

DIOCESE OF VENICE, FLORIDA

PERFORMANCE STANDARDS AND CURRICULUM

CREATED: AUGUST 2011

GRADE ONE



Class Prayer Table: A “small” table/area should be set up in the room for 6 and 7 year olds. On this table is recommended: a Children’s Catholic Picture Bible, battery operated candle, table cloth/covering changed following liturgical calendar, a holy water bowl, for a few suggestions to start. Additionally, the following should be added following class topics/liturgy/liturgical seasons -Something to represent Baptism, statue of the Blessed Virgin Mary, pictures/books on the saints and something that represents the environment.

ALWAYS: Open and end class with the Sign of the Cross. With young children you will want to print and hang this on the class wall until they all learn it. In the name of the Father, and of the Son and of the Holy Spirit. Amen

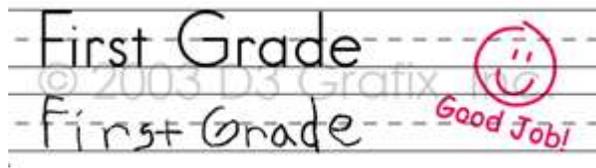


SAFE ENVIRONMENT (Emotional, Physical and Spiritual) - Always check your room to make sure there is no hazard or potentially dangerous object(s) that can cause harm to an inquisitive/active child. Please follow Diocesan Policy with required form (see Addendum A with this packet) to report any/all abuse disclosed/reported to you. Go to the Diocese of Venice, Florida website for more information.



TEACHER MATERIALS: Books purchased by the parish for Faith Formation/Religion classes, Catholic Bible, Catechism of the Catholic Church (CCC), General Directory for Catechesis (GDC) and National Directory for Catechesis (NDC), Catechesis Tradendae (Catechesis in Our Time) by Pope John Paul II. **REMEMBER: YOU (the teacher) are most important to your children!**

TEXT(S): Teacher should use materials purchased by the parish and follow as outlined by the company with the corresponding suggested class activities.



TEACHER: AWARENESS AND READINESS
WHAT TO EXPECT: AM I READY FOR MY CLASS?
CHARACTERISTICS OF A CHILD IN GRADE ONE: (Ages 6-7)

There are three great “outward journeys” of the 6-to-7-year-old. These three journeys can be represented as:



- **Social** — out of the world of the caregiver and into the world of friends, peers, and other authorities;
- **Physical** — into the world of games and school;
- **Cognitive** — more fully into the world of adults and abstract ideas, logic and communication.





Characteristics of the First Grader

Social and emotional development:

- Attachment to friends grows during this stage. Children want to continue to play with friends and don't like to be interrupted. Try to give them a 5- or 10-minute warning before they really have to leave.
- Most have a "best friend" and often an "enemy." Much activity centers around how to stay with friends and identify who is "not wanted."
- Friends are likely to be the same sex. Activities are becoming sex separated — girls don't want boys to interfere with their games and vice versa.
- Tattling is a common way to attract adult attention and to help learn the rules. Give the child lots of positive feedback for good behavior, and let the child help define the rules.
This will not only build self-esteem, but will cut down on the negative behavior of tattling.
- To win, to lead or to be first is valued. Children in this age group are competitive, they try to boss and are unhappy if they lose. Encourage noncompetitive games and help the child set individual goals.
- Children in this age group often become attached to an adult other than their parents such as a teacher, club leader, caregiver or neighborhood teenager. They may quote their new "hero," try to please him or her and compete with other children for this adult's attention.

- During the years from 6 and 7, children have a strong desire for the affection and attention of parents. There is much "reporting" of activities to family. Parents need to set aside time specifically to listen and talk to children with no interruptions.
- Good and bad are defined by what's approved or disapproved of by the family.
- Children in this age group release tension through physical activity. For example, children may be extremely active when tired. Adults need to encourage quiet play (board games, painting, puzzles) before bedtime or when children are overly tired.
- More realistic fears replace the common preschool fears of ghosts, witches and creatures in dark places. These new fears revolve around school, social relationships and disaster. Adults need to give children measured doses of realistic information to help them handle fears. Never tease or joke about ideas that frighten them.
- A positive self-concept continues to develop with successful experiences. Help children celebrate their positive achievements.
- Children in this age group are sensitive to personal criticism and do not know how to accept failure. Concentrate on your children's successes and teach them

how to learn from criticism. Ask them, "Can you learn how to do it differently next time?"

