



Diocese of Buffalo

Department of Lifelong Faith Formation

A member of the Division for Evangelization and Catechesis

Key Element I: Knowledge of the Faith

What We Believe

“Sacred Scripture has a preeminent position in catechesis because Sacred Scripture “presents God’s own Word in unalterable form” and “makes the voice of the Holy Spirit resound again and again in the words of the prophets and apostles.” The Catechism of the Catholic Church is intended to complement Sacred Scripture. Together with Sacred Tradition, Sacred Scripture constitutes the supreme rule of faith.” (NDC no. 24)

Key Element I: Knowledge of the Faith

Promoting knowledge of the faith

First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth (cf. Spe Salvi, no. 4). This relationship elicits a desire to grow in the knowledge and understanding of Christ and his teaching. In this way those who meet him are drawn by the very power of the Gospel to lead a new life characterized by all that is beautiful, good, and true; a life of Christian witness nurtured and strengthened within the community of our Lord's disciples, the Church. (Address of Pope Benedict XVI to Catholic Educators of the United States, Thursday 17 April 2008, The Catholic University of America)

Catechesis must, therefore, lead to "the gradual grasping of the whole truth about the divine plan" by introducing the disciples of Jesus to a knowledge of Tradition and of Scripture, which is "the sublime science of Christ." By deepening knowledge of the faith, catechesis nourishes not only the life of faith but equips it to explain itself to the world. The meaning of the Creed, which is a compendium of Scripture and of the faith of the Church, is the realization of this task. (GDC no. 85)

The initial proclamation of the Gospel introduces the hearers to Christ for the first time and invites conversion to him. By the action of the Holy Spirit, such an encounter engenders in the hearers a desire to know about Christ, his life, and the content of his message. Catechesis responds to this desire by giving the believers a knowledge of the content of God's self-revelation which is found in Sacred Scripture and Sacred Tradition, and by introducing them to the meaning of the Creed. Creeds and doctrinal formulas that state the Church's belief are expressions of the Church's living tradition, which from the time of the apostles has developed "in the Church with the help of the Holy Spirit." (NDC no. 20.1)

Forming Disciples

Key Element I Knowledge of the Faith Grade 5

	<i>Key Element I: Knowledge of the Faith</i>	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
	Standard 1				
	CREED: 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.	<i>Reader's Theater: Students will break down into small groups and practice reciting the Creed with feeling and expression.</i>			
	<u>Indicators</u>				
5.01.01	Identify the Trinity in the Nicene Creed .	ELA: Write a paragraph explaining the meaning of the Creed. Then share with your elbow partner.	See <i>Nicene Creed</i> , pp. 49-50	See <i>Nicene Creed</i> , 16	46-47
5.01.02	Identify the revelation of the Trinity in the story of Jesus' Baptism in the Gospel of Mark. (Mk 1:9-11)	ELA/SS: Write an essay about the revelation of the Trinity. Students will be given a graphic organizer that they will fill out as they read MK 1:9-11.			
5.01.03	Understand that the Church teaches that Jesus Christ is truly God and truly man.	ELA/SS: Students will compare and contrast Jesus Christ and man. A list of character traits will be provided.	464-467, 469	87-88	81-83
5.01.04	Understand that faith is a gift freely given by God and freely received.	ELA: Create a poem expressing your faith. Then have the student adorn it	153-155, 160	28	37-39

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		with sacramentals.			
5.01.05	Identify the <u>marks of the Church: one, holy, Catholic, and apostolic.</u>	Students will create a collage of different pictures that are symbolic of the marks of the Church.	866-869	161, 165, 166, 167	127-134, See <i>Marks of the Church</i> , p. 519
5.01.06	Recognize Mary as the <u>Immaculate Conception.</u>	ELA: Students will write a report on the history Mary as the Immaculate Conception.	490-493	96	143-146
5.01.07	Define the <u>Immaculate Conception: that from the first moment of her conception, Mary – by the singular grace of God and by virtue of the merits of Jesus Christ – was preserved immune from original sin.</u>	Health: Students will compare and contrast their own immune system to that of Mary being immune to original sin.	490-493	96	143-146

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Key Element I Knowledge of the Faith Grade 5

	<i>Key Element I: Knowledge of the Faith</i>	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
	<i>Standard 2</i>				
	SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God’s revelation through Sacred Scripture.	<i>Students will create a timeline of salvation throughout history from the Sacred Scriptures.</i>			
	<u>Indicators</u>				
5.02.01	Understand meaning of Gospel, as the good news proclaimed by Jesus.	Students will pretend to be reporters in the time when Jesus was on Earth. They will be given one passage from the Gospel and be asked to write a story from the perspective of someone in that time era.	124-127, 139	22	79-80, See <i>Gospel</i> , 514
5.02.02	Understand meaning of evangelist as the name given to the four writers of the New Testament Gospels who are called Matthew, Mark, Luke and John.	Students will research one of the four writers of the New Testament Gospels and then give an oral report in front of the class.	124-127, 139	22	
5.02.03	State that the Gospel of Mark is found in the New Testament.	Students will go on a premade scavenger hunt to find out whether the scripture that they were given is found in the Old or New Testament.	120	22	

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5.02.04	<i>Identify the writer of the Gospel of Mark, the time of writing, and the community for whom the Gospel was written.</i>	Students will research the writer of the Gospel of Mark. This will be done in small groups and then the whole class will come together to share their results.			
5.02.05	Identify the chief characters in the Gospel of Mark especially Jesus, John the Baptist, Peter, the Twelve Apostles, Judas, and Mary Magdalene.	Students will identify character traits of the chief characters and then write a one paragraph essay about their findings.	459, 522--524, 551-553, 641	85, 102, 109, 127	79-80, 184, 111-112
5.02.07	<i>Explain the role of St. John the Baptist in the Gospel of Mark.</i>	Students will create a poster of John the Baptist. They will decorate it with symbols and words that they have researched about the character of John the Baptist.	522--524	102	184
5.02.08	<i>Understand the power of Jesus to heal and to forgive in the Gospel of Mark.</i>	Health: Discuss the importance of forgiveness not only for our faith but why it is so important for our health and well-being.	1503-1505	314	234,-235, 251-252
5.02.09	Know that the whole of Christ's life continually teaches us: his birth, hidden years, public life, the mysteries of his death, Resurrection, Ascension, his prayer, and his love of people.	Puzzle: Each student will be given a piece of paper in the shape of a puzzle piece. Then each student will be given an aspect of Christ's life to research. Finally, students will come together and put the pieces together on a bulletin board.	512-521 561-562	101	79-80, 86, 104-106

