

<p>ESTABLISHED GOALS: 6th grade</p> <p>To understand CREED: Our beliefs as Catholics</p> <p>6.1.1 Understand that beauty, truth, and goodness found in creation (especially humans, made in the image and likeness of God, and as the summit of his creation) point to the existence of God and bear a certain resemblance to Him.</p> <p>6.1.2 Understand each person of the Trinity play a distinct but not separate role in our salvation and sanctification, their distinct roles do not imply separate beings.</p> <p>6.1.3 Define the hypostatic union as Jesus being fully God and fully human (body and soul), and understand how in this Jesus shows who God is and who we truly are.</p> <p>6.1.4 Understand how Mary is the model of faith and the perfect example of awaiting the Messiah with a pure and humble heart, and is our mother as the Mother of the Church.</p> <p>6.1.5 Describe the differences and similarities of Sacred Scripture (God’s written word) and Sacred Tradition (Church’s faith, life, and worship), and explain how they make up one deposit of faith, and contain all revealed by God, and how Sacred Scripture was handed down in tradition before being written combined together.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i> Know and defend their Faith.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand...</i> -God is found in creation. -Mary is the model of faith. -Jesus is fully God and fully human. -*the Bible can be used to overcome misconceptions. -the meaning of sacred scripture and tradition. -sacred scripture is similar/different from sacred tradition. -the role of the prophets. -marriage as a good example of God’s love.</p>	<p>ESSENTIAL QUESTIONS Overarching: 1. Who is God the Father, the Son and the Holy Spirit? 2. Who is the Church? 3. How is Faith expressed?</p> <p>Topical: 4. *How and when do we use the Bible? 5. How is sacred tradition and scripture applicable to your life? 6. What are the characteristics of the relationship between the Trinity and humans? 7. What is the meaning and characteristics of sacred scripture and tradition? 8. *How are the books of the Bible interpreted and connected to each other? 9. How can we apply lessons learned in scripture to our daily lives?</p>
Acquisition		

<p>6.1.6 Articulate the role of the magisterium (established by Jesus Christ , in the popes and bishops) as the only authentic interpreters of Sacred Scripture and their safeguarding of Sacred Tradition, as well as the authority to determine the canon of Scripture, establishing 46 Old Testament Books and 27 New Testament books.</p> <p>6.1.7 Know that God is the author of Sacred Scripture through the inspiration of its human authors, and He has kept Sacred Scriptures free from errors, as God’s word the Sacred Scriptures are venerated by the Church, with all members asked to read the Scriptures often.</p> <p>6.1.8 Know that the Scriptures were written originally in Hebrew, Greek, and Arabic; the forms of writing are: historical, prophets, apocrophyl, writings, Gospels and letters; and are interpreted through both literal and spiritual senses, and has three major themes of revelation, covenant, and salvation and sanctification.</p> <p>6.1.9 Describe how the New Testament is hidden in the Old Testament and the Old Testament is revealed in the New Testament.</p> <p>6.1.10 Understand the importance and reverence (like standing when hearing them) of the Gospels in the Bible, these are the heart of the Scriptures because they are the words and life of Jesus Christ, they are only read by clergy at liturgies because the</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -key terms -3 persons of the Trinity and Their roles -the components of each Testament -Mary as a role model 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -speaking about God. -using scripture to locate information and support an idea. -understanding morals taught through scripture to their lives.
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<p>ordained act in the person of Christ, the head.</p> <p>6.1.11 Articulate how the books of the Old Testament record God’s formation of His people and His covenant with them. Be able to see both the literal and spiritual meanings behind the carious texts, specifically, what do the people, places, and events tell us about Jesus, the Christian life heaven.</p> <p>Highlighting: Creation and Adam – GN 1-3; Rom 8:18-23, renewed and expanded with Noah – GN 6, 9:1-9, Abraham GN 12, 15, 17, 21-22:15, 25, 32:28, 37-50, Moses – Ex 1-20, 32, 40, David – 1 SM 17, 2 SM 1,5,23:5, and as established for all time by Jesus Christ.</p> <p>6.1.12 Describe the major and minor prophets and their roles in speaking God’s message, especially calling people to return to the Covenant during the time of the divided kingdom, and how Jesus is the long awaited messiah that fulfills God’s promise and the coming of the Kingdom.</p> <p>6.1.13 Understand why Sacred Scriptures use the themes of marriage more than any other to describe God’s love for His people</p>		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> ● Clearly define ● Revealing and informative ● Supporting details 	<p>PERFORMANCE TASK(S):</p> <p>G: Your task is to create a job description and resume for each of the three persons of the Trinity and Mary.</p> <p>R: You are a human resources executive creating a description and sample resumes with desired qualities to attract the highest skilled candidate.</p> <p>A: Prospective employees</p>	

