

UNIT 5

The Sacraments at the Service of Communion

Why are Holy Orders and Marriage grouped together as sacraments?

OVERVIEW

Unit Summary

This unit examines the Sacraments at the Service of Communion as gateways into lives of public witness and service. Both Holy Orders and Matrimony offer unique opportunities to help build the Kingdom of God while serving the common good of humanity.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Articulate why the Sacraments of Holy Orders and Matrimony are called the Sacraments at the Service of Communion.	USCCB Framework Sacraments as Privileged Encounters with Jesus Christ: IV.A, IV.A.1.a–c, IV.A.2.a–c, IV.A.3–4.a–b, IV.A.5.a–g, IV.A.6–8a–c, IV.B–IV.B.1.a–c, IV.B.2–3.a–b, IV.B.3–4.a–c, IV.B.5.a–d, IV.B.6–7.a–c, IV.B.8–9.a–d, IV.B.10.a–e

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. Through the Sacraments of Holy Orders and Matrimony, Christians receive the grace and strength to serve others through specific vocations.</p> <p>U2. Through the Sacrament of Holy Orders, baptized men are ordained to serve the Church in varying degrees.</p> <p>U3. Marital love—the intimate union of man and woman in both body and spirit—is an image and likeness of God’s love for all of us.</p>	<p>Q1. How can you figure out what vocation God is calling you to?</p> <p>Q2. Why can only men be ordained?</p> <p>Q3. Why should I get married in the Church?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Sacraments at the Service of Communion involve service to the Church and service for the common good of humanity.</p> <p>K2. The degrees of ordination and the particular consecrations involved when one receives the Sacrament of Holy Orders.</p> <p>K3. Some of the elements involved in the experience of those who have been called to religious life.</p> <p>K4. How the significant differences between men and women today can impact a marriage.</p> <p>K5. The steps and effects of celebrating the Sacrament of Matrimony.</p> <p>K6. The characteristics of a covenantal marriage and issues that should be discussed before a couple is married.</p> <p>K7. What is involved in creating a marriage of equal partnership.</p>	<p>S1. Explore statements from the <i>Catechism</i> to better understand the Sacraments at the Service of Communion.</p> <p>S2. Articulate the degrees of ordination and be able to teach their peers key points about the role of bishops, priests, and deacons.</p> <p>S3. Actively listen to a guest speaker while using critical thinking skills to apply the speaker’s main points to their own lives.</p> <p>S4. Formulate meaningful questions to pose to a guest speaker that will further the students’ understanding of religious vocations.</p> <p>S5. Dialogue respectfully with peers regarding equality and inequality between men and women.</p> <p>S6. Use active listening skills to note and understand the critical points of the celebration of the Sacrament of Matrimony.</p> <p>S7. Read and interpret the Nuptial Blessing A in order to explain how it represents an equality in partnership in a sacramental marriage.</p> <p>S9. Participate in a meaningful class discussion about what each person has become more aware of as a result of discussing marriage as a lifelong journey.</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 5 Vocabulary” (TX006830), on page 271, one for each student.

Terms for Mastery

annulment
Holy Orders, Sacrament of
indissoluble

Matrimony, Sacrament of
unity

Terms Previously Mastered or for General Knowledge

bishop
deacon
divorce

priest
procreation

Sacraments and God's Grace

Name _____

Unit 5 Vocabulary

Terms for Mastery

annulment The declaration by the Church that a marriage is null and void, that is, it never existed as a sacramental union. Catholics who divorce must have the marriage annulled by the Church to be free to marry once again in the Church.

Holy Orders, Sacrament of The sacrament by which baptized men are ordained for permanent ministry in the Church as bishops, priests, or deacons.

indissoluble Indicates that a valid marriage is permanent and so cannot be dissolved.

Matrimony, Sacrament of A lifelong covenant, modeled on that between Christ and the Church, in which a baptized man and a baptized woman make an exclusive and permanent commitment to fidelity to one another and to cooperate in the procreation and education of children.

unity Marriage unites the husband and wife in an indissoluble and exclusive union.

Terms Previously Mastered or for General Knowledge

bishop One who has received the fullness of the Sacrament of Holy Orders and is a successor to the Apostles.

deacon Along with bishops and priests, one of the three Holy Orders conferred by the Sacrament of Holy Orders. Deacons are entrusted with various ministries, including baptizing, preaching, and witnessing marriages.

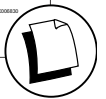
divorce The dissolving of the marriage bond, which differs from annulment—which is a declaration that a valid marriage bond never existed.

priest One who has received the ministerial priesthood through the Sacrament of Holy Orders. The priest serves the community of faith by representing and assisting the bishop in teaching, governing, and presiding over the community's worship.


procreation To beget or bring forth offspring.

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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 11: The Sacrament of Holy Orders (pp. 304–327)

- Article 42: Consecrated to God's People
 - Pre-read: Exodus 20:1–9
 - Pre-read: Leviticus 1:3–9
- Article 43: The Priesthood of the New Covenant
 - Pre-read: John 17:13–26
 - Pre-read: Hebrews 5:7–10, 7:23–28
- Article 44: The Degrees of Ordination
- Article 45: The Graces of the Sacrament

Chapter 12: The Sacrament of Matrimony (pp. 328–349)

- Article 46: Lifelong Covenant
 - Pre-read: Matthew 19:1–12
 - Pre-read: The Book of Tobit
 - Pre-read: John 2:1–11
- Article 47: Witnesses to Love
 - Pre-read: Ephesians 5:21–32
- Article 48: *The Order of Celebrating Matrimony*
- Article 49: Lifelong Journey

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 5 Preassessment: Teacher’s Copy” (TX006829), on pages 267–270
- handout “Unit 5 Vocabulary” (TX006830), on page 271
- handout “Unit 5 Final Performance Task Options” (TX006835), on pages 278–279
- handout “Unit 5 Final Performance Task Rubrics” (TX006836), on pages 280–282
- handout “Unit 5 Test” (TX006837), on pages 283–288
- handout “Unit 5 Test Answer Key” (TX006838), on pages 289–290
- 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 Sacraments at the Service of Communion. 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 5

Explain

LEARNING EXPERIENCE 1: Preassessment

Preassess what the students know and want to know about the Sacraments of Holy Orders and Matrimony by having them play a matching game that provides a broad overview of the unit.

Understand

LEARNING EXPERIENCE 2: Final Performance Task Preview

Preview the final performance tasks and their rubrics.

CHAPTER 11

Perceive

LEARNING EXPERIENCE 3: Statements from the *Catechism* on the Sacraments at the Service of Communion

Explore with the students the idea of the Sacraments at the Service of Communion as vocations of service. (U1, Q1, K1, S1)

Apply

LEARNING EXPERIENCE 4: The Degrees of Ordination

Invite the students to work in groups to prepare and teach the degrees of ordination to the class, using a pre-prepared PowerPoint presentation outline. (U2, Q2, K2, S2)

Perceive

LEARNING EXPERIENCE 5: Religious Vocations Speaker

Invite a priest or a religious sister (or both) to visit the class as a guest speaker to talk about religious vocations. (U1, Q1, Q2, K3, S3, S4)

CHAPTER 12

Explain

LEARNING EXPERIENCE 6: Equal Partners in Marriage

Explore with the students the notion of the Sacrament of Matrimony being a covenant of equal partners. (U3, Q3, K4, S5)

Explain

LEARNING EXPERIENCE 7: The Sacrament of Matrimony

Lead the students through an explanation of *The Order of Celebrating Matrimony* using a PowerPoint presentation. (U3, Q3, K5, S6, S7)

Empathize

LEARNING EXPERIENCE 8: Lifelong Journey

Direct the students to participate in a group exercise in which they will imagine the blessings and challenges of a lifelong marriage commitment. (U3, Q3, K6, K7, S9)

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 know and want to know about the Sacraments of Holy Orders and Matrimony by having them play a matching game that provides a broad overview of the unit.

1. **Prepare** by photocopying or downloading and printing the handout “Unit 5 Preassessment: Teacher’s Copy” (TX006829), on pages 267–270, one for yourself and then enough extra copies for each team of four to receive eight different statement slips when you cut the handout apart as scored. Place one copy of the question slips in a container. Keep the additional copy or copies for later.

TEACHER NOTE

The statements and the matching questions on the first two pages of the handout are for your reference. The questions that you will cut into slips and distribute to the students are pages 3 and 4 of the handout.

Sacraments and God's Grace

Unit 5 Preassessment: Teacher's Copy

Teacher Instructions: Read aloud only the statements in bold print. You may read them in random order. The students should respond with the appropriate question.

