

UNIT 1

An Introduction to Liturgy and the Sacraments

Why should the liturgy and sacraments matter to me?

OVERVIEW

Unit Summary

This unit builds on the key understandings from the previous course on the Paschal Mystery. The students begin their exploration of the sacraments by studying how the Church's liturgy gives ultimate meaning and direction to our lives by enabling us to fully participate in the Paschal Mystery.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Articulate what the liturgy is and why it is important in the life of the Church, especially in terms of the celebration of the sacraments.	USCCB Framework Sacraments as Privileged Encounters with Jesus Christ: I.A.1,2,3.a–b, I.B.1–2, I.C.1–2; II.A.10.b, II.B.1.a.2, II.C.11.c, II.C.12, II.C.14–15; V.A.1–2, V.C.1–2, V.E

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The liturgy is the official, communal, and public worship of the Church.</p> <p>U2. Through the sacraments, we encounter Christ, and are given a door to the life of grace.</p>	<p>Q1. How can the liturgy bring me closer to God?</p> <p>Q2. How can the liturgy help me to grow spiritually?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The liturgy is the work of God in which we participate.</p> <p>K2. The Trinity is at work through the liturgy, especially through the person of Christ present in the assembly, the Scriptures, and in the Sacrament of the Eucharist.</p> <p>K3. The Liturgical Year provides a structure in which the Church celebrates the whole mystery of Christ, from Incarnation and birth, through his life, suffering, death, Resurrection and Ascension, to Pentecost.</p> <p>K4. All the diverse rites, in both the East and West, are legitimate expressions of the liturgy of the Universal Catholic Church.</p> <p>K5. The Eucharist is the sacrament we celebrate most frequently and the one that unites us in a special way with Christ and with others.</p> <p>K6. Symbols and rituals help us to encounter God's presence in the liturgy and sacraments.</p> <p>K7. The sacraments are a sign of God's life-giving presence in our lives.</p> <p>K8. The sacraments help us to see Jesus as a gift not only because of what he sacrificed for us but for how he continues to save us today through the Seven Sacraments.</p> <p>K9. The Paschal Mystery happened in history, but the saving power of Christ transcends all time.</p> <p>K10. Prayer is a reciprocal dialogue between God and humankind.</p>	<p>S1. Discover the structure of the liturgy and apply that knowledge by sharing with other students and assisting in answering questions until everyone has a full understanding of basic and important liturgical concepts.</p> <p>S2. Identify the seasons of the liturgical calendar and its purpose.</p> <p>S3. Discover how the Paschal Mystery unfolds as we celebrate the liturgy, particularly the Eucharist, over the course of the Liturgical Year.</p> <p>S4. Explain the significant role the Magisterium has in preserving the liturgy as the official, communal, and public worship of the Church.</p> <p>S5. Reflect on their experience of the Church and the liturgy.</p> <p>S6. Empathize with an author's viewpoint and apply the writing to their experience.</p> <p>S7. Apply their understanding of literature in order to consider its value at this point in their lives.</p> <p>S8. Interpret examples of events that can be described as liminal experiences and evaluate liminal, or threshold, experiences in their lives.</p> <p>S9. Explain how all the Church's liturgies are liminal experiences that have the potential to transform people's lives.</p> <p>S10. Identify the meaning of symbols and rituals in both secular and sacramental situations.</p> <p>S11. Name the Seven Sacraments and explain how they are efficacious signs of God's grace.</p> <p>S12. Explain the concept of redemption in both a secular and religious manner.</p> <p>S13. Apply their knowledge of redemption to explain the need for redemption individually and for the world.</p>

ACQUISITION <i>cont.</i>	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
	<p>S14. Reflect on their experiences with prayer.</p> <p>S15. Reflect on how prayer is essential to discovering how their experiences and choices shape who they are, and how prayer and reflection holds them to more fully participate in the worship of the Church.</p>

Vocabulary

The student book covers the following list of terms for this unit. To provide the students with a list of the terms and their definitions that you choose to feature in your class, customize, download, and print the handout “Unit 1 Vocabulary” (TX006758), on page 39, one for each student.

Terms for Mastery

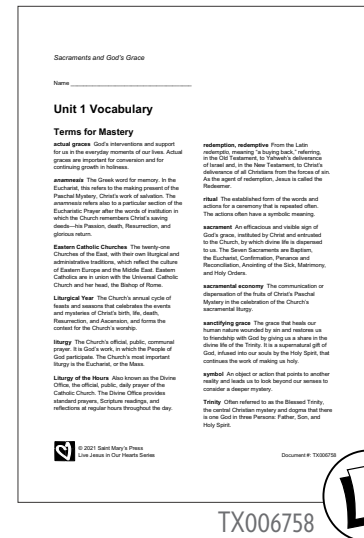
actual graces	ritual
<i>anamnesis</i>	sacrament
Eastern Catholic Churches	sacramental economy
Liturgical Year	sanctifying grace
liturgy	symbol
Liturgy of the Hours	Trinity
redemption	

Term Introduced for Later Mastery


ordained (ministries)

Terms Previously Mastered or for General Knowledge

Magisterium	prayer
Paschal Mystery	Tradition



Student Book Chapters

This unit draws on material from the *Sacraments and God's Grace* student book and incorporates it into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read content from the student book, the following symbol appears in the margin: . The chapters covered in the unit are as follows.

Chapter 1: Liturgy (pp. 10–33)

- Article 1: What Is the Liturgy?
- Article 2: The Holy Trinity and the Liturgy
- Article 3: The Liturgical Year
- Article 4: Liturgical Rites and Traditions
- Article 5: Celebrating the Liturgy

Chapter 2: Sacraments (pp. 34–61)

- Article 6: Symbols and Rituals
- Article 7: Sacraments: Sign and Mystery
 - Pre-read: John 2:1–11, 4:46–54, 5:1–15, 6:5–14, 6:16–24, 9:1–7, 11:1–45
- Article 8: Sacraments: Signs of Christ
- Article 9: Sacraments: Signs of Redemption
- Article 10: The Praying Church
 - Pre-read: Matthew 6:5–13

Additional Online Resources for Teaching This Unit

Visit www.smp.org/livejesus_sacraments for additional resources for teaching the content of this unit. Support materials include:

- full PDF of this teacher guide
- PowerPoint presentations
- web-based resources
- reading guides
- quizzes and test bank
- downloadable handouts
- links to app-based games and quizzes

Quizlet is a unique online feature that allows students to practice and master the content of each chapter. Each Quizlet provides engaging activities that can be customized to suit your classroom. Use these SMP-created activities to encourage student participation.

Assessing Student Understanding

The following resources will help you to assess student understanding of the key concepts covered in this unit:

- handout “Unit 1 Preassessment” (TX006757), on pages 37–38
- handout “Unit 1 Vocabulary” (TX006758), on pages 39–40
- handout “Unit 1 Final Performance Task Options” (TX006772), on page 58
- handout “Unit 1 Final Performance Task Rubrics” (TX006773), on pages 59–60
- handout “Unit 1 Test” (TX006774), on pages 61–66
- handout “Unit 1 Test Answer Key” (TX006775), on page 67
- downloadable quizzes for each chapter
(see www.smp.org/livejesus_sacraments)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, enabling them to begin their study of the liturgy and sacraments. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.

UNIT 1

Explain

LEARNING EXPERIENCE 1: Preassessment

Preassess what the students already know about the liturgy and sacraments to assist you in identifying key points to emphasize in this unit.

Understand

LEARNING EXPERIENCE 2: Final Performance Task Preview

Preview the final performance tasks and their rubrics.

CHAPTER 1

Explain

LEARNING EXPERIENCE 3: The Structure of the Liturgy

Provide the students with an overview of the general structure of the Church’s liturgy. (U1, Q1, K1, K2, K3, S1)

Perceive

LEARNING EXPERIENCE 4: The Liturgical Year: Unfolding the Paschal Mystery

Guide the students in discovering how the Paschal Mystery unfolds as we celebrate the liturgy, particularly the Eucharist, over the course of the Liturgical Year. (U1, Q1, K1, K2, K3, S2, S3)

Explain**LEARNING EXPERIENCE 5: The Church's Liturgy: God's Work through Human Hands**

Lead the students in exploring the role of the Magisterium in preserving the liturgy as the official, communal, and public worship of the Church. (U1, Q1, K1, K2, K3, K4, S4)

CHAPTER 2**Apply****LEARNING EXPERIENCE 6: An Empty Church at Noon**

Lead the class in a discussion of the poem "An Empty Church at Noon." (U1, Q1, K1, K5, K6, S5, S6, S7)

Apply**LEARNING EXPERIENCE 7: Identifying Symbols and Rituals**

Lead the students to discover the meaning of symbols and rituals as being integral to understanding the sacraments. (U2, Q2, K6, K7, S10)

Explain**LEARNING EXPERIENCE 8: The Sacraments: Seven Ways of Experiencing Christ**

Lead the students through a brief overview of the Seven Sacraments, allowing them to review fundamental ideas as they approach a more in-depth study. (U2, Q2, K7, K8, S11)

Empathize**LEARNING EXPERIENCE 9: The Meaning of Redemption: A Matter of Unconditional Love**

Lead the students to better understand our human need for redemption and our need of the sacraments as signs of redemption. (U2, Q2, K8, K9, S12, S13)

Explain**LEARNING EXPERIENCE 10: The Praying Church**

Guide the students to a deeper understanding of why a regular experience of prayer, both personal and public, is essential to their meaningful celebration of the sacraments as fully conscious and active members of the assembly. (U2, Q2, K10, S15, S16)

LEARNING EXPERIENCES

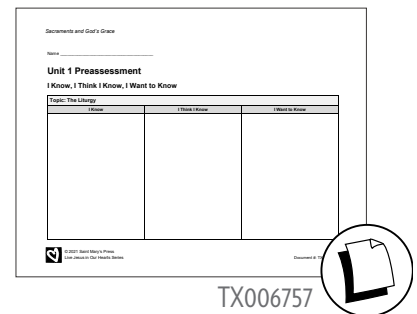
The following learning experiences support the key learning objectives for this unit. They are designed to take place over the course of several weeks, but it will be important for you to choose how they will best fit into your unique learning environment and how they will combine with other material you wish to use, as you prepare your lesson plans. Typically, each learning experience takes a day or two of class time. The handouts referred to in various learning experiences are available as reproducible handouts at the end of each unit of this guide. They are also available as part of the additional online resources at www.smp.org/livejesus_sacraments.

Explain

LEARNING EXPERIENCE 1 (Unit) Preassessment

Preassess what the students already know about the liturgy and sacraments to assist you in identifying key points to emphasize in this unit.

- 1. Prepare** by photocopying or downloading and printing the handout “Unit 1 Preassessment” (TX006757), on pages 37–38, one for each student. Gather three sheets of newsprint, and write the following headings, one on each sheet: “I know,” “I think I know,” and “I want to know.” Hang the three sheets in three different areas of the classroom. You will also need several pairs of scissors and glue sticks.
- 2. Introduce** the focus of this course: the sacraments. Acknowledge that the students have already learned a great deal about the sacraments from other religious studies courses, from sacramental preparation, and simply from attending a Catholic school and being a part of a Catholic parish. This preassessment experience will enable the students to articulate this prior knowledge and to identify what they are most interested in learning, both during this first unit and throughout the course.
- 3. Distribute** the handout to the students. Explain that in the first column, they are to list things they already know about the liturgy. In the second column, they are to list things they think they know but perhaps are not 100 percent sure of, or that they know only partially or vaguely. In the third column, they are to list questions they have about the liturgy. Encourage the students to respond to each prompt carefully, based on their current understanding of the Church’s liturgy. To get the students started with an example, you may ask a student or two to share aloud a fact they know about the liturgy. Direct the students to answer candidly on their papers, and assure them that it is okay if they aren’t clear on various aspects of the liturgy at this point. Allow the students adequate time to write their responses.