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Key Element I Knowledge of the Faith Grade 5

	<i>Key Element I: Knowledge of the Faith</i>	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
5.02.10	<i>Understand Jesus as Suffering Servant in the Gospel of Mark.</i>	Students will create their own skits about the Jesus as the Suffering Servant and then perform it front of the class.	608	119	98
5.02.11	<i>Retell the parables in the Gospel of Mark. (Mk 3:22-30, 4:21-29)</i>	Show pictures that symbolize the parables on a SmartBoard and then read the parables aloud to the students. Have the students discuss the meaning of each parable.			
5.02.12	Identify meaning of discipleship; a disciple is a follower of Jesus, one who accepts and assists in spreading the good news of Jesus Christ by both words and deeds.	Watch a movie on discipleship and then write five attributes about what they learned.	639-647, 656-657	127-129	454, 486-487, See <i>Disciple</i> , pp. 509-510
5.02.13	<i>Understand significance of the miracle of the loaves.</i>	Have student figure out exactly how many loaves and fishes they would need to find the people at the miracle of the loaves and fishes.	547-550, 1335	108	216
5.02.14	Identify significance of the Transfiguration of Jesus.	Students will explore the meaning of the word Transfiguration.	444, 554-556	83, 110	80
5.02.15	<i>List the two nature miracles of Jesus in Mark's gospel. (Mk 4:37-41; 6:48-51; 11:12-14)</i>	Students will compare and contrast the nature miracles	1335	83, 110	216

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		of Jesus with miracles of nature.			
5.02.16	Understand Jesus' predictions about his death in the Gospel of Mark. (Mk 8:31-33; 9:30-32; 10:32-34)	Students will break down into groups with a predetermined scripture and then discuss the how Jesus' knew about his death.			
5.02.17	<i>Explain why the disciples perceived Jesus' walk to Jerusalem to be so difficult. (Mk 10:32)</i>	Students will wear their backpacks full of books and then run an obstacle course around the gym. Then the class will relate their sufferings with that of Jesus.			
5.02.18	<i>Identify who is greatest in the Kingdom of Heaven. (Mk 9:33-37)</i>	Students will use a Venn diagram and then identify who is the greatest in the Kingdom of Heaven.			
5.02.19	<i>Identify the respect Jesus had for women.</i>	Students will create the character traits Jesus display while interacting with women from scriptures.			
5.02.20	Explain the significance of Jesus' last meal of the Passover with his disciples.	Students will create a Wordle, from the internet, of important words and phrases they have extracted from Jesus' last meal at the Passover.	1093-1098	287	216-217, See <i>Passover</i> , 523
5.02.21	Explain the meaning of the Paschal Mystery in relationship to Jesus' death and Resurrection.	Students will find the four important phrases from a reading of the Paschal Mysteries and then they will	571-573	112	93, 96; See <i>Paschal Mystery</i> , pp. 522-523

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		pick the two most important ones from the four. After that they will pick the most important one from the second. Finally, they will write a one paragraph response from their notes.			
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Key Element I Knowledge of the Faith Grade 5

	<i>Key Element I: Knowledge of the Faith</i>	Connections	CCC	Compendium	USCCA
5.02.22	<i>Understand Mark's account of the Resurrection of Jesus (Mk 16:1-8).</i>	Students will talk about the point of view of Mark from the scripture Mark 16: 1-8. The students will take turns reading the scriptures aloud and then jot down notes of the most important scriptures.	638-640, 647	126-131	See <i>Resurrection</i> , 525
5.02.23	Understand that Jesus predicts his resurrection in the Gospel of Mark. (Mk 8:31-33; 9:30-32; 10:32-34)	Students will create a large timeline of the major events of each scripture.			



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Key Element II: Liturgy and Sacraments

How We Celebrate

“Faith and worship are as closely related to one another as they were in the early Church: faith gathers the community for worship, and worship renews the faith of the community... In her Liturgy, the Church celebrates what she professes and lives above all the Paschal Mystery, by which Christ accomplished the work of our salvation.” (NDC no. 32)

Key Element II: Liturgy and Sacraments

Promoting knowledge of the meaning of the Liturgy and Sacraments

In the Church's Liturgy, in her prayer, in the living community of believers, we experience the love of God, we perceive his presence and we thus learn to recognize that presence in our daily lives. He has loved us first and he continues to do so; we too, then, can respond with love. God does not demand of us a feeling which we ourselves are incapable of producing. He loves us, he makes us see and experience his love, and since he has "loved us first", love can also blossom as a response within us. (Pope Benedict XVI, Deus Caritas Est, no. 17)

Since Christ is present in the sacraments, the believer comes to know Christ in the liturgical celebrations of the Church and is drawn into communion with him. Christ's saving action in the Paschal Mystery is celebrated in the sacraments, especially the Eucharist, where the closest communion with Jesus on earth is possible as Catholics are able to receive his living Flesh and his Precious Blood in Holy Communion. Catechesis should promote "an active, conscious genuine participation in the liturgy of the Church, not merely by explaining the meaning of the ceremonies, but also by forming the minds of the faithful for prayer, for thanksgiving, for repentance, for praying with confidence, for a community spirit, and for understanding correctly the meaning of the creeds." (NDC no. 2)

Christ is always present in his Church, especially in 'liturgical celebrations'. Communion with Jesus Christ leads to the celebration of his salvific presence in the sacraments, especially in the Eucharist. The Church ardently desires that all the Christian faithful be brought to that full, conscious and active participation which is required by the very nature of the liturgy. (GDC no. 85)

