

**Grade 6**

<b>Goal #1 – To introduce the order of divine Revelation.</b>					
<b>Content (TASK 1 OF CATECHESIS, PROMOTING KNOWLEDGE OF THE FAITH)</b>	<b>Catechism of the Catholic Church (Paragraph Number)</b>	<b>Scripture</b>	<b>Living the Christian Faith (Incorporating tasks 2-6 of catechesis)</b>	<b>NDC Reference for Praxis (Section Number)</b>	<b>United States Catholic Catechism for Adults (Chapter Number)</b>
<b>6.1.1</b> Explain that God comes to meet man through Natural Revelation in Creation, through <b>Intellect</b> (Human Reasoning), and through Divine <b>Revelation</b> . Illustrate that God's transcendence requires faith and prayer to come to know Him personally.	27-43, 50-53	Ephesians 1:4-5	2. Discuss how God meets us in the Liturgy, through the Scriptures, the Eucharist and the community. 3. Explore how an understanding of God's desire to reveal Himself through self-donation demands us to respond to others in this way through our thoughts, words, and deeds. 4. Discuss the realization of God's power, beauty and goodness ought to compel us to want to know Him more fully. 5. Analyze the responsibility of those who know God to share His Revelation with others by pointing out the different ways God reveals Himself to man. 6. Explore the different ways that you can bring God's revelation to those who have not yet heard or see such wonders.	16	2
<b>6.1.2</b> Explain that God's initial plan of <b>Revelation</b> is to share Himself with Man. Emphasize that this plan continued through His covenantal relationship with the <b>Chosen People</b> .	54-64	Genesis 6:9- 8:22; Genesis 12:1-3; Genesis 15:7-21	2. Discuss how God particularly shares Himself with us in the Eucharist and in the other Sacraments. 6. Discuss how Christians actually continue God's plan of Revelation by living the faith in its fullness.		2
<b>6.1.3</b> Jesus' Role in Scripture - The Word made Flesh. Explain that Jesus is Divine <b>Revelation</b> made manifest. Explain that God's continual invitation to us for a personal relationship through His Son is the fullness of	65-67, 101-104	John 1:1; Genesis 1:1-2; Hebrews 1:1-3		1, 28	2, 3

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Divine <b>Revelation</b> begun in the Garden of Eden.					
<b>6.1.4</b> Relationship between Scripture, <b>Tradition</b> , and the <b>Magisterium</b> . Emphasize that God's relationship with Man through Jesus Christ is the fulfillment of the Scriptures. This is made possible for us by the founding of the One, Holy, Catholic and <b>Apostolic</b> Church. Show that Christ founded the Church upon the Apostles for them to "teach all nations" how to faithfully live in the Father's love.	74-79	Matthew 28:19-20; 2 Thessalonians 2: 1-2	2. Discuss how the Mass is the perfect instruction concerning our relationship with God. The Eucharist is the "Source and summit of the Christian life." 4. Discuss how the Scriptures, Tradition and Magisterium all find their end in the Christian living a life of holiness.	25	3
<b>6.1.5</b> The <b>Deposit of Faith</b> : The single source of Tradition and Scripture. Explain the components of the <b>Deposit of Faith</b> . Emphasize God's <b>Revelation</b> cannot contradict itself. Defend the position that the Church ( <b>Magisterium</b> ) hands down without alteration the living and written tradition received from Christ. Distinguish <b>Sacred Tradition</b> from human tradition.	80-83, 891	Acts 2:42; 2 Timothy 1:13-14; 2 Timothy 2:2		18	3
<b>6.1.6</b> The <b>Magisterium</b> - presenting the Christian message. Emphasize that the <b>Magisterium</b> , the teaching authority of the Catholic Church, is the servant of the <b>Word of God</b> - Jesus Christ. It is not the source of the teaching, but the defender and protector of the teaching. Authoritative	84-95	Matthew 16:13-20; Luke 10:16; John 8:31-32; John 14-25-27; John 16:13-15; John 20:30-31; John 21:15-17	2. Discuss the gift of Christ's authority that ensures the proper worship of God, if we follow the Magisterium. 3. Discuss the peace that comes from knowing that the teaching of the Church is the teaching of Christ. 5. Explore the fact that the moral life is good for the greater community. 6. Remember Saint Francis of Assisi. "Preach the Gospel at all times, and when necessary	25	3

