presence of God. (2627)
- Know **contrition** as sorrow of the soul for sins committed; the first act of the penitent. (1451)
- Understand **thanksgiving** as an offering of thanks for every event and need. (2637-38)
- Understand **supplication** as a prayer of petition or intercession whereby we ask, beseech, plead, invoke, entreat, cry out, even “struggle” in prayer. (2629-36)
- Know the Luminous Mysteries. (1674)
- Recognize that prayer was an essential aspect of Jesus’ life.
- Recognize that the Our Father is the perfect prayer that Jesus gave us. (2763)

Cognitive

Children will:

- Grow in appreciation and desire for prayer as an essential way of developing a relationship with God.
- Be grateful for God’s love expressed in His listening to our prayers.
- Appreciate the power of intercessory prayer and become comfortable with vocalizing their prayers.
- Recognize that Liturgical Prayer is the official public prayer of the Church and the two main kinds are Eucharistic Sacrifice (Mass) and Liturgy of the Hours. (1073, 1174-78, 2655)
- Recognize that meditation is a form of prayer in which one reflects on the mysteries of Christ and strives to make these mysteries a part of one’s life. Meditation engages thought, imagination, emotion and desire. (2705-08)
- Desire to develop a prayer life in imitation of Jesus.

Con’t....

Grade Seven—Prayer (Con't)

Behavioral

Children will:

- Pray for their needs and the needs of others.
- Experience prayer based on Sacred Scripture including reading Scripture and meditating on God's word and reflecting on Scripture and keeping reflections in a prayer journal.
- Prepare a Eucharistic Liturgy as a class, choosing a theme and hymns, and writing intercessory prayers in connection with the readings for the day.
- Experience a variety of prayer forms: silence, listening, song, gestures, spontaneous petitions, prayers of thanksgiving, etc.
- Pray the rosary.
- Explore Scripture passages in which Jesus is at prayer. (2600-05)

Standard: Prayer

Grade Eight

Cognitive

Children will:

- Know that God loves each of us individually and invites each of us into the most important relationship of all: a relationship with Himself. (356, 301, 27, 44-45, 54)
- Know that prayer is an expression of our awareness of, and response to, God's presence, love, goodness and saving power. (2697)
- Know that in ***spontaneous prayer*** we speak from the heart without planning or preparation. (2743)
- Understand that ***devotional prayer***, such as: adoration of the Blessed Sacrament, the Stations of the Cross, the rosary, novenas, pilgrimages and veneration of relics, helps to personalize the mysteries of faith. (1178, 1674-75, 2678)
- Know that genuine prayer is characterized by attention, confidence, perseverance and devotion. (2609-12, 2650, 2742)
- Recall and deepen their understanding that prayer in all its forms is the foundational element of building a relationship with God. (2745)

Affective

Children will:

- Grow in appreciation and desire for prayer as an essential way of developing a relationship with God.
- Be grateful for God's love expressed in His listening to our prayers.
- Appreciate the power of intercessory prayer and become comfortable with vocalizing their prayers.
- Appreciate hymns as prayers of praise.
- Desire to strengthen their relationship with God through a more active prayer life.
- Recognize the need for prayer to the Holy Spirit in making good moral decisions.

Con't...

Grade Eight—Prayer (Con't)

Behavioral

Children will:

- Pray for their needs and the needs of others.
- Pray for the unity of the Church.
- Pray for missionaries and those who spread the Gospel message.
- Experience prayer based on Sacred Scripture, especially by reflecting on the writings of St. Paul.
- Participate in devotional prayer.
- Research the lives of saints for whom prayer was very important such as:
 - Francis of Assisi
 - Therese of Lisieux
 - Blessed Teresa of Calcutta
 - Pope John Paul II
 - Walter Ciszek and others.
- Experience a variety of prayer forms: silence, listening, song, gestures, spontaneous petitions, prayers of thanksgiving and others.
- Pray the rosary.
- Explain how various forms of prayer nurture one's relationship with God.

Appendix V

Lesson Plan Sample

Grade:	6
Text Title:	Blest Are We
Unit Theme:	God Saves Us
Chapter Theme:	Slavery and Deliverance
Pages (Student):	53-60
Pages (Teacher):	52-60

Lesson Aim: To teach the story from Exodus on the deliverance of the Israelites

Expected Student Behavior:

- Learn about the role of Moses in rescuing the Israelites
- Understand why the Exodus was so important to the Israelites
- Realize that Jesus' death and resurrection freed us

Procedure

Human Experience: 15 minutes

On small index cards write the words prejudice, poverty, materialism. Have children work with a buddy and tell one experience they've ever had themselves or observed in others in the three situations listed above. Allow discussion for five minutes and let students share with the group. Read p. 55 together from the book and do the activity at the bottom of the page. Discuss together.

Message: 15 minutes

Tell the story depicted on pp. 56 and 57 of the textbook in your own words. Make it dynamic and exciting. Be sure to stress the three faith words Yahweh, Exodus, and Promised Land as you tell the story, placing the words on the chalkboard, or making flash cards while you tell the story. If time permits, have the children read the story from these pages quietly, or with a buddy.

Other Suggestions:

- Use a video clip to relay the story
- Have children read the story and act it out

Discovery: 20 minutes

Going back to the flash cards of the Experience section, ask how these experiences fit into the story of Exodus. Who can come and free us and bring us back into the light when we've been rejected, etc.? Use the We Believe section to impart the great message of Baptism/Resurrection and new life. Who delivers us?

Use these words in a sentence, or place them in the situation expressed in the Experience section:

- Yahweh
- Exodus
- Promised Land

Response: 15 minutes

The African-American community experienced slavery. Compare this to the Israelites. Use the Response from p. 58. Optional activity: have the children write their own stanza of a spiritual. Suggest they write from the point of view of a person or group enslaved by a contemporary situation.