

Catechists' Manual

Forming Disciples for the New Evangelization

*Archdiocesan Religion
Curriculum Guide*



Grades Pre-K to 8

**Archdiocese for the Military Services, USA
Office of Faith Formation**

January 25, 2013

*Putting adults, youth, and children in communion and intimacy
with Jesus Christ through lifelong catechesis for discipleship in
and through the Catholic Church is the goal of religious
education.*

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

ANNOTATED TABLE OF CONTENTS

The following materials included in this *Catechist's Manual* to *Forming Disciples for the New Evangelization* are presented to help catechists as resources when implementing the guide.

- **Frequently Asked Questions**.....4
 These questions and answers are helpful resources for catechists to use the guide. This FAQ will be updated on a regular basis with answers for questions/concerns raised by you in the Catholic faith communities.

- **Basics of Lesson Planning**9
 This is further explored in the Catechetical Methodology course online through University of Dayton's Virtual Learning Communities of Faith Formation (VLCFF) and is a required reading for the course.
 - An annotated personalized lesson planning sheet15
 - and a blank personalized lesson planning form are included18

- **Assessment and Religious Education**.....20
 This article reviews the role of assessment in religious education as we implement *Forming Disciples for the New Evangelization*. The difference between assessment of faith and assessment of how well one has learned the language, practices and general knowledge of the faith tradition is explained. In addition there is a brief review of formal and informal assessments and examples of various kinds of assessment to use.

- **Catechesis Within The Context Of Evangelization**.....27
 This section reviews the relationship between catechesis and the new evangelization.

- **Catechetical Instruction**.....28

- **Contact Expectations**.....29
 With the stronger emphasis on standards, this outlines the contact expectations to teach the faith effectively using the standards.

- **Expectations for our Adults, Youth and Children with Special Needs**.....30
 This section notes that the guide will have to be adapted for those with special needs.

- **Choosing Textbooks**.....30

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

- **Catechist Assessment Tools.....33**
This describes the two tools to help leaders to help you grow as a catechist.
- **Additional On-Line Resources.....33**
- **Key People and Places of the Old and New Testament in the Guide.....34**
This list of Key people and places of the Old and New Testament was gathered by the writing team for this guide.
- **Catechist Self Inventory.....36**

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

FREQUENTLY ASKED QUESTIONS

When does forming Disciples for the New Evangelization become effective for implementation in the AMS?

- The Archdiocesan Religion Curriculum Guide becomes effective for implementation on August 6, 2013.

Why do we need a new curriculum?

- *To respond to the requests* to have an archdiocesan-wide curriculum guide.
- *To ensure that future generations* of Catholic adults, youth and children are well formed and know the truth that Jesus taught us.
- *To help catechists and parents* to better teach the faith.
- *To help the church* to overcome the current epidemic of ignorance and doubt about the faith.

What is the aim of this guide?

- The primary aim of this guide is to support integrated planning and preparations across all Catholic faith communities and families. This will be done as a part of a diocesan-wide effort to strengthen the teaching of the faith for adults, youth and children. It is directed toward the need to prepare the church (not just children) to overcome the current epidemic of ignorance and doubt about the faith.
- These guidelines focus on the need for mutual collaboration, communication and consultation. They strive to clarify the rolls, responsibilities and mutual accountabilities needed by priests, lay catechetical leaders and all who assist in efforts to put adults, youth and children into communion and intimacy with Jesus Christ through life-long catechesis in and through the Catholic Church. These guidelines are focused to help Catholic faith communities as they both revise and plan their future catechetical efforts. Although this first phase of the guide focuses on the formation of children, these standards will also provide a framework for future efforts in the faith formation of youth and young adults.

4

How is it organized?

- Around the Six Key Elements of a lived Catholic Faith while always remembering that the context for catechesis is *evangelization*. The six key elements of a Catholic faith life are: Knowledge of the faith; Liturgical and Sacraments; Morality; Prayer; Education for Living in the Christian Community; Evangelization and Apostolic Life. These are also known as the six tasks of Catechesis.

For Each Element

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

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

For Each Standard

- Each standard in turn has age appropriate indicators or knowledge, skills or behavior.
- These indicators should drive instruction and guide or focus use of any text or resources.

How are the indicators formatted?

- **Core items that must be covered in all Catholic faith community programs are in bold print.**
- *Enrichment items that are optional and can be covered if there is time are in italics.*

All indicators are numbered noting:

- First Grade, then Standard then indicator number.
- For example: 1.01.01 indicates: First Grade, Standard 1, Indicator 1

What is meant by words being underlined?

- **Underlining** means this is a vocabulary word to know. These words and their definitions are available on the AMS website as *Appendix 3: Alphabetical Glossary*. When a simpler age appropriate definition is needed it is within the indicator itself.

How was this guide created by the Archdiocese of Washington? Principles embodied in the process: ***Communication, Consultation*** and ***Collaboration***.

- There was an 11 member task force
- 18 readers and subject areas experts reviewed the document
- 21 parish and school programs piloted the document in 2009-2010 academic year
- 250 parish and school catechists were involved in working with the standards.
- The Archdiocesan Religious Education Advisory Board of the Archdiocese of Washington approved it at stage of development.
- The Archdiocese for the Military Services, USA initiated conversation to adopt the curriculum in 2010. The AMS signed the License Agreement on 31 October 2012. The curriculum has been adapted to the language and culture of the religious education programs in military settings. *Forming Disciples for the New Evangelization* becomes effective for implementation throughout the AMS on August 6, 2013.

5

What new materials have been incorporated into this guide?

The task force noted that:

- the context for all our catechesis is *Evangelization, and*
- *that we all need help in seeing the connections between our faith and our lives.*

Therefore every effort was made to incorporate greater focus on:

- the Sacred Scriptures

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

- Social Justice
- Human Sexuality/Family Life/ Age Appropriate Theology of the Body
- Evangelization
- Ecumenism
- Inter-religious dialogue and understanding.

What is the Basic Timeline for implementation?

- The Live Stream Curriculum Orientation was held on March 19, 2013.
- **Spring-Summer 2013** is the time for orientation and to initiate ongoing catechist training using the catechetical methodology course online. Three curriculum orientation presentations are archived on the AMS website and Digital Media Center to help you get familiarized with the curriculum.
- **Academic year 2013-2014** is the year of full implementation beginning August 6, 2013.

What exactly is Forming Disciples for the New Evangelization?

