

DIOCESE OF VENICE, FLORIDA

PERFORMANCE STANDARDS AND CURRICULUM

CREATED: AUGUST 2011



Class Prayer Table: A “small” table/area should be set up in the room for 8 year olds. On this table is recommended: a Children’s Catholic Picture Bible and a regular Catholic Bible, battery operated candle, table cloth/covering changed following liturgical calendar and a Crucifix for a few suggestions to start. Additionally, the following should be added following class topics/liturgy/liturgical seasons -Something to represent the Trinity, the Eucharist, pictures/books on the saints, objects that represent social justice, a rosary and Ten Commandments.

ALWAYS: Open and end class with the Sign of the Cross. In the name of the Father, and of the Son and of the Holy Spirit. Amen



SAFE ENVIRONMENT (Emotional, Physical and Spiritual) - Always check your room to make sure there is no hazard or potentially dangerous object(s) that can cause or be used to harm another. Please follow Diocesan Policy with required form (see Addendum A with this packet) to report any/all abuse disclosed/reported to you. Go to the Diocese of Venice, Florida website for more information.



TEACHER MATERIALS: Books purchased by the parish for Faith Formation/Religion classes, Catholic Bible, Catechism of the Catholic Church (CCC), General Directory for Catechesis (GDC) and National Directory for Catechesis (NDC), Catechesis Tradendae (Catechesis in Our Time) by Pope John Paul II. **REMEMBER:**

YOU (the teacher) are most important to your children!

TEXT(S): Teacher should use materials purchased by the parish and follow as outlined by the company with the corresponding suggested class activities.



TEACHER: AWARENESS AND READINESS
WHAT TO EXPECT: AM I READY FOR MY CLASS?
CHARACTERISTICS OF A CHILD IN



The developmental journeys for the 3rd Grade child are divided into three areas:

- 1. Physical Development**
- 2. Social Development**
- 3. Intellectual Development**



Developmental Characteristics of Third Graders

Every child's development is unique. Although children develop through a generally predictable sequence of milestones, we cannot say exactly when a child will reach each and every stage. Every child has his or her own timetable. The characteristics below are offered only as a reference to give you a better understanding of the child.



The Eight-Year-Old

Physical Development

- High energy
- Enjoy rough and tumble games, as well as team sports
- May be physically daring
- Fine motor skills showing increased speed and smoothness
- Some write with tiny letters and artwork becomes more detailed
- Large muscles in arms and legs are more developed than small muscles
- Seven to nine-year olds are learning to use their small muscles skills (printing with a pencil; using scissors and small tools) and their large muscle skills (throwing and catching a ball)
- Large differences in size and abilities of children; may affect the way they get along with others, how they feel about themselves, and what physical activities they do
- Enjoy testing muscle strength and skills
- Good sense of balance

Social and Emotional Development



- Begin to define self based on certain attributes or achievements, such as “I wear glasses,” etc
- Can become self-conscious based on how they believe they look in the eyes of others
- Establishing friendships is very important, although they may lack skills to do so
- Emergence of a sense of humor--telling jokes
- Less dependent on adults and more dependent on peers
- Begins to question authority and test limits
- Often overestimate abilities; “they bite off more than can chew”
- Interested in rules and rituals
- Generally girls tend to play more with girls; boys with boys
- May have a best friend
- Strong desire to perform well, do things right
- Find criticism and failure difficult to handle
- View things as right or wrong, wonderful or terrible, with little middle ground
- Need a sense of security in groups, organized play and clubs; friendship groups may be larger
- Generally enjoy caring for and playing with younger children



Intellectual Development

- Concrete Operations Stage of Thinking is solidifying for most children. They can reason logically about actual objects and organize thoughts coherently. They cannot handle abstract reasoning very well unless it relates to real experiences.
- Learn best through active, concrete experiences, but are learning to see books as sources of information; reading may become a major interest
- Developing a longer attention span
- Enjoy collecting, organizing, and classifying objects and information
- Imaginative play in the form of skits, plays, and puppet shows
- Likes groups and group activities
- May reverse printed letter (b/d) (until mid-third grade)
- Enjoy planning and building
- Speaking and listening vocabularies are expanding rapidly; talkative
- Increased problem-solving ability
- Interested in magic and tricks
- Learning to plan ahead and evaluate what they do
- When something is suggested, they may say, “That’s dumb” or “I don’t want to do that.”
- Beginning to see and understand the perspectives of others.
- Listen well, but they are so full of ideas that they cannot always recall what has been said
- Like to explain ideas--may exaggerate
- Engrossed in activity at hand; love to socialize at the same time
- Industrious; often work quickly
- Basic skills begin to be mastered; begin to feel a sense of competence with skills



