Grade 9 Religion
Religion 9 - Core I: Revelation of Jesus Christ in Scripture

1. How Do We Know About God

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

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.

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

Summary

The purpose of this unit is to provide students with a general overview of how God is revealed in Natural and Divine Revelation. Jesus is the fullness of revelation, and faith is our response.

(Framework, Core I, Section I, Page 2)

Unit Goals

1. Recognize that within all people there is a longing for God.
2. Realize that God desires and initiates a relationship with each person.
3. Know about God through Natural Revelation and Divine Revelation.
4. Understand the ways in which Revelation has been transmitted through history.
5. Understand the fullness of Revelation is reflected in the life and teaching of the Church.

Big Ideas

Thirst and desire for God

God revealed in many ways

Enduring Understandings

1. All people share a longing for God.
2. God desires and initiates a relationship with each person.
3. God is revealed through Natural and Divine Revelation.
4. Sacred Scripture is a divinely inspired record of God's Revelation in history.
5. The Church guards and hands on the Deposit of Faith.

Content

The Thirst and Desire for God (CCC #27-30, 44-45, 1718)

* longing for God in all people,
* longing comes from God,
* only in God can lasting joy and peace be found

God is revealed in many ways

* Natural Revelation: attested to in Sacred Scripture, Patristic testimony, Scholastic theology, Vatican I, and contemporary arguments (CCC #31-34, 36-38, 46-47)
* Divine Revelation: definition, Scripture as a divinely inspired record of God's Revelation in history (CCC #50-64, 68-72, 145, 147, 522)
* Jesus Christ the definitive Word of Revelation (CCC #65-67, 73, 101-104, 134, 423)

Transmission of Divine Revelation

* Apostolic Tradition (CCC #74-79, 96)
* Relationship between Tradition and Sacred Scripture (CCC #80-83, 97)
* Deposit of Faith and the Church (CCC #84-95, 98-100)

**Faith words** **to know**

Revelation, Natural Revelation, Divine Revelation, Sacred Scripture, Apostolic Tradition, Deposit of Faith

**Scripture references**

Genesis

Acts of the Apostles

Romans

Ephesians

Hebrews

Thessalonians

Resources

Skills

1. Summarize the ways in which people long for God.
2. Identify the ways we can know about God.
3. Explain what is meant by Revelation.
4. Compare and contrast Natural Revelation and Divine Revelation.
5. Chart how Divine Revelation is transmitted.
6. Interpret the importance of Apostolic Tradition.
7. Analyze the relationship between Tradition and Sacred Scripture.
8. Connect the Deposit of Faith and the role of the Church.

Essential Questions

1. How do I recognize a longing for God?
2. In what ways does God initiate a relationship with me?
3. In what ways is God revealed to me?
4. How is Sacred Scripture a primary source of Divine Revelation for me?
5. In what ways does the Church guard and hand on the Deposit of Faith?

Stage 2: Assessment Evidence

Longing for God.

Formative: Technology Project

Working with a partner, have students prepare a media presentation illustrating how the "longing for God" was exemplified in the life of a particular saint or holy person. Examples may include: St. Paul, St. Augustine, St. Francis of Assisi, St. Thomas Aquinas, St. John of the Cross, St. Teresa of Avila, St. Clare, Blessed John Paul II.

Lasting Joy and Peace found in God

Formative: Essay

Ask students to examine the statement: "only in God can lasting joy and peace be found." In a written report, students will support their comments with excerpts from Scripture and the writings of the saints and Fathers of the Church.

Coming to Know God

Formative: Technology Project

We come to know God through Natural Revelation, Divine Inspiration (Revelation), and Jesus Christ who is the definitive Word of Revelation. Using the above statement as the basis for their work, groups of students will prepare and electronic presentation they will share with the class. (See Learning Experiences for details on the expectations.)

