Grade 12 Religion
Religion 12 - Core VI: Life in Jesus Christ

1. What is Life in Christ?

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

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.

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.

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

The purpose of this unit is to invite and encourage studentsto fully live out their relationship with Christ by following God's plan for their lives in order to achieve true and lasting happiness.

(Framework, Core VI, Section I, Page 27)

Unit Goals

1. Understand God has a plan for our happiness.
2. Understand Jesus Christ fulfills God's promise of redemption.
3. Understand we are created in God's image and likeness with reason, intellect and free will.
4. Realize we are called to respond to God's plan by being a follower of Christ.

Big Ideas

God's plan for us

Our response to God's plan

Enduring Understandings

1. God creates us to share eternal love and happiness with Him in heaven.
2. Jesus Christ fulfills God's promise of redemption.
3. Humans are created in the image and likeness of God.
4. We are called to respond to God's plan by living as a follower of Christ through our Baptism and the Beatitudes.

Content

God's plan for us (CCC #302-314, 1692)

* Share eternal love and happiness with him in Heaven
- desire and longing for God (CCC #27)
- fall and promise of redemption (CCC #410)
- Jesus Christ fulfills this promise (CCC
#456-460)
* Created in the image and likeness of God (CCC #1700-1706)
- dignity of the human person (CCC #1700)
- endowed with reason, intellect, and free
will (CCC #1703-1706)

Our response to God's plan

* Response of love (CCC #1828)
* Call to beatitude or joy
- the Beatitudes (CCC #1716)
- Effects of the Beatitudes (CCC
#1718-1724)
- God's gift of joy (CCC #1720)
* What it means to be a follower of Christ
- baptism and divine filiation (CCC #1279)
- focused on Christ (CCC #1698)
- moral life and happiness (CCC #1988ff)

**Faith words to know**

Beatitudes, Baptism, image and likeness of God, reason, intellect, free will, redemption, dignity of human person, divine filiation

**Scripture references**

Genesis (Creation accounts)

Matthew 5: 3-12

Mark 10:38-39

Luke 3:3

Skills

1. Identify and summarize the ways that God shares his plan of eternal love and happiness with us.
2. Describe and illustrate the ways in which Jesus Christ fulfills the promise of redemption.
3. Summarize the importance of being created in the image and likeness of God.
4. Connect being endowed with reason, intellect and free will to discerning God's plan for us.
5. Interpret how our response to God's plan is a response of love as children of God.
6. Analyze how Baptism and the Beatitudes enable us to respond to God's plan for our lives.

Essential Questions

1. In what ways has God created us to share eternal love and happiness with Him?
2. In what ways does Jesus Christ fulfill the promise of redemption?
3. How am I created in the image and likeness of God?
4. To what extent does reason, intellect and free will help me to discern God's plan?
5. How do I respond to God's plan for my life through my Baptism and the Beatitudes?

Stage 2: Assessment Evidence

Created in God's Image

Formative: Posters

Have students create a visual image of each of the creation stories and examine how each portrayal gives evidence that we are created in God's image and likeness, and shows our kinship with all creation.

God's plan of Eternal Love

Formative: Reflective Writing

Have the students write a reflection on the many ways God shares his plan of eternal love and happiness with us.

Created in the Image and Likeness of God

Formative: Technology Project

Working with a partner, have students develop an electronic presentation summarizing the importance and consequences of believing that every human person is "created in the image and likeness of God."

Origninal Sin/Redemption

Formative: Writing Assignment

Have students write a description of the significance of Original Sin committed by Adam and Eve and the significance of Jesus' death on the crosss. How are they related?

God's Plan for Us

Summative: Writing Assignment

After a class discussion have the sutdents summarize their understanding of the following.- How does Baptism give us the grace to respond to God's plan for our lives?- How do the Beatitudes reveal the goal of human existence?\_ How do Baptism and the Beatitudes help us respond to the desire for happiness God has placed in each of us?

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. Working with a partner, have students create a visual image of each of the creation stories and examine how each portrayal gives evidence that we are created in God's image and likeness, and shows our kinship with all creation. Share with the class.
2. In a prayerful setting, have students list the ways God has loved them. Have students reflect on how this is part of God's loving plan for their eternal happiness.
3. Class discussion. Why is it important that we understand the truth that the person, words, and deeds of Jesus recounted in the Gospels are mysteries revealing God's plan for salvation?
4. Working with a partner, have students develop an electronic presentation summarizing the importance and consequences of believing that every human person is "created in the image and likeness of God." Share presentations.
5. Class discussion. Share the following statements with the students and engage them in a discussion on the meaning of the statements in their life.
- Due to Original Sin, we are subject to
ignorance, suffering and death. (CCC #405)
- As a result of Original Sin we are inclined to
sin - an inclination to evil called concupisence.
(CCC #405)
6. In a prayerful setting, have students reflect on paragraphs #1701-1715 of the Catechism. Working in cooperative groups have students create an electronic presentation summarizing how being endowed with reason, intellect, and free will help us discern God's plan for us. Share with the class.
7. Class discussion.
- How does Baptism give us the grace to
respond to God's plan for our lives?
- How do the Beatitudes reveal the goal of
human existence?
- How do Baptism and the Beatitudes help us
respond to the desire for happiness God has
placed in each of us?

