



## GRADE 6 PARENT PAGE

Parents have the unique responsibility for the education of their children; they are the first educators or catechists. They teach by their witness of the faith, through their values and attitudes, by their Christian example of love for Christ and his church. When children are baptized, parents accept the responsibility to raise their children in the practice of the faith...(National Directory for Catechesis 234-235)

Dear Parents,

In a special document entitled *Letter to Families*, Pope John Paul II wrote: "Parents are the first and most important educators of their own children, and they also possess a fundamental competence in this area; they are educators because they are parents"(16). You are the first and best role model for your child in these growing years. Your role as parent to love, teach, and lead your child to Jesus is a remarkable and noble vocation.

At this particular stage of development sixth graders continue to be in transition between adolescence and middle childhood, often feeling like they do not belong. They continue to develop close friendships while developing self-image and allow self-worth to be prominently influenced by peer groups. Sixth graders need significant adults for guidance and support to enable them to make wise decisions about real issues. At this stage they begin to develop ideas about life's work. Often times they dislike being embarrassed or criticized in front of friends, especially by parents, yet they need caring groups (family, friends) for belonging. Sixth graders often experience confusion, curiosity, uncertainty, and experimentation in behavior which tends to accompany their search for personal identity. They enjoy examining their roots and stories of their families and groups to which they belong as they search for their identity.

### *Your Child's Faith Development*

Like other stages of development, your sixth-grader's faith development is important. Although children at every developmental level have many characteristics in common, each child is unique and will not fit entirely into any model developed. Keep in mind then that your child will come to know and understand the faith at his or her own rate of development. However here are some general points to remember.

Children at this age:

- ✠ Continue to grow in their relationship with God through prayer
- ✠ View all events in their lives as part of faith
- ✠ Understand symbols and stories, and religious images of God in a way that can be somewhat literal
- ✠ Need help to develop their own unique God-given gifts
- ✠ Can take greater roles of responsibility in prayer and worship
- ✠ Catch the tradition of the past through stories (scripture, Jesus, stories of the Church). Can identify outstanding role models of the present
- ✠ Begin to glimpse themselves in the future through observing the virtues and character of heroes and heroines and mature adults
- ✠ Respond to lived faith witness by willingness to participate in more systematic presentation of the faith, liturgy, and religious practices
- ✠ Need help to see the reasons behind Church rules, privileges, and responsibilities
- ✠ Need help to understand that God desires the good and happiness of everyone

- ✚ Vest greater importance in their expanding world of school, community, people, and events around the world (the latter brought closer through media, internet etc.
- ✚ Can be introduced to care for the aged, persons with disabilities, the poor in the neighborhood and the world, through their expanded involvement with others outside the home
- ✚ Gain a sense of responsibility and develop care for others by being involved in charitable collections, community clean ups, and other organized events
- ✚ Begin to have a genuine sense of fairness and equality
- ✚ Can take others' views into account in bargaining to meet their own needs
- ✚ Grow in the ability to understand abstract qualities in the future such as justice and injustice by participating now in activities with sharp contrasts between good and evil

Our diocese provides many resources and materials that will help you better understand the faith and work with your child at home. Among the resources is the *United States Catholic Catechism for Adults*, an adaptation of the *Catechism of the Catholic Church*. For more information contact the Office of Catholic Education, Christian Formation at (804) 359-5661 or e-mail [Cf@richmonddiocese.org](mailto:Cf@richmonddiocese.org).

#### *How You Can Help Your Child Grow in Faith*

Your child will continue to learn more about the Church and the importance of belonging, participating, and sharing in the faith community—the life of the Church. He/she will come to learn that everyone has a call to holiness in imitation of Jesus. That we respond to this call by living as members of the Church, by understanding and obeying the Ten Commandments, by following the great commandment of love of God and neighbor, as well as, the beatitudes and the spiritual and corporal works of mercy. Your child will learn that the Holy Spirit enlightens us and gives us the power to live as Jesus did.

Here are several points that will aid you over the course of this year, in helping your child grow in his/her faith.

- ➔ Attend and participate in Sunday Mass and holy days of obligation as a family.
- ➔ Create opportunities at home to gather and pray together as a family.
- ➔ Get involved as a family in charitable events or causes outside the home by volunteering at parish/community events.
- ➔ Make it a practice to go to confession as a family at least seasonally. Discuss the importance of forgiveness and ways in which we can atone for our sins.
- ➔ Discuss with your child ways that he/she can take care of his/her body and respect the bodies of others. Let your child know that you are always available to discuss any issues that might arise.
- ➔ Discuss ways in which friends, society, and media can lead to occasions of sin as well as occasions of grace. Make it a point to mention the importance of safe use of the internet.
- ➔ Identify Mary as the ideal model of faith and holiness for us. Teach your child how to pray the rosary.