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interpretation of the Scriptures is necessary for an integral and living Faith.			use words."		
<b>6.1.7</b> Inspiration - The connection between the Divine and human author. Explain the dual authorship of the Sacred Scriptures. Emphasize that the human authors understood and meant to write what they did, while the Holy Spirit inspired the authors to do so.	105-108	2 Timothy 3:16	4. Teach the "Come Holy Spirit" prayer.	3, 24	3
<b>6.1.8</b> The development of the <b>Canon of Scripture</b> . Explain that the <b>Canon of Scripture</b> was codified by the <b>Magisterium</b> in 382AD. Explain that the solemn declaration of the <b>Canon of Scripture</b> at the Council of Trent is definitive.	120-127	John 21:25	2. Discuss the role liturgy had in the development of the Scripture and the practice of the Sacraments. 3. Show how the development of the Canon of Scripture corresponds with the development of moral teachings of the Church. It becomes clearer with time. 4. Recognize the difference between praying Scripture and reading a book about God. 5. Explore the importance of meditating on Scripture for the knowledge of Christ and thus for a deeper understanding of His teachings to live a holy life. 6. Explain the importance of authenticity, both in terms of the Scripture message and our daily lives as Christians.	25	3

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<b>Goal #2 – To explain that the Bible is the inspired Word of God and that we need to carefully search out the meaning that the sacred writers really had in mind.</b>					
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<b>6.2.1</b> Explain how to interpret Scripture correctly, by being attentive to what the human author wanted to affirm and what God wanted to reveal by their words.	109-119	Acts 20:32; Hebrews 4:12; 1 Thessalonians 2:13	2 & 3. Discuss readings / prayers from upcoming Sunday liturgies and see the ways it applies to their lives (moral sense of Scripture). 4. Guide the students in prayer that uses Scripture (anagogical sense of Scripture). 5 & 6. Have students share ways a Scripture passage impacts them and what the Holy Spirit may be calling them to do for others (both those inside /outside of the Church community) as a result.	55, 67	3
<b>6.2.2</b> Explain the impact of the author's audience, time period, geography, etc. on his writings.	109-119	Acts 20:32; Hebrews 4:12; 1 Thessalonians 2:13	2 & 3. Discuss readings / prayers from upcoming Sunday liturgies and see the ways it applies to their lives (moral sense of Scripture). 4. Guide the students in prayer that uses Scripture (anagogical sense of Scripture). 5 & 6. Have students share ways a Scripture passage impacts them and what the Holy Spirit may be calling them to do for others (both those inside /outside of the Church community) as a result.	55, 67	3
<b>6.2.3</b> Apply passages of Scripture to our lives to see how they all point to Christ (the <b>allegorical sense</b> ) and how we must live our lives differently (the moral sense), and how we are to prepare for the end times (the <b>anagogical sense</b> ).	109-119	Acts 20:32; Hebrews 4:12; 1 Thessalonians 2:13	2 & 3. Discuss readings / prayers from upcoming Sunday liturgies and see the ways it applies to their lives (moral sense of Scripture). 4. Guide the students in prayer that uses Scripture (anagogical sense of Scripture). 5 & 6. Have students share ways a Scripture passage impacts them and what	55, 67	3