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Key Element II Liturgy and Sacraments Grade 5

	<i>Key Element II: Liturgy and Sacraments</i>	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
	<i>Standard 3</i>				
	SACRAMENTS: Understand and participate in the sacraments of the Church as effective signs of God's grace, instituted by Christ and entrusted to the Church.	Each student will create one poster of one of the seven sacraments of the Church.			
	<u>Indicators</u>				
5.03.01	Describe the <u>sacraments</u> as supernatural signs of grace instituted by Christ and given to the Church to strengthen our faith and make us holy.	Students will write in their journal the meaning of supernatural and then reflect on the sacraments that they have themselves experienced.	1122-1126, 1133-1134	228, 230-231	169
5.03.02	Name the <u>Sacraments of Initiation</u>, and describe them and their symbols.	Students will create a mobile of the Sacrament of Initiation. They will then share with the class the symbols that they chose to include in their mobile.	1212, 1229-1245 1275, 1278, 1290-1301, 1318, 1322- 1323, 1412	251, 256, 266- 267, 271, 279	183-187, 203-211, 215-229
5.03.03	<i>Describe the <u>Mass</u> as the one perfect sacrifice of Christ seen particularly in the words of <u>consecration</u>.</i>	After attending Mass have the students describe the Mass as the one perfect sacrifice of Christ.	1362-1367, 1376-1377, 1413	280, 283	223-224, 226
5.03.04	Describe the <u>Sacrament of Matrimony</u> as a grace-filled covenant between a man and	Interview a married couple and ask them questions	1533-1535, 1601-1605,	321, 337-338	281

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	woman.	about how their marriage needs grace at the center of their relationship.	1659-1660		
5.03.05	Describe Holy Orders as a call given by God to men to serve His people and bring them to the sacraments.	Ask your priest to come and talk to the students about how he know he was called by God to service his people.	1567	328	264-266

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Key Element II Liturgy and Sacraments Grade 5

	Key Element II: Liturgy and Sacraments	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
5.03.06	Witness the Sacrament of the Anointing of the Sick and recognize God's healing presence.	Talk about why healing is an important aspect of our faith and why it is important to take care of our bodies.	1503-1504, 1507	315	251-255
	<i>Standard 4</i>				
	LITURGY: 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.	<i>Have the students create a poster of the church year and then have the students write the time of the year under the date each day at school.</i>			
	<u>Indicators</u>				
5.04.01	List the liturgical feasts and seasons of the Church.	Have the students brainstorm all the liturgical feasts and then choose one and write about it.	1163-1173, 1193-1195	241-242	514
5.04.02	Describe the hierarchy of the Church (pope, cardinals, bishops/ archbishops, deacons, priests, etc).	Create a graphic organizer of the hierarchy of the Church. The pope being at the top, etc. Then have students write the names of the each people that is within their diocese.	874-896, 1369	179-187	265-267

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5.04.03	Explain that all forms of <u>liturgy</u> are the actions of the Holy Spirit intending to make us holy.		1070-1072, 1112	218-220	129, 138, 170-171
5.04.04	<i>Compare and contrast the Mass with the symbolic Jewish Passover meal.</i>	Have the students work in small groups to fill out a Venn diagram comparing and contrasting the Mass with the Jewish Passover meal. Then create two larger posters and have the students add additional information to the posters. Finally, discuss the findings.	1333-1344, 1362-1372	276, 280	363-366
5.04.05	<i>Defines <u>symbol</u> and <u>ritual</u>.</i>	Brainstorm words that are symbolic and things that are ritual.	1145-1149	236-237	169-171
5.04.06	Describe the rite of <u>Baptism</u>.	Watch a video of a child or adult being Baptized.	1224-1245, 1278	256	186-187
5.04.07	<i>Know that the Church has several names for the Sacrament of <u>Penance: the Sacrament of Reconciliation, the Sacrament of Forgiveness</u>.</i>	Discuss the different names for the Sacrament of Penance.	1422-1424	296	239



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Key Element III:
Morality
How We Live

“Christ is the norm of morality. ‘ Christian morality consists in following Jesus Christ, in abandoning oneself to him, in letting oneself be transformed by his grace and renewed by his mercy, gifts which come to us in the living communion of his Church.’ (NDC no. 42)

Key Element III: Morality

Promoting moral formation in Jesus Christ

Only if we live in the right way, with one another and for one another, can freedom develop...If we live in opposition to the love and against the truth – in opposition to God – then we destroy one another and destroy the world. (Pope Benedict XVI, homily, December 8, 2005, marking the 40th Anniversary of the closure of the Second Vatican Council)

Jesus' moral teaching is an integral part of his message. Catechesis must transmit both the content of Christ's moral teachings as well as their implications for Christian living. Moral Catechesis aims to conform the believer to Christ – to bring about personal transformation and conversion. It should encourage the faithful to give witness – both in their private lives and in the public arena – to Christ's teaching in everyday life. Such testimony demonstrates the social consequences of the demands of the Gospel. (NDC no. 3)

Conversion to Jesus Christ implies walking in his footsteps. Catechesis must, therefore, transmit to the disciples the attitudes of the Master himself. The disciples thus undertake a journey of interior transformation, in which, by participating in the paschal mystery of the Lord, "they pass from the old man to the new man who has been made perfect in Christ." (GDC no. 85)

Truly, matters in the world are in a bad state: but if you and I begin in earnest to reform ourselves, a really good beginning will have been made. (St. Peter of Alcantara)

Turn now to consider how these words of our Lord imply a test for yourselves also. Ask yourself whether you belong to his flock, whether you know him, whether the light of his truth shines in your minds. I assure you that it is not by faith that you will come to know him, but by love; not by mere conviction, but by action. (Pope St. Gregory the Great)

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Key Element III Morality Grade 5