Technology Integration

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

Podcasting

Power Point

Prezi.com

iMovie

Resources

Resources

***Suggested resources***

See attached Links

Resources

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

Grade 12 Religion
Religion 12 - Core VI: Life in Jesus Christ

2.God Has Taught Us How to Live New Life in Christ

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

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.

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

The purpose of this unit to understand God's plan for a moral life revealed to us in the Old and New Testaments and in the Church.

(Framework, Core VI, Section II, Pages 27-29)

Unit Goals

1. Understand God rules the universe with wisdom and directs its fulfillment through Divine Providence, eternal law and natural moral law.
2. Understand how natural moral law helps us to live moral lives.
3. Understand moralteachings as revealed by God in the Old Covenant.
4. Understand moral teachings as revealed by Jesus in the New Covenant.
5. Realize God's revelation continues in the teachings of the Church.

Big Ideas

God rules the universe with wisdom and directs its divine fulfillment

Teachings revealed by God in the Old Covenant: the Ten Commandments

Teachings revealed by God in the New Covenant: the teachings of Jesus

God's revelation continues in the teachings of the Church

Enduring Understandings

1. God rules and directs the universe with wisdom through Divine Providence, eternal law and natural moral law.
2. Natural law is a participation in God's wisdom forming the basis of fundamental human rights and duties.
3. God has revealed how to live a moral life through the Ten Commandments.
4. God has revealed how to live a moral life through the teachings of Jesus.
5. TheChurch continues the revelation of God as teacher of moral principles and conscience formation.

Content

God rules the universe with wisdom and directs its divine fulfillment (CCC #1719)

* Eternal law (CCC #1950-1951)
* Divine Providence (CCC #1975)
* Natural moral law
- reason participating in eternal law (CCC
#1954-1955)
- basis for human rights and duties (CCC
#1956)
- found in all cultures, basis for moral rules
and civil law (CCC #1958-1960)

Revelation

* Teachings revealed by God under the Old Covenant
- Context of the Ten Commandments (CCC
#2052-2074)
- Principle of interpretation (CCC #2083)
* First Commandment: *I am the Lord, our God, you shall not have strange gods before me.*
- Theological virtues of faith, hope, and
charity (CCC #2087-2094)
- Sins to avoid: superstition, idolatry,
divination and magic, irreligion, atheism,
agnosticism (CCC #2110-2132)
* Second Commandment: *You shall not take the name of the Lord, your God, in vain.*
- reverent speech about God (CCC
#2142-2145)
- sins to avoid: blasphemy or other abuse of
God's name, perjury, misusing God's name
in oaths or false oaths (CCC #2146-2155)
* Third Commandment: *Remember to keep holy the Lord's Day.*
- meaning of the Lord's Day (CCC
#2168-2176)
- serious obligation to attend Mass (CCC
#2180-2185)
- day of grace rest from work (CCC
#2148-2188)
- sins against the Commandment: missing
Mass on Sundays and holy days, failing to
pray, failing to keep holy the Lord's Day
(CCC #2180-2182, 2744-2745,
2184-2188)
* Fourth Commandment: *Honor your father and your mother.*
- obedience in the family: context of
Christian family and duties of family
members (CCC #2201-2206, 2214-2231)
- duties of civil authority and duties of
citizens (CCC #2234-2243)
* Fifth Commandment: *You shall not kill.*
 - respect human life in all its stages and
situations (CCC #2258-2262)
- legitimate self-defense and the death
penalty (CCC #2263-2267)
- principles regarding health, science, bodily
integrity (CCC #2292-2301)
- sins against Commandment: murder;
suicide; abortion; euthanasia; embryonic
stem cell research; abuse of alcohol,
drugs, food, or tobacco; abuse of the body
(CCC #364, 2268-2283, 2290-2291)
* Sixth Commandment: *You shall not commit adultery.*
- vocation to chastity (CCC #2337-2350)
- offenses against chastity (CCC
#2351-2359)
- Christian vision of marriage theology of
the body (CCC #2360-2379)
- offenses against the dignity of marriage:
adultery; divorce; polygamy;incest;free
union,trial marriage:CCC#2380-2391
- natural family planning
* Seventh Commandment: *You shall not steal.*
- right to private property and just
treatment (CCC #2401-2407)
- sins to avoid: theft, keeping something
loaned or lost, the destruction of the
property of others, business fraud, paying
unjust wages, breaking contracts (CCC
#2408-2418)
- overview of the social doctrine of the
Church (CCC #2419-2449)
- economic activity and social justice (CCC
#2426-2436)
- justice and solidarity among nations (CCC
#2437-2442)
* Eighth Commandment: *You shall not bear false witness against another.*
- living and witnessing truth (CCC
#2468-2474)
- sins to avoid: lying, perjury, rash
judgment, detraction, calumny, boasting,
making fun of others (CCC #2475-2487)
- keeping secrets and confidences (CC
#2489)
- responsibilities of the media and art (CCC
#2493-2503)
* Ninth Commandment: *You shall not covet your neighbor's wife.*
- respect the sanctity of marriage vows (CCC
#2364-2365)
- practice modesty and purity of heart in
thought, words, actions, and appearance
(CCC #2517-2527)
- sins to avoid: lust and pornography (CCC
#2535-2540)
* Tenth Commandment: *You shall not covet your neighbor's goods.*
- practice simplicity of life and trust in God
(CCC #2541-2548)
- sins to avoid: envy and greed (CCC
#2535-2540)

