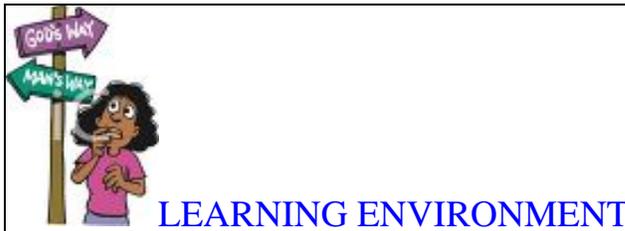


DIOCESE OF VENICE, FLORIDA

PERFORMANCE STANDARDS AND CURRICULUM

CREATED: AUGUST 2011



Class Prayer Table: A “small” table should be set up in the room appropriate for 9 year olds. On this table is recommended: a Youth Catholic Bible, battery operated candle, table cloth/covering changed following liturgical calendar, a holy water bowl, for a few suggestions to start. Additionally, the following should be added following class topics/liturgy/liturgical seasons - Something to represent the Holy Spirit, Commandments, Eucharist, statue of Jesus and Mary, pictures/books on the saints and something that represents social justice and care for the environment.

ALWAYS: Open and end class with the Sign of the Cross.



(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 harm to a young child. Please follow Diocesan Policy with required form (see Addendum D 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?

GRADE



Some Developmental Characteristics Displayed by Nine-Year-Olds



General:

Nine is a developmental middle zone. The nine-year-old shows a new maturity, self-confidence, and independence from adults. There is an increase in maturity and refinement of behavior. Nine-year-olds can evaluate themselves, find that they are lacking, but not feel guilty about it.



Self-Concept and Independence:

- * Nine-year-olds tend to be inner-directed and self-motivated.
- * They have occasions of intense emotion and impatience, but their outbursts are less frequent and they show greater self-control. The inner-directed quality of their behavior allows nine-year-olds to become intently involved in activities.
- * If forced to interrupt an activity, nine-year-olds will usually come back to it on their own.
- * They can think and reason for themselves.
- * They can be trusted.
- * They may withdraw from surroundings to get a sense of self. They do not, however, retreat as much as they did when they were younger.
- * Nine-year-olds do not feel impelled to boast and attach to protect themselves.





Relating to Other Children and Adults:

- * In their relationships with both adults and peers, they show consideration and fairness beyond that shown at a younger age.
- * They can accept their own failures and mistakes, and they are willing to take responsibility for their own actions.
- * Nine-year-olds have an increased awareness of sex-differentiated behaviors.
- * Girls can become concerned about their clothing and appearance.
- * Friendships tend to be more solid, but occasionally nine-year-olds can have an intense dislike of the opposite sex, preferring to be with children of their own age and sex. Boys and girls both may begin to form clubs around various activities.
- * Although their independence can be trying at times, they are often easier to work with than younger children who make great demands on adults.
- * They are anxious to please and love to be chosen.
- * Most of the mother-child conflict of the eight-year-old has disappeared, and the nine-year-old makes fewer demands on parents.
- * Nine-year-olds usually have no problems with young children or older brothers and sisters. In fact, they can be very loyal to siblings.



Games and Activities:

Nine-year-olds spend much time in solitary activities of their own choosing. Bicycling, roller and ice-skating, and swimming are physical activities they enjoy. They continue to enjoy the advanced table games they learned at eight. Materials and information attract the nine-year old. Organized games or activities such as baseball, football, and basketball are popular. Many children at this age also have mastered basic reading and arithmetic and can use these skills to gain information, to solve problems, and to participate in games and recreation



LEARNER EXPECTATIONS
GRADE FOUR
ATTITUDES / BEHAVIORS

- Seeks help when needed
- Exhibits self control
- Accepts feedback
- Assumes responsibilities
- Shows quality in work
- Observes school rules



- Works independently
- Completes assignments on time
- Follows directions
- Demonstrates respect for others
- Uses time wisely
- Pays attention
- Participates in class discussions



Some Fourth Grade Patterns and Behaviors



• Strong ability and interest in talking about ideas and using academic vocabulary

- Like to work in groups in the classroom
- Do not always finish assignments without extra time or prompting because of sociability
- Can master math facts such as addition, subtraction and some multiplication
- Enjoying being responsible for a class or school job
- Have trouble remembering homework
- Favorite themes: “guardians” – police, environmental police, humane society, etc.