Apostolic Tradition

Formative: Report

Students will prepare a documented response to the following question: How does the continuous succession from the Apostles to our present day bishops assure us that we are receiving the same truths which were received by the Church two thousand year ago?

Understanding my Faith

Formative: Graphic Organizer

Students will define the following terms: Sacred Scripture, Sacred Tradition, Deposit of Faith, Dogma, and Magisterium. Using a graphic representation they will show how these terms are interconnected.

Knowing and Sharing my Faith

Summative: Reflective Writing

Have students prepare a reflective journal entry on the following: We all share in the responsibility to learn about God's revealed truth and to share it with others. How can I continue to learn about my faith? How can I share it with others?

Pulling it all together!

Summative: Test

Students will respond to a series of objective questions and extended response prompts addressing the content studied in this unit.

Resources

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. In a prayerful setting, have students reflect on the call each of us has as religious beings to live lives in which we know, love, and freely choose God (CCC #45). Ask them to share their reflections with the class.
2. Working with a partner, have students prepare a media presentation illustrating how the "longing for God" was exemplified in the life of a particular saint or holy person. Examples may include: St. Paul, St. Augustine, St. Francis of Assisi, St. Thomas Aquinas, St. John of the Cross, St. Teresa of Avila, St. Clare, Blessed John Paul II.
3. Ask students to examine the statement: *only in God can lasting joy and peace be found*. In writing a report, have them support their comments with excerpts from Scripture and the writings of the saints and Fathers of the Church.
4. *We come to know God through Natural Revelation, Divine Inspiration (Revelation), and Jesus Christ who is the definitive Word of Revelation.* Working in cooperative groups, students will:
A. Use a graphic organizer to compare and contrast Natural Revelation and Divine Revelation.
B. Define Divine Revelation and prepare an electronic presentation summarizing the Catechism statements on Divine Revelation.
C. Create a poster showing that Jesus Christ is the definitive Word of Revelation.
Groups will share the results of their work with the rest of the class.
5. Have students provide a documented response tot he following question: *How does the continuous succession from the Apostles to our present day bishops assure us that we are receiving the same truths which were received by the Church two thousand year ago?*
6. Ask students to define the following terms: Sacred Scripture, Sacred Tradition, Deposit of Faith, Dogma, and Magisterium. Using a graphic representation show how these terms are interconnected.
7. Have students prepare a reflective journal entry on the following: *We all share in the responsibility to learn about God's revealed truth and to share it with others. How can I continue to learn about my faith? How can I share it with others?*
8. Have students create a timeline of their lives to reflect on the moments God has revealed himself to them.

Resources

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 and

* New American Bible (Catholic Youth Bible)
* Jerome Biblical Commentary
* Collegeville Biblical Commentary

Resources

* New American Bible Online (<http://www.usccb.org/nab/bible/index.shtml>)

Grade 9 Religion
Religion 9 - Core I: Revelation of Jesus Christ in Scripture

2. About Sacred Scripture

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

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.

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

Inthis unit, students will gaina general knowledge and appreciation of Sacred Scriptures as authored by God through Inspiration.

(Framework, Core I, Section II, Page 2-3)

Unit Goals

1. Understand that Sacred Scripture is divinely inspired and is inerrant in matters of Revelation and faith.
2. Understand how the Bible came to be.
3. Understand the importance of Sacred Scripture in the life of the Church.
4. Recognize Sacred Scripture as the basis of liturgical and personal prayer.

Big Ideas

Sacred Scripture divinely inspired by God

Historical development of the Bible

Sacred Scripture in the life and prayer of the Church

Enduring Understandings

1. God is the author of Sacred Scripture.
2. The Bible as we know it today was developed over time.
3. Sacred Scripture is important in the life of the Church.
4. Sacred Scripture is the basis of liturgical and personal prayer.

