

GOAL ONE: GRADE SIX

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 |
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| <p>6.01.01 Show understanding of the actions of a Trinitarian God as revealed in Scripture and Tradition and stated in the Creed.</p> | <p>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 each person of the Trinity as related to the other, connected to the other and inseparable from the others. Articulate understanding that this is a mystery that cannot be fully understood and can only be accepted through the gift of faith.</p> | <p>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.</p> |
| <p>6.01.02 Describe God as the creator of the universe and as the creator of humanity.</p> | <p>State that there are two accounts of creation in the Book of Genesis. Distinguish the creation accounts in Genesis as mythic accounts telling us that creation is good, intended by God and loved by God. State how myths and legends communicate what is true.</p> | <p>Science. Define evolution. Identify supports for the theory of evolution in several species of animals. Literature. Read a number of creation accounts. Compare/contrast the stories. Describe the relationship between human beings and the god/s. Discuss the need for such stories in the society.</p> |
| <p>6.01.03 Describe the Fall and the sinfulness of humanity as Original Sin a reality of human existence.</p> | <p>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.</p> | <p>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.</p> |
| <p>6.01.04 State how God shows deep love and care for humankind regardless of our sinfulness.</p> | <p>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.</p> | <p>Family Life. Identify situations in family life that are difficult. Have the student identify how these situations are/are not in his/her control. Create solutions for some of these difficult situations. Identify ways the student can get help when he/she cannot resolve a difficult family situation.</p> |

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| <p>6.01.05 Show understanding that God gives human beings free will to love and serve him out of free choice.</p> | <p>Define free will. List examples of freedom of choice and 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.</p> | <p>Biography. Research the life of Fr. Augustus Tolton. Describe how Fr. Tolton made choices about his calling in life despite circumstances of racism and bigotry. State what it means to never give up a dream.</p> |
| <p>6.01.06 Describe how in God’s providence all people are destined for union with him.</p> | <p>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 my life.</p> | <p>Science. Identify the spheres surrounding the earth. Draw a diagram of the spheres. Describe the makeup of each sphere and what they do for the earth. State how the earth’s spheres protect life.</p> |
| <p>6.01.07 Show understanding that God communicates with people revealing his plan for us.</p> | <p>State meaning of revelation. Give examples of how God is revealed in creation, natural law, call of a people, as well as call to specific individuals. Write a description about how one of the OT characters heard God’s voice and responded. Locate the source in scripture (book, chapter, verses).</p> | <p>Science. Take prints of right forefinger of class members. Compare the prints. Sort prints in terms of similarities/differences. Describe how fingerprints are unique to each individual.</p> |
| <p>6.01.08 Show belief that we will be raised after death into eternal union with God or separation from him.</p> | <p>Explain my understanding of being raised from death. Describe what I anticipate when I think about eternal union with God. Articulate understanding that the Church believes that we will be raised after death into eternal union with God. State what the Church believes about heaven. State what the Church believes about hell. Describe how and why someone would choose eternal life with God or eternal separation from God.</p> | <p>Social Studies. Research how Native Americans view life after death. Invite a Native American to speak to the class about their spirituality. Compare/Contrast to Christian belief.</p> |
| <p>6.01.09 Show awareness that at the end of time, Christ will return and we will be accountable for our participation in building the Kingdom of God.</p> | <p>Describe the kingdom of God. State how I see myself as part of building the kingdom of God. Read the Beatitudes in Mt. 5: 3-10. Describe how I am living the Beatitudes giving specific examples.</p> | <p>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. Describe how he lived out the Beatitudes.</p> |

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| <p>6.01.10 Describe Mary is the Mother of Jesus and the Mother of God because Jesus is both true God and true man.</p> | <p>Describe Mary as the Mother of God. Describe Jesus as true God and true man. Find passages in Matthew and Luke that help me understand this title of Mary. Compose a prayer to Mary the Mother of God.</p> | <p>Family Life. Find images of Mary kept in the home. Ask parent/s or guardian why religious images are important to them. Report findings to the class. Music. Learn traditional <i>Ave Maria</i> hymn in Latin and in Spanish.</p> |
| <p>6.01.11 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>Social Studies. Use the Internet or library resources to research how early civilizations used religion as a basis for recognizing human rights. Discuss the relationship between human rights and dignity of the human person.</p> |
| <p>6.01.12 Show belief that Mary was a virgin before and after the birth of Jesus Christ.</p> | <p>State meaning of virgin. Distinguish the difference between the Immaculate Conception of Mary and the virgin birth of Jesus. Using the stories from Luke and Matthew, describe the virginal conception of Jesus and why this caused difficulty and astonishment. State that Mary retained her virginity after the birth of Jesus.</p> | <p>Music. Learn “<i>O Santissima</i>” in Spanish or Latin in one or two part harmony, or another Marian hymn in a foreign language. Biography. Research the life of an early Christian saint who is honored in the Church as a virgin.</p> |