Statements	Questions
1 We are the collective group of God's priestly people who participate in the one priesthood of Christ, which we all share through Baptism.	Who are the People of God?
2 I am called to be a servant leader. Depending on the degree of my ordination, I am called to serve and to lead the Church by teaching the Word of God, by offering divine worship in the liturgy, and by governing the Church as a representative of Christ, who is the Head of the Church.	Who is an ordained minister?
3 From the sacraments by which baptized men are ordained for permanent ministry in the Church as bishops, priests, or deacons.	What is the Sacrament of Holy Orders?
4 I am the brother of Aaron, Moses's brother, chosen by God among the twelve Tribes of Israel to be priest to carry out liturgical sacrifice and worship.	What is the tribe of Levi?
5 I am Jesus Christ, who entered the sanctuary of human flesh through my own sacrifice on the cross. There is no priesthood except through me.	Who is the High Priest of the New Covenant and the Head of the Church?
6 My Old Testament offering of bread and wine prefigured the offering of bread and wine in the Eucharist.	Who is Malchus?
7 I am the visible head of the particular church or diocese to which I have been assigned as a successor to the Apostles with duties as teacher, shepherd, and priest.	Who is a bishop?
8 I am a group of leaders of the Church who, under the authority of the Pope, share the responsibility of caring for the entire Church.	What is the College of Bishops?
9 I am consecrated to preach the Gospel, to guide the People of God, and to celebrate the liturgy of the Church; I may also serve as a pastor and administrator of a local parish church.	Who is a priest?
10 I am a body of priests, around the bishop of our diocese, who helps and advises him in the governance of the local church.	What is the presbyterate?
11 My name means "servant." I am ordained to preach the Word of God, to assist during the celebration of the Eucharist, to assist with pastoral governance, and to dedicate myself to the service of charity and good works. I can be married, but I promise not to marry if my wife should die.	Who is a permanent deacon?

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2. **Arrange** the students into teams of four. Have each team choose a team name and then write those names on the board so that you or a student can keep score. Direct the students to move their desks so that they are sitting in a small circle with their team members.
3. **Bring** the container of questions to the first three teams and allow each student to choose two questions. Refill the container with the second copy of questions and follow the same procedure with the remainder of the teams. Proceed in this way so that teams do not end up with more than one copy of the same question.

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4. **Moderate** the game, or seek the assistance of a student or two if you have more students than you need to form teams of four. Explain the rules to the class, using the following points:
 - We are going to play a matching game to see how much you know about the Sacraments of Holy Orders and Matrimony. Each student on your team should have two questions. Look at your questions. If you do not know much about the topic a question concerns, you may exchange that question with another student on your team right now. *(Allow a few moments for the students to exchange questions within their teams if they so choose.)*
 - This is how the game will proceed: I [or student's name] will read a description or a statement. For example, I might read, "I am a visible sign of God's invisible grace." If you hold a question that says, "What is a sacrament?" and you know that this question is answered by the statement you just heard, stand up quickly. I will call on the first person who stands.
 - If you answer correctly by reading the full correct question, your team will earn one point. If you call out an answer before being called on, your team loses one point. If you answer incorrectly and another student stood after you, the other student will have an opportunity to answer. Only students that stood up from the beginning will be given a chance to answer.
 - After all twenty-four questions have been asked, the team with the most points wins the game. It is possible that there may be a tie.

TEACHER NOTE

If there is a tie between teams, you may choose to have a playoff game. You may also provide a prize to the winning team or teams.

5. **Invite** the students to return their desks to the usual order after the game is completed. Then ask the following questions:
 - Did you learn anything today that you did not know? Explain.
 - Are there any topics we mentioned or even a topic we did not mention that you would like to know more about?

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 5 Final Performance Task Options” (TX006835), on pages 278–279, and “Unit 5 Final Performance Task Rubrics” (TX006836), on pages 280–282, 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:
 - All three 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.
- 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.

- 5. Allow** one full class period, near the end of the unit, for the students to work on the final performance task. This will allow you to work with any students who need additional guidance with their project.

TEACHER NOTE

Time permitting, allow the students to share their final performance tasks (either formally or informally) with their classmates on the due date.

Sacraments and God's Grace

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Unit 5 Final Performance Task Options

Important Information for All Three Options

The following is a list of enduring understandings for unit 5. They should appear in this final performance task as your teacher can assess whether you learned the most essential content.

- Through the Sacraments of Holy Orders and Matrimony, Christians receive the grace and strength to serve others through specific ministries.
- Through the Sacrament of Holy Orders, baptized men are ordained to serve the Church in varying degrees.
- Matrimony—the indissoluble union of man and woman in both body and spirit—is an image and likeness of God's love for all of us.

Option 1: Interview with a Priest and a Married Couple

You will interview both a priest and a married couple to learn more about their respective vocations. You will need to make arrangements with a priest at your local parish for an interview time. Arrange to interview a married couple other than your parents. Each interview should take no more than 30 minutes. Be aware that the interviewers' time is valuable, so be generous and flexible with your own time. Once you have made arrangements for an interview, be on time. Type up the interview questions and responses. At the end of each interview, write a summary paragraph about your experience, explaining a positive takeaway from each interview as well as any questions or information that came from the interview that you created through providing the same to address, directly or indirectly, the enduring understandings for the unit in your interview summary.

Use the following questions in your interview with a priest:

- What attracted you to service in the Church as a priest?
- What is the highlight of your life of service as a priest?
- What role does daily prayer serve for you as a priest?
- What is most difficult about being a priest?
- What is the experience of celebrating the Eucharist like for you?
- What is the experience of celebrating the Sacrament of Penance and Reconciliation, or the experience of administering the Sacrament of Matrimony, like for you?
- Where do you find the strongest support for your vocation?
- What do you think people should know about the life of a priest that they may not be aware of?
- Do you envision any changes being made to the priesthood in the future? If yes, what do you think they will be?

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Name _____

Unit 5 Final Performance Task Rubrics

Criteria	Option 1			
	1	2	3	4
Content Understanding	Student clearly understands the enduring understandings for unit 5.	Student understands the enduring understandings for unit 5.	Student understands the enduring understandings for unit 5.	Student understands the enduring understandings for unit 5.
Interview Preparation	Student clearly understands the enduring understandings for unit 5.	Student understands the enduring understandings for unit 5.	Student understands the enduring understandings for unit 5.	Student understands the enduring understandings for unit 5.
Interview Execution	Student clearly understands the enduring understandings for unit 5.	Student understands the enduring understandings for unit 5.	Student understands the enduring understandings for unit 5.	Student understands the enduring understandings for unit 5.
Interview Summary	Student clearly understands the enduring understandings for unit 5.	Student understands the enduring understandings for unit 5.	Student understands the enduring understandings for unit 5.	Student understands the enduring understandings for unit 5.
Interview Reflection	Student clearly understands the enduring understandings for unit 5.	Student understands the enduring understandings for unit 5.	Student understands the enduring understandings for unit 5.	Student understands the enduring understandings for unit 5.

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Perceive

LEARNING EXPERIENCE 3 (Chapter 11)

Statements from the *Catechism* on the Sacraments at the Service of Communion

Explore with the students the idea of the Sacraments at the Service of Communion as vocations of service.
(U1, Q1, K1, S1)

- 1. Prepare** by photocopying or downloading and printing the handout “Statements from the *Catechism* on the Sacraments at the Service of Communion” (TX006831), on pages 272–273, one for each small group of four.
- 2. Arrange** the students into groups of four. Cut apart the statements from the *Catechism of the Catholic Church* and their questions as marked, so that each group will have four statements and questions, one set for each student. Distribute the statements and questions.
- 3. Explain** to the small groups that each student has a short statement from the *Catechism* and two questions to answer. Make sure the students are aware that the *Catechism* does not use inclusive language; students should focus on the content. After each student has read the statement and answered the questions, they will read and explain the statement to the other students in the group, and answer the questions for them.
- 4. Direct** the groups, after each has finished discussing the four statements, to write a brief explanation of how the Sacraments at the Service of Communion involve service to the Church and service for the common good of humanity. Call on each group to read its statement when all have completed them.
- 5. Ask** the students whether they previously thought of these sacraments as vocations of service. Invite the students to ask questions or make comments.
- 6. Conclude** by playing the hymn “Will You Let Me Be Your Servant?” You can find a video version of the hymn on the internet. If you cannot find a recording, read the lyrics to this beautiful hymn, which you can also find on the internet.

TEACHER NOTE

You may want to use the handout “Statements from the *Catechism* on the Sacraments at the Service of Communion Answer Key” (TX006832), on page 274, to check the student responses on their handouts.

Sacraments and God's Grace

Statements from the *Catechism* on the Sacraments at the Service of Communion

“The ordained ministry or ministerial priesthood is at the service of the baptismal priesthood.” The ministerial priesthood guarantees that it really is Christ who acts in the sacraments through the Holy Spirit for the Church. The saving mission entrusted by the Father to his incarnate Son was committed to the apostles and through them to their successors: they receive the Spirit of Jesus to act in his name and in his person.” (CCC, number 1328)

1. The Sacrament at the Service of Communion described here is _____

What is the nature of service described here?

Based on this statement, how does this sacrament help to serve the common good of the Church and the world?

Certain members are selected by God, in and through the Church, to a special service of the community. These servants are chosen and consecrated by the sacrament of Holy Orders, by which the Holy Spirit enables them to act in the person of Christ the head, for the service of all the members of the Church.” The ordained minister is, in some way, an “icon” of Christ the priest. (CCC, number 1342)

2. The Sacrament at the Service of Communion described here is _____

What is the nature of service described here?

Based on this statement, how does this sacrament help to serve the common good of the Church and the world?

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Sacraments and God's Grace

Statements from the *Catechism* on the Sacraments at the Service of Communion Answer Key

1. The Sacrament of Holy Orders

The nature of service described here is the ordained minister's duty to follow Christ's mission. This sacrament helps to serve the common good of the Church and the world by ordaining ministers who act in Jesus' name to administer the sacraments and bring the Spirit of Jesus to the people they serve.

