



Christian Education 1

School District/Independent School Authority Name: Catholic Independent Schools Vancouver Archdiocese (CISVA)	School District/Independent School Authority Number (e.g. SD43, Authority #432): 117
Developed by: CISVA CE 1 teachers	Date Developed: 22 November 2018
Course Name: Christian Education 1	Grade Level of Course: 1

Course Synopsis:

The primary goal of Christian Education, in Grade One, is to learn how to live as chosen children of God. The Grade One students will understand that God loves them, that they are made in His image, and that God wants to build a relationship with each of them.

By focusing on the Sacrament of Baptism, students will understand how they came to belong to God's family. They will develop a deeper understanding of the signs, symbols and significance of the sacrament and its role in their discipleship. They will learn that God has a plan for each of them. and the unconditional love they receive through God's grace.

Through spending time in prayer and participating in liturgical celebrations including Mass, students learn to deepen their relationship with God and community. They will continue to build their knowledge and understanding of the Hail Mary, Our Father, and Glory Be prayers.

During the liturgical seasons of Advent and Lent, the students will learn about the significance of the birth, death, and resurrection of Jesus. By identifying the name, colour, and significance of each preparatory season as it relates to their own lives, the students will further their understanding of Christmas and Easter.

Students will come to know Jesus as a teacher, role model, and friend. Through scripture (stories about Jesus's life), students will learn how Jesus loved others, and how they can follow his example and live as disciples. Recognizing Mary as mother of God and role-model of the Church, students learn the value of being a participating member of the Christian community.

Goals and Rationale:

Rationale

The history of the Church's educational apostolate is marked by its mission of bringing the light of Christ to our world. Christian Education provides opportunities for students to understand better why God created us. The Catholic Intellectual Tradition invites us to ask questions and guide students in their pursuit of truth, beauty and goodness. Linking this Tradition with contemporary views enables us to make meaningful connections to our everyday lives.

“Christian [Catholic] Education goes beyond the technical and practical aspects of schooling to help students integrate every area of knowledge within a Christian vision of the human person. It [The school] recognizes that the physical, emotional, moral and spiritual dimensions of human development must tend to a personal synthesis of faith and life in each student. Growth in these areas prepares students for a life of service, building the Kingdom of God in society” (Catholic Bishops of British Columbia, Pastoral Letter on Catholic Schools 2016, n. II).

The Christian Education curriculum is founded on Christ as revealed to us in Scripture, and whose teaching has been faithfully transmitted to us by the Catholic Church. Its content and competencies are based on the Catechism of the Catholic Church and the General Directory for Catechesis. This curriculum “provides religious and moral reference points to help students critically evaluate culture in the light of the Gospel and help build a social order enlightened by the truth of Christ’s teaching” (Pastoral Letter on Catholic Schools, n. I).

The intent of the curriculum is, therefore, to facilitate the formation of the whole person, so that students may experience the transforming power of the Gospel in an integral way.

Goals

The CISVA Christian Education curriculum contributes to students' development and formation through the achievement of the following goals.

Students, as a child of God, are expected to:

1. Profess the Faith,
2. Celebrate the Christian Mystery,
3. Live a Moral Life,
4. Pray in the Life of Faith,
5. Live in Christian Community, and,
6. Be a Missionary Disciple

Principles of Catholic Education:

These are some of the specific examples of the Principles of Catholic Education embedded into the Catholic Education curriculum for Grade 1:

(C) CHRIST-CENTERED – Catholic Education fosters a personal relationship with Jesus Christ in the family of the Church; our faith in Christ is evident and permeates all facets of the educational environment.

- Jesus is our role-model, teacher and friend.
- We are disciples of Jesus.

(A) APOSTOLIC – Catholic Education is founded on and guided by the truth of the Gospel, beginning with the apostles and handed on by the Pope and bishops.

- Through scripture we learn to be disciples of Jesus.
- We look to Jesus, Mary and others as role-models.