S: The challenge you find yourself in is in creating job descriptions and resumes to identify highly skilled candidates.

P: You will create resumes in order to fill the job descriptions.

S: Published job descriptions and resumes that clearly define the roles of God the Father, God the Son, and God the Holy Spirit, and Mary along with three scriptural references to support each role.

PERFORMANCE TASK(S):

G: Create a resource list of several traditions in the Catholic Church that are supported by Scripture revealing the roots of the traditions

R: You are a Catholic apologist

A: Non-Catholics seeking to understand Scripture more intimately

S: You are a Catholic apologist tasked with teaching non-Catholics about the relationship between and necessity of Scripture and Tradition

P: You will create a list of popular Catholic traditions that we celebrate and include with each of them Scripture as to where the roots of these traditions are found and supported in history.

S: Resource lists must include at least 5 different Church traditions. Must clearly define and display the roots of these Catholic traditions as revealed through Scripture

PERFORMANCE TASK(S):

G: Your task is to create a resource list of Church-approved movies that somehow reflect the Trinitarian model of God's love.

R: You are a movie critic working for the Catholic Church tasked in creating diocese-approved lists of secular & popular movies that are appropriate for education in showing examples of authentic love.

A: DREs, Diocese School Teachers, Catholic School Students, Diocesan Employees in Ministry

S: The challenge you find yourself in is in creating a resource of movies reflecting pure, authentic love (following the Trinitarian and Free, Total, Faithful, and Fruitful models)

P: You will create a list of movies to serve as a diocesan resource for use in ministry and education that clearly show examples of authentic love as modeled through the love of the Trinity

S: Resource lists must clearly define the Church's understanding of authentic love as FREE, TOTAL, FAITHFUL, and FRUITFUL & as reflected most especially through the Persons of the

	<p>Trinity. Each movie listed must include examples of scenes, etc. where each quality of love is displayed.</p> <p>**Rubrics to be created by classroom teacher.</p>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.

Pre-assessment: Use a K-W-L to pre-assess students' prior knowledge and their initial questions about Creed.

Progress Monitoring: Assess throughout the unit informally using observations, on-going questioning, review of student work in progress, exit tickets, and other formative assessments as deemed appropriate.

Engage students in peer review and self-assessment related to the performance task (how their progress compares to the rubric, feedback from peers, etc.).

Learning events:

H: YouTube video "Don't Be A Robot: The Creed" <http://youtu.be/OYNeTwWU1RE>

W: Introduce the Essential Questions and discuss the culminating unit performance task.

E₁, R: Give groups of students copies of both the Apostle's Creed and the Nicene Creed, and ask "Why do we have two creeds?" They will create Venn diagrams or T-charts comparing/contrasting the two. (Text: p101-Creed as part of Mass [TE p285])

E₁, R: Connect Creed and Scripture by analyzing various parts of the Nicene Creed and completing a foldable showing how Scripture supports what is stated. <https://docs.google.com/file/d/0B5ETRkL51fhMVnVlcG1zbkNNejg/edit> (Text: p13-creation, Sacred Scripture/Sacred Tradition; p101-Creed as part of Mass [TE p285])

E₁, R: Complete the graphic organizer "What I say YES to" as it relates to the Creed. Each student will then sum up their beliefs by writing their own creeds. <https://docs.google.com/file/d/0B5ETRkL51fhMdtZQRmtLTVdpNGM/edit>