The handout is titled "Unit 1 Preassessment" and includes the subtitle "I Know, I Think I Know, I Want to Know". It features a table with three columns: "I Know", "I Think I Know", and "I Want to Know". The table is designed for students to write their responses. Below the table, there is a copyright notice: "© 2010 Saint Mary's Press. All rights reserved. See inside for more details." and a document ID "TX006757". A circular icon with a large letter 'L' is also present.

I Know	I Think I Know	I Want to Know

4. **Instruct** the students to repeat the same process with the prompts about the sacraments. Again, remind them that it is okay if they are unsure of their knowledge about the sacraments. They should just do their best.
5. **Arrange** the students into pairs. Give the pairs about 5 minutes to compare their handouts. Invite them to notice commonalities among the items they listed, as well as any items that may appear in different columns on their handouts (i.e., what one student may know for certain, another student may know only partially or have a question about).
6. **Reconvene** the class as a large group, and discuss the handout briefly, soliciting a few examples of items for each of the three categories for both liturgy and sacraments. Be sure to affirm the students' prior knowledge, to correct any glaring inaccuracies that surface in the conversation, and to encourage their intellectual curiosity in posing questions.
7. **Distribute** the scissors and glue sticks. Direct the students to cut apart the three columns of their handouts for both liturgy and sacraments, and to glue each section to the appropriately labeled sheet of newsprint in the classroom. Keep these posters displayed for the duration of the unit, referring to them when incomplete knowledge is expanded and/or clarified and when the students' questions are addressed. You may want to refer back to these posters at the conclusion of the unit as well, to help the students synthesize their learning.

TEACHER NOTE

To extend this learning experience, type all of the "I want to know" items into a Google Doc (or other cloud-based platform) that the students can both view and edit. As you proceed through the unit, encourage (or perhaps require) the students to visit this document online and answer some of these questions, either their own questions or those of their classmates. Because Google Docs tracks editing by user, you will be able to clearly view each student's contributions to this digital conversation.

Understand

LEARNING EXPERIENCE 2 (Unit)
Final Performance Task Preview

Preview the final performance tasks and their rubrics.

- 1. Prepare** by photocopying or downloading and printing the handouts “Unit 1 Final Performance Task Options” (TX006772), on page 58, and “Unit 1 Final Performance Task Rubrics” (TX006773), on pages 59–60, one of each for each student.
- 2. Distribute** the handouts. Give the students a choice as to which performance task to work on, and add more options if you so choose.
- 3. Review** the directions, expectations, and rubrics in class, allowing the students to ask questions. You may want to say something to this effect:
 - Both options may be completed either alone or with a partner.
 - Keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit.
 - Note that both options are not intended to be comprehensive looks at the Seven Sacraments. That is beyond the scope of this course. Rather, they focus only on topics discussed in this unit.
- 4. Explain** the types of tools and knowledge the students will gain throughout the unit so that they can successfully complete the final performance task.

TEACHER NOTE

If these final performance tasks, or similar ones, have been completed by a prior class, place examples of this work in the classroom. This allows the students to understand how they might effectively approach the final performance tasks and realize that there is more than one way to successfully complete the tasks.

TEACHER NOTE

Time permitting, allow the students to share their final performance tasks (either formally or informally) with their classmates on the due date. If many students have selected option 2, you can allow the students to take turns sharing their PowerPoint presentations.

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Unit 1 Final Performance Task Options

The following is a list of enduring understandings from unit 1. They should appear in this final performance task so your teacher can assess whether you learned the most essential content.

- The Eucharist is the official, communal, and public worship of the Church.
- Through the sacraments, we encounter Christ and are given a share in the life of grace.

Option 1: Lesson Plan on the Sacraments for Seventh-Grade Students

Write a lesson plan for seventh graders that will provide them with an overview of each of the Seven Sacraments. Keep the language simple, and include activities to keep young students' attention. Include each of the following elements in your lesson plan:

- Name the sacrament and the category of sacraments to which it belongs.
- Explain its purpose.
- Explain the symbols and rituals used for the sacrament.
- Explain how this sacrament relates to Christ's life.
- Explain how Christ works in the Church through this sacrament.

Option 2: A PowerPoint Presentation on the Liturgical Calendar

Create a PowerPoint presentation explaining how and why the Church's liturgical calendar celebrates the Paschal Mystery over the course of the liturgical year.

Your presentation should include the following:

- the enduring understanding that applies to the liturgy
- how celebrating different liturgical seasons helps the Christian community to connect with different aspects of the Paschal Mystery
- how "liturgical time" is different from the calendar year
- how the liturgical year, as each day and feast is celebrated, brings the past into the present moment, and connects us with future hope

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Unit 1 Final Performance Task Rubrics

Category	Option 1			
	4	3	2	1
Content Knowledge	Student demonstrates a deep understanding of the sacraments and their relationship to the Church and Christ's life.	Student demonstrates a solid understanding of the sacraments and their relationship to the Church and Christ's life.	Student demonstrates a basic understanding of the sacraments and their relationship to the Church and Christ's life.	Student demonstrates a limited understanding of the sacraments and their relationship to the Church and Christ's life.
Communication Skills	Student communicates clearly and effectively, using appropriate language and symbols to explain the sacraments.	Student communicates clearly and effectively, using appropriate language and symbols to explain the sacraments.	Student communicates clearly and effectively, using appropriate language and symbols to explain the sacraments.	Student communicates clearly and effectively, using appropriate language and symbols to explain the sacraments.
Application of Knowledge	Student applies knowledge of the sacraments to real-world situations, demonstrating a deep understanding of their significance.	Student applies knowledge of the sacraments to real-world situations, demonstrating a solid understanding of their significance.	Student applies knowledge of the sacraments to real-world situations, demonstrating a basic understanding of their significance.	Student applies knowledge of the sacraments to real-world situations, demonstrating a limited understanding of their significance.
Collaboration Skills	Student collaborates effectively with others, demonstrating a deep understanding of the sacraments and their relationship to the Church and Christ's life.	Student collaborates effectively with others, demonstrating a solid understanding of the sacraments and their relationship to the Church and Christ's life.	Student collaborates effectively with others, demonstrating a basic understanding of the sacraments and their relationship to the Church and Christ's life.	Student collaborates effectively with others, demonstrating a limited understanding of the sacraments and their relationship to the Church and Christ's life.

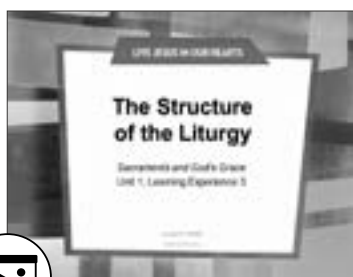
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Articles 1-2



TX006841

Explain

LEARNING EXPERIENCE 3 (Chapter 1)

The Structure of the Liturgy

Provide the students with an overview of the general structure of the Church's liturgy. (U1, Q1, K1, K2, K3, S1)

1. **Prepare** by ensuring that all the students have read articles 1 and 2 in the student book prior to this learning experience. Download the PowerPoint presentation "Learning Experience 3: The Structure of the Liturgy" (TX006841), at www.smp.org/livejesus_sacraments.
2. **Show** the PowerPoint presentation, asking the students to take notes as they watch. This presentation covers basic and important liturgical concepts.
3. **Invite** the students to form pairs and to share with each other what they heard. Then each pair should write one important thing they learned and one question. Ask each pair to present what they learned and their question. When a question is raised that has not yet been answered, invite any student that knows the answer to respond. Make sure the questions are answered correctly and completely.

TEACHER NOTE

The PowerPoint presentation includes teacher notes. These notes are intended as explanations, expansions, or applications of the material being presented. If you are unable to show the PowerPoint presentation, an option would be to print out the notes and review them with the students.

Perceive

LEARNING EXPERIENCE 4 (Chapter 1)

The Liturgical Year: Unfolding the Paschal Mystery

Guide the students in discovering how the Paschal Mystery unfolds as we celebrate the liturgy, particularly the Eucharist, over the course of the Liturgical Year. (U1, Q1, K1, K2, K3, S2, S3)



Article 3

1. **Prepare** by ensuring that all the students have read article 3 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class. Photocopy or download and print the handout "The Liturgical Year: Unfolding the Paschal Mystery" (TX006759), on page 41, one for each student. Write the following question on the board:
 - What is the liturgical calendar, and what is its purpose?

5. **Conclude** by asking the following questions:

- Is the beginning of the Liturgical Year the same as the beginning of a calendar year? Why?
- If every Sunday celebrates the full Paschal Mystery, why do we need different seasons and feast days?
- Is it possible that you might connect better with some liturgical seasons or feast days than others depending on what is going on in your life at a given time?

TEACHER NOTE

One good way to assign topics is to write topics on slips of paper and have each small group draw a topic from a container. Instruct the groups to research the topic they received, using article 3 in the student book and any other resource you may choose to make available. A large copy of the liturgical calendar would be useful for the students to refer to during their presentations.

Explain

LEARNING EXPERIENCE 5 (Chapter 1)

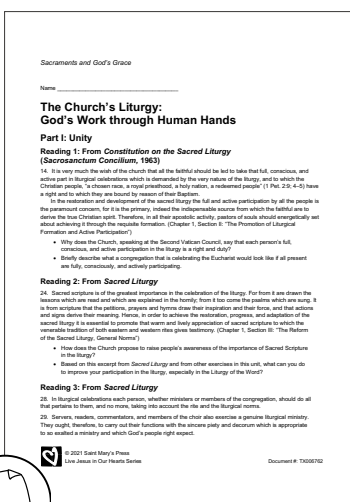
The Church's Liturgy: God's Work through Human Hands

Lead the students in exploring the role of the Magisterium in preserving the liturgy as the official, communal, and public worship of the Church. (U1, Q1, K1, K2, K3, K4, S4)

1. **Prepare** by ensuring that all the students have read article 4 in the student book prior to this learning experience. Photocopy or download and print the handout "The Church's Liturgy: God's Work through Human Hands" (TX006762), on pages 44–45, one for each student.
2. **Distribute** the handout to each student, and instruct the students that they will need a sheet of paper or their notebook to record their answers. Ask the students to carefully read the excerpts from primary Church documents on the liturgy from the handout and then answer the questions that follow each selection.
3. **Invite** the students, after they have finished writing, to meet in pairs to discuss their answers. Then have each pair join with another pair to compose a group answer for each question. Instruct each group to appoint a leader who will share the group's ideas with the class.
4. **Summarize** the group sharing by repeating some of the more important student insights.



Article 4



TX006762

Apply

LEARNING EXPERIENCE 6 (Chapter 1)

An Empty Church at Noon

Lead the class in a discussion of the poem “An Empty Church at Noon.” (U1, Q1, K1, K5, K6, S5, S6, S7)

- 1. Prepare** by ensuring that all the students have read article 5 in the student book prior to this learning experience. Photocopy or download and print the handouts “An Empty Church at Noon” (TX006763), on page 46, and “An Empty Church at Noon’ Questions” (TX006764), on pages 47–48, one of each for each student.
- 2. Arrange** the students into small groups of three or four, and then distribute the handouts. Ask each small group to choose a group leader, and a scribe to take notes on the discussion. You will lead the students in an examination of their experience of the liturgy, using the poem “An Empty Church at Noon” as a catalyst for discussion.
- 3. Provide** the following background information, using these or similar words:
 - In this exercise, you are asked to do essentially three things: listen to a poem, discuss the poem with your group, and then reflect on your own experience of the Church and the liturgy. In the poem “An Empty Church at Noon,” the speaker scrutinizes a church and liturgical objects inside. After discussing the poem, you will have an opportunity to describe your experience of the liturgy and consider its value at this point in your life.