MULTIPLE INTELLIGENCES: (WHAT WILL I USE?) SEE ADDENDUM B FOR CHART



VISUAL/SPATIAL (PICTURE SMART) Learns through drawing, reading stories with pictures, arts and crafts. I use _____

BODILY-KINESTHETIC (BODY SMART) Learns through movement, dancing, acting, reading body language. I use _____

MUSICAL (MUSIC SMART) Learns through music, by listening or singing and rhythms. I use _____

INTERPERSONAL (PEOPLE SMART) Learns through interaction with others, group activities, cooperating, peacemaker. I use _____

INTRAPERSONAL (SELF-SMART) Learns through introspection, works well alone, must have personal space. I use _____

NATURALISTIC (NATURE SMART) Learns through nature, loves nature walks, good at making distinctions. I use _____

VERBAL/LINGUISTIC (WORD SMART) Learns through words, reading, word games, expressing an idea, great vocabulary. I use _____

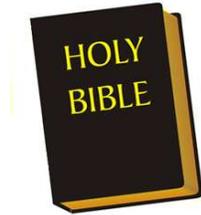
LOGICAL/MATHEMATICAL (NUMBER SMART) Learns by thinking, problem solving, explanation of things, asks questions. I use _____

EXISTENTIAL (GOD SMART) Has an inner peace, instinctively knows right from wrong, understands God and life and death. I use _____

*****A SUCCESSFUL CATECHIST WILL TRY TO INCLUDE ACTIVITIES THAT APPEAL TO ALL (OR MOST) OF THESE INTELLIGENCES IN ORDER TO ACHIEVE THE GOALS SET OUT FOR EACH SESSION.**

GRADE LEVEL PERFORMANCE STANDARDS: GRADE THREE

Within our third grade religion curriculum, students will:



Standard 1 – Sacred Scripture

Read and understand Sacred Scripture as God’s Word speaking to them.

- ❖ Recognize the list of Hebrew Scripture (Old Testament) Books and the list of New Testament Books found in the index of a Catholic Bible.
- ❖ Describe the Old Testament as writings about God’s relationship with his chosen people, the Hebrews.
- ❖ Describe the New Testament as writings about Jesus who shows us how to love God and love others.
- ❖ Retell the stories of creation, the life of Jesus and His Passion, Death and Resurrection using words art and/or drama.
- ❖ Identify how the writings in the Bible help us to better know, love and serve God.
- ❖ Identify what the Ten Commandments call us to do and not to do.
- ❖ Show how the index of a Bible lists all of the books as well as their page location.



Standard 2 – Doctrine

Know and understand the basic teachings of the Church and how they apply to their lives.

- ❖ Identify that God is the Trinity – one God who is Father, Son and Holy Spirit.
- ❖ Recall that God sent Jesus to teach us how to live lovingly, justly, humbly and prayerfully.
- ❖ Identify that Jesus is both true God and true Man.
- ❖ List examples of how God expresses love for us.
- ❖ Discuss the concepts of Heaven, Hell and Purgatory.
- ❖ Explain the meaning of “communion of saints.”



Standard 3 – **Sacraments**

Know and appreciate the centrality of the Eucharist and the importance of the Sacraments in the life of Catholics.

- ❖ Identify that Baptism, Confirmation and Eucharist are Sacraments of Initiation.
- ❖ Identify that Reconciliation and Anointing of the Sick are Sacraments of Healing.
- ❖ Discuss how Eucharist helps us remember and be thankful for the life, death and resurrection of Jesus.
- ❖ Participate with the parish community in the celebration of the liturgical seasons of Advent, Christmas, Lent, Holy Triduum, Easter, Pentecost and Ordinary Time.



Standard 4 – **Community**

Understand and appreciate the role of the faith community – the Catholic Church – into which they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church.