Apostle's Creed board game: <http://catholicblogger1.blogspot.com/2012/08/apostles-creed-file-folder-game.html>

E₁: Connect Creed to the Trinity using text and other sources. Create an infographic about the Trinity. (Text: p73-Jesus the Son of God)

E₁: Connect the Trinity to marriage using the text. (Text: p. 14, 62-as how marriage is a covenant, marital love as it connects to the Trinity [TE sidebar p159])

E₁, R: Analyze the importance of Mary in the Church and support this by finding scripture passages relating to the Hail Mary.

<http://blessedjp2.com/totus-tuus/where-is-the-hail-mary-in-the-bible/>

<http://www.pinterest.com/pin/277323289529878000/> (Text: p22, 27-Hail Mary, Rosary)

E₁: Compare and contrast sacred scripture and sacred tradition, and the importance of both in our faith: Create a pamphlet/blog/etc. explaining the similarities/differences to someone who is not Catholic. (Text: p13, 52-Sacred Scripture/Sacred Tradition)

E₁: Role of prophets: Who were they? What is the difference between major and minor prophets? Prophets activity:

<https://www.avemariapress.com/engagingfaith/2011/10/prophets-lesson-plan/>

Pick a prophet and site scriptural references to that prophet. Write a journal page explaining the prophet’s message, and does it/how it can apply to life today.

Are there modern “prophets” today? <http://www.officeoflifelongfaithformation.org/Portals/8/PDF/Old%20Testament.pdf>

E₁, E₂: Performance tasks

CCC Scavenger Hunt

Certain doctrines/topics/questions of the Catholic faith are listed on a worksheet and the students are tasked with finding and listing the paragraph numbers that reference these topics/answer these questions.

-Allows students to become familiar with the format and use of the Catechism.

Creation Hierarchy Structure Chart

Students will recreate the 7 days of Creation into a chart in order to show the structure of God’s plan for Creation and understand how Creation was all ordered towards worship.

-Allows students to understand the purpose and order of Creation, especially in light of the unique dignity God has given to man

Reference: “Bible Basics for Catholics” by John Bergsma

ESTABLISHED GOALS: 7 th grade	Transfer
	<i>Students will be able to independently use their learning to...</i>

<p>CREED</p> <ol style="list-style-type: none"> Show that the existence of God can be known in certainty through our reason and through our conscience. Explain that God created everything out of nothing, is present in all His creation, provides for the needs of creation, humans are the summit of this creation and are called to serve Him and offer creation back to Him. Articulate that our sins (original, personal, and corporate) necessitates Jesus sacrifice on Calvary. Understand that Jesus freely chooses to sacrifice for each of us (he knows and knew each of us by name), that through this sacrifice He conquers sin and gives meaning to suffering. Understand that following Jesus means taking up the cross, uniting our suffering to Christ on behalf of ourselves and on behalf of others (especially those in purgatory). Especially in light of 1 Colossians 1:24 Explain that Jesus gave us the Holy Spirit to be with us after his ascension. That the Holy Spirit guides the Church and each individual to lead holy lives and bring Jesus' message to all, while making disciples. 	<p>Know and defend their Faith.</p>	
	<p>Meaning</p>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> -God's existence is revealed through creation and reason. -faith is a gift from God that helps us understand what He has revealed. -our sins made Jesus's sacrifice necessary. -the Holy Spirit guides the Church. -the Popes and bishops are the successors of the Peter and the apostles. -the Church is the family of God including the communion of saints. -will understand the structure of the Catechism of the Catholic Church. 	<p>ESSENTIAL QUESTIONS Overarching:</p> <ol style="list-style-type: none"> Who is God the Father, the Son and the Holy Spirit? Who is the Church? How is Faith expressed? <p>Topical:</p> <ol style="list-style-type: none"> How and when can Catholics use Faith? How do we know God exists through creation and reason? How has Jesus's sacrifice led to our salvation? How are Faith and faith related? Who are the leaders of the Church hierarchy and what is their role? How and when do we use the Catechism?
	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -key terms -hierarchy of the Church -difference between faith and Faith -Jesus's sacrifice 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -using creation to explain God's existence. -locating paragraphs in the CCC.