Behavior:

- Often impatient with self, work performance, peers, teachers, parents
- Can be anxious, worried about friendship issues, world or family events
- Nightmares may re-emerge
- Fairness and justice important in the social sphere
- Most often used word: “boring”, needs adult translation
- Industrious and intellectually curious in classroom; either in a hurry or dawdling
- Physical aches and pains; frequent visits to nurse for some
- Favorite themes: our country and the world, space, long ago and far away



- Able to copy from the board, recopy assignments, and produce beautiful final drafts
- Like to push their physical limits, whether challenging themselves, racing each other or trying to beat the clock
- Need homework related specifically to the next day’s work; often ask the teacher, “Why do we have to do this?”
- Looking hard for explanation of facts, how things work, why things happen as they do; a good age for scientific exploration
- Very self-critical; sarcastic humor from adults can be very harmful
- Writing themes: moving away, divorce, death, disease, and other worries; world issues, poetry about feelings.
- Work extensively with word problems in mathematics utilizing surveys, graphing and other representations

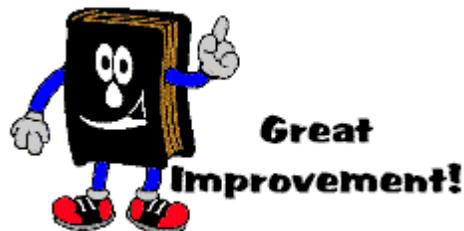


Nine is an anxious age for children and often for their parents as well.

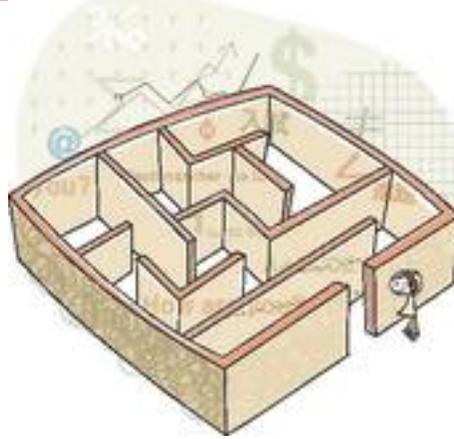
Children's behavior is mercurial and often unpredictable. Strong emotions are at the surface. Nightmares may re-emerge, even bedwetting in some infrequent instances.

Nine is an age of dawning awareness for children of the adult world that they now can see with greater clarity on the horizon as their brains begin to be able to think more abstractly about big issues they see on TV like war, starvation, crime, justice, friendship, love.

While they grapple with these struggles they are also proudly mastering control over basic skills of mathematics, reading, computer literacy, geography, science, art, music, sports, and dance. It's quite a challenging age with such an ever-expanding horizon! Yet, it is also an age with possibilities for numerous celebrations and loads of good fun.



MULTIPLE INTELLIGENCES. (WHAT WILL I USE?)



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 _____

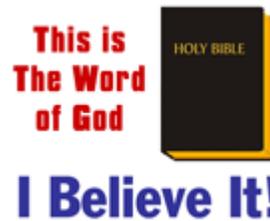
*****A SUCCESSFUL CATECHIST WILL TRY TO INCLUDE ACTIVITIES THAT APPEAL TO ALL (OR MOST) OF THESE INTELLIGENCES IN ORDER TO ACHIEVE THE GOALS SET OUT FOR EACH SESSION.**

GRADE LEVEL PERFORMANCE STANDARDS:



GRADE FOUR

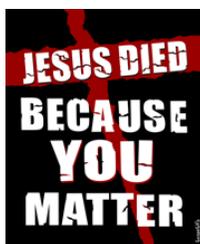
Within our fourth grade religion curriculum, students will:



Standard 1 – Sacred Scripture

Read and understanding Sacred Scripture as God's Word speaking to them.

- ❖ Analyze and compare the terms: Testament, Scripture, Bible, Salvation, Law, Prophets, Writings, Gospel and Letters.
- ❖ Identify that the Hebrew Scripture (The Old Testament) is divided into five main sections: the Pentateuch (Genesis through Deuteronomy), the historical books (Joshua through Esther), the poetic books (Job through Song of Solomon), the Major Prophets (Isaiah through Daniel) and the Minor Prophets (Hosea through Malachi).
- ❖ Identify that the New Testament is divided into four main sections: The Gospels, Acts, the letters and Revelations.
- ❖ Read selected Psalms and discuss how they were written as songs of praise, thanks, petition and lament (sorrow).
- ❖ Identify the letters as written to various communities of people, which encourage them to follow the teachings of Jesus.
- ❖ Identify the Gospels as stories about the “Good News” of the infinite goodness of God who became man in Jesus and brought us to salvation.
- ❖ Identify the following people and describe how God worked through them to teach His people how to trust and obey God: Abraham, Sarah, Isaac, Jacob and Joseph.
- ❖ Explain God's covenant with Abraham in the Old Testament.



