

Religion Curriculum

Sixth Grade

God's people throughout history and today are challenged to follow the teachings of Jesus and His ancestors as seen in Hebrew and Christian Scriptures. By the end of Sixth Grade students will recognize how God reveals himself in Scripture and tradition, with an emphasis on salvation history, understand their role as part of a family, church and community as well as develop their own prayer life especially using Scripture, as part of a deepening relationship with God.

KNOWLEDGE OF THE FAITH

Standard 1. Creed: Students will understand, believe and proclaim the Triune and redeeming God as revealed in creation and human experience, in Apostolic Tradition and Sacred Scripture, and as entrusted to the teaching office of the Church.

Vocabulary: Catholic, Covenant, Free Will, Incarnation, Original Sin, Providence, Trinitarian God

Critical for Mastery in Grade 6

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Relate the role of the Holy Spirit throughout salvation history and divine revelation.	<ul style="list-style-type: none"> • Write a one-page story of God's presence throughout history. 	
2. Recognize that Jesus is the messiah, the fulfillment of Old Testament prophesies.	<ul style="list-style-type: none"> • Compare the writing of Isaiah to the events of Jesus life. 	
3. Demonstrate and discuss the Sign of the Cross and understand its meaning.	<ul style="list-style-type: none"> • Point out the various ways and times the Sign of the Cross are used. 	
4. Identify that there are three persons in God as revealed in Scripture and Tradition and stated in the Creed.	<ul style="list-style-type: none"> • Draw a diagram to represent the Trinity. 	

5. Describe God as the creator of the universe and the creator of humanity.	<ul style="list-style-type: none"> • Illustrate an example by creating a picture that depicts one of the Stories of Creation. 	
6. Recognize Mary as the Mother of God and the Mother of Jesus because Jesus is both true God and true man.	<ul style="list-style-type: none"> • Look at several different works of art that show the Madonna and Child. 	

Standard 2: Scripture: Students will read, comprehend and articulate salvation history as conveyed in God’s revelation through Sacred Scripture.

Vocabulary: Ark of the Covenant, Book of Exodus, Chosen People, Emmanuel, Old Testament, Synoptic Gospels

Critical for Mastery in Grade 6

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Outline the role of the patriarchs in the unfolding of God’s revelation to his people.	<ul style="list-style-type: none"> • Role-play in class the various patriarchs in history. 	
2. Trace the unfolding of God’s revelation through the history of the Chosen People of Israel.	<ul style="list-style-type: none"> • Discuss examples in the Bible of how God is revealed. 	
3. Describe the events of the Book of Exodus and its significance in the history of the Chosen People of Israel.	<ul style="list-style-type: none"> • Make an outline of the events in Exodus. 	
4. Demonstrate understanding of redemption and salvation through the revelation of God’s Word in Sacred Scripture.	<ul style="list-style-type: none"> • Differentiate between redemption and salvation. 	
5. Show understanding of how God made covenants with the Chosen People as a sign of his faithfulness.	<ul style="list-style-type: none"> • Discuss the Bible’s many examples of God’s faithfulness to his people. 	
6. Identify God’s name Yahweh in the Book of Exodus.	<ul style="list-style-type: none"> • Recount the story of Gods revelation of the name Yahweh to Moses. 	

