



Parents' Guide to Diocesan Faith Formation Curriculum
Grade 6

'God's love is communicated to infants and young children primarily through parents.' Parents have shared the gift of human life with their children, and through Baptism have enriched them with a share in God's own life. Parents are the primary educators [of their children] in the faith. (NDC, 203 & 101)

What exactly is the Diocesan Faith Formation Curriculum?

– A document that clearly states what participants in parish faith formation programs and Catholic elementary school religion classes should be able to know, understand, and do at each grade level.

What is the aim of this guide?

- The primary aim of this guide is to support parents as the first teachers of their children in their faith.
- To serve as tool for communicating the content for each age/grade level of children to parents.
- To provide some suggestions for integrating faith practices in their homes.

How is it organized?

– The curriculum is organized according to the six tasks of Catechesis, referred to as the **Six Key Elements** of a lived Catholic Faith; while always remembering that the outcome for catechesis is *growing in relationship with Christ*.

These six key elements are:

- Knowledge of the faith;
- Liturgy and Sacraments;
- Morality;
- Prayer;
- Education for Living in the Christian Community;
- Evangelization and Apostolic Life.

For Each Element

– There are standards or broad headings. All these standards should be covered in every program for adults, youth and children.

For Each Standard

- Each standard in turn has age appropriate indicators or knowledge, skills or behavior.
- These indicators will guide instruction and activities in faith formation programs and classrooms.

What do the different fonts mean?

– **Core items that must be covered in all parish and school programs are in bold print.**

– *Enrichment items that are optional and can be covered if there is time are in italics.*

What is meant by words being underlined?

– Underlining means this is a vocabulary word to know. These words and their definitions will be available on the Diocesan Website on the curriculum page in a Glossary. When a simpler age appropriate definition is needed it is within the indicator itself.

CHILD PROTECTION: SAFE ENVIRONMENT TRAINING

Diocesan policy requires that a session on Safe Environment is offered to all children in our parish and school programs at the start of each program year. More information can be found on the Diocesan website and should be shared by parish catechetical leaders and principals with families at the beginning of each year.



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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)

At-Home Ideas:

At the intermediate elementary school level, these are things you can do as a family to strengthen the teaching of the **Knowledge of the Faith** in your home: *The willingness of parents to grow in their understanding of faith issues models for their children the belief that growth in faith is a lifelong process. Parents seek opportunities to share their faith with other adults as well as with their children. Parents take the time necessary to answer informal faith questions as they arise or research unknown answers with the child, using Scripture or the Catechism of the Catholic Church when appropriate. Families actively participate in the life of the parish.*

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.

- ⌘ **Show understanding of the actions of a [Trinitarian God](#) as revealed in Scripture and Tradition and stated in the Creed.**
- ⌘ **Describe God as the creator of the universe and as the creator of humanity.**
- ⌘ **Describe [the fall](#) and the sinfulness of humanity as [Original Sin](#), a reality of human existence.**
- ⌘ **State how God shows deep love and care for humankind regardless of our sinfulness.**
- ⌘ **Show understanding that God gives human beings [free will](#) to love and serve him out of free choice.**
- ⌘ **Describe how in God’s [providence](#) all people are destined for union with him.**
- ⌘ **Show understanding that God communicates with people revealing his plan for us.**
- ⌘ **Explain that we will be raised after death into eternal union with God ([heaven](#)) or separation from him ([hell](#)).**
- ⌘ *Show awareness that at the end of time, Christ will return and we will be held accountable for how we helped to build the [Kingdom of God](#). (Mt 7:21-23; 25:41-46)*
- ⌘ *Describe Mary as the [Mother of God](#) and the [Mother of Jesus](#) because Jesus is both true God and true man.*
- ⌘ **State the meaning of [Incarnation](#), a mystery of our faith.**
- ⌘ *State that Mary was a virgin before and after the birth of Jesus Christ.*

Standard 2 **SACRED SCRIPTURE:** Read, comprehend and articulate salvation history as conveyed in God’s revelation through Sacred Scripture.

