Grade 10 Religion
Religion 10 - Core III: The Mission of Jesus Christ

1. Goodness of Creation and Our Fall from Grace

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Care for God's Creation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

Summary

This unit will focus on God's creation of the world and human beings as the summit of creation. The full meaning of the doctrine of Original Sin, particularly in light of the the death and resurrection of Jesus, will also be studied.

(Framework, Core III, Section I, Page 11)

Unit Goals

1. Recognize the Trinitarian God as the Creator of all.
2. Understand humanity as the summit of creation, made in the image and likeness of God.
3. Understand the fall from grace and its consequences.
4. Understand humanity's need for salvation.

Big Ideas

Creation of the world by the Trinitarian God

Human beings are the summit of creation

Fall from grace: Original Sin

Consequences of Original Sin

Need for salvation

Enduring Understandings

1. The Trinitarian God is the creator of all that is seen and unseen.
2. All humans are made in the image and likeness of God.
3. God's original plan was for holiness and justice.
4. Human history is marked by the sin of our first parents.

Content

Revelation as found in Genesis (CCC #54, 279-282)

* Diverse sources and truths pertaining tocreation (CCC #289)
* Religious truths rather than science (CCC #283-289)
* Symbolic and figurative language in Genesis 1-3 (CCC #362, 375, 390, 396)

All creation reflects glory of Trinitarian God (CCC #290-295, 301)

God created invisible and visible world (CCC #325-354)

Human beings as summit of creation

* Image and likeness of God (CCC #355-359, 1700-1706)
* Male and female (CCC #369-373, 1605, 2331)
* Dignity of men and women (CCC #2333-2336)
* Contributions to the world and Church (CCC #2346-2347)
* Body-soul unity (CCC #362-368)

God's plan: original holiness and original justice (CCC #374-379)

Fall from grace: Original Sin (CCC #55, 309-314, 385-390, 1707-1708)

Fall of angels (CCC #391-395)

Consequences of rebellion of Adam and Eve

* Rejection of God-centered life and choice of self-centered life (CCC #396-398)
* Loss of paradise, original grace, original holiness, original justice (CCC #399-401)
* Suffering, death, tendency toward sin, need for salvation (CCC #402-409)

**Faith Words to Know**

Religious truth, Trinitarian God, Original Sin, doctrine, figurative and symbolic language, salvation, chastity, original holiness and original justice

**Scripture References**

Genesis

Isaiah

Wisdom

1 Kings

The Four Gospels

Acts of the Apostles

Hebrews

Skills

1. Identify how God is revealed through creation.
2. Analyze and synthesize thesignificance of diverse sources and truths pertaining to creation in Genesis.
3. Distinguish between religious and scientific truth as it relates to creation.
4. Analyze the symbolic and figurative language in Genesis, Chapters 1-3.
5. Identify and summarize how all creation reflects the glory of a Trinitarian God.
6. Compare and contrast the contents of the invisible and visible world created by God.
7. Articulate the purpose of God creating male and female in God's likeness with inherent dignity and value.
8. Identify and summarize how chastity is a contribution to the world and Church.
9. Referring to paragraphs #374-379 of the Catechism, discuss God's plan of original holiness and original justice.
10. Describe Original Sin in relation to the state of original holiness and original justice.
11. Examine the cause of the fall of the angels and its relevance to the fall of Adam and Eve.
12. Assess the consequences of Adam and Eve's rebellion against God and its consequences for us today.
13. identify and summarize the ways in which humanity is in need of salvation.

Essential Questions

1. How do I recognize God as the creator of all?
2. In what ways am I created in the image and likeness of God?
3. How do I know that the world is essentially good, despite the presence of sin?
4. If God created all the world essentially good, why do people, beginning with Adam and Eve, choose to sin?
5. Why am I in need of salvation?

Stage 2: Assessment Evidence

Revelation and Creation

Diagnostic: Written Assessment

Have students reference the Catechism (#279-282, 288) and identify and summarize their understanding of Revelation as it pertains to the story of creation found in Genesis.

Creation: Science and Religious Truths

Formative: Graphic Organizer

Using Catechism paragraphs #283-287 students will complete a graphic organizer comparing and contrasting scientific conclusions about creation and religious truths of creation.

Truths in the Creation narrative

Formative: Response Journal

Students will do a free-write for five minutes using the following question: What truths about the universe can be drawn from the first creation narrative found in Genesis?

Figurative and Symbolic Language found in Genesis

Formative: Reading Task

In cooperative groups, students will read assigned passages from Genesis (Genesis 1:1-24; 2:4-25; and 3:1-24). As they read the passages they will create a chart identifying the figurative and symbolic language used and examples of religious truths the passages convey.

Visible and Invisible World

Formative: Homework

Referencing Catechism paragraphs #325-354, students will use a graphic organizer to compare and contrast the invisible and visible world created by God.

Human beings as summit of creation. What does this mean?

Formative: Technology Project

Working in five small groups, students will read and reflect on certain passages from the Catechism describing human beings as summit of creation and then create an electronic presentation summarizing the content of the passages and what it means to them. Groups will share their presentation with the class. - Image and likeness of God (CCC #355-359, 1700-1706) - Male and female (CCC #369-373, 1605, 2331) - Dignity of men and women (CCC #2333-2336) - Contributions to the world and Church (CCC #2346-2347) - Body-soul unity (CCC #362-368)

Lasting Effect of Original Sin

Formative: Reflective Writing

Students will write a reflection on the concept of Original Sin and how we choose to live lives that are not God-centered but rather self-centered.

How have I been impacted by ideas presented in this unit?

Summative: Reflective Writing

Following the Socratic Seminar in which students were asked to reflect on the key ideas presented in this unit and the consequences of the rebellion of Adam and Eve, students will be asked to write a reflective journal entry on how the material presented and discussed impacted their personal life and their personal beliefs.