- *A document that clearly states what participants in Catholic faith community religious education programs should be able to know, understand and do at each grade level (Pre-K to 8th).*

How is it different?

- *Forming Disciples for the New Evangelization* is: Standards-based, tied to its own assessment and spiral in scope and sequence.

6

What is meant by Standards Based?

- In the field of education, a **standard** is a term which defines a cumulative body of knowledge and set of competencies that is the basis for quality education.
- They express what all program participants should *know, understand and do at each grade level* but do not dictate how they are to be taught.
- This can help the different partners (for example: priests, parents, lay catechetical leaders and catechists) involved in the process of teaching the faith.

Should we be assessing religious education?

- Many people don't believe that one should or can assess religious education efforts.
- It may be more proper to say that one cannot assess *faith*.
- What can be assessed is how well one has learned the language, practices and general knowledge of the faith tradition.

Why tie our new Archdiocesan Religious Education Guide to its own assessment?

Because when such an assessment is tied to a guide and offered by the Archdiocese:

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

- Each program participant's progress towards attaining the standards can be measured.
- Those who are not achieving the standards can also be provided with early, effective assistance.
- This is tied to our partnership with the family: Catholic faith community religious education programs need to be accountable to the parents of those who are enrolled. The assessment results follow the participant when they move from installation to installation.

What will this new assessment help us to do?

This new assessment will help:

- To align language to be learned with assessment and instruction.
- To promote accountability.
- To measure success.
- To improve instruction for all.

Where can Catholic faith communities acquire the assessment?

- This information will be announced when the assessment becomes available.

When should the assessment be administered?

- This information will be announced when the assessment becomes available.

What is meant by a spiral scope and sequence?

- The learners return to each topic each year, in an ever deeper fashion
- By following the same sequence of ideas, one after the other, a learner has a better chance of getting it all right!
- In a single Catholic faith community – all ages can be studying the same theme at the same time

What are the implications of the new curriculum for teaching the faith?

- Clear expectations
- Accountability through assessment equals greater opportunity for all the partners in the catechetical process.
- Opportunity for true alignment of language, instruction and assessment

What does this mean for textbooks?

- Catholic faith communities will continue to use the textbook of preference chosen from the USCCB Conformity List.
- New texts will be reviewed in light of how well they align with archdiocesan standards and therefore help to teach the faith.

Publishers will be asked to do a correlation of the textbook series to the curriculum guide. The correlations will be made available to you on the AMS website:

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

How will this curriculum guide help catechists who are not professional teachers?

- The standards will help catechists to know what to focus on in the textbook.

What additional resources have been created to support catechists and parents?

To help implement the curriculum guide there will be:

- A Catechetical Methodology course online through the University of Dayton's Virtual Learning Communities of Faith Formation (VLCFF) to help catechists to learn how to use the curriculum guide, to know how to do effective lesson planning using five core methodologies, *Forming Disciples for the New Evangelization* and the textbook as a supporting resource.
- Catechist Segments to help catechists to get acquainted with their grade level indicators.
- Parent Segments to help parents be the primary educators in the faith of their children.
- Appendices 1, 2, 3 to help both parents and catechists to focus on age appropriate Key Practices and Prayers for Catholics and the key terms participants should be learning at their grade level.

Will there be a Facebook page or blog where catechetical leaders and catechists can share best practices?

- The Office of Faith Formation is looking into this possibility.

To fully appreciate the guide it is important to read the full introduction found at the beginning of the Catechist Segments and other support materials in this Catechists' Manual.

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

***THE BASICS OF LESSON PLANNING USING
FORMING DISCIPLES FOR THE NEW EVANGELIZATION***

At the heart of catechesis we find, in essence, a Person, the Person of Jesus of Nazareth, the only Son from the Father...who suffered and died for us and who now, after rising, is living with us forever. To catechize is "to reveal in the Person of Christ the whole of God's eternal design reaching fulfillment in that person. It is to seek to understand the meaning of Christ's actions and words and of the signs worked by him. (CCC no. 426; On Catechesis in Our Time, no. 5.)

First, as part of the support for catechists, the catechetical methodology course has been developed. In addition to learning about appropriate methods to use, catechists will have the opportunity to plan a lesson with each of the methodologies learned using the curriculum, ***FORMING DISCIPLES FOR THE NEW EVANGELIZATION*** as the primary text and the religion textbook as a resource. Five lesson plans will be developed by the end of the course.

In order to proclaim Christ and to effectively implement ***FORMING DISCIPLES FOR THE NEW EVANGELIZATION***, one needs to view the new guide as a "learning centered" curriculum. The design is focused totally on the learning process for the participants and the desired outcomes. Catechists plan their instruction around how to effectively help the participant to understand and internalize the message. They do this by asking and answering three questions in the order given below.

9

1. **What is the intended learning?**
(**Outcome/objective:** What must participants know, understand and do, state as observable behavior? Use an action verb.)
2. **What evidence will the catechist see that verifies participants can do it?**
(**Assessment:** What will participants do to show me that they acquired and can use the knowledge or skill and understand the outcome.)
3. **What will I do to help the participants to be ready to show me the evidence of their learning?**
(**Strategies:** What teaching and learning activities, resources, field trips, etc. will help me teach the knowledge, skills, and understanding in the outcome so that the participant will be able to give the evidence of learning asked for in the assessments I have designed?)

FORMING DISCIPLES FOR THE NEW EVANGELIZATION provides the *starting and ending* answers for questions 1 and 2. Catechists will develop intermediate mastery objectives and matching assessments as they teach specific knowledge and skills through the year. The Standards and Indicators will help catechists to develop the intermediate objectives.

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

Analogy for Lesson Planning: Preparing to Take a Trip

Some find it helpful to think of lesson planning using a curriculum guide by way of the analogy of taking a trip. When planning a journey one has to plan the itinerary (long range preparation), be sure one has what necessities they need for the trip (short term preparation) and finally pack the bags (immediate preparation). This section of the Catechists' Manual will walk through these steps of the journey.

1. **Long Range Planning - "Planning the Itinerary"** *Think of **FORMING DISCIPLES FOR THE NEW EVANGELIZATION**, the Archdiocesan Religion Curriculum Guide as the map for the trip to help one mark out what stops you will make with those in your sessions throughout the year.*

Look at the "map" provided by the guide for the age or grade level.