Teaching revealed by God in the New Covenant

* Two Great Commandments of Jesus First relates to the first three Commandments of the Decalogue; Second relates to the rest of the Decalogue (CCC #2083)
* The grace of the Holy Spirit (CCC #1966, 2003)
* The Sermon on the Mount
- the Beatitudes: Christ's answer to the
question about happiness (CCC
#1716-1723, 2302-2317)
- other teachings: love your enemies,
absolute trust in God, non-violence, charity
to others in judgment and action,
avoidance of hypocrisy (CCC #2844, 2828,
2861, 2306, 2263-2265, 1823-1827, 2478,
579)

The Church: her teaching authority and responsibility

* The Magisterium (CCC #2030-2040, 888-892)
* Role of the law in Christian tradition (CCC #1950-1974)
* The Church as teacher of moral principles (CCC #2032-2035)
* Church law
- Canon law (CCC #736-738)
- the precepts of the Church (CCC
#2042-2043)
- Magisterium and natural law (CCC #2036)
* Church teaching forms one's conscience for moral decision making (CCC #1776-1782, 1795-1797)

**Faith words to know**

Natural moral Law, Divine Law, Church Law, Canon Law, Revelation, decalogue, idolatry, divination, atheism, agnosticism, blasphemy, perjury, false oaths, legitimate self-defense, abortion, suicide, euthanasia, embryonic stem cell, lust, pornography, hypocrisy, Beatitudes, conscience, non-violence, Magisterium, moral principles, precepts of the Church, moral decision making

**Scripture references**

Exodus 20:2-17

Deuteronomy 5:6-21

The Four Gospels

Romans

Hebrews

Galatians

Skills

1. Identify and summarize the distinctions among eternal law, Divine Providence, and natural moral law.
2. Explain that the moral law is the standard of human behavior established by God and taught by the Church.
3. Identify and summarize how the moral law is not simply about rules but more importantly about loving God and our neighbor in thought, word, and deed.
4. Recognize that living the moral law is a demand of the Catholic faith which allows us to live out our call to holiness.
5. Explain the importance of grace (sanctifying and actual) in living a moral life.
6. Recall how Baptism calls all Christians to a life of holiness as proclaimed by the Gospels and found in the New Testament.
7. Explain how morality, free will, our actions, and our interior dispositions are all related.
8. Describe and illustrate the relationship between the Great Commandment and human dignity.
9. Explain how keeping the moral law leads to happiness on earth and in heaven.
10. Identify and summarize several social and political issues that pertain to the moral law.
11. Identify and summarize the teachings of Jesus pertaining to living a moral life.
12. Analyze, "in the context of the Exodus, God's great liberating event at the center of the Old Covenant," the Ten Commandments. (CCC #2057)
13. Identify and summarize the positive ways to live each of the Ten Commandments.
14. Enumerate the types of sins committed against each of the Ten Commandments.
15. Critique how the social doctrine of the Church applies to the seventh commandment.
16. Analyze how the media, the arts, and the consumers of media and the arts show responsibility in living out the eighth commandment.
17. Explain how the Ten Commandments can be summed up in the Great Commandment of love of God and love of neighbor.
18. Interpret the meaning of the grace of the Holy Spirit in the New Law.
19. Analyze and synthesize the Sermon on the Mount as the New Law or the Law of the Gospel.
20. Connect the Beatitudes, or Christ's answer to the question about happiness, to living a Christian life.
21. Interpret the role of the Magisterium and the Church in helping us make good moral decisions and in forming our conscience.
22. Identify and summarize the precepts of the Church.
23. Examine and explain the importance of the Sacrament of Reconciliation in living a moral life.

Essential Questions

1. How does God direct the universe to fulfillment through eternal law and Divine Providence?
2. How is natural law a participation in God's wisdom?
3. How are my fundamental rights and duties based on natural law?
4. In what ways do the Ten Commandments define how I should live a moral life?
5. In what ways does Jesus teach me to live a moral life?
6. To what extent does the Church's teaching authority help me make moral decisions and form my conscience?

Stage 2: Assessment Evidence

Sermon on the Mount

Formative: Visual Arts Project

Have students create a poster summarizing the teachings of the Sermon on the Mount.