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. Have students reference the Catechism (#279-282, 288) and identify and summarize thesignificance of Revelation as it pertains to the story of creation found in Genesis.
2. Using Catechism paragraphs #283-287, have students develop a graphic organizer to compare and contrast scientific conclusions about creation and religious truths of creation. Share the graphic with the class.
3. Have students read and reflect on Genesis 1:1-2; 3. Ask each student to *free-write* for five minutes using the following question: What truths about the universe can be drawn from the first creation narrative found in Genesis? In small groups, have them share their responses with each other.
4. Students participate in a think/pair/share exercise using the statement "God spoke all creation into being." What does this mean to you? Why is this a profound statement especially in light of the New Testament?
5. In cooperative groups, have students read assigned passages from Genesis, 1-3 (Genesis 1:1-24; 2:4-25; and 3:1-24). As they read the passages have them identify the figurative and symbolic language used and examples of religious truths the passages convey.
6. Ask students to spend 20 minutes outside and to choose one object of creation for focus. Tell students to reflect on the created object, give thanks to God and conclude their reflection with Psalm 19.
7. Referencing Catechism paragraphs #325-354, ask students to use a graphic organizer to compare and contrast the invisible and visible world created by God. Share their graphic with class.
8. Divide the class into five small groups. Ask each group to read and reflect on certain passages from the Catechism describing human beings as summit of creation and then create an electronic presentation summarizing the content of the passages and what it means to them. Share presentations with class.
- Image and likeness of God (CCC #355-359, 1700-1706)
- Male and female (CCC #369-373, 1605, 2331)
- Dignity of men and women (CCC #2333-2336)
- Contributions to the world and Church (CCC #2346-2347)
- Body-soul unity (CCC #362-368)
9. Review the concept of original justice and original sin (use Catechism references listed under *Content*). Ask students to write a reflection on the concept of Original Sin and how we choose to live lives that are not God -centered but rather self-centered.
10. Conduct a class discussion during which students talk about their understanding of original holiness, original justice, original sin, and man's fall from grace. (Use Catechism paragraphs # 374-379. 396.)
11. In a Socratic Seminar setting, ask students to reflect on the key ideas presented in this unit and the consequences of the rebellion of Adam and Eve. Highlight the following ideas.
- Rejection of God-centered life and choice of self-centered life (CCC #396-398)
- Loss of paradise, original grace, original holiness, original justice (CCC #399-401)
- Suffering, death, tendency toward sin, need for salvation (CCC #402-409)

Resources

Technology Integration

Web browsing software
Interactive Whiteboard (SmartBoard or ActivBoard)
DVD Player

Podcasting

Power Point

Prezi.com

iMovie

Resources

***Suggested resources***

See attached Links and

* DVD Inherit the Wind
* Selections from Milton's Paradise Lost

Resources

* New American Bible; Scripture; Daily Reflections ([www.usccb.org](http://www.usccb.org))

Grade 10 Religion
Religion 10 - Core III: The Mission of Jesus Christ

2. The Promise of a Messiah

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Option for the Poor and Vulnerable

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

Summary

This unit will cover the coming of the Messiah as prophesied in the Old Testament, and how the covenant with the people of Israel sets the stage for the fulfillment of the promise of redemption. Students will investigate Jesus as the fulfillment of the promise. Additionally, the students will study Jesus Christ as the source of God's love and redemption of humanity.

(Framework, Core III, Section II, Page 11-12)

Unit Goals

1. Recognize God's promise of redemption as a response to sin.
2. Understand how covenants show God's desire to redeem our world.
3. Recognize Christ as the fulfillment of God's promise to redeem the world.

Big Ideas

God's promise to redeem the world

God established covenants with our ancestors

Promise of redemption fulfilled in Jesus

Resources

Enduring Understandings

1. Despite sin, God promises to redeem humanity.
2. The covenants of the Old Testament reveal God's commitment to humanity.
3. Jesus is the Promised Messiah of the Old Testament, the fulfillment of redemption.

Content

First prophecy of the Messiah (Gn 3:15)

* God's immediate response to Adam and Eve's sin is promise of redemption, Proto-Evangelium (CCC, #410-412)
* Promise endures despite escalation of sin: Book of Genesis - murder of Abel, the Flood, Tower of Babel (CCC #55-57)

God's covenants with Old Testament people - Noah, Abraham, Moses (CCC, #56-62)

Covenants foreshadow the Paschal Mystery (CCC, #129, 1094)

Judges, kings, prophets remind people about promise (CCC, #63-64)

Promise to David (CCC #437, 2 Sm 7:8-16)

"Suffering servant" passages in Isaiah (CCC, #623, 712-714)

Gospels recognize Jesus as the fulfillment of the promise of redemption(CCC, #422-429)

* Annunciation: Mary's "yes" to God (CCC #484-489)
* Role of St. Joseph in life of Jesus and Mary (CCC #437, 488, 497, 532, 534, 583, 1846)
* Gospels apply ancient prophesies to Jesus (CCC #522-524)
* Titles for Jesus (CCC #430-451)

Why the Word became flesh: Incarnation (CCC #456-478, 525-528)

* Reconcile us with God (CCC#457)
* Show depth of God's love for us (CCC #458)
* Be our model of holiness (CCC #459)
* Make us partakers of the divine nature (CCC#460)
* Destroy power of Devil (1 Jn 3:8)

Christ's whole life was a mystery of redemption (CCC #517, 535-618)

* Enriched us with his poverty (CCC #517, 520, 525-526)
* His obedience atoned for our disobedience (CCC #517, 531-533, 615)
* Preached word purified our consciences (CCC #517, 546)
* Bore our infirmities with compassion (CCC #517, 547-550)
* Justified us in Cross and Resurrection (CCC #517, 519,617, 1992)

Christ's whole earthly life is Revelation of the Father manifesting God's love among us (CCC #516)

**Faith Words to Know**

*Proto-Evangelium*, Covenant, "Suffering Servant" of Isaiah, Theotokos, Annunciation, Incarnation, Messianic prophecies

**Scripture References**

Genesis Chapters 4, 6, and 11

Judges

2 Samuel

1 2 Kings

Prophets

Isaiah

Jeremiah

Baruch

Hosea

Micah

Habakkuk

Malachi

The Four Gospels

Skills

1. Critique God's immediate response to the sin of Adam and Eve as the promise of redemption, the *Proto-Evangelium*.
2. Identify and summarize the various ways in which God responds to the escalation of human sinfulness described in Genesis, Chapters 4, 6 and 11.
3. Describe and illustrate the events of Salvation History through the Hebrew covenants between God and Noah, Abraham and Moses. Assess the importance of these covenants in relation to the Paschal Mystery.
4. Analyze the message and roles of the judges, kings, and prophets in reminding the people of ancient Israel about God's promise.
5. Interpret God's promise to David in light of the Messianic prophecies.
6. Assess the "suffering servant" passages in Isaiah and their relation to the fulfillment of the promise of redemption.
7. Examine the Annunciation and the Incarnation as key events of God's promise of redemption into human history.
8. Enumerate examples from the life of Joseph that explain his role in the life of Jesus and Mary.
9. Connect ancient Messianic prophecies to Jesus' life as revealed in the Gospels.
10. Analyze the importance of these titles for Jesus: Jesus, Christ, Son of God, Lord.
11. Elaborate on the meaning and purpose of the Incarnation.
12. Interpret how Christ's whole life was a mystery of redemption.
13. Relate how Christ's words, deeds, silences, and sufferings are a manifestation of God's love for us.