7. Point out the significance of the Arc of the Covenant in the difficult journey of the Israelites through the desert.	<ul style="list-style-type: none"> Describe the design of the Arc and what it housed. Compare the Arc to the Tabernacle in the Church. 	
8. State the meaning of monotheism and its connection to the Jewish understanding of God.	<ul style="list-style-type: none"> Define monotheism. 	
9. Draw connections between God's covenant and the entry into the Promised Land.	<ul style="list-style-type: none"> Question and answer discussion about God's covenant and what he did to help the people into the promised land. 	
10. Discuss the role of the Judges in the Old Testament.	<ul style="list-style-type: none"> Identify the judges and their role. 	
11. Analyze the role of Samuel in the choice of the first kings of Israel.	<ul style="list-style-type: none"> Diagram and discuss the monarchy in Israel. Recount the story of Samuel and the anointing of Saul and David. 	
12. State how the first kings of Israel helped to establish a monarchy in Israel.	<ul style="list-style-type: none"> Compare the reigns of Saul, David, and Solomon. 	
13. Compare the major prophets of the Old Testament and their role in the History of Israel. (Isaiah, Jeremiah, Ezekiel and Daniel)	<ul style="list-style-type: none"> Make a comparison chart of the prophets including the prophets kingdom and what his message was. 	
14. Identify the loss of the northern kingdom to Assyria and the loss of Judah to Babylon.	<ul style="list-style-type: none"> Research the destruction of Jerusalem and the temple in 586 BC. 	
15. Examine 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.	<ul style="list-style-type: none"> State the return to Jerusalem under Ezra reestablishes a return to the laws of the covenant and rebuilding the temple. 	
16. Articulate the role of women in the Old Testament. (i.e., Miriam (<i>Ex 2:1-6</i>), Rahab (<i>Jos 12:4ff</i>), Deborah (<i>Jgs 4-5</i>), and Esther (<i>Book of Esther</i>).	<ul style="list-style-type: none"> In small groups research Old Testament Women and present a report to the class. 	
17. Show familiarity with the geography and cities of Samaria and Judea during the time of Jesus.	<ul style="list-style-type: none"> Locate the major towns, cities, and topography of Samaria and Judea during the time of Jesus. 	

Standard 3: Sacraments: Students will understand and participate in the sacraments of the Church as effective signs of God’s grace, instituted by Christ and entrusted to the Church.

Vocabulary: All Saints, All Souls, Anamnesis, Ascension, Bible-books of, Annunciation, Efficacious, Immaculate Conception, Indelible Character, Liturgical Year, Triduum, Sacramental

Critical for Mastery in Grade 6

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Recognize the Sacraments as efficacious signs of Gods grace.	<ul style="list-style-type: none"> • Discuss Gods grace as given via the sacraments. 	
2. Justify that each of the seven sacraments are instituted by Christ with references from Sacred Scripture.	<ul style="list-style-type: none"> • Design a poster board depicting each sacrament and it’s symbols, gifts, mission and scripture references. 	
3. Explain how the seven sacraments are entrusted to the Church and accompany a person from life to death.	<ul style="list-style-type: none"> • Present the board, created in #2, and explore this concept. 	
4. State the sacraments that have an indelible character and describe elements of this character.	<ul style="list-style-type: none"> • In presentation, explain how Baptism, Confirmation, and Holy Orders leave a mark that cannot be removed and is only received once. 	
5. Identify the sacraments of Matrimony and Holy Orders as sacraments at the service of communion and mission.	<ul style="list-style-type: none"> • Group the sacraments by categories; service initiation and healing. 	
6. Describe the meaning of sacramentals and give examples.	<ul style="list-style-type: none"> • Bring in examples of sacramentals from home or family members. 	

Standard 4: Liturgy: Students will understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist as the source and summit of Christian life.

Vocabulary: Holy Days of Obligation, Liturgical Year, Non-Ordained, Ordained

Critical for Mastery in Grade 6

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Discuss the origin of sacramental actions as origination in Jewish rituals and explain the influences of Hebrew and Christian Scripture as they relate to the sacraments exemplified by Eucharistic prayers.	<ul style="list-style-type: none"> • Design a T chart to compare and contrast Jewish and Christian rituals. 	
2. Differentiate between the functions of ordained and non-ordained ministers at Mass.	<ul style="list-style-type: none"> • Compose a T chart for similarities and contrasts. 	
3. State how lay parishioners can minister to the sick and elderly by praying with them, proclaiming Scripture and giving Holy Communion.	<ul style="list-style-type: none"> • Invite a guest speaker who fulfills the role. 	
4. Examine how Scripture readings for Sundays in the liturgical year trace the life of Christ.	<ul style="list-style-type: none"> • Explore a lectionary to show how we use the A, B, C cycle to read the Gospels in a three year period. 	
5. Identify and celebrate the seasons of the liturgical year, special feast days of the Blessed Mother, Holy Days and of the Saints.	<ul style="list-style-type: none"> • Construct a liturgical calendar. 	
6. Name and demonstrate the meaning of the Holy Days of Obligation in the United States.	<ul style="list-style-type: none"> • Clarify what each Holy Day means and when it occurs (i.e., Immaculate Conception December 8/Assumption August 15). 	
7. Participate in the planning and preparation of liturgies.	<ul style="list-style-type: none"> • Hold a student Mass. 	