(T) TRADITION – Catholic Education guides us in the selection of excellent content, pedagogy and resources in the pursuit of Truth through faith and reason.

- Traditional prayers
- Liturgical seasons
- Advent, Lent
- The sacrament of Baptism

(H) HOLY – Catholic Education draws upon scripture, the sacraments and prayer to help us to respond to the universal call to holiness.

- We learn about the sacrament Baptism.
- We participate in prayer, Mass, celebrations of liturgy.
- Sacraments nourish our soul and keep us spiritually healthy, nourished and keeps our communication with God flourishing

(O) ONE – Catholic Education responds to Christ's desire "that they may all be one" (John 17.21) by integrating the various parts of what we learn into the coherent whole.

- We belong to the Christian community.
- Through Baptism we belong to God.
- As a community we learn and pray together.
- We bring our talents and our gifts to share with one another for the purpose of creating one community to serve and love God.
- We all have a part to play, we are all needed to play our part.
- Acknowledge we are part of CISVA, part of BC/Canada - We are all apart of something bigger than ourselves.
- Communion of Saints

(L) LOVE – Catholic Education calls us to witness that God is love; and therefore, recognizes the inherent dignity of every human person, especially the marginalized and most vulnerable.

- We are loved by God in his likeness and image.
- Know God’s truth.
- We live the Great Commandment.

(I) INALIENABLE – Catholic Education promotes that “the right and the duty of parents is to educate their children are primordial and inalienable” and “parents have the first responsibility for the education of their children” (CCC 2221, 2223).

- How can we support the parents in educating their children.
- How do we invite the parents?

(C) COMMUNION/COMMUNITY – Catholic Education is inclusive and welcoming where every student is nurtured in developing a right relationship with God and others by balancing the rights of the individual with the Common Good.

- We are all a child of God and loved.

Aboriginal Worldviews and Perspectives:

Connections can be drawn between the Christian Education curriculum and the First Peoples’ Principles of Learning; for example:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

- We pray alone, with others, and with our community.
- We consider the needs of others in our prayers.
- We are disciples of Jesus.

Learning is holistic, reflexive, reflective, experiential, and relational focused on connectedness, on reciprocal relationships, and a sense of place.

- We build our relationship with God through prayer.
- We participate in Mass.
- Students will reflect on ways that they can build their relationship with God.
- Students will interview their parents on their Baptismal experience.

Learning involves recognizing the consequences of one's actions

- We learn to live the Great Commandment
- Students will be able to demonstrate the Story of Creation in a variety of ways using text, pictures, and materials.
- Connect consequences to The Fall of Adam and Eve.

Learning involves generational roles and responsibilities.

- We can be role-models.

- We look to Jesus, Mary and others as role-models.
- Students can work with their Grade 6 buddies about Baptism.
- Students can work with kindergarten students to read their Story Of Creation.
- Inviting the priest into the classroom to review the Sacred objects found in the church using the father Leopold celebrates mass lego set.

Learning recognizes the role of indigenous knowledge.

- Understanding our Catholic beliefs helps us respect others.
- We show respect for Creation.

Learning involves patience and time.

- During the seasons of Lent and Advent we learn about patience and time by preparing and waiting.
- We take time to pray and participate in Christian meditation.
- Students can create an Advent wreath to help them prepare for Jesus' coming.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

- The bible is a sacred book.
- Sacred objects can be used for prayer.
- Sacred objects are found in the church.
- We learn that our bodies and our lives are sacred gifts from God.
- Reading stories from the bible.
- Students will read a bible story and reflect on the lessons that they have learned or what it has taught them.

Learning requires exploration of one's identity.