Standard 2 – Doctrine

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

- ❖ Recognize that Jesus suffered and died for their sins.
- ❖ Recognize that Jesus is the visible sign of Jesus.
- ❖ Recognize that the Church is the visible sign of Jesus.
- ❖ Identify and explain the Church as the “People of God” and the “Mystical Body of Christ” as expounded upon in the Documents of Vatican II.
- ❖ Explain how the “People of God” (the Church) help one another to live as disciples of Jesus.
- ❖ Describe how the Holy Spirit guides the Church.
- ❖ Describe revelation and the many ways God is revealed to us. (Scripture, the Church, creation, families, people, events in life)



Standard 3 – Sacraments

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

- ❖ Identify that Matrimony and Holy Orders are Sacraments of service (service).
- ❖ Tell why Eucharist has a special and central place in the life of the Church.
- ❖ Tour the liturgical worship space and identify objects by name, location, and purpose (i.e. sanctuary, altar, tabernacle, crucifix, baptismal font, stained glass, sacramentary, lectionary, ambo/lectern/pulpit, Paschal Candle, hymnal, voice candles, statues).



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**.

- ❖ Understand the Spiritual and Corporal Works of Mercy (Mt. 25:31 – 46).
- ❖ List ways to apply the Beatitudes.
- ❖ Explain how Jesus’ command to “love one another” applies to their own lives.
- ❖ Describe how all people are created in the image and likeness of God.
- ❖ Gives examples of experiences of what it means to belong to the Body of Christ.
- ❖ Recognize that the Church laws that help to give order to their lives and the Christian community.
- ❖ Describe how participation in Mass and prayer unites us as one in the Body of Christ.



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.

- ❖ Explain how service is a way to respond to the gospel call to love your neighbor.
- ❖ Identify ways they can serve others.
- ❖ Plan, participate in and evaluate a service activity.
- ❖ Demonstrate and/or report on responsible stewardship through the care of personal belongings.
- ❖ Apply appropriate strategies of stewardship for the global environment such as conservation of resources, recycling, cleaning up litter, etc.



Standard 6 – **Prayer**

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

- ❖ Define the term creed.
- ❖ Recite the Apostles Creed and explain its purpose.
- ❖ Tell the meaning of The Act of Contrition.
- ❖ Define prayer, identify the four basis categories of prayer (praise, petition, thanksgiving, contrition) and give examples of each.
- ❖ Prepare and assume different roles in communal prayer experiences in the Liturgy of the Mass.
- ❖ Describe the importance and meaning of different kinds of prayer in their lives.
- ❖ Compose personal prayers.
- ❖ Help families to practice Domestic Church.



Standard 7 – **Spirituality**

Know how to develop a personal relationship with God.

- ❖ Describe what it means to be spiritual.
- ❖ Explain the rules for fasting and abstinence and their purpose.
- ❖ 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.

- ❖ Identify appropriate ways to express sexuality according to age.
- ❖ Discuss Catholic moral teaching as a help in expressing feelings in ways that do not hurt self or others.
- ❖ Identify proper use of one's sexuality with others (practice the virtue of chastity.)
- ❖ Identify the concept of celibacy as it pertains to religious and priests.
- ❖ Identify and discuss Catholic moral teaching concerning abortion.
- ❖ Be aware that human sexuality is a divine gift and a blend of spirit and body that shares in God's creative love and life.
- ❖ Recognize sexuality as integral to the total person.
- ❖ Discuss physical development during puberty.
- ❖ Discuss the concept that feelings of attraction to the opposite sex are a normal part of growing up.
- ❖ Define conscience, informed conscience and moral decision-making.



Standard 9 – Social Justice

Respond with compassionate action to occurrences of social justice.

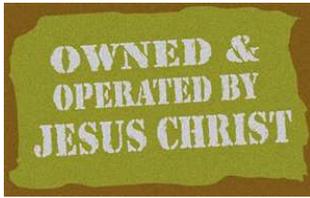
- ❖ Discuss the meaning of the image of the Body of Christ. Identify ways in which we do or do not share in this image.
- ❖ Recognize that belonging to the Body of Christ entails the same responsibility and rights as belonging to a family or community.
- ❖ List the rights each one of us has as God's children and the responsibility we have to protect them.
- ❖ Using the Beatitudes as a guide, be able to discuss how the needs of the poor and vulnerable should come before our own needs.
- ❖ Recognize that the Catholic Church has principles of social teaching by which we are to respond to injustice.
- ❖ Recognize that there is dignity and value in all types of work.
- ❖ Understand the importance of Eucharist as a sacrament of unity.
- ❖ Understand how planting trees, conserving land and water resources help everyone live a better quality of life.