- **FORMING DISCIPLES FOR THE NEW EVANGELIZATION, the Archdiocesan Religion Curriculum Guide precedes the use of the textbook.** The Curriculum Guidelines are a guide for what is to be taught, the textbook is a tool for teaching what is in the Curriculum Guidelines. The more familiar a catechist becomes with the guide, the greater alignment there will be with the language used, instruction and assessment. *(See the section in this Catechists' Manual on assessment and religious education to help understand the approach now being taken on this.)*
- **Become familiar with **FORMING DISCIPLES FOR THE NEW EVANGELIZATION: Archdiocesan Religion Curriculum Guide.**** The standards and indicators there flow from the directives given by the United States Catholic Bishops in the *National Directory for Catechesis*. As the primary catechist and shepherd of catechesis, these standards are Archbishop Broglio's initiative to provide adults, youth and children of the Archdiocese with catechesis that is systematic, comprehensive and age appropriate. These Archdiocesan Religion Curriculum Guide standards and indicators have a two pronged purpose:
 - 1) To give directives for what those in religious education programs must know, understand and do
 - 2) To form catechists.

To help catechists appreciate the standards and indicators at an adult level, a correlation has been done in the guide. For each standard and indicator where one could be clearly found there is a correlation to the *Catechism of the Catholic Church*, the *Compendium to the Catechism of the Catholic Church (abbreviated as Compendium)* and the *United States Catholic Catechism for Adults*.

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

Review the standards, indicators, prayers, words to know, etc. listed for the age or grade level

- **Start with the end in mind. Check the curriculum for the given standards to see what indicators are recommended for your grade level.** The curriculum has been built on the foundation of best practices that have been found throughout the United States. Catechists will find that they cover a large percent of these standards already.
- **Use a Checklist for the grade or grades you catechize.** Use the checklist to see that over the year you cover all the standards.

Become familiar with the religion textbook used.

- **Does your textbook suggest any supplementary resources?** When chosen from among the texts approved by the United States Catholic Bishops (Conformity List), the textbook is an important tool for teaching the standards in the Archdiocesan Religion Curriculum Guide.
- **Does the religion textbook series you use have a website?** Check to see what supplementary and complementary resources are available for the catechist, participants and their families on the publisher's website.

Become familiar with the Catholic faith community and local calendars.

11

See if there may be an opportunity to relate any lessons to other Catholic faith community or wider community experiences? Watch the Catholic faith community bulletin, Archdiocesan website www.milarch.org and other Catholic media resources for possible related:

- Community-building events
- Liturgical experiences
- Social service events
- National, cultural events
- Local events on base, town, city
- Personal events in the lives of the participants or their families

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

2. **Short Term Planning - "Getting the necessities"** Think *about what you need to pack for the trip. What necessities or resources do you need to take with you?*
- 1) **What is the intended learning?**
(**Outcome/objective:** What must participants know, understand and do, state as observable behavior? Use an action verb.)
 - 2) **What evidence will the catechist see that verifies participants can do it?**
(**Assessment:** What will participants do to show me that they acquired and can use the knowledge or skill and understand the outcome.)
 - 3) **What will I do to help the participants to be ready to show me the evidence of their learning?**
(**Strategies:** What teaching and learning activities, resources, field trips, etc. will help me teach the knowledge, skills, and understanding in the outcome so that the participant will be able to give the evidence of learning asked for in the assessments I have designed?)
 - **Check with your priest, lay catechetical leader or coordinator of religious education:** They are familiar with the Catholic faith community resources and can help you know what is there to help you.
 - **Check the resources provided in this Catechists' Manual** for additional places to look to help you. Some additional helpful resources are listed at the end of this section of the Catechists' Manual.
3. **Immediate Planning - Packing the Bags** – *Think of the personalized lesson plan as packing your bags.*
- **The Lesson Plan and *Personalizing* it.**
 - A lesson plan is an outline of *what* content will be taught and *how* that content will be taught within the specific time frame of a catechetical lesson.
 - A lesson plan may be brief or detailed, but should pinpoint what material is to be taught. This part of the lesson plan is often called the "learning objectives".
 - After becoming familiar with what should be taught from the Archdiocesan Religion Curriculum Guide and deciding what parts of the textbook are most useful for teaching that material, each catechist should create a lesson plan for each lesson taught.
 - In planning a lesson, the catechist may seek guidance from the textbook, the priest and lay catechetical leader, or other materials provided online by the archdiocese or the publisher of the series being used.
 - **Using a planning sheet.** See the form following these notes: "*A Personalized Lesson Plan*" for ideas. Using both the Archdiocesan Religion Curriculum Guide and the textbook, this form may help you, as catechist to arrange the material into a lesson plan that meets the specific needs of the program participants, your own creative teaching style and helps you to take into account what contextual (national, regional, archdiocesan or

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

Catholic faith community) factors might enhance your plan. *The Personalized Lesson Plan* – Two sheets are provided at the end of this chapter: a blank one for copying and one with directions/ ideas for how to use the form.

- **Creative and Interactive Activities:**
 - **What will I do to help the participants be ready to show me the evidence of their learning?**
(**Strategies:** What teaching and learning activities, resources, field trips, etc. will help me teach the knowledge, skills, and understanding in the outcome so that the student will be able to give the evidence of learning asked for in the assessments I have designed?)
 - The catechist should choose interactive activities that will reinforce the content and make the content come alive. Because activities can incorporate the needs of different learning styles, activities are very important in helping the program participants understand and remember the content of the lesson.
 - Creative and interactive activities should not be chosen arbitrarily or simply because they look like fun (although they should be fun!). The activities should serve the purpose of teaching the material in the lesson. This is why determining the content of the lesson (based on the Archdiocesan Religion Curriculum Guide) should precede the choosing of activities.
 - The following page provides some ideas for what kinds of creative catechetical strategies you may want to choose.

13

4. **The Lesson Itself** - **On the road** – *Think of the personalized lesson plan as packing your bags.*

Creative Catechetical Ideas

When I hear, I forget.
When I see, I remember.
When I do, I learn.
- *Chinese Proverb*

These ideas are distilled from the last segment of the *Echoes of Faith*, video, **Getting Started as a Catechist**. This segment is called: *Using Creative Activities for Learning*. It is recommended that you view the *whole video* and get copies of the video companion booklets for a future session - for even more ideas and resources. Consider the following questions when you are choosing creative activities:

- ✓ What techniques can you use?
- ✓ Do you pay attention to the time limits for tasks?
- ✓ Are there different ways to give directions?
- ✓ What is the dynamic of your group? Does it affect what group process you will use?
- ✓ What media might be useful in the session?