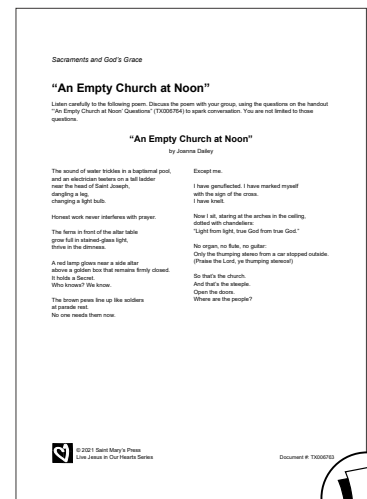
TEACHER NOTE

Teenagers sometimes find it difficult to relate to the Church’s liturgy for a variety of reasons. This discussion is intended to awaken in the students an appreciation for the Church’s challenge and responsibility to nurture the living faith of the Catholic community and to draw new members into the Church. By listening to one another’s stories, rather than focusing solely on structures and institutions, the students can experience themselves as the Church and eventually take greater interest in and responsibility for the liturgy.

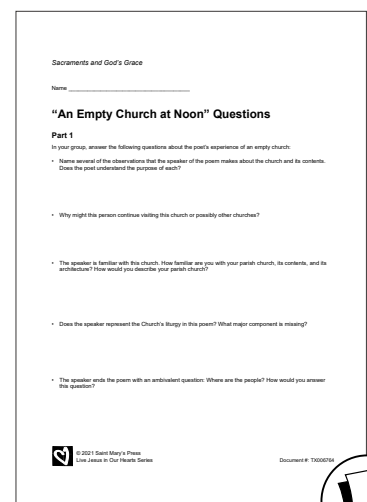
- 4. Read** aloud the poem “An Empty Church at Noon,” or invite a volunteer to read it. If you choose a volunteer, be sure to give them a copy of the poem in advance to practice reading.
- 5. Invite** each small group to discuss the poem together using the questions on the handout “An Empty Church at Noon’ Questions” as a guide. Ask one member of the group to prepare a summary of the group’s conversation.



Article 5



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Sacraments and God's Grace

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Using the Whip-Around Method

A Quick and Participative Assessment Tool

The whip-around, as described here, is based on a technique developed by Jack Canfield, PhD, which is designed to provide a quick assessment of what students have learned in a class period or segment of a class. The technique serves several functions: helping students to recall significant facts, allowing student comments to serve as review for the rest of the class, and, as an active learning event, setting students to awareness and getting their minds in gear. The idea is to call on every student, in random order, to answer a question (or short series of questions), making sure every student has a chance to respond.

The Process

At the end of a class or information session (or when changing the topic or activity in a lesson), each student is asked to quickly respond to one of these prompts:

1. State one thing that they have just learned.
2. Answer one of these questions written on the board. (The teacher chooses the question, but the students respond in pairs for all three.)
3. Name one question or concern they have about the content. One student answers, then the question is whispered to the next student (the teacher calls on another student at random), and then the next, until all the students have had the opportunity to respond. It's that simple.

The following hints may prove helpful as you begin:

- Have the students write down responses to the prompts in advance, so that the more introverted students will be able to read their answers.
- It is always good to allow students the option to "pass." This is a technique designed to keep all the students engaged.

The Rules

1. The answers must be short.
2. Everyone should respond as quickly as possible.
3. All answers are accepted.
4. Everyone participates.
5. No "factual" comments about other people's statements (except when the teacher corrects factual errors; otherwise, even the teacher should not comment).
6. Whip-around should happen before changing topics, before breaks, or at the end of class.

Response Guide

You might want to provide a chart with the following response options when you first use the method. After the first three or four times, this will likely not be needed anymore. Be sure, though, students will be able to whip around the room in just a few minutes.

- I learned . . .
- I was reminded of . . .
- I was surprised to learn that . . .
- I had (an emotional response is given) because I now know . . .
- This makes me conclude . . .
- I discovered that . . .
- I remember that . . .
- "Pass" with a reason for an answer or comment.
- "Whipped" as someone else's comment (with an addition of my own).

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TX006761

6. **Ask** the group leaders, after adequate time for discussion, to relay to the class the most important ideas each small group discussed.
7. **Conclude** the discussion of the poem by making sure the class understands that it is intended to stir imagination and to begin conversation. After reading the poem, we can hardly avoid asking ourselves, "What does the liturgy mean to me?"
8. **Invite** the small groups to now discuss the second set of questions on the handout. Remind the students that they should not dwell on negative experiences, but that they may certainly discuss those as well as positive experiences.
9. **Allow** adequate time for discussion, and quickly go around the class, asking each student to name one significant experience of the liturgy. A whip-around would work well here. Be sure to give the students the option to pass if they so choose.

TEACHER NOTE

For more detailed information on the whip-around method, see the resource "Using the Whip-Around Method" (TX006761), at www.smp.org/livejesus_sacraments and in the Methods Resources appendix, on page 297.

Sacraments and God's Grace

Name _____

Chapter 1 Quiz

Write the letter that corresponds to the best answer choice in the blank space provided.

1. What season follows Lent in the Liturgical Year?
a. Pentecost
b. Advent
c. Easter Triduum
d. Ordinary Time
2. Which option best defines the word *liturgy*?
a. the Church's official, public, communal prayer
b. just the sacraments
c. the Christian ceremony commemorating the Last Supper
d. a religious ceremony or ritual regarded as inspiring divine grace
3. Which of the following is the feast day that celebrates the visit of the Magi to the infant Jesus and the Revelation of the Star to the Wise?
a. Easter
b. Advent
c. Christmas
d. Epiphany
4. Which of the following means "to hand on," and refers to the process of passing on the Gospel message?
a. ministry
b. evangelization
c. Tradition
d. Heresy
5. Which of the following is the Church's living teaching office, which consists of all the bishops, in communion with the Pope?
a. Magisterium
b. College of Bishops
c. papal council
d. none of the above

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10. **Conclude** by asking the students the following questions:

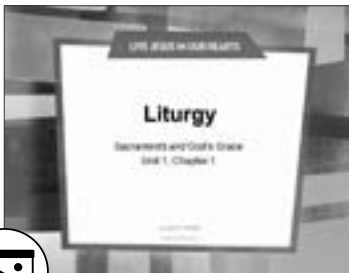
- How important is the liturgy in your life?
- How important is the liturgy in the life of the Church?

TEACHER NOTE

Students can participate in self-assessments using several different types of Quizlet reviews for each chapter. These assist students in reviewing each chapter and receiving immediate feedback on the knowledge they have acquired. If you choose to administer the chapter 1 quiz (TX006859), do so now, before moving on to chapter 2. (See www.smp.org/livejesus_sacraments to access both of these resources.)

TEACHER NOTE

You can also present the main chapter points using the PowerPoint presentation "Chapter 1 Overview: Liturgy" (TX006839) (see www.smp.org/livejesus_sacraments).



TX006839

Apply

LEARNING EXPERIENCE 7 (Chapter 2)

Identifying Symbols and Rituals

Lead the students to discover the meaning of symbols and rituals as being integral to understanding the sacraments. (U2, Q2, K6, K7, S10)

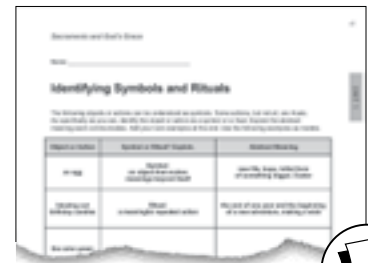
- 1. Prepare** by ensuring that all the students have read article 6 in the student book prior to this learning experience. Photocopy or download and print the handouts “Identifying Symbols and Rituals” (TX006765), on pages 49–50, and “Describing Symbols and Rituals” (TX006767), on page 52, one of each for each student.
- 2. Provide** the following instructions, also explaining that the students may work alone, in pairs, or in small groups of three or four:
 - This learning experience focuses on the importance of symbols and rituals to the celebration of the sacraments. Symbols and rituals give us ways of understanding abstract and often complex ideas.
 - We will do an exercise that has two parts. In the first part, you will identify objects or actions as either symbols or rituals. You may also add other examples that you can recall. In the second part, you will define *symbol* and *ritual* more precisely so that you can better understand their importance to the Church’s worship, especially the celebrations of the sacraments.
- 3. Distribute** the handout “Identifying Symbols and Rituals.” Instruct the students to work on it quickly, allowing them 5 to 10 minutes to complete the handout.
- 4. Choose** several students to read their answers aloud after all have finished the handout. Invite the students to read the examples of symbols or rituals they added, along with their explanations of what they mean. After this exercise, if the students have worked in groups, they should return to their usual seating arrangement.

TEACHER NOTE

As each group presents, check the handout “Identifying Symbols and Rituals Answer Key” (TX006766), on page 51. This provides you with some basic points each group should cover.



Article 6



TX006765



TX006767

Sacraments and God's Grace

Identifying Symbols and Rituals Answer Key

Object or Action	Symbol or Ritual?	Abstract Meaning
an egg	Symbol an object that symbolizes meanings beyond itself	new life, hope, initial form of something bigger, Easter
blowing out birthday candles	Ritual a meaningful repeated action	the end of one year and the beginning of a new adventure, making a wish
the color green	Symbol	growth, nature
a wedding ring	Symbol	commitment, unity, marriage
around fire to the state fair	Ritual	celebration or tradition
a cheer	Symbol	movement forward, cheering, rallying
a lion	Symbol	strength, nobility, power
laying hands on a person	Ritual	the presence of the Holy Spirit, comfort, trust
wind	Symbol	change, spiritual presence
walking	Ritual	solidarity, moving forward, the journey of life
Answers will vary.		
Answers will vary.		

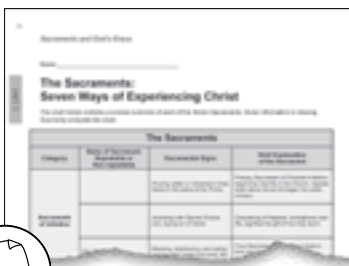
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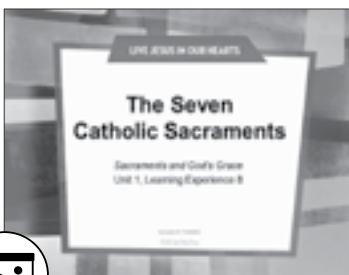
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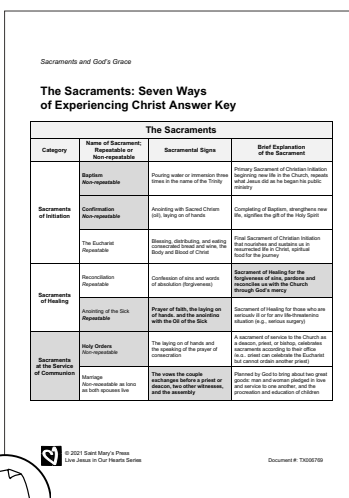
Articles 7-8



TX006768



TX006842



TX006769

- Distribute** a copy of the handout “Describing Symbols and Rituals” to each student. Invite one student to read the brief description of symbols and rituals aloud to the class. After the student has finished reading, ask the students whether anyone has a specific question (other than the questions on the handout). Consider inviting other students to answer the questions if they know the answers.
- Instruct** the students to answer the questions on the handout. Then invite individual student volunteers to share their answers to the questions with the class. Make additions or corrections as needed. Conclude by inviting the students to ask any further questions they might have.

Explain

LEARNING EXPERIENCE 8 (Chapter 2)

The Sacraments: Seven Ways of Experiencing Christ

Lead the students through a brief overview of the Seven Sacraments, allowing them to review fundamental ideas as they approach a more in-depth study. (U2, Q2, K7, K8, S11)

- Prepare** by ensuring that all the students have read articles 7 and 8 in the student book prior to this learning experience. Photocopy or download and print the handout “The Sacraments: Seven Ways of Experiencing Christ” (TX006768), on page 54, one for each student. Also download the PowerPoint presentation “Learning Experience 8: The Seven Catholic Sacraments” (TX006842), at www.smp.org/livejesus_sacraments.
- Distribute** the handout.
- Show** the PowerPoint presentation. Then lead the students through the handout, one sacrament at a time. Call for volunteers to read the information provided. Then ask other students to offer answers for the missing information. Repeat the answers succinctly so that the students can fill in the information and use this handout as a quick reference guide in the future.

