

Course 1

Revelation and the Old Testament

Unit 1

OVERVIEW

Unit Summary

In this unit, students begin their study of Revelation and Sacred Scripture by exploring the Book of Genesis. They learn to distinguish between natural revelation and Divine Revelation, and they explore the process by which the Bible was written. They develop an initial understanding of why familiarity with both the Old Testament and the New Testament is essential for growing in Christian faith, and they engage in a basic process of biblical exegesis.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Read and study Sacred Scripture in an informed, intelligent, and prayerful manner, with an awareness of the ways in which Scripture is a privileged means for encountering God's self-revelation.	USCCB Framework The Revelation of Jesus Christ in Scripture: IA,B2a-c; IIA-B; III; IVA-B

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS
<p>U1. The Bible reveals God's plan of essential goodness, holiness, and justice for all of creation.</p> <p>U2. We can come to know God through natural revelation and Divine Revelation.</p> <p>U3. The Bible is a complex collection of books organized into two closely interrelated testaments that were written by various authors over an extended period of time.</p> <p>U4. The Holy Spirit, the teachings of the Magisterium, and the tools and methods of biblical exegesis enable us to understand and interpret Scripture.</p>	<p>Q1. Why is there evil in the world? Was that part of God's plan?</p> <p>Q2. How do I know God exists?</p> <p>Q3. Why is the Bible so complicated?</p> <p>Q4. How do I make sense out of all those old stories in the Bible?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Book of Genesis contains two complementary Creation accounts.</p> <p>K2. The pre-history accounts found in Genesis include the Fall, Cain and Abel, the Great Flood, and the Tower of Babel.</p> <p>K3. The beauty and complexity of the natural world reveals the goodness of God the Creator.</p> <p>K4. Divine Revelation enables us to know God, not simply to know about God.</p> <p>K5. The fullness of Divine Revelation is found in the life, Passion, death, Resurrection, and Ascension of Jesus.</p> <p>K6. Scripture is a unique and privileged venue in which to encounter Divine Revelation.</p> <p>K7. The Bible was written by way of a long process that took many years, including a shift from oral tradition to written tradition.</p> <p>K8. The Old Testament and New Testament are inextricably linked in many ways.</p> <p>K9. Methods of biblical exegesis, such as form criticism, help us to understand the human authors' intentions and God's Revelation more clearly.</p> <p>K10. The Holy Spirit is present with us when we seek to interpret the Bible in a way that is authentically open to God's Revelation.</p>	<p>S1. Read Scripture with care, thoughtfulness, and attention to detail.</p> <p>S2. Explain the process through which oral tradition becomes written tradition.</p> <p>S3. Attune themselves to God's presence in the natural world.</p> <p>S4. Pray with Scripture in a respectful and meditative manner.</p> <p>S5. Identify and explain the stages of development by which the Bible came to be in its current form.</p> <p>S6. Articulate the importance of form criticism as a crucial initial step in biblical interpretation.</p> <p>S7. Recognize key literary forms that are found in the Bible.</p> <p>S8. Offer concrete examples of the ways in which the Old Testament and the New Testament are interrelated.</p> <p>S9. Conduct a basic process of biblical interpretation (exegesis).</p>

Course 1

Revelation and the Old Testament

Unit 2

OVERVIEW

Unit Summary

This unit explores God's Revelation to the Chosen People in four periods of ancient Israelite history: the era of the patriarchs and matriarchs, the Exodus from Egypt and the wilderness years, the era of the judges, and the united monarchy. The students will read, study, and interpret biblical texts from each of these time periods and consider the implications of these inspired stories for their own faith lives.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<p><i>Students will be able to independently use their learning to . . .</i></p> <p>Read, study, and interpret the Pentateuch and the historical books with attention both to the socio-historical context of ancient Israel and to the contemporary relevance of these biblical books for the students' personal and communal lives of faith.</p>	<p>USCCB Framework The Revelation of Jesus Christ in Scripture: I.B.2a–b</p>

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The stories of the Biblical patriarchs and matriarchs teach us that God is always faithful to us and near to us, even in the most challenging circumstances.</p> <p>U2. Beginning with the ancient Israelites and continuing until today, God's liberating power brings us from slavery to freedom and provides us with a path to holiness.</p> <p>U3. Throughout the period of Joshua and the judges, God was ever faithful to the Israelites, even when they repeatedly broke the covenant.</p> <p>U4. The nation of Israel experienced many ups and downs as God worked in and through Saul, David, and Solomon, despite their flaws and sinfulness.</p>	<p>Q1. How do I find God when my life can be such a mess?</p> <p>Q2. How does God free me from the things that keep me down?</p> <p>Q3. Does God get tired of us making the same mistakes over and over?</p> <p>Q4. What tempts me to stray from God's call?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. God formed a covenant with Abraham, Sarah, and their descendants that endures to the present day.</p> <p>K2. The patriarchs and matriarchs endured many challenging times of great adversity as they struggled to be faithful to the covenant.</p> <p>K3. Through the leadership of Moses, God acted to free the Israelites from slavery in Egypt.</p> <p>K4. Following the Israelites' liberation from slavery in Egypt, God renewed the covenant with the Chosen People at Mount Sinai.</p> <p>K5. The laws that God gave the Israelites to follow are found in the Pentateuch, primarily in the Book of Leviticus.</p> <p>K6. The Books of Exodus, Joshua, and Judges frequently portray God as a warrior.</p> <p>K7. The Book of Deuteronomy contains Moses's final instructions to the Israelites before they enter the Promised Land and he passes away.</p> <p>K8. The Book of Ruth provides a contrasting, yet complementary, view of God than that found in the books that precede and follow it.</p> <p>K9. The deuteronomic cycle describes the pattern by which God repeatedly saved the Israelites from the consequences of their infidelity to the covenant.</p> <p>K10. The Historical Books contain many prominent, important female characters, including Deborah, Ruth, and Hannah.</p>	<p>S1. Identify key figures in Abraham and Sarah's family tree.</p> <p>S2. Use their imagination to see situations described in the Bible from the perspective of various biblical characters.</p> <p>S3. Perceive the Israelites' journey from slavery to freedom as a foundational story of liberation applicable to a variety of contexts.</p> <p>S4. Express an appreciation for the role of biblical laws in guiding the Israelites to holiness.</p> <p>S5. Articulate the nuances, benefits, and pitfalls of using metaphorical language for God, with particular attention to the metaphor "God is a warrior."</p> <p>S6. Apply the themes and lessons of biblical narratives to their own lives, particularly (but not exclusively) to their faith lives.</p> <p>S7. Recognize recurrent literary, thematic, and theological patterns in the Old Testament.</p> <p>S8. Explain connections, parallels, and points of contrast between the Old Testament and the New Testament.</p> <p>S9. Use exegetical research, the visual and performing arts, and personal prayer and reflection to interpret Scripture in a way that is faithful to the text, yet thought-provoking and creative.</p>

SAMPLE

ACQUISITION continued	
KNOWLEDGE <i>Students will know . . .</i>	
K11. God establishes a covenant with David that Christians understand to be fulfilled in Jesus.	
K12. The monarchy presented the ancient Israelites with both benefits and challenges.	

SAMPLE

Course 1

Revelation and the Old Testament

Unit 3

OVERVIEW

Unit Summary

In this unit, the students explore the prophetic literature of the northern and southern kingdoms. The unit begins with Elijah and Elisha who appear in the Deuteronomic history, and then moves to the writing prophets, including Hosea, Amos, Isaiah, Jeremiah, and Ezekiel. The material emphasizes the prophets' ministry of calling people back to fidelity to the covenant, with all that such faithfulness entails, including authentic worship, concern for people who are poor and marginalized, and reliance on God. The unit concludes by considering the ways in which the Old and New Testaments are interwoven, particularly with regard to Jesus.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<p><i>Students will be able to independently use their learning to . . .</i></p> <p>Read, study, and interpret the prophetic books with attention to their historical meaning, spiritual significance, and potential for inspiring and supporting a deeper, more committed life of faith.</p>	<p>USCCB Framework The Revelation of Jesus Christ in Scripture: I.2.b.3; IV.C</p>