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

- ✓ Are there cultural symbols, prayers and stories that you can use?
- ✓ How will you help participants to make connections between the content and daily choices?
- ✓ How willing and comfortable are you in taking risks?

Remember also: the methods should not distract from but enhance the standard being taught and the indicators being sought.

Kinds of Activities to Consider:

- art,
- audiovisuals
- bulletin board ideas
- celebrations
- dramatizations (movement and gestures, plays, mime, skits)
- flannel boards
- group discussion
- group projects
- literature
- memorization
- music
- use of technology such as PowerPoint presentations
- pictures and visuals
- prayer
- puppets
- questions (open and close ended)
- storytelling.

- What other publisher resources do you use? Have you checked what supplementary resources they provide in print and online?
- What are you currently doing or considering doing? Why would you select these activities?

CHILDREN REMEMBER:
20 % of what they HEAR
30% of what they SEE
50% of what they SEE AND HEAR
70% of what they SAY
90% of what they DO
-Janaan Manternach & Carl J. Pfeifer in *Creative Catechist*,
Twenty-Third Publications

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

Some Selected Resources To Help In Lesson Planning:

Creative Catechist, A Comprehensive, Illustrated Guide for Training Religion Teachers, Janaan Manternach and Carl J. Pfeifer, Twenty Third Publications, Revised 1993.

Echoes of Faith/ Ecos de Fe Video Assisted Catechist Formation Series, Resources for Christian Living, Allen, TX. *esp. Getting Started as A Catechist, Introduction to the Learner* and all the *Methodology* videos and booklets. The Echoes of Faith Video series also provides modeling by nationally recognized catechist in each of their methodology units. For more information go to <http://faithfirst.com/html/eof/>

The Catechist's Toolbox/La caja de herramientas del catequista How to Thrive as Religious Education Teacher, Joe Paprocki, Loyola Press, 2007.

CATECHIST magazine - Published by Peter Li Educational Group, this magazine is written for catechists. This publication provides reliable catechetical formation with insightful articles about Scripture, the sacraments, liturgy and prayer, Church history, dogma, and Tradition. Articles are written by volunteer catechists, parish and diocesan catechetical leaders, and scholars in the field of catechesis. For more information see <http://www.catechist.com/>

Religion Teacher's Journal – Published by Twenty -Third Publications, this magazine offers catechists numerous resources including: ideas for more interesting and creative classes, reproducible resources, and ongoing theological and spiritual formation. For more information go to <http://www.religionteachersjournal.com/>

15

ANNOTATED PERSONALIZED LESSON PLAN

SECTION I– PREPARING THE LESSON (PACKING YOUR BAGS)

Lesson Title: *Titling your lesson will be helpful for you and the organization of the course/grade you are teaching.*

Standard from Curriculum Guide: *List the standard you will be presenting. Be clear what key element is the focus and what indicators will you use. Realize that you can do multiple indicators in a lesson. Some examples might be.*

- *When teaching about the Trinity, you may also be teaching the sign of the cross, and how it is used in sacraments and in liturgy. In this way you are teaching multiple indicators.*
- *When teaching about conscience, you may also be noting the role of the Church and successors of the apostles in helping us to form our conscience and the role of prayer in this.*

The possibilities are endless. Do what works for you so that you have many opportunities and angles for covering and reviewing the standards.

Topic/aim/focus question: *Write the Standard in your own words. Putting the standard in your own words helps you to be sure you understand it yourself.*

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

Indicators or Learning Objective(s): *What do I want them to know, to understand or to do? (Use measurable terms.) These can and should come right from **FORMING DISCIPLES FOR THE NEW EVANGELIZATION** itself. The Blooms Taxonomy has already been incorporated into the guide at an age appropriate level for each indicator.*

Background Reading for Catechist -Facilitator: *Do I need to research the topic before I teach it?*

- *Do I want to check out the correlations to the Catechism of the Catholic Church, Compendium or United States Catholic Catechism for Adults found in the guide to help me at an adult level?*
- *Are there articles or suggestions in the catechists' teaching manual; did I see an article in a magazine e.g. Catechist or Religion Teacher?*
- *Remember your Catechetical Leader and other experienced catechists are great resources.)*

Environment: *How will I set up the space?*

- *How will the desk, tables or chairs be arranged?*
- *Describe the sacred space. Are there pictures on the walls?*
- *Can I make a visual connection in the prayer focus using colors of the liturgical seasons (green, purple, red, white, etc.)*
- *Can I use a visual such as an icon or picture depicting an incident or person from the Sunday reading or the reading used during the prayer?*
- *Do I have a favorite statue or icon to make it personal?*
- *Can I involve participants in making a prayer focus for the session?*

16

Materials: *What do I need to accomplish my objectives? What items will I use in the sacred space or prayer focus, Participant or student text page number(s), Family pages – especially the Parent Segments available on the AMS website, catechist's guide, videos, recordings, DVD player, etc.*

SECTION II – TEACHING THE LESSON (THE TRIP ITSELF)

Welcome/Harambee: *How will I welcome the participants? (More than just icebreaker, try to connect it to participants' lives. This is where you engage the participants into to what's coming next. Try to make the welcome lead to the prayer.)*

Prayer: *How will we pray? (Allow ample time for prayer. Don't be afraid to use various forms of prayer: liturgical celebration, Lectio, music, etc. Try to make the prayer lead to the lesson)*

- *If there is a prayer with which you are not comfortable – invite either a participant, a parent or guest from the Catholic faith community or other catechist who is comfortable to lead it?*
- *Be sure that over the year there is exposure to the rich and diverse prayer traditions of the church.*
- *Become familiar with the prayers in Appendix #2. Help participants and their families to become familiar with it as well.*

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

- *The prayers and any art or music used should reflect the rich diversity of the cultures in your Catholic faith community families.*

Review: *How will I find out what they know/remember from past lessons? Ask them to recall the family lesson. (Don't assume anything!)*

- *Review can also help be sure that those items foundational to this lesson are understood.*

Preview: *Tell the class what they are going to do.*

- *This way they can see that you respect them and are partnering with them in learning.*
- *Some may even provide ideas to help you get where you want to go!*

Lesson: *How will I teach the class? (Be specific about information participants are to receive and the method of presenting the information, activities, include Parent Segments and activities.)*

Evaluation/Response: - *How do I know they got it? (Be specific about how you will evaluate whether or not the objectives were accomplished)*

- *The section on Assessment in the Catechists' Manual to the guide will provide you with rich resources and ideas of how to approach this.*