- ⌘ **Show familiarity with the role of the [patriarchs](#) in the unfolding of God’s revelation to his people.**
- ⌘ **Trace the unfolding of God’s revelation through the history of the [Chosen People](#) of Israel.**
- ⌘ **Describe the events of the [Book of Exodus](#) and its significance in the history of the [Chosen People](#) of Israel.**
- ⌘ **Show understanding of redemption and salvation through the revelation of God’s Word in Sacred Scripture.**



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- ⦿ **Show understanding of how God made covenants with the Chosen People as a sign of his faithfulness.**
- ⦿ **Identify God's name YAHWEH in the Book of Exodus.**
- ⦿ **State the significance of the Ark of the Covenant in the difficult journey of the Israelites through the desert.**
- ⦿ **State the meaning of monotheism and its connection to the Jewish understanding of God.**
- ⦿ **Show understanding of the connection between God's covenant and the entry into the Promised Land.**
- ⦿ **State the role of the judges in the Old Testament.**
- ⦿ **State the role of Samuel in the choice of the first kings of Israel.**
- ⦿ *State how the first kings of Israel helped to establish a monarchy in Israel.*
- ⦿ **Identify the major prophets of the [Old Testament](#) and their role in the history of Israel. (Isaiah, Jeremiah, Ezekiel and Daniel)**
- ⦿ *Identify the loss of the northern kingdom to Assyria and the loss of Judah to Babylon.*
- ⦿ *Identify the return of the exiles to Jerusalem under King Cyrus of Persia and the reordering of Jewish life with the restoration of the law and the temple.*
- ⦿ *Articulate the role of women in the Old Testament. (Some examples: Miriam [Ex 2:1-6], Rahab [Jos12:4ff], Deborah [Jgs 4-5] and Esther [book of Esther])*
- ⦿ *Show familiarity with the geography and cities of Samaria and Judea during the time of Jesus.*
- ⦿ *State the literary style of the Gospel of Matthew as narrative and discourse.*
- ⦿ *Show understanding that the author of the Gospel of Matthew was writing for a Jewish Christian community challenged to welcome Gentiles.*
- ⦿ *Recognize that Mathew rearranges the teaching of Jesus into five discourses to highlight Jesus as bringing to fulfillment the five books of the Torah.*
- ⦿ *Give examples in the narrative of the Gospel of Matthew that show the literary device of conflict to tell the story.*
- ⦿ *State that Jesus is the central figure of the Gospel of Matthew whose genealogy is traced through Abraham and King David.*
- ⦿ *Identify the main characters in the Gospel of Matthew and their purpose.*
- ⦿ **Identify the Gospel of Matthew as a [synoptic Gospel](#) containing most of the Gospel of Mark, along with other material.**
- ⦿ *Show understanding that Matthew's infancy narrative (Mt 1:18-25; 2:1-23) identifies Jesus as [Emmanuel](#) as prophesied by the Book of Isaiah.*
- ⦿ *Identify the use of conflict and discourse in the temptation story to identify Jesus as the Son of God who seeks no power for himself. (Mt 4:1-11)*
- ⦿ **Describe the beginning of Jesus' ministry in Capernaum, the call of the first disciples and the beginning of his ministry. (Mt 4:12-25)**
- ⦿ **State how Jesus challenges his disciples to be salt and light. (Mt 5:13-16)**
- ⦿ *Distinguish the teachings of Jesus from the Jewish regulations. (Mt.5:17-46)*
- ⦿ *Identify the purpose of the healing ministry of Jesus as written in Mt 8: 1- 9:36.*
- ⦿ *State how Matthew views the conditions of discipleship in Mt 10-11, 13-14.*
- ⦿ **State how Matthew 15 - 20 uses conflict to enhance the difference between Jesus' understanding of his ministry and the Jewish leaders' and the disciples' understanding.**
- ⦿ **State the heightening conflict between Jesus' use of authority and the Jewish leaders' use in Matthew 21-25 through the use of events and predictions.**



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- ⌘ Show understanding that the use of conflict in the story of Jesus' death creates opportunities for understanding Jesus' true identity in Matthew 26-27.
- ⌘ *State who witnesses the Resurrection of Jesus and what they do in Mt. 28:1-15.*
- ⌘ *Identify Matthew's understanding of the mission to the Gentiles in Mt 28:19-20.*
- ⌘ State the importance of Matthew's use of the [Old Testament](#) as a prefiguring device.