TEACHER NOTE

As each group presents, check the handout “The Sacraments: Seven Ways of Experiencing Christ Answer Key” (TX006769), on page 55. This provides you with the basic points the students should cover.

4. **Direct** the students to take notes. Conclude with the following points:

- Now you have a helpful overview of the Seven Sacraments of the Church. As we approach a more detailed study of the sacraments, you will be able to use this chart in the same way a contractor uses a blueprint to construct a building. Keep this chart so that you can refer to it when you need a quick reference.
- As we move forward, remember the following ideas. You should take notes.
 - Jesus Christ is the primary sacrament. The Seven Sacraments originate in Christ and all convey his presence.
 - Because the sacraments actually make Christ present to us, God's redemptive love is made visible through our participation in the sacraments.
 - We celebrate the sacraments because they are efficacious signs of grace. That means they really work; they have a real and positive effect on us, making us holy and freeing us from sin.
 - Grace isn't something that you "get," but a relationship that God enables us to develop with him.



LEARNING EXPERIENCE 9 (Chapter 2)

The Meaning of Redemption: A Matter of Unconditional Love

Lead the students to better understand our human need for redemption and our need of the sacraments as signs of redemption. (U2, Q2, K8, K9, S12, S13)

1. **Prepare** by ensuring that all the students have read article 9 in the student book prior to this learning experience. Photocopy or download and print the handouts "The Meaning of Redemption: A Matter of Unconditional Love (Part 1)" (TX006770), on page 56, and "The Meaning of Redemption: A Matter of Unconditional Love (Part 2)" (TX006771), on page 57, one of each for each student. Be sure to collect several different kinds of coupons, lottery tickets, or any type of voucher or claim ticket, and have them available for the students to look at.

2. **Display** to the class the redemption coupons you have brought, and begin a discussion with this prompt:

- What does *redeem* mean?

Briefly discuss what can be redeemed with the various kinds of coupons and vouchers you brought. Read the following sentences that all use a form of the word *redeem*:



Article 9



Sacraments and God's Grace

Name: _____

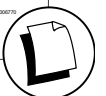
**The Meaning of Redemption:
A Matter of Unconditional Love (Part 1)**

The following survey provides an opportunity for you to identify some areas of your life that you feel you need help to improve. Part 1 of this exercise is strictly personal; however, your reflections will help you with the group exercise that follows in part 2. Please check each item in the box that best describes how you feel about each statement.

I need help with . . .	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
believing that I am an intelligent person					
doing my best in school					
expressing myself clearly					
making friends					
gaining respect from my peers					
gaining respect from adults					
feeling good about my appearance					
showing my love and affection to others					
liking myself					
treating my friends better					
respecting my body					
dealing with sexual issues					
treating people					
loving others as they deserve					
depending on God more for help					

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Sacraments and God's Grace

Name: _____

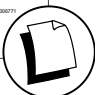
**The Meaning of Redemption:
A Matter of Unconditional Love (Part 2)**

Discuss the following questions:

- Do you believe that love is getting ground in our time? Give evidence for your answer.
- Describe anything you have experienced or read about that you believe has edified or conformed to self-love or selfishness.
- Describe anything you have experienced or read about that has nurtured love or faithfulness.
- If Jesus were in this room, telling you to request anything you need to make the world a more loving and faithful place, what would you ask for?
- Do you think we need God's presence and help to positively change the world?
- Do you think that you are in need of redemption? Explain. (Do not feel obliged to share personal information.)

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TX006771



- Here are some common examples of the way we use the word *redeem*:
 - The exciting ending partially *redeemed* what was otherwise a boring movie.
 - He is working on *redeeming* his reputation.
 - You can *redeem* this coupon at any store that accepts credit cards.
 - This voucher can be *redeemed* for a free meal at several restaurants.
 - The company *redeemed* some of its stock.

Invite the students to answer the following question:

- Can you think of other ways this word is used?

By the end of this brief exercise, make sure the students know that the word *redeem* literally means “to buy back” something. If a student says, “Jesus redeemed us,” invite the students to ponder this question:

- How is the notion that Jesus redeemed us similar to or different from other ways the word *redeem* is used?

Briefly sum up the students’ most insightful comments, and be sure to include the following point:

- Jesus redeems us to bring us back into a graced relationship with God, freed from the burden of sin.

3. **Distribute** the handouts. Use this exercise to guide the students to become more conscious of the human need for redemption. Have the students complete part 1 in silence. Consider playing instrumental music as they work. You can have them complete part 2 as a class or in small groups.
4. **Comment** on part 1, after the students have completed it, using these or similar words:
 - If you agreed or strongly agreed with a number of these items, you are like most people. This brief exercise helps to remind us that none of us is self-sufficient; we are all in need of redemption. Now we will discuss the questions in part 2 of the exercise as a class (or in small groups).
5. **Conclude** the discussion by asking the students the following questions:
 - Do you believe our world is in need of redemption?
 - Do you believe you need redemption?

Continue in these or similar words:

- We profess that Jesus continues to be with us, to walk with us on the journey of life, through the sacraments. In faith, we believe that Jesus has redeemed us through our Baptism. And we also believe that Jesus’ presence and unconditional love continues to redeem us in the Eucharist. Finally, in faith we also believe that Christ will redeem us and carry us to our eternal home.

Explain

LEARNING EXPERIENCE 10 (Chapter 2)

The Praying Church

Guide the students to a deeper understanding of why a regular experience of prayer, both personal and public, is essential to their meaningful celebration of the sacraments as fully conscious and active members of the assembly. (U2, Q2, K10, S15, S16)

- Prepare** by ensuring that all the students have read article 10 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class. Have a sheet of newsprint and marker available for each student or each pair of students.
- Direct** the students to take out their notebooks or a sheet of paper. Tell them to reflect on and write about one or two of their earliest memories of prayer, or about first learning to pray. Allow the students about 5 minutes to reflect. You may enhance the reflective mood by playing soft instrumental music.
- Invite** all the students who wish to share, to describe the experiences they reflected on. The students may choose to read what they wrote or to speak extemporaneously. After the students have shared, ask them whether their parents or guardians encouraged them to make a regular practice of prayer in the morning, before meals, at bedtime, or on a regular basis.
- Conclude** this discussion by sharing the following points:
 - Regular reflection and prayer are essential for discovering how our experiences and choices shape who we are.
 - Prayer and reflection help us to more consciously and fully participate in the public, communal worship of the Church because we are better able to bring ourselves and our stories to the liturgy.
- Write** the following topics on slips of paper and place them in a container so that the students can draw topics randomly. You may have the students work individually or in pairs.
 - The Liturgy of the Hours
 - Popular Piety
 - Prayers of Blessing and Adoration
 - Prayers of Petition
 - Prayers of Intercession
 - Prayers of Thanksgiving
 - Prayers of Praise
 - Vocal Prayer
 - Mental Prayer and Meditation
 - Contemplative Prayer



Article 10



6. **Distribute** to each student or pair of students a marker and a sheet of newsprint on which to write an outline for a presentation. Then offer the following instructions:

- You will find your assigned topic in article 10 in the student book. Take careful notes so that you will be prepared to teach your topic to the class. You have about 10 minutes to prepare. Be sure to inform the class if your topic happens to be a form or an expression of prayer, and provide at least one brief example of that form or expression. You may begin now.

When the students have finished working, have them present the topics in the order they are listed in step 6 of this learning experience. Invite student comments and questions after all the topics have been presented.

7. **Conclude** with the “Prayer of Abandonment,” by Charles de Foucauld. This is a vocal prayer that includes petition, thanksgiving, and blessing. It is meaningful because it is the expression of ultimate confidence in God by a man who was martyred protecting people he was ministering to in Algeria. He was beatified by Pope Benedict XVI.

- Father, I abandon myself into your hands;
do with me what you will.
Whatever you may do, I thank you:
I am ready for all, I accept all.

Let only your will be done in me,
and in all your creatures.
I wish no more than this, O Lord.

Into your hands I commend my soul;
I offer it to you with all the love of my heart,
for I love you, Lord, and so need to give myself,
to surrender myself into your hands, without reserve,
and with boundless confidence,
for you are my Father.

Sacraments and God's Grace

Name _____

Chapter 2 Quiz

Write the letter that corresponds to the best answer choice in the blank space provided.

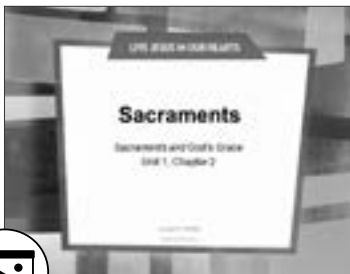
1. What term is defined as the work of salvation accomplished by Jesus Christ through his life, Passion, death, Resurrection, and Ascension?
 - a. Passion
 - b. Paschal Mystery
 - c. saving grace
 - d. the Eucharist
2. Which term refers to the night the Lord passed over the houses of the Israelites marked by the blood of the lamb, and spared the Hebrews from death?
 - a. The Night of Purgatory
 - b. Pentecost
 - c. Passion
 - d. The Last Supper
3. What are miracles called in the Gospel of John?
 - a. miracles
 - b. wonders
 - c. traditions
 - d. signs
4. Which of the following words means “to throw together,” or an object or action that points to another reality and leads us to look beyond our senses to consider a deeper meaning?
 - a. symbol
 - b. ritual
 - c. sacrament
 - d. miracle
5. Which of the following is an established form of the words and actions for a ceremony that is repeated often?
 - a. symbol
 - b. ritual
 - c. sacrament
 - d. miracle



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TX006860



TX006840

TEACHER NOTE

Students can participate in self-assessments using several different types of Quizlet reviews for each chapter. These assist students in reviewing each chapter and receiving immediate feedback on the knowledge they have acquired. If you choose to administer the chapter 2 quiz (TX006860), do so now, before moving on to “Concluding the Unit.” (See www.smp.org/livejesus_sacraments to access both of these resources.)

TEACHER NOTE

You can also present the main chapter points using the PowerPoint presentation “Chapter 2 Overview: Sacraments” (TX006840) (see www.smp.org/livejesus_sacraments).

CONCLUDING THE UNIT

Using the Student Book “Unit 1 Highlights”

In the student book, the unit ends with a review section. In this section, the students can review graphic organizers that cover most main points in each chapter. In student testing, high school students noted that they would use these graphic organizers in the following ways:

- to study for quizzes and tests
- as a guide for writing summaries
- to assist with homework assignments
- to check their notes
- to review with peers
- to check for understanding
- to create flashcards

You may wish to review these pages with the students prior to the unit assessment or suggest that they use the graphic organizers in any of the ways other students suggested in the list above.

Using the Preassessment

Consider spending a portion of a class period near the end of the unit to return to the posters the students created in the preassessment activity at the beginning of the unit. Post the posters around the room, and consider the following possibilities:

- Give the students about 5 minutes to take a “gallery tour” of the posters. Direct them to make note of the following:
 - at least one “I know” item about which they deepened their understanding during this unit
 - at least one “I think I know” item about which they have attained greater clarity
 - at least one “I want to know” item about which they have gained information or insight

Ask for volunteers to share any or all of these items aloud with the class. Be sure to affirm the evident growth in students’ understanding.

- Invite the students to pose additional questions that they now have about the liturgy or sacraments that may be addressed later in this course or in future courses, or that they may choose to investigate on their own. In other words, if they were to complete the preassessment handout now, what items would be in the “I want to know” column? Help the students to understand that studying a particular topic not only serves to answer our questions about that topic but also piques our curiosity to pose more questions and to continue our studies.



