

Grade 5

BACKGROUND FOR CATECHISTS

Know Your Audience

Just like Jesus, every good catechist knows their audience.

“The catechist – must take into consideration all the human factors of a particular age level in order to present the Gospel message in a vital and compelling way.” (NDC #48)

Who Are Your Fifth Graders?

Faith Development

Children at this age:

- ❖ Continue to grow in their relationship with God through prayer. Can take greater roles of responsibility in prayer and worship.
- ❖ View all events in their lives as part of faith.
- ❖ Understand symbols, stories, and religious images of God in a way that can be somewhat literal.
- ❖ Need help to develop their own unique God-given gifts.
- ❖ Catch the tradition of the past through stories (scripture, Jesus, stories of the Church). Can identify outstanding role models of the present.
- ❖ Begin to glimpse themselves in the future through observing the virtues and character of heroes and heroines and mature adults.
- ❖ Respond to lived faith witness by willingness to participate in more systematic presentation of the faith, liturgy, and religious practices.
- ❖ Need help to see the reasons behind Church rules, privileges, and responsibilities.
- ❖ Need help to understand that God desires the good and happiness of everyone.
- ❖ Vest greater importance in their expanding world of school, community, people, and events around the world (the latter brought closer through media).
- ❖ Can be introduced to care for the aged, persons with disabilities, the poor in the neighborhood and the world, through their expanded involvement with others outside the home.
- ❖ Gain a sense of responsibility and develop care for others by being involved in charitable collections, community clean ups, and other organized events.
- ❖ Begin to have a genuine sense of fairness and equality.
- ❖ Can take others' views into account in bargaining to meet their own needs.
- ❖ Grow in the ability to understand abstract qualities in the future such as justice and injustice by participating now in activities with sharp contrasts between good and evil.

Grade 5 Catechists

GUIDING PRINCIPLES

Catechists can:

- Provide reasonable explanations and increased group activities because the children have developed a longer attention span. Augment the docility and the unquestioning acceptance of adult explanations by capitalizing on the children's interest in sharing in small group discussions.
- Foster opportunities to replace interest in fantasy and fairy tale by interest in true-to-life stories that originate in the life of the Church, in their own communities and cultures, as well as in other areas.
- Provide group projects in which all the children can be involved because children learn most effectively when engaged in the learning process.
- Stimulate the children's creativity through music, art, drama, and related activities. Provide an opportunity for them to express and appreciate religious concepts.
- Encourage students to analyze facts and to explore the lived faith of believers, past and present, whose lives they can emulate.
- Continue to offer opportunities for meaningful memorization, particularly of certain essential doctrinal statements.
- Use daily situations and discussions to help students develop skills in moral decision making. Challenge the students to correlate what they say they believe with their actions. Encourage them to do what is right because it is right, whether it pleases the group or not. Stress the reasons and the values underlying the rules, as well as the importance of right motives.
- Include the element of social awareness in prayer experiences and reconciliation services. Move away from a simplified following of the rules and help the children to progress toward a faithful response to a call from the Lord. Make children aware of social ills and human need by helping them to become involved in social justice activities in various ways - e.g. recycling bottles and aluminum, learning not to waste natural resources. Teach that all are called to give of their time, talents, and earthly goods.
- Present Jesus as a model and friend. Identify biblical personalities, saints, and people in our own day who are living as Jesus did and who also serve as role models.
- Explore more fully doctrines of the creed, commandments, and sacraments. Emphasize the meaning behind law and ritual. Provide explanations that represent the effectiveness of Christ at work in the world today.

- Accept pre-adolescent restlessness, boredom, and awkwardness as a way to help students experience God's love for them as individuals. Repeat the message of self-worth again and again.
- Understand that as peer pressure is a reality and pre-adolescents fear peer rejection, liturgical/sacramental experience rooted in the group is appealing and that community is an inviting concept. Encourage students to participate fully as a group in preparing materials and place for celebrations, playing musical instruments, reading the scripture, dramatizing the Gospel story, carrying the presentation gifts, making decorations, and presenting commentaries.
- Encourage the understanding of God as a partner, someone to whom they can talk, someone who affects them personally, someone with whom they can enjoy periods of silence and reflection. Establish a positive attitude toward prayer and its purposes. Offer a variety of prayer experiences: rote prayers, silent or centering prayers, spontaneous prayers and petitions, meditative prayer, paraliturgies, and prayer services.
- Educate students in attitudes and behaviors in the cause of peace and justice. Focus on three current areas of concern: world peace, world hunger, and the rights of the oppressed.