Eternal Law, Divine Providence, Natural Moral Law

Formative: Graphic Organizer

Have the students create a three column chart to identify and summarize the distinctions among eternal law, Divine Providence, and natural moral law.

What is the Moral Law?

Formative: Technology Project

Have the students create and electronic presentation identifying and summarizing how the moral law is more than obeying laws -- it is, more importantly, about loving God and our neighbor.

Life Experience - Moral Values

Formative: Reflective Writing

Following a class discussion identifying various life experiences and describing how they contribute to the development of our moral values, have students write a reflection on what the discussion meant to them.

Understanding the Terms

Formative: Homework

Have students write at least one sentence showing their understanding of each of the following -- morality, free-will, actions, interior dispositions.

The Ten Commandments

Summative: Graphic Organizer

In cooperative groups, have students create a graphic organizer focusing on the Ten Commandments. In this graphic students must state the Commandment, identify and summarize the ways to live out the Commandment, and enumerate the types of sins committed against the Commandment.

Ten Commandments & The Great Commandment

Summative: Posters

Have students create a poster showing how the Ten Commandments are summed up in the Great Commandment of love of God and love of neighbor.

Precepts of the Church

Summative: Cooperative Group Work

Working with a partner, and using CCC #2041-2043 have students identify and summarize the precepts of the Church.

Summative: Reflective Writing

How do grace and virtue nurture Christian moral living?

Importance of the Sacrament of Reconciliation in Living a Moral Life

Summative: Reflective Writing

Student will write a reflective paper on why the Sacrament of Reconciliation is important in helping us live a moral life.

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. Have the students create a three column chart. Using the three columns have the students identify and summarize the distinctions among eternal law, divine Providence, and natural moral law. Share with the class.
2. Working in cooperative groups, have the students create an electronic presentation identifying and summarizing how the moral law is more than obeying laws -- it is, more importantly, about loving God and our neighbor.
3. In a think/write/pair/share activity, have the students read and react to paragraph #102 in *Veritatis Splendor* showing what the relationship is between the temptation of Adam and the temptations each one of us experience.
4. Class discussion. Identify various life experiences and describe how they contribute to the development of our moral values.
5. Working with a partner, have students graphically depict an example of how one can be moral (in the good sense) or moralistic (in the bad sense) about a particular moral issue in our society today.
6. As preparation for a class discussion, have students write at least one sentence showing their understanding of each of the following -- morality, free-will, actions, interior dispositions. Conduct class discussion.
7. In a prayerful setting, have students read and reflect on 1 Jn 4:7-11. What message does this passage have for us regarding love of God and love of neighbor? Share reflections in class.
8. In cooperative groups, have students create a graphic organizer focusing on the Ten Commandments. In this graphic students must state the Commandment, identify and summarize the ways to live out the Commandment, and enumerate the types of sins committed against the Commandment. Use this graphic in a class discussion of the Ten Commandments,
9. Working with a partner, have students create a poster showing how the Ten Commandments are summed up in the Great Commandment of love of God and love of neighbor.
10. Class discussion. In *Gaudiem et Spes* we find the statement "a man is more precious for what he is than for what he has." (35) In what ways does this statement define our Christian vocation to holiness and moral life in Christ?
11. Working with a partner, and using CCC #2041-2043 have students identify and summarize the precepts of the Church. Share with the class.
12. Class discussion. Why is the Sacrament of Reconciliation important in helping us live a moral life?

Resources

* Veritatis Splendor (<http://www.vatican.va/edocs/ENG0222/_INDEX.HTM>)

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 (<http://www.scborromeo.org/ccc.htm>)

Grade 12 Religion
Religion 12 - Core VI: Life in Jesus Christ

3. Living New Life in Christ Jesus

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

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

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.

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

The purpose of this unit is to help students understand the graces, virtues, and gifts that help them live moral lives as disciples of Christ and as members of the Church.

(Framework, Core VI, Section III, Page 29)

Note: Section F. Conscience will be covered in the next unit.

Unit Goals

1. Understand discipleship as our call to holiness.
2. Realize how graces and virtues are necessary to live a moral Christian life.
3. Understand how the gifts and fruits of the Holy Spirit sustain the Christian moral life.
4. Recognize the need for the reception of the sacraments and the practice of prayer for moral living.

Big Ideas

Vocation to discipleship

Importance of graces and virtues

Gifts and fruits of the Holy Spirit as sustaining the Christian moral life

Sacraments and prayer as strength to live a moral life

Enduring Understandings

1. Discipleship is our vocation to embrace a life of holiness.
2. Christian moral living requires graces and virtues
3. Gifts and fruits of the Holy Spirit sustain the Christian moral life.
4. The sacraments and prayer support the moral life of the Christian.