<ol style="list-style-type: none">7. Describe the Church as the family of God, including the Communion of Saints, visible and invisible, those in heaven, purgatory and the faithful on Earth.8. Understand the phrase: “outside the Church there is no salvation” and its motivation to be witnesses for Jesus.9. Identify and understand the characteristics of faith especially: Faith is both a divine and human act, faith comes from understanding, faith is necessary for salvation, faith requires perseverance, faith is the beginning of eternal life, faith is a relationship with the Lord Jesus Christ, faith is relationship with the Church, faith is ultimately a gift from God.10. Know that faith is sustained through prayer, both personal and communal, and especially through the reception of the Sacraments.11. Understand that we believe in eternal life, and what this means in death, particular judgment, purgatory, and hell.12. Know that the Catechism of the Catholic Church or CCC is a compendium of all that the Church		
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<p>teaches – Scripture, Tradition, and the Magisterium.</p> <p>13. Utilizes the Catechism of the Catholic Church, understanding the following: Aim and intended readership, the four pillars, marginal cross references, quotations, footnotes, “in brief” sections, table of contents, index, footnotes and source material.</p>		
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Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> ● Design ● Create ● Represent ● Exhibit 	<p>PERFORMANCE TASK(S):</p> <p>G: To create a family tree of the Church. R: You are a Church historian. A: Church administrators and all interested Catholics S: The challenge is to show a detailed connection between all souls. P: You will create an annotated family tree showing the Church hierarchy and the Communion of Saints. S: A visual presentation that details the hierarchy of the Church and the Communion of Saints.</p> <p>G: To construct a classroom picture collage R: You are a scientist (biologist, geologist, zoologist, etc.) A: Subjects of your specific field of science S: As a scientist you are showing your subjects the work of the Divine Power through what you encounter in a normal day at work P: To create a picture collage of God’s revelation and work through creation S: Using pictures of different subjects/findings in nature, you will arrange a display of these photos on a poster with descriptions of how they personally reveal to you God’s love, revelation, and work through His Creation.</p>	

	<p>G: To create a poster explaining one of Aquinas' 5 Proofs for the Existence of God R: You are a student in a theology or philosophy class A: Professor of your theology/philosophy class(es) S: You are charged with showing your learned understanding that the existence of God can be known through reason alone (using Aquinas' 5 Proofs) P: To create a detailed poster explaining and detailing your assigned Proof S: Using definitions, analogies, pictures, etc you will arrange a poster display to explain your understanding of the specific assigned Proof of Aquinas</p> <p>PERFORMANCE TASK(S): G: To write a skit highlighting the effect of Jesus's sacrifice on our moral lives R: You are a playwright for Catholic Theater. A: Fellow teens S: Showcase real-world struggle against sin and how Christ's sacrifice helps us to defeat temptation and acquire heaven P: You will create a skit highlighting moral decision making situations and the effect of Christ's sacrifice S: Your performance needs to display the power and effects of Christ's sacrifice and how it affects our lives today; must encourage students to make good faith-based decisions based on various moral situations,</p> <p>**Rubrics to be created by classroom teacher.</p>
<type here>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.

Summary of Key Learning Events and Instruction

E, R: Complete the graphic organizer "What I say YES to" as it relates to the Creed. Each student will then sum up their beliefs by writing their own creeds. <https://docs.google.com/file/d/0B5ETRkL51fhMdTZQRmtLTVdpNGM/edit>

Apostle's Creed board game: <http://catholicblogger1.blogspot.com/2012/08/apostles-creed-file-folder-game.html>

E, : Connect Creed to the Trinity using text and other sources. Create an infographic about the Trinity. (Text: p73-Jesus the Son of God)

E₁: Connect the Trinity to marriage using the text. (Text: p. 14, 62-as how marriage is a covenant, marital love as it connects to the Trinity [TE sidebar p159])

E₁: Role of prophets: Who were they? What is the difference between major and minor prophets? Prophets activity:

<https://www.avemariapress.com/engagingfaith/2011/10/prophets-lesson-plan/>

Pick a prophet and site scriptural references to that prophet. Write a journal page explaining the prophet's message, and does it/how it can apply to life today.