8. Describe and practice how Sacred Scripture is to be read during Mass.	<ul style="list-style-type: none"> • Hold a student Mass. 	
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MORALITY

Standard 5: Conscience: Students will develop a moral conscience informed by Church teachings.

Vocabulary: Conscience, Covenant, Moral Act

Critical for Mastery in Grade 6

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Identify conscience as an informed inner voice that helps distinguish between right and wrong.	<ul style="list-style-type: none"> • Describe/explain forming your conscience through church teaching, traditions and scriptural reading. 	
2. Utilize the Ten Commandments as the moral guideline for God’s people.	<ul style="list-style-type: none"> • Memorize the Ten Commandments and interpret each as they relate to daily life. • Write each commandment and orally explain the meaning of each. 	
3. Differentiate between social sin and individual sin.	<ul style="list-style-type: none"> • Evaluate in writing the similarities and differences. • Role play the differences. 	

Standard 6: Christian Living: Students will 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.

Vocabulary: Catholic Social Teaching, Common Good, Natural Law, Virtues

Critical for Mastery in Grade 6

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Recognize that Christian living is the gift of active discipleship in Jesus Christ.	<ul style="list-style-type: none"> • Identify the Two Great Commandments and the Beatitudes as teachings of Jesus. 	
2. Conclude that Christian virtues of purity of heart and chastity help us to respect others.	<ul style="list-style-type: none"> • 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. 	
3. State that we respect human life from conception until natural death.	<ul style="list-style-type: none"> • Define conception. State how and why human life is the object of respect from conception, until natural death. 	
4. Justify that the family is the foundation of human society.	<ul style="list-style-type: none"> • Explain why the family is the foundation of human society. 	

Standard 7: Prayer: Students will know and participate in the Catholic tradition of prayer and acknowledge prayer as the primary way we deepen our relationship with and knowledge of God in the Community.

Vocabulary: Adoration, Communal Prayer, Eucharistic Liturgy, Meditation, Mysteries of the Rosary, Old Testament, Psalms, Scripture, Tradition

Critical for Mastery in Grade 6

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Recognize that Catholics pray daily to talk to God and to listen to God’s will.	<ul style="list-style-type: none"> • Model all types of prayer. 	
2. Identify Psalms as prayers found in the Old Testament that Jesus prayed.	<ul style="list-style-type: none"> • Explain what Psalms are your favorite and why. 	
3. Affirm that worship belongs to God alone.	<ul style="list-style-type: none"> • Cite in scripture passages that worship is for God alone. 	
4. Examine the Eucharistic Liturgy as the community’s central act of worship.	<ul style="list-style-type: none"> • Actively participate in Mass. 	
5. Analyze the deepening awareness of the covenanted relationship with God that prayer provides.	<ul style="list-style-type: none"> • Compose a prayer/meditation journal that includes different forms of prayer (i.e., meditation, spontaneous, gestures, songs, etc.). 	
6. Break down the elements of the Lord’s Prayer.	<ul style="list-style-type: none"> • Write the prayer on paper and explain each petition. 	
7. Recognize the prayer of Christians is grounded in the Word of God in Scripture and Tradition.	<ul style="list-style-type: none"> • Make a booklet of existing prayers. 	
8. Utilize the Gospels, Wisdom Books and other books in Sacred Scripture as helpful for meditative prayer.	<ul style="list-style-type: none"> • Define meditation. Participate in a meditation exercise on a scripture passage from the Gospel of Matthew. 	
9. Compare and contrast personal prayer and communal prayer.	<ul style="list-style-type: none"> • Conduct a discussion about the ways we pray. • As students share experiences, categorize personal and communal prayer. 	