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)

At-Home Ideas:

At this level, these are things you can do as a family to strengthen the teaching of the **Liturgy and Sacraments** in your home: *Parents help to deepen their children's understanding of sacraments by regular and active participation in sacramental celebrations followed by conversation about the experience. Participation in communal celebrations of the Sacrament of penance and reconciliation and other opportunities for reconciliation and weekly Sunday liturgy are particularly important for the intermediate child and his or her family.*

Standard 3 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.

- ⌘ Describe the sacraments as [efficacious](#) signs of God's [grace](#).
- ⌘ Describe each of the seven sacraments as [instituted](#) by Christ with references from Sacred Scripture.
- ⌘ Explain how the seven sacraments are entrusted to the Church and accompany a person from life to death.
- ⌘ State the sacraments that have an [indelible character](#) and describe elements of this character.
- ⌘ *Identify the Sacraments of [Matrimony](#) and [Holy Orders](#) as sacraments at the service of communion and mission.*
- ⌘ *Describe meaning of [sacramental](#) and give examples.*

Standard 4 LITURGY: Understand and celebrate the liturgical rites of the Church as expressed in the liturgy year and epitomized in the Eucharist as the source and summit of Christian life.

- ⌘ *Identify the origin of sacramental actions as originating in Jewish rituals.*
- ⌘ Identify the functions of [ordained](#) and [non-ordained](#) ministers at Mass and explain the difference in roles.
- ⌘ *State how lay parishioners can minister to the sick and elderly through praying with them, proclaiming the Scripture and giving Holy Communion.*
- ⌘ *State conditions that must be present for an emergency Baptism.*
- ⌘ Identify Scripture readings for Sundays in the liturgical year and trace the life of Christ through these readings.
- ⌘ Name all of the [holy days of obligation](#) in the United States.
- ⌘ *Describe and practice how Sacred Scripture is to be read during Mass.*

Key Element III: Morality - How We Live



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"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)

At-Home Ideas:

At the intermediate school level, these are things you can do as a family to strengthen the teaching of **Morality** in your home: *Parents help their children learn to make right choices through dialogue about routine decisions. Respect and appreciation for ourselves and others are communicated when parents show respect and appreciation for their children. Participation in the responsibilities of family life teaches intermediate students the value of Christian service and a wholesome moral life. It can not be emphasized enough, that good moral and apostolic actions by the parents teach children how to act.*

Standard 5 **Conscience:** Develop a moral conscience informed by church teachings.

- ⌘ **Describe and define the covenant God established with his people.**
- ⌘ *Explain that we receive a heritage of faith from those who have gone before us.*
- ⌘ *Explain that we receive wisdom and understanding from God's Spirit in the Church which helps us to know how to act.*
- ⌘ **Relate living a Christ-like life with keeping God's covenant.**
- ⌘ **Identify that we learn how to live good lives through the teachings of Scripture.**
- ⌘ **State how Original Sin makes Christian living more difficult, but that Christ overcame sin and also helps us to do so.**
- ⌘ **Identify scriptural examples of being called to be faithful to the love, justice and mercy of God's reign (Rom 5:20, Jn 3:17).**
- ⌘ *Identify the moral values in the teachings of Christ.*
- ⌘ *Define the three sources of a moral act (object, intention, and circumstances).*
- ⌘ *State that all people are called to be faithful to God's love.*

Standard 6 **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.