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The relationship between a king and his prophet was an uneasy one. As God’s mouthpiece, a prophet called the king, as well as the Israelites, back to fidelity to the covenant.</p> <p>U2. During times of great suffering and sinfulness, the prophets offered hope to the Israelites and reminded them of God’s enduring love.</p> <p>U3. Theologically, God’s plan is prefigured in the people and events of the Old Testament and fulfilled in Jesus Christ as revealed in the New Testament.</p>	<p>Q1. How did the kings and prophets get along?</p> <p>Q2. How does God react when we screw up?</p> <p>Q3. How does the Old Testament prepare us for Jesus?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. Elijah, Elisha, Amos, and Hosea were key prophets of the northern kingdom of Israel.</p> <p>K2. The prophets’ relationships with the Israelite kings varied: Some kings rejected the prophet’s message, while other kings were receptive to it.</p> <p>K3. Like the ancient Israelite prophets, modern-day prophets invite us to grow in faithfulness to God and to serve our sisters and brothers in need.</p> <p>K4. The Book of Jonah is a humorous story that teaches us that all people—even our enemies—matter in the eyes of God.</p> <p>K5. Isaiah, Jeremiah, and Ezekiel were key prophets of the southern kingdom of Judah.</p> <p>K6. The Book of Isaiah was probably written by three different prophets in three different time periods.</p> <p>K7. As intermediaries, the prophets proclaimed God’s Word to the people and articulated the people’s needs and concerns to God.</p> <p>K8. The Babylonian Exile began in 587 BC, when Babylon conquered Judah.</p> <p>K9. The Babylonian Exile ended in 538 BC, when King Cyrus of Persia conquered Babylon and allowed the exiles to return home.</p> <p>K10. The Israelites wrote much of the Old Testament during the Babylonian Exile.</p> <p>K11. The messianic prophecies of the Old Testament are like job descriptions for the promised Messiah.</p> <p>K12. The Old Testament and the New Testament are inked as a unified, interwoven account of God’s eternal plan of salvation.</p>	<p>S1. Analyze the life and writings of a prophet using key characteristics of the Israelite prophets as an interpretive lens.</p> <p>S2. Identify several prophets of both the northern and southern kingdoms.</p> <p>S3. Reflect, orally and/or in writing, on the life and message of several modern-day prophets.</p> <p>S4. Utilize the Critical Questioning Method to explore both the basic meaning and the deeper significance of biblical texts.</p> <p>S5. Articulate the historical and religious significance of the Babylonian Exile.</p> <p>S6. Interpret passages from the prophetic books with attention to their original historical context and their contemporary relevance for people of faith.</p> <p>S7. Identify and explain connections and parallels between the Old Testament and the New Testament, particularly with regard to Jesus Christ.</p> <p>S8. Utilize technology and/or artistic expression to interact with and interpret biblical texts in meaningful ways.</p>

UNIT 3

SAMPLE



Course 1

Revelation and the Old Testament

Unit 4

OVERVIEW

Unit Summary

In this unit, the students explore the Old Testament's post-exilic literature, including some books that are classified as historical (First and Second Chronicles, Ezra, Nehemiah, Tobit, Judith, Esther, and First and Second Maccabees) and the wisdom books (Jobs, Psalms, Proverbs, Ecclesiastes, Song of Songs, Wisdom, and Sirach). The unit begins with the Jews' return to Jerusalem following the Babylonian Exile and continues through the period of Greek rule, which lasts until about fifty years before the birth of Jesus.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Employ a variety of learning modalities to engage with biblical texts in a manner that is intellectually sound, theologically accurate, and spiritually nourishing for their journey of life and faith.	USCCB Framework The Revelation of Jesus Christ in Scripture: I.B2.b4; II.C3.c

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. Following the Babylonian Exile, the Jewish People rebuilt their religious identity by focusing on proper worship at the Temple in Jerusalem.</p> <p>U2. In challenging times characterized by violence and persecution, many Jews gave witness to their steadfast faith in God.</p> <p>U3. The Bible’s wisdom literature helps us to explore profound questions regarding faith, suffering, and human relationships.</p>	<p>Q1. Why was rebuilding the Temple so important?</p> <p>Q2. How do people face big challenges in biblical times?</p> <p>Q3. How do I live a good life?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Jews returning home after the Exile in Babylon faced the daunting task of rebuilding the city of Jerusalem, including the Temple.</p> <p>K2. Because the Temple was considered to be the very dwelling place of God, it was the most sacred place of the Jewish faith.</p> <p>K3. The Psalms played an important role in Temple worship.</p> <p>K4. Because the Psalms express the whole gamut of human emotions, they are a rich resource for personal and communal prayer and reflection.</p> <p>K5. The Books of Tobit, Judith, and Esther are historical fiction written to encourage the Jews who were struggling under Greek oppression.</p> <p>K6. During the Maccabean Wars, many Jews suffered martyrdom rather than commit apostasy.</p> <p>K7. The arts—including visual art and music—can give us further insights into biblical texts.</p> <p>K8. The Book of Job questions the Israelite belief in divine retributive justice.</p> <p>K9. In the wisdom literature, divine Wisdom is personified as a woman.</p> <p>K10. The wisdom literature invites us to remember God’s faithful presence with us in both good times and bad.</p>	<p>S1. Articulate the significance of places that they experience as sacred; that is, as uniquely revelatory of God’s presence.</p> <p>S2. Utilize the Psalms in personal and communal prayer.</p> <p>S3. Engage in <i>hevvruta</i> with a partner as a means of delving deeply into a biblical text.</p> <p>S4. Interpret artistic images that portray biblical characters and stories.</p> <p>S5. Participate effectively in a Socratic seminar through attentive listening and thoughtful speaking.</p> <p>S6. Reflect, orally and/or in writing, on the profound questions raised by the wisdom literature.</p> <p>S7. Identify biblical themes present in music and other elements of popular culture.</p> <p>S8. Produce their own art and/or writing that demonstrates deep engagement with and personal appropriation of biblical themes.</p>

Course 1

Revelation and the Old Testament

Unit 5

OVERVIEW

Unit Summary

The final unit of this course offers a basic overview of New Testament writings: the Gospels, the Acts of the Apostles, the epistles, and the Book of Revelation. This material is intended to provide the students with a brief yet comprehensive survey of the New Testament as a foundation for further Scripture study in future courses. The unit's final chapter introduces the students to the Church's rich tradition of praying with Scripture individually, communally, and liturgically.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Develop and deepen their relationship with Jesus Christ through prayerful, informed, reflective engagement with the writings of the New Testament.	USCCB Framework The Revelation of Jesus Christ in Scripture: I.B3.a-c; II.C1-3; V.A-D

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The Gospels offer four portraits of Jesus—each with a unique perspective—that together proclaim one message of salvation.</p> <p>U2. As recounted in the Acts of the Apostles, the epistles, and the Book of Revelation, the growth of the early Church was fueled by the preaching of the Apostles and the passion of the early missionaries.</p> <p>U3. In both individual and communal prayer, Scripture nourishes our faith through a transformative encounter with Jesus, the Word Made Flesh.</p>	<p>Q1. Don't the four Gospels say the same thing?</p> <p>Q2. Who got the Church going after Jesus' Ascension?</p> <p>Q3. How can I use the Bible to pray?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The synoptic Gospels—Matthew, Mark, and Luke—contain many similar accounts of Jesus' public life and ministry.</p> <p>K2. The Gospel of John differs from the synoptic Gospels in its language, tone, thematic emphases, and portrayal of Jesus.</p> <p>K3. All four Gospels emphasize the events of the Paschal Mystery.</p> <p>K4. Saint Paul traveled throughout the Mediterranean world to spread the Gospel.</p> <p>K5. In Saint Paul's letters to the early Christian communities, he offered practical advice, encouragement, and guidance.</p> <p>K6. The non-Pauline New Testament letters are the Catholic epistles.</p> <p>K7. The Book of Revelation offered hope to early Christians who were suffering persecution because of their faith.</p> <p>K8. The Liturgy of the Hours is the official, public, daily prayer of the whole People of God, the Church.</p> <p>K9. <i>Lectio divina</i>, or holy reading, is a way of praying with Scripture that fosters deep contemplation and closer union with God.</p> <p>K10. Many traditional devotional prayers—such as the Stations of the Cross and the Rosary—are rooted in Scripture.</p>	<p>S1. Describe the unique portrait of Jesus that emerges from each of the four Gospels.</p> <p>S2. Explain why the passion narratives and resurrection narratives are detailed, consistent, and prominent in all four Gospels.</p> <p>S3. Identify several distinctive elements of the Gospel of John.</p> <p>S4. Articulate Saint Paul's importance to the growth of the early Church.</p> <p>S5. Analyze New Testament passages with attention to both their original context and their contemporary relevance.</p> <p>S6. Pray the Liturgy of the Hours, individually and communally.</p> <p>S7. Identify the four stages of <i>lectio divina</i>.</p> <p>S8. Specify at least two examples of scripturally based devotional prayers.</p> <p>S9. Articulate the ways in which praying with Scripture is a privileged means of coming to encounter, know, and love Jesus.</p> <p>S10. Utilize Scripture to create and to participate in both individual and communal prayer experiences.</p>