GOAL TWO: GRADE SIX

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 |
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| <p>6.02.01 State understanding of sacraments as efficacious signs of God’s grace.</p> | <p>Define efficacious and grace. Describe the sacraments as active signs of God’s power at work. 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.</p> | <p>Biography. Research the life of Edith Stein, Sr. Teresa Benedicta, D.C. 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 how and why she died. Have the student share one aspect of Teresa’s life that inspires him/her.</p> |
| <p>6.02.02 Understand the seven sacraments as instituted by Christ.</p> | <p>Define institute. Describe the sacraments as established by Christ. Describe how the sacraments are embedded in the ministry of Jesus.</p> | <p>Family Life. Have the students interview a family member about what it means to be an active Catholic. Share how the sacraments help to live family life in a more meaningful way. Parish Life. Interview someone who is in RCIA. Find out why he/she is becoming Catholic.</p> |
| <p>6.02.03 Describe how the seven sacraments are entrusted to the Church.</p> | <p>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 the Anointing of the Sick prepares us for fullness of life in Christ.</p> | <p>Health. Describe how healthy habits assist in living a full life. State health habits that are easy to practice. State health habits that are a challenge. Identify several ways that will help a person develop a challenging habit. Music. Learn the song “All Are Welcome,” or another appropriate song of welcome.</p> |
| <p>6.02.04 Describe the action of the Holy Spirit in the sacraments independent of the worthiness of the minister.</p> | <p>Describe how God’s Holy Spirit acts through the sacraments independently of the worthiness of the minister. Explain the meaning of being worthy.</p> | <p>Music. Learn the song “Send Us Your Spirit,” or another appropriate song to the Holy Spirit.</p> |

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| <p>6.02.05 State the sacraments that have an indelible character.</p> | <p>Identify the sacraments of Baptism, Confirmation and Holy Orders as having an indelible character. Explain why Baptism and Confirmation can never be repeated. Describe the three levels of Holy Orders. Explain why each level of ordination is not repeated.</p> | <p>Science. Describe how D.N.A. maps out the characteristics of species. Parish Life. Interview a candidate for the Sacrament of Confirmation. Find out why this person wants to be confirmed.</p> |
| <p>6.02.06 Describe the Sacrament of Matrimony as a permanent bond between one man and one woman.</p> | <p>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.</p> | <p>Family Life. Have the student research the life story of one married couple in his/her family. As a class, design questions for interviewing the couples. Conduct an interview of the couple in the family using the interview questions designed by the class. Report findings to the class. From the findings of the class identify characteristics of successful married life.</p> |
| <p>6.02.07 State the essential elements of the sacraments of Matrimony and Holy Orders.</p> | <p>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. Describe what consecration means.</p> | <p>Parish Life. Interview a priest or permanent deacon about his ordination and vocation. Share photos of these events.</p> |
| <p>6.02.08 Identify the sacraments of Matrimony and Holy Orders as sacraments at the service of communion and mission.</p> | <p>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. Describe how the vocation of married couples serves the Church and community.</p> | <p>Social Studies. Identify a national organization that does service. Describe the organization and its service. State how individuals might support this organization. Biography. Research the life of Fr. Michael McGivney, founder of the Knights of Columbus. Interview a Knight in your parish, why he became a Knight and what he is expected to do as a Knight of Columbus.</p> |

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| <p>6.02.09 Describe meaning of sacramental and give examples.</p> | <p>State meaning of a sacramental. Give examples of sacramentals we have used in church, at home and at school. Describe how we treat sacramentals.</p> | <p>Social Studies. Read <i>1621: A New Look at Thanksgiving</i> (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.</p> |

GOAL THREE: GRADE SIX

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 |
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| <p>6.03.01 Show understanding that Christian living is the gift of active discipleship in Jesus Christ.</p> | <p>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 actions that describe how I live as a disciple of Jesus.</p> | <p>Social Studies. Research the Earth Charter Principles of the United Nations. State how the principles respect human life and the environment.</p> |
| <p>6.03.02 Describe the three sources of a moral act.</p> | <p>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.</p> | <p>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. Have the student state one action he/she 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.</p> |
| <p>6.03.03 State meaning of natural law.</p> | <p>Define natural law. Explain why all people are bound to observe the natural law. Identify which of the Ten Commandments are examples of natural law and which are God-given.</p> | <p>Social Studies. Give examples of how natural law is exercised in society. Give examples of how natural laws compared to man-made law.</p> |
| <p>6.03.04 Differentiate personal sin and social sin.</p> | <p>Define 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.</p> | <p>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.</p> |

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| <p>6.03.05 Identify conscience as an informed inner voice that helps distinguish between right and wrong.</p> | <p>Define conscience. State meaning of informed. Describe how scripture, church teaching and prayer help to form our conscience. Clarify how information assists the conscience in making a judgment. Write a reflection on how my conscience helped me to take a certain action.</p> | <p>Drama. 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.</p> |
| <p>6.03.06 Show understanding that people and individuals have rights to their human dignity, freedom, property and possessions.</p> | <p>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 findings.</p> | <p>Family Life. Examine how human rights are respected in family life. Have the student write a reflection on how he/she respects the rights of other family members. Write a reflection on how he/she protects himself/herself 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.</p> |
| <p>6.03.07 Recognize that the State must protect the rights of its citizens through socially just laws.</p> | <p>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.</p> | <p>Biography. Research the life of Dr. Martin Luther King, Jr. On computer, write an essay about Dr. King including when/where he lived and what he did to help change U.S. laws regarding the rights of African Americans.</p> |
| <p>6.03.08 State that we are obligated to keep promises, oaths and contracts.</p> | <p>Define 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. Describe how covenant is related to promise, oath and contract.</p> | <p>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.</p> |

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| <p>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.</p> | <p>State meaning of human sexuality in relationship to marriage between a man and a woman. 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.</p> | <p>Family Life. Create opportunities for questions to be naturally asked about human sexuality (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. Describe sexual intercourse in relationship to conception. Health. Identify health benefits or consequences resulting from the choices we make.</p> |
| <p>6.03.10 Describe how we respect human sexuality.</p> | <p>Identify ways in which we show respect for our sexuality. Explain why self-respect is fundamental to respect for others. Give examples of the basis for respecting self or others because of their inherent dignity and not our emotions.</p> | <p>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.</p> |
| <p>6.03.11 Show understanding that Christian virtues of purity of heart and chastity help us to respect others.</p> | <p>Define 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.</p> | <p>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.</p> |
| <p>6.03.12 Show understanding that we respect human life from conception through birth until natural death.</p> | <p>Define conception. State how and why human life is the object of respect from conception, birth until natural death. Write a reflection on how my life is a gift for which I am a steward.</p> | <p>Science. Make a chart of the human life cycle. Have the student describe how he/she plans to use the gift of life from birth to natural death.</p> |