Unit 1 Highlights





Bring It Home

Using the Student Book “Bring It Home” Section

To conclude, remind the students of this unit’s focus question: *Why should the liturgy and sacraments matter to me?* Pose the following questions to the students verbally or post them on the board, and invite the students to journal quietly or to engage in conversation with a partner or small group.

- Having nearly concluded this unit, how would you answer the unit focus question?
- How do you think the liturgy can bring you closer to God?
- Why are the sacraments so important to the Church?

Answer Keys for Double-Check Questions

Each chapter in the student book ends with six to eleven double-check questions. Here are the answer keys for those questions.

Answer Key for Chapter 1 Double-Check Questions

1. *What is the original meaning of the word liturgy?*
The word *liturgy* comes from *leitourgia*, which literally means “the people’s work.”
2. *What does the Church mean by the word liturgy?*
The liturgy is the Church’s official, public, communal prayer. It is God’s work, in which the People of God participate. The Eucharist is the most important of all the liturgies the Church celebrates.
3. *What is the Magisterium of the Church?*
The Magisterium is the Church’s living teaching office, which consists of all the bishops, in communion with the Pope. The Magisterium is responsible for interpreting the deposit of faith under the guidance of the Holy Spirit.
4. *What is Tradition?*
Tradition refers to the process of passing on the Gospel message. It began with the oral communication of the Gospel by the Apostles, was written down in the Scriptures, is handed down and lived out in the life of the Church, and is interpreted by the Magisterium under the guidance of the Holy Spirit.
5. *What does it mean when we say that the Church’s liturgy is Trinitarian?*
We say the Church’s liturgy is Trinitarian because the three Divine Persons of the Trinity (Father, Son, and Holy Spirit) work through the liturgy, and the mystery of the Holy Trinity is more deeply revealed in the liturgy. In the liturgy, we acknowledge the Father as the source of all blessings and of salvation. Jesus Christ is central in the liturgy because the Eucharist makes his sacrifice of himself present to us. This happens through the power of the Holy Spirit.
6. *How are we in union with the Trinity?*
We are in union with the Trinity through the sacrament that is the Church. The Holy Spirit works through the Church to make Christ present to the world and brings grace and salvation to all. We are united with the Trinity most profoundly in the Seven Sacraments of the Church.

7. *What is the Liturgical Year?*

The Liturgical Year is the annual cycle of religious feasts and seasons that forms the context for the Church's worship. During the Liturgical Year, we remember and celebrate God the Father's saving plan as revealed through the life of his Son, Jesus Christ. The Liturgical Year celebrates God's time and provides a structure in which the Church throughout the world celebrates the entire mystery of Christ and awaits his coming again at the end of time.

8. *How does the Holy Spirit help us to celebrate the liturgy?*

The Holy Spirit's role is to help us participate fully in the liturgy. We can ask the Holy Spirit to help us focus on the liturgy, give thanks for Jesus Christ and our blessings in this life, and allow the words to touch our mind and heart.

9. *Explain why every liturgy is a participation in, and anticipation of, the heavenly liturgy?*

In every liturgy on Earth, we celebrate not only with those around us but also with all the angels and holy people who have gone in faith to Heaven before us. This is made possible by Christ's saving work, which extends our liturgy on Earth into Heaven, breaking the boundaries of time and space and making us all one in Christ. During the liturgy, we also remember the saints in Heaven for Christ's work of salvation in them, and their stories and final victory encourage us on our own journey to Heaven. Every liturgy thereby participates in and anticipates the heavenly liturgy, our ultimate goal.

10. *What are Eastern Catholic Churches?*

The Eastern Catholic Churches are the twenty-one Churches of the East, with their own liturgical and administrative traditions, which reflect the culture of Eastern Europe and the Middle East. Eastern Catholics are in union with the Universal Catholic Church and her head, the Bishop of Rome.

11. *What are two of the ways listed in this chapter to contribute to the liturgy?*

You can contribute to the liturgy in a variety of ways. Some of the most common ways are these:

- Make an effort to be present, mentally and spiritually, as well as physically. Prepare in advance by examining your conscience in light of the Word of God. Once Mass begins, pay attention to what is going on.
- Pray to the Holy Spirit. Ask him to help you focus and give thanks for Jesus Christ and all the good things in your life.
- Listen to the prayers.
- Listen to the readings. Try (with the help of the Holy Spirit) to allow the words to touch your mind and heart.
- Pray during the General Intercessions. Pray for the Church, the world, and those who suffer. Pray for your family and friends. Pray for yourself, particularly if you are going through a challenging time.

- Sing. Music opens our hearts and our spirits.
- Say the responses and think about the meaning of the words you say.
- Use your body. When you make the Sign of the Cross, make it thoughtfully. When you kneel, hold yourself up straight. When you stand or walk, stand up straight. Our bodies help us to pray when we truly participate in the action asked of us.
- When you receive Communion, concentrate on the reality of Christ's presence in the Eucharistic species and the gift of grace you are receiving, which gives you strength to lead a moral life.
- When you are dismissed from Mass, resolve to go forth to live in a way that is pleasing to God. Strive to do what is good and avoid what is evil.

Answer Key for Chapter 2 Double-Check Questions

1. *How are a symbol and a ritual related?*

A symbol is an object or action that points us to another reality, leading us to look beyond our senses to consider a deeper mystery. A ritual is an established form of the words and actions for a ceremony that is repeated often. Rituals and symbols are related because the actions and words of a ritual often have a symbolic meaning, calling us to consider a deeper mystery. "Symbolic action" is another way to refer to a ritual.

2. *What is a sacrament?*

A sacrament is an efficacious (or effective) and visible sign of God's grace, "instituted by Christ and entrusted to the Church, by which divine life is dispensed to us" (*Catechism*, no. 1131).

3. *What is the Paschal Mystery?*

The Paschal Mystery is the work of salvation accomplished by Jesus Christ mainly through his Passion, death, Resurrection, and Ascension. It is the core of every sacrament and is most evident in the Eucharist.

4. *What do we mean by sacramental economy?*

Sacramental economy refers to the communication or dispensation of the fruits of Christ's Paschal Mystery in the celebration of the Church's sacramental liturgy. That is, through grace, all the sacraments signify and make present the work of Christ in our lives.

5. *What is grace?*

Grace is a relationship with God and participation in his life. Grace helps us to freely respond to and cooperate with God, which in turn opens us to more grace and more freedom.

6. *Explain the difference between sanctifying grace and actual grace.*

Sanctifying grace is the free gift of God's life, which we first receive at Baptism and then renew in the sacraments. This kind of grace heals our human nature, which has been wounded by sin, and restores us to friendship with God. Sanctifying grace give us a permanent disposition that enables us to live with the Holy Trinity. In contrast, actual graces are the daily interventions and support we receive from God in every moment of our lives.

7. *How do the sacraments fulfill Christ's plan of redemption for us?*

Christ's plan of redemption for us was for him to be accessible through the Church and the sacraments, especially the Eucharist, in which he is really present. His plan was for us to be in relationship with God. Jesus intended the sacraments to be the doorways to this relationship for all people of all times, in all places.

8. *Describe each of the three expressions of prayer: vocal prayer, meditation, and contemplation.*

Vocal prayer uses words to speak to God, either aloud or silently. We can pray with words either alone or in a group. Vocal prayer includes both memorized prayer and spontaneous prayer that we make up ourselves. Next, in meditation, we focus on using our thoughts, imagination, and emotions, sometimes using Scripture, the Rosary, or other focal points. Finally, contemplation, a wordless form of prayer, sometimes described as resting in God, is another way for us to listen for God's movement in our lives, faithfully meeting his love in silence and entering into union with the Trinity.

9. *What is the Liturgy of the Hours?*

The Liturgy of the Hours, also called the Divine Office, is the official, public, daily prayer of the Catholic Church. It provides standard prayers, Scripture readings, and reflections to be prayed at regular hours throughout the day. The Liturgy of the Hours is the prayer of the whole People of God.

Sacraments and God's Grace

Name _____

Unit 1 Preassessment

I Know, I Think I Know, I Want to Know

Topic: The Liturgy		
I Know	I Think I Know	I Want to Know



Topic: The Seven Sacraments		
I Know	I Think I Know	I Want to Know



Sacraments and God's Grace

Name _____

Unit 1 Vocabulary

Terms for Mastery

actual graces God's interventions and support for us in the everyday moments of our lives. Actual graces are important for conversion and for continuing growth in holiness.

anamnesis The Greek word for memory. In the Eucharist, this refers to the making present of the Paschal Mystery, Christ's work of salvation. The *anamnesis* refers also to a particular section of the Eucharistic Prayer after the words of institution in which the Church remembers Christ's saving deeds—his Passion, death, Resurrection, and glorious return.

Eastern Catholic Churches The twenty-one Churches of the East, with their own liturgical and administrative traditions, which reflect the culture of Eastern Europe and the Middle East. Eastern Catholics are in union with the Universal Catholic Church and her head, the Bishop of Rome.

Liturgical Year The Church's annual cycle of feasts and seasons that celebrates the events and mysteries of Christ's birth, life, death, Resurrection, and Ascension, and forms the context for the Church's worship.

liturgy The Church's official, public, communal prayer. It is God's work, in which the People of God participate. The Church's most important liturgy is the Eucharist, or the Mass.

Liturgy of the Hours Also known as the Divine Office, the official, public, daily prayer of the Catholic Church. The Divine Office provides standard prayers, Scripture readings, and reflections at regular hours throughout the day.

redemption, redemptive From the Latin *redemptio*, meaning "a buying back," referring, in the Old Testament, to Yahweh's deliverance of Israel and, in the New Testament, to Christ's deliverance of all Christians from the forces of sin. As the agent of redemption, Jesus is called the Redeemer.

ritual The established form of the words and actions for a ceremony that is repeated often. The actions often have a symbolic meaning.

sacrament An efficacious and visible sign of God's grace, instituted by Christ and entrusted to the Church, by which divine life is dispensed to us. The Seven Sacraments are Baptism, the Eucharist, Confirmation, Penance and Reconciliation, Anointing of the Sick, Matrimony, and Holy Orders.

sacramental economy The communication or dispensation of the fruits of Christ's Paschal Mystery in the celebration of the Church's sacramental liturgy.

sanctifying grace The grace that heals our human nature wounded by sin and restores us to friendship with God by giving us a share in the divine life of the Trinity. It is a supernatural gift of God, infused into our souls by the Holy Spirit, that continues the work of making us holy.

symbol An object or action that points to another reality and leads us to look beyond our senses to consider a deeper mystery.

Trinity Often referred to as the Blessed Trinity, the central Christian mystery and dogma that there is one God in three Persons: Father, Son, and Holy Spirit.



Term Introduced for Later Mastery

ordained (ministries) Refers to ministries that require ordination, such as presiding at the Eucharist, hearing confessions, administering Confirmation, and so on. Ordained ministers may also perform other ministries that can be performed by laypeople, such as distributing Communion, reading the Scriptures at the liturgy, and teaching theology.

Terms Previously Mastered or for General Knowledge

Magisterium The Church's living teaching office, which consists of all the bishops, in communion with the Pope, the Bishop of Rome. Their task is to interpret and preserve the truths revealed in both Sacred Scripture and Sacred Tradition.

Paschal Mystery The work of salvation accomplished by Jesus Christ mainly through his Passion, death, Resurrection, and Ascension.

prayer Lifting up of one's mind and heart to God or the requesting of good things from him. The six basic forms of prayer are blessing, adoration, praise, petition, thanksgiving, and intercession. In prayer, we communicate with God in a relationship of love.

Tradition The process of passing on the Gospel message. Tradition, which began with the oral communication of the Gospel by the Apostles, was written down in Sacred Scripture, is handed down and lived out in the life of the Church, and is interpreted by the Magisterium under the guidance of the Holy Spirit. Both Sacred Tradition and Sacred Scripture have their common source in the Revelation of Jesus Christ and must be equally honored.