			the Holy Spirit may be calling them to do for others (both those inside /outside of the Church community) as a result.		
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<b>Goal #3 – To demonstrate how God’s plan of salvation is revealed through His covenant.</b>					
<b>Content (TASK 1 OF CATECHESIS, PROMOTING KNOWLEDGE OF THE FAITH)</b>	<b>Catechism of the Catholic Church (Paragraph Number)</b>	<b>Scripture</b>	<b>Living the Christian Faith (Incorporating tasks 2-6 of catechesis)</b>	<b>NDC Reference for Praxis (Section Number)</b>	<b>United States Catholic Catechism for Adults (Chapter Number)</b>
<b>6.3.1</b> Describe the original <b>covenant</b> relationship between God and Adam and Eve, how they broke that <b>covenant</b> , the consequences of breaking that <b>covenant</b> , and God's plan for restoring us to the <b>covenant</b> after the Fall.	54-55	Genesis 1:26- Genesis 2:3; Genesis 3:15	2. Connect the reality of sin to the Penitential Rite in the Liturgy, and emphasize the need for Reconciliation through sacramental forgiveness. 3. Elaborate on the moral demands that are required by adherence to the covenants. 4. Offer thanksgiving to God for His fidelity and mercy despite our repeated failings. 5. Discuss how our community parallels the covenants and how we can live it out in relationship with others. 6. Witness the communal aspect of covenant by participating in a service project.	28, 42-44	2, 6, 10
<b>6.3.2</b> Describe the <b>covenant</b> relationship with Noah and his family, how the Flood cleanses the world of evil and goodness is reborn as God offers to Noah a <b>covenant</b> . Compare and contrast the sons of Noah - The descendants of Shem continue the righteous <b>lineage</b> and eventually become the <b>Chosen People</b> . The descendants of Ham build the tower of Babel, the symbol of human pride and the futility of trying to reach heaven on human power alone.	56-58	Genesis 9:8-17; Genesis 11:1-9	2. Connect the reality of sin to the Penitential Rite in the Liturgy, and emphasize the need for Reconciliation through sacramental forgiveness. 3. Elaborate on the moral demands that are required by adherence to the covenants. 4. Offer thanksgiving to God for His fidelity and mercy despite our repeated failings. 5. Discuss how our community parallels the covenants and how we can live it out in relationship with others. 6. Witness the communal aspect of covenant by participating in a service project.	28, 42-44	2, 10

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<p><b>6.3.3</b> Describe the <b>covenant</b> God makes with Abraham, (a descendent of Shem) and how that <b>covenant</b> continues through Abraham's family. This <b>covenant</b> deepens the relationship between God and the descendents of Abraham. God promises Abraham land and descendents through Isaac. Isaac is the father of Jacob (Israel), who is the father of the twelve tribes, the Israelites.</p>	<p>59-61, 762</p>	<p>Genesis 12:1-3, 17:1-14, 22:16-18</p>	<p>2. Connect the reality of sin to the Penitential Rite in the Liturgy, and emphasize the need for Reconciliation through sacramental forgiveness.                  3. Elaborate on the moral demands that are required by adherence to the covenants.                  4. Offer thanksgiving to God for His fidelity and mercy despite our repeated failings.                  5. Discuss how our community parallels the covenants and how we can live it out in relationship with others.                  6. Witness the communal aspect of covenant by participating in a service project.</p>	<p>28, 42-44</p>	<p>2, 10, 11</p>
<p><b>6.3.4</b> Describe the <b>covenant</b> God makes with Moses on behalf of the Israelites, who were enslaved in Egypt. Explain the covenantal significance of learning God's name and His nature (<b>Yahweh-I AM</b>). Emphasize the three aspects of the <b>covenant</b> of the Passover (God calling His people), the Ten Commandments (conditions of the <b>covenant</b>) and <b>Ark of the Covenant</b> (remaining present with us). Explain the importance of the <b>Promised Land</b> and the <b>Ark of the Covenant</b> and its contents - Tablets, Rod of Aaron, <b>Manna</b>.</p>	<p>62, 201, 218- 219, 1611-1612</p>	<p>Exodus 19:5-6, 3:4-10; 6:7</p>	<p>2. Connect the reality of sin to the Penitential Rite in the Liturgy, and emphasize the need for Reconciliation through sacramental forgiveness.                  3. Elaborate on the moral demands that are required by adherence to the covenants.                  4. Offer thanksgiving to God for His fidelity and mercy despite our repeated failings.                  5. Discuss how our community parallels the covenants and how we can live it out in relationship with others.                  6. Witness the communal aspect of covenant by participating in a service project.</p>	<p>28, 42-44</p>	<p>2, 4</p>
<p><b>6.3.5</b> Describe the <b>covenant</b> established by God with David, highlighting that David's line would never be abandoned, his kingship would never end.</p>	<p>238, 441, 709, 2465</p>	<p>2 Samuel 7:8-19</p>	<p>2. Connect the reality of sin to the Penitential Rite in the Liturgy, and emphasize the need for Reconciliation through sacramental forgiveness.                  3. Elaborate on the moral demands that are required by adherence to the covenants.                  4. Offer thanksgiving to God for His fidelity and mercy despite our repeated failings.                  5. Discuss how our community parallels the</p>	<p>28, 42-44</p>	<p>18</p>