Course 2

Jesus Christ and the New Testament

Unit 1

OVERVIEW

Unit Summary

This unit addresses the identity of Jesus Christ as both fully human and fully divine. The students will focus on the two natures of Jesus—human and divine—as revealed in the Gospel of Mark and the Letters of Saint Paul to Galatians, Ephesians, and Corinthians. The students will also come to understand that the truth about Jesus’ life and message can be found in both Scripture and Tradition. Coming to know Jesus Christ will help the students develop a deeper faith in him as the One who bridges the gap between God and humanity, leading to our happiness, holiness, and eternal salvation.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Explain how Jesus Christ’s identity as true God and true man makes possible his unique role in God’s plan of salvation.	USCCB Framework Who is Jesus Christ?: IIA.1.b.c, I.A, I.A.1.2, III.A1.2.3.4, I.B.1.a.b.c, I.B.3.a.b, I.B.4.a.b.c.d, I.B.2.b, I.B.1.b, 1.B.2.d

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The Gospel of Mark reveals Jesus as the human face of God who reveals God’s love, and as the Divine Mystery who invites us to put our faith in him.</p> <p>U2. The truth about Jesus can be found in his life and message as revealed in both Scripture and Sacred Tradition.</p> <p>U3. Jesus is one Divine Person with two distinct natures. Because Jesus is truly human, he can identify with our sufferings, challenges, and joys. Because he is truly God, Christ is the unique mediator between God and human beings, making God’s saving grace available to all.</p> <p>U4. Faith in Jesus Christ leads to happiness, holiness, unity, and eternal salvation.</p>	<p>Q1. Who is Jesus?</p> <p>Q2. Where can I find the truth about Jesus?</p> <p>Q3. What does it mean to say that Jesus is true God and true man?</p> <p>Q4. Why put my faith in Jesus Christ?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Gospels and the Letters of Saint Paul reveal the identity of Jesus as both human and divine.</p> <p>K2. The context in which Jesus lived, taught, and proclaimed his mission.</p> <p>K3. The <i>Incarnation</i> is the term used for God becoming human in the person of Jesus Christ.</p> <p>K4. Conversion is a change of heart that is a response to God’s love.</p> <p>K5. Sacred Scripture and Sacred Tradition work together to reveal God’s will.</p> <p>K6. The Magisterium is the official teaching authority of the Church.</p> <p>K7. The Gospels developed in stages that include oral tradition and inspired written word.</p> <p>K8. <i>Hypostatic Union</i> refers to the mystery that Jesus Christ is fully human and fully divine.</p> <p>K9. Faith in Jesus will lead to happiness, holiness, unity, and salvation.</p> <p>K10. Justification brings a sinful human being into right relationship with God.</p> <p>K11. Faith and religion are so closely connected that we cannot have one without the other.</p>	<p>S1. Articulate that the New Testament is the Good News about who Jesus is: human and divine.</p> <p>S2. Identify the cultural attitudes, political tensions, and key Jewish groups that defined life in first-century Palestine.</p> <p>S3. Explain the significance of the Incarnation in God’s plan of salvation and the connection to John 3:16.</p> <p>S4. Articulate that conversion is not a moment but a lifetime of responding to God’s love.</p> <p>S5. Explain why we need both Scripture and Tradition to understand the fullness of Divine Revelation.</p> <p>S6. Explain the essential role of the Magisterium in the infallibility of the Church.</p> <p>S7. Identify the stages of Gospel development and articulate why the details of stories may differ in the four Gospels.</p> <p>S8. Explain how the Incarnation is necessary for the Christian understanding of salvation.</p> <p>S9. Explain that faith in Jesus will help us to live happy and holy lives on Earth and eternal life in Heaven.</p> <p>S10. Recognize the term <i>justification</i> as God’s will for us to be in good relationship with him.</p> <p>S11. Articulate that religion helps us to live out our faith in Jesus.</p>

SAMPLE

Course 2

Jesus Christ and the New Testament

Unit 2

OVERVIEW

Unit Summary

This unit explores the divine nature of Jesus through the Gospel of John. Jesus' identity as the Word Made Flesh, together with his miraculous "signs," his self-revelatory "I AM" statements, and the accounts of his Passion, death, and Resurrection, will help the students answer the unit focus question: *Was Jesus Christ really divine?* The implications of Jesus' Incarnation are further explored in the Letters to the Philippians, Colossians, and Hebrews. These letters provide testimony to Jesus' human and divine natures and show how the Incarnation makes Jesus the perfect model of humility, service, and self-sacrifice for all people.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Articulate their belief in the divine nature of Jesus Christ using references to the Gospel of John and New Testament Letters.	USCCB Framework Who Is Jesus Christ?: II.A.1.a

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. In the Book of Signs, the Gospel of John reveals Jesus' divine nature through divine imagery, miraculous "signs," and self-revelatory "I AM" statements.</p> <p>U2. In the Book of Glory, the Gospel of John continues to emphasize Jesus' divine nature by portraying Christ in control during his Passion, death, and Resurrection, his glorious triumph over sin and death.</p> <p>U3. New Testament letters provide insights into Jesus' Incarnation, particularly how he models humility and service, and how his human and divine natures make him the perfect sacrifice for our salvation; thus, Christ is preeminent and no one else can substitute for Jesus.</p>	<p>Q1. Who is Jesus, really?</p> <p>Q2. How can Jesus' death be glorious?</p> <p>Q3. Why does it matter that Jesus is God?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The term <i>Incarnation</i>, that God became human in the Person of Jesus Christ.</p> <p>K2. The Gospel of John reveals the divine nature of Jesus.</p> <p>K3. That there are two main sections in the Gospel of John: the Book of Signs and the Book of Glory.</p> <p>K4. That there are seven miraculous signs in the Gospel of John that point to Jesus' divine nature.</p> <p>K5. That there are seven "I AM" statements that Jesus makes about himself in the Gospel of John.</p> <p>K6. That the Washing of the Feet only takes place in John's Gospel and does not happen on the night before Jesus dies.</p> <p>K7. That Jesus was in control during his Passion, death, and Resurrection.</p> <p>K8. That in the Gospel of John, Jesus appears first to Mary Magdalene and then the other disciples after he has risen from the dead.</p> <p>K9. That the New Testament Letters are written to early Christian communities to encourage them.</p> <p>K10. That the New Testament presents Jesus is the perfect example of humility, obedience, service, and self-sacrifice.</p>	<p>S1. Articulate the meaning of the term <i>Incarnation</i> to others.</p> <p>S2. Identify content and themes from the Gospel of John that identifies Jesus as God, the Word Made Flesh.</p> <p>S3. Explain the purposes of the Book of Signs and the Book of Glory in the Gospel of John.</p> <p>S4. Recognize the seven miraculous signs of Jesus and retell in their own words what Jesus did in each one.</p> <p>S5. Find the "I AM" statements in the Gospel of John and connect those statements to God's Revelation to Moses, "I am who Am."</p> <p>S6. Articulate differences in the Passion narratives of the four Gospels, including the account of the washing of the feet.</p> <p>S7. Point out at least five examples of how Jesus shows that he is not a passive victim during his Passion and death.</p> <p>S8. Tell the stories of the appearances of Jesus after his Resurrection, as they appear in the Gospel of John.</p> <p>S9. Explain the difference between the communities that Paul writes to in his letters to the Philippians and Colossians and why they need encouragement.</p> <p>S10. Identify the importance and practice of humility, service, and self-sacrifice in their own lives.</p>

SAMPLE

ACQUISITION continued	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
K11. That the Letter to the Hebrews differs from letters that Paul wrote and makes strong connections with the Old Testament.	S11. Explain the theme of the Letter to the Hebrews, showing how Jesus is the Messiah, as foretold in the Old Testament.
K12. That Jesus is our Divine High Priest.	S12. Identify priests or ministers who continue to model Jesus' life of love and service.