Essential Questions

1. How do I understand God's promise to redeem humanity, despite sin?
2. How do the Old Testament covenants reveal God's commitment to humanity?
3. How do I know that Jesus is the fulfillment of the Old Testament prophecies?

Stage 2: Assessment Evidence

What is Proto Evangelium?

Formative: Oral Assessment

After reading and reflecting on the article on Proto Evangelium students will share their reflections with the class.

Promise of Messiah Endures Despite Sin

Formative: Graphic Organizer

Working in groups, students will prepare a graphic summary of one of the designated chapters from the Book of Genesis and share the summary with the class.

Covenants Foreshadow the Paschal Mystery

Formative: Written Assessment

In a brief narrative students will explain how one of the covenants found in the Old Testament foreshadows the Paschal Mystery.

Isaiah Partner Groups

Formative: Peer Assessment

Have each student work with a partner to identify and explain three examples of Isaiah's prophecy of The Suffering Servant (Is. 53:3-11) as it applies to Jesus Christ.

Who Are Your Heroes?

Formative: Written Assessment

The message found in the book of Judges and 1 2 Kings is that God raises up mighty heroes to protect the people and even though these heroes may be flawed only one thing remains as history passes: God's promise. Using selected passages from Judges and 1 2 Kings, ask the students to identify the heroes raised up by God and show how God's promise held true despite the weaknesses of the hero. How does this relate to our world today? Has God raised up heroes for us? Who might they be? Are we open to their message despite their flaws and weaknesses?

Message of the Prophets

Formative: Reflective Writing

After having read a selected book of one of the Prophets students will write a reflection on how the prophet's message is a message of God's promise of redemption. (Books to read: Isaiah, Jeremiah, Baruch, Hosea, Micah, Habakkuk, and Malachi)

God's Promise to David

Formative: Reflective Writing

After reading and discussing 2 Samuel 7:8-16 which tells of God's promise to David, ask students to write a brief reflection piece on how this passage relates to the Messianic prophesies?

God's Mystery in Our LIves

Formative: Technology Project

Using a rubric assess the elctronic presentatons of the groups. a) Two groups will prepare an electronic presentation identifying and summarizing the place of the Annunciation in God's promise of redemption, the role of St. Joseph in the life of Jesus and Mary, the titles of Jesus, and how the Gospels apply ancient prophecies to Jesus. b) The other two groups prepare an electronic presentation identifying and summarizing their understanding of "why the Word became flesh the Incarnation." Specifically to reconcile us with God, to show the depth of God's love for us, to be our model of holiness, to make us partakers of the divine nature, and to destroy the power of the Devil. Share the presentations with the class.

Christ's Life A Mystery of Redemption

Summative: Reflective Writing

Following a Socratic Seminar which focused on how Christ's whole life was a mystery of redemption, students will write a reflection paper expressing what the statement means to them.

Christ Manifests God's Love

Summative: Reflective Writing

Students will write a reflection/prayer expressing how the words, deeds, silences, and sufferings of Christ manifest God's love to them.

Resources

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. Direct students to reflect on how they have experienced God's covenant with them. Have them write their responses in their journal.
2. Ask students to read and reflect on one of the two linked articles on *Proto Evangelium*. Have them share their reflections with the class.
3. Working in groups, have students read the chapters from Genesis that tell of God's promise of a Messiah enduring despite the escalation of sin. Read Chapters 4, 6, and 11. (One chapter per group.) Ask the groups to develop a graphic summarizing the message of the chapter. Share their summaries with the class.
4. Throughout the Old Testament scriptures God makes covenants with his people (Noah, Abraham, Moses). In a class discussion setting ask students to share their understanding of how these covenants foreshadow the Paschal Mystery.
5. Isaiah speaks of the Suffering Servant. Ask the students to prayerfully reflect on the following passages from Isaiah: 42:1-9; 50:4-10; 52:13 53:12; and 61:1-2.
+ After time for reflection, ask the students to write a prayer based on the readings. Ask volunteers to share their prayers with the class.
+ In a discussion setting, have students share their thinking regarding the relation of the Suffering Servant passages to the fulfillment of the promise of redemption.
6. The message found in the book of Judges and 1 2 Kings is that God raises up mighty heroes to protect the people and even though these heroes may be flawed only one thing remains as history passes: God's promise. Using selected passages from Judges and 1 2 Kings, ask the students to identify the heroes raised up by God and show how God's promise held true despite the weaknesses of the hero. How does this relate to our world today? Has God raised up heroes for us? Who might they be? Are we open to their message despite their flaws and weaknesses?
7. Ask students to read selected Prophet books and be prepared to share the message of the prophet with the class. Specifically, how is the prophet's message a message of God's promise of redemption? Share with the class. (Books to read: Isaiah, Jeremiah, Baruch, Hosea, Micah, Habakkuk, and Malachi)
8. Conduct a class discussion based on the Scripture reading from 2 Samuel 7:8-16 which tells of God's promise to David. How does this reading relate to the Messianic prophesies?
9. In the Nicene Creed we say "I believe in Jesus Christ, the only Son of God." Have the students reflect on what this statement of belief means to them. What is the relationship of this statement to the Annunciation? to the Incarnation? to God's promise of redemption? Share reflections with the class.
10. Divide the class into four groups. a) Have two groups prepare an electronic presentation identifying and summarizing the place of the Annunciation in God's promise of redemption, the role of St. Joseph in the life of Jesus and Mary, the titles of Jesus, and how the Gospels apply ancient prophecies to Jesus. b) Have the other two groups prepare an electronic presentation identifying and summarizing their understanding of "why the Word became flesh the Incarnation." Specifically to reconcile us with God, to show the depth of God's love for us, to be our model of holiness, to make us partakers of the divine nature, and to destroy the power of the Devil. Share the presentations with the class.
11. In a Socratic Seminar setting and using the Catechism, have students share their understanding of how Christ's whole life was a mystery of redemption. Specifically: a) He enriched us with His poverty CCC #517, 520, 525-526; b) His obedience atoned for our disobedience CCC #517, 531-533, 615; c) his preached word purifies us CCC #517, 546; d) He bore our infirmities with compassion CCC #517, 547-550; and e) He justified us in the Cross and His Resurrection CCC #517, 519, 617, 1992.
12. Culminating prayer experience. Create a prayerful setting in the classroom or take the students to the school chapel. Giving the students quiet time, ask them to write a reflection/prayer expressing how the words, deeds, silences, and sufferings of Christ manifest God's love to them. At the conclusion of this time, ask for volunteers to share their reflections/prayers.