	<i>Key Element III: Morality</i>	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
	Standard 5				
	Conscience: Develop a moral conscience informed by church teachings.	Talk about social justice with your class. Then find examples in your Social Studies text book that gives examples of social justice and examples of cruelty.			
	<u>Indicators</u>				
5.05.01	Explain morality.	Discuss what it means to be moral and then discuss ways that are immoral. Have the students develop skits of students acting moral and then immoral. Finally, have the students discuss why each one is moral or immoral.	1749-1761	367-369	520
5.05.02	<i>Explain that it is the Holy Spirit that enables us to grow and act in a Christian manner.</i>	Write a prayer to the Holy Spirit to help us to grow and act in a Christian manner.	1812-1813, 1840-1841	384	314-315
5.05.03	<i>Recognize Christian morality as an invitation to respond freely to God's love.</i>	Write a poem about God's love and then illustrate the poem with sacramentals.	1730-1733, 1743-1744	363	310-311
5.05.04	<i>Recognize that we are responsible for our own actions.</i>	Health: Talk about positive and negative peer pressure. How do we take responsibilities for	1734-1737, 1745-1746	364	314-315

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		our own actions.			
5.05.05	Identify that our conscience helps us to know what is right and to do what we believe is right.	Students will keep a journal of their actions for several days. Then they will be given a graphic organizer to compare what they did with what they should have done, according to Scripture.	1776-1782, 1795-1802	372-376	314-318
5.05.06	Identify the eight Beatitudes as Jesus' teaching about the Kingdom of God and moral goodness.	Each student will be given one of the eight Beatitudes and asked to write about it.	1716-1724	359-362	308-309
5.05.07	Identify moral goodness with justice and stewardship.	Students will write a letter to a political representative about a social justice issue in their area.	1807 2415, 2418	381	517, 450-455
5.05.08	Explain what virtues are and how they are acquired.	Talk about what virtue means and then have the students create a list of virtues that they see in their classmates.	1807, 1810-1811, 1834-1839	377-378	315, 316-317
5.05.09	Name and explain the four Cardinal Virtues: prudence, justice, fortitude and temperance.	Have students create a story character about one of the four Cardinal Virtues. Then have the students read them aloud to the class.	1805-1809	379-383	320, <i>See definitions on pp.513, 517, 525, 530.</i>

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Key Element III Morality Grade 5

	<i>Key Element III: Morality</i>	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
	Standard 6				
	<p>Christian Living: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love of neighbor.</p>	<p>Health: Students will take about what it means to have a positive self-image and how that relates to living a moral life for Christ. Students will find ways that they can fight against the unbalance of social injustice in their school.</p>			
	<u>Indicators</u>				
5.06.01	<p><i>Identify a sense of personal goodness and self-worth as being responsible and loving.</i></p>	<p>Students will write about what they need to do in school to be responsible and loving. Students can perform a play to show other the difference between</p>	1730-1737	363-364	310-311
5.06.02	<p>Acknowledge that from the first moment of new life, at conception, a unique, unrepeatable human being is created and loved by God.</p>	<p>Science: Students will study how plants begin with a single seed and if the conditions are right that seed can grow into a unique organism of God’s creation. Then students will compare the uniqueness of the plant to that of a human life.</p>	2258-2262, 2318-2320	466	389-401

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5.06.03	Identify moral goodness with justice and stewardship.	Students will read a story about a child who demonstrates good stewardship but has to deal with social injustice. How does this character overcome those injustices.	1807, 1836, 2415-2418	381	450-455
5.06.04	<i>Acknowledge and affirm the dignity of the human person and community.</i>	Students will work within the community to help others in need, such as a nursing home.	1910-1912	409	325-327, 335-337
5.06.05	<i>Discuss how all persons created by God are part of God's family, no matter their culture or race.</i>	Students will discuss how there all of the world there are children of God. Students could be given a pen pal from another country and ask either other questions about their culture and faith.	781, 802-804	153	127-129
5.06.06	Illustrate how we should respect all people, no matter how different they are from us (for example, by race, culture, or age).	Students will several short stories about people from different races, cultures, and countries. They will then discuss why we should respect all people.	1936-1938, 1945-1947	413	127-129
5.06.07	Give examples of how social justice principles can be applied to inform and critique both personal and societal situations.	Students will perform skits about how to held social injustices that they would deal within their environment.	2419-2425	509-512	325-327
5.06.08	Explain why we are called to participate in outreach activities that reach out to the poor, the lonely, and the suffering as Jesus did.	Students will be encouraged to service people within their community to develop a sense of compassion.	2443-2449, 2462-2463	520	450-456

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Key Element III Morality Grade 5

	<i>Key Element III: Morality</i>	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
5.06.09	<i>Understand that Jesus healed and continues to heal others sometimes even through us.</i>	Students will read a passage in the scriptures where Jesus healed the people around him. The students will then discuss how and why it happened.	1503-1509	314	251-258
5.06.10	<i>Understand that the Church teaches that we must work for a more just and fair world.</i>	Students will debate with each other important topics that they are dealing with in the news.	1928-1932, 2304	411	73
5.06.11	<i>Understand that the sacraments provide us with God's healing and nourishment.</i>	Students will pick a sacrament and write about God's healing and nourishment.	1420-1421, 1426	295	251-258
5.06.12	<i>Illustrate a basic understanding of Church.</i>	Students will create a PowerPoint of just pictures of their basic understanding of the Church. Then they will orally explain each picture that they have chosen.	748-752, 777, 804	147	116-123
5.06.13	<i>Understand that the Church – one, holy, catholic, and apostolic – is the People of God, called together by the Holy Spirit</i>	Students will read and study the Creed. Then students will read the Creed together as a class.	811-812	161, 165, 166, 174	126-134
5.06.14	Describe how the Church is the sacrament of Christ in the world.	Students will write a paragraph about their understanding of how the Church is the sacrament of Christ in the	774-776, 780	152	116-117

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		world.			
5.06.15	State the seven key themes or principles of Catholic Social Teaching (See Appendix #2 for a listing)	Students will research one of the seven key themes of Catholic Social Teaching. Then they will create a poster or collage from their research. Finally, they will discuss in small group what they have researched.	2419-2425, 2458-2459	509-511	325-327