Assignment: *(Always remind your participants to share what they have experienced with the family. If there are family pages in the textbook or a website assign it for family discussion.)*

Announcements: *(If any)*

Closing Prayer: *Should not be as elaborate as opening prayer. (It may be a song, a short litany, ask participants to lead if he/she is so inclined) Be sure you leave enough time so that this is slowly and reverently done. Although you may use a spirited song too!*

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

PERSONALIZED LESSON PLAN

Section I – Preparing to teach the lesson

Lesson Title: *Titling your lesson will be helpful for you and the organization of the course/grade you are teaching.*

Standard from Curriculum Guide: *List the standard you will be presenting.*

Topic/aim/focus question: *Write the Standard in your own words.*

Learning Objective(s): *What do I want them to know, to understand or to do? (Use measurable terms.) These can and should come right from **FORMING DISCIPLES FOR THE NEW EVANGELIZATION** itself.*

Background Reading for Facilitator: *Do I need to research the topic before I teach it?*

Environment: *How will I set up the space? (How will the desk, tables or chairs be arranged? Describe the sacred space; are there pictures on the walls?)*

Materials: *What do I need to accomplish my objectives? (Items for sacred space, Student text page number, Parent Segments or family pages from the textbook, catechist's teaching guide, videos, recordings, DVD player, etc)*

SECTION II – TEACHING THE LESSON

Welcome/Harambee: *How will I welcome the participants? (More than icebreakers, try to connect it participants' lives. This is where you engage the participants into to what's coming next. Try to make the welcome lead to the prayer.)*

Prayer: *How will we pray? (Allow ample time for prayer. Don't be afraid to use various forms of prayer: liturgical celebration, Lectio, music, etc. Try to make the prayer lead to the lesson)*

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

Review: *How will I find out what they know/remember from past lessons? Ask them to recall the family lesson. (Don't assume anything!)*

Preview: *Tell the class what they are going to do.*

Lesson: *How will I teach the class? (Be specific about information participants are to receive and the method of presenting the information, activities, include family pages and activities.)*

Evaluation/Response: - *How do I know they got it? (Be specific about how you will evaluate whether or not the objectives were accomplished)*

19

Assignment: *(Always remind your participants to share what they have experienced with the family. If there are family pages in the textbook or a website assign it for family discussion)*

Announcements: *(If any)*

Closing Prayer: *Should not be as elaborate as opening prayer. (It may be a song, a short litany, ask participants to lead if he/she is so inclined)*

Evaluation of the Lesson – *After the trip – think about what could be done differently to improve this lesson or help when you review it.*

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

ASSESSMENT AND RELIGIOUS EDUCATION

WHY IS ASSESSMENT IMPORTANT?

Many people don't believe that one should or can assess Religious Education efforts. It may be more proper to say that one cannot assess faith. What can be assessed is how well one has learned the language, practices and general knowledge of the faith tradition.

As part of our partnership with the family, our Catholic faith community religious education programs need to be accountable to the parents of those in the programs. Those who participate in the programs also should be able to know how well they have learned the language, practices and general knowledge of the faith tradition. Catechists too should have the opportunity to know how effective their efforts in transmitting the faith are and what opportunities are available to help them to grow.

Ongoing assessment also encourages life-long formation and identifies areas of growth needed for individuals, catechists and the programs themselves. It's important to remember that ***no one graduates from religious education***, but instead, participates in a process that continues throughout life.

20

With the release of the Archdiocesan Religion Curriculum Guide the Assessment was developed directly tied to the new standards of what is to be known, learned and understood.

Why have an Archdiocesan assessment?

The key purposes of an assessment are to:

- Give participants an experience of success
- Provide the archdiocese, catechetical leaders, parents and commissions with useful information for planning personal and program improvements.

What will the Assessment assess?

- Section 1: Faith Knowledge
- Section 2: Religious Attitudes
- Section 3: Catholic Practices

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

Section I: Faith Knowledge

The assessment will cover the following six key dimensions of a lived Catholic faith (derived from the six tasks of catechesis):

- Knowledge of the faith
- Liturgy and Sacraments
- Morality
- Prayer
- Catholic faith community life
- Evangelization and Apostolic Life¹

Section II: Religious Attitudes

For example – Do you agree or disagree?

- At Holy Communion, I feel very close to Jesus.
- I am willing to speak up to defend my faith.
- What the Church teaches does not have much effect on what I choose to do.

Section III: Catholic Practices

For example: How often do you...

- Attend Mass?
- Discuss religious matters in the home?
- Think about God's plan for your life?
- Take part in a Catholic faith community service project to help the needy?

What is the most effective use of the Assessment results?

1. Honor Successful Performance

- Recognize individuals who meet a certain standard for their mastery of faith knowledge.
- Affirm catechists and families.

2. Review program

- Discuss patterns in values and practices with participants in the programs.
- Discuss strengths or gaps in participants' faith knowledge especially where the responses surprised you.
- Look at strengths or gaps in the Catholic faith community and Archdiocesan programs.

¹ GDC nos. 85, 86.

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

FORMAL AND INFORMAL ASSESSMENT

Assessment can be either *formal* or *informal*. Formal assessment usually implicates a written document, such as a test, quiz, or paper. A formal assessment is given a numerical score or grade based on student performance, whereas an informal assessment may not always be used to contribute to a student's final grade.

The ACRE (Assessment of Catholic Religious Education) administered by the National Catholic Education Association and ADW Religion Curriculum Guide Faith Knowledge Assessment are examples of formal written assessments.

An informal assessment usually occurs in a more casual manner and may include observation, inventories, checklists, rating scales, rubrics², performance and portfolio assessments, participation, peer and self evaluation, and discussion.³

Many of the activities found in a religious education textbook for use during the session or at home are both age appropriate and informal assessment activities that give the catechist a clear reading of how well participants understand a particular standard. Participation and completion of those activities do not distract from the material in the lesson; rather, they can actually provide clear informal examples of the indicators for a given standard.

22

THE IMPORTANCE OF VARIETY:

Assessment can be done in a variety of ways. Some methods, such as multiple choice quizzes or essays written in response to a rubric, are more easily graded and given an objective “score” or “grade”. Other methods, such as observing a child at work on a project or listening to a participant discuss a specific point, are equally valuable but much more difficult to quantify and assign a numeric number to define quality. Instruction is most successful when a wide variety of assessment tools are used, as different types of assessment provide different

² A **rubric** is a scoring tool for subjective assessments. It is a set of criteria and standards linked to learning objectives that is used to assess a student's performance on papers, projects, essays, and other assignments. Rubrics allow for standardized evaluation according to specified criteria, making grading simpler and more transparent.