SAMPLE

Course 2

Jesus Christ and the New Testament

Unit 3

OVERVIEW

Unit Summary

This unit uses the Gospel of Luke and the Letter to the Romans to explore Jesus' message of God's judgment and justice and mercy and forgiveness. Jesus' teachings become the basis for discussing the nature of God, leading into the central Christian mystery of the Trinity. Concepts include the mystery of the Trinity, the development of Trinitarian doctrine in the Catholic Church, the uniqueness of each of the Divine Persons, and the Trinity as a model for human relationships. Mary's role in God's plan and the Corporal and Spiritual Works of Mercy are also included in this unit. Through diverse and engaging learning experiences, the students will deepen their understanding of these foundational concepts and the language the Church uses to express them.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<p><i>Students will be able to independently use their learning to . . .</i></p> <p>Articulate the concept that Jesus revealed God as just and merciful and judging and forgiving and to recognize the role of the Trinity in revealing the unified and distinct natures of the three Divine Persons as a model for human relationships.</p>	<p>USCCB Framework Who is Jesus Christ?: IIA; IVA3; IIC5a-c; IIB1a-d; IIC1-4; IIC1a-d; IIB2a-b; IIC2a-d; IIC3a-c; IIC4a-b</p>

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The Gospel of Luke highlights both God’s judgment (justice) and mercy (forgiveness). The Letter to the Romans also highlights God’s forgiveness.</p> <p>U2. The Trinity is the central mystery of the Christian faith that God exists as a communion of three distinct and interrelated Divine Persons: Father, Son, and Holy Spirit. God is both unity and community, a model of love for all human relationships.</p> <p>U3. In response to false teachings about Jesus’ Incarnation, the Church has been constant in teaching that he is both fully God and fully human. In response to false teachings about God’s nature, the Church has been constant in teaching that there are three Divine Persons in one God.</p>	<p>Q1. Does God judge us or forgive us?</p> <p>Q2. Why is the Trinity so important?</p> <p>Q3. How do people misunderstand the Incarnation and the Trinity?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Gospel of Luke reveals God’s justice and mercy.</p> <p>K2. Mary plays a special role in God’s plan for salvation.</p> <p>K3. The Letter to the Romans teaches us about God’s mercy and salvation through Jesus Christ.</p> <p>K4. Our belief in monotheism emphasizes God’s power and love.</p> <p>K5. The mystery of the Trinity is the central Christian mystery of their faith.</p> <p>K6. There are three Divine Persons in one God.</p> <p>K7. The Divine Persons are united, yet distinct.</p> <p>K8. The Church developed the doctrine of the Trinity over centuries.</p> <p>K9. The Nicene Creed communicates the essential truths of the Catholic faith.</p> <p>K10. The Trinity teaches us how to be in relationship with others.</p>	<p>S1. Use parables like the Rich Man and Lazarus, the Prodigal Son, and the story of the Good Thief as examples of God’s justice and mercy.</p> <p>S2. Articulate what is meant by Mary’s “Yes” to the angel’s message asking her to be the Mother of God.</p> <p>S3. Use given passages from the Letter to the Romans to show God’s mercy.</p> <p>S4. Compare polytheistic religions with gods and goddesses to their faith in one God.</p> <p>S5. Articulate the Church’s understanding of the Trinity as a Mystery of Faith.</p> <p>S6. Identify the three Divine Persons of the Trinity and describe their characteristics.</p> <p>S7. Explain that each Person of the Trinity is united, yet distinct.</p> <p>S8. Point out some key moments in the development of the doctrine of the Trinity.</p> <p>S9. Recognize and articulate the essential truths of the Catholic faith as expressed in the Nicene Creed.</p> <p>S10. Use concrete examples to show how the Trinity is a model for our human relationships.</p>

SAMPLE

Course 2

Jesus Christ and the New Testament

Unit 4

OVERVIEW

Unit Summary

This unit focuses on the development of the early Church in the Acts of the Apostles, the Pastoral Letters to Timothy and Titus, and the Letter to Philemon. The growth of the Church under the guidance of the Holy Spirit continues today as we too are called to spread the Good News. The students will explore the Book of Revelation and its hopeful message that God will triumph over evil. They will come to know about the Four Last Things and what the Church teaches about eternal life.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<p><i>Students will be able to independently use their learning to . . .</i></p> <p>Read and study Scripture and come to an awareness of the ever-present guidance of the Holy Spirit helping us spread the Good News throughout history; and come to an understanding of the hopeful message of the Book of Revelation and Church teaching about eternal life.</p>	<p><i>USCCB Framework</i> II.A.1.b, IV.C.3.e, IV.D.4.a</p>

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The Acts of the Apostles tells how the Church, emboldened by the Holy Spirit, grew from a small community of frightened Jewish disciples in Jerusalem, to a religious movement with thousands of believers throughout the Roman Empire.</p> <p>U2. Many of the New Testament letters challenged the first Christians to be faithful in living the teachings and values of Jesus; they are still relevant today.</p> <p>U3. Rather than predicting the end of the world, the Book of Revelation communicates God's love, care, and protection through signs and symbols, assuring us that good will triumph over evil and that we have hope for everlasting life.</p>	<p>Q1. How did the Church start?</p> <p>Q2. How does the Church practice what it preaches?</p> <p>Q3. Does the Book of Revelation predict the end of the world?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Church began with the coming of the Holy Spirit on the feast of Pentecost.</p> <p>K2. Jewish Christians welcome Gentiles into the Church under the guidance of the Holy Spirit.</p> <p>K3. The Apostle Paul proclaims the Gospel throughout the known world, leading him to be arrested in Rome.</p> <p>K4. When early Christians realized that Jesus Christ would not return in their lifetimes, they began planning for long-term survival of the Church.</p> <p>K5. The Pastoral Letters to Timothy and Titus provide characteristics and responsibilities for Church leaders.</p> <p>K6. The Letter of Saint James gives advice for living the values of Jesus.</p> <p>K7. The Letter of Philemon is Saint Paul's request to free a slave and teach the Church community about equality.</p> <p>K8. The Book of Revelation is not about the end of the world, but a message of divine care and protection.</p> <p>K9. The Book of Revelation is not intended to frighten, but to teach that because of Jesus, good will ultimately triumph over evil.</p> <p>K10. The Four Last Things: judgment, Heaven, Hell and Purgatory.</p>	<p>S1. Describe the events of Pentecost and how the disciples began to proclaim the Good News.</p> <p>S2. Apply Christian values to conflict resolution.</p> <p>S3. Trace Paul's missionary journeys using a biblical map and name some of his companions and experiences.</p> <p>S4. Point out the significance of events around the expectation of early Christian who were awaiting the second coming of Jesus.</p> <p>S5. Call Church leaders today to accountability just as Paul did with early Church leaders.</p> <p>S6. Practice good works and actions as part of their faith.</p> <p>S7. Identify the difference between charitable acts and action for social justice.</p> <p>S8. Explain how the Book of Revelation uses signs and symbols to address Christians in seven local Churches who are being persecuted by Romans.</p> <p>S9. Live in hope that good will ultimately triumph over evil in the world.</p> <p>S10. Name the Four Last Things and what the Church teaches about judgment, Heaven, Hell and Purgatory.</p>

SAMPLE

Course 2

Jesus Christ and the New Testament

Unit 5

OVERVIEW

Summary

This unit addresses the call to holiness—the call to be in union with God and a witness to Jesus’ love and mercy. The Letters of John and Peter remind students that being in union with God is seen in both words and action, particularly through our love for others. Jesus himself, as well as the Apostles and saints, are models of this—examples of holiness for us to follow and be inspired by. Jesus’ teaching in Matthew, chapter 25, reminds us that we will also be judged by how we serve the poor and vulnerable—the foundation of Catholic social teaching and another guide to living a holy life.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Read and study Sacred Scripture to discover the tenets of Catholic social teaching; as well as study the lives of Jesus, the Apostles, and the saints as models of holiness, in an effort to discern their calling to serve the poor and vulnerable.	<i>USCCB Framework</i> IV.D.4.a, II.C.5.a.b.c.d.e, IV.A.2 and 4, IV.C.5, IV.B.1.2.3., IV.C.1.2.3, IV.C.4.a.1.2.3 and b.1.2.3, IV.D