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Key Element IV: *Prayer*

How We Pray

“God tirelessly calls each person to that mysterious encounter known as prayer” (CCC no. 1075). His initiative comes first; the human response to his initiative is itself prompted by the grace of the Holy Spirit... In prayer, the Holy Spirit not only reveals the identity of the Triune God to human persons but also reveals the identity of human persons to themselves. (NDC no. 34)

Key Element IV: Prayer

Teaching the disciple how to pray with Christ

The issue is the primacy of God... If a man's heart is not good, then nothing else can turn out good either. (Pope Benedict XVI, Jesus of Nazareth, New York: Doubleday, 2007, 33-34)

Catechesis teaches the Christian how to pray with Christ. Conversion to Christ and communion with him lead the faithful to adopt his disposition of prayer and reflection. (NDC no. 20:4)

Communion with Jesus Christ leads the disciples to assume the attitude of prayer and contemplation which the Master himself had. To learn to pray with Jesus is to pray with the same sentiments with which he turned to the Father: adoration, praise, thanksgiving, filial confidence, supplication and awe for his glory. (GDC no. 85)

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Key Element IV Prayer Grade 5

	<i>Key Element IV: Prayer</i>	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
	<i>Standard 7</i>				
	PRAYER: Know and participate in the Catholic tradition of prayer and acknowledge prayer as the primary way we deepen our knowledge of God in the community.	<i>Students will go to Church to pray as a class.</i>			
	<u>Indicators</u>				
5.07.01	Pray daily as a way of calling God to mind, remaining in his presence, being in love with him, seeking his guidance, expressing sorrow for sins, seeking his forgiveness, growing in trust of him and simply thanking him. (1Thes 5:17)	Students will write a prayer focusing on one of the items mentioned in 5.07.01.		<i>See Acts of Faith, Hope and Love, p. 191</i>	476-477
5.07.02	Recognize sacramental ritual prayers.	Students will memorize several sacramental ritual prayers. They will share with the class which ones they have memorized.			171-172
5.07.03	Construct spontaneous and meditation prayers.	Students will listen to inspirational music and meditate on what God is speaking to them.	2629-2836, 1073	553-554	473-474
5.07.04	Memorize liturgical responses.	Students will go to Mass and response to liturgical responses.	1066-1075	218-219	219-220

Forming Disciples

5.07.05	Lead the Rosary with a group (in class session or at home).	Students will take turns leading their small group in the Rosary. Student will begin by singing Hail Mary Full of Grace.	971, 2678, 2708	See <i>The Rosary</i> , p. 189	See <i>How to Pray the Rosary</i> , 538-539
5.07.06	<i>Recognize prayer as a loving communication with God that helps each person develop and strengthen their relationship with him and also the community of the Church.</i>	Students will keep a journal about their growing relationship with God.	2558-2565, 2590	534	476-477
5.07.07	Understand that faithfulness to prayer and worship leads to the grace to lead a moral life.	Students will watch a movie about a person who has lead a moral life and the fruit that they have produced.	2030-2031, 2047	429	464
5.07.08	Participate in the church as a celebration of the Paschal Mystery.	Students will prepare and partake in preparing the Mass.	13223-1327, 1407	271-274	166-168



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Department of Lifelong Faith Formation

A member of the Division for Evangelization and Catechesis

*Key Element V:
Education for Living in the
Christian Community*

How We Live in the Community, the Church

“We were created as social beings who find fulfillment only in love – for God and for our neighbor. If we are truly to gaze upon him who is the source of our joy, we need to do so as members of the people of God (cf. Spe Salvi no. 14). If this seems counter-cultural, that is simply further evidence of the urgent need for a renewed evangelization of culture.” (Benedict XVI – 16 April 2008 at the Basilica of the National Shrine of the Immaculate Conception)”

Key Element V: Education for Living in the Christian Community

Preparing Christians to live in community and to participate actively in the life and mission of the Church

*Nor has the Lord been absent from subsequent Church history: he encounters us ever anew, in the men and women who reflect his presence, in his word, in the sacraments, and especially in the Eucharist. In the Church's Liturgy, in her prayer, in the living community of believers, we experience the love of God, we perceive his presence and we thus learn to recognize that presence in our daily lives. He has loved us first and he continues to do so; we too, then, can respond with love. God does not demand of us a feeling which we ourselves are incapable of producing. He loves us, he makes us see and experience his love, and since he has "loved us first" love can also blossom as a response within us. (Pope Benedict XVI, *Deus Caritas Est*, no. 17)*

Catechesis prepares the Christian to live in community and to participate actively in the life and mission of the Church. (NDC, no. 5)

Christian community life is not realized spontaneously. It is necessary to educate it carefully. In this apprenticeship, the teaching of Christ on community life, recounted in the Gospel of St Matthew, calls for attitudes which it is for catechesis to inculcate: the spirit of simplicity and humility ("unless you turn and become like little children..." Mt 18:3); solicitude for the least among the brethren ("but whoever causes one of these little ones who believe in me to sin..." Mt 18:6); particular care for those who are alienated ("Go and search of the one that went astray..." Mt 18:12); fraternal correction ("Go and tell him his fault..." Mt 18:15); common prayer ("if two of you agree on earth to ask about anything..." Mt 18:19); mutual forgiveness ("but seventy times seven..." Mt 18:22). Fraternal love embraces all these attitudes ("love one another; even as I have loved you..." Jn 13:34). (GDC, no. 86A)

In developing this community sense, catechesis takes special note of the ecumenical dimension and encourages fraternal attitudes toward members of other Christian churches and ecclesial communities. Thus catechesis in pursuing this objective should give a clear exposition of all the Church's doctrine and avoid formulations or expressions that might give rise to error. It also implies "a suitable knowledge of other confessions", with which there are shared elements of faith: "the written word of God, the life of grace, faith, hope and charity, and the other interior gifts of the Holy Spirit". Catechesis will possess an ecumenical dimension in the measure in which it arouses and nourishes "a true desire for unity", not easy irenicism, but perfect unity, when the Lord himself wills it and by those means by which he wishes that it should be brought about. (GDC, no. 86B)