2. The Sacrament of Holy Orders

The nature of service described here is the ordained minister's commitment to the People of God. This sacrament helps to serve the common good of the Church and the world by enabling ordained ministers to act in the person of Christ and to serve community members of Jesus' teachings through their words and actions.

3. The Sacrament of Matrimony

The nature of service described here is the married person's duty to love their spouse just as God loves humankind. This sacrament helps to serve the common good of the Church and the world by encouraging more deeply loving relationships between spouses, which allow the world an image of God's love for us through their love for each other.

4. The Sacrament of Matrimony

The nature of service described here is the married person's commitment to parenthood and the education of children. This sacrament helps to serve the common good of the Church and the world by promoting family life and education and encouraging married people to be responsible and loving partners, parents, and teachers.

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LEARNING EXPERIENCE 4 (Chapter 11)

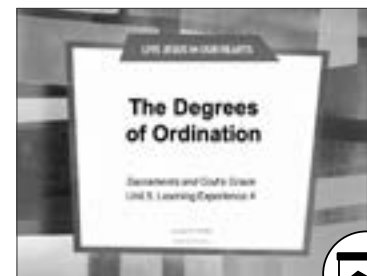
The Degrees of Ordination

Invite the students to work in groups to prepare and teach the degrees of ordination to the class, using a pre-prepared PowerPoint presentation outline. (U2, Q2, K2, S2)

1. **Prepare** by ensuring that all the students have read articles 42–44 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class. Download the PowerPoint presentation “Learning Experience 4: The Degrees of Ordination” (TX006857), at www.smp.org/livejesus_sacraments.
2. **Arrange** the students into small groups of three. Assign one of the following roles to each group: (1) the bishop, (2) the priest, and (3) the deacon. Try to achieve a balance of groups working on the same role. Seat the groups working on the same role near one another. Offer the following instructions:
 - Your group will study the section of article 44 that concerns the role you have been assigned: bishop, priest, or deacon. You should discuss the role assigned to you among yourselves, taking notes so that you will be prepared to teach the class different aspects of that role.
 - After you have prepared, I will present a PowerPoint outline of the three roles. As I present each bulleted point, I will randomly call on a group that studied this role to explain the point. You will have 15 minutes to prepare.
3. **Show** the PowerPoint presentation after the students have completed their preparation. As you show the slides, randomly call on a group that studied each role to explain the bulleted item. If an answer is incomplete or incorrect, call on another group that studied the role to complete or correct the answer.
4. **Conclude** by inviting the students to ask questions or make comments.



Articles 42–44



TX006857



111 Chapter 11: The Sacraments at the Service of Communion

Article 45
The Graces of the Sacrament

The Holy Spirit gives those who receive the Sacrament of Holy Orders special graces. Like the Sacraments of Baptism and Confirmation, the Sacrament of Holy Orders confers a special grace on the recipient.

These are the special graces that are conferred on those who receive the Sacrament of Holy Orders. They are the graces that enable the recipient to live out the responsibilities of the Sacrament, and to be a witness to the Gospel in the world.

The Holy Spirit gives those who receive the Sacrament of Holy Orders special graces. Like the Sacraments of Baptism and Confirmation, the Sacrament of Holy Orders confers a special grace on the recipient. These are the special graces that are conferred on those who receive the Sacrament of Holy Orders. They are the graces that enable the recipient to live out the responsibilities of the Sacrament, and to be a witness to the Gospel in the world.



Article 45

Perceive

LEARNING EXPERIENCE 5 (Chapter 11)

Religious Vocations Speaker

Invite a priest or a religious sister (or both) to visit the class as a guest speaker to talk about religious vocations. (U1, Q1, Q2, K3, S3, S4)

1. **Prepare** by ensuring that all the students have read article 45 in the student book prior to this learning experience. Arrange well in advance for a priest or a religious sister to talk with the class about their vocation. Prepare also by providing a time limit and several questions for your visitor to help guide the class conversation. The following questions may be helpful:
 - When and how did you experience a calling to this vocation?
 - What aspect of this vocation attracted you the most?
 - What are some of the special graces you have received in your life as a priest or sister?
 - What is one of your challenges or frustrations as a priest or sister?
 - When the students are beginning to consider their future vocation, how would you recommend they go about discerning their calling?

Also, recommend to the speaker that they allow a few minutes for students' questions. This can be the most important part of the visit. Direct the students to prepare questions before the visit.

2. **Welcome** and introduce your speaker or speakers to the students when class begins and then pray the following prayer for vocations:

Loving and Generous God,
it is You who call us by name
and ask us to follow you.
Help us to grow in the Love
and Service of our Church
as we experience it today.

Give us the energy and courage
of Your Spirit
to shape its future.

Grant us faith-filled leaders
who will embrace Christ's Mission
of love and justice.

Bless the Church of _____ (name your diocese)
by raising up dedicated and
generous leaders
from our families and friends
who will serve Your people as Sisters,
Priests, Brothers, Deacons,
and Lay Ministers.

Inspire us to know You better
and open our hearts
to hear Your call.

We ask this through our Lord.
Amen.

(USCCB website)

- Invite** the speaker or speakers to begin. Remind them when there is 5 minutes left before the question-and-answer period will begin. At that time, invite the students to ask questions they have for the speaker(s).
- Thank** the speaker(s) for generously providing time and valuable insights to the class. Provide a card, address, and stamp for the class to write a thank-you note to the speaker(s).

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 11 quiz (TX006889), do so now, before moving on to chapter 12. (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 11 Overview: The Sacrament of Holy Orders” (TX006855) (see www.smp.org/livejesus_sacraments).

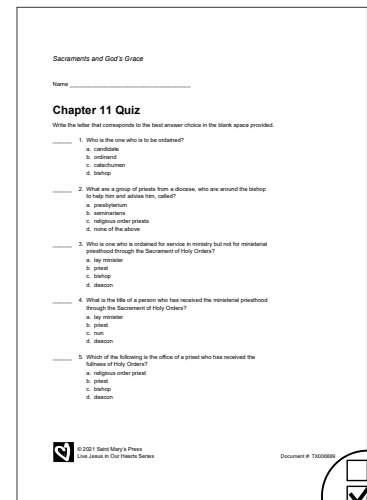
Explain

LEARNING EXPERIENCE 6 (Chapter 12)

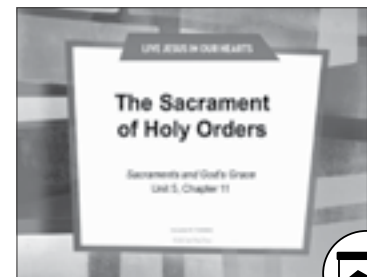
Equal Partners in Marriage

Explore with the students the notion of the Sacrament of Matrimony being a covenant of equal partners.
(U3, Q3, K4, S5)

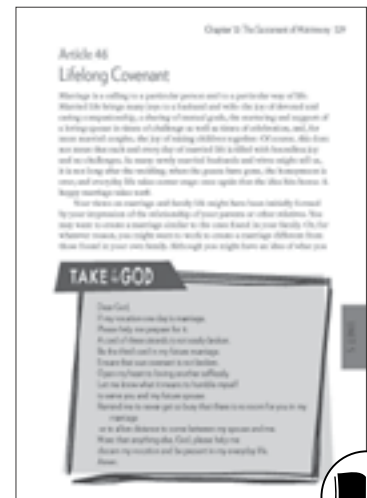
- Prepare** by ensuring that all the students have read articles 46 and 47 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class. Photocopy or download and print the handout “Equal Partners in Marriage” (TX006833), on page 275, one for each student.
- Arrange** the students into small groups of three or four. Distribute the handout to each student and one sheet of loose-leaf paper to each group. Instruct the groups to choose a leader and a student who will write answers for the group.



TX006889



TX006855



Articles 46-47



TX006833

3. **Direct** the groups to discuss each question on the handout with the intention of arriving at a consensus. One student in each group will write the group's answers on the sheet of paper. It is not necessary that every group answer every question. Ask the students to note differences in opinion about the answers.
4. **Invite** the students, after all have finished discussing the handout questions and writing down answers in their groups, to individually answer the questions in their notebooks or on a sheet of paper, and to describe any disagreements members of the group may have had.
5. **Summarize** this discussion with the following points:

- In the nuptial blessing during the celebration of the Sacrament of Matrimony, the priest prays for the married couple with these words:

May her husband entrust his heart to her,
so that, acknowledging her as his equal
and his joint heir to the life of grace,
he may show her due honor
and cherish her always
with the love that Christ has for his Church.

(Roman Missal, "Nuptial Blessing A," p. 1182)

- Does this blessing sound like a radical statement to you? (*Invite student responses.*)
- The Sacrament of Matrimony *is* in fact a radical celebration of the union and complementarity of equal partners. Think about this: The Sacrament of Matrimony is a powerful witness of equality to other people, other cultures, our own society, and even the Church.
- Marriage publicly witnesses to the equality and complementarity of all women and men in the world. A married couple is, most importantly, a powerful witness to the covenantal love of God promised equally to all people.

6. **Conclude** by having three students read the section called "Some Frequently Asked Questions," on pages 338–339 in the student book, which deals with several special circumstances with regard to the Sacrament of Matrimony in the Catholic Church. Have the three students each take a question and answer. Inform the students that this part of the book deals with special questions. Invite the students to ask questions and make comments after all three scenarios have been read.



pages 338–339

- The exercise we are about to do is designed to help us look both realistically and hopefully at the Sacrament of Matrimony today. The majority of you are likely to marry. The rest of you will choose the single life or religious life.
- Unless trends change in the United States, about half of you who marry may eventually divorce—at least statistically. Unfortunately, Catholics do not currently have an edge over any other group when it comes to divorce. This learning experience invites us to consider what permanent marriage really means.