Content

Divine Inspiration

* God inspired the Biblical writers through the Holy Spirit (CCC #105, 135)
* God is the author of the Bible (CCC #105-106,136)
* Bible needs to be studied in the context of the time (CCC #106, 108-114)
* The Bible is inerrant in matters of Revelation and faith (CCC #107, DV #11)
* The Bible is a sacred text for Christians
* Old Testament writings sacred to Jews

How the Bible came to be

* Oral tradition (CCC #76, 126)
* Development of written books (CCC #76, 106)
* Setting the canon of Scripture (CCC #120):
Apostolic Tradition (CCC #120, 138)
Criteria used to reject some writings
Local Councils of Hippo and Carthage
Ecumenical Council of Trent
* Translations of Scripture

Sacred Scripture in the life of the Church

* Importance of Scripture (CCC #131, 133, 141)
* Study of Sacred Scripture (CCC #132)
* Scripture and prayer
Liturgy of the Hours (CCC #1176-1177)
Scripture at Mass and other liturgies (CCC
#103, 1096, 1100, 1184, 1190, 1349)
Lectio divina (CCC #1177, 2708)
Individual prayer (CCC #2653-2654)

**Faith words to know**

Divine Inspiration, inerrancy, religious truth, oral tradition, canon, Gnostic gospels, Ecumenical Council, Liturgy of the Hours, *Lectio divina*

**Scripture references**

Old Testament

New Testament

Resources

Skills

1. Explain the meaning of Divine Inspiration.
2. Assess the significance of studying the Bible in the context of the time.
3. Define inerrancy in matters of Revelation and faith.
4. Differentiate between the Bible as a sacred text for Christians and Jews.
5. Analyze how the Bible came to be:
+ through oral tradition
+ development of written books
+ canon of Scripture
+ translations
6. Critique the importance of Sacred Scripture in the Church.
7. Describe and illustrate the different ways that Scripture is used in the prayers of the Church.
8. Investigate how Scripture can be used as the basis for individual prayer.

Essential Questions

1. How do we know that God is the author of Sacred Scripture?
2. How was the Bible developed over time?
3. How is Sacred Scripture important in the life of the Church?
4. In what ways is Sacred Scripture the basis of liturgical and personal prayer?

Stage 2: Assessment Evidence

Placing Scripture in "Time"

Formative: Graphic Organizer

Working in cooperative groups, students create and share a graphic paralleling specific citations in Sacred Scripture with the knowledge and ideas of the time in which they were written.

How We View the Bible

Formative: Posters

Working with a partner, students create a poster depicting the difference in the ways Christians and Jews view the Bible as a sacred text.

Oral Tradition and the Bible

Formative: Writing Assignment

Students will analyze and summarize how the Bible came to be through oral tradition and the development of written books. Findings should be presented in a written report which includes a timeline.

Canon of Scripture

Formative: Technology Project

Working in cooperative groups, students will create a multi-media presentation explaining what is meant by "canon of scripture." Describe and illustrate the four standards used to discern the validity of a book as divinely inspired and the role played by the early Councils in defining the Canon.

Scripture in Prayer

Summative: Project

Use Scripture as the basis for developing a Lectio divina meditation.

Scripture at Mass

Summative: Reflective Writing

Access current Sunday lectionary readings and write a prayerful reflection on their meaning in their own life

Resources

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. Reflecting on the previous unit of study, students will discuss the meaning of Divine Inspiration (Revelation) in relation to Sacred Scripture.
2. Working in cooperative groups, students will create and share a graphic paralleling specific citations in Sacred Scripture with the knowledge and ideas of the time in which they were written.
3. Using documents of the Church, students will identify and summarize what it means when the Church teaches that the Bible is *inerrant* in matters of Revelation and faith.
4. Working with a partner, students will create a poster depicting the difference in the ways Christians and Jews view the Bible as a sacred text. Posters will be shared with the class.
5. Students will analyze and summarize how the Bible came to be through oral tradition and the development of written books. Findings should be presented in a written report which includes a timeline.
6. Working in cooperative groups, students will create a multi-media presentation explaining what is meant by "canon of scripture." Describe and illustrate the four standards used to discern the validity of a book as divinely inspired and the role played by the early Councils in defining the Canon. Presentations will be shared with the class.
7. As a class, students will reflect on the
+ importance of Scripture in the life of the
Church
+ need all Catholics have to study Scripture
+ role Scripture plays in prayer at Mass
and liturgies, Lectio divina, and individual
prayer.
8. Using Lectio divina method, students will take a passage of Scripture and read it, pray and write about it. Have them write a reflection in their journal of their experience.