## Grade 6

# BACKGROUND FOR CATECHISTS

### *Know Your Audience*

Just like Jesus, every good catechist knows their audience.

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

### *Who Are Your Sixth Graders?*

#### Faith Development

Children at this age:

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

# Grade 6 Catechists

## GUIDING PRINCIPLES

Catechists can:

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

- Realize the fact that sixth graders are more aware of social problems, that they indeed have a strong sense of social justice, which results in their willingness to help others, even at some risk or actual cost to themselves. Lead students in the study of the scriptural history of God's identity with the oppressed and his action to deliver the Israelites from slavery in Egypt.
- Provide a safe and secure setting for exploring questions and doubts. Provide a forum for students to explore their feelings, as they try to integrate the reality of their life experience with their religious beliefs.
- Teach young people to pray, keeping in mind that learning to pray is more important than learning prayers. Provide opportunities so that the boys and girls unite themselves to God with spontaneity and joy. Encourage silent prayer, for example, after the narration of a Gospel passage or at unforeseen moments created by nature or by the interaction of the children.

#### Physical Development

Children at this age:

- Are in a transitional stage of physical maturation.
- Experience unevenness in every level; e.g. have propensity to be energetic and active at one time, extremely fatigued shortly afterwards.
- Vacillate between high and low moods (physical and/or emotional).
- Can experience the onslaught of puberty.

#### Social and Emotional Development

Children at this age:

- Regard the influence of parent/teacher as weaker than that of peers.
- Continue to be in transition between adolescence and middle childhood, often feel like they do not belong (between elementary and middle or junior high).
- Need to accept themselves as male or female and to deal with others on those terms; have a growing interest in clothes, although not necessarily how to care for them.
- Can experience negative conditioning and ignorance as primary problems in psychological development.
- Continue to develop close friendships.
- Are developing self-image; allow self-worth to be prominently influenced by peer groups.
- Need significant adults for guidance/support to enable them to make wise decisions about real issues; begin to develop ideas about life's work.
- Dislike being embarrassed or criticized in front of friends, especially by parents; need caring groups (family, friends) for belonging.
- Experience confusion, curiosity, uncertainty, and experimentation in behavior which tends to accompany their search for personal identity.
- Enjoy examining their roots and stories of their families and groups to which they belong as they search for their identity.

## Cognitive Development

Children at this age:

- Can use their minds to a greater degree.
- Tend to be very intellectual; are preoccupied with facts, reasons, and discovery through experimentation.
- Can work effectively with universal and deductive reasoning in arriving at conclusions.
- May still need grounding in concrete objects and situations when dealing with abstract ideas.
- Continue to see details more clearly than main ideas.
- Prefer working with the concrete rather than the abstract.

### NOTES

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

Catechetical Curriculum  
Grade 6 Key Concepts

Knowledge of Faith	Liturgical Education	Moral Education
<p>Creed:</p> <ul style="list-style-type: none"> <li>o Identifies the Trinity as a community of three persons: Father, Son, and Holy Spirit</li> </ul> <p>Tradition:</p> <ul style="list-style-type: none"> <li>o Appreciates God’s activity in human history through revelation, covenant with Israel, and salvation through Jesus Christ</li> <li>o Understands Catholic Faith tradition in relation to other faith traditions</li> </ul>	<p>Participates regularly in Sunday worship Sacraments:</p> <ul style="list-style-type: none"> <li>o Understands relationship of Passover Supper to Eucharistic Sacrifice of Mass</li> </ul> <p>Liturgical Year:</p> <ul style="list-style-type: none"> <li>o Identifies the symbolism and people of the Jesse Tree</li> <li>o Identifies Advent prophets: Isaiah, Micah, John the Baptist, Blessed Mother</li> <li>o Identifies Lenten prophets: Jeremiah, Hosea, Ezekiel, Amos</li> </ul> <p>Gestures/Elements:</p> <ul style="list-style-type: none"> <li>o Identifies Jesus as the Lamb of God</li> </ul>	<p>A Disciple of Jesus:</p> <ul style="list-style-type: none"> <li>o Understands that there are consequences for choice made</li> <li>o Respects self and others as vessels of the image of God</li> <li>o Recognizes prejudice and injustice as social sins</li> <li>o Distinguishes between sins of omission and commission</li> <li>o Appreciates the responsibility to care for others</li> </ul>
<p><b>Scripture</b></p>		
<p>John 1: 1-18 – Prologue to John’s Gospel John 14: 9-12 – He Who Sees Me Sees the Father... Genesis 1: 26- – ...Let Us Make Men... Genesis 15: 5 – God’s Covenant with Abraham Genesis 37-45 – The Story of Joseph</p>	<p>Genesis 17: 1-11 – Covenant with Abraham Genesis 18: 1-15 – Visitors with Abraham and Sarah Genesis 21: 1-8 – Birth of Isaac Genesis 37-45 – The Story of Joseph Matthew 3: 1-12 – John the Baptist Luke 1: 26-38 – Annunciation</p>	<p>Samuel 1 &amp; 2 – David Micah 6: 1-4, 8 – Life Attitudes Luke 4: 16-22 – Jesus: Teacher and Prophet</p>
<p><b>Vocabulary</b></p>		
<p>Community Covenant Revelation Salvation Tradition</p>	<p>Covenant Jesse Tree Prophet</p>	<p>Commission Omission Prejudice Social sin</p>