³ Valencia, Sheila W. "What Are the Different Forms of Authentic Assessment?" *Understanding Authentic Classroom-Based Literacy Assessment* (1997), available at <http://www.eduplace.com/rdg/res/litass/forms.html>. Retrieved January 29, 2009.

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

feedback to both the learner and the instructor. Also, many learners feel more comfortable with certain types of assessment than others.

For example, here are a variety of ways that an instructor may know that a child understands the meaning of the word “epiphany”:

- The child spontaneously uses the word correctly in classroom discussion.
- The child correctly answers a multiple choice question on a test, asking the meaning of the word.
- The child correctly uses the word in a one paragraph essay.
- The child draws a picture of the meaning of the word, and explains the picture to the class.
- The child finds an example in recent news of someone who had an “epiphany”.
- The child tells his parents after mass that this is the season of epiphany, and explains why.
- The child participates in a dramatization of the “Day of the Three Kings”.
- The child is able to choose from among four pictures the one that best represents the meaning of “epiphany”.

23

All of these types of assessment are useful. The one that is “best” will depend on the age of the child, the child’s learning style, the amount of time the instructor has to emphasize this term, and the materials that are easily available for use. Ideally, if a child had the opportunity for a variety of the above experiences, he or she would be most likely to learn the term and the concept of epiphany, and apply it correctly in future contexts.

ASSESSMENT TECHNIQUES

It is helpful to be familiar with different assessment techniques. Five such techniques would be:

1. Selected Responses
2. Essay
3. Portfolio
4. Observation
5. Personal Communication

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

1) *Assessment Techniques: Selected Responses*

Sample selected response assessments include:

- a. Multiple-choice
- b. True/false
- c. Matching
- d. Short answer
- e. Fill in the blank

Pencil and paper assessment such as multiple-choice, true/false, matching, and short answer fill-in the blank are assessments that get at content! These are probably the types of assessments with which we are most familiar. They can be produced by publishers or catechist-made. Even participants may participate in the process of preparing this type of assessment, especially at the beginning of the lesson before the formal teaching! What different ways can I assess that my students have learned? This type of assessment is good because it is objective, often supplied by publishers, assesses mastery of subject matter, answers are either right or wrong. No interpretation is needed. Below are some examples of selected-response questions:

24

Examples of Selected Responses

a. Multiple-choice

_____The three sacraments that bring us into membership in the church are:

- a) Holy Orders, Matrimony and Reconciliation.
- b) Baptism, Confirmation and Eucharist
- c) Reconciliation, Anointing of the Sick and Holy Orders.

b. True/False

Program participants work together in groups and make up true/false situations about right and wrong actions. Other members of the group take the "test."

Note a T for True and an F for False:

_____The sacrament that celebrates the call to serve as a priest or bishop is called Reconciliation or Confession.

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

____ The Church traditionally celebrates the establishment of the priesthood and the sacrament of the Eucharist on Holy Thursday.

c. Matching

Match the description to words by placing the letter of the correct word in the space to the left of its description:

- | | |
|--|-----------------------------|
| ____ 1. Celebrate the call to serve the Church as bishop or priest. | a. Water |
| ____ 2. The symbols/signs of Baptism. | b. Sacrament of Baptism |
| ____ 3. The First Sacrament received that brings us into membership in the church. | c. Sacrament of Holy Orders |

d. Short Answer

What are the four marks of the Church? (one, holy, catholic and apostolic)

e. Fill in the blank

The four signs of the church are one, _____, catholic and _____.

2) Essay

It is essential to know what you want before asking essay questions. Modeling a good essay and clarifying what is expected in a good essay is important. Critical thinking skills may be assessed using an essay. Participants may brainstorm what would make a good essay assessment for any topic being studied. When participants are aware of the rubric beforehand, they can better work for successful completion. Below are some good ideas for using essay assessment:

- a. Journal on experiences of the Sacraments
- b. Middle school participants may write about how they as the young Church of today can serve the needs of the poor and also explain why the Church calls us to serve the poor.
- c. Journal on a parable that Jesus told...what does it mean to you today?

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

- d. Participants keep a diary for one week of all the good deeds they do for others.

3) Portfolio

Collections of assessments that include cumulative work which can be shared with families.

Examples are:

- a. Outline the body of each participant at the beginning of the year and adding symbols as standards are assessed and learned. (Cross on the forehead when the sign of the cross has been learned, etc.)
- b. Participants write poems, prayers or songs about god's gift of nature.
- c. Participants draw pictures of people who serve at Sunday Liturgy.
- d. Participants draw and decorate images for the Trinity.

4) Observation

How well does each participant cooperate? What are their attitudes? The criteria for this assessment cannot make this behavior happen without the participant's totally free response. Participants must know what is expected of them. It is good to have the participants themselves help list the criteria essential for the observation.

26

Examples of observation assessment are:

- Session or classroom rules
- Participants act out how one should respond when confronted about the Church's teachings and practices.
- Participants might discuss problems that families face and act out scenes of reconciliation.
- Participants could role-play a baptism

5) Personal Communication

Think here of interviews for Eucharist or Confirmation. What are some of the interview questions you ask? Again, know the criteria you are searching to hear! This is the one we are careful never to grade because then we become judgmental. This assessment is the most time consuming and yet the most rewarding. Know your criteria, allow sufficient time and create a safe environment. Honesty is a requirement.

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

CATECHESIS WITHIN THE CONTEXT OF EVANGELIZATION

Our Archdiocese contains a broad and diverse amalgam of cultures and languages that characterize our nation as a “nation of immigrants.” The Church mission of evangelization occurs within this reality and, as such, coexists with the many communities that are struggling to find a place in the society or that are settled and challenged by the newcomer. Among these communities the Church asserts her mission role to announce the Gospel and invite to conversion those who hear and respond.

Because this country historically has long benefited from the missionary work of the Church, there is a vital and growing Catholic presence. Many baptized continue their lifelong journey in Christ fully participating in the mission of the Church.

At the same time, there are many baptized who have never experienced an effective formation in the faith and, as such deepen only nominally in their understanding and practice of the Christian life. Many have left their moorings from the Church because of disagreements or issues that resulted in separation. Many Catholics identify with their faith by name only but do not participate in the fullness of the life of the Church thus losing the life-giving benefits of communal worship, sacramental participation and service. In this particular context the Church engages in the task of the new evangelization requiring a “permanent catechesis centered around continual conversion.” (NDC, p. 51) Such activity must encompass the whole spectrum of realities from hearing the word for the first time to the ongoing process of conversion and transformation.