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| <p>6.03.13 State how the family is the foundation of human society.</p> | <p>Define society. State how the family is the foundation of human society.</p> | <p>Biography. Using Internet or library resources 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 an essay and include pictures.</p> |
| <p>6.03.14 Show understanding that I have a responsibility to work for the common good of society.</p> | <p>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.</p> | <p>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.</p> |
| <p>6.03.15 Connect environmental stewardship with respect for God's creation.</p> | <p>Describe meaning of environmental stewardship. Identify examples of how I protect the environment through my personal behaviors.</p> | <p>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. Suggest solutions to these problems. Write a letter to a legislator about solutions.</p> |

GOAL FOUR: GRADE SIX

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

| LEARNING OUTCOME | SAMPLE ASSESSMENT | CONNECTIONS |
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| <p>6.04.01 Show familiarity with the role of the patriarchs in the unfolding of God’s revelation to them.</p> | <p>Define patriarchs. Identify the patriarchs as Abraham, Isaac and Jacob. Locate the stories of the patriarchs in the Book of Genesis. Recount the stories about Sarah, Rebekah, and Rachel. State the role of the patriarchs in the Book of Genesis.</p> | <p>Social Studies. Research a country in history that had a monarchy. Identify what kinds of powers a monarch had. Discuss the advantages and disadvantages of this type of government. Geography. Draw a map of the area in the Middle East and identify the location of the patriarchs. Art. Create a stylistic caricature of one of the patriarchs. Describe caricature and what any symbols mean to the class.</p> |
| <p>6.04.02 Trace the unfolding of God’s revelation through the history of the Chosen People.</p> | <p>Define revelation. State who the Chosen People were in the Old Testament. State the role of Moses in God’s revelation to the Chosen People. Identify the purpose of the Chosen People to be a light to the nations and what this means.</p> | <p>Interreligious Learning. Invite a Jewish rabbi or educator to talk about the story of the God’s Chosen People. Identify how Jews today understand their relationship with God as chosen. Discuss meaning and significance of God’s choice of us today.</p> |
| <p>6.04.03 Describe the events of the Book of Exodus and its significance in the history of the chosen people.</p> | <p>Recount the story of God’s deliverance of the people through Moses, who led the people across the Red Sea to Mount Sinai and entered into a special covenant with God. Describe God’s revelation to Moses on Mt. Sinai. State how the Ten Commandments were central to the covenant between God and the people.</p> | <p>Geography. Using Internet or reference books research the Sinai desert region. Draw a topographical map of the region. Identify plants and animals in the biome. Trace the route of the Exodus from Egypt through Sinai.</p> |
| <p>6.04.04 Show understanding of redemption and salvation through the revelation of God’s word in Sacred Scripture.</p> | <p>Define redemption and salvation. Describe how God revealed to the Israelites the gift of redemption through Israel’s experience of the exodus. State how God saved his people</p> | <p>Social Studies. Study the history of Egypt’s pharaohs. Identify the system of government based on theocracy. Define theocracy. Using internet or library resources research the pharaohs.</p> |

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| <p>6.04.04 Show understanding of how God made covenants with the Chosen People as a sign of his faithfulness.</p> | <p>Define covenant. Describe meaning of Chosen People and who they are. Give examples of God’s covenants with Noah, Abraham and Moses. Identify what God wanted in the covenantal relationship. Explain why honoring the covenant is a response to God’s gift of salvation in Exodus. Compare/Contrast God’s covenant with treaties.</p> | <p>Social Studies. Identify an example from U.S. history of a treaty with other nations. Explain why treaties are important. Identify the components of a treaty. Compose a treaty for two nations that are currently struggling with each other.</p> |
| <p>6.04.05 Identify God’s name YAHWEH in the Book of Exodus.</p> | <p>State meaning and derivation of Yahweh. Recount the story of God’s revelation of his name to Moses. State why Moses wanted to know God’s name. State why Jews do not pronounce the name. Write a reflection on why we respect God’s name.</p> | <p>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.</p> |
| <p>6.04.06 State the significance of the Ark of the Covenant in the difficult journey of the Israelites through the desert.</p> | <p>Describe the Ark of the Covenant. State what was kept in the Ark. Describe the design of the Ark and why it was designed that way. Explain why the Ark would have been important to this wandering people. Compare the Ark of the covenant to the tabernacle in church.</p> | <p>Art. Make a model of the Ark of the Covenant. Interreligious Learning. State how the Ark of the Covenant is used in a synagogue. Compare the synagogue ark with the Ark of the Covenant described in the Book of Exodus.</p> |
| <p>6.04.07 State meaning of monotheism and its connection to the Jewish understanding of God.</p> | <p>Define 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.</p> | <p>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.</p> |