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. Everyone can be holy, by nurturing a relationship with God, loving our neighbor, and learning to pray as Jesus taught us in the Gospels.</p> <p>U2. Service to the most vulnerable is an essential part of being a Christian, and as members of the Church, we promote the common good by living the principles of Catholic social teaching.</p> <p>U3. <i>Witness</i> means helping others experience the love and mercy of God. The Apostles and the saints inspire us and model what it means to witness to our Christian faith. Like them, we witness the Good News of Jesus Christ through our words and actions.</p>	<p>Q1. Can I be holy?</p> <p>Q2. What does Christian service mean?</p> <p>Q3. What does it mean to witness?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Letters of John call us to live in union with God through our love for our brothers and sisters.</p> <p>K2. Jesus’ words and actions show us the need for prayer and teach us how to pray.</p> <p>K3. We should pray with humility and persistence, knowing God will hear us.</p> <p>K4. Faith, hope, and love are Theological Virtues that we are called to develop in our lives.</p> <p>K5. Saint Paul was dedicated to spreading the Good News and to being of service by raising money for those who are poor.</p> <p>K6. We are created in God’s image, made to serve one another, and will be judged by how we serve the most vulnerable among us.</p> <p>K7. Catholic social teaching is based on the common good and expressed through seven principles.</p> <p>K8. Numerous canonized young saints have answered the call to serve.</p> <p>K9. First Peter calls us to witness our faith and word and deed.</p> <p>K10. Like the Apostles, we are called to spread the Good News of Jesus Christ.</p>	<p>S1. Explain that we show our union and love for God by loving others.</p> <p>S2. Give examples of how Jesus went off to pray and how he taught us the Our Father.</p> <p>S3. Be persistent in prayer, even when it doesn’t seem like their prayers are making a difference.</p> <p>S4. Name the Theological Virtues and know that the greatest of the virtues is love.</p> <p>S5. Be committed to a life of sacrifice and of service to the less fortunate.</p> <p>S6. Cite Matthew 25:37–40 as the passage when Jesus responds to the question, “Lord, when did we see you?” with “whatever you did for one of these least brothers of mine . . .”</p> <p>S7. Give an example of the common good and recognize the seven principles of Catholic social teaching.</p> <p>S8. Name at least one young saint in church history who answered the call to serve.</p> <p>S9. Recognize when their words and their actions are in conflict.</p> <p>S10. Explain what <i>evangelization</i> means and how we can evangelize in the twenty-first century.</p>

Course 3

The Paschal Mystery and the Gospels

Unit 1

OVERVIEW

Unit Summary

In this unit, students begin their study of the Paschal Mystery by exploring the Old Testament. Recalling the religious truths in Genesis, they will understand God's original plan for our union with him and one another, the effects of human sin on that plan, and God's promise to conquer evil. Connecting that plan and promise with the covenants and the prophets, students will see how these events foreshadow the sacrificial love of Jesus Christ.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Consider what God's enduring love and plan for the salvation of all people means on a personal level.	USCCB Framework The Mission of Jesus Christ (The Paschal Mystery): IA-B; IIA-B

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. God's original plan of goodness was marred by human sin, which brought ugliness, division, and hatred into the world.</p> <p>U2. Despite human sinfulness, God continued to express his enduring love for us, especially through covenants.</p> <p>U3. The promise of a Messiah, foreshadowed by events throughout the Old Testament, is fulfilled in Jesus Christ.</p>	<p>Q1. If God made everything good, how did things get so bad?</p> <p>Q2. After the Fall, why did God want to make covenants with humanity?</p> <p>Q3. How are the Old Testament sacrifices connected to Jesus' sacrifice?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. Chapters 1–11 of Genesis communicate key religious truths about the goodness of all creation, including humankind, and the goodness and glory of God.</p> <p>K2. Sin was brought into the world by human free will.</p> <p>K3. God did not create evil and never causes evil; God permits evil because he can cause good to emerge from evil.</p> <p>K4. Our fallen state makes it difficult for us to perceive God's original plan.</p> <p>K5. The first time we learn of God's promise of a savior is in Genesis 3:15.</p> <p>K6. God's promises and covenants throughout the Old Testament were made out of love for humankind.</p> <p>K7. The Old Testament prefigures the Paschal Mystery.</p> <p>K8. The understanding of Jesus as the Lamb of God is rooted in Exodus and the Passover.</p> <p>K9. The sacrificial love of Jesus Christ and the forgiveness of sins are prefigured in Leviticus.</p> <p>K10. The prophets foreshadow the Messiah in both their lives and their messages, foretelling the coming of a King.</p>	<p>S1. Identify key religious truths in Genesis, chapters 1–11—that God is good, that we are created good, and that we are fallen.</p> <p>S2. Recognize the literary forms used to communicate religious truths in Genesis, chapters 1–11.</p> <p>S3. Explain why “God permits evil” is distinct from “God creates evil.”</p> <p>S4. Examine, in a prayerful and reflective manner, the extent to which they are able to see themselves, others, and the world around them as beautiful creations of God.</p> <p>S5. Recognize God's loving care following the Fall in Genesis, chapter 3.</p> <p>S6. Compare and contrast the Israelites' faithfulness to the covenants with God's faithfulness to the covenants.</p> <p>S7. Use religious artwork to express some of the ways the Old Testament prefigures the Paschal Mystery.</p> <p>S8. Differentiate between virtuous love and imitations that distort the notion of sacrifice.</p>

Course 3

The Paschal Mystery and the Gospels

Unit 2

OVERVIEW

Unit Summary

This unit explores both the literal details and spiritual significance of the Paschal Mystery. Students will examine how the Gospel accounts of the Incarnation, life, ministry, and teachings of Jesus point to the Paschal Mystery. Through comparing and contrasting all four Gospel accounts, they learn about and reflectively pray with the Passion, death, Resurrection, and Ascension of Jesus.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Reflect on how the birth, ministry, Passion, death, and Resurrection of Jesus Christ, as presented in the four Gospels, reveal the meaning and significance of the Paschal Mystery.	<i>USCCB Framework</i> The Mission of Jesus Christ (The Paschal Mystery): II.C.1–4; IV.A–C; V.C.1

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The Gospel accounts of Jesus' birth, life, ministry, and teachings point to the Paschal Mystery.</p> <p>U2. By studying the similarities and differences in the four Gospel accounts of Jesus' Crucifixion and death, we gain greater understanding of God's plan for our salvation.</p> <p>U3. God's plan of salvation is fully accomplished in the Passion, death, Resurrection, and Ascension of Jesus Christ.</p>	<p>Q1. How does Jesus' life show he is the Messiah?</p> <p>Q2. Why did Jesus have to die to save us?</p> <p>Q3. Why is believing in Jesus' Resurrection so important?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The infancy narratives are written as theological statements about the person and mission of Jesus Christ.</p> <p>K2. Throughout his life and ministry, the teachings of Jesus point to the themes of dying and rising in the Paschal Mystery.</p> <p>K3. Though there are far more similarities in the Gospels, studying the unique differences gives greater insight into who Jesus is.</p> <p>K4. There were several events and people with a variety of motivations that led to Jesus' arrest, suffering, Crucifixion, and death.</p> <p>K5. The Passion narratives lie at the very heart of Christian faith, because the events they recount are the fulfillment of Jesus' saving work on Earth.</p> <p>K6. The common elements of the Resurrection accounts found in the Gospels help us to understand the Resurrection as a real, historical event.</p> <p>K7. The Glory of God revealed in the Resurrection confirms who Jesus is, fulfills the Old Testament messianic prophecies, and promises our own resurrection from the dead.</p> <p>K8. Through his Ascension, Jesus brings Earth to Heaven, affirms our own bodily resurrection from the dead at the end of time, and gives us hope of spending eternity with God in Heaven.</p> <p>K9. God's plan of salvation was at work during the unseen "Three Days" in the tomb.</p>	<p>S1. Recognize the ways in which the hope, promise, and work of the Paschal Mystery are referenced outside of the Passion narratives.</p> <p>S2. Reflect on how the themes of the Paschal Mystery are present in one's own life and the world around us.</p> <p>S3. Compare and contrast the details of the significant events of the four Gospels.</p> <p>S4. Identify the significant events that led up to the Passion and death of Jesus.</p> <p>S5. Identify how the Stations of the Cross are connected to Jesus' Passion and death.</p> <p>S6. Articulate the reasons for, and effects of, the Passion and death of Jesus.</p> <p>S7. Examine the historical reality and significance of Jesus' post-Resurrection accounts.</p> <p>S8. Articulate the meaning and implications of the Ascension of Jesus.</p>