- Experimental and exploratory behaviors are a common part of development. Children often try out a new behavior just to see how it feels to imitate a friend. If it is not dangerous, parents should ignore such behavior or comment, "That's interesting to try. What did you learn?"
- Inner control (conscience) is being formed.



Physical Development:

- Growth rate at this stage is slower than during infancy and early childhood but steady. Weight ranges from about 40 pounds to 65 pounds. The normal rate of weight increase is 3 pounds to 6 pounds per year. Children's need for food may fluctuate with activity.
- Childhood diseases such as measles and chicken pox are likely to occur at this time because children interact with large numbers of peers on a daily basis in school. Children who were in day care may have already had these diseases or have built up resistance.
Adults need to be prepared for school absences due to illness when they occur.
- Baby teeth begin to come out, and permanent ones come in.
- Muscle coordination and control is uneven and incomplete, but making progress. Large muscles (used to move the arms and legs, for example) are easier to control than small muscles (used to move fingers). Intense activity may bring temporary exhaustion.
Children of this age need 10 hours to 12 hours of sleep each night.
- Hand skills and eye-hand coordination needed for activities such as writing and shoe lacing continue to develop as children gain small motor skills. Projects will often appear messy as children work to polish these skills. Encourage children to work briefly with small motor tasks, and then switch to running and jumping — tasks that use their more skilled, large muscles. Building both skill areas is important for physical development.



Mental Development:

□ Around age 6 and 7, children begin to think about their own behavior and about things they can easily imagine, such as sharing with a friend or going on a drive. Adults can do simple reasoning with children now. Asking "what if" or "how could we solve this" questions will help the child develop problem solving skills.

□ Children in this age group begin to form ideas mentally, and they can group things together that belong in one category (babies, fathers and mothers are all people). The next level of mental development is sequencing and ordering, preparing the way for math skills.

□ During the early part of this stage, children cannot be expected to read and write skillfully, but should be quite self-assured in these areas by the end. During this stage children form a basic understanding of numbers. Encourage these skills by letting them read signs, make lists, count or write prices of objects they buy.

□ They can think through their own actions and situations to understand causes of events.

For example, a 7-year-old generally knows why he or she was late to school.

□ At this age, children tend to talk as they learn, and they learn best if active while learning.

For example, 6 and 7 -year-olds will learn traffic safety rules more easily by manipulating a landscape of blocks, toy cars and figures than by sitting and listening to an adult explain the rules.

□ The interest span of 6 and 7 -year-olds is short — about 20 minutes. Don't expect them to spend much more than 20 minutes alone on any task.

□ They understand the value and uses of money, they can begin to plan for their allowances and learn to use money for items they want

□ The process of work is more interesting to children in this age group than the resulting product. They may begin many projects, but finish few. Teach them to use new tools and materials and to enjoy exploring. Don't be worried about completing everything.

□ They may take on the role of an admired adult in fantasy or dramatic play.

□ At this age, children begin to learn the value of "work." They need regular, realistic chores at home and school. Charts with pictures to check-off chores help children remember what to do.

□ They show some independence in the youth community (school, church and youth organizations). Adults should encourage these positive experiences in a caring community.



The six/seven -year-old is...

- Highly active
- Dislikes losing
- Usually not modest
- Works in spurts
- Self-centered
- Seeks to be center of attention
- Has positive attitude toward school
- Proud of self and skills
- More ready to give than receive criticism
- Often competitive with brothers and sisters
- Sensitive about being called names, but calls others names
- Often pairs up and has best friend; tends to enjoy leaving out a third child
- Interested in games with rules and action but lacks skill
- Enjoys rough-housing but does not know when to stop and may end up hurt, upset or exhausted
- Learning to write letters and numbers, often backward
- Has a very difficult time making choices and decisions, hesitant, indecisive
- Likes to know rules
- Sees teacher as authority
- Worries about being liked
- Complains of unfair treatment by playmates
- Listens as well as talks at mealtime
- Enjoys activities alone as well as with others
- Relates equally to brothers and sisters but this depends on age (closer in age, more fights)
- Very sensitive to reactions of others
- Wants to do things right — erases and tries again and again
- Is beginning to enjoy reading as a pastime if there has been success learning this skill
- Begins to show politeness and consideration; less opinionated and stubborn
- Begins to be modest and concerned about "private parts" or sexual organs
- Shows friendship by sharing possessions, secrets and time together
- Begins to understand games with rules and relates rules to socially appropriate behavior
- Enjoys dramatic play
- Often demanding of parents
- Curious about nature, things and people
- Talks with adults rather than to adults
- Concerned about the reasons behind things
- Likes to help when in the mood
- Makes collections of all kinds of things
- Seeks new experiences; tries out new behaviors sometimes including swearing or challenging rules
- Attitude toward opposite sex a combination of liking and hostility
- Discovering parents are human and make mistakes
- Often more polite away from home than at home

MULTIPLE INTELLIGENCES: (WHAT WILL I USE?)