Content

God's love and mercy through Jesus Christ (CCC #2011, 2196, 2448)

Our vocation a universal call to holiness as disciples of Jesus Christ

* Discipleship (CCC #520-521, 901-913)
- "Love one another as I have loved you."
- Discipleship lived witness: daily life and
work; married and unmarried; service to
the Church; missionary activity; religious
movements (CCC #898, 904-907, 931)
- radical demands of the Gospel for all
believers
* New movements which involve the laity
* Consecrated life and societies of apostolic life (CCC #914-933)
* Third Orders and associates; life in the Spirit (CCC #825, 1694)

Grace: definition and types of grace (CCC #1996-2005)

Virtue: definition and types of virtue (CCC #1804-1832)

* Theological virtues (CCC #1812-1829)
* Cardinal virtues (CCC #1804, 1810-1811)

Sustaining the moral life of the Christian

* Seven Gifts of the Holy Spirit (CCC #1830-1831)
* Twelve Fruits of the Holy Spirit (CCC #1832)

Sacraments and prayer offer us the grace and strength to live a moral life (CCC #1262-1274, 1391-1405, 1468-1484, 1533-1535, 2623, 2673-2677, 2700-2719)

Appropriating and living the moral teaching of Jesus Christ and his Church (CCC #1694)

* Importance of regular participation in Mass (CCC #1742, 2011, 2014, 2016)
* Importance of personal prayer on Jesus Christ's teachings (CCC #2014-2016)

**Faith words to know**

vocation, universal call to holiness, charismatic, consecrated life, Third Order, associates, grace, virtue, Theological Virtues, Cardinal Virtues, informed conscience

**Scripture references**

The Four Gospels

Acts of the Apostles

1 2 Timothy

Romans

Ephesians

! 2 Corinthians

Revelations

Skills

1. Connect discipleship to participation in the priestly, prophetic and kingly office of Christ.
2. Explain that the Christian vocation is the result of a free personal encounter with Christ whom we get to know through the Church and the sacraments.
3. Describe and illustrate the meaning of "imitation of Christ" as it relates to living the Christian life.
4. Identify and summarize how the spiritual life of a Christian can be summed up as know God, loving God, and serving God.
5. Analyze ways in which discipleship is a vocation and a universal call to holiness.
6. Critique religious movements, consecrated life, societies of apostolic life, new movements, and Third Orders and associates as ways to respond to discipleship.
7. Describe and illustrate how the Christian lives a spiritual life through the Corporal and Spiritual Works of Mercy.
8. Summarize the meaning and importance of grace to Christian moral living.
9. Summarize the meaning and importance of the Theological and Cardinal Virtues in living a Christian moral life.
10. Analyze and synthesize how the Gifts and Fruits of the Holy Spirit guide and sustain the moral life of the Christian.
11. Connect the importance of prayer and the sacraments as ways to receive grace and strength to live a moral life.
12. Analyze and synthesize the importance of regular participation in Mass and personal prayer in the life of a disciple of Christ.

Essential Questions

1. How do the choices and actions of my life today show that I am living as a disciple of Christ?
2. In what ways do graces and virtues help me to live a Christian moral life?
3. How do the gifts and the fruits of the Holy Spirit sustain me in living a Christian moral life?
4. How do I see the sacraments and prayer as a support to my leading a moral life?

Stage 2: Assessment Evidence

Priestly, Prophetic, Kingly Office of Christ

Summative: Reflective Writing

Following a discussion on how discipleship is connected to participation in the priestly, prophetic, and kingly office of Christ. have students write a personal reflection on what this means in their life.

Imitation of Christ

Formative: Writing Assignment

In a prayerful setting, have students do a free-write on what "imitation of Christ" means to them.

Modern Day Disciple

Summative: Research Project

Students will research a modern day disciple in the Church. For example, Mother Teresa, Pope John Paul II, Helen Prejean, Oscar Romero, etc. Students will write a paper reflecting on and reacting to this person's witness to discipleship.

Religious Movements

Summative: Research Project

Have students research the various religious movements that promote discipleship in the Church today. Focus on one of these movements and describe its mission and service role in the Church.

Corporal and Spiritual Works of Mercy

Summative: Technology Project

Working in cooperative groups, have students create an electronic presentation on the Corporal and Spiritual Works of Mercy giving examples of how Christians live out the Works of Mercy in everyday life.

Gifts and Fruits of the Holy Spirit

Summative: Comparative Study

Working with a partner, have studentsa. Use 1 Corinthians 12:4-14 and 12:27-30 to compare and contrast the two listings of the Gifts of the Holy Spirit. How do these two listings compare with the list found in the Catechism #1831?b. Use Galatians 5:22-23 and 2 Peter 1:5-7 to compare and contrast the two listings of the Fruits of the Holy Spirit. How do these two listings compare with the listing found in the Catechism #1832?

Importance of Prayer, Sacraments, and Mass

Summative: Reflective Writing

After a class discussion, students will write a prayerful reflection answering the following questions.a. Why are prayer and the reception of the sacraments important in living of good moral life?b. Why is regular participation in Mass important in helping me live as a disciple of Christ?

Service to Others

Summative: Project

As a class the students will plan, organize, and conduct a service project for a needy group or individual in the Greater Cleveland/Akron area.