Within the context of evangelization, catechesis is a lifelong ongoing process in which people are invited and formed to be in communion and intimacy with Jesus Christ and with each other (GDC 380. 81: CT 5) in and through the Catholic Church through life-long catechesis for discipleship. Catechesis is a “moment” in the evangelization process that specifically “promotes and matures initial conversion, educates persons in the faith, and incorporates them into the life of the Christian community.” (NDC, p. 57) Catechesis, therefore, has as its purpose to “encourage a living, explicit and fruitful profession of faith.” (GDC #66; CCC 1229)

The word catechesis comes from the Greek meaning “to echo the teaching” meaning that catechesis or the teaching of the faith is an interactive process in which the word of God resounds between and among the one who proclaims, the one receiving the message and the Holy Spirit. Catechesis is a process of initial conversion, formation, education, and ongoing conversion. Through word, worship, service and community,

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

it seeks to lead all God's people to an ever-deepening relationship with God who reveals himself in Jesus Christ through the power of the Holy Spirit.

Catechesis is essentially an action of the Church, an "ecclesial act." With Mary, the Church treasures the Gospel in her heart. "She (the Church) proclaims it, celebrates it, lives it, and she transmits it in catechesis to all those who have decided to follow Jesus Christ." (NDC, p. 56) As such the Church sees catechesis as a "pivotal dimension of the Church's pastoral activity and a significant element in all the Church does to hand on the faith." (p. 56)

Forming Disciples for the New Evangelization: incorporates through its stated goals the mission of the Church to evangelize and to catechize. Through its standards and indicators Catholic faith community program participants are invited to understand the life of faith as expressed in the Living Tradition of the Church and through Sacred Scripture. Through the catechetical process of sharing the message, modeling the message and challenging to live it, adults, youth and children are called to respond to live their lives fully in Christ through active participation in the life of the Church and its mission to the world.

CATECHETICAL INSTRUCTION

"Catechesis is nothing other than the process of transmitting the Gospel, as the Christian community has received it, understands it, celebrates it, lives it and communicates it in many ways." (GDC no.105)

28

The Catholic faith community or parish is the "primary experience of the Church" for most Catholics. (GDC no. 158, NDC, no. 60) As such, the Catholic faith community is the primary locus for the entire catechetical enterprise. "The parish (Catholic faith community) energizes the faithful to carry out Christ's mission by providing spiritual, moral, and material support for the regular and continuing catechetical development of the parishioners." (NDC no.60)

Given its location in the ministry of the word, Catholic faith communities should have a strategic catechetical plan that integrates all the efforts and of the Catholic faith community at forming adults, youth and children through life-long catechesis for discipleship and meets the specific needs of all its members. The entire Catholic faith community staff (i.e., the priest as the director of religious education for the Catholic faith community and the lay catechetical leader) has a role in achieving the goals of this important task in both planning and orchestrating the catechetical process and providing valuable resources. The priest takes the leadership role in choosing skilled and effective ministers of the word. (NDC no. 61)

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

Catechists in programs of adults, youth and children have the privilege of serving the Catholic faith community as witnesses and teachers of the faith from “womb to tomb.” Most especially catechists teach young people how their lives are fulfilled in Jesus Christ. By growing in the life of faith and teaching skill, they “echo the teaching” of the Apostolic Tradition and Sacred Scripture, entrusted to the teaching office of the Church so the Church may fulfill its mission on earth. Catechists engage in one of the most ancient ministries of the Church: the ministry of the word.

CONTACT EXPECTATIONS

“Catechesis is intimately bound up with the whole of the Church’s life. Not only her geographical extension and numerical increase, but even more her inner growth and correspondence with God’s plan depend essentially on catechesis.” (CCC 7)

Faith is primarily formed within the family, with Catholic faith community religious education programs supporting families by providing programs of systematic catechesis according to the following guidelines:

For Catholic Faith Community Religious Education Programs

For Catholic faith community programs of religious education, the **minimum** requirement is 30 hours of catechesis per program year for Preschool through Eighth grade levels.

29

The very important elements of worship experiences, service opportunities and family-centered sacramental catechesis are considered essential additions or enhancements to these expectations.

EXPECTATIONS FOR OUR ADULTS, YOUTH AND CHILDREN WITH SPECIAL NEEDS

This curriculum can and must be adapted via accommodations and/or modifications for persons with disabilities. These adaptations will be based on the learning needs of the participants and may include (but are not limited to) opportunities for access to specialized instruction, specialized materials, or materials designed for the persons’ developmental, not chronological, age. In order to obtain more information and support for this process, please contact:

National Catholic Partnership on Disability www.ncpd.org

Office for Faith Formation for additional information www.milarch.org

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

CHOOSING TEXTBOOKS

“Along with those instruments dedicated to the orientation and general planning of catechetical activity ...there are other instruments of more immediate use in catechetical activity. In the first place, mention must be made of textbooks, which are placed directly in the hands of catechumens and those being catechized...The basic criterion for these work aids should be that of twofold fidelity to God and to man, a fundamental principle for the whole Church. This implies an ability to marry perfect doctrinal fidelity with a profound adaptation to man's needs, taking into consideration the psychology of age and the socio-cultural context in which he lives. (GDC, #283)”

"Textbooks are aids offered to the Christian community that is engaged in catechesis. No text can take the place of a live communication of the Christian message; nevertheless, the texts do have great value in that they make it possible to present a fuller exposition of the witnesses of Christian tradition and of principles that foster catechetical activity. (GCD, #170)"

Some Preliminary Cautions When Choosing Textbooks:

When chosen from among the texts approved by the United States Catholic Bishops and recommended by our archdiocese, the textbook is an important tool for teaching the Archdiocesan Religion Curriculum Guide.

30

Choosing Textbooks Involves Balancing Content and Good Methodology

When it comes to choosing textbooks, the selection committee should be careful not to reduce the process to emphasize **either** content **or** method. Choosing texts for use in religious education or faith formation in Catholic faith community is a **“both/and”** proposition. Catechesis includes both systematic formal instruction and sound catechetical methodology. The document introducing the *editio typica* or official edition of the *Catechism of the Catholic Church* also notes the equal importance of its complementary document on pastoral principles for teaching the faith, the *General Directory for Catechesis*. Both documents were issued in 1997.