Forming Disciples

Key Element V Education for Living in the Christian Community Grade 5

	<i>Key Element V: Education for Living in the Christian Community</i>	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
	Standard 8				
	CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church's origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints	Students will invite their parish priest into the classroom and then students will ask their priest prepared questions about their church and faith.			
	<u>Indicators</u>				
5.08.01	Know that Christ established and sustains here on earth his holy Church, the community of faith, hope and charity, through which he communicates truth and grace to all humankind through his Holy Spirit.	<i>Have students think about how corrupt communication can wound people's soul. Have student journal about times when they have been hurt and then talk about ways to pray to God for healing. Finally, students should talk about ways not to hurt their classmates, friends, and family.</i>	733-741, 747	145	114-116
5.08.02	<i>Recall that the Church is the "people of God," called together by the Holy Spirit, and is one, holy, catholic and apostolic.</i>	<i>Have the students create a graphic organizer of the Church. The Church is on top, then you have the Father, Jesus, Holy Spirit; from them you have the pope, bishops, ect.</i>	781, 866-869	153, 161-176	126-134

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5.08.03	Show understanding that the Catholic Church is entrusted with the mission of Jesus Christ.	<i>Have students close read an article that deals with the mission of the Catholic Church.</i>	857, 869	174	117-118
5.08.04	Identify Peter as the first of the apostles and head of the early Christian community.	<i>Identify the character traits that Peter demonstrates in the Gospels and then use text evidence from Scripture to support your answer.</i>	551-553, 567	109	119-121
5.08.05	<i>Identify name of current Pope as the official head of the Catholic Church.</i>	<i>Write a report on the current Pope and then share your findings in small groups.</i>			
5.08.06	Recognize how the Pope speaks in the name of the Church to all its members and to the world.	<i>Read an article about what the current Pope is doing in the World to spread the Gospel and Good News to God's people.</i>	877- 885, 936-937	180, 182	130
5.08.07	Identify the head of a diocese as a bishop, an archdiocese as an archbishop (who also may be a cardinal).	<i>Give the students an graphic organizer and then have them fill out the information about the Men of God in our Diocese.</i>	832-835	167	133
5.08.08	<i>Name current Archbishop of Washington.</i>	<i>Have the students go to the computer lab and research who the current Archbishop of Washington is.</i>			

Forming Disciples

Key Element V Education for Living in the Christian Community Grade 5

	<i>Key Element V: Education for Living in the Christian Community</i>	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
5.08.09	Articulate that Holy Orders is the sacrament that provides deacons, priests and bishops to serve the People of God in the Catholic Church.	<i>Play a game to reinforces that Holy Orders is a sacrament that serves the people.</i>	1554, 1593	325	265-267, 273
5.08.10	Show understanding that all members of the Church belong to the Communion of Saints by reason of baptism.	<i>Brainstorm ideas of who are the members of the Church. Then decide if they are part of the Communion of Saints because they were baptized.</i>	946-959, 961-962	194-195	192-193
	Standard 9				
	ECUMENISM: 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.				
	<u>Indicators</u>				
5.09.01	Explain that Jesus founded the Catholic Church and named Peter as the rock upon which that Church would be built. (Mt 16:18)	Talk about metaphor and similes and then discuss if Peter is an actual rock or if “rock” is a metaphor for something else.	551-553, 567, 816, 870	109, 162	114
5.09.02	State that the Catholic Church recognizes that the Pope is the successor of Peter on earth	Lead a discussion with your students about why they think	880-882, 936-937	182	130-134

Forming Disciples

	and therefore the leader of the Catholic Church throughout the world.	Peter is the leader of the Catholic Church.			
5.09.03	Identify that the bishop or archbishop of a diocese is a successor of the Apostles, appointed by the Pope, sign of our unity and shepherd of the particular Church assigned to him.		881-885, 888-896, 936-939	182-187	29-30, 265-266
5.09.04	<i>State that our respect for other Christians means that we can both recognize what we share in common but also that we believe that they do not share in the fullness of the faith Christ taught.</i>	Talk about what other religion believe and see what common ground we can stand upon. Giving each student a T-chart would help the students organizer their thoughts.	816-822, 866, 870	162-164	127-129

Forming Disciples

Key Element V Education for Living in the Christian Community Grade 5

	<i>Key Element V: Education for Living in the Christian Community</i>	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
5.09.05	<i>Relate how Catholics are called to work and pray for unity in the Church because Jesus also prayed "that they all may be one". (Jn 17:20-23)</i>	Have the students pray for unity in the Church.	820-822, 866	164	127-129
5.09.06	Know that the Eastern Christian Churches that do not accept the role of the Pope as the successor of St. Peter and head of the universal Church are called "Orthodox".	Compare and contrast the belief of the Eastern Christian Church and the beliefs of our Catholic church.	838, 1399	168, 293	232, See <i>Orthodox Churches</i> , 890
5.09.07	<i>Compare and contrast the Eastern Catholic Churches and the Roman Catholic Church.</i>	After the students do the above activity. Then the student can answer question like the Eastern Catholic Church believes... whereas we believe....	1182, 1240, 1318, 1320-1321, 1623	266 -267, 334	129-130, See <i>Eastern Churches</i> , 510
	Standard 10	-			
	CATHOLIC PRINCIPLES AND RELATIONSHIPS: Apply Catholic principles to interpersonal relations.	<i>Have the students brainstorm issues in their live that they can solve using Catholic principles. Provide a list of Catholic principles for each student.</i>			
	<u>Indicators</u>				
5.10.01	Define "sacred" and "precious" as all comes from and belongs to God.	Define "sacred" and "precious" and then list items that come to mind that would be sacred or precious.	337-344, 356, 358-361, 381	62, 67-68	55-56, 67-68 171