Are there modern "prophets" today? <http://www.officeoflifelongfaithformation.org/Portals/8/PDF/Old%20Testament.pdf>

E₁, E₂: Performance tasks

"Aquinas's 5 Proofs for the Existence of God" Children's Book Activity

Students will make a children's book with the purpose of explaining and articulating the 5 Proofs for God's Existence as illustrated by Thomas Aquinas. Language will need to be simple and clear (for the intended audience) and include examples and pictures to help explain each proof, leading the readers to the conclusion of the sensible truth of God's existence through the use of reason.

CCC Scavenger Hunt

Certain doctrines/topics/questions of the Catholic faith are listed on a worksheet and the students are tasked with finding and listing the paragraph numbers that reference these topics/answer these questions.

-Allows students to become familiar with the format and use of the Catechism.

<p>ESTABLISHED GOALS 6th grade</p> <p>SACRAMENTS</p> <p>6.II.1 In the liturgy, our earthly worship is united with the heavenly worship. The people of earth join the saints and the angels in worshipping God.</p> <p>6.II.2 Sacramentals prepare us to receive the sacraments. Blessings (of persons, meals, objects, and places) are the first sacramentals and they consecrate people to God and objects for use in worship. Become familiar with sacramental objects and their use: churches, altars, sacred vessels, vestments, bells, oil, candles, relics, rosaries, chaplets, holy water, medals, holy cards, statues, etc.</p> <p>6.II.3 Describe in his/her own words something of the significance of the different liturgical seasons, colors, and symbols of Advent, Christmas, Lent (Palm Sunday, Holy Week, Ash Wednesday), Easter (Mercy Sunday, Ascension, Pentecost), and Ordinary Time.</p> <p>6.II.4 Know the distinction between holy days, solemnities, feast days and memorials in the liturgical year.</p> <p>6.II.5 The meaning and use of all the liturgical colors: green, violet (purple), white, red, and rose.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Appreciate the significance of the sacraments as they pertain to their lives.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● sacramentals prepare us to receive the sacraments. ● the significance of Holy Days. ● the importance of liturgical colors and seasons. ● that matrimony points to the Trinity. 	<p>ESSENTIAL QUESTIONS</p> <p>Overarching:</p> <ol style="list-style-type: none"> 1. How, as Catholics, do we worship? <p>Topical:</p> <ol style="list-style-type: none"> 1. What is our role in the liturgy? 2. What are the aspects of the liturgy?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Key terms ● Holy Days of obligation ● Liturgical seasons and colors ● Sacramental objects ● Distinction between holy days, solemnities, feast days, and memorials ● Where the liturgy of the Word comes from 	<p><i>Students will be skilled at...</i></p> <p>-participating in the Liturgy of the Word</p>	

<p>6.II.6 Know the meaning of the ten holy days of obligation in the Latin Rite, six of which are observed in the United States (in bold), and the significance of each day:</p> <p>6.II.6.a Immaculate Conception (Dec 8)</p> <p>6.II.6.b Christmas (Dec 25)</p> <p>6.II.6.c Mary, Mother of God (Jan 1)</p> <p>6.II.6.d Epiphany (in US, Sunday after Jan 1)</p> <p>6.II.6.e Ascension (40 days after Easter)</p> <p>6.II.6.f Body and Blood of Christ (in US, Sunday after Trinity Sunday)</p> <p>6.II.6.g St. Joseph (Mar 19)</p> <p>6.II.6.h Sts. Peter and Paul (June 29)</p> <p>6.II.6.i Assumption (Aug 15)</p> <p>6.II.6.j All Saints' (November 1)</p> <p>6.II.7 In the Liturgy of the Word, knows that in general the first reading is from the Old Testament, the responsorial psalm is from the Psalms, the second reading is from the New Testament letters, and the Gospel is from Matthew, Mark, Luke, or John. The reader (lector) reads from the lectionary.</p> <p>6.II.8 Holy Matrimony is the primordial sacrament, it prefigures all other sacraments as the first to point us to the Blessed Trinity.</p>		
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>	