Physical Development

Children at this age:

- Are unpredictable; are a cause of irritation to themselves and others; worry about body development.
- See body as an embarrassing object because of the vast differences in rate of change among this age group.

Social and Emotional Development

Children at this age:

- Are strongly influenced by the group; need to be like peers; are developing close friendships.
- Are in a transition time between adolescence and the peaceful years of middle childhood; are unpredictable, having both spurts of high and low energy at the same time.
- May act/dress older than their age; need help to cultivate virtues like modesty and consideration for others.
- Need help to identify feelings and how to act upon them in a positive manner – (giggling covers up emotions regarding the opposite sex).
- Like quiet time (e.g. reading) and time with peers (eg. Playing complex games).
- Do not want to risk being laughed at; may avoid answering orally in a large group; enjoy discussions better; prefer recording and reporting back to the large group.
- Are influenced by media and advertisements; are attracted to and value whatever enables them to experience physical/mental control over their environment.
- Are idealistic; are beginning to ask questions about themselves and their lives; are aware of problems in their families and world.
- Have feelings close to the surface; worry about looks, self, family, almost all think they are different; experience self-consciousness and sensitivity to criticism.

Cognitive Development

Children at this age:

- Think on a factual/concrete level.
- Are able gradually to form abstract ideas/concepts based on experience.
- Manifest intense curiosity, a thirst for new experiences and a desire to collect, organize, and correlate factual material. Enjoy making collections of all kinds.
- Tend to see details more clearly than the main idea.
- Are able to observe people, situations and form conclusions about them.
- Search for explanations and are beginning to work with universals.
- Can memorize details but should always have this coupled with understanding.
- Have attention spans that usually exceed 20 minutes.
- Like to read, can participate in activities with complicated rules, can think chronologically, enjoy being silly, and delight in playing with the double meaning in language.

NOTES

- ❖ Pope John Paul II in **On Catechesis in Our Time** encourages the use of advances in pedagogy; biology, sociology as they help us to model God's Divine Pedagogy (teaching us gradually in stages according to our level of development). The above noted information is consistent with such documents as the *General Directory for Catechesis*, the *National Directory for Catechesis*, the *Catechism of the Catholic Church* and other Catechetical Documents of the Church.
- ❖ The above sciences have limitations. While this information does provide references to typical age ranges, children continue to be viewed as individuals and individual differences need to be taken into account.



FIFTH GRADE

CURRICULUM GUIDELINES

Theme: Jesus instituted the seven sacraments to give us grace. In the experience of the seven sacraments we share the life and person of Jesus in a special and unique way.

The Catechist should:

- **Make copies of the Parent Page (front and back) for students to take home.**
- **Read the Background for Catechists Information.**
- **Become familiar with the *National Directory for Catechesis & the United States Catholic Catechism for Adults*.**

- **Review previous understandings with students:**
 - Recall that we are all called to live holy lives and imitate Jesus in our actions and choices.
 - Recall that we become fully initiated members of the Church through baptism, confirmation, and Eucharist.
 - Review the ten commandments, two great commandments, beatitudes, spiritual and corporal works of mercy as guides to daily life.
 - Recall that the Holy Spirit guides us to make good choices and live as Jesus did.
 - Review the individual and communal forms of celebration of the sacrament of penance.
 - Review an examination of conscience.
 - Recite the following prayers:
 - Sign of the Cross
 - Our Father
 - Hail Mary
 - Glory Be
 - Prayers before and after meals (optional)
 - Act of Contrition
 - Apostles Creed
 - Review an examination of conscience.
 - Review and describe the steps included in the individual celebration of the sacrament of penance and the reasons for each.






FIFTH GRADE

CURRICULUM GUIDELINES

AT THE END OF THIS GRADE LEVEL STUDENTS WILL DEMONSTRATE THE FOLLOWING UNDERSTANDINGS AND APPRECIATION OF THE EXPERIENCES INDICATED.