SEE **ADDENDUM B** FOR CHART



VISUAL/SPATIAL (PICTURE SMART) Learns through drawing, reading stories with pictures, arts and crafts. I use _____

BODILY-KINESTHETIC (BODY SMART) Learns through movement, dancing, acting, reading body language. I use _____

MUSICAL (MUSIC SMART) Learns through music, by listening or singing and rhythms. I use _____

INTERPERSONAL (PEOPLE SMART) Learns through interaction with others, group activities, cooperating, peacemaker. I use _____

INTRAPERSONAL (SELF-SMART) Learns through introspection, works well alone, must have personal space. I use _____

NATURALISTIC (NATURE SMART) Learns through nature, loves nature walks, good at making distinctions. I use _____

VERBAL/LINGUISTIC (WORD SMART) Learns through words, reading, word games, expressing an idea, great vocabulary. I use _____

LOGICAL/MATHEMATICAL (NUMBER SMART) Learns by thinking, problem solving, explanation of things, asks questions. I use _____

EXISTENTIAL (GOD SMART) Has an inner peace, instinctively knows right from wrong, understands God and life and death. I use _____

*****A SUCCESSFUL CATECHIST WILL TRY TO INCLUDE ACTIVITIES THAT APPEAL TO ALL (OR MOST) OF THESE INTELLIGENCES IN ORDER TO ACHIEVE THE GOALS SET OUT FOR EACH SESSION.**

GRADE LEVEL PERFORMANCE STANDARDS: GRADE

1

Within our first grade religion curriculum, students will:



Standard 1 – Sacred Scripture

Read and understand Sacred Scripture as God's Word speaking to them.

- ❖ Tell that the stories read at Mass come from the Bible.
- ❖ Demonstrate respect for the Bible as God's holy Word to us.
- ❖ Retell the Bible stories of creation and the birth of Jesus.
- ❖ Relate how Bible stories tell about God's love for us.
- ❖ Tell that creation shows God's love for us.
- ❖ Tell that the birth of Jesus shows God's love for us.
- ❖ Recite the Great Commandment and how it applies to their lives.



Standard 2 – Doctrine

Know and understand the basic teachings of the Church and how they apply to their lives.

- ❖ Recognize that God is the creator of all things.
- ❖ Identify that God always was and will be (God has no beginning and no end).
- ❖ Identify that God wants us to do good and avoid evil.
- ❖ Explain how doing good and being kind pleases God.



Standard 3 - Sacraments

Know and appreciate the centrality of the Eucharist and importance of the Sacraments in the life of Catholics.

- ❖ Identify that Jesus gave us the Sacraments as a way to celebrate and remember God's love for us.
- ❖ Tell that the Sacrament of Baptism is a celebration of welcoming us into the Christian family as followers of Jesus.
- ❖ Witness a parish infant Baptism and afterwards talk about the celebration and the meaning of the water as the outward sign of Baptism.



Standard 4 – Community

Understand and appreciate the role of the faith community – the Catholic Church – into which they have been baptized and through which they grow in faith to mature discipleship and will know what it means to have membership in the local, universal Catholic Church.

- ❖ Recognize that the two great commandments are love of God and love of neighbor.
- ❖ Recognize that their own behavior affects others.
- ❖ Discuss how they show love of God and neighbor.



Standard 5 – Service

Engage in service to and exercise responsible stewardship for the various communities to which they belong: family, school, parish, civic, national, and global.

- ❖ Listen to Gospel stories and discuss how love of neighbor was shown.
- ❖ Describe ways they can provide service to others.
- ❖ Discuss ways to care for and respect the gift of creation.



Standard 6 – Prayer

Experience and appreciate a variety of prayer forms in addition to the prayer of the Sacraments.

- ❖ Recite the Lord's Prayer, Hail Mary and Glory Be.
- ❖ Recite a Grace before meals prayer and explain its purpose.
- ❖ Participate in the Stations of the Cross during Lent.
- ❖ Participate in Mass prayerfully.
- ❖ Prepare and assume different roles in communal prayer.
- ❖ Share reasons why they pray.



Standard 7 – Spirituality

Know how to develop a personal relationship with God.