<ul style="list-style-type: none"> ● Build ● Design ● Exhibit 	<p>PERFORMANCE TASK(S):</p> <p>G: Your task is to create a scrapbook/portfolio (with the possibility that this can be added to as the students progress through 7th & 8th grade).</p> <p>R: You have been hired by your parish to document important events throughout the year.</p> <p>A: Members of the parish</p> <p>S: To garner support for parish participation.</p> <p>P: You will create a scrapbook showcasing Holy Days and liturgical seasons.</p> <p>S: Your product needs to include all liturgical seasons, highlighting all Holy Days, sacramentals, and solemnities.</p> <p>PERFORMANCE TASK(S):</p> <p>G: Your task is to create a resource list of Church-approved movies that somehow reflect the Trinitarian model of God’s love.</p> <p>R: You are a movie critic working for the Catholic Church tasked in creating diocese-approved lists of secular & popular movies that are appropriate for education in showing examples of authentic love.</p> <p>A: DREs, Diocese School Teachers, Catholic School Students, Diocesan Employees in Ministry</p> <p>S: The challenge you find yourself in is in creating a resource of movies reflecting pure, authentic love (following the Trinitarian and Free, Total, Faithful, and Fruitful models)</p> <p>P: You will create a list of movies to serve as a diocesan resource for use in ministry and education that clearly show examples of authentic love as modeled through the love of the Trinity</p> <p>S: Resource lists must clearly define the Church’s understanding of authentic love as FREE, TOTAL, FAITHFUL, and FRUITFUL & as reflected most especially through the Persons of the Trinity. Each movie listed must include examples of scenes, etc. where each quality of love is displayed.</p> <p>**Rubrics to be created by classroom teacher.</p>
<p><type here></p>	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.</p>

Summary of Key Learning Events and Instruction

Implementation & Decoration of Classroom Sacred Space

Students work together to set up the sacred space for prayer in the classroom at the beginning of every new liturgical season. Choose the appropriate colors, prayers, flowers, symbols, etc. appropriate to the season.

“Liturgical Calendar Classwork Project”

Articulate the seasons, colors, symbols, and Holy Days of Obligation on a detailed chart of the Church’s Liturgical Year.

“Liturgy of the Eucharist” Children’s Mass Booklet Project

Students will create a child-friendly detailed booklet explaining each of the parts of the Liturgy of the Eucharist. Will include the prayers, signs, symbols, and significance of each part.

ESTABLISHED GOALS 7th grade		
SACRAMENTS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> Appreciate the significance of the sacraments as they pertain to their lives.	
	<i>Meaning</i>	
<p>7.II.1 The Sacred Liturgy is celebrated unceasingly in heaven with Mary, the apostles, the saints, and the angels and we join this celebration when we celebrate the liturgy on earth.</p> <p>7.II.2 Liturgy is at once the work of the Holy Trinity and each Divine Person. The distinct roles of the Father, Son, and Holy Spirit in liturgy.</p> <p>7.II.2.a Father is the source and goal.</p>	<p>UNDERSTANDINGS <i>Students will understand...</i></p> <ul style="list-style-type: none"> -who participates in the Liturgy. -Eucharist as the source and summit of Christian life. -the priest’s role in the consecration of the Eucharist. -when participating in the Liturgy, they are making a response of faith and love to the Trinity. 	<p>ESSENTIAL QUESTIONS</p> <p>Overarching:</p> <ol style="list-style-type: none"> 1. How, as Catholics, do we worship? <p>Topical:</p> <ol style="list-style-type: none"> 1. What are the distinct roles of the Trinity in the Liturgy? 2. What is our role in the Liturgy? 3. What is the role of the priest in the Liturgy?