Resources

Technology Integration

Web browsing software
Interactive Whiteboard (SmartBoard or ActivBoard)
DVD Player

Podcasting

Power Point

Prezi.com

iMovie

Resources

***Suggested resources***

See attached Links

Resources

* Interpretation of the Bible in the Church (<http://www.ewtn.com/library/curia/pbcinter.htm>)

Grade 10 Religion
Religion 10 - Core III: The Mission of Jesus Christ

3. Christ Our Light: Redemption Unfolds

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

This unit explores how the message of Jesus was carried out through the significant events of his public ministry, including his miracles and parables and the Institution of the Eucharist.

(Framework, Core III, Section III, Page 12)

Unit Goals

1. Understand what Jesus' Baptism and Temptation reveal about his mission.
2. Become aware of the Kingdom of God through parables and miracles.
3. Recognize Christ's divinity through the Transfiguration.
4. Recognize the Eucharist as a memorial of His death and Resurrection until He comes again.

Big Ideas

Jesus' Baptism, mission and triple temptation

Announcement of the Kingdom of God through miracles and parables

Transfiguration

Institution of the Eucharist

Resources

Enduring Understandings

1. Christ's Baptism inaugurated his public ministry.
2. Christ humbled himself to be baptized and suffer temptation.
3. The Kingdom of God, taught through parables and miracles, serves as Jesus' primary message.
4. Christ's divinity is shown in the Transfiguration.
5. Jesus instituted the Eucharist as a memorial of His death and Resurrection until He comes again.

Content

Baptism of Jesus (CCC #535-537)

Jesus' triple temptation (CCC #538-540)

Miracle at wedding feast at Cana (CCC #2618)

Announcement of the Kingdom through parables and miracles (CCC #541-550)

Transfiguration at Mount Tabor (CCC #554-556)

Jesus institutes the Sacrament of the Eucharist (CCC #611, 1337-1344, 1407)

**Faith words to know**

Luminous Mysteries, Kingdom of God, Transfiguration, parables, miracles, conscience, poverty of heart, Passover, institute, ministry, mission, temptation

**Scripture references**

The Four Gospels

Skills

1. Relate the purpose of Jesus' Baptism with the significance of our own baptism.
2. Describe and illustrate how Jesus' public ministry begins with his Baptism and temptation.
3. Compare Jesus' response to temptation and the ways we respond to temptations in our lives.
4. Analyze the meaning of the miracle at the wedding feast of Cana.
5. Identify and summarize how many of Jesus' parables teach us about material poverty and the need for poverty of heart.
6. Describe how the parables and miracles of Jesus announce the Kingdom of God.
7. Describe and illustrate how the Sermon on the Mount (Matthew, Chapters 5-7) is the summary of the key teachings of Jesus.
8. Summarize the importance of Jesus' Transfiguration on Mount Tabor.
9. Explain how Jesus' gift of the Eucharist gives us a glimpse of the Kingdom of God on earth and a foretaste of the heavenly banquet the Paschal Mystery.
10. Identify and summarize the correlation of the topics of this unit with the Luminous Mysteries of the Rosary.

Essential Questions

1. Why did Jesus humble himself to be baptized and suffer temptation?
2. How do Jesus' parables and miracles give me a vision of the Kingdom of God?
3. In what ways is Christ's divinity shown in the Transfiguration?
4. How does celebrating the Eucharist help me experience and remember Jesus' death and Resurrection until He comes again?

Stage 2: Assessment Evidence

Recalling Baptism

Formative: Homework

Using specific questions, students conduct interviews with their parents, godparents, or another family member about their own Baptism. Students will prepare a written summary of the interview.

Temptations of Jesus

Formative: Cooperative Group Work

Working in cooperative groups, students will prayerfully read the account of Jesus' temptation found in Matthew 4:1-11. They will respond to the questions identified, summarize their discussion and share it with the class.

Wedding Feast at Cana

Formative: Reflective Writing

Following the class activity and discussion, students will write a reflective paper on the Wedding Feast at Cana and its significance in inaugurating the public ministry of Jesus.

Material Poverty and Poverty of the Heart

Formative: Graphic Organizer

Compare and contrast the meaning of material poverty and poverty of the heart.

Message of the Parables

Formative: Written Assessment

Using Bibles and pre-selected passages giving examples of Jesus' parables students will summarize the parable by: a) identifying the analogy used by Jesus in stating the parable; b) identifying the images used by Jesus in telling the parable; and c) identifying what Jesus is attempting to communicate through the use of the parable. Share with the class.

Miracles of Jesus

Formative: Written Assessment

Using selected Scripture passage relating one of the miracles of Jesus, students will explain how the miracles are examples of God's Reign in action the presence of God in love, mercy, and compassion and how they serve to strengthen belief in Jesus as the Messiah.

Sermon on the Mount God's law

Formative: Reflective Writing

Recognizing that the Sermon on the Mount is the summary of the key teachings of Jesus on the true meaning of God's law, students will reflect on what the Sermon on the Mount teaches them about living a moral life?

Transfiguration

Formative: Class Discussion

What was the importance of the Transfiguration?

The Eucharist

Formative: Posters

Students create a poster inviting us to share in the meal wherein we partake of the sacred bread (the Body of Christ) and drink of the sacred wine (the Blood of Christ). Share posters with the class.

Correlation with Luminous Mysteries

Summative: Graphic Organizer

Students will work with a partner to show the correlation of what was learned in this unit with the Luminous Mysteries of the Rosary. Share with the class.