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. Have students reflect on the meaning of the priestly, prophetic, and kingly office of Christ. Discuss how discipleship is connected to participation in the priestly, prophetic and kingly office of Christ.
2. Have the students do a think/write/pair/share on how it is possible to encounter Christ personally through the Church and the sacraments. Follow with a class discussion.
3. In a prayerful setting, have students do a free-write on what "imitation of Christ" means to them. Share with the class.
4. Have students research various religious movements that promote discipleship.
5. Class discussion. Using the Catechism of the Catholic Church have students analyze how the catechism sums up the spiritual life of a Christian by showing us how to know, love, and serve God and others.
6. Working in cooperative groups, have students create an electronic presentation on the Corporal and Spiritual Works of Mercy giving examples of how Christians live out the Works of Mercy in everyday life.
7. As a class, organize and implement a service project.
8. Keep a journal of the times and situations that have called you to serve others. How did you respond in each situation? How could you have been more Christ-like?
9. In a prayerful setting, have students reflect on the Theological and Cardinal Virtues and their meaning for them. With a partner create of poster graphically depicting the importance of ether the Theological or Cardinal Virtues in today's society. Share and explain the posters to the class.
10. Working with a partner, have students
a. Use 1 Corinthians 12:4-14 and 12:27-30 to compare and contrast the two listings of the Gifts of the Holy Spirit. How do these two listings compare with the list found in the Catechism #1831?
b. Use Galatians 5:22-23 and 2 Peter 1:5-7 to compare and contrast the two listings of the Fruits of the Holy Spirit. How do these two listings compare with the listing found in the Catechism #1832?
Follow this work with a class discussion on the Gifts and Fruits of the Holy Spirit and their importance in the life of a Christian today.
11. Have students reflect on people who they thought exhibited one of these gifts. Share with the class.
12. Class discussion and prayerful reflection.
a. Why are prayer and the reception of the sacraments important in living of good moral life?
b. Why is regular participation in Mass important in helping me live as a disciple of Christ?

Technology Integration

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

Podcasting

Power Point

Prezi.com

iMovie

Resources

Resources

***Suggested resources***

See attached Links

Resources

* Qualities of disciples (<http://crossroadspc.org/thebarrel/2000_01_16.html>)

Grade 12 Religion
Religion 12 - Core VI: Life in Jesus Christ

4. Conscience

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

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.

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

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.

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

The purpose of this unit is to understand the importance of developing an informed conscience.

(Framework, Core VI, Section III - F, Page 29)

Unit Goals

1. Understand the definition of conscience and how it helps us to live a moral life.
2. Understand that there are different types of conscience.
3. Understand how the proper formation of conscience is necessary for Christian moral living.
4. Understand that a person is obliged to follow their informed conscience when making moral decisions.
5. Understand that a person has the right to act in conscience and in freedom to make personal moral decisions.

Big Ideas

Definition of conscience

Types of conscience

Formation of conscience

Moral responsibility of following a well-formed conscience

Freedom of conscience

Enduring Understandings

1. Conscience, present at the heart of a person, prompts one to do good and avoid evil.
2. There are different types of conscience.
3. The formation of conscience is a lifelong task and indispensable for human beings.
4. A person is obliged to follow their informed conscience when making moral decisions.
5. A person has the right to act in conscience and in freedom to make personal moral decisions.

Content

Conscience

* Definition of conscience (CCC #1777-1782)
* Types of conscience (CCC #1785, 1790-1794)
* Proper formation of conscience (CCC #1783-1785)
* Moral responsibility of following an informed conscience (CCC #1783-1785)
* Freedom of conscience (CCC #1782)

**Faith words to know**

conscience, good and evil, informed conscience, responsibility to conscience, truth, erroneous conscience, character, virtue, freedom of conscience

**Scripture references**

Romans 1:32; 2:14-16

1 John 3:19-20

Skills

1. Formulate a definition of conscience.
2. Identify and summarize the types of conscience.
3. Identify and summarize how conscience aids a person who seeks to live a truly Christian life.
4. Describe and illustrate the essential elements in the formation of one's conscience.
5. Describe and illustrate the ways in which the Gifts of the Holy Spirit enhance the effectiveness of conscience in making sound moral decisions.
6. Explain the rights and duties of conscience.
7. Describe and illustrate the relationship between conscience and moral truth.
8. Critique the moral responsibility of all Catholics to be prepared to explain and defend moral law.
9. Assess the importance of freedom and using one's conscience in making personal moral decisions in such a manner that they reflect the teachings of Christ and his Church..
10. Explain the relationship between conscience and our universal call, through Baptism, to holiness.

Essential Questions

1. How does my conscience help me to distinguish between good and evil?
2. How do I understand the different types of conscience?
3. In what ways is the formation of my conscience a lifelong task?
4. Why am I obliged to follow my informed conscience when making moral decisions?
5. How do I use my conscience and freedom in making personal moral decisions?