Catechetical Curriculum  
Grade 6 Key Concepts

Teaching to Pray	Education for Community Life	Missionary Initiation
<p>Concepts:</p> <ul style="list-style-type: none"> <li>Appreciates that because the Bible is the living Word of God, the scriptures speak to us at every moment of our lives</li> <li>Connects scripture to life issues</li> <li>Appreciates use of the Bible for daily prayer</li> </ul> <p>Prayers/Precepts:</p> <ul style="list-style-type: none"> <li>Prays the Luminous Mysteries of the Rosary</li> <li>Prays the Memorare</li> <li>Prays the Prayer of St. Francis</li> </ul> <p>Liturgical Prayer:</p> <ul style="list-style-type: none"> <li>Appreciates need for silence in prayer</li> </ul>	<p>Church:</p> <ul style="list-style-type: none"> <li>Explores ways the church has responded to cultures and societal needs down through the ages</li> <li>Recognizes the role of the Holy Spirit in the work of the church</li> </ul> <p>Communion of Saints:</p> <ul style="list-style-type: none"> <li>Relates lives of saints, especially, Mary to personal journeys of faith</li> </ul> <p>Community:</p> <ul style="list-style-type: none"> <li>Identifies roles of members of church community: laity, clergy, etc.</li> <li>Realizes the importance of principals of Catholic Social Teaching</li> </ul>	<p>Church:</p> <ul style="list-style-type: none"> <li>Understands tithing as the responsibility of stewardship: time, talent, treasure</li> <li>Understands God’s providence as protection of all of creation</li> </ul> <p>Communion of Saints:</p> <ul style="list-style-type: none"> <li>Studies the lives of the following: Abraham, Moses, Saul, David, St. Therese of Lisieux, Oscar Romero, Edith Stein</li> </ul> <p>Community:</p> <ul style="list-style-type: none"> <li>Appreciates the liturgical celebration of the Triduum as the total self-giving of Jesus</li> </ul>
<b>Scripture</b>		
<p>Mark 1: 11 – The Baptism of Jesus</p> <p>John 2: 1-12 – The Wedding at Cana</p> <p>Mark 1: 15 – The Proclamation of the Kingdom</p> <p>Mark 8: 2-8 – The Transfiguration of Jesus</p> <p>Luke 22: 14-20 – The Last Supper</p>	<p>Isaiah 11: 1-5 – Gifts of the Holy Spirit</p> <p>Galatians 5: 22-23 – Fruits of the Holy Spirit</p> <p>Luke 6: 43-45 – A Tree is Known by its Fruit</p>	<p>Psalms 67 – Harvest of Thanksgiving</p> <p>Psalm 23 – Psalm of the Good Shepherd</p> <p>Micah 6: 6-8 – Do the Right!</p> <p>Luke 22: 14-29 – Last Supper</p>
<b>Vocabulary</b>		
<p>Inspiration</p> <p>Luminous</p>	<p>Clergy</p> <p>Dogma</p> <p>Infallibility</p> <p>Laity</p>	<p>God’s providence</p> <p>Tithe</p> <p>Triduum</p>