- ❖ Tell ways that God shows love for them.
- ❖ Describe prayer as talking with God.
- ❖ Express appreciation for God's creation.
- ❖ Celebrate Mary as the Mother of Jesus.
- ❖ Introduce Saints and identify a patron saint and tell about that saint's life and good deeds.
- ❖ Pray.



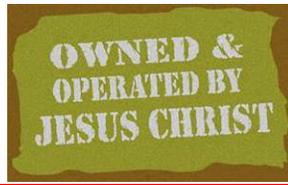
Standard 8 – Morality

- ❖ Apply God's law that one is to respect and care for all life, especially human life.
- ❖ Treat others with respect and dignity.
- ❖ Relate that as Christians, one is to recognize the right to life of every human being from fertilization to natural death.
- ❖ Relate that as Christians, one is to show love and reverence towards parents and guardians.
- ❖ Understand the human sexuality.
- ❖ Develop a sense of sexual distinctiveness.



Social Justice

- ❖ Understand that all life is precious because it comes from God.
- ❖ Discuss how God wants us to treat members of our families and communities.
- ❖ Recognize that because we are made in God's image, we must care for ourselves and others.
- ❖ Recognize that God wants us to care for those less fortunate than we are.
- ❖ Recognize that working is a way to participate in God's activity in the world.
- ❖ Recognize that we are responsible for promoting good relationships in our world. Recognize the consequences of not taking care of our environment such as not recycling or re-using.



CATECHESIS:

1. God is our Father as well as Jesus' Father. (CCC 1265, 1266)

- a. God is a loving Father who cares for us.
- b. I am special, I am loved, and I belong to God's family through Baptism. (Isaiah 43)
- c. Prayer is a special way of talking to God. (CCC 2559)

2. Life is a gift from God our Father.

- a. God made each of us. (CCC 295)
- b. God shares His goodness and beauty with us in creation. (Genesis 1)
- c. God gives us special helpers to watch over and protect us – guardian angels. (CCC 328, 329-336)
- d. God shares His life with people on earth. He makes people like Himself. He gives them power over many things. (Genesis 1:27; CCC 335, 355-357, 377, 380-382)

3. Jesus is the Father's greatest gift to us. (CCC 426)

- a. We learn about Jesus from the Bible (Heb 1:1-2; John 1:1-4; CCC 65)
- b. Jesus teaches us how to love and care about others. (CCC 478, 544, 2443-2446; Luke 10:30-37)
- c. Jesus will help us forgive others who hurt us if we ask him. (CCC 1421)
- d. Jesus sent the Holy Spirit to help us become holy and to help us pray. (CCC 733, 741; Acts 2:1-4)

4. Mary was called by God to be the Mother of Jesus. (CCC 495)

- a. Jesus gave us Mary, His mother, as Mother of the Church. (CCC 963)

5. The church is a community of people gathered together to hear God's word

and live out His gospel commands. (CCC 749-752)

- a. As members of God's family we listen to Jesus speak to us through the Gospels. (CCC 104, 131, 134)
- b. God's family includes people of every age, race, culture, and ability. (CCC 775)
- c. We praise and thank God in the Eucharist. (CCC 1193, 1358-1361)
- d. We join with the parish community in celebrating the Feasts of the Church year (Advent, Christmas, Lent Easter, All Saints Day). (CCC 1194-1195)

LESSON PLAN OUTCOMES:
SEE ADDENDUM D



Did my students “GET” the lesson?



GRADE

END OF THE YEAR GRADE ONE OUTCOME:

GRADE ONE: (by the end of the yearly class/program) **EACH CHILD WILL:**

Know the glossary of terms from the Standards PLUS all new terms introduced from class books/materials for the grade level.

Standard 1- Sacred Scripture:

1. Identify the Bible
2. Tell a bible story (and know it is the story read at Mass)
3. Recite the Great Commandment

Standard 2 - Doctrine:

1. Know that God is our creator
2. Explain the difference between good and evil
3. Explain how our doing good pleases God

Standard 3 - Sacraments:

1. Know they were baptized using water as the first sacrament
2. Witness (in book form, movie or personal experience) a Baptism.

Standard 4 - Community:

1. Know the two great commandments
2. Be able to explain how their behavior affects others
3. Give ways how they can show love for God and their neighbor.