<p>7.II.2.b The actions of Christ, namely from His Incarnation to His sending of the Holy Spirit, make the sacraments possible.</p> <p>7.II.2.c The Holy Spirit is the teacher of the faith. In the Liturgy, the Holy Spirit prepares us (the Church) to encounter God, recalls and makes Christ present here and now, and unites us to the life and mission of Jesus.</p> <p>7.II.3 When we participate in the Liturgy we are making a response of faith and love to our Father, Jesus, and the Holy Spirit.</p> <p>7.II.4 We do not all have the same function at the liturgy. Those who are ordained as bishops or priests are to serve the Church by acting in the person of Christ the Head. Sometimes, those who are not ordained may assist in liturgical functions or ministries (servers, readers, commentators and choir members).</p> <p>7.II.5 Those who are ordained are ordinary ministers of the Eucharist, all others are extraordinary ministers.</p> <p>7.II.6 Jesus works in and through the sacraments independent from the holiness of the minister. However, the fruits seen in the life of the one receiving the sacrament does depend on their disposition.</p> <p>7.II.7 Only a validly ordained priest or bishop may consecrate the eucharistic species (bread and wine) so that they become the Body and Blood of Jesus.</p> <p>7.II.8 A priest may apply the Mass for anyone, living or dead. The faithful may ask</p>	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -key terms -the process of RCIA -17 solemnities -liturgical roles -Holy Spirit is the teacher of Faith -difference between an ordinary and extraordinary minister -the faithful can offer special intentions for a Mass 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -celebrating the Liturgy -explaining the process of the Liturgy 	

<p>the priest to celebrate Mass for their specific intentions.</p> <p>7.II.9 The Eucharist is the source and summit of the Christian life. Easter is the solemnity of solemnities.</p> <p>7.II.10 The Rite of Christian Initiation of Adults or RCIA is the rite (way) that an adult becomes a full member of the Catholic Church. The process has several rites some are for the unbaptized (catechumens) and the baptized (candidates). Those in the RCIA process usually complete their initiation at the Easter Vigil Mass.</p> <p>7.II.11 Funerals are liturgical celebrations in which the Church, as Mother, accompanies the one who has died in order to surrender them to the Father's hands. Funerals are fully celebrated in the context of Mass; the blessings before and after Mass are sacramentals.</p> <p>7.II.12 Know the seventeen solemnities, which ten are holy days of obligation of the Latin Rite (<u>underlined</u>), six of which are observed in the United States (bolded), and the significance of each day.</p> <p>7.II.12.a Immaculate Conception (Dec 8)</p> <p>7.II.12.b Christmas (Dec 25)</p> <p>7.II.12.c Mary, Mother of God (Jan 1)</p> <p>7.II.12.d Epiphany (in US, Sunday after Jan 1)</p> <p>7.II.12.e St. Joseph (Mar 19)</p> <p>7.II.12.f Annunciation (Mar 25)</p> <p>7.II.12.g Easter (first Sunday in spring)</p> <p>7.II.12.h Ascension (40 days after Easter)</p> <p>7.II.12.i Pentecost (50 days after Easter)</p>		
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<p>7.II.12.j Trinity Sunday (Sunday after Pentecost)</p> <p>7.II.12.k Body and Blood of Christ (in US, Sunday after Trinity Sunday)</p> <p>7.II.12.l Sacred Heart (Friday after the Body and Blood of Christ)</p> <p>7.II.12.m Birth of John the Baptist (Jun 24)</p> <p>7.II.12.n Sts. Peter and Paul (June 29)</p> <p>7.II.12.o Assumption (Aug 15)</p> <p>7.II.12.p All Saints' (November 1)</p> <p>7.II.12.q Christ the King (last Sunday in ordinary time)</p>		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> ● Compare/Contrast ● Create ● Analyze 	<p>PERFORMANCE TASK(S):</p> <p>G: Your task is to create a presentation (iMovie, radio talk show, scripted interviews, etc.)</p> <p>R: You are the interviewer.</p> <p>A: Your listening/viewing audience.</p> <p>S: Informing/communicating the various roles within the Church.</p> <p>P: To create a presentation highlighting interviews with priests, deacons, extraordinary ministers, music ministry, church staff, lay people, lectors, servers, fallen Catholics, etc.</p> <p>S: The presentation should offer many view points from people involved in various levels of the Liturgy and compare/contrast those view points.</p> <p>PERFORMANCE TASK(S):</p> <p>G: Your task is to create a PowerPoint presentation illustrating how the Eucharist (the Passion, Death, and Resurrection of Christ) is present in and the source of all other Sacraments in the Church.</p> <p>R: You are the Coordinator of RCIA at your parish</p> <p>A: RCIA Candidates</p> <p>S: Informing candidates of the importance of the Eucharist as the source and summit of the Christian life</p> <p>P: To create a presentation highlighting the presence of the Passion, Death, and Resurrection of Christ in each Sacrament and how it is reflected in each</p>	