Qualities which Lead to Catechesis of a Fourth Grader



- A growing capacity for self-motivation, responsibility
- Increased self-reliance
- Emotional life becomes more stable
- Acceptance by groups is needed
- Action oriented
- Demonstrates loyalty and dependability
- Growing awareness of conscience and a desire for moral order
- A spirit of service, willingness to share herself/himself
- The child at this level of development continues to become more active and responsive to others.
- Choices are more refined: to love is to choose, to offer oneself is to be more aware of others. The child becomes capable of giving her/himself to others.





CATECHESIS

1. God Calls Us – The Covenant

- a. God is a mystery that transcends our understanding. (CCC 42, 43)
- b. God never stops calling us to be closer to Him. We must search for God with all of our talents. (CCC 30)
- c. The human bond to God can be forgotten or broken by people through a variety of reasons. (CCC 2123, 2128)
- d. Man was created in the image and likeness of God. (CCC 41)

2. Jesus fulfills the Old Testament Covenant by His Life and New Covenant

- a. Jesus fulfilled all the characteristics of the messianic Son of David and some Jews recognized Him as the Messiah. (CCC 439)
- b. Jesus not only reaffirmed the commandments of the Old Covenant by also gave a new commandment, “Love one another. Such as my love has been for you, so must your love be for each other.” (John 13:34; CCC 1968,1823, 1970, 1972)
- c. Jesus lived his own life according to the commandments. (CCC 2076)



3. Christian Responsibility

- a. Conscience is a judgment which helps us to recognize good and to assume responsibility for our actions. (CCC 1781)
- b. We must never do evil to get something good and we must live by Jesus’ Law of Love. (CCC 1756)
- c. We must listen to the Word of God. It teaches us to live good and moral lives. (CCC 1802)
- d. The Ten Commandments and the Beatitudes teach us how to live and bring about the kingdom of God. (CCC 1723)

4. Service of Others

- a. All persons are created in God’s image and must be respected. (CCC 2123, 2128)
- b. The Corporal and Spiritual Works of Mercy are ways of showing our love for Jesus who identifies with the poor and needy. (CCC 2444, 2447-2448)



LESSON PLAN OUTCOMES:

SEE ADDENDUM D

Did my students “GET” the lesson?

EXIT

END OF THE YEAR OUTCOMES:



Within our Religion Grade curriculum, students will:

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

Standard 1 – Sacred Scripture

1. Identify the Gospels as stories about the “Good News” of the infinite goodness of God who became man in Jesus and brought us to salvation
2. Compare the books of the New Testament and the Old Testament
3. Explain God’s covenant and promise of salvation

Standard 2 – Doctrine

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

1. Recognize that Jesus suffered and died for their sins
2. Explain how the “People of God” (the Church) are disciples of Jesus
3. Describe the many ways God is revealed to us

Standard 3 – Sacraments

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

1. Identify and explain the differences between the Sacraments
2. Tell why Eucharist has a special and central place in the life of the Church
3. Identify objects in the church by name, location, and purpose

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.

1. List and describe the meaning behind the Beatitudes
2. Explain Jesus' command to "love one another"
3. Describe how all people are created in the image and likeness of God

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.

1. Explain how service is a way to respond to the gospel call to love your neighbor
2. Plan, participate in and evaluate a service activity
3. Demonstrate and/or report on responsible stewardship through the care of personal belongings

Standard 6 – Prayer

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

1. Recite the Apostles Creed and explain its purpose
2. Tell the meaning of The Act of Contrition
3. Define prayer, identify the four basic categories of prayer and give examples of each
4. Help families to practice Domestic Church

Standard 7 – Spirituality

Know how to develop a personal relationship with God.

1. Describe what it means to be spiritual
2. Explain the rules for fasting and abstinence and their purpose
3. 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.

1. Discuss Catholic moral teaching as a help in expressing feelings in ways that do not hurt self or others.
2. Identify proper use of one's sexuality with others (practice the virtue of chastity.)
3. Be aware that human sexuality is a divine gift and a blend of spirit and body that shares in God's creative love and life.

Standard 9 – Social Justice

Respond with compassionate action to occurrences of social justice.

1. Demonstrate the meaning of the image of the Body of Christ.
2. Recognize that the Catholic Church has principles of social teaching.
3. Understand the importance of Eucharist as a sacrament of unity.