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| <p>6.04.08 Show understanding of the connection between God’s covenant and the entry into the Promised Land.</p> | <p>Describe the significance of the Promised Land from Genesis to Exodus. Recount how Abraham and Jacob were given the promise of land. State why this promise was important to the people. Recount the story of Joshua and the people entering the city of Jericho and the land of Canaan.</p> | <p>Social Studies. Trace the phenomenon of ownership of property. Discuss how ownership of property is important to people. Discuss the advantages/disadvantages of property ownership. Name a cultural group where property is owned in common. State the difference between private and communal ownership of land.</p> |
| <p>6.04.09 State the role of the judges in the Old Testament.</p> | <p>Identify the twelve judges of Israel and their role in the Old Testament during the period of the judges. Identify the Book of Judges as the compilation of the stories of the judges. Recount the stories of the judges particularly Gideon, Deborah and Jephthah State how and why judges exercised authority over the Israelites. State how these stories highlight the importance of obedience to God’s law.</p> | <p>Social Studies. State the role of judge in today’s society. Compare/contrast with the role of the judges in the Old Testament.</p> |
| <p>6.04.10 State the role of Samuel in the choice of the first kings of Israel.</p> | <p>Recount the story of Samuel in the First Book of Samuel. State Samuel’s role as prophet and the story of God’s call to Samuel (1 Samuel 3). State the people’s desire to have a king like the other nations rather than having YHWY as their king. Identify Saul as first king of Israel and his anointing by Samuel.</p> | <p>Social Studies. Describe the importance of kings in society. State how kings became powerful in the Middle Ages and lost power in the Modern Age. Describe how abuse of power contributed to the end of the regnum period.</p> |

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| <p>6.04.11 State how the first kings of Israel helped to establish monarchy in Israel.</p> | <p>Describe the authority of a king in the Old Testament. State from whom the king received authority (1 Samuel 10: 1). Describe YHWY’s choosing David as king (1 Samuel 16: 1-13) Recount the stories of King David: David and Goliath, David and Saul, David and Jonathan, David and Bathsheba, David and Nathan, the struggle of David with his sons. State that David centered the kingship in Jerusalem. State David’s son Solomon as third king of Israel and builder of the first temple of Jerusalem. Recount the stories of Solomon in 1 Kings as wise judge, builder of the temple, and fame as a wealthy king.</p> | <p>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. Language Arts. Write a dramatic story about relationship between King David and the prophet Nathan.</p> |
| <p>6.04.12 Identify the prophets of the OT and their role in the history of Israel.</p> | <p>Define prophet. Name the prophets. In small groups design a research project on one of the following prophets: Elijah, Elisha, Ezekiel, Isaiah, Jeremiah, Hosea, and Amos. Describe the message of each prophet and how they urged the people to obey the covenant. Find references in the OT about this prophet 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.</p> | <p>Social Studies. Create a timeline of the prophets. Include major events on the timeline.</p> |

| LEARNING OUTCOME | SAMPLE ASSESSMENT | CONNECTIONS |
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| <p>6.04.13 Identify the loss of the northern kingdom to Assyria and the loss of Judah to Babylon.</p> | <p>Show understanding that Israel’s kings were not faithful to the covenant and fell into alliances with other gods and kings (2 Kings). Identify the end of Israel during the reign of Hoshea (722 B.C.) and the fall of Judah to Babylon during the reign of Zedekiah (586 B.C.) Identify the destruction of Jerusalem and the temple in 586 B.C. State 586 B.C. as the close of the period of kings for Israel. Identify the Prophet Jeremiah as the prophet who mourns the loss of Israel.</p> | <p>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.</p> |
| <p>6.04.14 Identify the return of the exiles to Jerusalem under King Cyrus of Persia and the reordering of Jewish life with the restoration of the law and the temple.</p> | <p>State the return of the exiles to Jerusalem in 539 B.C. under the rule of King Cyrus of Persia. State that Ezra leads the return to Jerusalem as described in the Book of Ezra. State the return to Jerusalem under Ezra reestablishes a return to the laws of the covenant and rebuilding the temple. Articulate a new understanding of the Jewish community as a “holy race” (Ezra 9:2) Associate Nehemiah as rebuilding the walls of Jerusalem. Identify the Torah read in Hebrew as significant to this period.</p> | <p>Literature. State the history of the Torah in the postexilic period of Jewish religious and cultural development.</p> |
| <p>6.04.15 Articulate the role of women in the Old Testament.</p> | <p>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. Make a list of all the women of the Old Testament studied by the class.</p> | <p>Biography. Research the life of Elizabeth Ann Seton and her contribution to Catholic life in America. Name the religious community she founded and their work. Identify places where the community serves the Church today.</p> |

| LEARNING OUTCOME | SAMPLE ASSESSMENT | CONNECTIONS |
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| <p>6.04.16 Show familiarity with the geography and cities of Samaria and Judea during the time of Jesus.</p> | <p>Locate the major towns, cities and topography of Samaria and Judea during the time of Jesus.</p> | <p>Geography. 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.</p> |
| <p>6.04.17 Show familiarity with the Gospel of Matthew.</p> | <p>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 affects the presentation of Jesus' life in the gospel.</p> | <p>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.</p> |
| <p>6.04.18 State the literary style of the Gospel of Matthew as narrative and discourse.</p> | <p>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.</p> | <p>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.</p> |
| <p>6.04.19 Give examples in the narrative of the Gospel of Matthew that show the literary device of conflict to tell the story.</p> | <p>Locate examples in Matthew where conflict is used to advance the plot of the story. Give examples of conflict the gospel.</p> | <p>Language Arts. Find an example of a story that uses conflict to create the plot.</p> |