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			covenants and how we can live it out in relationship with others. 6. Witness the communal aspect of covenant by participating in a service project.		
<b>6.3.6</b> Describe how Christ is the fullness of God's <b>Revelation</b> and the most intimate <b>covenant</b> . Show how Jesus is the perfection of all the other covenants. New Adam: resists temptation, obedient, saves from sin and death, restores us to paradise. Noah: Forty days prepares for new proclamation of the kingdom, Baptism, makes disciples of all nations. Abraham: Descendents gain Heaven and are blessed. Moses: Liberates the enslaved, teaches the Law, give us Bread from Heaven. David: Establishes everlasting Kingdom	761, 772-773, 831	Matthew 16:17-19; Matthew 26:28	2. Connect the reality of sin to the Penitential Rite in the Liturgy, and emphasize the need for Reconciliation through sacramental forgiveness. 3. Elaborate on the moral demands that are required by adherence to the covenants. 4. Offer thanksgiving to God for His fidelity and mercy despite our repeated failings. 5. Discuss how our community parallels the covenants and how we can live it out in relationship with others. 6. Witness the communal aspect of covenant by participating in a service project.	28, 42-44	17, 24, 36



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<b>Goal #4 – To review the key people and events by which God revealed Himself to man.</b>					
<b>Content (TASK 1 OF CATECHESIS, PROMOTING KNOWLEDGE OF THE FAITH)</b>	<b>Catechism of the Catholic Church (Paragraph Number)</b>	<b>Scripture</b>	<b>Living the Christian Faith (Incorporating tasks 2-6 of catechesis)</b>	<b>NDC Reference for Praxis (Section Number)</b>	<b>United States Catholic Catechism for Adults (Chapter Number)</b>
<p><b>6.4.1</b> Creation and the Fall - Adam, Eve, Cain, Abel, Seth. Review the order of Creation and the original plan of God. Describe <b>free will</b>, the consequence of choosing for/against God especially as seen in the life of Seth and Cain, and God's demand to completely remove all evil from our lives.</p>	282-324	Genesis 1:1-5:32	<p>2. Focus on the necessity of personal Faith and the importance of doing good and saintly works in offering worthy sacrifices to the Father. Read 1 John 3:11-18 and Hebrews 11:1-6 to help determine the difference between Cain's offering and Abel's and why God accepted Abel's. The Mass is the perfect sacrifice because Jesus has ultimate faith in His Father and He always does the will of His Father. Have the students discuss the effect their personal belief in God and the holiness of their daily lives has on their participation in the Mass. The deeper ones belief in God and the more one does the will of God, the greater the participation and satisfaction one has in the worship of God and the reception of the Sacraments, especially the Eucharist and Confession.</p> <p>3. Have the students compare the consequences of those who follow the command of God (Seth) and those who don't (Cain).</p> <p>4. After reading the story of the Fall, notice that God calls out to Adam. This is the first step in the relationship between God and sinful mankind. Prayer is ultimately a response and it would be totally meaningless if God did not open the lines of communication by calling out to us. Have the students spend time listening for God's call by spending 15 minutes carefully</p>	16, 41, 43	6