- Through Baptism we belong to God.
- We belong to the Christian community.
- Self portrait with a crown - "Daughter/Son of a King"

BIG IDEAS

I belong to God through Baptism	I live my life as a disciple of Jesus by loving God and others	I build my relationship with God through prayer and celebration in liturgy	Mary is my mother and role model
---------------------------------	--	--	----------------------------------

Learning Standards

Curricular Competencies	Content
<p><i>The student, as a child of God, is expected to:</i></p> <p>Profess the faith</p> <ul style="list-style-type: none"> Know the Scripture and the Tradition of the Catholic Church. Express the Creed of the Catholic Church. <p>Celebrate the Christian Mystery</p> <ul style="list-style-type: none"> Know the meaning of liturgy and sacraments. Find Christ’s presence in the sacraments, especially in the Eucharist. Celebrate full, conscious and active participation in liturgy and sacraments. <p>Live a moral life</p> <ul style="list-style-type: none"> Model their lives on the attitudes and actions of Jesus. Apply the truth and relevance of Scripture to one’s personal life. Conform their lives to the theological and cardinal virtues. Engage in the corporal and spiritual works of mercy as acts of love for Christ. Apply Catholic Social Teaching to life in society. <p>Pray in the life of faith</p> <ul style="list-style-type: none"> Talk with and listen to God through a variety of expressions and forms of prayer and with Scripture. Know the prayers of the Church. <p>Live in Christian community</p> <ul style="list-style-type: none"> Learn to live in community with others, in preparation of living with the community of saints and Jesus in the next life. Care for the least and the alienated. Identify elements of faith Catholics share with other Christian communities. <p>Being a missionary disciple</p> <ul style="list-style-type: none"> Proclaim Jesus as Saviour and Lord through word and action. 	<p><i>The student, as a child of God, is expected to know:</i></p> <p>Prayers & Traditions</p> <ul style="list-style-type: none"> Prayer Sign of the Cross, Our Father, Hail Mary, Glory Be, Grace before meals Meditation, Rosary <p>Liturgy and Sacraments</p> <ul style="list-style-type: none"> Baptism Mass Liturgical seasons Church <p>Doctrines of the Faith</p> <ul style="list-style-type: none"> God’s love <p>Scripture</p> <ul style="list-style-type: none"> Creation The Great Commandment <p>Dignity of the Human Person</p> <ul style="list-style-type: none"> Sacredness of the body Human Growth & Development <p>Discipleship</p> <ul style="list-style-type: none"> Stewardship Friendship with Jesus Mary

- | | |
|--|--|
| <ul style="list-style-type: none">• Be present as Christian disciples in society through their student, cultural, and social life.• Recognize the connection and the distinction between the proclamation of Christ and inter-religious dialogue. | |
|--|--|

Big Ideas – Elaborations

I belong to God through Baptism

- What is Baptism?
- Why are we baptized?
- What does it mean to belong?
- What is significant about Baptism?
- What is the significance of water in Baptism?

I live my life as a disciple of Jesus by loving God and others

- What does it mean to be a disciple of Jesus?
- How can you show love to God?
- How can you show love to others?
- How do I show love for myself?

I build my relationship with God through prayer and celebration in liturgy

- How do you build a relationship?
- Why do we pray?
- How can you communicate with God?
- How do we pray?
- What does it mean to participate in mass?
- How do we prepare for Advent?
- How do we prepare for Lent?
- How are liturgical seasons represented in the church?

Mary is my mother and role model

- Who is Mary?
- How is Mary a role-model?
- Why is Mary my mother?
- Why do we pray to Mary?

Curricular Competencies – Elaborations

Profess the faith

- Can you retell the story of creation?
- How do you live the Great Commandment in your life?
- Why is Mary our mother and how is she our role-model?

Celebrate the Christian Mystery

- Why do we have the sacrament of Baptism?
- Can you identify the liturgical seasons by name, colour and significance?
- Why do we have the seasons of lent and advent?
- Can you explain why it is important to participate in mass?
- Why do we kneel, bow, sit and genuflect during mass?
- What are the sacred objects used during mass?