Name _____

The Liturgical Year: Unfolding the Paschal Mystery

Research one of the topics below as assigned by your instructor. You may refer to article 3, “The Liturgical Year,” in the student book and any other resources allowed by your instructor.

Topics: Advent, Christmas, Lent, Holy Thursday, Good Friday, Holy Saturday, Easter, Pentecost, Ordinary Time

- Identify the topic as a liturgical season or a feast day.
- Explain what aspect of the Paschal Mystery is unfolded and celebrated.
- Describe how this feast day or liturgical season helps us to live our lives better.

My group's topic is: _____

[illegible]

The Liturgical Year: Unfolding the Paschal Mystery Answer Key

Advent

- Advent is a liturgical season.
- The aspect of the Paschal Mystery that is unfolded and celebrated during this season is the coming of our Savior, Jesus Christ—both at his birth and at the end of time.
- This liturgical season helps us to live our lives better by reminding us to make room for Jesus in our hearts.

Christmas

- Christmas is a liturgical season.
- The aspect of the Paschal Mystery that is unfolded and celebrated during this season is the Incarnation, God becoming man.
- This liturgical season helps us to live our lives better by encouraging us to be joyful always and to rejoice in God's presence.

Lent

- Lent is a liturgical season.
- The aspect of the Paschal Mystery that is unfolded and celebrated during this season is Christ's Passion.
- This liturgical season helps us to live our lives better by encouraging us to practice prayer, fasting, and almsgiving together as the Body of Christ and by reminding us to be thankful for Jesus' redemptive sacrifice.

Holy Thursday

- Holy Thursday is a feast day within the Easter Triduum.
- The aspect of the Paschal Mystery that is unfolded and celebrated on this day is Jesus' giving of himself in the Eucharist.
- This feast day helps us to live our lives better by reminding us to serve one another.

Good Friday

- Good Friday is a feast day within the Easter Triduum.
- The aspect of the Paschal Mystery that is unfolded and celebrated on this day is Jesus' Passion and death.
- This feast day helps us to live our lives better by reminding us that the sacrifice of the cross is made present in each Eucharist.

Holy Saturday

- Holy Saturday is a feast day within the Easter Triduum.
- The aspect of the Paschal Mystery that is unfolded and celebrated on this day is the Resurrection of Christ.
- This feast day helps us to live our lives better by reminding us that we celebrate Jesus' Resurrection each time we celebrate the sacraments.



Easter

- Easter Sunday is a feast day that marks the beginning of the Easter liturgical season.
- The aspect of the Paschal Mystery that is unfolded and celebrated on Easter Sunday is also the Resurrection of Christ. The aspect of the Paschal Mystery that is unfolded and celebrated during the Easter season is the life of the Risen Jesus.
- This feast day and liturgical season help us to live our lives better by reminding us that because of Christ's Resurrection, we can live joyfully and with the hope of one day being united with God in Heaven forever.

Pentecost

- Pentecost is a feast day that marks the end of the Easter season.
- The aspect of the Paschal Mystery that is unfolded and celebrated on this day is the gift of the Holy Spirit.
- This feast day helps us to live our lives better by reminding us of all Jesus has taught us, and by giving us the gifts we need to go out into the world as his disciples.

Ordinary Time

- Ordinary Time is a liturgical season that occurs between the Christmas season and Lent, and between Pentecost and Advent.
- The aspect of the Paschal Mystery that is unfolded and celebrated during this season is the life of Jesus Christ.
- This season helps us to live our lives better by helping us internalize the teachings and values of Jesus.



Name _____

The Church's Liturgy: God's Work through Human Hands

Part I: Unity

Reading 1: From *Constitution on the Sacred Liturgy* (*Sacrosanctum Concilium*, 1963)

14. It is very much the wish of the church that all the faithful should be led to take that full, conscious, and active part in liturgical celebrations which is demanded by the very nature of the liturgy, and to which the Christian people, "a chosen race, a royal priesthood, a holy nation, a redeemed people" (1 Pet. 2:9; 4–5) have a right and to which they are bound by reason of their Baptism.

In the restoration and development of the sacred liturgy the full and active participation by all the people is the paramount concern, for it is the primary, indeed the indispensable source from which the faithful are to derive the true Christian spirit. Therefore, in all their apostolic activity, pastors of souls should energetically set about achieving it through the requisite formation. (Chapter 1, Section II: "The Promotion of Liturgical Formation and Active Participation")

- Why does the Church, speaking at the Second Vatican Council, say that each person's full, conscious, and active participation in the liturgy is a right and duty?
- Briefly describe what a congregation that is celebrating the Eucharist would look like if all present are fully, consciously, and actively participating.

Reading 2: From *Sacred Liturgy*

24. Sacred scripture is of the greatest importance in the celebration of the liturgy. For from it are drawn the lessons which are read and which are explained in the homily; from it too come the psalms which are sung. It is from scripture that the petitions, prayers and hymns draw their inspiration and their force, and that actions and signs derive their meaning. Hence, in order to achieve the restoration, progress, and adaptation of the sacred liturgy it is essential to promote that warm and lively appreciation of sacred scripture to which the venerable tradition of both eastern and western rites gives testimony. (Chapter 1, Section III: "The Reform of the Sacred Liturgy, General Norms")

- How does the Church propose to raise people's awareness of the importance of Sacred Scripture in the liturgy?
- Based on this excerpt from *Sacred Liturgy* and from other exercises in this unit, what can you do to improve your participation in the liturgy, especially in the Liturgy of the Word?

Reading 3: From *Sacred Liturgy*

28. In liturgical celebrations each person, whether ministers or members of the congregation, should do all that pertains to them, and no more, taking into account the rite and the liturgical norms.

29. Servers, readers, commentators, and members of the choir also exercise a genuine liturgical ministry. They ought, therefore, to carry out their functions with the sincere piety and decorum which is appropriate to so exalted a ministry and which God's people right expect.



The Church's Liturgy: God's Work through Human Hands

Consequently, they must all be deeply imbued with the spirit of the liturgy, each in their own measure, and they must be trained to perform their functions in a correct and orderly manner.

30. To develop active participation, the people should be encouraged to take part by means of acclamations, responses, psalms, antiphons, hymns, as well as by actions, gestures and bodily attitudes. And at the proper times a reverent silence should be observed. (Chapter 1, Section III: "The Reform of the Sacred Liturgy, Norms Drawn from the Hierarchic and Communal Nature of the Liturgy")

- How does fully conscious and active participation promote unity in the Church?
- Based on the reading and your own experience, briefly describe an ideal server, lector, choir member, and Eucharistic minister.
- What should the rest of the people (the assembly) be doing?
- What difference do official teaching documents (such as the ones you've read) make to the Church? to you?

Part 2: Diversity

Reading 4: from the *Catechism of the Catholic Church*

1200 From the first community of Jerusalem until the parousia, it is the same Paschal mystery that the Churches of God, faithful to the apostolic faith, celebrate in every place. The mystery celebrated in the liturgy is one, but the forms of its celebration are diverse.

1201 The mystery of Christ is so unfathomably rich that it cannot be exhausted by its expression in any single liturgical tradition. The history of the blossoming and development of these rites witnesses to a remarkable complementarity.¹

1202 The diverse liturgical traditions have arisen by very reason of the Church's mission. . . . Through the liturgical life of a local church, Christ, the light and salvation of all peoples, is made manifest to the particular people and culture to which that Church is sent and in which she is rooted. The Church is catholic, capable of integrating into her unity, while purifying them, all the authentic riches of cultures.²

- Why does the Catholic Church permit adaptations in liturgy for different peoples and cultures?
- What is the value of having special liturgies such as those for wedding anniversaries, beginning a new school year, or World Youth Day? Can you think of other occasions on which a liturgy has special meaning?
- How can expressions of different liturgical and cultural traditions help to make liturgical celebrations more meaningful and the Church stronger?

(The excerpts from *Constitution on the Sacred Liturgy* [*Sacrosanctum Concilium*, 1963], numbers 14, 24, 28, 29, and 30 are from www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19631204_sacrosanctum-concilium_en.html. Copyright © LEV.)

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Endnotes Cited in Excerpts from the *Catechism of the Catholic Church*, Second Edition

1. Cf. Paul VI, *Evangelii nuntiandi* 63–64.
2. Cf. *Lumen gentium* 23; *Unitatis redintegratio* 4.



“An Empty Church at Noon”

Listen carefully to the following poem. Discuss the poem with your group, using the questions on the handout “An Empty Church at Noon’ Questions” (TX006764) to spark conversation. You are not limited to those questions.

“An Empty Church at Noon”

by Joanna Dailey

The sound of water trickles in a baptismal pool,
and an electrician teeters on a tall ladder
near the head of Saint Joseph,
dangling a leg,
changing a light bulb.

Honest work never interferes with prayer.

The ferns in front of the altar table
grow full in stained-glass light,
thrive in the dimness.

A red lamp glows near a side altar
above a golden box that remains firmly closed.
It holds a Secret.
Who knows? We know.

The brown pews line up like soldiers
at parade rest.
No one needs them now.

Except me.

I have genuflected. I have marked myself
with the sign of the cross.
I have knelt.

Now I sit, staring at the arches in the ceiling,
dotted with chandeliers:
“Light from light, true God from true God.”

No organ, no flute, no guitar:
Only the thumping stereo from a car stopped outside.
(Praise the Lord, ye thumping stereos!)

So that's the church.
And that's the steeple.
Open the doors.
Where are the people?



Sacraments and God's Grace

Name _____

“An Empty Church at Noon” Questions

Part 1

In your group, answer the following questions about the poet's experience of an empty church:

- Name several of the observations that the speaker of the poem makes about the church and its contents. Does the poet understand the purpose of each?

- Why might this person continue visiting this church or possibly other churches?

- The speaker is familiar with this church. How familiar are you with your parish church, its contents, and its architecture? How would you describe your parish church?

- Does the speaker represent the Church's liturgy in this poem? What major component is missing?

- The speaker ends the poem with an ambivalent question: Where are the people? How would you answer this question?



“An Empty Church at Noon” Questions

- How would you describe the church during a liturgical celebration? As a group, come up with some words and phrases doing so. Join them with the words and phrases of other groups and combine these into a new poem.

Part 2

In your group, answer the following questions about your own experience of the liturgy:

- Describe the best experience of liturgy that you have had.
- Have you participated in a liturgy as a reader, altar server, Eucharistic minister, or hospitality minister? If not, have you considered volunteering?
- Do you find a particular part of the liturgy to be the most meaningful?
- Do you feel bored or uninformed about the Church and the liturgy? What do you think that you or others in the Church could do to improve your experience of liturgy?



Sacraments and God's Grace

Name _____

Identifying Symbols and Rituals

The following objects or actions can be understood as symbols. Some actions, but not all, are rituals. As specifically as you can, identify the object or action as a symbol or a ritual. Explain the abstract meaning each communicates. Add your own examples at the end. Use the following examples as models.