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			reading a short selection from the Scriptures 3 or 4 times. Then, have them respond by writing a prayer of blessing, petition, intercession, thanksgiving, or praise based on their meditation.		
<b>6.4.2</b> The Flood - Noah and Shem. Describe how the world was filled with violence and only Noah's family was righteous. God decides to renew the face of the earth through the line of Noah and his first-born Shem.	385-421	Genesis 6:1-9:20	<p>2. Note the connection between the cleansing flood and the waters of Baptism.</p> <p>3. Have the students compare the consequences of those who follow the command of God (Noah's family) and those who don't (everyone else).</p> <p>4. Notice that the communication between God and Noah involves listening to God, and then obeying His command. Have the students describe how they listen to God, which is the most important part of the relationship between God and man. How do we know what God wants of us if we never listen to what He is telling us? Highlight the fact that God speaks to us through His Word. Jesus Christ is the Word made Flesh and the Sacred Scripture is the inspired Word of God. Both Eucharistic Adoration and the reading of Scripture are ways to listen to God.</p>	16, 28	
<b>6.4.3</b> Babel. Describe the sin of the descendants of Ham (pride) and the result of this sin (discord and confusion). Human endeavor <i>alone</i> cannot attain heaven.	57	Genesis 11: 1-9	<p>2. Identify Christ as the one who offers every sacrifice of the Mass and forgives our sins in Confession. The priest is a man who acts <i>in persona Christi</i> (in the person of Christ) through the Sacrament of Holy Orders.</p> <p>3. Have the students explore the consequences of those who put their own name (importance) above the name (importance) of the Lord. Highlight the fact that human greatness and success owes everything to the grace of God and any attempt to make mankind the center of attention and praise is contrary to the Christian life.</p> <p>4. Have the students write down all of their achievements or collect all of their awards,</p>	29, 36, 43	

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			<p>ribbons and medals. Place all the awards and achievements in special place and dedicate all past and future achievements to the greater glory of God.</p> <p>5. Make the connection between the curse of the Tower of Babel and the Gift of Tongues at Pentecost. Illustrate how all of mankind can now speak the same language of worship in the Catholic Church. We are united in a Christian community by the way we approach the Father through the work of Christ's saving work found in the Sacrifice of the Mass / Calvary, rather than in our own efforts.</p> <p>6. Make the connection between the scattering of the people throughout the world after the Tower of Babel and the missionary activity of the Church to regather all the ends of the earth. That is the mission of Christians.</p>		
<p><b>6.4.4</b> Abraham and the Sacrifice of Isaac. Illustrate that Abram was a descendant of Shem and how God made several promises to Abram. Describe the changing of Abram's name, the birth of his son Isaac and how God's preservation of Isaac confirms God's continuing <b>covenant</b> through Abraham's descendants.</p>	59-64, 706, 762, 1819, 2570-2573	Genesis 12:1-25:11	<p>2. Have the students investigate the similarities between the Isaac and Jesus Christ. Highlight that Abraham offers the "lamb that God Himself provides" and Christ is the "Lamb of God" in the liturgy.</p> <p>3. Point out the consequences of following the command of God. Abraham is blessed in Genesis 22:18.</p>	16, 51	4
<p><b>6.4.5</b> Rebekah - Jacob and Esau. Explain the relationship between Jacob and Esau and the <b>intercession</b> of Rebekah. Show how Jacob becomes the father of the <b>Chosen People</b> through Rachel and Leah, daughters of Laban.</p>	2573	Genesis 25:19-29:30	<p>2. and 5. Read Hebrews 12:14-17. Highlight the gift of Baptism and the dangers that come from "selling it" for "simple pleasures." The blessings that come from the liturgy and the Sacraments can be lost through bad example and a lack of perseverance in the Faith. Esau did not value his birthright and he traded it for a bowl of soup.</p>	16	