| LEARNING OUTCOME | SAMPLE ASSESSMENT | CONNECTIONS |
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| <p>6.04.20 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.</p> | <p>Define genealogy. Identify Matthew 1:1 as the statement of who Jesus is and how he is linked to Israel’s history. State the genealogy in Mt. 1:2-17 as the ancestry of Jesus identifying him with the fulfillment of Old Testament prophecy. Locate the names recognized in the genealogy. Discuss whether this is a genealogy based on historical evidence.</p> | <p>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. Have the student go online to www.familysearch.org and look up his/her family surnames on the Church of Jesus Christ of the Latter-Day Saints Web site. Identify data that learned about the family history. State other findings about this Church.</p> |
| <p>6.04.21 Identify the main characters in the Gospel of Matthew and their purpose.</p> | <p>State the main characters of the narrative. State that Jesus is the central character of the story. State characters that create conflict with Jesus. State characters that support his true identity.</p> | <p>Language Arts. Identify how characters unfold in a story as protagonist and antagonist. Using a novel read recently, identify the characters in terms of their roles as protagonist or antagonist.</p> |
| <p>6.04.22 Identify the Gospel of Matthew as a synoptic gospel containing most of the Gospel of Mark.</p> | <p>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.</p> | <p>Language Arts. In the Harry Potter novels, describe why one would want to read these stories sequentially. Describe character development in the novels.</p> |
| <p>6.04.23 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.</p> | <p>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.” Discuss why Matthew would use Is. 7: 14 in his description of Jesus’ identity. State meaning of the name “Jesus.”</p> | <p>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.</p> |

| LEARNING OUTCOME | SAMPLE ASSESSMENT | CONNECTIONS |
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| <p>6.04.24 Identify tensions in the infancy narrative in Mt. 2: 1-23 as signs of Gentile recognition of Jesus' rule and King Herod's fears.</p> | <p>Define 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.</p> | <p>Social Studies. Research the role of the Herods in Jewish history. State their relationship with the Romans.</p> |
| <p>6.04.25 State use of conflict and discourse in the temptation story to identify Jesus as Son of God who seeks no power for himself.</p> | <p>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.</p> | <p>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.</p> |
| <p>6.04.26 Describe the beginning of Jesus' ministry in Capernaum, the call of the first disciples and his first ministry in Mt. 4:12-25.</p> | <p>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 people reacted to Jesus' teaching and healing. Describe how the cities mentioned indicate that Jesus' ministry was more than only to the Jews.</p> | <p>Language Arts. State how details in a story are devices to help the reader to assume or infer plot action and character development. Geography. Locate Capernaum on a map of first century Palestine. On Internet or other sources describe Capernaum during Jesus' time. Discuss its importance.</p> |
| <p>6.04.27 Identify the Beatitudes as Matthew's introduction to the teachings of Jesus in Mt. 5: 1-12.</p> | <p>State meaning and derivation of Beatitude. Infer why you think Matthew began his presentation of Jesus' teachings with the Beatitudes. Locate an element of conflict in the Beatitudes. State what would have challenged the crowd. State how the Beatitudes challenge us.</p> | <p>Art. Using one of his/her favorite Beatitudes, have the student create a calligraphy design of the Beatitude. Have the student write a reflection on why he/she chose this Beatitude.</p> |

| LEARNING OUTCOME | SAMPLE ASSESSMENT | CONNECTIONS |
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| <p>6.04.28 State how Jesus challenges his disciples to be salt and light in Mt. 5, 13-16.</p> | <p>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 we are salt and light in our lives as Christians. Using watercolor or acrylics design an artistic expression of this reflection.</p> | <p>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.</p> |
| <p>6.04.29 Distinguish the teachings of Jesus from the Jewish regulations in Mt. 5: 17-46 to Mt. 7: 1-28.</p> | <p>State how Jesus takes a regulation and points toward a deeper understanding of the law. Find examples of how the writer compares/contrasts a regulation from a deeper understanding of God’s laws. Make a list of the teachings in Matthew.</p> | <p>Social Studies. Compare/contrast use of laws and regulations in city government. Identify which may have more consequences.</p> |
| <p>6.04.30 Identify the purpose of the healing ministry of Jesus as written in Mt. 8: 1-34 to 9: 1-36.</p> | <p>State a healing story about which I am 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.</p> | <p>Health. Identify ways that peer relationships affect personal health.</p> |
| <p>6.04.31 State how Matthew views the conditions of discipleship in Mt. chapters 10, 11, 13 and 14.</p> | <p>Identify examples of Jesus as teacher of the disciples. Find passages in this section that exhibit how Jesus related to his disciples. Identify some conflict in the teaching.</p> | <p>Music. Learn the song “The Summons,” (John L. Bell, GIA Publications), or another discipleship song. Describe how the song highlights the challenges of discipleship today.</p> |

| LEARNING OUTCOME | SAMPLE ASSESSMENT | CONNECTIONS |
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| <p>6.04.32 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.</p> | <p>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. Identify in this section how the prophet Elijah is used in unfolding Jesus' identity. State who is greatest in the kingdom of heaven and why this sets up conflict. State what Jesus teaches about marriage. State how the stories in this section of Matthew's gospel set up conflict with Jewish authorities. Locate the predictions about Jesus' death and state how the disciples felt.</p> | <p>Social Studies. Research divorce statistics in the United States between 1950 and 2000. Have the student describe what he/she notices about the data. Identify reasons why the statistics show such an increase. Identify the importance of marriage in family life. Identify ways that would reverse this trend.</p> |
| <p>6.04.33 State the heightening conflict between Jesus' use of authority and the Jewish leaders in Matthew 21 to 25 through the use of events and predictions.</p> | <p>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.</p> | <p>Interreligious Learning. State the importance of respect for the history and development of the Jews since the time of Jesus. Describe how appreciation for Jewish history today is different from early Christian times.</p> |
| <p>6.04.34 Show understanding that use of conflict in the story of Jesus' death creates opportunities for understanding Jesus' true identity in Matthew 26 and 27.</p> | <p>State how the predictions in Mt. 26: 1-46 intensify the feeling of conflict. State how Judas' kiss is ironic. Identify 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.</p> | <p>Mission. 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.</p> |