Resources

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 and

* Dictionary of the Bible Edited by John McKenzie
* Jerome Biblical Commentary
* Collegeville Biblical Commentary

Resources

* New American Bible Online (<http://www.usccb.org/nab/bible/index.shtml>)

Grade 9 Religion
Religion 9 - Core I: Revelation of Jesus Christ in Scripture

3. Understanding Scripture

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Resources

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

In this unit, students will learn that the Church as teacher is responsible for authentic interpretation of Scripture, the criteria for interpretation, including the senses of Scripture, and the Bible's relation to science and history.

(Framework, Core I, Section III, Page 3)

Unit Goals

1. Understand the Church's responsibility for the authentic interpretation of the Bible.
2. Know the specific criteria necessary for interpreting Sacred Scripture.
3. Understand the literal and spiritual senses of Scripture.
4. Recognize the Church's teachings with regard to the Bible's relationship to science and history.
5. Recognize other ancillary approaches to Scripture.

Big Ideas

Church's responsibility for the authentic interpretation of the Bible

Criteria for interpreting the Sacred Scripture

Literal and spiritual sense of Scripture

Bible's relationship to science and history

Ancillary approaches to Scripture

Enduring Understandings

1. The authentic interpretation of the Bible is the responsibility of the teaching office of the Church.
2. The Church follows specific criteria in interpreting Sacred Scripture.
3. Sacred Scripture is interpreted from both a literal sense and a spiritual sense.
4. Truths of faith revealed in the Bible are not in conflict with scientific and historical truths.
5. There are other approaches to understanding Scripture including research, Biblical archeology, and literary forms found in the Bible.

Content

Authentic interpretation of the Bible: responsibility of teaching office of the Church (CCC #85-87, 100)

* *Divino Afflante Spiritu* - limited use of modern methods of biblical criticism(Pius XII, 1943)
* *Dei Verbum* - Church teaching on Revelation (Vatican II, 1965)
* *Interpretation of the Bible in the Church* (Pontifical Biblical Commission, 1993)

Criteria for interpreting Sacred Scripture (CCC #109-114, 137)

* Read and interpret within the teaching of the Church
* Give attention to written word and what God reveals to us by the words
* Consider the context in which it was written
* Read and interpret in the light of the Holy Spirit
* Be attentive to the analogy of faith - the unity that exists in all Church teaching

Senses of Scripture (CCC #115, 118-119)

* literal sense
* spiritual sense (allegorical, moral, analogical)

Bible in relation to science and history (CCC #37, 159, 1960)

* relating truths of faith to science
* no conflict between religious truth and scientific or historical truth
* differences in understanding Scripture

Ancillary approaches to Scripture

* research by scholars
* biblical archeology
* forms of literature in the Bible

**Faith words to know**

analogy of faith, exegesis, literalist, fundamentalist, Dead Sea Scrolls

**Scripture references**

Old Testament

New Testament

Resources

Skills

1. Cite and compare Church documents that exemplify the Church's authority to interpret the Bible.
2. Elaborate on the criteria used for interpreting Scripture.
3. Distinguish between the literal and spiritual senses of Scripture.
4. Differentiate between scientific, historical and religious truths in relation to the Bible.
5. Recognize the significance of Biblical scholars and archeologists in one's understanding of Scripture.
6. Cite evidence of the different literary forms found in the Bible.