[Note about symbols: Of the six tasks of catechesis (knowledge of the faith; liturgy & sacraments; moral formation; prayer; community; missionary spirit) five have a symbol assigned to them. Knowledge of the Faith is the organizing task]

Symbol Key:

 = Liturgy & Sacraments  = Moral Formation  = Prayer
 = Community  = Missionary Spirit

Reference Code: CCC = *Catechism of the Catholic Church*
Compendium = *Compendium to the Catechism of the Catholic Church*
USCCA = *United States Catholic Catechism for Adults*

KNOWLEDGE OF THE FAITH

- ❖ **Jesus, the Sacrament of God, is the visible sign of God's love for all people.** Date completed _____
CCC #1076, 1115; Compendium #93, 122; USCCA pp. 77-87
 - Students will appreciate that ALL persons are created in God's image. Understand that all of creation reflects God's existence.
 - Students will participate in a prayer service celebrating God's unending love.
Mark 1:9-11...Baptism of Jesus Vocabulary: prayer, sign, symbol
- ❖ **The Church is the Sacrament of Christ in the world.** Date completed _____
CCC #738, 1118; Compendium #147 – 160; USCCA pp. 114, 116, 117, 122
 - Students will grow in the understanding that the Holy Spirit gives us special gifts and talents for the good of the community.
Acts 2:1-4... Pentecost; Isaiah 11:2-3...Gifts of the Spirit
Vocabulary: Catholic, community, laity, sacrament, gifts of the spirit
- ❖ **Signs and symbols and their meanings are important in every aspect of our daily lives.** Date completed _____
CCC #1146-1148; Compendium #224; USCCA pp. 169, 268
Vocabulary: sign, symbol

- ❖ **Through sacramental signs and symbols we are able to experience the presence of God through the power of the Holy Spirit.** **Date completed** _____
 CCC #1084, 1097, 1111, 1120, 1145, 1152, 1153, 1155; Compendium #108, 127, 139, 224, 314; USCCA pp. 169, 177, 184-187, 204-207, 222, 229, 268



- Students will appreciate that the love of Jesus continues through us to the world in the Spirit of God.

Vocabulary: sign, symbol, sacramental

- ❖ **The sacraments, through both word and symbol, bring God into our lives and bring us into God's life.** **Date completed** _____
 CCC #1084, 1088-1089, 1091-1092, 1122-1123; Compendium #224, 230; 357
 USCCA pp.168-170



- Students will participate in a prayer service celebrating God's welcoming us into the Christian community.

Vocabulary: Anointing of the Sick, Baptism, Eucharist, Holy Orders, Marriage, Reconciliation, Confirmation, sacrament, sacramental

- ❖ **Grace is God's life in us.** **Date completed** _____
 CCC #1996, 1997; Compendium #357; USCCA pp. 168-170

Galatians 5:22-23...Fruits of the Holy Spirit; Isaiah 11:2-3...Gifts of the Spirit

Vocabulary: grace

- ♥ - (This would be an appropriate place to introduce the CVOL lessons for Grade 5).

- ❖ **Baptism the initial encounter with the sacramental Christ is a dying of self to sin a sharing in the risen life of Christ, and a joining to the community of Christ's Church.**

Date completed _____
 CCC #1213-1284; Compendium #147, 263; USCCA pp. 183-184



- Students will appreciate that all followers of Jesus are called to the ministry of service through baptism.

Vocabulary: baptism, initiation, original sin, chrism, sacrament of initiation

- ❖ **Confirmation is a completion of initiation, a call to each Catholic to grow in faith and witness, and an empowerment through the gifts and fruits of the Holy Spirit.**

Date completed _____
 CCC #1285-1321, 1829-1831; Compendium #265-270, 389, 390; USCCA pp. 203-211



- Students will grow in the understanding that the Holy Spirit gives us special gifts and talents for the good of the community.