Sacraments and God's Grace

Name _____

Using the Whip-Around Method

A Quick and Participative Assessment Tool

The whip-around, as described here, is based on a technique developed by Joel Crotley, PhD, and 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 assess and getting their minds in gear. The class is called on every student, in random order, to answer a question or other series of questions, making sure every student has a chance to respond.

The Process

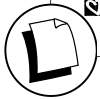
At the end of a class or information session (or when changing the topic or activity in a session), each student is asked to quickly respond to one of these prompts:

1. State one thing that they have just learned.
2. Answer one of three questions written on the board. (The teacher chooses the question, but the students prepare on paper for all three.)
3. Name one question or concern they have about the material. One student answers, then the question is whipped 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 their 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.

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TX006761

3. **Arrange** the students into small groups of three or four. (This learning experience will also work well with the class as a whole.) Distribute the handout and have the students answer the questions individually in silence, writing their answers on a separate sheet of paper. Next, have the students discuss the questions in their small groups. (You may also choose to have the class as a whole discuss the handout together.)
4. **Conduct** a whip-around, asking each student to state one new thing they became aware of as a result of this learning experience—or one thing that stands out as being particularly important.

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.

5. **Conclude** by reading, or asking a student to read, 1 Corinthians, chapter 13, one of the most powerful descriptions of love and a favorite reading for weddings.

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 12 quiz (TX006890), do so now, before moving on to “Concluding the Unit.” (See www.smp.org/livejesus_sacraments to access both of these resources.)

Sacraments and God's Grace

Name _____

Chapter 12 Quiz

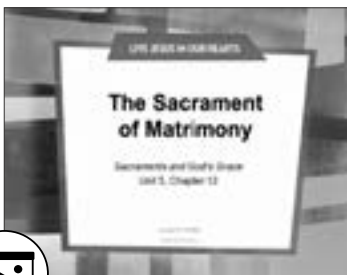
Write the letter that corresponds to the best answer choice in the blank space provided.

1. In addition to family, what is the other central institution that must be supported and strengthened?
 - a. the priesthood
 - b. marriage
 - c. education
 - d. none of the above
2. What is the third, essential characteristic of a marriage other than a lifelong commitment and permanence?
 - a. exclusivity
 - b. fertility
 - c. patience
 - d. ordained
3. At what event did Jesus' presence affirm the goodness of marriage and reveal that the Sacrament of Matrimony, from then on, would be a sign of his presence?
 - a. Last Supper
 - b. Sermon on the Mount
 - c. wedding at Cana
 - d. wedding of Ruth and Boaz
4. What important point did Saint Paul make about marriage in his Letter to the Ephesians?
 - a. A husband should acknowledge his wife as his equal.
 - b. Wives should obey their husbands in all things.
 - c. A married couple is a sign of God's love for the Church.
 - d. The husband and wife should become one flesh.
5. Who are the actual ministers of the Sacrament of Matrimony in the Western Church?
 - a. priest or deacon
 - b. parents of the bride
 - c. best man and maid of honor
 - d. bride and groom

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TX006890



TX006856

TEACHER NOTE

You can also present the main chapter points using the PowerPoint presentation “Chapter 12 Overview: The Sacrament of Matrimony” (TX006856) (see www.smp.org/livejesus_sacraments).

CONCLUDING THE UNIT

Using the Student Book “Unit 5 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.

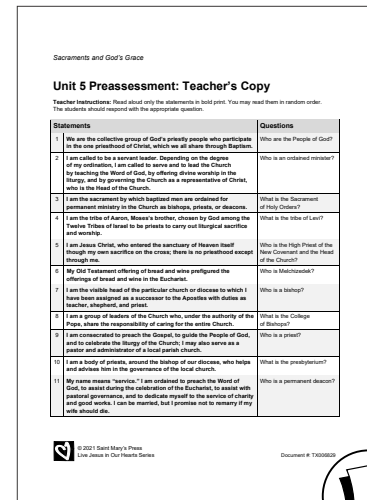
Using the Preassessment

Consider spending some portion of a class period near the end of the unit to return to the matching questions and answers on the first two pages of the handout “Unit 5 Preassessment: Teacher’s Copy” (TX006829), on pages 267–270. Follow this process:

- Post the questions on the board or a sheet of newsprint and the responses in a separate column on the board or on a separate sheet of newsprint. Ask students to match a question in one column to the appropriate answer in the other column. Be sure to give as many students as possible an opportunity to participate.
- Make any necessary corrections when the students are finished matching the questions and answers.
- Invite the students to draw on the material of this unit and identify the following questions:
 - one question they now can answer, either partially or completely
 - one question that is more complicated than they had initially realized
 - one question that remains unresolved for them
- Affirm the evident growth in the students’ understanding and encourage them to continue exploring profound questions that do not have easy or straightforward answers.



Unit 5 Highlights



TX006829





Bring It Home

Using the Student Book “Bring It Home” Section

To conclude, remind the students of this unit’s focus question: *Why are Holy Orders and Marriage grouped together as sacraments?* 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 can you figure out what vocation God is calling you to?
- Why can only men be ordained?

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 11 Double-Check Questions

1. *What are the three orders of ministry to which men can be ordained?*

Men can be ordained to three orders of ministry: bishop, priest, or deacon.

2. *Why do the Rites of Ordination for bishops, priests, and deacons include references to the priesthood of the Old Covenant? Select one Old Testament reference and explain its significance in the Rite of Ordination.*

Although the priesthood of the Old Covenant could not bring salvation, the Church considers it a prefiguring of the ordained ministry established by Christ himself. This is why the rites of ordination include references to the priesthood of the Old Covenant. (The students may explain any one of the following Old Testament references: the seventy wise men chosen by Moses to help govern God's people; Aaron, the first high priest of the Israelites; the sons of Levi, the tribe chosen by God to be priests.)

3. *How does the priesthood of men called to ordained ministry differ from the common priesthood of all the baptized?*

The uniqueness of the ministerial priesthood lies in its call and commitment to serve the entire Church and to help all Christians live a life of grace in union with Jesus Christ. This unique priesthood gives men who are called to ordained ministry a unique responsibility that no layperson can fill.

4. *What are the three areas of responsibility for those in ordained ministry? Give one example of each.*

The three areas of responsibility for those in ordained ministry are as follows: teaching the faithful; leading divine worship (the liturgy), especially the Eucharist; and governing the Church. (The students may provide any suitable example of each area of responsibility.)

5. *To what vocation does God call each of us?*

Through Baptism, God calls each of us to ministry, to holiness, to Christian witness.

6. *How did the priesthood of the Old Testament find its fulfillment in Jesus Christ?*

Jesus fulfilled the priesthood of the Old Testament through the sacrifice of the New Covenant—the sacrifice not of a lamb but of himself. By this sacrifice, he conquered sin and brought salvation. Christ is therefore our new High Priest, one who has entered Heaven itself.

7. *How does a bishop or priest act in the person of Christ?*

Any priest (including a bishop) acts in the person of Christ because he is consecrated to preach the Gospel, to guide the People of God, and to celebrate the liturgy of the Church as a priest of the New Covenant. This is especially true in the Eucharist, in which priests act in the person of Christ to make present again his one sacrifice, when he offered himself for all.

8. *What are the essential elements of the Sacrament of Holy Orders?*

The essential elements of the Sacrament of Holy Orders are the laying on of hands and the speaking of the prayer of consecration, in which the presiding bishop asks God to grant to the man being ordained the graces of the Holy Spirit necessary for his ministry.

9. *What is the role of the bishop? the priest? the deacon?*

The role of the *bishop* is to represent Christ himself as teacher, shepherd, and priest and to act as Christ's representative on Earth. He is a member of the college of bishops and is usually the visible head of the particular church (or diocese) to which he has been assigned. Each ordained bishop is in the line of Apostolic Succession.

The role of the *priest* is to be a coworker of the bishop, united with the bishop in priestly dignity and guided by the bishop in his pastoral assignment and duties. Priests share with their bishop the authority of Christ himself in building up, making holy, and ruling his Body, the Church. This includes acting in the person of Christ to preach the Gospel, to guide the People of God, and to celebrate the liturgy of the Church.

The role of the *deacon* is the ministry of service in the Church. Deacons carry out important functions in the ministry of the Word, divine worship, pastoral governance, and the service of charity and good works.

10. *Describe the special grace the Sacrament of Holy Orders gives to bishops, priests, and deacons.*

The Sacrament of Holy Orders confers special grace on each of the three orders. On *bishops*, the sacrament confers the special grace of strength: to govern and guide, to love all, and to proclaim the Gospel to all. This strength allows him to give his life for his sheep.

The sacrament fills *priests* with the Holy Spirit and confers the grace to approach the altar without shame, to proclaim the Gospel, to carry out the ministry of the Word, to offer spiritual sacrifice and gifts, and to renew God's people in Baptism.

The sacramental grace for *deacons* is a wholehearted commitment to the People of God, in cooperation with the bishop and priests. In this commitment, deacons serve in the liturgy, proclaim the Word of God, and carry out works of love to all in need.