| LEARNING OUTCOME | SAMPLE ASSESSMENT | CONNECTIONS |
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| <p>6.04.35 State who witnesses the resurrection of Jesus and what they do in Mt. 28: 1-15.</p> | <p>Identify the characters in the resurrection story. State how the characters react to Jesus' appearance. State the role of the soldiers in terms of conflict. 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.</p> | <p>Music. Learn the song "Song of the Body of Christ/Cancion del Cuerpo de Cristo." (David Haas, GIA Publications), or another bilingual song of response to God's call. Learn the song in English and Spanish.</p> |
| <p>6.04.36 Identify Matthew's understanding of the mission to the Gentiles in Mt. 28: 19-20.</p> | <p>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 the early Christians might have understood about this phrase.</p> | <p>Biography. Research the lives of Saints Cyril and Methodius. Identify where they were missionaries. State contributions they made to the Slavonic peoples.</p> |
| <p>6.04.37 Show understanding that the author of the Gospel of Matthew was writing for a Jewish Christian community challenged to welcome Gentiles.</p> | <p>State arguments for Matthew's gospel being written for a Jewish Christian community in a city where there was a Gentile population attracted to the Christian community. Find sayings of Jesus that supports this.</p> | <p>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.</p> |
| <p>6.04.38 State the importance of Matthew's use of the OT as a prefiguring device.</p> | <p>Define prefiguring. State how Matthew uses the OT as a prefiguring device. Explain why this is important to Matthew's community.</p> | <p>Biography. Research the life of St. Matthew. State Matthew as one of the original disciples of Jesus. Distinguish Matthew the disciple called by Jesus from the writer of the Gospel of Matthew.</p> |

GOAL FIVE: GRADE SIX

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 |
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| <p>6.05.01 Show capacity to proclaim Sacred Scripture during class prayer services.</p> | <p>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.</p> | <p>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.</p> |
| <p>6.05.02 Identify the functions of ordained and non-ordained ministers at Mass.</p> | <p>State meaning of ordained/non-ordained. Identify roles of ordained and non-ordained ministers at Mass including priest, deacon, lector, and minister of Communion, acolyte and congregation. Explain why there are differentiated roles.</p> | <p>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.</p> |
| <p>6.05.03 State how lay parishioners can minister to the sick and elderly through praying with them, proclaiming scripture and giving Holy Communion.</p> | <p>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.</p> | <p>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.</p> |
| <p>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, clean water for Baptism, and has the intention to baptize.</p> | <p>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.</p> | <p>Health. Know and apply basic first aid measures. Develop a plan for an emergency: call an adult; call 911.</p> |

| LEARNING OUTCOME | SAMPLE ASSESSMENT | CONNECTIONS |
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| <p>6.05.05 Identify the scripture readings for Sundays in the liturgical year and trace the life of Christ throughout the year.</p> | <p>State scripture readings from Old Testament and New Testament for Sundays of the liturgical year. Relate the liturgical seasons to the life of Christ.</p> | <p>Family Life. Keep a book that has the Sunday scripture readings and reflect on the readings in preparation for Sunday Mass.</p> |
| <p>6.05.06 Identify all the seasons of the Church Year and when they occur in the current calendar year.</p> | <p>State all the seasons of the Church Year and identify when they occur in the current year.</p> | <p>Math. Compare Roman calendar with the Jewish calendar. Identify what accounts for the differences.</p> |
| <p>6.05.07 Articulate how some of the rites in the liturgical celebrations of the Church originate in Jewish ritual.</p> | <p>Identify some Christian liturgical rites that originate in Jewish ritual.</p> | <p>Language Arts. State importance of culture in literature. Take a novel and identify the cultural context of the story.</p> |
| <p>6.05.08 Name all the holy days of obligation in the United States.</p> | <p>Name the holy days of obligation observed by Catholics in the United States. State what the obligation is.</p> | <p>History. Research the origin of holy days of obligation in the Church. Compare to holy days observed in Judaism and Islam. State how days are set aside as “holy” in these traditions.</p> |

GOAL SIX: GRADE 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 |
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| <p>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.</p> | <p>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 I need to forgive.</p> | <p>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.</p> |
| <p>6.06.02 Conduct a meditation exercise based on scripture.</p> | <p>Define meditation. Participate in a meditation exercise on a scripture passage from the Gospel of Matthew. Describe the importance of meditation as a prayer form. Describe how scripture helps us to pray.</p> | <p>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.</p> |
| <p>6.06.03 Identify types of psalm and how they help us to pray.</p> | <p>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.</p> | <p>Music. Learn melodies for psalm responses at Mass.</p> |
| <p>6.06.04 Articulate a sense of <u>stewardship</u> based on gratitude for the blessings of God in all aspects of life.</p> | <p>Use Matthew’s parable on the talents to describe aspects of stewardship. State how stewardship is a response to the blessings God gives us. Describe stewardship as inherent to the Christian life.</p> | <p>Music. Learn the song “I Say ‘Yes,’ Lord/Digo ‘Sí,’ Señor” (Donna Pena & Marty Haugen, GIA Publications), or another bilingual song of response to God’s call. Parish Life. State ways to express commitment to stewardship as part of Christian discipleship.</p> |