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. Have the students conduct interviews with their parents, godparents, or another family member about their own Baptism. Create a set of questions incorporating the Rite and symbols of Baptism for students to use in doing this interview.
2. Working in small groups, have students share the information they gathered about their own Baptism and Baptism in general. In what ways does their Baptism compare with the Baptism of Jesus?
3. Conduct a class discussion How did the Baptism of Jesus mark the beginning of his public ministry of proclaiming the Good News of God's Reign through preaching and healing? How does our Baptism mark an important step in our faith journey?
4. Working in cooperative groups, have the students prayerfully read the account of Jesus' temptation found in Matthew 4:1-11. As a group, have them respond to the questions identified on the attached document or questions identified by the teacher. Summarize their discussion and share it with the class.
5. Using the links indicated below, have the students discuss the Wedding Feast at Cana and its significance in inaugurating the public ministry of Jesus.
6. Use the parables of Jesus to compare and contrast material poverty and poverty of the heart taught us by Jesus.
7. Ask students to choose one attribute of God that is important to them. In pairs,have them create a modern day parable to share with the class.
8. Working with a partner and using their Bibles, have students read pre-selected passages giving examples of Jesus' parables. Ask them to summarize the parable by: a) identifying the analogy used by Jesus in stating the parable; b) identifying the images used by Jesus in telling the parable; and c) identifying what Jesus is attempting to communicate through the use of the parable. Share with the class.
9. Assign students a Scripture passage relating one of the miracles of Jesus. After prayerfully reflecting on the passage ask students to explain how the miracles are examples of God's Reign in action the presence of God in love, mercy, and compassion and how they serve to strengthen belief in Jesus as the Messiah.
10. The Sermon on the Mount is the summary of the key teachings of Jesus on the true meaning of God's law. Have students read Matthew chapters 5-7. Have a class discussion on what these passages teach us about living a moral life?
11. Ask students to prayerfully reflect on the account of the Transfiguration. Why was this event important in assuring the Apostles that Jesus was the Messiah? Share reflections with the class.
12. Read the account of the Last Supper and the institution of the Eucharist. Working in small groups, have students create a poster inviting us to share in the meal wherein we partake of the sacred bread (the Body of Christ) and drink of the sacred wine (the Blood of Christ). Share posters with the class.
13. In summarizing the topics studied in this unit, ask students to work with a partner to show the correlation between what was learned and the Luminous Mysteries of the Rosary. Share with the class.

Resources

Technology Integration

Web browsing software
Interactive Whiteboard (SmartBoard or ActivBoard)
DVD Player

Podcasting

Power Point

Prezi.com

iMovie

Resources

***Suggested resources***

See attached Links

Resources

* Catechism of the Catholic Church ([www.scborromeo.org/ccc.htm](http://www.scborromeo.org/ccc.htm))

Grade 10 Religion
Religion 10 - Core III: The Mission of Jesus Christ

4. Redemption Through the Paschal Mystery

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

Summary

This unit explores the saving events of Jesus' Passion, Death, Resurrection, Ascension, and Pentecost and how they led to the redemption of humanity. This study will relate these events to the Christian life of the student and humanity in general, as the concept of the Paschal Mystery is explored.

(Framework, Core III., Section IV., Page 12)

Unit Goals

1. Recognize that the Passion and Death of Jesus was a necessary act of redemptive love.
2. Understand that Jesus' Resurrection was the fulfillment of redemption for humanity.
3. Understand our participatory role in the Mystery of Redemption through the sacramental life of the Church, especially the Eucharist.
4. Recognize that the Ascension marks the entrance of Jesus' humanity into heaven.
5. Realize that Jesus' promise to remain with us forever is fulfilled in the descent of the Holy Spirit at Pentecost.

Big Ideas

Passion and Death of Jesus

Redemption accomplished through the Resurrection

Our Participation in the Mystery of Redemption

Jesus' Ascension and Glorification

Holy Spirit at Pentecost

Enduring Understandings

1. The Passion and Death of Jesus was a necessary act of redemptive love.
2. Jesus' Resurrection was the fulfillment of redemption for humanity, as both a historical and transcendent event.
3. We participate in the Mystery of Redemption through the sacramental life of the Church.
4. The Ascension marks the entrance of Jesus' humanity into heaven.
5. The descent of the Holy Spirit at Pentecost was the fulfillment of Jesus' promise to remain with us always.

Content

Passion and Death of Jesus (CCC, #595-618)

* Mystery of redemptive love and suffering on the cross
- overcoming temptation by Satan
- events of the Passion
- the Kenosis (Phillipians 2:5-11)

Resurrection of Jesus: redemption accomplished and the promise fulfilled (CCC, #638-650)

* Historical event involving Christ's physical body
- testified to by those who saw the Risen
Jesus
- verified by the empty tomb
* Transcendent event in which Jesus is no longer bound by space and time
- the resurrection is not a resuscitation or a
return to earthly life
* Significance of Christ's Resurrection
- confirmation of Jesus' divinity (CCC #651,
653)
- fulfillment of the promises in the Old
Testament and Jesus' earthly promises
(CCC #652)
* Participation in the mystery of redemption through the sacramental life of the Church, especially the Eucharist

The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (CCC #659-667)

* Ascension marks the entrance of Jesus' humanity into heaven (CCC #659)
* Jesus' promise to be with us forever: sending of the Holy Spirit
* Where Jesus has gone, we hope to follow [Mary's Assumption is an anticipation of the resurrection of others who will follow.] (CCC #963-970)

**Faith words to know**

Paschal Mystery, kenosis, Resurrection, Ascension, Pentecost, blasphemy, corruptible, procurator, ransom, sign, symbol, redemptive love

**Scripture references**

The Four Gospels

Skills

1. Create a timeline depicting the events of the passion and death of Jesus.
2. Explain how the suffering and death of Jesus displayed redemptive love.
3. Identify the meaning of "kenosis" as it applies to the suffering and death of Jesus.
4. Compare their experience of suffering with the Passion of Jesus.
5. Differentiate the Resurrection of Jesus as a historical event and a transcendent event.
6. Analyze the significance of Christ's Resurrection for the Church and her followers.
7. Describe and illustrate how one participates in the mystery of redemption through the sacramental life of the Church, especially the Eucharist.
8. Identify and summarize the meaning of the Ascension for Christ's followers.
9. Assess the importance of Pentecost in the life of the Church today.
10. Describe and illustrate the significance of the Ascension and Pentecost in living a Christian life today.

Essential Questions

1. How does Jesus' suffering and death show love for me?
2. In what ways is the Resurrection both a past and present reality?
3. Why is the Resurrection so significant for Christians?
4. How do I participate in the Mystery of Redemption through the sacramental life of the Church?
5. What does the Ascension tell me about Jesus' nature?
6. What are the implications of Pentecost for the Church and for my life?
7. Why is the Paschal Mystery synonymous with "Redemption"?

Stage 2: Assessment Evidence

Paschal Mystery

Formative: Peer Assessment

Have each student work with a partner to read silently Ex. 24:8. Have each pair write a paragraph explaining what is the "blood of the covenant" and what Christ likely meant when he said, "my blood of the covenant" (Mt. 26:28).

Catechism Journal

Formative: Response Journal

Guided Exercise: Have each student read silently the Catechism #1851, and then do a free write about which of the sufferings experienced by Christ he or she thinks was the worst and why.

"Passion" Paper

Summative: Essay

Student will write a 3-5 page reflective essay on the impact of the film "Passion of the Christ" in connection to their lived experience.

Personal Sufferings

Formative: Written Assessment

Students will write a reflective paper on the sufferings and deaths they have experienced in their own lives.