- ⌘ **Show understanding that Christian living is the gift of active discipleship in Jesus Christ.**
- ⌘ **State the meaning of natural law and give examples.**
- ⌘ *Give examples of how we can respect the rights that individuals and families have: rights to their human dignity, freedom, property, and possessions.*
- ⌘ **Recognize that the state must protect the rights of its citizens through socially just laws.**
- ⌘ **State that we are obligated to keep promises, oaths, contracts and covenants (such as marriage).**
- ⌘ *Compare and contrast contract and covenant.*
- ⌘ **Show understanding that the Christian virtues of purity of heart and chastity help us to respect others.**
- ⌘ *State how the family is the foundation of human society.*
- ⌘ **Show an understanding that we have a responsibility to work for the common good of society, and illustrate ways that we each can work for the common good.**
- ⌘ *Connect environmental stewardship with respect for God's creation.*
- ⌘ *Give examples of the ways in which the Church is rooted in many signs and symbols of the Old Testament.*
- ⌘ *Understand that God dwells within the Church, the Body of Christ.*
- ⌘ *Acknowledge and affirm the dignity of the human person and community.*



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- ⌘ *Discuss how we are all children of the covenant God made with Abraham.*
- ⌘ **Understand that in Baptism we are all made brothers and sisters in Christ, and give examples of how the varied ethnic cultures make significant contributions to the Church.**
- ⌘ *Explain that the key themes or principals of [Catholic Social Teaching](#) should be applied in how we make decisions in our lives and in our society.*
- ⌘ **Compare/contrast free will and freedom.**
- ⌘ *Give examples of how the Bible explores the mysteries of life: suffering, injustice, and death.*
- ⌘ **Illustrate how, like the prophets, we are called to speak out against injustice and suffering**
- ⌘ *Describe how the way to the reign of God is a way of justice and peace.*
- ⌘ *Engage in service to the community (family, parish, local, national, and global) in response to the Gospel call.*
- ⌘ *Understand that Jesus is the center of God's plan for the world.*

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)

At-Home Ideas:

At this age, these are things you can do as a family to strengthen the teaching of **Prayer** in your home: *Parents speak most clearly about the importance of prayer in life when their children see them pray. Your example speaks volumes that words can not match. The prayer life of children is enriched by praying at home and at regular parish celebrations of liturgy and sacraments.*

Standard 7 **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.

- ⌘ *Recognize that Catholic Christians pray daily to talk to God and to listen to God's will.*
- ⌘ **Identify [psalms](#) as prayers found in the [Old Testament](#) that Jesus liked to pray.**
- ⌘ *Affirm that worship belongs to God alone.*
- ⌘ **Recognize the [Eucharistic Liturgy](#) as the community's central act of worship.**
- ⌘ *Recognize that prayer deepens our awareness of our Covenant relationship with God.*
- ⌘ **Identify the elements of the [Lord's Prayer](#).**
- ⌘ **Recognize that the prayer of Christians is grounded in the [Word of God](#) in [Scripture](#) and [Tradition](#).**
- ⌘ **Identify the [Gospels](#), [wisdom books](#) and other books in Sacred Scripture as helpful for [meditative](#) prayer.**
- ⌘ *Compare and contrast personal prayer and communal prayer.*
- ⌘ *Recognize the humility and faith of Mary as our model for prayer.*
- ⌘ **Identify and list the four types of [mysteries of the Rosary](#) (Joyful, Mysteries of Light [Luminous], Sorrowful, and Glorious).**
- ⌘ **Identify and define the five types of prayer: blessing, adoration, petition, intercession, thanksgiving and praise.**
- ⌘ **Participate in the church community's celebration of the Mass, especially on Sunday.**



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*Please note that the full texts of the prayers and practices for Catholics to teach your child are found in the online glossary and also in a downloadable document online: Appendix 2 **KEY PRACTICES AND PRAYERS FOR CATHOLICS**.*

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



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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)”

At-Home Ideas:

At the intermediate school level, these are things you can do as a family to strengthen the teaching of *Education for Living in the Christian Community* in your home: *Children are now capable of taking on more responsibility and ownership of their faith life while still needing clear guidance from parents. Allowing children to participate more fully in parish life and highlighting the ways that they live a virtuous life to them helps them to realize that they are blessed by God with gifts and talents to share with the large parish community.*

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.