Acts 2:1-4... Pentecost

Acts 8:15-17... Laying on of Hands


Galatians 5:22-23... Fruits of the Holy Spirit


Isaiah 11:2-3... Gifts of the Spirit

Vocabulary: confirmation, apostle, disciple, faith, sacrament of initiation, sanctifier, Blessed Trinity

- ❖ **Eucharist, the center of sacramental life, is consecrated by an ordained minister, the priest; is the real presence of Jesus; and is a nourishing, strengthening, and unifying source for the People of God.** **Date completed** _____

CCC #1142, 1374, 1097, 1123, 1324, 1322-1419; Compendium #271-294;
USCCA pp. 213-232, 487

 - Students will participate in a class level Liturgy of the Eucharist.

 - Students will establish a prayerful environment in the classroom.

Luke 24:13-35... Emmaus Story


Luke 24:14-20... Last Supper


Vocabulary: Blessed Sacrament, consecrate, Eucharist, liturgy, Liturgy of the Eucharist, revelation, sacrament of initiation


- ❖ **Penance is:** **Date completed** _____

- a celebration of God's forgiveness.
- an absolution of our sins.
- a reunion between us and God and the Church.

CCC #1422-1498; 1424, 1440-1443, 1462, 1449, Compendium #296-312;
USCCA pp. 231-247

 - Students will become aware of the affects of sin that separate us from God and community.

 - Students will understand the call from God to exercise our freedom wisely by living moral lives. Reflect upon God's gift of free will and our responsibility for our own actions. Grow in the understanding that sin is freely choosing to do what we know to be wrong or omitting to do what we know is good. Develop a simple method for conscience formation and moral decision making.

 - Students will reflect upon personal failings and sin in relationship to Jesus' law of love, the Ten Commandments, and the precepts of the Church. Participate in a prayer service celebrating God's healing and forgiving presence and unending love.

John 3:1-21... Nicodemus

Luke 15:11-32... Forgiving Father

John 4:5-26... Woman at the Well

Vocabulary: absolution, conscience, compassionate, judgment, mortal sin, venial sin, sin, reconciliation, sacrament of healing, ten commandments

- ❖ **The vocation we freely choose to the married, vowed religious, priestly or single life is our response to our baptismal call.** **Date completed** _____

CCC #873, 897 & 898, 915 & 916, 1577, 1603, 1604; Compendium #188; USCCA pp. 452

Matthew 4:18-22... Call of the Apostles

Vocabulary: baptism, Holy Orders, marriage, priesthood, religious life, sacraments of commitment

❖ **Anointing of the Sick is:**

Date completed _____

- **an extension of the healing of Christ to the seriously ill or elderly.**
- **taking away of sin through the grace of the Holy Spirit.**
- **a relief and strengthening for the soul of the sick person.**
- **sometimes a restoration of bodily health.**

CCC #1499-1532; Compendium #313-320; USCCA pp.252-259



- Students will value all forms of life as a sacred gift. Value persons of every race and ability and understand they are of inestimable value from the unborn to the elderly and terminally ill.



- Understand that Jesus heals others through us.

Luke 10:30-37... Good Samaritan Mark 6:12-13... Anointing with Oil
James 5:14-15... If Anyone Is Ill

Vocabulary: anointing of the sick, advocate, death, sacrament of healing, viaticum

❖ **Matrimony is:**

Date completed _____

- **a celebration of life-long love and commitment between a man and a woman.**
- **a reflection of the covenant of indissoluble love between Christ and the Church.**
- **an empowerment for the couple to be love-giving and life-giving.**

CCC #1601-1666; Compendium #337-350; USCCA pp. 277-292



- Students will understand that all members of families have the right to be treated with love, respect, and dignity.

John 2:1-11... Wedding at Cana Matthew 19:6... God Has Joined Together
Ephesians 5:25-33... Love Each Other

Vocabulary: fidelity, marriage, sacrament of commitment, vocation, vow

(This could be another place to incorporate the CVOL lessons for Grade 5).

Holy Orders is:

Date completed _____

- **a permanent sign of Christ's presence through the priest.**
- **a primary means of the sacramental presence of Christ.**
- **a celebration of the three orders of bishop, priest, and deacon.**

CCC #1548-1551, 1554, 1555-1571, 1582, 1583; Compendium #321-336; USCCA pp. 261-275

✠ - Students will be open to the possibility of God's invitation to the priesthood or religious life.