Answer Key for Chapter 12 Double-Check Questions

1. *What is God's plan for marriage?*

God intended marriage as a loving way to bring happiness to us and to assure us that we need not be alone on our life's journey. Marriage, in God's plan, has two goods: the good of the man and woman, and the procreation and education of children.

2. *What is the definition of the Sacrament of Matrimony? Choose two key elements from this definition and explain why each is important in Christian marriage.*

The Sacrament of Matrimony is a lifelong covenant, modeled on that between Christ and the Church, in which a baptized man and a baptized woman make an exclusive and permanent commitment to faithfully love each other and to cooperate in the procreation and education of children. Examples will vary but may include: (1) Marriage is a covenantal relationship between God and his people and therefore cannot be dissolved. (2) Children are the supreme gift of marriage and, as gifts, bring great good to their parents. (3) Saint Paul states that he knows no greater union than that of Christ and the Church. The Sacrament of Matrimony is a sign of that union. A man and woman are given the grace to love each other with the same love with which Christ loves the Church.

3. *How did the idea of the unity and indissolubility of marriage gradually develop in the Law of Moses, the teachings of the prophets, and, finally, in the New Covenant established by Christ?*

The concept of the unity and indissolubility of marriage first developed in the Law of Moses. It did not explicitly reject the polygamy practiced by kings and patriarchs at the time, but the Law of Moses did protect a wife from being at her husband's mercy—although it still allowed a husband to divorce his wife. The prophets went further by teaching that exclusive married love is a metaphor for God's covenantal love for his people (God is the Bridegroom and Israel is the Bride). These teachings led to the New Covenant, in which Jesus is the Bridegroom to all humanity.

4. *How do Saint Paul's words in Ephesians 5:25–30 relate to the union of husband and wife in the Sacrament of Matrimony?*

In Ephesians 5:25–30, Saint Paul explains that married couples are signs of Christ's love for the Church, the greatest union of all.

5. *Why is it important that consent in the Sacrament of Matrimony be free? What are some circumstances that may create constraint or pressure to marry, leading to a marriage contracted without free consent?*

In the Sacrament of Matrimony, consent must be freely given because the man and woman must willingly give themselves to each other in order to live a lifelong covenant of faithful love and openness to sharing that love with children. Without free consent, there is no marriage bond. A variety of circumstances may pose obstacles to free consent, including pregnancy (and the pressure to marry), mental illness, a secret addiction, the existence of prior religious or marriage vows, or factors prohibited by natural law (such as marriage between family members).

6. *Who are the ministers of the Sacrament of Matrimony? What is the role of the priest or deacon in the Sacrament in the Latin Rite? in the Eastern Churches?*

In the Latin Rite, the ministers of the Sacrament of Matrimony are the bride and groom themselves, with the priest or deacon acting as a witness. In the Eastern Churches, in contrast, the priest is the minister of the sacrament because both his blessing and his witness are required for the sacrament to be valid in the Eastern Churches.

7. *What three requirements are essential to marriage?*

Three elements are essential to marriage: unity, indissolubility, and openness to children.

8. *What are some ways those who are single can contribute to family life? How can married couples provide those who are single, especially those who may be isolated because of old age or illness, an opportunity to share in family life?*

Single people can contribute significantly to family life as aunts and uncles, godparents, or family friends. Married couples can invite those who are single to share in family life by including them in celebrations, especially around important seasons in the liturgical calendar. Families should especially find ways to include those who are ill or elderly, as well as those who are living in poverty, perhaps with no home. (You may wish to invite students to add concrete suggestions of their own, as appropriate.)

9. *When might the Church issue a declaration of nullity, called an annulment, and what does this declaration mean?*

The Church might issue an annulment when a marriage has been entered into under constraint or in some other circumstance that prevented either or both spouses from giving free consent. An annulment is the Church's declaration that a true marriage bond, as a sacrament, never existed in the eyes of the Church.

Unit 5 Preassessment: Teacher's Copy

Teacher Instructions: Read aloud only the statements in bold print. You may read them in random order. The students should respond with the appropriate question.

Statements		Questions
1	We are the collective group of God's priestly people who participate in the one priesthood of Christ, which we all share through Baptism.	Who are the People of God?
2	I am called to be a servant leader. Depending on the degree of my ordination, I am called to serve and to lead the Church by teaching the Word of God, by offering divine worship in the liturgy, and by governing the Church as a representative of Christ, who is the Head of the Church.	Who is an ordained minister?
3	I am the sacrament by which baptized men are ordained for permanent ministry in the Church as bishops, priests, or deacons.	What is the Sacrament of Holy Orders?
4	I am the tribe of Aaron, Moses's brother, chosen by God among the Twelve Tribes of Israel to be priests to carry out liturgical sacrifice and worship.	What is the tribe of Levi?
5	I am Jesus Christ, who entered the sanctuary of Heaven itself through my own sacrifice on the cross; there is no priesthood except through me.	Who is the High Priest of the New Covenant and the Head of the Church?
6	My Old Testament offering of bread and wine prefigured the offerings of bread and wine in the Eucharist.	Who is Melchizedek?
7	I am the visible head of the particular church or diocese to which I have been assigned as a successor to the Apostles with duties as teacher, shepherd, and priest.	Who is a bishop?
8	I am a group of leaders of the Church who, under the authority of the Pope, share the responsibility of caring for the entire Church.	What is the College of Bishops?
9	I am consecrated to preach the Gospel, to guide the People of God, and to celebrate the liturgy of the Church; I may also serve as a pastor and administrator of a local parish church.	Who is a priest?
10	I am a body of priests, around the bishop of our diocese, who helps and advises him in the governance of the local church.	What is the presbyterium?
11	My name means "service." I am ordained to preach the Word of God, to assist during the celebration of the Eucharist, to assist with pastoral governance, and to dedicate myself to the service of charity and good works. I can be married, but I promise not to remarry if my wife should die.	Who is a permanent deacon?



Statement		Question
12	I am in the process of becoming a priest and have been ordained to preach the Word of God, but I cannot yet consecrate the bread and wine.	Who is a transitional deacon?
13	I am a discipline of the Church for bishops, priests, and other religious women and men, which requires that my total dedication be to Christ and the Church rather than to another person in a married state.	What is celibacy?
14	I am used in Baptism, Confirmation, and in the ordination of bishops and priests; I anoint the head of a bishop and the hands of a priest.	What is Sacred Chrism?
15	I am the pointed hat worn by a bishop for liturgical celebrations.	What is a miter?
16	I am the shepherd's staff of a bishop.	What is a crosier?
17	I am the changed state of being, the spiritual mark, that never leaves a person who is baptized, confirmed, or ordained. Because of me, these sacraments can never be repeated.	What is a permanent character?
18	I am, by Jesus' command, the sacrament whose visible sign is the lifelong committed love and fidelity of a man and a woman toward each other as Christ is committed to the Church; I am a celebration of both "otherness" and equality.	What is the Sacrament of Matrimony?
19	I am the freely given union of minds and hearts and the procreation and education of children.	What are the purposes of marriage?
20	I am the marriage between a baptized Catholic and a baptized Christian of a different denomination.	What is a mixed marriage?
21	Because of me, special permission is required from the Catholic Church for a baptized Catholic to marry an unbaptized person.	What is disparity of cult?
22	I am any obstacle that prevents free and full consent to marriage. I can be unknown mental illness, an unplanned pregnancy, a secret addiction, or anything that truly takes away full and free consent. I am the primary grounds for an annulment, which means that no sacramental marriage was possible.	What is a constraint to marriage?
23	I am the Catholic Church's official pronouncement that a marriage is null and void, that is, it never existed as a sacramental union. I do not dissolve legal marriage, nor do I cause children to become illegitimate. However, a completed civil divorce is required before you can seek me through the Church.	What is an annulment?
24	I am the Christian family, the core community in the Church and the place where children first hear the faith proclaimed.	What is the domestic church?



✂-----

Who are the People of God?

✂-----

Who is an ordained minister?

✂-----

What is the Sacrament of Holy Orders?

✂-----

What is the tribe of Levi?

✂-----

Who is the High Priest of the New Covenant and the Head of the Church?

✂-----

Who is Melchizedek?

✂-----

Who is a bishop?

✂-----

What is the College of Bishops?

✂-----

Who is a priest?

✂-----

What is the presbyterium?

✂-----

Who is a permanent deacon?

✂-----

Who is a transitional deacon?

✂-----





What is celibacy?



What is Sacred Chrism?



What is a miter?



What is a crosier?



What is a permanent character?



What is the Sacrament of Matrimony?



What are the purposes of marriage?



What is a mixed marriage?



What is disparity of cult?



What is a constraint to marriage?



What is an annulment?



What is the domestic church?



Name _____

Unit 5 Vocabulary

Terms for Mastery

annulment The declaration by the Church that a marriage is null and void, that is, it never existed as a sacramental union. Catholics who divorce must have the marriage annulled by the Church to be free to marry once again in the Church.

Holy Orders, Sacrament of The sacrament by which baptized men are ordained for permanent ministry in the Church as bishops, priests, or deacons.

indissoluble Indicates that a valid marriage is permanent and so cannot be dissolved.

Matrimony, Sacrament of A lifelong covenant, modeled on that between Christ and the Church, in which a baptized man and a baptized woman make an exclusive and permanent commitment to faithfully love each other and to cooperate in the procreation and education of children.

unity Marriage unites the husband and wife in an unbreakable and exclusive union.