Essential Questions

1. How do I know that the teaching office of the
2. Church provides authentic interpretation of the Bible?
3. Why does the Church use specific criteria for interpreting Sacred Scripture?
4. Why is it important for me to recognize both the literal and spiritual senses of Scripture?
5. How do I know that the truths of faith revealed in the Bible are not in conflict with science and history?
6. How do research, Biblical archeology, and literary forms found in the Bible help me better understand Scripture?

Stage 2: Assessment Evidence

Interpreting the Bible

Formative: Research Project

Working in cooperative groups the students will research at least two Church documents that exemplify the Church's authority to interpret the Bible. They will compare and contrast the two documents and prepare an electronic presentation summarizing their findings. A rubric for assessing the presentation will be used to evaluate their work.

What is the Bible Saying?

Formative: Test

Given three-to-five quotations from the Bible, students will write an explanation of the literal and spiritual sense of each quotation.

Which Truth?

Formative: Graphic Organizer

Using a graphic organizer students will describe and illustrate the differences between scientific truths, historical truths, and religious truths. Students will then explain the relationship between these three types of truths and specific stories in the Bible.

How Do We Come to Understand the Bible?

Formative: Homework

Working with a partner the students will prepare a short presentation addressing the importance of Biblical scholars and archeologists in helping us understand the Bible.

The Bible Speaks to Me

Summative: Reflective Writing

Considering all that has been studied in this unit, students will write a reflective paper on what the Bible means to them.

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. Working in cooperative groups, the students will research at least two Church documents that exemplify the Church's authority to interpret the Bible. They will compare and contrast the two documents and prepare an electronic presentation summarizing their findings.
2. Students will research the meaning of the terms *literal sense* and *spiritual sense* as they refer to three-to-five quotations from the Bible. Students will write a paper elaborating on the literal and spiritual sense of each quotation.
3. Using a graphic organizer students will describe and illustrate the differences between scientific truths, historical truths, and religious truths. Using a response journal, students will then explain the relationship between these three types of truths and several stories in the Bible.
4. Working with a partner the students will prepare a short presentation addressing the importance of Biblical scholars and archeologists in helping us understand the Bible.
5. Have students individually read Psalm 105. Have them reflect on its meaning. Ask them to choose one phrase to memorize and recite each time they open Scripture.

Resources

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

* The Eight Rules of Biblical Interpretation ([www.apologeticsindex.org/b02.html](http://www.apologeticsindex.org/b02.html))

Grade 9 Religion
Religion 9 - Core I: Revelation of Jesus Christ in Scripture

4. Overview of the Bible

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

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

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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.

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 become familiar with the structure of the Bible and the relationship of the Old and New Testament.

(Framework, Core I, Section IV, Page 4)

Unit Goals

1. Understand the structure and content of the Old Testament.
2. Understand the structure and content of the New Testament.
3. Understand that the Bible is unified, comprised of both the Old Testament and New Testament.

Big Ideas

Old Testament

New Testament

Unity of the Old and New Testament

Enduring Understandings

1. The Old Testament is the record of salvation history prior to the coming of the Savior, Jesus Christ, who is the fullness of Revelation.
2. The New Testament focuses on the life and teachings of Jesus Christ and the writings of the early Church.
3. Together, the Old and New Testaments tell the complete story of salvation history.