Course 3

The Paschal Mystery and the Gospels

Unit 3

OVERVIEW

Unit Summary

In this unit, the students will explore the implications of the Paschal Mystery, particularly how God empowers us to participate in our redemption and salvation. Through reflection on Scripture—especially the epistles of Saint Paul—the students will deepen their understanding of what we are saved *from* and what we are saved *for* and come to know God’s plan for our full communion with him in Heaven.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Express the implications of the Paschal Mystery for people of faith, as it affirms and invites our participation in our own redemption and salvation.	USCCB Framework The Mission of Jesus Christ (The Paschal Mystery): III.C; V.A

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The transforming power of God in the Paschal Mystery is experienced in our daily life, invites us to participate with God's grace, and is the foundation of our belief in the resurrection of the dead.</p> <p>U2. We are saved from the damage and isolation of sin and death and saved for true happiness and communion in our earthly life and complete happiness and union with God after death.</p>	<p>Q1. How does Jesus' death and Resurrection affect our lives?</p> <p>Q2. What happens after we die?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. Jesus demonstrates using power with love, for the good of others, which is most fully seen in the Paschal Mystery.</p> <p>K2. Throughout his epistles, Saint Paul explains, clarifies, and teaches about the meaning and implications of the Paschal Mystery.</p> <p>K3. Saint Paul's explanation of the paradox of the cross affirms the power of God's loving sacrifice.</p> <p>K4. God empowers us to participate in our salvation.</p> <p>K5. Saint Paul's explanation of the resurrection of the body in 1 Corinthians, chapter 15, affirms that this belief is an essential element of Christian faith.</p> <p>K6. Empathy develops our sense of unity in the Body of Christ.</p> <p>K7. We are saved from the consequences of Original Sin and personal sin: guilt and shame, loneliness and despair, addictions and attachment, and both physical death and the death of relationships.</p> <p>K8. We are saved for true happiness in this life and union with God in the next life: forgiveness and healing, freedom, joy, and eternal life.</p> <p>K9. At our Particular Judgment, whether we enter Heaven or Hell will depend on how we respond to God's grace and his invitation to put our faith in him.</p>	<p>S1. Analyze the use of power in human trafficking.</p> <p>S2. Connect the practice of virtues with the gift of God's grace to participate in our salvation.</p> <p>S3. Utilize Scripture and the <i>Catechism</i> as resources to answer frequently asked questions about the resurrection of the dead.</p> <p>S4. Cultivate empathy through a guided meditation.</p> <p>S5. Compose and pray a litany.</p> <p>S6. Reflect on Particular Judgment using one's religious imagination.</p>

UNIT 3

SAMPLE

Course 3

The Paschal Mystery and the Gospels

Unit 4

OVERVIEW

Unit Summary

In this unit, the students will learn what the Paschal Mystery teaches us about personal and communal suffering. They will explore the questions that arise from the experience of suffering, learn to differentiate between healthy and unhealthy responses to suffering, search Scripture for insights about suffering, and recognize the redemptive promise of the Paschal Mystery to bring good out of suffering.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
View personal and communal suffering through the lens of the Paschal Mystery.	USCCB Framework The Mission of Jesus Christ (The Paschal Mystery): I. A–B; II. B–C.; IV. A–B; V. B–C

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. Though we may never completely understand why bad things happen to innocent human beings, the Paschal Mystery reveals that God can bring good out of suffering and that suffering can play a role in our salvation.</p> <p>U2. Christians are called to respond to the suffering caused by violence and communal sin by working for peace and social justice.</p>	<p>Q1. What good can come from suffering?</p> <p>Q2. Why do we have to suffer for the sins of others?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Book of Job both affirms the mystery of human suffering while also clarifying that it is not a punishment from God.</p> <p>K2. The teachings, example, and Passion of Jesus Christ reject the idea that suffering is caused by God.</p> <p>K3. The Paschal Mystery shows us that God is our “Redeemer” not our “Rescuer,” transforming and redeeming suffering and sacrifice into healing and new life.</p> <p>K4. Scripture gives us a model for honest prayer in the midst of suffering, especially in the Book of Psalms and the Agony in the Garden.</p> <p>K5. Sacrifice and suffering have a role in God’s plan of salvation.</p> <p>K6. Following the example of Christ when responding to the suffering of others means acknowledging the reality of the pain, standing in solidarity with them, and a willingness to act with sacrificial love.</p> <p>K7. “Turning the other cheek” rejects revenge and challenges the oppressor to treat oppressed people with dignity by affirming their equality and humanity.</p> <p>K8. Corruption and greed lead to pain and suffering for the human family.</p> <p>K9. Neglect and abuse of the environment lead to suffering in the human family, especially for those who are poor.</p>	<p>S1. Identify the underlying assumptions made about God with regard to questions about suffering.</p> <p>S2. Reframe “why” questions on suffering.</p> <p>S3. Recognize and utilize the structure of the psalms of lament and thanksgiving to compose a psalm.</p> <p>S4. Emulate and articulate a Christlike response to the suffering of others.</p> <p>S5. Learn what to say to or do for someone who is grieving or suffering (and know why).</p> <p>S6. Utilize Scripture to formulate a Christian response to violence.</p> <p>S7. Identify moral alternatives to corruption and greed.</p>

UNIT 4

SAMPLE



Course 3

The Paschal Mystery and the Gospels

Unit 5

OVERVIEW

Unit Summary

In this unit, the students will explore the meaning and invitation of the universal call to holiness and prayer as a means to growing in relationship with God. In addition to examining and expanding their personal practice of prayer, in its various forms and expressions, the students will study how liturgical prayer celebrates the Paschal Mystery, most especially in the liturgies of the Easter Triduum.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Articulate and live out their call to holiness, examine and expand their personal practice of prayer, and connect the public prayer in the liturgies of the Easter Triduum with their study of the Paschal Mystery.	<i>USCCB Framework</i> The Mission of Jesus Christ (The Paschal Mystery): V.B-C; VI

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The call to holiness asks us to cooperate with God's grace, live out our faith daily, and practice Christian discipleship in our actions and words.</p> <p>U2. Developing a personal practice of prayer, in all its forms and expressions, is an essential part of a relationship with God.</p> <p>U3. We remember the events of the Paschal Mystery and their meaning in every liturgy, most especially in the liturgies of the Easter Triduum.</p>	<p>Q1. What does it mean to be holy?</p> <p>Q2. How does prayer bring us closer to God?</p> <p>Q3. How will celebrating the Triduum help us understand the Paschal Mystery?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. All people are called to holiness to share in the life of God and to reveal God's love to the world through acts of loving service in daily life.</p> <p>K2. The universal call to holiness is rooted in the saving events of the Paschal Mystery and, through God's grace, makes it possible for us to follow a path of holiness and authentic discipleship.</p> <p>K3. Authentic discipleship is more than believing that Jesus is the Son of God; it is actually living out one's faith by putting it into practice in all areas of one's life.</p> <p>K4. The Church has a rich tradition of faithful disciples who witness to the grace of the Paschal Mystery in their lives through prayer and mysticism.</p> <p>K5. Personal, prayerful communication is essential to a relationship with God.</p> <p>K6. Different forms and expressions of prayer are appropriate in different times and situations in life, each strengthening our relationship with God.</p> <p>K7. Ignatian Gospel meditation is a method of praying with Scripture that invites us to engage our intellect and our imagination.</p> <p>K8. The Easter Triduum designates the three holiest days of the Liturgical Year, beginning on Holy Thursday and continuing until Easter Sunday, as it intentionally and prayerfully recalls the events of the Paschal Mystery.</p> <p>K9. During the extended intercessory prayers offered at the Good Friday liturgy, we lift up the spiritual and physical needs of the whole world, remembering that Jesus' suffering and death has redeemed the world.</p>	<p>S1. Read, understand, and apply insights from an apostolic exhortation on the universal call to holiness.</p> <p>S2. Articulate the ways in which role models of prayer and holiness can teach us to seek union with God.</p> <p>S3. Describe the merits of a saint's prayer using concepts and vocabulary introduced in the student book.</p> <p>S4. Utilize Ignatian Gospel meditation as one method of scripturally focused prayer.</p> <p>S5. Identify the distinct features in the liturgical celebration of the Sacred Triduum.</p> <p>S6. Demonstrate concern for the suffering throughout the world and a desire to respond to that suffering with prayer.</p>