Object or Action	Symbol or Ritual? Explain.	Abstract Meaning
an egg	Symbol: an object that evokes meanings beyond itself	new life, hope, initial form of something bigger, Easter
blowing out birthday candles	Ritual: a meaningful repeated action	the end of one year and the beginning of a new adventure, making a wish
the color green		
a wedding ring		
annual trip to the state fair		
a river		



a lion		
laying hands on a person		
wind		
walking		



Identifying Symbols and Rituals Answer Key

Object or Action	Symbol or Ritual?	Abstract Meaning
an egg	Symbol: an object that evokes meanings beyond itself	new life, hope, initial form of something bigger, Easter
blowing out birthday candles	Ritual: a meaningful repeated action	the end of one year and the beginning of a new adventure, making a wish
the color green	Symbol	Earth, nature
a wedding ring	Symbol	commitment, unity, marriage
annual trip to the state fair	Ritual	celebration or tradition
a river	Symbol	movement forward, cleansing, purifying
a lion	Symbol	strength, nobility, power
laying hands on a person	Ritual	the presence of the Holy Spirit, comfort, trust
wind	Symbol	change, spiritual presence
walking	Ritual	solidarity, moving forward, the journey of life
<i>Answers will vary.</i>		
<i>Answers will vary.</i>		



Name _____

Describing Symbols and Rituals

Symbols are objects or actions (such as rituals) that evoke meanings beyond themselves. The object or ritual itself is concrete, such as water or a dance, and the meaning is abstract. Water, for example, may symbolize life (drinking water) or death (a flood) or cleansing (a bath). A ritual dance may be used by an indigenous culture as a rite of spring or a coming-of-age ceremony, to symbolize fertility or to represent the arrival of a young adult to full membership in the group. When words describing such objects or actions evoke other meanings, the words themselves become symbols. By connecting us with the world of sense perceptions, symbols also add power and depth to our words and stories.

Symbols participate in the abstract meaning for which they stand. Therefore, the symbols (including words) and rituals in sacramental celebrations communicate powerfully on many different levels. For example, in Baptism the sacramental object of water can actually be used for cleansing and nourishing. Water can also cause death. Pouring water over the head of or immersing the person to be baptized ritually evokes the meanings of cleansing, nourishing, and dying to an old life. Those who receive Baptism are truly cleansed of Original Sin and all human sin, and they truly die to an old life to be reborn to a new life in Christ.

Liturgical symbols are widely recognized symbols such as water, oil, bread and wine, and gestures. In contrast with all other symbols and rituals that evoke meanings beyond themselves, liturgical symbols and rituals evoke *and* mediate the Real Presence of Christ. By our fully conscious and active participation in the celebration of the sacraments, we are truly united with Christ and the Body of Christ, the Church.

- Describe a symbol in your own words.
- Describe a ritual in your own words.
- Why do we need concrete objects or actions to communicate abstract meanings and values that are important to us?



Describing Symbols and Rituals

- Why are symbols important in storytelling?
- Describe an object or ritual that is used in a sacrament other than Baptism.
- Do you possess any special object that has symbolic meaning to you? How is this different from widely known symbols like water, fire, a journey, and so on?



Name _____

The Sacraments: Seven Ways of Experiencing Christ

The chart below contains a concise overview of each of the Seven Sacraments. Some information is missing. Succinctly complete the chart.

The Sacraments			
Category	Name of Sacrament; Repeatable or Non-repeatable	Sacramental Signs	Brief Explanation of the Sacrament
Sacraments of Initiation		Pouring water or immersion three times in the name of the Trinity	Primary Sacrament of Christian Initiation beginning new life in the Church, repeats what Jesus did as he began his public ministry
		Anointing with Sacred Chrism (oil), laying on of hands	Completing of Baptism, strengthens new life, signifies the gift of the Holy Spirit
	The Eucharist <i>Repeatable</i>	Blessing, distributing, and eating consecrated bread and wine, the Body and Blood of Christ	Final Sacrament of Christian Initiation that nourishes and sustains us in resurrected life in Christ, spiritual food for the journey
Sacraments of Healing	Reconciliation <i>Repeatable</i>	Confession of sins and words of absolution (forgiveness)	
	Anointing of the Sick _____		Sacrament of Healing for those who are seriously ill or for any life-threatening situation (e.g., serious surgery)
Sacraments _____ _____	_____ <i>Non-repeatable</i>	The laying on of hands and the speaking of the prayer of consecration	A sacrament of service to the Church as a deacon, priest, or bishop, celebrates sacraments according to their office (e.g., priest can celebrate the Eucharist but cannot ordain another priest)
	Marriage <i>Non-repeatable</i> as long as both spouses live		Planned by God to bring about two great goods: man and woman pledged in love and service to one another, and the procreation and education of children



The Sacraments: Seven Ways of Experiencing Christ Answer Key

The Sacraments			
Category	Name of Sacrament; Repeatable or Non-repeatable	Sacramental Signs	Brief Explanation of the Sacrament
Sacraments of Initiation	Baptism <i>Non-repeatable</i>	Pouring water or immersion three times in the name of the Trinity	Primary Sacrament of Christian Initiation beginning new life in the Church, repeats what Jesus did as he began his public ministry
	Confirmation <i>Non-repeatable</i>	Anointing with Sacred Chrism (oil), laying on of hands	Completing of Baptism, strengthens new life, signifies the gift of the Holy Spirit
	The Eucharist <i>Repeatable</i>	Blessing, distributing, and eating consecrated bread and wine, the Body and Blood of Christ	Final Sacrament of Christian Initiation that nourishes and sustains us in resurrected life in Christ, spiritual food for the journey
Sacraments of Healing	Reconciliation <i>Repeatable</i>	Confession of sins and words of absolution (forgiveness)	Sacrament of Healing for the forgiveness of sins, pardons and reconciles us with the Church through God's mercy
	Anointing of the Sick <i>Repeatable</i>	Prayer of faith, the laying on of hands, and the anointing with the Oil of the Sick	Sacrament of Healing for those who are seriously ill or for any life-threatening situation (e.g., serious surgery)
Sacraments at the Service of Communion	Holy Orders <i>Non-repeatable</i>	The laying on of hands and the speaking of the prayer of consecration	A sacrament of service to the Church as a deacon, priest, or bishop, celebrates sacraments according to their office (e.g., priest can celebrate the Eucharist but cannot ordain another priest)
	Marriage <i>Non-repeatable</i> as long as both spouses live	The vows the couple exchanges before a priest or deacon, two other witnesses, and the assembly	Planned by God to bring about two great goods: man and woman pledged in love and service to one another, and the procreation and education of children



Name _____

The Meaning of Redemption: A Matter of Unconditional Love (Part 1)

The following survey provides an opportunity for you to identify some areas of your life that you feel you need help to improve. Part 1 of this exercise is strictly personal; however, your reflections will help you with the group exercise that follows in part 2. Place a check mark in the box that best describes how you feel about each statement.

I need help with . . .	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
believing that I am an intelligent person.					
doing my best in school.					
expressing myself clearly.					
making friends.					
gaining respect from my peers.					
gaining respect from adults.					
feeling good about my appearance.					
showing my love and affection to others.					
liking myself.					
treating my friends better.					
respecting my body.					
dealing with sexual issues.					
trusting people.					
loving others as they deserve.					
depending on God more for help.					



Sacraments and God's Grace

Name _____

The Meaning of Redemption: A Matter of Unconditional Love (Part 2)

Discuss the following questions:

- Do you believe that love is gaining ground in our time? Give evidence for your answer.

- Describe anything you have experienced or read about that you believe has stifled or continues to stifle love or faithfulness.

- Describe anything you have experienced or read about that has nurtured love or faithfulness.

- If Jesus were in this room, inviting you to request anything you need to make the world a more loving and faithful place, what would you ask for?

- Do you think we need God's presence and help to positively change the world?

- Do you think that you are in need of redemption? Explain. (Do not feel obliged to share personal information.)



Name _____

Unit 1 Final Performance Task Options

The following is a list of enduring understandings from unit 1. They should appear in this final performance task so your teacher can assess whether you learned the most essential content:

- The liturgy is the official, communal, and public worship of the Church.
- Through the sacraments, we encounter Christ and are given a door to the life of grace.

Option 1: Lesson Plan on the Sacraments for Seventh-Grade Students

Write a lesson plan for seventh graders that will provide them with an overview of each of the Seven Sacraments. Keep the language simple, and include activities to keep young students' attention. Include each of the following elements in your lesson plan:

- Name the sacrament and the category of sacraments to which it belongs.
- Explain its purpose.
- Explain the symbols and rituals used for the sacrament.
- Explain how this sacrament relates to Christ's life.
- Explain how Christ works in the Church through this sacrament.

Option 2: A PowerPoint Presentation on the Liturgical Calendar

Create a PowerPoint presentation explaining how and why the Church's liturgical calendar celebrates the Paschal Mystery over the course of the Liturgical Year.

Your presentation should include the following:

- the enduring understanding that applies to the liturgy
- how celebrating different liturgical seasons helps the Christian community to connect with different aspects of the Paschal Mystery
- how "liturgical time" is different from the calendar year
- how the Liturgical Year, as each day and feast is celebrated, brings the past into the present moment, and connects us with future hope



UNIT 1

Sacraments and God's Grace

Name _____

Unit 1 Final Performance Task Rubrics

Option 1				
Criteria	4	3	2	1
Lesson plan demonstrates comprehension of enduring understandings for unit.	Lesson plan is coherent, insightful, and clearly demonstrates comprehension of enduring understandings for unit.	Lesson plan is sometimes inconsistent but clearly demonstrates comprehension of enduring understandings for unit.	Lesson plan is not coherent and does not clearly demonstrate comprehension of enduring understandings for unit.	Lesson plan is limited and does not demonstrate comprehension of enduring understandings for unit.
Lesson plan includes sacrament's name and category.	Lesson plan correctly identifies sacrament's name and category.	Lesson plan correctly identifies sacrament's name or category, but not both.	Lesson plan incorrectly identifies sacrament's name or category.	Lesson plan does not identify sacrament's name or category.
Lesson plan includes description of sacrament's purpose.	Lesson plan includes detailed description of sacrament's purpose.	Lesson plan includes adequate description of sacrament's purpose.	Lesson plan includes inadequate description of sacrament's purpose.	Lesson plan does not include description of sacrament's purpose.
Lesson plan includes explanation of symbols and rituals used for sacrament.	Lesson plan includes detailed explanation of symbols and rituals used for sacrament.	Lesson plan includes adequate explanation of symbols and rituals used for sacrament.	Lesson plan includes inadequate explanation of symbols and rituals used for sacrament.	Lesson plan does not include explanation of symbols and rituals used for sacrament.
Lesson plan includes explanation of how sacrament relates to Christ's life.	Lesson plan includes detailed explanation of how sacrament relates to Christ's life.	Lesson plan includes adequate explanation of how sacrament relates to Christ's life.	Lesson plan includes inadequate explanation of how sacrament relates to Christ's life.	Lesson plan does not include explanation of how sacrament relates to Christ's life.
Lesson plan includes explanation of how Christ works in Church through sacrament.	Lesson plan includes detailed explanation of how Christ works in Church through sacrament.	Lesson plan includes adequate explanation of how Christ works in Church through sacrament.	Lesson plan includes inadequate explanation of how Christ works in Church through sacrament.	Lesson plan does not include explanation of how Christ works in Church through sacrament.
Lesson plan uses proper grammar, spelling, and diction.	Lesson plan has no errors in grammar, spelling, or diction.	Lesson plan has one or two errors in grammar, spelling, or diction.	Lesson plan has three or four errors in grammar, spelling, or diction.	Lesson plan has five or more errors in grammar, spelling, or diction.