Christ's Resurrection

Formative: Cooperative Group Work

Students will read selected Resurrection accounts from the Gospels. They will then formulate three factual questions from the account, three questions addressing characters and symbolism implicit in the account, and three thought provoking questions relating the message of the account. Students will exchange and respond to the questions.

Significance of the Resurrection

Summative: Reflective Writing

Following a class discussion on the significance of Christ's Resurrection for the Church and her followers, students will will write a reflective paper expressing the significance of the Resurrection in their lives.

Ascension and Pentecost

Summative: Technology Project

Working in groups students will create an electronic presentation analyzing and summarizing the importance of the Ascension and Pentecost for the life of the Church and her followers.

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. Have each student read silently Ex. 24:8. Working with a partner, write a paragraph explaining what is the "blood of the covenant" and what Christ likely meant when he said, "my blood of the covenant" (Mt. 26:28).
2. Guided Exercise: Have each student read silently the Catechism #1851. Have them do a free write about which of the sufferings experienced by Christ they think was the worst and why.
3. Ask the students to read and reflect on the suffering and death of Jesus. In light of Christ's suffering and death, have them respond to the following statement. "Christ does not explain in the abstract the reasons for suffering, but before all else he says: 'Follow me! Come! Take part through your suffering in this work of saving the world, a salvation achieved through my suffering! Through my cross!'" (Pope John Paul II. *Salvifici Doloris*, 26).
4. As a class watch the film "Passion of the Christ." After seeing the film have a class discussion about the film and the message it gives the viewer.
5. Tell the students to identify what aspects of the movie do not correlate with the Scripture account.
6. In a prayerful setting, have the students write a reflective paper on the sufferings and deaths they have experienced in their own lives. Ask volunteers to share their reflections.
7. Working in cooperative groups, have the students read selected Resurrection accounts from the Gospels. Have each group formulate three factual questions from the account, three questions addressing characters and symbolism implicit in the account, and three thought provoking questions relating the message of the account. Groups exchange questions and engage in a discussion of the questions.
8. Class discussion. What is the significance of Christ's Resurrection for the Church and her followers?
9. In a prayerful setting, ask students to reflect on how they participate in the mystery of redemption through the sacramental life of the Church, especially the Eucharist. Share and discuss their reflections in class.
10. Working in cooperative groups, have students read and discuss Catechism paragraphs #659-667. Have the groups create an electronic presentation analyzing and summarizing the statement of the importance of the Ascension and Pentecost for the Church and her followers. Share the presentations with class.
11. In a prayer of imagination, ask students to place themselves in the Scripture that records the Crucifixion. What do they see, hear, smell, taste and touch? Ask students to pray to Christ as he walks the Way of the Cross.

Technology Integration

Web browsing software
Interactive Whiteboard (SmartBoard or ActivBoard)
DVD Player

Podcasting

Power Point

Prezi.com

iMovie

Resources

***Suggested resources***

See attached Links and

* Film "Passion of Christ"

Resources

* Extensive Bible and Theology Links (<http://catholic-resources.org/>)

Grade 10 Religion
Religion 10 - Core III: The Mission of Jesus Christ

5. Moral Implications for the Life of a Believer

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

In this unit students will learn that Christ's redemption fulfilled God's original plan for us to share eternal happiness with Him. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to the meaning and requirements of being a disciple of Christ.

(Framework, Core III, Section V, Page 13)

Resources

* Felix (<http://catholic-resources.org/>)

Unit Goals

1. Understand how Christ's death and Resurrection restores our relationship with God.
2. Know our call to holiness and the need to accept and live the grace of redemption.
3. Understand the essential elements of the living as a disciple of Jesus.
4. Understand our responsibility to be stewards of God's creation.

Big Ideas

Christ died and rose for us

Called to holiness of life

Living as a disciple of Jesus

Responsibility of stewardship

Resources

Enduring Understandings

1. Their relationship with God was restored through Christ's death and Resurrection.
2. By prayer and the practice of virtue they accept the grace of redemption and prepare their lives for the fullness of the kingdom.
3. We are called to a life of holiness and discipleship.
4. Stewardship is a response to God's call to discipleship.

Content

Christ was put to death for our sins and was raised for our justification (CCC #598; Rom 4:25)

* Eternal life with God in heaven is God's desire for us (CCC #1691-1698)
* We need to accept and live the grace of redemption (CCC #1803)
- by practicing the virtues of faith, hope, and
love (CCC #1812-1829)
- by praying for the coming of the Kingdom
of God and by working toward that goal
* Death and our judgment by God (CCC #678-679, 1006-1014)
- immediate or particular judgment (CCC
#1021)
- resurrection of the body and last judgment
(CCC #988-1004)
- heaven, hell, purgatory (CCC #1023-1037)

Universal call to holiness of life (CCC #826, 2012-2014, 2028, 2045, 2813)

* Made in the image and likeness of God: intellect and free will (CCC #1703-1706)
* Personal response to God's call in the way we live (CCC #2002)
* Holy Spirit and grace enable us to live holiness of life (CCC #1704)
* Essential elements of a life growing in holiness: interiority or reflection, self-examination, introspection (CCC #1779)
* Growth in holiness through the Church (CCC #2045)

Living as a disciple of Jesus

* Adherence to Jesus and acceptance of his teaching (CCC #520, 618, 767, 1693)
* Conversion of heart and life, and formation of conscience (CCC #1248)
* Worshipping and loving God as Jesus taught (CCC #618, 767)
* Living a sacramental life and a life of prayer (CCC #562, 915, 1816, 1823, 1986, 2262, 2347, 2427, 2466, 2612)
* Putting Jesus' moral and spiritual teaching into practice
* Serving the poor and marginalized
* Fulfilling responsibility for the mission of evangelization
* Fulfilling responsibility for stewardship

**Faith words to know**

justification, theological virtues, holiness, disciple, evangelization, stewardship, conversion. conscience, sacramental life, heaven, hell, purgatory, intellect, free will, introspection, interiority, self-examination, conversion of heart, Particular Judgment, Final Judgment, actual grace, sanctifying grace,

**Scripture references**

The Four Gospels

Romans

Skills

1. Analyze the relationship between Jesus' death and Resurrection with our justification.
2. Demonstrate an understanding of eternal life based upon the loving sacrifice of Jesus' death and Resurrection.
3. Investigate the importance of the theological virtues and prayer as methods for accepting and living the grace of redemption.
4. Connect our acceptance and living the grace of redemption to our judgment by God.
5. Relate the call to holiness to being made in the image and likeness of God.
6. Synthesize how the way we live our life reflects a personal response to God's call to holiness.
7. Differentiate the essential elements of growing in a life of holiness.
8. Summarize how the Holy Spirit, grace, and the Church enable us to live a life of holiness.
9. Enumerate ways to live as a disciple of Jesus.
10. Connect the importance and value of stewardship to living as a disciple of Jesus.