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<p><b>6.4.6</b> Twelve Sons of Jacob (12 <b>Tribes of Israel</b>). Identify the sons of Jacob. Make the connections to the twelve tribes of <b>Israel</b>, noting that events of Joseph and his brothers in Egypt led to the events of the <b>Exodus</b>.</p>	<p>2573</p>	<p>Genesis 29:31- Genesis 50:26</p>	<p>5. Point out that Joseph forgave his brothers. Take this opportunity to encourage asking for and giving forgiveness. Invite a priest to hear confessions during one class period or lead an examination of conscience.</p>	<p>51</p>	
<p><b>6.4.7</b> Exodus - Egypt, Sinai, Jordan River (Moses, Aaron, Joshua). Explain how the Israelites become a major part of Egypt, through Joseph, and the situation of slavery. Describe how God calls his people out of Egypt to worship Him through Moses and Aaron to Mount Sinai. Explain the 10 plagues and the escape from Egypt. Review the events that surround Mount Sinai and the 40 years of wandering in the desert. Describe how Joshua leads the people into the <b>Promised Land</b> after the death of Moses.</p>	<p>62, 1220- 1222, 2810</p>	<p>Exodus 5-11; Exodus 14; Exodus 19-20; Numbers 33; Deuteronomy 34</p>	<p>2. Point out the connection between passing through the Red Sea and passing through the waters of Baptism. From slavery into freedom. Also, crossing the Jordan (where Jesus is baptized by John) is the entrance into the Promised Land and our Baptism is our key into the "promised land" of Heaven. Make the connection between the "manna that comes down from heaven" and the Eucharist (John 6). Highlight that the Eucharist is our food for the journey to Heaven. Make sure to make the connection between the first Passover meal and the Last Supper. i.e., Blood of the Lamb saves from death, Eating the Lamb, etc. 3. and 4. God reveals how He is to be worshipped and the moral obligations of those who follow the One, True God. He also indicates what follows from disobedience. Worship is into the hands of the Levites, just as Christ hands over the direction of worship over to the Apostles. 5. Discuss the importance that God places on proper worship. Illustrate what God did to ensure that the Jews could have the opportunity to worship as He commanded. Have the students identify who directs the proper worship of the whole Christian community. Perhaps read a selection from <i>Sacrosanctum Concilium</i>.</p>	<p>42, 44, 45</p>	<p>23, 24</p>

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<p><b>6.4.8</b> Israel and Kings - Samuel, Saul, David and Solomon. Describe how Samuel was sought by the Israelites to repair the disarray brought about by disobedience by anointing a king to rule them, Saul. Explain the rule of Saul, his downfall and the rise of David. Review the kingship of David, Bathsheba and the promises made by God to David that would be fulfilled in his <b>lineage</b>, through Solomon.</p>	<p>436, 695</p>	<p>1 Samuel 9-10, 1 Samuel 15 &amp; 28, 1 Samuel 16-17, 2 Samuel 11-12, Psalms 51, 2 Samuel 22, 1 Kings 1</p>		<p>16</p>	
<p><b>6.4.9</b> Judah and Israel - Jeroboam, Rehoboam, Elijah, Elisha. Describe how the kingdom of Solomon was divided because of rebellion. Judah, with Rehoboam (the son of Solomon), and Israel, with Jeroboam, who suffered greatly. Identify the <b>prophets</b> who arose to call the <b>Chosen People</b> back to God and the trials they underwent. Describe Elijah's battle with the prophets of Baal (Jezebel) and the continuation of Elijah's mission through Elisha.</p>	<p>64, 696, 2583, 2684</p>	<p>1 King 11:26, 1 Kings 12:20, 1 Kings 17-19: 18, 1 Kings 19:19-21, 2 Kings 2:1-18</p>	<p>5. Discuss the importance that God places on proper worship. Illustrate what God did to ensure that the Jews could have the opportunity to worship as He commanded. Have the students identify who directs the proper worship of the whole Christian community. Perhaps read a selection from <i>Sacrosanctum Concilium</i>.</p>	<p>51</p>	