<u>THE BEATITUDES:</u>

Blessed are the poor in spirit,
for theirs is the kingdom of heaven.
Blessed are the meek,
for they shall possess the earth.
Blessed are they who mourn,
for they shall be comforted.
Blessed are they who hunger and thirst for justice,
for they shall be satisfied.
Blessed are the merciful,
for they shall obtain mercy.
Blessed are the clean of heart,
for they shall see God.
Blessed are the peacemakers,
for they shall be called children of God.
Blessed are they who suffer persecution for justice' sake,
for theirs is the kingdom of heaven.
Blessed are you when men reproach you,
and persecute you,
and speaking falsely, say all manner of evil against you, for My sake.

PREPARING FOR GRADE LEVEL PERFORMANCE STANDARDS

VOCABULARY/ GLOSSARY OF TERMS TO BE USED

ADDENDUM C

Taken from Diocesan Standards for Grade FOUR

Abstinence- To deny yourself something

Act of Contrition - The prayer said after we do to confession
(Reconciliation)

Acts of the Apostles - The fifth book of the Bible that describes the early history of the Christian Church

Abraham - The first patriarch (father) of Israel

Abortion - Killing life in the womb

Apostles Creed - A statement of Catholic belief

Altar - The place (table) where the priest celebrates the Eucharist

Beatitudes - The beatitudes are eight statements taught by Jesus. They are concerned with virtue and how a believer in Jesus Christ can achieve that virtue.

Bible - The Holy Word of God

Body of Christ - The Eucharist

Catholic Moral Teaching - The Ten Commandments and Jesus' life are the foundations for Catholic moral teaching

Celibacy - Purity

Community - More than one person

Conscience - Knowing the difference between right and wrong

Conserving - Using something wisely

Contrition - Sorrow

Covenant - An agreement

Crucifix - The cross and symbol of the death of Jesus

Dignity - Pride - How you feel about yourself

Domestic Church - Home Church

Eucharist - The Mass where water and wine is changed into the body and blood of Jesus

Fasting - To go without food for a period of time

Gospel - Is an account, often written, that describes the life of Jesus of Nazareth.

Historical books - Books that record things during a certain time period

Holy Spirit - The third person of the Blessed Trinity (The Father, the Son and the Holy Spirit)

Law- Rules to follow

Lectionary - The book carried into the church to be used for doing the readings and Gospel during Mass

Letters in the Bible - Many of the New Testament books were originally written as letters rather than as Scripture.

Major Prophets - [Isaiah](#), [Jeremiah](#), [Lamentations](#), Baruch, Ezekiel and Daniel. The term "major" refers to their length, not their importance

Minor Prophets - (The Twelve") is a book of the [Hebrew Bible](#), so named because it contains twelve shorter prophetic works of: [Hosea](#), [Joel](#), [Amos](#), [Obadiah](#), [Jonah](#), [Micah](#), [Nahum](#), [Habakkuk](#), [Zephaniah](#), [Haggai](#), [Zechariah](#), [Malachi](#)

Pascal Candle - The Paschal candle is a large, white candle used at liturgy. The flame of the Paschal candle symbolizes Christ as light of the world and his presence in the midst of his people. It is lit and blessed at Easter Vigil each year

Pentateuch - The first five books of the Bible attributed to Moses

Petition - A request for something

Prophets- Someone who interprets Divine Will

Psalms - Taken together, its 150 poems "express virtually the full range of Israel's religious faith."

Pulpit or **Lectern** or **Ambo**- The stand on the altar where the priest and readers use to read (Gospel) at Mass

Recycling - Reusing something again

Responsibility - Something I am expected to do

Revelations - The final book in the New Testament

Right - A person's protection under the law

Sacramentary - The book used by the priest on the altar at Mass

Sacraments - An outward sign instituted by Christ to give grace. There are seven Sacraments

Sanctuary - The part of the church that is elevated and from where the priest says Mass

Salvation- Freedom from sin

Scripture- The Bible - God's Holy Word

Sexuality - Male or Female

Sins - A turning away from God

Spiritual - To be prayerful

Spiritual and Corporal Works of Mercy - The spiritual works of mercy are oriented toward the soul. The corporal works of mercy are oriented toward the body.

Social Justice - Doing what is right for all people

Stewardship - Using your gift or talent to serve others

Tabernacle - The place on the altar where Jesus (in the form of consecrated hosts) are kept

Testament- Either of two portions (such as the New and Old Testament)

Universal Catholic Church - The churches all over the world

Virtue - Holiness

Writings- Words that are written down

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.