Essential Questions

1. In what ways does God desire eternal life in heaven for all of us?
2. How does prayer and the practice of virtue help me to accept the grace of redemption and prepare me for the fullness of the kingdom?
3. How can I respond to God's call to holiness and discipleship?
4. How do I show stewardship for God's creation?

Stage 2: Assessment Evidence

The Rich Man and Lazarus Reflection

Formative: Reflective Writing

Read the parable of The Rich Man and Lazarus (Lk. 16:19-31) and discuss what lesson it teaches as well as reflect on this story with regard to the student's own life.

Trusting in God's Grace

Formative: Homework

After reading the document "Trusting in God's Grace" students will respond to the questions.

Theological Virtues

Formative: Graphic Organizer

Students will develop a graphic identifying the three theological virtues and illustrating various ways in which one lives out these virtues in one's daily life.

Particular Judgment

Formative: Homework

Using the Gospel of John and its reference to the Particular Judgment, students will identify, in writing, the requirements spelled out by Jesus for inheriting eternal life.

Final Judgment

Formative: Reflective Writing

Following the discussion of the Gospel of Matthew (25: 31-46) on Jesus' teaching about the Final Judgment, students will write a reflective paper on the Final Judgment and the reality of heaven, hell, and purgatory.

Call to Holiness of Life

Formative: Graphic Organizer

Students will create a graphic showing the analysis and summary of the Catechism statements on the universal call to holiness of life as it can be applied to their daily lives.

Living Out the Universal Call to Holiness of Life

Formative: Written Assessment

In reflecting on the universal call to holiness of life as presented in various ecclesial documents, students will prepare a statement showing how they see individuals living out the call to holiness a) in various jobs and professions; b) through the Corporal Works of Mercy; c) in the school community; and d) in their personal lives.

Disciple and Stewardship

Formative: Reflective Writing

Write a prayerful reflection to the question: As a disciple of Christ I am called to stewardship. What does this mean? How do I show stewardship?

Living the Baptismal Call to Holiness and Stewardship

Summative: Posters

Students will create a graphic response to the following question. How does the universal call to holiness and the church's teaching on stewardship help the believer experience the fullness of their baptismal call?

Resources

* Creating a PowerPoint (<http://www.educationworld.com/a_tech/tech/tech013.shtml>)

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. Read the parable of The Rich Man and Lazarus (Luke 16:19-31) and discuss what lesson it teaches as well as reflect on this story with regard to the student's own life.
2. Ask students to reflect on the document "Trusting in God's Grace" and prayerfully respond to the questions for reflection listed on the page. (See link below.)
3. Working with a partner, students will develop a graphic identifying the three theological virtues and illustrating various ways in which one lives out these virtues in one's daily life. Share the graphic summary with the class.
4. *"At the evening of life, you shall be examined in love."* (St. John of the Cross) Have the students reflect on the two judgments we will all face after our death the Particular Judgment and the Final Judgment. With reference to the Particular Judgment, use the Gospel of John and ask the students to identify the requirements spelled out by Jesus for inheriting eternal life. Share their findings with the class.
5. Class discussion. The Gospel of Matthew (25: 31-46) presents Jesus' teaching on the Final Judgment. Read and reflect on these passages and the reality of heaven, hell, and purgatory.
6. Ask students to describe common misunderstandings about the Final Judgment portrayed by the media. Have students discuss what the Church teaches and why this can be of assistance to them in living the Christian life.
7. Divide the class into five cooperative groups. In studying the "universal call to holiness of life" assign one of the following Catechism references to each group. Ask the group to create a graphic showing the analysis and synthesis of the Catechism statement as it can be applied to their daily lives.
+ Made in the image and likeness of God:
intellect and free will (CCC #1703-1706)
+ Personal response to God's call in the way we
live (CCC #2002)
+ Holy Spirit and grace enable us to live
holiness of life (CCC #1704)
+ Essential elements of a life growing in
holiness: interiority or reflection,
self-examination, introspection (CCC #1779)
+ Growth in holiness through the Church (CCC
#2045)
8. In a Socratic Seminar setting, have the students discuss some of the *ecclesial* documents that talk about the universal call to holiness of life. Prior to the seminar, give students the documents they need to read and ask them to come to the seminar with three factual questions, three interpretive questions, and three evaluative questions to generate and facilitate the discussion. (See link below for suggested documents.)
9. Reflecting on the seminar addressing our universal call to holiness of life, ask students to discuss how they see individuals living out the call to holiness.
a) in various jobs and professions
b) through the Corporal Works of Mercy
c) in the school community
d) in their personal lives
10. Personal reflection. Have students read sections from the Catechism which describe the ways in which we can show that we are disciples of Christ. (CCC #520, 562, 618, 767, 1248, 1693, 1816, 1823, 1986, 2262, 2347, 2427, 2466, 2612) Using these readings, have students create a collage depicting the traits of a disciple of Christ.
11. Discuss. As a disciple of Christ I am called to stewardship. What does this mean? How do I show stewardship?
12. As a culminating activity for this unit, have the students work with a partner to present a graphic response to the following question.
*How does the universal call to holiness and the church's teaching on stewardship help the believer experience the fullness of their baptismal call?*

Resources

Technology Integration

Web browsing software
Interactive Whiteboard (SmartBoard or ActivBoard)
DVD Player

Podcasting

Power Point

Prezi.com

iMovie

Resources

***Suggested resources***

See attached Links

Resources

* Extensive Bible and Theology Links (<http://catholic-resources.org/>)

Grade 10 Religion
Religion 10 - Core III: The Mission of Jesus Christ

6. Prayer in the Life of the Believer

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Solidarity

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

Using Scripture and prayer, this unit will cover the elements of a proper prayer life and stress the personal relationship and intimate communion with Christ and the Church. Special emphasis will be given to the Lord's Prayer in the prayer life of the Church.

(Framework, Core III, Section VI, Page 13)

Unit Goals

1. Understand that God calls us to a vital relationship with Him through prayer.
2. Understand that prayer is an essential aspect of developing intimacy and communion with Jesus.
3. Realize Scripture as a source of prayer.
4. Know the expressions and forms of prayer.
5. Recognize that prayer requires effort and commitment.
6. Realize the Lord's Prayer as the model for all prayer.