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<p><b>6.4.10</b> Isaiah, Jeremiah and <b>Babylonian Exile</b>. Explain the conquest of <b>Israel</b> by the Assyrians which left the Kingdom of David in the hands of Hezekiah, who had Isaiah to guide him. Identify the Messianic prophesies of Isaiah. Describe the situation for Judah during the time of Jeremiah and the effects of the <b>Babylonian Exile</b>, and the return of the Jews to Jerusalem after the Fall of Babylon.</p>	<p>497, 719,</p>	<p>2 Kings 11, 2 Kings 17:1-20: 11, Isaiah 7 &amp; 40, Jeremiah 7-9, Jeremiah 52, Lamentations 3</p>	<p>6. Enumerate the Messianic prophecies in Isaiah that correspond with Jesus. Memorize a selection of these to use in case you are questioned about Jesus being the Messiah.</p>		
<p><b>6.4.11</b> Ezra, Nehemiah, Maccabees. Describe how God used each of these people to lead the <b>Chosen People</b> back to fidelity and expectation of the <b>Messiah</b> after the <b>Babylonian Exile</b>.</p>	<p>297, 992</p>	<p>Ezra 7, 10:1-5, Nehemiah 8, 13:4-30, 2 Maccabees 7</p>	<p>5. and 6. Discuss the different roles that members of the Christian community have to call their neighbors to holiness and conversion. Investigate how 6th grade students can actively participate in the Christian community.</p>		
<p><b>6.4.12</b> The <b>Incarnation</b> - Mary, Joseph, John the Baptist, Simeon and Anna. Identify Joseph as the Son of David. The prophecies are fulfilled!</p>	<p>461-463</p>	<p>Luke 1-2</p>	<p>2. The fulfillment of Isaiah's prophecy that God Himself comes to save His People happens in the Incarnation. Note the connection between the Incarnation and the Eucharist. The Word becomes Flesh under the appearances of bread and wine.                  3. Mary's "yes" to the angel is our ultimate model of holiness.                  4. The Word becoming Flesh in the Eucharist is the source and the summit of our lives and the Mass is the ultimate prayer of the Church. As a class, attend Mass together.                  5. and 6. God became man so to rescue us from our sin. Compare this to other examples of saints who become like the poor so to serve them better or missionaries who adopted foreign customs to evangelize.</p>	<p>14, 21, 25, 28, 37</p>	<p>7</p>

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<b>Goal #5 – To illustrate how the New Testament is hidden in the Old Testament is made manifest in the New.</b>					
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<b>6.5.1</b> Describe the relationship and continuity from the Old to the New Testament as it relates to the unity of God's plan for salvation.	128-130, 134	Matthew 11:13	2. Share the Old Testament Reading, the New Testament Reading, and the Gospel from the Sunday Liturgy. Discuss the flow and tones and identify any other nuances. 3. Set a goal to break a bad habit or start a new good discipline. Spend 21 days tracking that experience. Continue to support and motivate one another as a class and then write about the experience and whether or not the student was successful. 4. Reflect on the Seven Last Words of Christ from the Cross. Locate them in the Psalms of the Old Testament. 5. Identify the characteristics of a community in the Old Testament then compare that to a community in the New Testament. Finally, compare and contrast that with our community today. Display this on a timeline in the classroom. Compare and contrast how God loves and guides His flock in the three communities. 6. Reflect on the Seven Penitential Psalms (Psalm 6, 32, 38, 51, 102, 130, and 143) and encourage the youth to attend Reconciliation.	24	3