Mark 3:13-19... Commissioning of the Apostles Matthew 4:18-22... Call of the Apostles

Vocabulary: celibate, deacon, Holy Orders, ordain, priesthood, sacrament of commitment, vocation

❖ **The Liturgy is the public worship of the Church.** **Date completed** _____
CCC #1069, 1140; Compendium #218-220; USCCA pp.170, 174, 178


✚ - Students will appreciate the cycle of liturgical seasons, major feasts days, and holy days of obligation throughout the church year.


Mark 14:22-26... Last Supper Luke 24:14-20... Last Supper

Vocabulary: Liturgical year, liturgy, liturgy of the Eucharist, liturgy of the Word, advent, lent, gospel, creed, Easter Vigil, mystery, ordinary time, Word of God, worship

❖ **Every Catholic is responsible for building up the body of Christ within the parish family.** **Date completed** _____

CCC #1070, 1071, 1091, 1098, 1140; Compendium #177, 188, 189, 190, 191;
USCCA pp.115-118, 122, 134-135, 137

 - Students will identify ways we can build up the parish family. Participate in celebrations that honor the religious and cultural heritage of the parish such as customs for saints days, special blessings for holidays and holydays.

 - Students will practice the spiritual and corporal works of mercy. Appreciate the beatitudes as Jesus' invitation to perfection. Grow in the awareness of the continuous need for peace and justice in the world, with some understanding of world hunger, world peace, human rights, sacredness of life, and the need to care for the environment as God's creation.

Mark 3:13-19... Commissioning of the Apostles Vocabulary: beatitude, saint, justice, laity

❖ **Sacramentals are a blessing, an action or an object that remind us of Christ's presence and love, e.g. holy water, oil, incense, blessed palm, medals, statues.**

Date completed _____

CCC #1667, 1670, 1671-1673; Compendium #351; USCCA pp.293-303

Vocabulary: sacramental, sign, symbol

❖ **At the end of time, when Christ returns, all of humanity will be accountable for their participation in building the kingdom of God.** **Date completed** _____


CCC #1021, 1038, 1039; Compendium #134-135, 214-216; USCCA pp. 156-158


Vocabulary: judgment, kingdom of God



❖ **At death, each individual will be personally accountable before God for the choices one has made during one's life.** Date completed _____

CCC #1021, 1022; Compendium #135, 205, 208; USCCA pp. 153, 161

 - Students will reflect upon God's gift of free will and our responsibility for our own actions. Reflect upon personal failings and sin in relationship to Jesus' law of love, the ten commandments, and the precepts of the Church.

 - Students will understand the call from God to exercise our freedom wisely by living moral lives. Reflect upon God's gift of free will and our responsibility for our own actions. Grow in the understanding that sin is freely choosing to do what we know to be wrong or omitting to do what we know is good. Develop a simple method for conscience formation and moral decision making.

Vocabulary: death, heaven, hell, judgment, purgatory

❖ **Heaven means living in complete union with God forever.** Date completed _____

CCC: #1023, 1025-1029; Compendium #209; USCCA pp. 157-158

Vocabulary: heaven, death, kingdom of God

❖ **Hell means being separated from God forever.** Date completed _____

CCC #1033, 1035-1037; Compendium #74, 212, 213; USCCA pp. 153-155

Vocabulary: hell, death, judgment, mortal sin


❖ **Purgatory means the continuing journey after death of moving toward complete union with God forever.** Date completed _____


CCC #1030, 1031; Compendium #210, 211; USCCA pp. 154, 156, 160-161

Vocabulary: purgatory, death, judgment, justice

❖ **All religions that recognize the mystery of God's presence are deserving of respect.** Date completed _____

CCC #838-843; Compendium #163,168 USCCA pp. 127-129, 136, 193

 - Students will appreciate that ALL persons are created in God's image. Understand that all of creation reflects God's existence.

 - Students will practice the spiritual and corporal works of mercy. Appreciate the beatitudes as Jesus' invitation to perfection.

Luke 10:30-37... Good Samaritan John 4:5-26... Woman at the Well

Vocabulary: compassionate, disciple, grace, gospel, justice

STUDENTS SHOULD BE FAMILIAR WITH THE FOLLOWING PRAYERS

Sign of the Cross

Apostles Creed

Prayer to the Holy Spirit

Our Father

Glory Be

Hail Mary

Act of Contrition