- ⌘ **Realize that the mission of Christ and the Holy Spirit is brought to completion in the Church, which is the Body of Christ; the Church, guided by the Holy Spirit, continues Christ's saving work, especially through the Sacraments.**
- ⌘ **Discuss the Church's visible bonds of unity: one origin, one baptism, and an unbroken line of apostolic succession beginning with Peter.**
- ⌘ *Show understanding that we are in communion with all the baptized persons on earth and in heaven and purgatory.*
- ⌘ *Illustrate how the Church is a sign of unity and peace to the world.*
- ⌘ **Explain and celebrate the Pope as the leader of the Catholic Church throughout the world.**
- ⌘ **Relate that the Church is a community of God's people called to continual reform and renewal.**
- ⌘ **Describe the Magisterium as the teaching office of the bishops in communion with the Pope.**
- ⌘ **State evangelization as central to the mission of the Church in which all Catholics have a role.**
- ⌘ *Identify the Catholic Church as a universal church.*
- ⌘ Identify the Church as the beginning seed of the kingdom of God on earth.

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.

- ⌘ **Explain that the Pope is the successor of the Apostle Peter and thus the leader of the Roman Catholic Church and a sign of our unity.**
- ⌘ **Review how our friendship with other Christians means that we can both recognize what we share in common but also be honest about how we differ.**
- ⌘ **Identify where in the New Testament that Jesus prayed "that they all may be one" (Jn 17:20-23) and recite that prayer.**
- ⌘ *Recognize the Orthodox Churches as the Eastern churches resulting from the Great Schism that do not therefore accept the role of the Pope as the successor of Peter and head of the universal Church.*
- ⌘ **Understand that [Eastern Catholic Churches](#) in union with the Roman Catholic Church have their own church laws, ways to celebrate the liturgy and sacraments, and forms of**



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prayer – all approved by and recognized by the Pope as different cultural expression of the same faith.

Standard 10 CATHOLIC PRINCIPLES AND RELATIONSHIPS: Apply Catholic principles to interpersonal relations.

- ⌘ Identify one's self as being made in the image and likeness of God.
- ⌘ Acknowledge that the Holy Spirit calls all people to conversion and faithfulness.
- ⌘ Identify human **sexuality** as a gift from God that is expressed only in marriage of a man and woman for the good of the spouses and the procreation of children.
- ⌘ *Describe how we respect human sexuality.*
- ⌘ Demonstrate understanding that Christian virtues of **purity of heart** and **chastity** help us to respect others.
- ⌘ *State causes and effects of separation and divorce on families.*
- ⌘ Recognize that the Church teaches the right use of God's gift of human sexuality.

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.

- ⌘ Outline how Christian discipleship is an essential part of being Catholic.
- ⌘ Show understanding that a vocation is a call from God that each one receives based on God's plan for us and that we learn of his plan for us through prayer and listening to his call.
- ⌘ *Recognize the types of vocations in the Church.*
- ⌘ *Explain how the vocation of single life is special to the life of the Church.*
- ⌘ Describe how both the vocations of Marriage and Holy Orders are important to the life of the Church.
- ⌘ *Describe how Marriage unites a man and a woman in a union that is faithful, permanent, exclusive and open to children. This union is so important that Christ made it one of the seven sacraments.*
- ⌘ *Identify the priesthood as a special gift to the Church to which God calls men as a way of service.*
- ⌘ State that a man receives the sacrament of Holy Orders from the bishop who calls him to a life of service to the Church.
- ⌘ Identify the promise of obedience to the bishop and the vow of celibacy as special to the life of the priesthood in the Catholic Church
- ⌘ *List the two types of priests: diocesan priest and religious priest.*
- ⌘ *Report how a man prepares to become a priest in a seminary.*
- ⌘ Describe the deacon as a special vocation of service for both married and unmarried men.
- ⌘ *Outline the ways in which we can answer the vocation to religious life.*
- ⌘ Show understanding that God calls us to love and serve others in whatever vocation we live.
- ⌘ *Examine a variety of Christian vocations as a response to the baptismal call.*
- ⌘ Give examples of how Christians are to be missionaries, bringing the Good News to the ends of the Earth.