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5.10.02	Describe that God created humans with bodies and souls.	Read passages from Genesis and then do a close read to gain greater understanding of God's original intent.	362-368, 382	69-70	67-68, 71
5.10.03	Explain how modesty demonstrates respect for one's body and the bodies of others.	Define modesty and then lead a discussion on ways to respect not only ourselves but one another.	2521-2527, 2533	530	108, 209, 441-445
5.10.04	<i>Identify that we are capable of intimacy and trust of others because of God's love for us.</i>	Write a poem of God's love for each of us. Ask the students to brainstorm words that identify intimacy and trust of others.	2331-2359, 2392-2396	487-493	404-416
5.10.05	<i>Define conception as the moment when life begins.</i>	Relate the life cycle of animals to that of the human life.	2270, 2273-2274, 2323	472	391-392, 401

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Key Element V Education for Living in the Christian Community Grade 5

	<i>Key Element V: Education for Living in the Christian Community</i>	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
5.10.06	Explain that human life is sacred from its beginning to its natural end.	Invite someone from Hospice who is Catholic to talk to the students about giving dignity to people who are dying.	1926, 2268-2283, 2322	470, 472, 478, 500	43, 211, 391, 401
5.10.07	<i>Compare our adoption as sons and daughters of God through Baptism, to adoption into a human family.</i>	Compare and contrast adoption and Baptism.	2378-279	500-501	193, 207, 381-382, 486
	Standard 11				
	VOCATION: Understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.	Create a poster about vocation.			
	<u>Indicators</u>				
5.11.01	<i>Understand meaning of discipleship.</i>	Talk about ways to become a disciple of Christ.	618, 849-851, 1814-1816	123, 172, 386	181-199, See <i>Disciple</i> , 509-510
5.11.02	Identify the Sacrament of Baptism as initiation into a life of discipleship in Jesus Christ.	Lead a discussion on what initiation means and then tie in the Sacrament of Baptism.	871, 900, 1267-1270	252-264	195-196, See <i>Baptism</i> , 505
5.11.03	<i>Recognize vocations as particular calls in the Church to live the Christian life.</i>	Have the students think about people in their school and have them identify what their vocation is.	See <i>Vocation</i> , p.903	192-193, 337-338, 321-324	See <i>Vocation</i> , 531

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5.11.04	<i>Examine a variety of Christian vocations as responses to the baptismal call.</i>		1601-1605, 1546-1553	192-193, 337- 350, 322-336	279, 375, 452
5.11.05	Understand that through Baptism all followers of Jesus are called to the ministry of service.	Have the students reach out to the community by write prayer cards for the local nursing home.	1265-1271	263	195-197, 308-309
5.11.06	Understand that some people are called to the priesthood or religious life, others to married or single life.	Have the students make a list of people they know who are called to the priesthood, married and single life.	944-945, 1601-1605, 1546-1553	192-193, 337- 338, 321-324	139, 265-267, 279, See <i>Vocation</i> , 531



Diocese of Buffalo

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Key Element VI: Evangelization and Apostolic Life

*How we, as Individuals and Community, Live
in Service to the World*

*“Only if we are aware of our calling, as individuals and as a community, to be part of God’s family as his sons and daughters, will we be able to generate a new vision and muster new energy in the service of a truly integral humanism. The greatest service to development, then, is a Christian humanism that enkindles charity and takes its lead from truth, accepting both as a lasting gift from God.”
(Benedict XVI, Caritas in Veritate, no. 78)*

Key Element VI: Evangelization and Apostolic Life

Promoting a missionary spirit and vocation that prepares disciples to be present as Christians in society

"[S]alvation has always been considered a "social" reality. Indeed, the Letter to the Hebrews speaks of a "city" (cf. 11:10, 16; 12:22; 13:14) and therefore of communal salvation. Consistently with this view, sin is understood by the Fathers as the destruction of the unity of the human race, as fragmentation and division. Babel, the place where languages were confused, the place of separation, is seen to be an expression of what sin fundamentally is. Hence "redemption" appears as the reestablishment of unity, in which we come together once more in a union that begins to take shape in the world community of believers. (Pope Benedict XVI, Spe Salvi no.14)

Evangelization means bringing the Good News of Jesus into human situations and seeking to transform individuals and society by the divine power of the Gospel itself (Go and Make Disciples no.15). When Baptized, you have received the Spirit of Christ Jesus, which brings salvation and hope; your lives are a witness of faith. As sharers through Baptism in the priestly mission of Jesus, we are called to live our faith fully, share our faith freely and transform the world through the power of the Gospel. We have a story of faith to share.

Catechesis promotes a missionary spirit that prepares the faithful to be present as Christians in society. The 'world' thus becomes the place and the means for the lay faithful to fulfill their Christian vocation. Catechesis seeks to help the disciples of Christ to be present in society precisely as believing Christians who are able and willing to bear witness to their faith in words and deeds. In fostering this spirit of evangelization, catechesis nourishes the evangelical attitudes of Jesus Christ in the faithful: to be poor in spirit, to be compassionate, to be meek, to bear the cry of injustice, to be merciful, to be pure of heart, to make peace, and to accept rejection and persecution. Catechesis recognizes that other religious traditions reflect the "seeds of the Word" that can constitute a true "preparation for the Gospel." It encourages adherents of the world's religions to share what they hold in common, never minimizing the real differences between and among them. "Dialogue is not in opposition to the mission ad gentes." (NDC no. 20:6)

Forming Disciples

Catechesis is also open to the missionary dimension. This seeks to equip the disciples of Jesus to be present as Christians in society through their professional, cultural and social lives. It also prepares them to lend their cooperation to the different ecclesial services, according to their proper vocation. (GDC no. 86A)

In educating for this missionary sense, catechesis is also necessary for interreligious dialogue, if it renders the faithful capable of meaningful communication with men and women of other religions. Catechesis shows that the link between the Church and non-Christian religions is, in the first place, the common origin and end of the human race, as well as the "many seeds of the word which God has sown in these religions". Catechesis too helps to reconcile and, at the same time, to distinguish between "the proclamation of Christ" and "inter-religious dialogue". These two elements, while closely connected, must not be confused or identified. Indeed, "dialogue does not dispense from evangelization." (GDC no. 86B)