Content

Old Testament (CCC #121-123, 138)

* Forty six books, first part of Bible, record of salvation history prior to coming of Jesus Christ (CCC #120)
- Number of Books in Protestant Bibles
- Catholics - Greek version;
- Protestants - Hebrew version
* Called "Old" Testament: focuses on God's teaching prior to the coming of Christ and the covenant God made with the Jewish people (CCC #121-123)
* Sections of Old Testament: Pentateuch, Historical books, Wisdom books, Prophetic books

New Testament (CCC #120, 124-127)

* Twenty seven books - focus on life and teachings of Jesus Christ and writings of the early Church
* Composed of Gospels, Acts of the Apostles, Epistles or Letters and Book of Revelation

Unity of the Old and New Testaments (CCC #124-125, 128-130, 140)

**Faith words to know**

salvation history, Protestant, Pentateuch, covenant, Epistles, testament

**Scripture references**

Old Testament

New Testament

Resources

Skills

1. Distinguish the structure of the Old Testament and the New Testament.
2. Chart the sections of the Old Testament and the New Testament.
3. Compare and contrast the Protestant and Catholic translations of the Bible.
4. Identify and summarize the focus of the Old Testament and the focus of the New Testament.
5. Analyze and synthesize the connection between the Old and the New Testament

Essential Questions

1. How does the Old Testament reveal salvation history prior to the coming of Jesus?
2. How do I come to know Jesus through the books of the New Testament?
3. How does the story of salvation found in the Old Testament help me to better understand and appreciate the life and teachings of Jesus?

Stage 2: Assessment Evidence

Create a Mnemonic Device

Formative: Oral Assessment

Students will create a mnemonic device to help them learn the names of the books of the Old and New Testament.

Know Your Bible

Formative: Graphic Organizer

Working with a partner the students will create a graphic organizer showing the structure of the Bible. This should include the Old and New Testaments and the books contained in each.

Bible Translations

Formative: Quiz

Given certain Bible passages, students will identify and summarize the major differences between the Protestant and Catholic translations of the Bible.

The Bible Salvation History

Formative: Graphic Organizer

Working in cooperative groups the students will create a graphic identifying patterns in Biblical stories that show that the Old Testament is a record of salvation history prior to the coming of Christ, who is the fullness of Revelation and that the New Testament focuses on the life and teachings of Jesus Christ and the early Church.

What Scripture Means to Me

Formative: Reflective Writing

Students will select a passage from Scripture, noting the Testament and section, and reflectively write on the meaning of that passage to their lives.

Demonstrate Significant Elements of a Book of the Bible

Summative: Technology Project

Students will develop an electronic presentation showing the significant elements of one of the Books of the Bible.

The Bible Speaks to Me

Summative: Reflective Writing

Using their reflective response journal, students will reflect on how either the Old or New Testament helps them better know and love God and develop a special relationship with Jesus.

Resources

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. Working with a partner the students will create a graphic organizer showing the structure of the Bible. This should include the Old and New Testaments and the books contained in each.
2. Following research on the topic, students will identify and summarize the major differences between the Protestant and Catholic translations of the Bible.
3. Working in cooperative groups the students will create a graphic to identify patterns in Biblical stories that show that the Old Testament is a record of salvation history prior to the coming of Christ, who is the fullness of Revelation and that the New Testament focuses on the life and teachings of Jesus Christ and the early Church.
4. Using their reflective response journal, students will reflect on how either the Old or New Testament helps them better know and love God and develop a special relationship with Jesus.

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

* New American Bible (<http://www.usccb.org/nab/bible/index.shtml>)

Grade 9 Religion
Religion 9 - Core I: Revelation of Jesus Christ in Scripture

5. The Gospels

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

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

In this unit, students will learn about the four Gospels and how they can lead us to accept Jesus Christ and apply his teachings to our lives.

(Framework, Core I, Section V, Page 4)

Unit Goals

1. Understand why the Gospels occupy the central place in our faith and in Scripture.
2. Distinguish the stages of formation of the Gospels.
3. Consider the basic history and content of the Synoptic Gospels.
4. Recognize the basic history and content of the Gospel of John.

Big Ideas

Gospels' central place our faith and in Scripture

Stages of formation

Synoptic Gospels: Matthew, Mark and Luke

Gospel of John

Enduring Understandings

1. The Gospels occupy the central place our faith and in Scripture.
2. The Gospels were formed in stages.
3. The Synoptic Gospels share many similar themes and stories.
4. The Gospel of John uses Christ's dialogues and personal testimony and is more mystical than the Synoptics.