- ❖ Recite and discuss the meaning of the two great commandments.
- ❖ Recite and discuss the meaning of the first three commandments.
- ❖ Describe how sinful acts interfere with their relationship with God, others and self.
- ❖ Relate appropriate Catholic response to situations of social injustice. (homelessness, hunger, poverty) and practice ways to stand up for what is right.



Standard 5 – Service

Engage in service to and exercise responsible stewardship for the various communities to which they belong: family, school, parish, civic, national and global.

- ❖ Tell stories from the gospels of people serving others.
- ❖ Report on ways they can be of service in their families and in their schools.
- ❖ Plan and participate in a service activity.
- ❖ Give examples of different kinds of work people perform and how that work helps other people (parents' work at home, farmers, police, artists.)



Standard 6 – Prayer

Experience and appreciate a variety of prayer forms in addition to the prayer of the Sacraments.

- ❖ Read an example of scriptural prayer.
- ❖ Participate in praying the Rosary.
- ❖ Describe the purpose of the Stations of the Cross.
- ❖ Assume different roles in communal prayer experiences.
- ❖ Compose prayers for different occasions (e.g. birthdays, taking a trip, beginning a new school year.)
- ❖ Compose their own morning and evening prayers.
- ❖ Identify occasions of community prayer.
- ❖ Explain the importance of private prayer.
- ❖ Introduce the Spiritual and Corporal Works of Mercy.
- ❖ Pray the Hail Holy Queen and Acts of Faith, Hope and Love.



Standard 7 – Spirituality

Know how to develop a personal relationship with God.

- ❖ Participate in the celebration of the liturgical seasons.
- ❖ Make a prayer journal and use it to write their thoughts to God.
- ❖ Participate in a Lenten reflection on the Stations of the Cross.

Standard 8 – Morality



Understand and appreciate that all humans are created in the image and likeness of God.

- ❖ Discuss the Church's teachings concerning respect for life.
- ❖ Identify the different types, causes, effects of and solutions to discrimination.
- ❖ Recognize the Church's teachings and one's responsibility over creation.
- ❖ Discuss responses and responsibility of Christians to victims of AIDS (Acquired Immune Deficiency Syndrome).
- ❖ Recognize that bullying is a form of disrespect.
- ❖ Discuss issues of disabilities and developmental challenges.

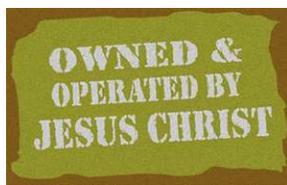


Standard 9 – **Social Justice**

Respond with **compassionate action** to occurrences of **social injustice**.

- ❖ Recognize and discuss how people of different backgrounds can work together to enhance the **quality of life** for others.
- ❖ Relate how the commandments guide relationships with others within family and community.
- ❖ Identify ways that Jesus, through His word, teaches us to care for ourselves and others.
- ❖ Identify the **poor** and **vulnerable** in your community and discuss ways to respond to their needs.
- ❖ Discuss how people have a right to **productive work**, to own **property** and establish **private business**.
- ❖ Understand that Jesus provides us a guide to living and acting in community in the **Beatitudes** and the story of the **Good Samaritan**.
- ❖ Recognize that everyone has the right to clean water, air and land free from **pollution**.





CATECHESIS:

1. Creation

- a. God created everything that exists and He shares His being, wisdom and Goodness with His creatures. (CCC 279, 295; Genesis 1:1)
- b. God allows us the ability to fully participate in His creation by giving us Special talents and gifts. (CCC 306-308; 1 Cor 3-9)
- c. We are called at Baptism by God to be of service. We receive grace from God to help us participate in the mission and service of Christ. (CCC 1268-1270, 1279, 1996)

2. Mystery of God, The Trinity

- a. The Trinity is one God in three persons. They do not share divinity among themselves, but each is God whole and entire. (CCC 253)

3. Christ is God and is Risen and Glorious

- a. Jesus came to do the will of God who sent Him. (CCC 606)
- b. He offered Himself to God at the Last Supper and at Calvary. (CCC 610, 621)
- c. We can offer ourselves to God by suffering and taking up our cross. (CCC 618)
- d. Jesus rose from the dead and entered heaven so we might join Him one day and share in eternal life. Having entered heaven once and for all, He intercedes for us as a mediator, assuring us of the guidance of the Holy Spirit. (CCC 666, 667)