Forming Disciples

Key Element VI Evangelization and Apostolic Life Grade 5

	<i>Key Element VI: Evangelization and Apostolic Life</i>	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
	<i>Standard 12</i>				
	CATHOLIC SOCIAL TEACHING: 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.				
	<u>Indicators</u>				
5.12.01	<i>Explain how Jesus reached out to the poor, the lonely and the suffering and asks us to do the same.</i>	Study the Scriptures in the Gospel and talk about how Jesus reached out to the poor.	2443-2449, 2462-2463	520	307-309
5.12.02	<i>Understand that the Church teaches us that we must help the poor and needy.</i>	Have the students raise money for the poor and needy.	2443-2449, 2462-2463	520	420-425, 450-455
5.12.03	Identify that the Church teaches that we must work for a more just and fair society and world.	Lead a discussion on social justice.	908-913, 943, 1886- 1889, 1913- 1917	191, 404, 410	420-425
5.12.04	Explain that human life is sacred from its beginning to its natural end.	Talk about how we should treat our pets and then talk about how much more important it is to treat all human with respect and dignity.	2258-2262, 2268-2283, 2273-2274	466, 470, 472	387
5.12.05	<i>Describe that God created humans with bodies and souls.</i>	Create a graphic organizer with body on one side and soul on the opposite side and then talk about	355-358, 362-365	66, 69-70	67-68

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		which part overlap.			
5.12.06	Compare our adoption as sons and daughters of God through Baptism to adoption into a human family.	Compare and contrast adoption and Baptism and then write a paragraph summarizing the information.	648-650, 2878-2379	131, 500-501	193, 381

Forming Disciples

Key Element VI Evangelization and Apostolic Life Grade 5

	<i>Key Element VI: Evangelization and Apostolic Life</i>	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
5.12.07	Define stewardship as responsibility for all God's creation.	Have the students identify something that they are stewards of and lead a discussion on how to become more responsibility.	374-379	72	424, 451-452
5.12.08	<i>Understand that we are all called to overcome evil and be responsible stewards.</i>	Have the student perform skit where the main character overcomes evil.	2419-2425, 2458-2459	509-512	325-328, 420-425
	Standard 13				
	INTER-RELIGIOUS DIALOGUE: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Jews, Muslims, and all faith traditions.	Create a mural with the whole class on unity.			
	<u>Indicators</u>				
5.13.01	Understand that there are many religions but only one God.	Have the students brainstorm all the different religion that they know. Then have the students use chrome books to research what they believe.	841-845	170	22
5.13.02	Identify Judaism as the religion of God's covenant with Abraham.	Have the students research the religion of Judaism.	839-840	169	131
5.13.03	<i>Recognize the psalms as Jewish prayers found in the Old</i>	Have each student choose one	2579,	540	465-466

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	<i>Testament.</i>	psalm and then read it to the class.	2585-2589, 2596-2597		
5.13.04	Identify the religion of Islam as founded on the faith of Abraham.	Read an article that talk about the religion of Islam.	841	170	131
5.13.05	<i>Identify the Propbet Mubammad as the founder of Islam and the Qur'an as the sacred scripture of Islam.</i>	Watch a video on the Prophet of Muhammad.			
5.13.06	<i>Name the Pillars of Islam practiced by Muslims in their religious tradition.</i>	Have the students create pillars out of bulletin board paper and then name each of the Pillars.			

Forming Disciples

Key Element VI Evangelization and Apostolic Life Grade 5

	<i>Key Element VI: Evangelization and Apostolic Life</i>	<i>Connections</i>	<i>CCC</i>	<i>Compendium</i>	<i>USCCA</i>
	Standard 14	-			
	MISSIONARY VOCATION: Demonstrate an appreciation for Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service.	<i>Have some visit your classroom who is a missionary and then have them share their life experiences.</i>			
	<u>Indicators</u>				
5.14.01	Realize that disciples of Jesus are not only called to continually change and reform their lives in light of the teaching of Jesus, but to share what they have learned from him in and through the Church with others.	Have the students draw a picture of them at their worst and then at their best. Have them describe how they look and act at their best and worst.	849-856	172-173	450-455, 487
5.14.02	<i>Articulate that it is the measure and guide we use for how we should live is the teaching and example of Jesus.</i>	Relate measurement in Math to how we will be measured by Christ.	1692-1696 , 1716-1717	357-359	308-309
5.14.03	<i>Recognize that Jesus gave us the Catholic Church to give us grace, his very own life.</i>	Have the student create a poem about the grace of God.	758-776	149-152	114
5.14.04	<i>Understand what Jesus meant when He asks His followers to "go therefore and make disciples of all nations". (M, 28:19)</i>	Read the historically accounts of Jesus in Mt. 28:19 and lead a discussion of what it means to be a disciple.	849-851	172	135-137

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5.14.05	Show understanding that the Catholic Church is entrusted with the mission of Jesus Christ.	Have the students research the mission of the Catholic church.	727-741, 745-747	143	115-116
5.14.06	Explain evangelization.	Give students the definition of evangelization and then have the students think of ways that they can evangel their town.	425-429, 849-851 904-907, 942	80, 172, 190	134-137, 502, See <i>Evangelization</i> , 512
5.14.07	<i>Explore all the ways God asked us to care for the world.</i>	Create a word web of the student's ideas about all the ways God has asked us to care for the world.	337-349, 353-354	62-65	420-425

Forming Disciples

Key Element VI Evangelization and Apostolic Life Grade 5

	<i>Key Element VI: Evangelization and Apostolic Life</i>	<i>Connections</i>	CCC	Compendium	USCCA
5.14.08	<i>Participate in fundraisers to support parish ministries.</i>	Raise money for kids in a fifth grade somewhere in need.	2041-2043, 2048	431-432	334-335, 452
5.14.09	Explain "Peace is the work of justice, and the effect of charity."	Talk about the cause and effect of peace and charity.	2302-2305, 2307-2308	481-482, 506	449, 308, 333
5.14.10	Identify places in our world that need our prayers because of issues of injustice, war, and inequality.	Have the student find an article in the internet and then lead a prayer for each need.			