Live a moral life

- What does it look like to model your actions after Jesus?
- How can I show respect for myself and my body?
- How can I show respect for others?
- How do I grow in my relationship with God?

Pray in the life of faith

- Why do we pray?
- Can you say these prayers: Sign of the Cross, Glory Be, Hail Mary, Our Father, Grace before meals
- What are the five forms of prayer? Why are there different forms of prayer?
- How can you consider the needs of others in your prayers?
- What signs and symbols do we use in prayer? Why do we use them?

Live in Christian community

- How do you show you love God?
- How do you show love to others at home, at school, and in the community?

- Who is part of our Christian community? What do we do together?
- Why are we part of a Christian community?

Being a missionary disciple

- What is a role-model?
- How can you be a role-model for others?
- What is a disciple?
- What are some ways that you can live as a disciple at home, at school, and in the community?
- How can you spread God's message to others?

Content – Elaborations

Prayers & Traditions

Prayer

Describe how prayer builds our relationship with God the Father (YC 514-515; I Samuel 3.1-18)

Offer prayers of Blessing and Adoration, Petition, Intercession, Thanksgiving, and Praise (YC 483)

Sign of the cross, Our Father, Hail Mary, Glory Be, Grace before meals

Recite the following prayers:

- Our Father
- Hail Mary
- Meal Grace
- Glory Be
- Sign of the Cross

Meditation, Rosary

Connect the Hail Mary prayer to the annunciation and the visitation (Luke 1:26-38, 39-45)

Liturgy and Sacraments

Baptism

Define Baptism as a Sacrament of Initiation into God's family (CCC 1213; YC 194-202)

Explain the significance of the signs and symbols (water, light, white garment, gestures) of the Baptismal Rite (CCC 1262)

Mass

Content – Elaborations

Explain how children of God participate in Mass

Liturgical seasons

Identify the liturgical seasons by name, colours and significance as it relates to us (CCC 1163-78; YC 185-186)

Describe that during Advent we prepare for the birth of Jesus (Luke 1: 26-38, 39-45, 2:1-20, Matthew 1:18-2:12)

Describe that during Lent we prepare for the death and resurrection of Jesus (Matthew 26:36-28:10, Mark 14:32-16:8, Luke 22:39-24:12, John 18:1-20:18; CCC 571-573)

Relate Ordinary Time to growth (Baptism / God has a plan for each of us)

Church

Identify signs and symbols associated with Christian prayer (for example: Cross, Crucifix, Rosary, prayer candle, Advent wreath and candles, etc.)

Doctrines of the Faith

God's love

Acknowledge the ways God the Father loves and cares for us as His children (Romans 8:14, Galatians 4: 4-7, 2 Samuel 7:14a; CCC 17, 232-260, 305; YC 37, 113)

Scripture

Creation

Explain how we are born with original sin as described by the Fall of Adam and Eve in the Creation Story (Genesis 3; CCC 385-390, 396, 402, 405, 407-409; YC 68)

Great Commandment

Share how we live the Great Commandment (Matthew 22:35-39)

Dignity of the Human Person

Sacredness of the body

Describe how we are made in the image of God (Genesis 1:26-27; CCC 355-368; YC 56-59; 517)

Human Growth and Development

Know the appropriate terminology for body parts (GFG)

Differentiate between appropriate vs. inappropriate touching (GFG)

Identify ways to respond to inappropriate touching (GFG)

Content – Elaborations

Discipleship

Stewardship

Explain why God calls us to be good stewards of creation (Genesis Creation Story)

Describe God's gift of grace received in Baptism (unconditional love) (YC 197, 338-340)

Friendship with Jesus

Explore how Jesus is our teacher, role model, friend

Mary

Describe how Mary is a role-model of cooperating with God (God's plan) (Luke 1: 26-38; YC 147)

Draw a parallel between Jesus' actions of love and service in a scripture story and how they can live it out in their own lives (for example: Washing of the Feet, The Raising of Lazarus, Jesus loves the little children, etc.)