10. Examine the humility and faith of Mary as our model for prayer.	<ul style="list-style-type: none"> • Locate in Scripture and read the Magnificat. 	
11. Identify, list, and practice the four types of mysteries of the Rosary (Joyful, Luminous, Sorrowful, Glorious).	<ul style="list-style-type: none"> • Make a rosary booklet that includes four types of mysteries. Use the booklet to pray. 	
12. Define and apply the types of prayer: blessing and adoration, petition, intercession, thanksgiving and praise.	<ul style="list-style-type: none"> • Create their own prayers. 	
13. Participate in formal prayer and rituals; Stations of the Cross, litanies, paraliturgies, and Mass.	<ul style="list-style-type: none"> • Act out the Stations of the Cross for younger students. 	

EDUCATION FOR LIVING IN THE CHRISTIAN COMMUNITY

Standard 8: Catholic Church: Students will 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.

Vocabulary: Catholic Church, Magisterium

Critical for Mastery in Grade 6

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Recognize that the mission of Christ and the Holy Spirit is brought to completion in the Church, which is the Body of Christ; the Church, guided by the Holy Spirit, continues Christ’s saving work, especially through the Sacraments.	<ul style="list-style-type: none"> • Discuss what is meant by the “Body of Christ” and the role of the Holy Spirit in guiding the Church. 	
2. Discuss the Church’s visible bonds of unity: one origin, one baptism, and an	<ul style="list-style-type: none"> • Define apostolic succession and explain Peters’ role as the head of the church. 	

unbroken line of apostolic succession beginning with Peter.		
3. Recognize that we are in communion with all the baptized persons on earth and in heaven and purgatory.	<ul style="list-style-type: none"> • Discuss the Communion of Saints. 	
4. Illustrate how the Church is a sign of unity and peace to the world.	<ul style="list-style-type: none"> • Explore how Pope John Paul II devoted his work to living a sign of unity and peace in the world. 	
5. Explain and celebrate the Pope as the leader of the Catholic Church throughout the world.	<ul style="list-style-type: none"> • Research areas visited by the Pope on World Youth Day. 	
6. Relate that the Church is a community of God's people called to continual reform and renewal.	<ul style="list-style-type: none"> • Have students create a Lenten plan that focuses on doing things for others. 	
7. Describe the Magisterium as the teaching office of the bishops in communion with the Pope.	<ul style="list-style-type: none"> • Define Magisterium. • State that the Pope is Head of the Church and is the chief teacher. 	
8. State evangelization as central to the mission of the Church in which all Catholics have a role.	<ul style="list-style-type: none"> • State the purpose of the Church to announce the Good News of the Gospel. • List activities that they can do to share the Good News with others. 	
9. Identify the Catholic Church as a universal church.	<ul style="list-style-type: none"> • Choose a country. Compare and contrast how life in the Church is similar or different. 	
10. Identify the Church as the beginning seed of the kingdom of God on earth.	<ul style="list-style-type: none"> • Using the seed parables in Matthew identify how Jesus uses these parables in explaining how the Kingdom of God is spread. 	

Standard 9: Ecumenism: Students will understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with other Catholic (Eastern), Orthodox, and Christian churches.

Vocabulary: Ecumenism, Eastern Catholic Churches, Orthodox Churches, Schism

Critical for Mastery in Grade 6

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Explain that the Pope is the successor of the Apostle Peter and thus the leader of the Roman Catholic Church and a sign of our unity.	<ul style="list-style-type: none"> • Draw a chart of Church hierarchy including the names of Pope, Archbishop and pastor of school parish. 	
2. Review how our friendship with other Christians means that we can both recognize what we share in common but also be honest about how we also differ.	<ul style="list-style-type: none"> • Have a class discussion about the differences/similarities among Christian groups. 	

EDUCATION FOR LIVING IN THE CHRISTIAN COMMUNITY

Standard 10: Catholic Principles and Relationships: Students will apply Catholic principles to interpersonal relations.