4. The Church is the People of God

- a. The Apostles were the foundation on which the Church was established. Jesus is the head of the Church. (CCC 857, 860; Matthew 28:20)
- b. God wants us to be holy and realize that we are part of a community of people who are called to serve Him. That community is called the Church. The Church is the People of God. (CCC 781, 786)

5. Church as a Sign that Leads Us to the Heavenly Father

- a. The Church is a liturgical assembly, and it is a community of believers. (CCC 752)
- b. The Church is a sacrament. (CCC 775)
- c. The Church is God's instrument for salvation. (CCC 776, 780)

6. Mary

- a. Mary cooperated freely and faithfully in human salvation by accepting the call of God to become Jesus' mother. Mary's life should be a role model for all of us by her obedience to God. (CCC 511)
- b. Mary is the perfect disciple which we should model our lives after and she was conceived without sin. (CCC 511)

LESSON PLAN OUTCOMES:
SEE ADDENDUM D

Did my students “GET” the lesson?



END OF THE YEAR **OUTCOMES:**

GRADE THREE: (by the end of the yearly class/program) **EACH CHILD WILL:**

Know the glossary of terms from the Standards PLUS all new terms introduced from class books/materials for the grade level.

Standard 1- Sacred Scripture:

1. Identify the books in the Old and New Testament
2. Demonstrate understanding of using the index for the Catholic Bible
3. Tell a story about creation, the Passion, Death and Resurrection of Jesus
4. Know and recite the Ten Commandments

Standard 2 - Doctrine:

1. Explain the Trinity
2. Explain how Jesus was man and God
3. Give examples of how God shows His love to us
4. Explain the concepts of Heaven, Hell and Purgatory
5. Explain the meaning of “Communion of the Saints”

Standard 3 - Sacraments:

1. Explain what is meant by the “Centrality of the Eucharist”
2. Explain what are the Sacraments of Initiation (Baptism, Confirmation and Eucharist)
3. Explain what are the Sacraments of Healing (Reconciliation, Anointing of the Sick)
4. Participate with the parish community in liturgical celebrations during Advent, Christmas, Lent, Holy Triduum, Easter, Pentecost and Ordinary Time
5. Explain why the Sacraments are important to Catholics

Standard 4 - Community:

1. Recite the two Great Commandments
2. Explain the meaning of the first three Commandments
3. Describe what would be a sinful act
4. Tell how sin hurts our relationship with God
5. Tell what it means to be a “good steward”

Standard 5 - Service:

1. Tell a Gospel story of people helping others
2. Name some ways to be helpful at home, school and in the community
3. Complete a service project
4. Name types of work people do to help other people

Standard 6 - Prayer:

1. Say a scriptural prayer
2. Know why and how to pray the rosary
3. Say the Stations of the Cross
4. Give examples of prayers said for different occasions
5. Write a morning and evening prayer
6. Explain what are Spiritual and Corporal Works of Mercy
7. Pray the Hail Holy Queen and Acts of Faith, Hope and Love



JESUS
is the
ANSWER



Standard 7 - Spirituality:

1. Participate in the Eucharist with family and church community
2. Keep a private prayer journal
3. Take time for personal and communal prayer
4. Participate in church liturgical celebrations

Standards 8 - Morality:

1. Explain the Church's teachings on respect for life
2. Give examples of discrimination
3. Demonstrate understanding of how bullying is a form of disrespect
4. Give examples of developmental disabilities

Standards 9 - Social Justice:

1. Explain what is meant by "quality of life"
2. Share how the Commandments guide our relationships with others.
3. Give your understanding of who is poor and vulnerable
4. Tell how people have a right to productive work
5. Re-tell the story of the Good Samaritan
6. Name ways how you can avoid pollution



PREPARING FOR GRADE LEVEL PERFORMANCE STANDARDS



VOCABULARY AND GLOSSARY OF TERMS TO BE USED

ADDENDUM C

Taken from Diocesan Standards for Grade THREE

(More words should be added/introduced from accompanying book(s) used)

(Defined in Grade Three language for students to understand)



Acts of Faith, Hope and Love- Short prayers to talk to Jesus

Advent- Time to prepare for the birth of Jesus

Acquired Immune Deficiency Syndrome (AIDS) - A very serious health problem

Baptism- Being born again with water in the Name of the Father....