Stage 2: Assessment Evidence

Types of Conscience

Formative: Posters

Have students read CCC #1785 and 1790-1791 and the attached link (see Learning Experiences) addressing the seven types of conscience. Based on the reading have students work with a partner to develop a graphic representation depicting the types of conscience.

Conscience-Based Decisions

Formative: Project

Working in groups, have students select a favorite song, video, or music video for consideration. Quote or paraphrase some of the lyrics and identify positive and or negative images. Does your choice advance or diminish your values? How do the values expressed in your choice relate to Gospel values? With respect to conscience development, is your example constructive, destructive, or neutral? Defend your position.

Proper Formation of Conscience

Formative: Writing Assignment

Following a class discussion in which they describe and illustrate the essential elements in the proper formation of conscience students will write a short paper summarizing the discussion.

Freedom of Conscience

Formative: Writing Assignment

Following a class discussion based on Dignitatis humanae (2), students will explain their understanding of the meaning of freedom of conscience.

Gifts of the Holy Spirit & Moral Decision Making

Summative: Technology Project

Working with a partner, students will develop an electronic presentation outlining how the Gifts of the Holy Spirit enhance the effectiveness of conscience in making sound moral decisions.

Standards of Moral Conduct

Summative: Report

The more a correct conscience prevails the more do persons and groups turn aside from blind choice and try to be guided by objective standards of moral conduct (Gaudium et spes 16). Identify and summarize intellectual and psychological obstacles and habits of the heart which impede a good and pure conscience. Analyze and synthesize how the commitment to the true and real freedom of Gospel values helps one to overcome the obstacles identified. (Resource: CCC #1792 and 1793).

Living a Good Moral Life and the Call to Holiness

Summative: Reflective Writing

Students will write a personal reflection on how regular examination of conscience, prayer, and on-going formation are three powerful tools to help them live a good moral life and their baptismal call to holiness.

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. Working with a partner, have students develop a definition of conscience using CCC #177-1782. Definitions will be shared with the class.
2. Have students read CCC #1785 and 1790-1791 and the attached link addressing the seven types of conscience. Based on the reading have students work with a partner to develop a graphic representation depicting the types of conscience. Share with the class.
3. Class discussion. Describe and illustrate the essential elements in the proper formation of conscience. Base discussion on CCC #1783-1785.
4. In a prayerful setting, have students reflect on the Gifts of the Holy Spirit. Working with a partner develop an electronic presentation outlining how the Gifts of the Holy Spirit enhance the effectiveness of conscience in making sound moral decisions.
5. Class discussion. Using CCC #1783-1789 identify and summarize the rights and duties of following one's conscience.
6. Using *Dignitatis humanae* (2), have students discuss the meaning of freedom of conscience.
7. Ask students in what situations is it hard to live by one's conscience. Ask them to reflect on and discuss situations in the life of a teenager. What might the teen to remain true to his/her conscience when their emotions are in play?
8. In a prayerful setting, have students reflect on how regular examination of conscience, prayer, and on-going formation are three powerful tools to help us live a good moral life and our baptismal call to holiness. Share with the class.

Resources

* Types of Conscience (<http://www.ascensioncatholic.net/TOPICS/morality/ConscienceAndMoralDecisions.html>)

Technology Integration

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

Podcasting

Power Point

Prezi.com

iMovie

Resources

Resources

***Suggested resources***

See attached Links

Resources

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

Grade 12 Religion
Religion 12 - Core VI: Life in Jesus Christ

5. The Reality of Sin

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.

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

The purpose of this unit is to discover the reality of sin, its origin, Scriptural references and its effects.

(Framework, Core VI, Section IV, Page 29)

Unit Goals

1. Understand the original relationship between God and humanity.
2. Recognize the nature and effects of Original Sin.
3. Understand the types and effects of sin.
4. Understand images of sin in Scripture.

Big Ideas

Original innocence

Effects of Original Sin

Types and effects of sin

Scriptural images of sin

Enduring Understandings

1. God created human beings in His image and established them in His friendship.
2. The results of original sin are the loss of original innocence, an inclination to sin, a break in harmony between God and creation, and the entrance of death into human history.
3. Sin is a reality, in varying degrees of seriousness, resulting from human choice that is contrary to God's will.
4. Various examples of sin are presented in Scripture.