Big Ideas

God calls us to a vital relationship through prayer

Through prayer we develop an intimate relationship with Jesus

Scripture as a source and guide for prayer

Expressions and forms of prayer

Challenges of prayer

Lord's Prayer as foundation of all prayer

Enduring Understandings

1. God calls each of us to a vital relationship with Him through prayer.
2. Through prayer they develop intimacy and communion with Jesus.
3. Scripture is a source of the Church's prayer life.
4. Prayer takes on various forms and expressions.
5. Prayer takes effort and commitment.
6. The Lord's Prayer serves as the model for all prayer.

Content

God calls all to relationship through prayer (CCC #2558)

Developing intimacy and communion with Jesus through prayer is essential to the life of a believer (CCC #2560; CT #5; GDC #80; NDC Section 19B)

Scripture is a source and guide for prayer (CCC #2673-2679)

* Source - many prayers come out of the Bible or are partly based on Scriptural passages or events (CCC #2673-2679)
* Guide - gives us models of praying in biblical figures and teaches us about prayer
* *Lectio divina* is a way of praying on the Word of God
* Litrugy of Hours - prayer life of the Church

Expressions of prayer: vocal, meditative, contemplative (CCC #2700-2724)

Forms of prayer: blessing, adoration, petition, intercession, thanksgiving, praise (CCC #2626-2649)

Prayer requires effort and commitment (CCC #2729-2745)

The Lord's Prayer forms basis for Church's understanding of the value of prayer(CCC #2759-2865)

**Faith words to know**

*Lectio divina*, Liturgy of the Hours, meditative, contemplative, praise, petition, intercession, adoration, blessing, thanksgiving, liturgy

**Scripture references**

Psalm 121, 139

The Four Gospels

Acts of the Apostles

Philippians

James

Skills

1. Analyze the relationship between the Paschal Mystery and the prayer life of the Church.
2. Describe and illustrate the importance of prayer as essential in developing intimacy and communion with Jesus.
3. Cite Scriptural passages that support how Scripture is a source and guide for prayer.
4. Analyze the importance of *Lectio divina* and *Liturgy of Hours* in one's prayer life and the prayer life of the Church.
5. Identify and summarize the three expressions of prayer: vocal, meditative, and contemplative.
6. Describe and illustrate the six forms of prayer: blessing, adoration, petition, intercession, thanksgiving, and praise.
7. Analyze and summarize the challenges to prayer and the importance of effort and commitment in sustaining one's prayer life.
8. Summarize how the Lord's Prayer forms a basis for the Church's understanding of the value of prayer.
9. Explain how both individual and communal prayer connect believers everywhere.
10. Describe and illustrate the importance of liturgical music to the prayer life of the Church and to one's own prayer life.
11. Conduct research on the lives of people who might serve as "models of prayer."

Essential Questions

1. In what ways does God call me to a vital relationship with Him through prayer?
2. How does prayer help me develop intimacy and communion with Jesus?
3. How can Scripture be a source and guide for my prayer life?
4. In what ways do I pray using various forms and expressions of prayer?
5. In what ways does prayer take effort and commitment?
6. Why does the Lord's Prayer serve as the model for all prayer?

Stage 2: Assessment Evidence

Active Participation in the Liturgy

Formative: Reflective Writing

Following a Socratic Seminar in which students discussed the article "On Active Participation in the Liturgy," students will write a reflection paper on what active participation in the liturgy means to them.

Personal Prayer Life

Formative: Reflective Writing

Students will write a reflection on their own prayer life and the importance of a prayer life in developing and sustaining intimacy and communion with Jesus.

Praying the Divine Office

Summative: Cooperative Group Work

After the students have learned about and experienced the Liturgy of the Hours, they will work in groups to prepare a prayer service for the class using an appropriate Hour of the Divine Office.

Three Expressions of Prayer

Formative: Cooperative Group Work

Students will create a poster (with graphics) identifying and summarizing the three expressions of prayer.

Six Forms of Prayer

Formative: Technology Project

Students will create an electronic presentation summarizing and giving examples of the six forms of prayer.

The Lord's Prayer

Formative: Graphic Organizer

Students will create a table in which they paraphrase the petitions found in the Lord's Prayer.

Participation in Liturgy

Formative: Reflective Writing

Students will read the Vatican Council document "On the Instruction on Music in the Liturgy." Students will write a reflection paper following a class discussion on the document and reflecting on the reality of the music used in Sunday liturgies today, the participation of the faithful, and their own participation in the liturgies.

Prayer in the Life of a Believer

Summative: Unit Exam

Students will prepare a prayer service to be used with the class. The prayer service should reflect all they have learned about prayer in this unit including their research on the lives of people who serve as "models of prayer."

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. In a Socratic Seminar setting, have students discuss the article "On Active Participation in the Liturgy." (see Link) Students will have read the article and prepared three factual questions, three interpretive questions, and three evaluative questions to be used in the discussion.
2. In a prayerful setting, ask students to reflect on their own prayer life and the importance of a prayer life in developing and sustaining intimacy and communion with Jesus. Invite students to share these reflections and discuss the importance of developing and sustaining a prayer life.
3. Assign Scripture passages dealing with prayer to students. Ask the students to use the Scripture passage to write a personal prayer. Share prayers in class.
4. Watch the video session with Fr. Jim Martin, SJ. on Lectio divina. (see Link) After the video, discuss the steps of Lectio divina presented by Fr. Martin. Before ending class (or the next class period) engage students in a Lectio divina experience using the video "How to Practice Lectio divina in 7 Steps." (see Link)
5. Provide students the opportunity to learn about and experience the Liturgy of the Hours. Use the link *divineoffice.org* to provide background on the Divine Office and give students the experience of praying the Office.
6. Working with a partner, have students create a poster (with graphics) identifying and summarizing the three expressions of prayer. Share posters with the class.
7. Working in cooperative groups, have students create an electronic presentation summarizing and giving examples of the six forms of prayer.
8. Conduct a class discussion centered around the statement "The Lord's Prayer is the summit of all prayer."
9. Have the students read the Vatican Council document *on "Instruction on Music in the Liturgy."* (see Link) Conduct a class discussion on this document and the reality of the music used in Sunday liturgies today and the participation of the faithful.
10. Ask students to prepare a prayer service to be used with the class. The prayer service should reflect all they have learned about prayer in this unit including their research on the lives of people who serve as "models of prayer."

Resources

* On Active Participation in the Liturgy (<http://www.adoremus.org/JPIIadlim1198.html>)

Technology Integration

Web browsing software
Interactive Whiteboard (SmartBoard or ActivBoard)
DVD Player

Podcasting

Power Point

Prezi.com

iMovie

Resources

***Suggested resources***

See attached Links

Resources

* Extensive Bible and Theology Links (<http://catholic-resources.org/>)