Vocabulary: Chastity, Sexuality

Critical for Mastery in Grade 6

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Identify oneself as being made in the	<ul style="list-style-type: none"> • Have students list the gifts God has given 	

image and likeness of God.	<p>them and how they use those gifts.</p> <ul style="list-style-type: none"> • Have students describe themselves without using physical features, but focusing on their personalities and talents. 	
2. Acknowledge that the Holy Spirit calls all people to conversion and faithfulness.	<ul style="list-style-type: none"> • Draw connections to the Israelites turning away from God and being called back to their own struggles with following God. 	
3. Identify human sexuality as a gift from God that is expressed only in marriage of a man and woman for the good of the spouses and the procreation of children.	<ul style="list-style-type: none"> • Create opportunities for questions to be naturally asked about human sexuality and appropriately answered. 	
4. Demonstrate understanding that Christian virtues of purity of heart and chastity help us to respect others.	<ul style="list-style-type: none"> • Define purity and chastity. • Identify the relationship between self-respect and respect for others. 	
5. Examine the family as a source of spiritual values, religious practices, customs and traditions that help shape one physically and socially.	<ul style="list-style-type: none"> • Students create a PowerPoint presentation about family values using examples from their own family. 	
6. Assess the importance of marriage and the role of family in our society.	<ul style="list-style-type: none"> • Have students explain why they think marriage is important. 	
7. State causes and effects of separation and divorce on families.	<ul style="list-style-type: none"> • Working in pairs or small groups have students list causes and effects of separation/divorce on families. 	
8. Develop awareness of the role of peer relationships and their effects on development, faith, and discipleship.	<ul style="list-style-type: none"> • Have students write a journal entry discussing how a friend has helped them to make positive choices. 	
9. Practice conflict resolution skills.	<ul style="list-style-type: none"> • Role-play various scenarios. 	

Standard 11: Vocation:

Students will 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.

Vocabulary: Discipleship, Holy Orders, Matrimony, Missionary, Vocation

Critical for Mastery in Grade 6

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Outline how Christian discipleship is an essential part of being Catholic.	<ul style="list-style-type: none"> Have students write a reflection on how they show that they are a follower of Jesus. 	
2. Show understanding that a vocation is a call from God that each one receives based on God's plan for us and that we learn of his plan for us through prayer and listening to his call.	<ul style="list-style-type: none"> Invite a priest or other religious to share with the class how they were called to serve God. 	
3. Recognize the types of vocations in the Church.	<ul style="list-style-type: none"> Prepare group projects on the various vocations and present to class. 	
4. Identify priesthood as a special gift to the Church to which God calls men as a way of service.	<ul style="list-style-type: none"> Research the duties of a priest beyond celebrating Mass. 	
5. State that a man receives the Sacrament of Holy Orders from the bishop who calls him to life of service to the Church.	<ul style="list-style-type: none"> State that the Bishop administers the sacrament and the essential element is the laying on of hands. 	
6. Identify the promise of obedience to the bishop and the vow of celibacy as special to the life of priesthood in the Catholic Church.	<ul style="list-style-type: none"> Define the vows of a priest, obedience, celibacy, and sometimes poverty. 	
7. Differentiate between the two types of priests: diocesan priest and religious priest.	<ul style="list-style-type: none"> State that a diocesan priest is one ordained by a bishop for service in a diocese and that religious priest is ordained as part of a religious community. 	

8. Explain how a man prepares to become a priest in seminary.	<ul style="list-style-type: none"> • Research where seminarians in our Archdiocese go to study. 	
9. Classify the deacon as a special vocation of service for both married and unmarried men.	<ul style="list-style-type: none"> • Compare and contrast the role of the deacon to the role of the priest. 	
10. Outline the way in which we can answer the vocation to religious life.	<ul style="list-style-type: none"> • Research various religious communities and compare/contrast them. 	
11. Conclude that God calls us to love and serve others through whatever vocation we live.	<ul style="list-style-type: none"> • Make a list of all the ways people can serve. 	

EVANGELIZATION AND APOSTOLIC LIFE

Standard 12: Catholic Social Teaching:

Students will know, critique, and apply social justice and stewardship principles to societal situations in a way that acknowledges and affirms the dignity of the human person and community.