Content

Original Innocence (CCC #369-379)

Effects of Original Sin (CCC #396-406)

* Definition of sins of omission and commission (CCC #1853)
* Types of sin: mortal and venial conditions for mortal sin (CCC #1855-1860)
* Sins of omission (CCC #1853)
* Sins of commission (CCC #1853)
* Effects of sin (CCC #1861-1864)
* Capital sins (CCC #1866)

Scriptural images of sin (CCC #1852-1853, 1867)

**Faith words to know**

original innocence, Original Sin, sins of omission, sins of commission, mortal sin, venial sin, social sins, personal sins, capital sins

**Scripture references**

Genesis

Hosea

Isaiah

Job

Romans 1:29-31; 13:13

I Corinthians 5:10-11; 6:9-10

2 Corinthians 12:20-21

Galatians 5:19-21

Ephesians 4:31; 5:3-5

Colossians 3:5-8

1 Timothy 1:9-10; 6:9-11

2 Timothy 3:2-5

Titus 3:3

Skills

1. Investigate the meaning of "Original Innocence" and implications for moral living.
2. Relate the effects of Original Sin to human experience.
3. Define concupiscence.
4. Identify and summarize the distinctions between physical evil and moral evil.
5. Define sin and describe its effect on the person.
6. Identify and summarize the different types of sin including the sins of omission and the sins of commission. See CCC #1852-1853.
7. Define mortal sin and cite the conditions for a mortal sin. See CCC #1854-1861.
8. Define venial sin and explain how venial sin is different from mortal sin.
9. Examine the effects of mortal and venial sin on our souls.
10. Identify and summarize the Capital Sins and the meaning of each.
11. Cite evidence from both the Old and New Testaments of the images of sin.
12. Explain the meaning of the expression that God is "offended" by our sin.
13. Analyze and synthesize the importance of the Sacrament of Reconciliation in restoring one's relationship with God.
14. Relate the meaning of contrition and distinguish between perfect and imperfect contrition.
15. Analyze the loss of the meaning of sin and the loss of the sense of sin and the challenge they pose to living a good Christian moral life in today's world.

Essential Questions

1. How do I mirror the image and friendship of God in my life?
2. How do I realize the meaning of Original Sin and its effects in my life and in the world?
3. To what extent do different types and degrees of sin affect my relationship with God?
4. To what extent does Scripture help me understand sin?

Stage 2: Assessment Evidence

Original Innocence

Formative: Writing Assignment

Have students read and write a summary of John Paul II's statement on "Original Innocence and Redemption" indicating their understanding of Original Innocence.

Defining Sin

Formative: Reflective Writing

Have students read CCC #1849-1851 which defines sin and have them write a personal reflection on their understanding of sin and its damage to the soul.

Type of Sins

Summative: Technology Project

Working in cooperative groups, have students create a Power Point presentation identifying and summarizing the type of sins identified in CCC #1852-1853 and including sins of omission and sins of commission.

Mortal and Venial Sin

Formative: Writing Assignment

Following the class discussion on the following topics, have students write a summary statement to show their understanding of each.a. Definition of mortal and venial sinsb. Difference in the gravity between the two types of sinc. Conditions necessary for a mortal sind. Effect of mortal and venial sins on one's soul

Loss of the Sense of Sin

Formative: Homework

In preparation for a Socratic Seminar, have students read the article titled: The Loss of the Sense of Sin in Society Today (See Link) and prepare at least three factual, three interpretive, and three evaluative questions to use in the seminar.

Loss of the Sense of Sin Reflection

Summative: Reflective Writing

Following the Socratic Seminar on "The Loss of the Sense of Sin in Society Today," have students write a reflection on what this means to them personally and as a member of society.

Loos of the Sense of Sin in The Events of Today

Summative: Report

Have students consider current local, national, and global events and relate them to the various types of sin discussed in this unit. Select at least three of these events and write a report showing how each depicts the "loss of a sense of sin."

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. Have students read John Paul II's statement on "Original Innocence and Redemption." (See Link.) Write a summary of the article to show their understanding of Original Innocence. Share with class.
2. In a prayerful setting, have students read and reflect on CCC #1849-1851 which defines sin. Share their reflections with the class.
3. Working in cooperative groups, have students create a Power Point presentation identifying and summarizing the type of sins identified in CCC #1852-1853 and including sins of omission and sins of commission. Share with the class.
4. Class discussion on the following topics of the unit.
a. Definition of mortal and venial sins
b. Difference in the gravity between the two
types of sin
c. Conditions necessary for a mortal sin
d. Effect of mortal and venial sins on one's soul
5. Working with a partner, have students identify at least three references from both the Old and New Testaments that talk about sins against God and man.
6. Reflecting back on their study of the Sacrament of Reconciliation, have students share their understanding of the importance of the sacrament in restoring their relationship with God.
7. Engage students in a Socratic Seminar. In preparation for the seminar have students read the article titled: The Loss of the Sense of Sin in Society Today (See Link) and prepare at least three factual, three interpretive, and three evaluative questions to use in the seminar.
8. Have students consider current local, national, and global events and relate them to the various types of sin discussed in this unit. Select at least three of these events and write a report showing how each depicts the "loss of a sense of sin."
9. Close this unit of study with a prayer service focusing on the reality of sin and one's need for conversion of heart and a return to the loving embrace of Christ. (See Link for sample prayer service, or use the Rite of Reconciliation for the prayer service, or have students prepare a prayer service.)

Resources

* What is Mortal Sin? (<http://www.saintaquinas.com/mortal_sin.html>)

Technology Integration

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

Podcasting

Power Point

Prezi.com

iMovie

Resources

Resources

***Suggested resources***

See attached Links

Resources

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