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



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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)



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At-Home Ideas:

At this age, these are things you can do as a family to strengthen the teaching of ***Evangelization and Apostolic Life*** in your home: *Children are learning to better articulate their faith. Ask your children good questions to help stimulate their thoughts. Ask them in simple ways to begin to integrate the faith life with their everyday life and examples of situations they may encounter with their family or friends. These questions help children see how faith impacts their life and equips them to share their faith in a normal and realistic manner.*

Standard 12 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.

- ⌘ **Explain what is meant by saying that our God is a God of Freedom.**
- ⌘ *Understand that the Bible explores the mysteries of life: suffering, injustice, and death.*
- ⌘ *Know that the prophets spoke out against injustice and suffering.*
- ⌘ **Understand that the way to the Reign of God is a way of justice and peace.**
- ⌘ **Identify that sin can destroy God's good creation.**
- ⌘ *State that we are called to overcome evil and to be responsible stewards of all that God has given us.*

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.

- ⌘ **Identify Jewish holy days in the lunar calendar and how they are celebrated.**
- ⌘ **Recognize that the Torah is divinely inspired and includes the first five books of the Christian Bible.**
- ⌘ *State Rosh Hashbanah, the Ten Days of Awe, and Yom Kippur as the high holy days of Judaism.*
- ⌘ **State that to the Jewish people, whom God first chose to hear his Word, "belong the sonship, the glory, the covenants, the giving of the law, the worship and the promises; to them belong the patriarchs, and of their race, according to the flesh, is the Christ." (Rom 9:4-5)**
- ⌘ *Retell the story associated with the celebration of Hanukkah and the use of the menorah.*
- ⌘ *Identify the celebration of Pesach as the celebration of liberation in which the Jews retell the story of God's deliverance of them from slavery.*
- ⌘ **Identify the Qur'an as the sacred scripture of the Muslim faith written in Arabic.**
- ⌘ *State that the word Qur'an means "recitation".*
- ⌘ *Describe the mosque as a center of gathering for prayer, religious instruction, and community celebration.*
- ⌘ **Characterize Judaism, Christianity, and Islam as monotheistic religions.**

Standard 14 MISSIONARY VOCATION: Demonstrate an appreciation for Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service.

- ⌘ **Illustrate that individuals – as well as society and culture – are called to continual change and reform in light of the teaching of Jesus.**
- ⌘ **Give an example of a cultural value that differs from the values of the Gospel and how you might defend the gospel value to those who may disagree.**
- ⌘ *Recognize that Jesus gave us the Catholic Church to teach and help us continue his mission from God the Father.*
- ⌘ **Cite examples of how Jesus sent his disciples out to evangelize. (For example, see Mt 28:19, Mk 16:15, Acts 1:8)**
- ⌘ **State how the universal call to holiness is linked to the universal call to mission.**



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- ⌄ **Explain how we are called to foster world peace, human rights, sacredness of life and the alleviation of world hunger.**
- ⌄ *List ways in which charity can be practiced in the parish, school, and family.*
- ⌄ *State how the parish community and family are involved in mission work.*
- ⌄ *Show that all believers are united in Christ Jesus.*
- ⌄ **Describe the church as a sign of unity and peace to the world.**
- ⌄ *State evangelization as central to the mission of the Church in which all Christians have a role.*

The most important task of the catechesis of children is to provide, through the witness of adults, an environment in which young people can grow in faith. (NDC, no. 205)