SAMPLE

Course 4

The Church: Foundations and Mission

Unit 1

OVERVIEW

Unit Summary

This unit examines the origins of the Church in the life, ministry, death, and Resurrection of Jesus Christ, with particular emphasis on the role of the Holy Spirit in the Church's growth over many centuries. The unit concludes with a consideration of "The Joy of Love" (*Amoris Laetitia*), the first of five papal documents that the students will study in this course.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<p><i>Students will be able to independently use their learning to . . .</i></p> <p>Articulate how the Church began and how it has continued to grow and flourish, using insights gleaned from Scripture and from ecclesial documents.</p>	<p>USCCB Framework Jesus Christ's Mission Continues in the Church: I.A.1,2,3.a,b,c,4, I.B.1-3, I.C.1-3, I.D.1.1-5, I.F.1-2, II.A.2, II.A.4, II.B.6, III.D.1, IV.B, IV.D.1, IV.D.1.d, IV.F.2, IV.G.1</p>

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. Jesus Christ established the Church by his preaching and ministry, by his death and Resurrection, and by sending the Holy Spirit to guide the Twelve Apostles.</p> <p>U2. The Holy Spirit sustains, strengthens, and sanctifies the Church.</p>	<p>Q1. How did the Church get started?</p> <p>Q2. How has the Church kept going all these years?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The parables and miracles were key aspects of Jesus' preaching and ministry.</p> <p>K2. The parables and miracles teach us about how Jesus Christ established the Church and what the Church is called to be today.</p> <p>K3. The establishment of the Church would not have been possible without Jesus' death and Resurrection.</p> <p>K4. Jesus' Resurrection empowered the Apostles and disciples to share the Good News and to take on the leadership of the Church.</p> <p>K5. Jesus intentionally chose the Twelve Apostles to be leaders of his Church.</p> <p>K6. Jesus sent the Holy Spirit to strengthen, sanctify, and guide the Church.</p> <p>K7. The Holy Spirit has allowed the Church to grow and flourish, from its earliest years to the present day.</p> <p>K8. The Holy Spirit sanctifies the Church through gifts, graces, and charisms.</p> <p>K9. The Holy Spirit helps us to pray.</p> <p>K10. The Holy Spirit is present through the ministry and leadership of the Pope.</p> <p>K11. "The Joy of Love" focuses on the joys, gifts, and challenges of family life.</p>	<p>S1. Read, analyze, and creatively interpret Scripture passages.</p> <p>S2. Articulate how events in the early Church are relevant for our lives of faith today.</p> <p>S3. Identify characteristics of the Apostles that prompted Jesus to choose them to be leaders of his Church.</p> <p>S4. Explain the essential role the Holy Spirit has played in the life of the Church.</p> <p>S5. Compose written or spoken prayers.</p> <p>S6. Conduct basic biblical and theological research.</p> <p>S7. Demonstrate the importance of the Holy Spirit's gifts, graces, and charisms in the lives of young people today.</p> <p>S8. Use critical thinking skills to read primary sources with care and attention to detail.</p> <p>S9. Reflect, orally and/or in writing, on their personal journey of faith, particularly regarding the presence and power of the Holy Spirit.</p> <p>S10. Engage in meaningful, faith-based conversations with their peers.</p>

Course 4

The Church: Foundations and Mission

Unit 2

OVERVIEW

Unit Summary

In this unit, the students explore the four Marks of the Church—One, Holy, Catholic, and Apostolic—through a wide variety of methodologies designed to spark their deep, personal engagement with these somewhat abstract concepts. They will develop an awareness of the Church as one global Body of Christ, called to bear witness through exemplary holiness, generous service, and fearless proclamation of the Gospel.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<p><i>Students will be able to independently use their learning to . . .</i></p> <p>Express the significance of the Marks of the Church orally, visually, and in writing.</p>	<p>USCCB Framework Jesus Christ's Mission Continues in the Church: I.E.1, III, III.A.1-2, III.A.3.a-b, III.A.4.a.1-3, III.A.b.1-3, III.A.4.c, III.B.2, III.B.3.a-b, III.B.4, III.B.4.a, III.B.5, III.B.5.a-b, III.B.6.a-b, III.B.7, III.C.1-3, III.D.1-4, IV.B.3, IV.C.1-3, IV.D.1, IV.D.2.d, IV.D.2.d.1, IV.D.2.d.3, IV.D.2.d.3.a-b, V.A.3, V.B.1</p>

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. God wills that his one Church be united in faith, worship, leadership, and witness.</p> <p>U2. As members of the Body of Christ, we share in the Church’s holiness by cooperating with God’s grace and by joyfully responding to God’s call.</p> <p>U3. As the global Body of Christ, the Church is called to evangelize and serve all people and cultures.</p> <p>U4. We share in the Church’s apostolic mission when our words and actions seek to extend the Reign of God to the whole world.</p>	<p>Q1. How can members of the Church be united all around the world?</p> <p>Q2. If the Church’s members are regular, imperfect people, how can the Church be holy?</p> <p>Q3. How does the Church interact with different people and cultures?</p> <p>Q4. How can we be a part of the Church’s mission to share the Good News?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Marks of the Church are four interrelated characteristics that Jesus shares with the Church through the power of the Holy Spirit.</p> <p>K2. The Church’s unity is rooted in the unity of the Blessed Trinity, in the saving work of Jesus Christ, and in the power of the Holy Spirit.</p> <p>K3. At various points in history, the Church’s unity has been wounded by brokenness and division.</p> <p>K4. The saints are models of holiness and intercessors for us.</p> <p>K5. We grow in holiness and cooperate with grace through the sacraments, Scripture, and service.</p> <p>K6. In the document “Rejoice and Be Glad” (“<i>Gaudete et Exsultate</i>”), Pope Francis offers practical advice for growing in holiness.</p> <p>K7. The Blessed Virgin Mary is our preeminent model of holiness.</p> <p>K8. Evangelization is the responsibility of all Christians.</p> <p>K9. The martyred Trappist monks of Algeria were beatified by Pope Francis because they gave their lives for the Church’s mission of evangelization and service.</p> <p>K10. Jesus sends us into the world to share the Good News, just as he once sent and commissioned his Apostles and original disciples.</p> <p>K11. The laity’s unique apostolate is bringing God’s Reign into their families, workplaces, communities, and other aspects of their daily lives.</p>	<p>S1. Utilize mind mapping to brainstorm ideas and visually organize their thoughts.</p> <p>S2. Create three-dimensional objects that symbolize abstract, theological concepts.</p> <p>S3. Participate meaningfully in a Socratic seminar.</p> <p>S4. Respectfully consider viewpoints and perspectives that differ from their own.</p> <p>S5. Critically assess online research sources.</p> <p>S6. Creatively synthesize and present information.</p> <p>S7. Closely read and analyze primary sources.</p> <p>S8. Generate concrete ideas for effective evangelization.</p> <p>S9. Analyze a film for both its factual content and its theological implications.</p> <p>S10. Engage in prayerful reflection (both oral and written) regarding their own lay apostolate.</p>

SAMPLE



saint mary's press

Course 4

The Church: Foundations and Mission

Unit 3

OVERVIEW

Unit Summary

In this unit, the students explore images of the Church, beginning with Old Testament images that foreshadow the eventual development of the Church's identity and mission. They examine New Testament images drawn from the Gospels, the writings of Saint Paul, and the life of the Blessed Virgin Mary, as well as more contemporary images found in Vatican II documents and in the writings of Pope Francis. The unit concludes with a full chapter on the Church's relationship with other religions, with particular emphasis on the ongoing work of Christian unity and of dialogue with Jews and Muslims.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Identify, interpret, analyze, and internalize a wide variety of traditional and contemporary images of the Church.	USCCB Framework Jesus Christ's Mission Continues in the Church: I.A.3.b, I.A.5, I.E.2, II.A, II.A.1-4, II.B.1-5, II.C, II.C.1-5, III.A.5, III.A.5.a-d, III.A.6, III.A.6.a-c, III.B.5