Sometimes textbooks are chosen for their extensive content only to discover later that there may be too much information to cover in the time available. In these cases, catechists need to determine what is essential and what is included for enrichment. This Archdiocesan Religion Curriculum Guide has been designed to aid catechists in effective lesson planning no matter what texts or tools are chosen.

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

Choosing textbooks is about conformity with the *Catechism of the Catholic Church*

All Catholic faith communities in the Archdiocese are expected to review only those catechetical series found to be in conformity with the *Catechism of the Catholic Church* by the Office for the Catechism of the United States Catholic Conference. A copy of the most recent list can be obtained from the Office for the Catechism, 3211 Fourth Street, NW, Washington, D.C. 20017, and 202-541-3032 or by checking their website at: <http://www.nccbuscc.org/catechism/document/index.htm>. Due to the work of the Office of the Catechism, we already know what texts have appropriate content.

Choosing textbooks is also about alignment with *Forming Disciples for the New Evangelization: the Archdiocesan Religion Curriculum Guide*

The textbook selection committee's task is to determine whether the particular series being reviewed emphasizes the standards found in *Forming Disciples for the New Evangelization*, contains age appropriate methodology and would meet the particular needs of the Catholic faith community.

The textbook selection committee needs to realize that we teach the Archdiocesan Religion Curriculum Guide and not any particular textbook. Textbooks should be seen as *one tool* for catechists and the family to use when teaching the archdiocesan curriculum. The curriculum was designed so that it could easily be adapted as a checklist for catechists to assist them in determining when various elements, standards and indicators of the Archdiocesan Religion Curriculum Guide are covered. Such a checklist would also be a helpful tool for a committee to use in reviewing the content of a text and its alignment with the Guide.

The purpose of this chapter then is to help catechetical leaders to use a more consistent and balanced process in choosing catechetical resources.

Choosing Textbooks is a Pastoral Decision

The *General Directory for Catechesis* (GDC) describes catechesis and the teaching of religion as essential moments in the evangelization activity of the Church (GDC, #63).

The text then has the potential to be a tool in inviting Catholics to both understand and consider further involvement in parish life. In *Our Hearts Were Burning Within Us*, the bishops of the United States declare:

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

“The Parish Is the Curriculum...This includes for example, ‘the quality of the liturgies, the extent of shared decision making, the priorities of the parish budget, the degree of commitment to social justice, the quality of other catechetical programs,” (#118)

Their choice of textbooks needs to reflect sensitivity to the pastoral policies regarding sacramental preparation and the liturgical, apostolic and cultural life of the Catholic faith community.

Finally, a consideration of the cultural circumstances of the Catholic faith community should also include awareness of the languages spoken at home by families participating in the programs. The committee would want to weigh whether resources can be made available for families in their own language so as to strengthen the family and Catholic faith community partnership.

The Catechetical Leader’s Manual outlines in detail a recommended process for choosing catechetical textbooks.

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

CATECHIST ASSESSMENT TOOLS

A good catechist never stops growing and improving. The following tool for catechists' growth and development is included in this manual to the guide.

- **The “CATECHIST SELF INVENTORY”** provides a tool for catechists to review their work in light of the six tasks of catechesis or the six key elements of a catholic life being taught by our curriculum.

The Catechetical Leaders' Manual to the Guide also includes **Children's Catechesis Observation Form**. This form provides catechetical leaders or mentor catechists a tool to use when observing catechists of children that parallels both the Catechist Self Inventory and the six key elements of a catholic life being taught by *Forming Disciples for the New Evangelization: Archdiocesan Religion Curriculum Guide*. See the Catechist Self Inventory below.

ADDITIONAL RESOURCES LOCATED ON THE AMS WEBSITE www.milarch.org:

- *Catechist Segments* by grade including the introduction to the curriculum.
- *Parent Segments* by grade to strengthen the partnership between the Catholic faith community and the family.
- Textbook Correlations.
- Appendix #1: General Schedule for Teaching/Learning Key Practices and Prayers for Catholics.
- Appendix #2: Key Practices and Prayers for Catholics.
- Appendix #3: Alphabetical Glossary.
- Three Curriculum Orientation Presentations in video format.
- Catechetical Methodology Course through University of Dayton's Virtual Learning Communities of Faith Formation (VLCFF).
- Facebook Page: TBA

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

**KEY PEOPLE AND PLACES OF THE OLD AND
 NEW TESTAMENT IN THE GUIDE**

People and Concepts of the Old Testament

Aaron	Jeremiah
Abraham and Sara	Jonah
Adam and Eve	Joseph
Amos	Judges
Angels	Leviticus
Ark of the Covenant	Micah
Cain and Abel	Moses
Chosen People	Noah
Circumcision	Northern Kingdom
City of David	Numbers
Covenant	Pharaoh
David	Patriarch
Deuteronomy	Paul's missionary Journeys
Emmanuel	Promised Land
Epistles (Letters)	Prophet
Exodus	Samson
Ezekiel	Samuel
Genesis	Saul, King
Hebrews	Schema
Isaac	Wisdom
Isaiah	Yahweh
Israel	Zechariah
Israelites	Zephaniah
Jacob	

Places of the Old Testament

Canaan	Samaria
Israel	Tower of Babel
Judea	Temple in Jerusalem
Mount Sinai	

Catechists' Manual
Forming Disciples for the New Evangelization
Archdiocesan Religion Curriculum Guide

People and Concepts of the New Testament

Acts of the Apostles	Kingdom of God/Kingdom of Heaven
Angels	Luke the Evangelist
Angel Gabriel	Mark the Evangelist
Annunciation	Mary, the Mother of God
Bread of Life	Mary Magdalene
Council of Jerusalem	Matthew, the Evangelist
Deacon	Messianic
Disciple	Miracle
Elizabeth and Zechariah	Mission parables
Emmanuel	Paul/Saul
Evangelist	Peter
Faith	Pontius Pilate
Gentiles	Paschal Mystery
Gospel of Matthew, Mark, Luke, John	Pentecost
Heaven	Prologue
Holy Spirit	Redeemer
Infancy narrative	Resurrection
Inspiration	Revelation
Jesus Christ	Savior
Joachim	Son of Abraham
John the Baptist	Son of David
John, the Evangelist	Son of God
Joseph	Stephen
Judas	Synoptic Gospel
Judge	Transfiguration

Places of the New Testament

Bethlehem	Judea
Emmaus	Nazareth
Golgotha	Samaria
Jerusalem	Temple