Unit 1 Final Performance Task Rubrics

Option 2				
Criteria	4	3	2	1
PowerPoint presentation demonstrates comprehension of enduring understandings for unit.	PowerPoint presentation is coherent, insightful, and clearly demonstrates comprehension of enduring understandings for unit.	PowerPoint presentation is sometimes inconsistent but clearly demonstrates comprehension of enduring understandings for unit.	PowerPoint presentation is not always coherent and does not clearly demonstrate comprehension of enduring understandings for unit.	PowerPoint presentation is limited and does not demonstrate comprehension of enduring understandings for unit.
PowerPoint presentation illustrates how celebrating different liturgical seasons helps Christian community connect with Paschal Mystery.	PowerPoint presentation clearly illustrates how celebrating different liturgical seasons helps community connect with Paschal Mystery.	PowerPoint presentation sufficiently illustrates how celebrating different liturgical seasons helps community connect with Paschal Mystery.	PowerPoint presentation inadequately illustrates how celebrating different liturgical seasons helps community connect with Paschal Mystery.	PowerPoint presentation does not illustrate how celebrating different liturgical seasons helps community connect with Paschal Mystery.
PowerPoint presentation illustrates how “liturgical time” is different from calendar year.	PowerPoint presentation clearly illustrates how “liturgical time” is different from calendar year.	PowerPoint presentation sufficiently illustrates how “liturgical time” is different from calendar year.	PowerPoint presentation inadequately illustrates how “liturgical time” is different from calendar year.	PowerPoint presentation does not illustrate how “liturgical time” is different from calendar year.
PowerPoint presentation demonstrates how Liturgical Year brings past into present and connects us with future hope.	PowerPoint presentation clearly demonstrates how Liturgical Year brings past into present and connects us with future hope.	PowerPoint presentation sufficiently demonstrates how Liturgical Year brings past into present and connects us with future hope.	PowerPoint presentation inadequately demonstrates how Liturgical Year brings past into present and connects us with future hope.	PowerPoint presentation does not demonstrate how Liturgical Year brings past into present and connects us with future hope.
PowerPoint presentation uses proper grammar, spelling, and diction.	PowerPoint presentation has no errors in grammar, spelling, or diction.	PowerPoint presentation has one or two errors in grammar, spelling, or diction.	PowerPoint presentation has three or four errors in grammar, spelling, or diction.	PowerPoint presentation has five or more errors in grammar, spelling, or diction.



Sacraments and God's Grace

Name _____

Unit 1 Test

An Introduction to Liturgy and the Sacraments

Multiple Choice

Write the letter of the best or most appropriate answer in the space provided before each question.

- _____ 1. When does the Liturgical Year begin?
 - a. July
 - b. Advent
 - c. Pentecost
 - d. September

- _____ 2. How is *liturgy* defined?
 - a. the Stations of the Cross on Good Friday
 - b. the Church's official, public, communal prayer
 - c. prayers we say when we are alone
 - d. the movement started after Vatican II

- _____ 3. What is the Passion, death, Resurrection, and Ascension of Jesus Christ called?
 - a. Mystical Body of Christ
 - b. Paschal Mystery
 - c. Sacred Triduum
 - d. Pre-Pentecostal Period

- _____ 4. What is the work in which the People of God participate?
 - a. Magisterium
 - b. liturgy
 - c. communal feast
 - d. the Holy Spirit

- _____ 5. What do all the Church's sacraments and liturgies have as their origin?
 - a. Christ
 - b. the Bible
 - c. Tradition
 - d. the Holy Spirit



- _____ 6. What do Scripture and Tradition form together?
- a single Sacramentary
 - a single Deposit of Faith
 - a single Penitential Act
 - a single function of liturgy
- _____ 7. In which way is the Holy Spirit active in the liturgy?
- The Holy Spirit prepares us to encounter Christ.
 - The Holy Spirit reveals Christ's presence in the assembly.
 - The Holy Spirit reveals Christ's presence in the Scriptures.
 - all of the above
- _____ 8. Like the truths of faith, which of the following is also guided by the Magisterium?
- liturgy
 - works of charity
 - outreach to the poor
 - Word of God
- _____ 9. Which of the following best describes the Church's liturgy?
- bi-modal
 - ex cathedra*
 - Trinitarian
 - Unitarian
- _____ 10. Which of the following brings the grace of God, the life of God, to our hearts, minds, and senses?
- the liturgy
 - the sacraments
 - vocation
 - both *a* and *b*
- _____ 11. Which of the following is active in the liturgy, preparing us to encounter Christ?
- Holy Spirit
 - Magisterium
 - Great Doxology
 - fountain of goodness
- _____ 12. What do the liturgical colors of white and gold signify?
- despair
 - Advent
 - rebirth
 - joy



Unit 1 Test

- _____ 13. Why is the season of Ordinary Time named in this way?
- The Sundays are numbered with ordinal numbers.
 - The Sundays are numbered after the twenty-four hours of the day.
 - The Sundays are numbered after the thirty days of the month.
 - The Sundays are numbered with a forty-day countdown.
- _____ 14. In which season does the Church reflect on the life of Christ—his mission, miracles, and teaching?
- Advent
 - Pentecost
 - Ordinary Time
 - Lent
- _____ 15. What is the week preceding Easter called?
- the Triduum
 - Pentecost
 - Lent
 - Holy Week
- _____ 16. What do we learn by participating in the liturgy?
- We learn the great mysteries of our faith by participating in them.
 - We learn about the mystery of the Trinity.
 - We learn about the Incarnation of Jesus Christ.
 - all of the above
- _____ 17. Which of the following is *not* a description of the Deposit of Faith?
- The Deposit of Faith does not change.
 - The Deposit of Faith is formed by both Scripture and Tradition.
 - The Pope alone is responsible for interpreting the Deposit of Faith.
 - The Deposit of Faith was handed on from the time of the Apostles.
- _____ 18. Which of the following terms means “to be made holy and share in the divine life”?
- justified
 - sanctified
 - anointed
 - both *a* and *b*
- _____ 19. How is Christ present in the liturgy?
- He is present in the priest.
 - He is present in the assembly.
 - He is present in the Word of God.
 - all of the above



- _____ 20. Which of the following celebrates the Revelation of the Savior to the Gentiles?
- the Epiphany
 - Christmas
 - Pentecost
 - the Immaculate Conception
- _____ 21. Which of the following is the liturgical season in which we remember the sufferings and death of Christ?
- the Triduum
 - the Ascension
 - Ordinary Time
 - Advent
- _____ 22. Which of the following can best be defined as “the established form of the words and actions for a ceremony that is repeated often”?
- symbol
 - sign
 - ritual
 - none of the above
- _____ 23. Which of the following can best be defined as “an efficacious and visible sign of God’s grace”?
- sign
 - symbol
 - ritual
 - sacrament
- _____ 24. Which of the following does *not* happen when we participate in the sacraments?
- We die with Christ and never commit the same sinful actions as our former selves.
 - We die with Christ by letting go of some of our former selves.
 - We enter into the mystery of Christ’s death and Resurrection and allow him to enter into our lives.
 - We rise to new life with Christ by embracing in faith the life of grace and love he offers us.
- _____ 25. Which is the primary sacrament through which Christ enters our lives?
- the Eucharist
 - Confirmation
 - Penance and Reconciliation
 - Holy Orders



Unit 1 Test

Matching

Match the description in column A with the word or phrase in column B by writing the letter of the correct answer in the space provided. There are two extra terms in column B.

Column A

- _____ 26. The treasure of the Church, handed on from the time of the Apostles and contained in Scripture and Tradition.
- _____ 27. This feast day celebrates the visit of the Magi to the infant Jesus and the Revelation of the Savior to the Gentiles.
- _____ 28. The reality that all the sacraments signify and make present the work of Christ in our lives through grace.
- _____ 29. This is the Church's living teaching office, which consists of all the bishops, in communion with the Pope.
- _____ 30. This is the established form of the words and actions for a ceremony that is repeated often.
- _____ 31. From the Latin meaning "to hand on," this refers to the process of passing on the Gospel message.
- _____ 32. From the Latin meaning "threefold," this refers to the central mystery of the Christian faith that God is a union of three Divine Persons: the Father, the Son, and the Holy Spirit.
- _____ 33. This is the Church's official, public, and communal prayer.
- _____ 34. This is the work of salvation accomplished by Jesus Christ through his life, Passion, death, Resurrection, and Ascension.
- _____ 35. This is the night the Lord passed over the houses of the Israelites marked by the blood of the lamb, and spared the firstborn sons from death.

Column B

- a. Magisterium
- b. Deposit of Faith
- c. *sola fide*
- d. liturgy
- e. Epiphany
- f. Trinity
- g. Passover
- h. sacramental economy
- i. Paschal Mystery
- j. Tradition
- k. Easter
- l. ritual



True or False

Circle "T" if the statement is true or "F" if the statement is false. If it is false, correct the statement by crossing out the underlined word or phrase and writing the correct word or phrase in the space provided.

- | | | | |
|----------|-----|--|-------------------|
| T F | 36. | Eastern Catholic Churches <u>are not</u> in communion with the Roman Catholic Church and <u>are not</u> united under the Pope. | <hr/> <hr/> |
| T F | 37. | Symbols and rituals <u>are</u> the same thing. | <hr/> |
| T F | 38. | The miracles of Jesus are called <u>signs</u> in the Gospel of John. | <hr/> |
| T F | 39. | The effectiveness of a sacrament <u>is not</u> dependent on the personal holiness of the person administering the sacrament. | <hr/> |
| T F | 40. | The Catholic Church has Seven Sacraments divided into three categories: The <u>Sacraments of Christian Initiation</u> ,
The <u>Sacraments of Healing</u> , and
The <u>Sacraments at the Service of Communion</u> . | <hr/> <hr/> <hr/> |

Essay

Respond to one of the following questions in complete sentences.

- A. What is the importance of Tradition in the Church?
- B. Describe how the Church's liturgy is Trinitarian.
- C. What is the core of every sacrament and how do we participate in this?



Unit 1 Test Answer Key

An Introduction to Liturgy and the Sacraments

Multiple Choice

- | | | | |
|------|-------|-------|-------|
| 1. b | 8. a | 15. d | 22. c |
| 2. b | 9. c | 16. d | 23. d |
| 3. b | 10. d | 17. c | 24. a |
| 4. b | 11. a | 18. b | 25. a |
| 5. a | 12. d | 19. d | |
| 6. b | 13. a | 20. a | |
| 7. d | 14. c | 21. a | |

Matching

- | | |
|-------|-------|
| 26. b | 31. j |
| 27. e | 32. f |
| 28. h | 33. d |
| 29. a | 34. i |
| 30. l | 35. g |

True or False

36. F – are, are
 37. F – are not
 38. T
 39. T
 40. T

Essay

Responses will vary but should include some of the following points:

- A. What is the importance of Tradition in the Church?

Scripture and Tradition are distinct, yet closely related. Both transmit the Word of God. Together they form a single, sacred Deposit of Faith. The word *tradition* (from the Latin, meaning “to hand on”) refers to the process of passing on the Gospel message. Tradition, which began with the oral communication of the Gospels by the Apostles, was written down in the Scriptures, is handed down and lived out in the life of the Church, and is interpreted by the Magisterium under the guidance of the Holy Spirit. Our liturgy has been handed on to us from Jesus, first when he “took bread, said the blessing, broke it, and giving it to his disciples, said ‘Take and eat; this is my body’” (Matthew 26:26), and then later, when he died and “gave up his spirit” (27:50) to his Father and to us.



B. Describe how the Church's liturgy is Trinitarian.

The Church's liturgy is Trinitarian because in the liturgy, the three Divine Persons of the Trinity—the Father, the Son, and the Holy Spirit—are at work, and through the liturgy the mystery of the Holy Trinity, the central mystery of the Christian faith, is more deeply revealed. As a sign of this, every liturgy begins “In the name of the Father and of the Son and of the Holy Spirit.” And every liturgy ends with the celebrant's asking for the blessing of the Holy Trinity. Each Person of the Trinity is involved in the Church's liturgy. We acknowledge the Father as the source of all blessings of creation and salvation, especially the gifts of his Son, Jesus Christ, and the Holy Spirit. Jesus Christ is central in the Church's liturgy because in every liturgy, Christ is made present to us, here and now, by the power of the Holy Spirit.

C. What is the core of every sacrament and how do we participate in this?

The core of every sacrament is the Paschal Mystery of Christ—his Passion, death, Resurrection, and Ascension into Heaven. We participate in the Paschal Mystery in the Eucharist when we offer bread and wine and receive the Body and Blood of Christ. In every sacrament, we die with Christ by “letting go” of our former selves in some way and opening ourselves to new risen life with Christ, if we believe and accept his grace (his love and friendship).

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