Standard 5 - Service:

1. Explain how they show respect for God and others
2. Tell a bible story of how love for a neighbor was shown
3. Perform an individual/class service project



STANDARDS CONTINUED:

Standard 6 - Prayer:

1. Recite the Lord's prayer, Hail Mary and Glory Be
2. Say a grace before meal prayer
3. Know why we have Stations of the Cross during Lent
4. Know the difference between individual and communal prayer

Standard 7 - Spirituality:

1. Explain how God loves them
2. Know that Mary is the Mother of God
3. Know what a saint is and if they were given/named after a saint

Standards 8 - Morality:

1. Demonstrate their understanding of respect for life (word, picture etc.)
2. Understand that boys and girls are sexually different

Standards 9 - Social Justice:

1. Explain why life is precious
2. Know we are made in God's image
3. Understand who the "less fortunate" are in our world
4. Describe ways and consequences of not protecting our environment





PREPARING FOR GRADE LEVEL PERFORMANCE STANDARDS

VOCABULARY/GLOSSARY OF TERMS TO BE USED ADDENDUM C



Taken from Diocesan Standards for Grade

(More words should be added/introduced from accompanying book(s)
used)

(Defined in Grade One language for students to understand)

Affects- Matters or changes

Appreciation- Another word for thank you

Baptism- My first Sacrament in the church

Behavior- The way I act or speak

Bible- God's Holy Word (book)

Catholic Church- Our (faith) community

Celebration- A happy time

Christian - (Christian Family) - The people in my church community

Civic - Man's law(s)

Commandment- God's rules (ten)

Communal Prayer-More than one person praying together

Community- All people

Consequences- What happens to me?

Creation- Everything God made

Creator - God, the maker of all things

Demonstrate- Show how

Dignity- My importance

Disciples- Followers of Jesus

Environment- Everything around us
Evil- Bad or wrong
Faith- What I believe
Family- All God's people
Fertilization (Birth) - How I was born
Gift- A surprise
Global - The whole world
Glory Be- God's prayer
God's Law- The 10 Commandments
God's Holy Word - The Holy Bible
God's Image- How we were made
Good- What makes us/others happy
Good Deeds- Doing nice things for others
Good Relationships- Having friends
Gospel - God's Holy Word (from the Bible)
Grace before Meals- Praying before I eat
Great Commandment- Love one another
Guardian- Someone who protects
Hail Mary- A prayer
Human Sexuality- Boy and girl
Identify- Say who you are
Introduce- Welcome
Jesus - God (and the second person of the Blessed Trinity)
Kind - Being nice to living things
Less Fortunate- Those that have less than me
Lord's Prayer- The Our Father
Love (love of God) - Giving my heart to Jesus
Neighbor (love of neighbor) - Loving everyone
National- The whole world
Outward Sign- Something you can see
Mary- Jesus' mother
Mass- A remembrance of Jesus' last supper
Natural Death- Dying due to old age or without illness
Parents- My mom and dad
Parish- The church community that I belong to
Patron Saint- Who I was named after or pray to
Pray/Prayer- Talking to God
Precious- Special
Relationship (with God/Family/Community) - Getting along with another person
Recite- Say out loud
Recycling - Using something again
Relate- How I get along with others



Respect- Being kind to others

Responsible- How I handle myself and make good choices

Retell- Say again

Sacraments - (7) We had Baptism and will have First Reconciliation/First Eucharist in Grade 2.

Saint- Someone living a holy life

School- Place of learning

Service- Helping others

Sexual Distinctiveness- Boy and girl

Share- Giving to others

Stations of the Cross- The passion of Jesus displayed in fourteen pictures or scenes

Stewardship- Giving my time to help

Water (as an outward sign of Baptism) - Example: church holy water fountain

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SEE ADDENDUM:

- A. Copy of Lesson Plan (Provided by your DRE/Parish)
- B. Multiple Intelligences (Included in this document)
- C. Grade-level glossary (Included in this document)
- D. Diocesan Abuse Report (Available on Diocese of Venice, Florida web page)
- E. Catechist Job Description (Provided by your DRE/Parish)
- F. Catechist Evaluation (Available on the Diocese of Venice, Florida web page and available from your DRE)
- G. Catechist Certificate (Information is available on the Diocese of Venice, Florida web page and from your DRE/Parish)

CATECHIST CERTIFICATE

Catechist certificate will be given upon completion of the three year *Into the Fields* training program.

According to our bishops,
adult faith formation
(by which people consciously grow in the life of Christ through experience, reflection, prayer, and study,) *must be “the central task in (this) catechetical enterprise,”*
becoming *“the axis around which revolves the catechesis of childhood and adolescence as well as that of old age.”*
The Diocese of Venice, Florida requires that all catechists complete a three year certificate training in Into the Fields. See your Director of Religious Education for more information.