| LEARNING OUTCOME | SAMPLE ASSESSMENT | CONNECTIONS |
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| <p>6.06.05 Articulate understanding that the Holy Spirit helps us to pray.</p> | <p>State how God’s Holy Spirit helps us in prayer. Recount examples of prayer experiences that gave me a realization of God’s presence in my life.</p> | <p>Art. Research how the Third Person of the Blessed Trinity is depicted in art</p> |
| <p>6.06.06 Show understanding that we are inspired by the Holy Spirit through reading and studying Sacred Scripture.</p> | <p>State how the Holy Spirit inspires us in the reading and study of Sacred Scripture. Take a teaching, parable, or healing narrative from the Gospel of Matthew and write a reflection on how this inspires me.</p> | <p>Music. Learn the song “This Day God Gives Me,” (St. Patrick adapted by James Quinn, SJ, Gaelic hymn, GIA Publications), or another appropriate song.</p> |
| <p>6.06.07 Identify a psalm that helps me to pray about circumstances in my life.</p> | <p>Find a psalm in the Book of Psalms that helps me to pray about what I am facing in my life or my relationship with God. Write verses that I want to remember in the psalm. Memorize lines of the psalms.</p> | <p>Music. Learn the song “Psalm 104/Send Forth Your Spirit, O Lord,” (Steven Warner, WLP) or another appropriate Psalm.</p> |

GOAL SEVEN: GRADE SIX

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 |
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| <p>6.07.01 Show understanding that the Church has visible bonds of unity: one origin, one baptism, and an unbroken line of apostolic succession beginning with Peter.</p> | <p>Define origin and apostolic succession. 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. Explain how the Church’s unity might be evident in the Gospel of Matthew. (Mt. 16: 18 and Mt. 28:19-20)</p> | <p>Family Life. Describe how a family is united. Identify characteristics of unity in family life.</p> |
| <p>6.07.02 Show understanding that we are in communion with all the baptized persons on earth and in heaven and purgatory.</p> | <p>State how we are united with all Christians in the Sacrament of Baptism. State that this union exists on earth, in heaven and in purgatory. Connect this to the Communion of Saints.</p> | <p>Music. Learn the song “Who Calls You by Name,” (David Hass, GIA Publications), or another Baptism song.</p> |
| <p>6.07.03 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. 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. Have the student write a biography of what he/she learned. Identify what Pope John XXIII did to change the Church. Describe how Pope John XXIII supported human rights. Art. Make a picture scrapbook showing the progression of Pope John XXIII’s life and major contributions to social change.</p> |
| <p>6.07.04 Describe the Magisterium as the teaching office of the bishops in communion with the Pope.</p> | <p>Define magisterium. Name the language from which the word is derived. Identify the bishops in union with the Pope have the authority to teach the truths of our faith and interpret scripture. State that the Pope is Head of the Church and is the chief teacher.</p> | <p>Church. Name the Pope, Ordinary (Archbishop) and Vicars. State their relationship to each other. Biography. Research the life of Bishop Oscar Romero. State when/where he lived, describing social problems of El Salvador and why Bishop Romero spoke for the people. State why he died.</p> |

| LEARNING OUTCOME | SAMPLE ASSESSMENT | CONNECTIONS |
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| <p>6.07.05 State evangelization as central to the mission of the Church in which all Catholics have a role.</p> | <p>Define evangelization and mission. State the purpose of the Church to announce the Good News of the Gospel. Locate in Matthew 28 where Jesus gives this mission to his disciples. List activities that sixth grade students can do to share the Good News with others.</p> | <p>Music. Sing the song “Song of the Body of Christ/Canción del Cuerpo de Cristo.” (David Haas, GIA Publications), or another bilingual song of response to God’s call. Learn the refrain in Spanish and English.</p> |
| <p>6.07.06 Identify the Catholic Church as a universal church.</p> | <p>Give examples of the Catholic Church being in every country around the world. Choose a country on another continent. Compare/Contrast how life in the Church is the same or different. Identify how the Church is universal no matter in what part of the globe.</p> | <p>Mission. Using copies of mission magazines such as <i>Extension Magazine</i> or <i>Maryknoll</i>, research how the Catholic Church is present in places around the world. Identify one country and find the names of bishops in these countries.</p> |
| <p>6.07.07 Identify the Church as the beginning seed of the kingdom of God on earth.</p> | <p>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. Describe how the metaphor of the Church as seed is appropriate to building God’s kingdom on earth.</p> | <p>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. Art. Draw a picture of the metaphor of the Church as seed.</p> |
| <p>6.07.08 Show understanding that the Catholic Church has other rites that are different cultural expressions of the same faith.</p> | <p>Identify another Catholic Rite (other than Roman) and give examples of cultural groups in the Rite.</p> | <p>Social Studies. Have the student locate another Catholic Rite in the area in which he/she lives. State the name of the Rite. Identify some of its characteristics.</p> |

GOAL EIGHT: GRADE SIX

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 |
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| <p>6.08.01 Show understanding that active involvement in the life of the Church is evident through different forms of participation in parish life.</p> | <p>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.</p> | <p>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 members of the class belong. Make a list of all the organizations stated by class.</p> |
| <p>6.08.02 State how the parish evidences opportunities for parishioners to practice stewardship.</p> | <p>State meaning of stewardship in parish life. State how stewardship is based on a spiritual understanding that 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.</p> | <p>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. Biography. Research the life of St. Louise de Marillac. Identify how she and her community serve the Church. Locate places where the Daughters of Charity minister today.</p> |
| <p>6.08.03 Identify how the parish is a community of believers.</p> | <p>Define parish as a community of the Local Church under the authority of a pastor appointed by the bishop. Describe how people in the parish community express their beliefs. Explain why I 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.</p> | <p>Biography. Research the life of St. Vincent de Paul. State how Vincent de Paul helped parish priests.</p> |