Terms Previously Mastered or for General Knowledge

bishop One who has received the fullness of the Sacrament of Holy Orders and is a successor to the Apostles.

deacon Along with bishops and priests, one of the three Holy Orders conferred by the Sacrament of Holy Orders. Deacons are entrusted with various ministries, including baptizing, preaching, and witnessing marriages.

divorce The dissolving of the marriage bond, which differs from annulment—which is a declaration that a valid marriage bond never existed.

priest One who has received the ministerial priesthood through the Sacrament of Holy Orders. The priest serves the community of faith by representing and assisting the bishop in teaching, governing, and presiding over the community's worship.

procreation To beget or bring forth offspring.



Statements from the *Catechism* on the Sacraments at the Service of Communion



The ordained ministry or *ministerial* priesthood is at the service of the baptismal priesthood.¹ The ordained priesthood guarantees that it really is Christ who acts in the sacraments through the Holy Spirit for the Church. The saving mission entrusted by the Father to his incarnate Son was committed to the apostles and through them to their successors: they receive the Spirit of Jesus to act in his name and in his person.² (CCC, number 1120)

1. The Sacrament at the Service of Communion described here is _____.

What is the nature of service described here?

Based on this statement, how does this sacrament help to serve the common good of the Church and the world?



Certain members are called by God, in and through the Church, to a special service of the community. These servants are chosen and consecrated by the sacrament of Holy Orders, by which the Holy Spirit enables them to act in the person of Christ the head, for the service of all the members of the Church.³ The ordained minister is, as it were, an "icon" of Christ the priest. (CCC, number 1142)

2. The Sacrament at the Service of Communion described here is _____.

What is the nature of service described here?

Based on this statement, how does this sacrament help to serve the common good of the Church and the world?





God who created man out of love calls him to love—the fundamental and innate vocation of every human being. For man is created in the image and likeness of God who is himself love.⁴ Since God created him man and woman, their mutual love becomes an image of the absolute and unfailing love with which God loves man. It is good, very good, in the Creator's eyes. And this love which God blesses is intended to be fruitful and to be realized in the common work of watching over creation: "And God blessed them, and God said to them: 'Be fruitful and multiply, and fill the earth and subdue it.'"⁵ (CCC, number 1604)

3. The Sacrament at the Service of Communion described here is _____.

What is the nature of service described here?

Based on this statement, how does this sacrament help to serve the common good of the Church and the world?



The fruitfulness of conjugal love extends to the fruits of the moral, spiritual, and supernatural life that parents hand on to their children by education. Parents are the principal and first educators of their children.⁶ In this sense the fundamental task of marriage and family is to be at the service of life.⁷ (CCC, number 1653)

4. The Sacrament at the Service of Communion described here is _____.

What is the nature of service described here?

Based on this statement, how does this sacrament help to serve the common good of the Church and the world?



(The quotations on this handout are from the English translation of the *Catechism of the Catholic Church* for use in the United States of America, second edition. Copyright © 1994 by the United States Catholic Conference, Inc.—Libreria Editrice Vaticana [LEV]. English translation of the *Catechism of the Catholic Church: Modifications from the Editio Typica* copyright © 1997 by the United States Catholic Conference, Inc.—LEV.)

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

1. Cf. *Lumen gentium* 10 § 2.
2. Cf. *John* 20:21–23; *Luke* 24:47; *Matthew* 28:18–20.
3. Cf. *Presbyterorum ordinis* 2; 15.
4. Cf. *Genesis* 1:27; *1 John* 4:8, 16.
5. *Genesis* 1:28; cf. 1:31.
6. Cf. *Gravissimum educationis* 3.
7. Cf. *Familiaris consortio* 28.



Statements from the *Catechism* on the Sacraments at the Service of Communion

Answer Key

1. The Sacrament of Holy Orders

The nature of service described here is the ordained minister's duty to follow Christ's mission.

This sacrament helps to serve the common good of the Church and the world by ordaining ministers who can act in Jesus' name to celebrate the sacraments and bring the Spirit of Jesus to the people they serve.

2. The Sacrament of Holy Orders

The nature of service described here is the ordained minister's commitment to the People of God.

This sacrament helps to serve the common good of the Church and the world by enabling ordained ministers to act in the person of Christ and to remind community members of Jesus' teachings through their words and actions.

3. The Sacrament of Matrimony

The nature of service described here is the married person's duty to love their spouse just as God loves humankind.

This sacrament helps to serve the common good of the Church and the world by encouraging more deeply loving relationships between spouses, which show the world an image of God's love for us through their love for each other.

4. The Sacrament of Matrimony

The nature of service described here is the married person's commitment to parenthood and the education of children.

This sacrament helps to serve the common good of the Church and the world by promoting family life and education and encouraging married people to be responsible and loving partners, parents, and teachers.



Sacraments and God's Grace

Name _____

Equal Partners in Marriage

- Do girls experience the same type of discipline and have the same opportunities as boys as they grow up today? Name any differences you see, noting whether these are signs of inequality.
- Do women and men share the same vocational opportunities? Name any differences you see (as above).
- Are women and men who are equally competent treated equally as authority figures (in academics, politics, science, religion, and so on)? Describe similarities and differences.
- Are women and men treated as equals by financial institutions, businesses, and the media? (Are women and men paid equally for equal work?)
- Do married women and men have equal or fully complementary roles in most households with regard to decisions about finance, childcare, care of the household, responsibility for financial well-being, and so on?
- If significant differences exist today in the way women and men are treated in society, what impact could this have on a marriage that is a union of equals? How should this issue be addressed?



Sacraments and God's Grace

Name _____

Lifelong Journey

Most of you will marry, but all of us have to live, to one degree or another, in cooperation with others. Relationships with others help us to learn more about ourselves. Use your imagination to relate what you know about yourself now to the possibility of marriage in the future. It is always best to consider these kinds of questions *before* entering into the permanent covenant of marriage, rather than after.

- What do you think are some of your best personal qualities that you can bring to a marriage relationship?
- What are some of the shortcomings you have that you would have to work on before getting married? (For example, are you somewhat sloppy, disorganized, lazy, stubborn, a procrastinator, a gossip, not ready for fidelity, and so on?)
- What are some of the qualities you would look for in someone you would consider marrying?
- How do you think you will deal with the inevitable shortcomings and limitations of a spouse?
- Many people have difficulty getting along with college roommates. How easy do you think it will be to live with a spouse who may have different habits, interests, likes or dislikes, and so on, from your own?
- How will you and your spouse make decisions about the many issues you will inevitably deal with? (Some of these include when to have children, how many children to have, how to handle your finances, who works outside the home or who does not, where to live, who your friends will be, how much time you spend with each other's parents and family, how frugally or lavishly you will live, where you will live, what schools your children will attend, and so on.)



- What will you do if you and your spouse experience an unexpected and devastating change, such as a serious illness, the loss of a job, a serious and debilitating accident, the loss of a child, and so on? Will you be able to adjust and stand by your partner through difficult times?
- As time passes, the good looks and vigor of youth begin to fade away. Will your love be deep enough to survive the many changes that go with the process of aging?
- The average lifespan has continued to lengthen for women and men. Are you prepared to spend fifty or sixty or even seventy years with the same person? What will you do if you become a widow or widower at a young age?
- The way you are living right now is either preparing you for a life of fidelity in marriage or not. Do you consider yourself to be a trustworthy, compassionate, faithful, and chaste person? If you do not practice these virtues now, do you think that you will be able to be truly faithful to a spouse in the future?
- Do you see marriage as an opportunity to witness to the faithful love of Christ? If someone does not see marriage in this way, should they seek marriage in the Church?
- Who are the best models for marriage that you have in your life at this time? What hope for your own (potential) marriage can they give you? What can they teach you that you can try to emulate?
- In our society, many people live several years on their own, before marriage, as single persons. For many others, life as a single person is a valid and rewarding permanent choice. As a single person now, what can you do to bring new life to others and witness to Christ? How do you foresee doing this as a young single person in the world?



Name _____

Unit 5 Final Performance Task Options

Important Information for All Three Options

The following is a list of enduring understandings for unit 5. They should appear in this final performance task so your teacher can assess whether you learned the most essential content.

- Through the Sacraments of Holy Orders and Matrimony, Christians receive the grace and strength to serve others through specific vocations.
- Through the Sacrament of Holy Orders, baptized men are ordained to serve the Church in varying degrees.
- Marital love—the intimate union of man and woman in both body and spirit—is an image and likeness of God's love for all of us.

Option 1: Interview with a Priest and a Married Couple

You will interview both a priest and a married couple to learn more about their respective vocations. You will need to make arrangements with a priest at your local parish for an interview time. Arrange to interview a married couple other than your parents. Each interview should take no more than 30 minutes. Be aware that the interviewees' time is valuable, so be generous and flexible with your own time. Once you have made arrangements for an interview, be on time. Type up the interview questions and responses. At the end of each interview, write a summary paragraph about your experience, explaining a positive takeaway from each interview as well as any questions or information that came from the interview that you consider thought provoking. Be sure to address, directly or indirectly, the enduring understandings for the unit in your interview summary.