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. Images from Scripture give us insight into what God wants the Church to be.</p> <p>U2. Images of the Church drawn from the life of Mary, from Vatican II, and from Pope Francis help us to understand what the Church really is.</p> <p>U3. The Catholic Church works toward unity with other Christians and engages in respectful dialogue with other religions, especially Judaism and Islam.</p>	<p>Q1. What does God want the Church to be?</p> <p>Q2. How do different images of the Church help us to understand what the Church really is?</p> <p>Q3. What does the Catholic Church think of other religions?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. Old Testament images foreshadow the Church that will come to be.</p> <p>K2. Gospel images of the Church include the flock gathered around Jesus, the Good Shepherd, and the branches growing in Jesus, the True Vine.</p> <p>K3. Saint Paul’s images of the Church include the Body of Christ, the Temple of the Holy Spirit, and the Bride of Christ.</p> <p>K4. Mary’s prayer of praise, the <i>Magnificat</i>, gives us insight into the Church’s identity and mission.</p> <p>K5. Vatican II images of the Church include the people of God and a pilgrim people.</p> <p>K6. Images of the Church drawn from Pope Francis help us to understand how the Church is called to be in the world.</p> <p>K7. The Gospel of Matthew is an important resource for Jewish-Christian dialogue.</p> <p>K8. The religious roots of Christianity lie in Judaism.</p> <p>K9. Jews, Christians, and Muslims all believe in and worship the same, one God.</p> <p>K10. In “The Joy of the Gospel” (<i>Evangelii Gaudium</i>), Pope Francis presents an image of the Church that proclaims the gospel courageously while seeking common ground with people of diverse religious backgrounds.</p>	<p>S1. Utilize the concept of foreshadowing to analyze Old Testament images of the Church.</p> <p>S2. Interpret scriptural images of the Church in ways that are meaningful and relevant to the modern world.</p> <p>S3. Prayerfully meditate on Scripture, both orally and in writing.</p> <p>S4. Use artistic media, including visual art, music, and film, to communicate scriptural themes.</p> <p>S5. Identify religious symbols in visual art.</p> <p>S6. Recognize and articulate the significance of Jewish themes, references, and allusions in Christian texts, including the Gospel of Matthew.</p> <p>S7. Respectfully and confidently engage in interreligious dialogue.</p> <p>S8. Read ecclesial documents carefully and closely, with attention to their meaning, detail, and nuance.</p> <p>S9. Participate in meaningful theological conversations with their peers.</p>

UNIT 3

SAMPLE

Course 4

The Church: Foundations and Mission

Unit 4

OVERVIEW

Unit Summary

This unit explores two broad topics: The Church's leadership and the call to holiness. Regarding the former, the students will learn about the Church's hierarchical communion, the Magisterium, and the many manifestations of both ordained and lay ministry. Regarding the latter, the students will gain a deep understanding of their own baptismal call to holiness, which invites them to serve the Church and world as Christ did—that is, as priest, prophet, and king. The unit concludes with a look at consecrated religious life, with particular focus on the evangelical counsels of poverty, chastity, and obedience.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Articulate and live out their own call to share in Christ's mission through personal holiness and through ministerial leadership.	USCCB Framework Jesus Christ's Mission Continues in the Church: I.F.3, III.D.3, IV.D.1.a-c, IV.D.2.a-d, IV.E.1.a-e, IV.E.3.a-b, IV.F.1-3, IV.G.1-2, V.B.2, V.D.1.b

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. Both ordained and lay leaders in the Church seek to share the Gospel message, humbly serve the world, and lead others to Christ.</p> <p>U2. Being holy is the vocation of every baptized person. We live our vocation to holiness by making God a priority in our lives.</p>	<p>Q1. What does it mean to be a leader in the Church?</p> <p>Q2. What does a holy person look like?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Pope is the Bishop of Rome, the head of the Holy See, and the head of the worldwide college of bishops.</p> <p>K2. When bishops gather in an Ecumenical Council, they act as leaders for the entire Church and exercise their infallible teaching authority as the Magisterium.</p> <p>K3. Bishops, priests, and deacons are the Church's ordained ministers.</p> <p>K4. The Church's lay ministers may work as volunteers or in paid, professional roles.</p> <p>K5. Through Baptism, we share in Christ's ministry as priest, prophet, and king.</p> <p>K6. As we live out our vocation to holiness, we can draw support from the Church, from prayer, and from the example and witness of other believers.</p> <p>K7. In "The Light of Faith" ("<i>Lumen Fidei</i>"), Pope Francis explores the image of faith as light.</p> <p>K8. Communities of consecrated religious sisters or brothers are either active, apostolic orders or are contemplative orders.</p> <p>K9. All consecrated religious publicly profess the evangelical counsels of poverty, chastity, and obedience as religious vows.</p> <p>K10. The evangelical counsels can help all of us to live our vocation to holiness.</p>	<p>S1. Think critically, carefully, and analytically regarding issues facing the global Church.</p> <p>S2. Dialogue respectfully and productively on topics and challenges pertaining to the Church's mission and the call to holiness.</p> <p>S3. Develop strategies for encouraging and fostering both ordained and lay ministry.</p> <p>S4. Research both volunteer and paid lay ministry opportunities.</p> <p>S5. Reflect orally and in writing on their own call to Church leadership and ministry.</p> <p>S6. Engage in student-centered cooperative learning.</p> <p>S7. Creatively interpret key themes of an ecclesial document.</p> <p>S8. Artistically express their own understanding of faith and its relationship to holiness.</p> <p>S9. Plan and produce a podcast.</p> <p>S10. Demonstrate the relevance of the evangelical counsels for all people, including teens, who are trying to live the vocation to holiness.</p>

Course 4

The Church: Foundations and Mission

Unit 5

OVERVIEW

Unit Summary

This final unit of this course focuses on the Church's social mission to serve and transform the world. Chapter 12 examines key Gospel passages—including several parables—that can guide and inspire our efforts to help the Church to fulfill this mission. Chapter 13 encourages the students to see the value in serving others and working for justice collectively, rather than only individually. This chapter also explores Pope Francis's landmark encyclical "On Care for Our Common Home" (*Laudato Si*). The unit concludes by inviting the students to prayerfully consider their commitment to Gospel-centered volunteer service, both now and in the future.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<p><i>Students will be able to independently use their learning to . . .</i></p> <p>Discern concrete ways that they can help the Church to fulfill her social mission of serving others, working for justice, protecting creation, and transforming the world.</p>	<p>USCCB Framework Jesus Christ's Mission Continues in the Church: IV.A, IV.B.2, IV.B.4, V.A, V.A.1-2, V.A.4, V.B.2, V.B.3, V.C, V.C.1, V.C.2-3, V.D.1, V.D.1.a, V.D.1.c, V.D.2, V.D.2.a-b</p>

SAMPLE

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. Jesus' words and actions can inspire and guide our service of others and our work for justice.</p> <p>U2. Catholic service organizations and apostolic religious orders can help us to serve others and protect creation.</p> <p>U3. Through our commitment to prayerful, Gospel-centered volunteer service, we can be salt and light for the world.</p>	<p>Q1. How am I called to be holy?</p> <p>Q2. How can I best serve others?</p> <p>Q3. How can I make a difference?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. Reading the signs of the times requires being aware of current events, concerned about the world's problems, and willing to respond in the name of Christ.</p> <p>K2. The literal and symbolic meanings of religious artwork can move us to greater faith and compel us to prayer and action.</p> <p>K3. Gospel parables are particularly instructive and inspirational for our work of service and justice.</p> <p>K4. By washing the feet of his disciples, Jesus invited us to serve one another with hospitality, humility, and compassion.</p> <p>K5. Catholic Charities works to fulfill the Church's social mission within the United States.</p> <p>K6. Catholic Relief Services works to fulfill the Church's social mission internationally.</p> <p>K7. Roman Catholic apostolic religious orders are devoted to helping the Church to fulfill her social mission of serving others, working for justice, and protecting creation.</p> <p>K8. Pope Francis's 2015 encyclical "On Care for Our Common Home" (<i>Laudato Si'</i>) focuses on ecological issues.</p> <p>K9. All baptized Christians are called to promote unity in the Church through both prayer and service.</p> <p>K10. In the Gospel of Matthew, Jesus uses the images of salt and light to describe how we are to serve and transform the world.</p>	<p>S1. Critically analyze artistic depictions of Gospel stories.</p> <p>S2. Utilize visual artwork and poetry as a means of exploring Gospel stories.</p> <p>S3. Compose original poetry using the technique of a "found poem."</p> <p>S4. Create original artwork that expresses various aspects of the Church's social mission.</p> <p>S5. Demonstrate intellectual curiosity, respect, and personal engagement vis-à-vis a guest speaker.</p> <p>S6. Produce a video focused on one environmental issue raised by "On Care for Our Common Home" (<i>Laudato Si'</i>).</p> <p>S7. Creatively interpret a key area of "On Care for Our Common Home" for a Catholic teen audience.</p> <p>S8. Prayerfully reflect on their future in light of their commitment to Gospel-centered service.</p> <p>S9. Engage in respectful, critical, and theologically substantive conversation with their peers.</p> <p>S10. Delve deeply into a multi-faceted consideration of the Gospel images of salt and light.</p>

SAMPLE