GOAL NINE: GRADE SIX

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 |
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| <p>6.09.01 State how Christian discipleship is the most important part of being Catholic.</p> | <p>Define discipleship. 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.</p> | <p>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.</p> |
| <p>6.09.02 Show understanding that a vocation is a call from God that each one receives based on God's plan for us.</p> | <p>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.</p> | <p>Biography. Research the life of St. Columba, Abbot. State how he helped the people of Scotland. Go to the Internet and look up the <i>Book of Kells</i>. Identify how St. Columba is connected to the <i>Book of Kells</i>.</p> |
| <p>6.09.03 Identify types of vocations in the Church.</p> | <p>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 live these vocations. State how parish life is enriched by each of these special calls from God.</p> | <p>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.</p> |
| <p>6.09.04 Explain how the vocation of single life is special to the life of the Church.</p> | <p>State what single life means. Name some people in the parish who are single. State what they do for the parish. State some virtues that help these people to live life singly for God.</p> | <p>Language Arts. Interview someone in the parish who is single. Find out why they consider the single life to be a vocation.</p> |

| LEARNING OUTCOME | LEARNING OUTCOME | SAMPLE ASSESSMENT |
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| <p>6.09.04 Describe how marriage is important to the life of the Church.</p> | <p>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.</p> | <p>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.</p> |
| <p>6.09.05 Identify priesthood as a special gift to the Church to which God calls men as a way of service.</p> | <p>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.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> | <p>Biography. Research the life of St. Peter Canisius. Identify which religious order he entered. State what Doctor of the Church means.</p> |
| <p>6.9.08 Identify two types of priests: diocesan priest and religious priest.</p> | <p>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 my parish.</p> | <p>Family Life. Find out if there were priests in the family history. If there was a priest, find out some stories about his life and service. If there is currently a priest in the family, find pictures of his life and work as a priest. Share findings with the class.</p> |

| LEARNING OUTCOME | LEARNING OUTCOME | SAMPLE ASSESSMENT |
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| <p>6.09.09 Describe how a man prepares to become a priest in a seminary.</p> | <p>State meaning of seminary. Locate seminaries in the Archdiocese of Chicago. Go online to learn about a seminary education.</p> | <p>Church Life. Go on Internet to find out about a seminary in the diocese. Invite a seminarian to the class and find out why he is studying for priesthood. Have the student describe what he/she learned.</p> |
| <p>6.09.10 Describe the deacon as a special vocation of service for both married and unmarried men.</p> | <p>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.</p> | <p>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.</p> |
| <p>6.09.11 Describe the vocation to religious life.</p> | <p>State the meaning of religious life. Describe two types of religious life: contemplative and apostolic. Identify poverty, chastity and obedience as special promises or vows that many religious take.</p> | <p>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 <i>ora et labora</i> for his community. Go online and find information about the Benedictine communities in the area. Describe what they do.</p> |
| <p>6.09.12 Show understanding that God calls us to love and serve others in whatever vocation we live.</p> | <p>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.</p> | <p>Social Studies. Identify several forms of public service. Describe why people in these services feel like they are called to do this work.</p> |

GOAL TEN: GRADE SIX

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 |
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| <p>6.10.01 Identify Jewish holy days in the lunar calendar and how they are celebrated.</p> | <p>State the Jewish holy days in their liturgical year. State meaning of lunar calendar. Identify holy days of which I am most familiar.</p> | <p>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.</p> |
| <p>6.10.02 State the <i>Torah</i> as divinely inspired and includes the first five books of the Christian Bible.</p> | <p>State meaning of <i>Torah</i>. Name the first five books of the OT that are in the <i>Torah</i>. Explain why Christians consider these inspired scriptures.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> | <p>Technology. Go online and locate information about the Jewish New Year. State what you learned.</p> |
| <p>6.10.04 Identify the celebration of <i>Hanukkah</i> and the use of the <i>menorah</i>.</p> | <p>Describe the celebration of <i>Hanukkah</i> and the use of the <i>menorah</i>. Tell the story of Hanukkah. During <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.</p> | <p>Music. Find some Jewish songs that are used during their holy days. Describe how the songs are used in the rituals.</p> |
| <p>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.</p> | <p>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 their deliverance from slavery in Egypt. Name the foods of the <i>Seder</i> and their meaning.</p> | <p>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. Present the findings.</p> |

| LEARNING OUTCOME | LEARNING OUTCOME | SAMPLE ASSESSMENT |
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| <p>6.10.06 Identify the Qur'an as the sacred scripture of the Muslim faith written in Arabic.</p> | <p>State that the <i>Qur'an</i> is the sacred scripture of the Muslim faith. Identify Arabic as the language of the <i>Qur'an</i>.</p> | <p>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.</p> |
| <p>6.10.07 State that the word <i>qur'an</i> means "recitation."</p> | <p>Identify the meaning of <i>qur'an</i> as recitation. State the origin of the <i>Qur'an</i>. Discuss how we as Christians respond to the sacred writings of others.</p> | <p>Biography. Research the life of the Prophet Muhammad. State where/when he lived. Identify some facts about his life. Write an essay about Muhammad's life. Social Studies. Invite an imam to talk about Islam and its beginnings.</p> |
| <p>6.10.08 Describe the mosque as a center of gathering for prayer, religious instruction and community celebration.</p> | <p>Identify the mosque as the place of gathering for prayer, learning the <i>Qur'an</i> and celebration of holy days.</p> | <p>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. Religion. Visit a mosque as a class. Ask the imam to talk about the purpose and use of the mosque, the religious holy days, the Prophet Muhammad and the <i>Qur'an</i>. Write a summary of what you learned.</p> |
| <p>6.10.09 Identify Judaism, Christianity and Islam as monotheistic religions.</p> | <p>Define monotheism. State how Judaism, Christianity and Islam are monotheistic religions.</p> | <p>Art. Locate the religious art of Jews, Muslims and Christians. Discuss how they are alike and how they are different.</p> |