# Catechetical Curriculum

## Grade 6 Key Concepts

### Liturgical Year

#### ORDINARY TIME (Fall and January)

- KF Appreciates God's activity in human history through revelation, covenant with Israel, and salvation covenant with Israel, and salvation through Jesus Christ-
  - Genesis 15:5 – God's Covenant with Abraham
  - Genesis 17:1-11 – Covenant with Abraham
  - Genesis 37-45 – The Story of Joseph
- KF Understands Catholic Faith tradition in relation to other faith traditions.
- LE \*\*Identifies Jesus as the Lamb of God
  - John 2:1-12 – The Wedding at Cana
- ME \*Understands that there are consequences for choices made
  - Mark 1:9-11 – The Baptism of Jesus
  - Mark 1:15 – The Proclamation of the Kingdom
- ME \*Respects self and others as vessels of the image of God-
  - Genesis 1:26 – Let us make man
- P Prays the Prayer of St. Francis
- CL Explores ways the church has responded to cultures and societal needs down through the ages

#### OCTOBER / NOVEMBER

- CL Relates lives of saints, especially, Mary to personal journeys of faith
  - Psalm 67 – Harvest of Thanksgiving

#### ADVENT

- LE Identifies the symbolism and people of the Jesse Tree
  - Genesis 21: 1-8 – Birth of Isaac
  - Genesis 37-45 – Story of Joseph
  - Genesis 18: 1-15 – Visitors with Abraham and Sarah
- LE Identifies Advent prophets: Isaiah, Micah, John the Baptist, Blessed Mother
  - Matthew 3:1-12 – John the Baptist
  - Luke 1:26-38 - Annunciation
- ME Appreciates the responsibility to care for other-

#### CHRISTMAS

- ME Appreciates the responsibility to care for other
  - John 1:1-18 – Prologue to John's Gospel

## LENT

- LE Understands relationship of Passover Supper to Eucharistic Sacrifice of Mass
  - Luke 22: 14-29 – The Last Supper
- LE Identifies Lenten prophets: Jeremiah, Hosea, Ezekiel, Amos
  - Mark 8:2-8 – The Transfiguration of Jesus
- ME \*Understands that there are consequences for choices made-
  - Luke 4:16-22 – Jesus: Teachers and Prophet
- ME \*Respects self and others as vessels of the image of God
- ME Recognizes prejudice and injustice as social sins
- ME Distinguished between sins of omission and commission
  - Genesis 15:5 – God’s Covenant with Abraham
  - Micah 6:6-8 – Do the Right
- ME \*\*\*Appreciates the responsibility to care for others
- MI Appreciates the liturgical celebration of the Triduum as the total self-giving of Jesus
  - Luke 22: 14-29 – The Last Supper
  - John 14:9-12 – He who sees me sees the Father

## EASTER (April – May)

- KF Trinity
- LE Identifies Jesus as the Lamb of God
  - Psalm 23 – Psalm of the Good Shepherd
- ME Appreciates the responsibility to care for others
- CL Recognizes the role of the Holy Spirit in the work of the church
  - Isaiah 11:1-5 – Gifts of the Holy Spirit
  - Galatians 5:22-23 – Fruits of the Holy Spirit
  - Luke 6:43-45 – A Tree is known by its fruit

## MAY

- P Prays the Luminous Mysteries of the Rosary
- P Prays the Memorare

## AT ALL TIMES

- P Appreciates that because the Bible is the living Word of God, the scriptures speak to us at every moment of our lives-
  - Connects scripture to life issues
  - Appreciates use of the Bible for daily prayer
- P Appreciates need for silence in prayer-
- CL Relates lives of saints, especially, Mary to personal journeys of faith-
- MI Studies the lives of the following: Abraham, Moses, Saul, David, St. Therese of Lisieux, Oscar Romero, Edith Stein-
  - Samuel 1-2 – David
- CL Identifies roles of members of church community: laity, clergy, etc.-
  - Luke 4:16-22 – Jesus: Teachers and Prophet
- KF Realizes the importance of principles of Catholic Social Teaching
  - Micah 6; 1-4, 8 – Life Attitudes

- Micah 6:6-8 – Do the Right thing
- MI Understands tithing as the responsibility of stewardship: time, talent, treasure
- MI Understands God’s providence as protection of all of creation
  - Genesis 15:5 – God’s Covenant with Abraham
  - Genesis 17:1-11 – Covenant with Abraham

**Legend:**

*K = Knowledge of Faith*

*LE = Liturgical Education*

*ME = Moral Education*

*P = Teaching to Pray*

*CL = Education for Community*

*MI= Missionary Life*