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<p><b>6.5.2</b> Explain how Jesus fulfills the entire Old Testament (<b>prophecy, typology, etc.</b>) and brings a fuller and deeper understanding to those past events, especially through passages such as Isaiah's 'Suffering Servant'.</p>	<p>65, 601</p>	<p>Matthew 5:18; Isaiah 53:1-12</p>	<ol style="list-style-type: none"> <li>2. Prepare a Seder Meal and act it out in the classroom. Describe the Seder and then chart the similarities of the Seder with the Mass.</li> <li>3. Break open the Beatitudes and correlate them with the Ten Commandments. Have the class divide into eight groups and assign each group Beatitude. Have them identify how that Beatitude could reflect obedience to each of the commandments.</li> <li>4. Read the "Suffering Servant" Scripture and then pray the Stations of the Cross.</li> <li>5. Identify from various Old Testament scriptures what people expected in their coming savior. Then discuss how Jesus met those expectations. What was God's message?</li> <li>6. Reflect on how God works in our lives and is revealing more of Himself to us as we group in our faith.</li> </ol>	<p>25</p>	<p>3</p>
<p><b>6.5.3</b> Explain what a <b>prophet</b> was in the Old Testament (using Jeremiah and Ezekiel as models) and show how the message of the prophets specifically addressed the needs of the people at that time (such as being Northern / Southern Kingdom or before / after exile).</p>	<p>64, 522, 702, 2581</p>	<p>Jeremiah 1:4-10, Ezekiel 2:1-3:11</p>	<ol style="list-style-type: none"> <li>3. Chose a prophet from the Old Testament and write a report about the prophet, their message, how God spoke to them, and describe the community challenge / situation at the time.</li> <li>4. Identify a prophet and describe his / her prayer life. Develop a prayer exercise following that model.</li> <li>5. After learning about the prophets, divide into groups, develop, and perform a skit as if you were a prophet today. What would your message be?</li> <li>6. Identify ways that we can be prophets in our families, school, and communities. Challenge the students to do just one thing within the period of one week.</li> </ol>	<p>21</p>	<p>3</p>



**Grade 6**

<p><b>6.5.4</b> Analyze the connection between major Old Testament events (Crossing of the Red Sea, Passover Meal and <b>Manna, Ark of the Covenant</b>) and the New Testament events to which they are connected (Baptism, the Eucharist, Mary's <b>Immaculate Conception</b> &amp; Perpetual Virginity).</p>	<p>117, 1217-1223, 1362-1365, 1094, 1334, 502</p>	<p>Exodus 12:1-20, Exodus 14:10-31, Exodus 16:4-36 Exodus 25:10-22</p>	<p>2. Building on the connection between Manna in the desert and the Eucharist - identify how does God feeds us through the Mass and sacraments. 3. Identify the connection between Abraham's sacrifice of Isaac with Jesus' crucifixion and our call to obedience. Write a personal act of contrition to reflect your thoughts.</p>	<p>33, 36</p>	<p>3</p>
<p><b>6.5.5</b> Describe how the Old Testament prepared us for the coming of Christ (Divine <b>Pedagogy</b>), taking Jesus' discussion with the disciples on the Road to Emmaus as the model.</p>	<p>1093-1096</p>	<p>Luke 24:25-27; Luke 24:44-49</p>	<p>2. Discuss the Liturgy of the Word and how it prepares us for the Liturgy of the Eucharist during the Mass. 3. Identify stories in the Old Testament then show how they brought about conversion of God's people and reconciled them to God. Chart the characteristics of the people before conversion and then after. 4. Reflect on when the disciple's eyes were open on the road to Emmaus. Tie this to the Eucharistic celebration of the meal and invite the students to pray immediately after receiving Jesus to have their eyes open in regards to a particular problem they may have and then come back and invite them to share their experiences. 5. Identify how we prepare ourselves for Christ through our community. Prepare a service project specifically for a younger grade and be a model of Christ for another. 6. Sharing in groups of three, identify two things that you can implement in your life to draw you closer to Christ.</p>	<p>28</p>	<p>3</p>