Use the following questions in your interview with a priest:

1. What attracted you to service in the Church as a priest?
2. What is the highlight of your life of service as a priest?
3. What role does daily prayer serve for you as a priest?
4. What is most difficult about being a priest?
5. What is the experience of celebrating the Eucharist like for you?
6. What is the experience of celebrating the Sacrament of Penance and Reconciliation, or the experience of witnessing the Sacrament of Matrimony, like for you?
7. Where do you find the strongest support for your vocation?
8. What do you think people should know about the life of a priest that they may not be aware of?
9. Do you envision any changes being made to the priesthood in the future? If yes, what do you think they will be?



Use the following questions in your interview with a married couple:

1. When did you first know that you were meant for each other?
2. How long after that moment did you wait to get married?
3. Why did you choose to get married by a priest, deacon, or minister in a church?
4. At the time you got married, how important to you was it to have children?
5. (If the couple has children): How have your children contributed to your marriage?
6. In what ways does your marriage vocation help to support and nurture other people outside your immediate family?
7. What is the best thing about being married?
8. What is the most difficult part of being married?
9. Do you believe that marriage is intended to be permanent?

Option 2: A Vocational Guide for Priesthood, Religious Life, and Marriage

Write and design a vocational guide aimed at helping teenagers begin to look seriously at possible future vocations. Life as a diocesan priest, as well as life in a religious order as a priest, brother, or monk, is a special and important vocation. Equally significant is the vocation to be a religious sister or monastic nun. The vocation of marriage is a more popular choice for many, but it is no less valuable or holy. A challenge to the Sacrament of Matrimony and its meaning is the unfortunate reality that more and more couples are choosing to live together without ever marrying. You need to convince your peers that if they decide to marry, they should choose to receive the Sacrament of Matrimony.

Your task in creating your vocational guide is twofold. You must first create a guide (questions or statements) that will help someone your age to responsibly consider the vocations of priesthood, religious life, and marriage by helping them to know what to expect. This will require you to use your student book for information and to conduct some outside research. The second important task of your guide is to promote the positive benefits of each vocation and to show the respective importance of each. Be creative! You should type all written parts of the guide, but you may add color, images, and other designs to make the guide more attractive to someone your age. Be sure to address, directly or indirectly, the enduring understandings for the unit in your vocational guide.

Option 3: A PowerPoint Presentation on the Sacraments of Holy Orders and Matrimony

Create a PowerPoint presentation that illustrates, step-by-step, the liturgical celebration of a priest's ordination and the liturgical celebration of Matrimony within a celebration of the Eucharist. Include all the major parts of these liturgies in outline form on the PowerPoint slides. To accompany the slides you create, write detailed notes for the presenter, explaining each part of the liturgy in greater detail. The major part of this presentation will be words; however, you should also include several pertinent images that illustrate the power of the celebration of the Sacraments of Holy Orders and Matrimony. You may ask your teacher, the librarian at school, or a priest at your local parish for permission to use the books that contain the rites for Holy Orders and Matrimony. Much of the information you will need can be found in the student book. Be sure to incorporate the enduring understandings for this unit directly or indirectly in your presentation.



Name _____

Unit 5 Final Performance Task Rubrics

Option 1				
Criteria	4	3	2	1
Report demonstrates comprehension of enduring understandings for unit.	Report shows unusually insightful comprehension of enduring understandings for unit.	Report shows good comprehension of enduring understandings for unit.	Report shows adequate comprehension of enduring understandings for unit.	Report shows little comprehension of enduring understandings for unit.
Interview a priest and a married couple.	Interviews include both a priest and a married couple.	Interview includes both a priest and a married couple but focuses on one more than other.	Interview is with either a priest or married couple but not both.	Interview was not conducted directly; therefore not all requirements were met.
Report includes all interview questions and answers and insightful reflection based on participants' responses.	Report includes all required questions and answers and includes insightful thoughts or deeper questions based on participants' responses.	Report includes all required questions and answers but is lacking in insightful reflection.	Report includes most of required questions and answers but not all.	Report includes questions and answers from one interviewee only or does not address all questions for interviewees.
Report contains insightful summary paragraph about interview experience, including positive takeaway from each interview.	Report contains insightful summary paragraph and positive takeaway from each interview.	Report contains summary paragraph and positive takeaway from each interview, but report lacks insight.	Report contains summary paragraph but with no positive takeaway from interviews.	Report does not contain summary paragraph.
Report includes questions or thought-provoking information from interviews.	Report includes both questions and thought-provoking information from interviews.	Report includes questions but no additional information from interviews.	Report includes minimal reflective material from interviews.	Report does not include questions or thought-provoking information from interviews.
Report is typed and uses proper grammar, spelling, and diction.	Report is typed and has no errors in grammar, spelling, or diction.	Report is typed and has one or two errors in grammar, spelling, or diction.	Report is typed and has three or four errors in grammar, spelling, or diction.	Report is not typed and has more than four errors in grammar, spelling, or diction.



Unit 5 Final Performance Task Rubrics

Option 2

Criteria	4	3	2	1
Vocational guide demonstrates comprehension of enduring understandings for unit.	Vocational guide shows unusually insightful comprehension of enduring understandings for unit.	Vocational guide shows good comprehension of enduring understandings for unit.	Vocational guide shows adequate comprehension of enduring understandings for unit.	Vocational guide shows little comprehension of enduring understandings for unit.
Vocational guide contains insightful questions or statements that will help peers consider vocations of priesthood, religious life, or marriage by explaining what to expect.	Vocational guide includes thought-provoking questions and insightful statements that will help peers consider vocations of priesthood, religious life, or marriage with clear explanation of what to expect.	Vocational guide includes questions or statements that will help peers consider vocations of priesthood, religious life, or marriage with adequate explanation of what to expect.	Vocational guide includes some questions or statements (but not both) that will help peers consider vocations of priesthood, religious life, or marriage with little or no explanation of what to expect.	Vocational guide includes few questions or statements that will help peers consider one or two (but not all) vocations of priesthood, religious life, or marriage with no explanation of what to expect.
Vocational guide clearly contains information from both the student book and outside sources.	Vocational guide contains substantial information from both student book and outside resources.	Vocational guide contains some information from student book and outside sources.	Vocational guide contains information from either student book or outside sources but not both.	Vocational guide contains some required information but source is unclear.
Vocational guide promotes the positive benefits of each vocation and shows the respective importance of each.	Vocational guide promotes positive benefits of each vocation and goes above what is required by giving specific examples of importance of each vocation.	Vocational guide promotes positive benefits of each vocation yet gives minimal explanation of respective importance of each.	Vocational guide promotes positive benefit of some vocations but not others, leaving out respective importance of each.	Vocational guide promotes positive benefit of only one vocation, therefore leaving out respective importance of each.
Vocational guide is creative to inspire interest. All text in guide is typed for ease of use and includes color, images, and design to maximize appeal for youthful audience.	Vocational guide is insightful and creative to inspire interest. Text is typed, and color, images, and design are used to maximize appeal for youthful audience.	Vocational guide is somewhat creative. Text is typed, but images and design are not presented in appealing way.	Vocational guide conveys information but isn't particularly creative. Text is typed, but images or design are not appealing.	Vocational guide is informational rather than creative. Text is typed, but there are no images or design.
Vocational guide uses proper grammar, spelling, and diction.	Vocational guide has no errors in grammar, spelling, or diction.	Vocational guide has one or two errors in grammar, spelling, or diction.	Vocational guide has three or four errors in grammar, spelling, or diction.	Vocational guide has more than four errors in grammar, spelling, or diction.



Option 3

Criteria	4	3	2	1
PowerPoint presentation demonstrates comprehension of enduring understandings for unit.	PowerPoint presentation shows unusually insightful comprehension of enduring understandings for unit.	PowerPoint presentation shows good comprehension of enduring understandings for unit.	PowerPoint presentation shows adequate comprehension of enduring understandings for unit.	PowerPoint presentation shows little comprehension of enduring understandings for unit.
PowerPoint presentation gives detailed step-by-step illustration of liturgical celebration of priest's ordination.	PowerPoint presentation includes detailed step-by-step illustration of liturgical celebration of priest's ordination.	PowerPoint presentation includes adequate step-by-step illustration of liturgical celebration of priest's ordination.	PowerPoint presentation includes minimal step-by-step illustration of liturgical celebration of priest's ordination.	PowerPoint presentation includes incomplete illustration of liturgical celebration of priest's ordination.
PowerPoint presentation gives detailed step-by-step illustration of the liturgical celebration of Matrimony within the celebration of the Eucharist.	PowerPoint presentation includes detailed step-by-step illustration of liturgical celebration of Matrimony within celebration of Eucharist.	PowerPoint presentation includes sufficient step-by-step illustration of liturgical celebration of Matrimony within celebration of Eucharist.	PowerPoint presentation includes basic step-by-step illustration of liturgical celebration of Matrimony within celebration of Eucharist.	PowerPoint presentation includes incomplete illustration of liturgical celebration of Matrimony within celebration of Eucharist.
PowerPoint presentation includes outline of major parts of both liturgies.	PowerPoint presentation includes detailed outline of major parts of both liturgies.	PowerPoint presentation includes sufficient outline of major parts of both liturgies.	PowerPoint presentation includes basic outline of major parts of both liturgies.	PowerPoint presentation includes outline of major parts of both liturgies but may be missing some steps.
PowerPoint presentation includes detailed notes for presenter that explain each part of liturgy in great detail.	PowerPoint presentation includes detailed notes for presenter that explain each part of liturgy in great detail.	PowerPoint presentation includes sufficient notes for presenter that explain each part of liturgy.	PowerPoint presentation includes basic notes for presenter that explain each part of liturgy.	PowerPoint presentation includes notes for presenter that explain parts of liturgy but are lacking in some areas.
PowerPoint presentation includes pertinent images that illustrate power of celebration of Sacraments of Holy Orders and Matrimony.	PowerPoint presentation includes carefully selected images that illustrate power of celebration of Sacraments of Holy Orders and Matrimony.	PowerPoint presentation includes basic images that illustrate power of celebration of Sacraments of Holy Orders and Matrimony.	PowerPoint presentation includes minimal images that illustrate power of Sacraments of Holy Orders and Matrimony.	PowerPoint presentation lacks images that illustrate power of Sacraments of Holy Orders and Matrimony.
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 two or three errors in grammar, spelling, or diction.	PowerPoint presentation has more than four errors in grammar, spelling, or diction.