Describe how we can be disciples of Jesus everyday

Identify sacred objects found in the Church (for example: Baptismal Font, Tabernacle, Sanctuary Lamp, Crucifix, Chalice, Altar, Host, Easter/Paschal Candle)

Recommended Instructional Components:

“Religious education in schools fits into the evangelising mission of the Church. It is different from, and complementary to, parish catechesis and other activities such as family Christian education or initiatives of ongoing formation of the faithful. Apart from the different settings in which these are imparted, the aims that they pursue are also different: catechesis aims at fostering personal adherence to Christ and the development of Christian life in its different aspects (cf. Congregation for the Clergy, General Directory for Catechesis [DGC], 15 August 1997, nn. 80-87), whereas religious education in schools gives the pupils knowledge about Christianity's identity and Christian life.

The specific nature of this education does not cause it to fall short of its proper nature as a school discipline. On the contrary, maintaining this status is a condition of its effectiveness: ‘It is necessary, therefore, that religious instruction in schools appear as a scholastic discipline with the same systematic demands and the same rigour as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. It should not be an accessory alongside of these disciplines, but rather it should engage in a necessary inter-disciplinary dialogue’ (DGC 73).

Religious education is different from, and complementary to, catechesis, as it is school education that does not require the assent of faith, but conveys knowledge on the identity of Christianity and Christian life. Moreover, it enriches the Church and humanity with areas for growth, of both culture and humanity.” (On Religious Education in School, 17-18)

Nemo dat quod non habet (One cannot give what they do not have)

The great apologist Frank Sheed proposed “two elements of intellectual competence which should be a minimum for the teaching of Religion...

(i) The teacher of Religion should be absolutely soaked in the New Testament, so that she knows what every chapter in it is about... (ii) The

teacher should be soaked also in the Church's dogmas, soaked in them in this sense that she knows them in so far as the Church has expounded them; and further, that she is possessed by them... The mark of the teacher who is possessed by truth is an almost anguished desire to convey to others what is so rich a treasure to her."

Sheed also proposes two indispensable elements in teaching religion:

"(1) that individual truths should be known in their inwardness, the children should be shown how to get under the skin of the doctrine to find what is there: the words of the Catechism should be broken up into their component sentences;

(2) that the truths should be seen as parts of an organic whole, like the features in a face, and that face should be known intimately and seen everywhere...

That the pupils should learn to see Religion so, the teacher must already be seeing it so, and must have given endless thought to the way of sharing her vision with her pupils." (Frank J. Sheed, *Are we Really Teaching Religion?*)

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Achievement Indicators

Excerpt from the BC Curriculum: "The provincial focus on competency development is affecting teaching, learning, and the way teachers approach assessment. A Framework for Classroom Assessment presents a conceptual framework for designing classroom assessments focused on the curricular competencies. The essential purpose of assessment is to explore the extent to which students have developed competencies, not the facility with which they perform specific tasks. When the focus is on competence, the assessment question is, "To what extent can students demonstrate this competency?" The framework for classroom assessment highlights the increased focus on "doing" in the B.C. curriculum. Assessment criteria are created from the curricular competencies rather than the content and/or big ideas. However, the content and big ideas are integral to the process; the curricular competencies require the use of content to build greater understandings. The focus on the "do" from Know-Do-Understand reflects the fundamental intentions of the B.C. curriculum."

Learning Resources:

Primary:

- Bible (NRSV, NAB, other Catholic Edition)
- Catechism of the Catholic Church (CCC)
- YOUCAT (YC)
- DOCAT
- Christ our Life
- Call to the Faith
- Growing in Faith Growing in Christ

Catechesis of the Good Shepherd: Level I

Programs:

- I am a Gift from God
- Holy Heroes, Glory Stories
- Brother Francis

Online:

- [Formed.org](https://www.formed.org)