Beatitudes- 8 ways to live a good life

Bully- Being rude and unkind to another person

Catholic Bible- The Word of God

Christmas- The birth of Jesus - December 25

Civic- Community laws

Commandments- (Ten and Great) - Rules God gave us to live by

Communion of Saints- Holy people in heaven with Jesus

Community- More than one person

Community prayer- More than one person praying together

Compassionate action- Doing something nice for a person

Confirmation- A Sacrament received in Grade 10

Creation- Birth - anything new

Developmental Challenges- Changes as we grow

Disability- A hardship (mental, physical or emotional) or limitation

Discipleship- Membership in our church

Discrimination- Not liking someone

Disrespect- Being rude

Doctrine- Teaching of the Church

Easter- Jesus rising from the dead

Eucharist- Celebrating the Mass

Faith Community- People who come together to worship and pray

Global- The whole world

Good Samaritan- Doing good for another

Haily Holy Queen- A formal prayer we say to Mary



Heaven- The place we go home to see Jesus

Hebrew- A descendant of the family of Abraham, Isaac and Jacob

Hebrew Scripture- The Bible of Judaism

Hell- A final place where we are separated from Jesus

Holy Triduum- Holy Thursday, Good Friday and Holy Saturday

Homeless- Someone who has no address or place to live

Hunger- Needing food

Index (of a Bible) - The place in the book where you look up information to find quickly

Journal (prayer) - A personal book where you write your thoughts & feelings

Lent- 40 days of preparation for Easter

Liturgical calendar- Seasons that the Church celebrates

Liturgical seasons- Times of the year shown by different Church colors (priest vestments etc)

Local Church - My neighborhood church or the one I attend

Loving (justly, humbly; prayerfully) - Being kind to all

National- A bigger group than just my community, the nation

Old Testament- The first of two parts of the Bible

Ordinary Time- A Liturgical time for the Church

Passion (of Jesus) - The time Jesus spent before his death (Holy Week)

Pentecost- “Fiftieth Day” or birth of the Church by the Holy Spirit

Pollution- Anything in our environment that hurts us

Poor- No money, home, friends etc.

Private business- Something owned by an individual

Property- Anything belonging to me

Quality of Life- How I choose what I need to live

Purgatory- A place of temporary separation from Jesus

Respect for Life- How we should treat all life (plants, animals and people)

Relationship- How we get along with others

Resurrection- Easter Sunday when Jesus rose from the dead



Rosary- A prayer we say using beads that Mary asked us to pray

Sacraments of Healing- Reconciliation First Reconciliation (Confession) and Last Rites

Sacraments of Initiation- Baptism, Eucharist and Confirmation

Sacred Scripture- Holy Prayer

Scriptural prayer- Prayer we say from or using the Bible

Service- Giving time to help others

Service activity- Giving personal time to help another person or group

Sin- Anything we do that hurts our relationship with God

Sinful act- Something we do that breaks the Commandments and hurts our relationship with Jesus

Social Justice- Being fair to all people

Stations of the Cross- 14 stages Jesus went through (His Passion)

Ten Commandments- Rules God gave us to follow

Trinity- Three persons in one God (Father, Son; Holy Spirit)

True God- Divine

True Man- Human

Universal Catholic Church- World wide Church everywhere

Vulnerable- Soft or weak

Work (kinds)- Jobs people do to make a living

SEE ADDENDUM:

- A. Copy of Lesson Plan (Provided by your DRE/Parish)
- B. Multiple Intelligences (Included in this document)
- C. Grade-level glossary (Included in this document)
- D. Diocesan Abuse Report (Available on Diocese of Venice, Florida web page)
- E. Catechist Job Description (Provided by your DRE/Parish)
- F. Catechist Evaluation (Available on the Diocese of Venice, Florida web page and available from your DRE)
- G. Catechist Certificate (Information is available on the Diocese of Venice, Florida web page and from your DRE/Parish)

CATECHIST CERTIFICATE

Catechist certificate will be given upon completion of the three year *Into the Fields* training program.

According to our bishops,
adult faith formation
(by which people consciously grow in the life of Christ through experience, reflection, prayer, and study,)
must be “the central task in (this) catechetical enterprise,”
becoming “the axis around which revolves the catechesis of
Childhood and adolescence as well as that of old age.”
The Diocese of Venice, Florida requires that all catechists complete a three year certificate training in
Into the Fields. See your Director of Religious Education for more information.