Name _____

Unit 5 Test

The Sacraments at the Service of Communion

Multiple Choice

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

- _____ 1. Which of the following must those who are being married be open to and accept as gifts from God?
- a. neighbors
 - b. flowers
 - c. children
 - d. wedding gifts
- _____ 2. Which of the following is an obstacle that prevents free and full consent to marriage?
- a. bylaw
 - b. constraint
 - c. dichotomy
 - d. sin
- _____ 3. What is the Church declaration of nullity of a marriage called?
- a. an annulment
 - b. a divorce
 - c. a feasible error
 - d. an absolution
- _____ 4. Which of the following terms describes the line that extends back to Saint Peter, which each bishop is ordained in?
- a. Moses
 - b. David
 - c. Apostolic Succession
 - d. Christian unity
- _____ 5. Which of the following is the sacrament by which baptized men are ordained for permanent ministry in the Church as bishops, priests, or deacons?
- a. Holy Orders
 - b. Priestly Ordination
 - c. Order of Melchizedek
 - d. Religious Life



Unit 5 Test

- _____ 6. Who must approve the ordination of a new bishop?
- Christ himself
 - the cardinal of a diocese
 - the People of God
 - the Pope
- _____ 7. Which of the following is the order of bishops?
- diocese
 - presbyterate
 - episcopate
 - psalmody
- _____ 8. In the early Church, through which liturgical rite did a person join a religious order?
- ordination
 - indoctrination
 - installment
 - fraternization
- _____ 9. What is another word for *divine worship*?
- community
 - ecclesiology
 - liturgy
 - Agnus Dei
- _____ 10. Which term is often confused with, but is not the same as, a declaration of nullity of marriage declared by the Church?
- nolo contendere
 - civil divorce
 - pardon
 - probation
- _____ 11. The People of God include the ordained, those in consecrated life, and which of the following?
- betrothed
 - laity
 - extraordinary
 - priests
- _____ 12. Which of the following words comes from the Greek word that means “service”?
- monsignor
 - waiter
 - deacon
 - priest



- _____ 13. Which of the following, along with adultery, is a sin against the unity of marriage?
- polygamy
 - mendacity
 - foibles
 - errancy
 - all of the above
- _____ 14. What does marriage do to bring the husband and wife into an unbreakable and exclusive union?
- It separates.
 - It engulfs.
 - It ordains.
 - It unites.
- _____ 15. Under the Old Covenant, which of the following was a moral concept that developed gradually?
- unity and rite
 - unity and indissolubility
 - unity and abstinence
 - unity and division
- _____ 16. Jesus' presence at which of the following affirmed the goodness of marriage and revealed that the Sacrament of Matrimony, from then on, would be a sign of his presence?
- Last Supper
 - wedding at Cana
 - Sermon on the Mount
 - home of Peter when he cured Peter's mother-in-law
- _____ 17. Through Baptism, God calls everyone to all except which of the following?
- Holy Orders
 - ministry
 - holiness
 - Christian witness
- _____ 18. What important point about marriage does Paul make in his Letter to the Ephesians?
- The husband and wife should become one flesh.
 - Wives should obey their husbands in all things.
 - A married couple is a sign of God's love for the Church.
 - all of the above



- _____ 19. Which of the following about permanent deacons is *not* true?
- They intend to remain lifelong deacons.
 - If they are single, they make a promise of celibacy at ordination.
 - If they are married, they may remarry if their spouse dies.
 - They may be married or single.
- _____ 20. In the Western Church, who are the actual ministers of the Sacrament of Matrimony?
- priest or deacon
 - parents of the bride
 - best man and maid of honor
 - bride and groom
- _____ 21. When did the Apostles understand that everything the priesthood of the Old Testament pointed toward found its fulfillment in Jesus Christ?
- at the Last Supper
 - on Pentecost
 - after the Resurrection
 - after the Ascension
- _____ 22. Which of the following *cannot* invalidate the marriage bond?
- a mixed marriage
 - a pregnancy
 - mental illness
 - a secret addiction
- _____ 23. What are the common elements of the rites of ordination?
- laying on of hands and the speaking of the Prayer of Consecration
 - conferring of the sacrament by a bishop
 - imprinting of an indelible spiritual character
 - all of the above
- _____ 24. Which of the following is *untrue* about those who have been civilly divorced from a living spouse and have remarried without an annulment?
- They are still members of the Church.
 - They should educate their children in the faith.
 - They should attend Mass and listen to the Word of God.
 - They may receive the Eucharist.
- _____ 25. Who are children's first teachers of the faith?
- parents
 - grandparents
 - catechists
 - godparents



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.

Column A

- _____ 26. The word used when a man joins the order of deacons, priests, or bishops.
- _____ 27. The Head of the Church.
- _____ 28. A priest receives the fullness of Holy Orders when he is ordained as this.
- _____ 29. One who is to be ordained.
- _____ 30. One who has received the ministerial priesthood through the Sacrament of Holy Orders.
- _____ 31. A group of priests from a diocese, who are around the bishop to help him and advise him.
- _____ 32. One who is ordained for service and ministry but not for ministerial priesthood through the Sacrament of Holy Orders.
- _____ 33. This biblical book has traditionally been seen as a metaphor for God's covenantal love for his people.
- _____ 34. In addition to the characteristics of being a permanent, lifelong contract between a man and a woman in which they commit themselves to care for each other and to procreate and raise children, this is an essential characteristic of marriage.
- _____ 35. In addition to the family, the other central institution that must be supported and strengthened.

Column B

- a. ordinand
- b. priest
- c. Song of Songs
- d. marriage
- e. exclusivity
- f. bishop
- g. ordination
- h. deacon
- i. *presbyterium*
- j. Christ



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. The greatest role model of service for ordained ministers in the Church is <u>Jesus, the Good Shepherd</u> . | _____ |
| T | F | 37. One who intends to be ordained to the priesthood in the future is a <u>permanent deacon</u> . | _____ |
| T | F | 38. The Church’s declaration that the marriage bond of a couple is null and void is called <u>annulment</u> . | _____ |
| T | F | 39. The family is the <u>presbyterium</u> because, as a community of grace and prayer, it fosters growth in human virtues and practice in Christian love. | _____ |
| T | F | 40. In the Rite of Ordination, each new bishop receives <u>the Book of the Gospels</u> as a sign of his call and authority to teach the truth and to proclaim the Word of God. | _____ |

Essay

Respond to one of the following prompts in complete sentences.

- A. How is the call of the ministerial priesthood related to the common priesthood of the faithful?
- B. How is the priest ordained in Holy Orders authorized to act in the person of Christ?
- C. What is free consent, and why is it so important to the bond of marriage?



Unit 5 Test Answer Key

The Sacraments at the Service of Communion**Multiple Choice**

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

Matching

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

True or False

36. T
 37. F – transitional deacon
 38. T
 39. F – domestic church
 40. T

Essay

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

- A. How is the call of the ministerial priesthood related to the common priesthood of the faithful?

We all share, through Baptism, in “the common priesthood of the faithful.” Yet springing from this baptismal call is another participation in Christ’s priesthood, the ministerial priesthood of priests and bishops. This priesthood helps all of us to fulfill our baptismal call. This ministry serves the People of God in the name of Christ and represents Christ within the community of the Body of Christ.



B. How is the priest ordained in Holy Orders authorized to act in the person of Christ?

By the anointing of the Holy Spirit and the character of Holy Orders, the priest is authorized to act in the person of Christ. He is consecrated to preach the Gospel, to guide the People of God, and to celebrate the liturgy of the Church as a priest of the New Covenant. Even though he is assigned to a particular ministry in a diocese, mission, or parish, he in fact shares in the universal mission of Christ, to preach the Gospel to the ends of the Earth. It is especially at the Eucharist, in the assembly of the faithful, that priests fulfill their priestly office; for at the Eucharist, acting in the person of Christ, they make present again the one sacrifice of Christ's offering himself for all.

C. What is free consent, and why is it so important to the bond of marriage?

If free consent is lacking on either side, there is no valid marriage bond. To be free when expressing consent means (1) not being under any constraint (coercion or pressure, even if subtle), and (2) not being barred from marriage by any natural or Church law. Where there is constraint, or obstacles to free and full consent, there is no valid marriage bond. This is one reason why the Church requires a period of preparation before the Sacrament of Matrimony, often with some kind of assessment to determine a couple's readiness. Free consent is very important to a faithful and fruitful marriage.