Vocabulary: Catholic Social Teaching, Reign of God, Stewardship

Critical for Mastery in Grade 6

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Explain what is meant by saying that our God is a God of Freedom. Understand that the way to the Reign of God is a way of justice and peace.	<ul style="list-style-type: none"> • Discuss how poverty and injustice can take away our freedoms and are contrary to God's plan. 	
2. Recognize that the Bible explores the mysteries of life: suffering, injustice, and death.	<ul style="list-style-type: none"> • Read about how the prophets spoke out against injustice and suffering. 	
3. Define stewardship as being Christ for others by giving of time, talent, and treasure.	<ul style="list-style-type: none"> • Find examples of how people use their time, talent, and treasure to help others. 	

4. Develop their own talents and gifts and share these with the community.	<ul style="list-style-type: none"> Students participate in a service project. 	
5. Devise awareness that we are called to overcome evil and to be responsible stewards of all that God has given us.	<ul style="list-style-type: none"> Students will show respect for the environment by participation in the celebration of Earth Day. 	
6. Incorporate social action in response to unjust conditions.	<ul style="list-style-type: none"> Enlarge participation in operation Rice Bowl. 	
7. Identify that sin can destroy God's good creation.	<ul style="list-style-type: none"> Identify areas that have been damaged or destroyed due to the misuse of human beings. 	

Standard 13: Inter-Religious Dialogue: **Students will understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Jews, Muslims, and all faith traditions.**

Vocabulary: Hanukkah, Monotheistic Religion, Mosque, Pesach, Qur'an, Torah

Critical for Mastery in Grade 6

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Identify Jewish holy days in the lunar calendar and how they are celebrated. (i.e., Hanukkah, Rosh Hashanah, and Yom Kippur, etc.).	<ul style="list-style-type: none"> Small groups reports on the major Jewish Holidays. 	
2. Recognize that the Torah is divinely inspired and includes the first five books of the Christian Bible.	<ul style="list-style-type: none"> Name the first books of the Old Testament and explain their importance to Christians. 	
3. State that to the Jewish people, whom God first chose to hear his Word, "belong the sonship, the glory, the covenants, the giving of the law, the worship and the	<ul style="list-style-type: none"> Jewish people are God's people and are awaiting the coming of the Messiah just as Christians are awaiting the second coming. 	

promises; to them belong the patriarchs, and of their race, according to the flesh, is the Christ." (Rom 9:4-5)		
4. Identify the celebration of Pesach (Passover) as the celebration of liberation in which the Jews retell the story of God's deliverance of them from slavery.	<ul style="list-style-type: none"> Name the foods of the Seder and their meaning. Recreate a Seder meal. 	
5. Name the Qur'an as the sacred scripture of the Muslim faith written in Arabic.	<ul style="list-style-type: none"> Discuss how we as Christians respect the sacred writings of others. 	
6. Describe the mosque as a center of gathering for prayer, religious instruction, and community celebration.	<ul style="list-style-type: none"> Find pictures of mosques and identify where they are located. 	
7. Characterize Judaism, Christianity, and Islam as monotheistic religions who worship the same God.	<ul style="list-style-type: none"> Discuss how they are alike and how they are different. 	

Standard 14: Missionary Vocation:

Students will demonstrate an appreciation for Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service.

Vocabulary: Evangelization

Critical for Mastery in Grade 6

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Illustrate that we, the people of God are called to work together to continual change and reform in light of the teaching of Jesus.	<ul style="list-style-type: none"> Give an example of a cultural value that differs from the values of the Gospel and how you might defend the gospel value to those who may disagree. 	
2. Recognize that Jesus gave us the Catholic Church to teach and help us continue his mission from God the Father.	<ul style="list-style-type: none"> Cite examples of how Jesus sent his disciples out to evangelize. (For example, see Mt 28:19, Mk 16:15, Acts 1:8). 	

3. State how the universal call to holiness is linked to the universal call to mission.	<ul style="list-style-type: none"> • Students write a reflection on how helping others brings them closer to God. 	
4. Explain how we are called to foster world peace, human rights, sacredness of life and the alleviation of world hunger.	<ul style="list-style-type: none"> • Have students research Catholic Charities and the people they help. 	
5. List ways in which charity can be practiced in the parish, school, and family.	<ul style="list-style-type: none"> • Encourage family participation in a service project. 	
6. Assess how the parish community and family are involved in mission work.	<ul style="list-style-type: none"> • Research the life of St. Vincent de Paul. 	