Content

Gospels occupy central place in Scripture (CCC #125, 139)

* Proclaim the Good News of Jesus Christ, Word of God, definitive Revelation of God
* Record of the life and teachings of Jesus Christ
* Lead us to accept Christ in faith and apply his teachings to our lives

Three stages in formation of Gospels (CCC #126)

Synoptic Gospels: Matthew, Mark, Luke

* Approximate dates for each Gospel
* Information about three evangelists
* Churches for whom Gospels written
* Contents of Gospels (CCC #512-667)
- Infancy narratives
- Baptism and Temptation of Jesus
- Sermon on the Mount
- Jesus' teaching, including parables and
miracles
- Last Supper, Passion, Death, Resurrection,
Ascension (CCC #1329, 1337, 1366, 1323,
1412,1521-1522, 1532, 1708, 1992, 2020)

Gospel of John

* Approximate date and churches for whom it was written
* Who was John
* Content of Gospel of John
- Prologue (CCC #241, 291)
- More mystical approach (CCC #547-550)
- Miracles as signs of Christ's glory/divinity
- Bread of Life discourse
- Christ's Last Supper discourse and priestly
prayer
- Passion, Death, Resurrection

**Faith words to know**

Gospels, synoptic, evangelist, infancy narratives, parables, Last Supper, Passion, Resurrection, Ascension, discourse, prologue

**Scripture references**

The Four Gospels

Skills

1. Analyze why the Gospels are said to "occupy the central place in our faith and in Scripture."
2. Identify and summarize the three stages in the formation of the Gospels.
3. Compare the evangelists of the Synoptic Gospels to the Gospel of John.
4. Compare and contrast the Synoptic Gospels including dates written, audience, and content.
5. Critique the Gospel of John considering the date written, audience, and content.

Essential Questions

1. How do the Gospels help me to grow in my personal relationship with Jesus Christ?
2. How were the Gospels formed in stages?
3. In what ways do the Synoptic Gospels differ from the Gospel of John?
4. How do the Gospels lead me to accept Jesus Christ in faith and apply his teachings in my life?

Stage 2: Assessment Evidence

The Importance of the Gospels

Formative: Reflective Writing

Following the Socratic Seminar, the students will write their reflections on the statement "the Gospels occupy the central place in our faith and in Scripture."

Gospel Development

Formative: Self Assessment

Students will use a rubric to self-assess the following activity.Working with a partner, students will create a graphic organizer the showing how the Gospels were written in three stages. They will present their graphic to the class explaining the three stages.

Synoptic Gospels

Formative: Technology Project

Students will prepare and present an electronic presentation in which they compare and contrast the Synoptic Gospels including dates written, audience, and content.

John's Gospel

Formative: Homework

Written analysis of the Gospel of John considering the date written, audience, and content.

Lookling at the Four Gospels

Summative: Written Assessment

Considering the four Gospels, describe the key differences between the Synoptic Gospels and the Gospel of John.

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. In a Socratic Seminar setting, the students will share their reflections on the statement that *the Gospels occupy the central place in our faith and in Scripture*.
2. Working with a partner, students will create a graphic organizer showing how the Gospels were written in three stages. They will present their graphic to the class explaining the three stages.
3. What are the Synoptic Gospels? Students will prepare and present an electronic presentation in which they compare and contrast the Synoptic Gospels including dates written, audiences and content.
4. Students will prepare a written analysis of the Gospel of John considering the date written, audience and content.
5. Considering the four Gospels, students will discuss the key differences between the Synoptic Gospels and the Gospel of John.
6. Have students choose a miracle story from their favorite Gospel. Have them read the Scripture and then re-read it placing themselves in the scene. Ask them to record what they saw, heard, and felt. Ask them what Jesus did. Have them record their reflections in their journal.

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))