	<p>S: The presentation should explain the True Presence of the Eucharist and how every Sacrament includes and reflects the Passion, Death, and Resurrection of Christ.</p> <p>**Rubrics to be created by classroom teacher.</p>
<type here>	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.</p>

Summary of Key Learning Events and Instruction

Implementation & Decoration of Classroom Sacred Space

Students work together to set up the sacred space for prayer in the classroom at the beginning of every new liturgical season. Choose the appropriate colors, prayers, flowers, symbols, etc. appropriate to the season.

“Liturgical Calendar Classwork Project”

Articulate the seasons, colors, symbols, and Holy Days of Obligation on a detailed chart of the Church’s Liturgical Year.

Sacraments Poster Project

Students will work in groups in order to create a poster on their assigned Sacrament. The poster will explore and explain the Sacrament in depth: will need to include the form, matter, signs/symbols, minister, prayers, purpose, effects, and other important facts of the Sacrament.

Create a table/chart connecting the Eucharist to every other Sacrament. (Explain how the death and resurrection of Christ is the foundation to every other Sacrament in the Church) Cite textbook and Scripture references for each.

ESTABLISHED GOALS 6 th grade	Transfer	
MORAL DEVELOPMENT	<i>Students will be able to independently use their learning to...</i> Know what is morally right and wrong.	
<p>6.III.1 Realize that reflecting regularly on the Bible helps us to understand God's guidance for us to become our best-selves -- to become saints.</p> <p>6.III.2 Recognize God's faithfulness to His people in the Scriptures. Every time they failed, He forgave them and gave them the power to continue.</p> <p>6.III.3 Come to a deeper awareness of the importance of asking forgiveness and giving pardon in the circumstances of daily life. Connect this with the passage in the Lord's Prayer -- "forgive us our trespasses as we forgive those who trespass against us."</p> <p>6.III.4 Practice a method for moral decision-making. Be able to explain the method and the power of the method due to the grace of Jesus Christ.</p> <p>6.III.5 Know ways to resist temptation.</p> <p>6.III.6 Understand the obligation to teach (form) one's conscience throughout our lives.</p> <p>6.III.7 Practice the virtues of chastity, modesty, obedience, and hopefulness.</p> <p>6.III.8 Grave or serious matters of mortal sin is specified by the Ten Commandments and</p>	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand ...</i></p> <ul style="list-style-type: none"> -what is good and evil, but that they cannot choose what is good and evil -regular reflection on the Scriptures helps us understand how to become saints -God's faithfulness to His people from Scriptures -must be willing to forgive to be forgiven -the need to be attentive to their call to vocation and evangelization 	<p>ESSENTIAL QUESTIONS Overarching:</p> <ol style="list-style-type: none"> 1. How does Faith guide our decision making? 2. How do we show God's love? <p>Topical:</p> <ol style="list-style-type: none"> 1. How can one resist temptation? 2. How does Scripture affect our moral development? 3. How can we become good stewards of our Faith?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -key terms -the difference between good and evil -the importance of forgiveness -mortal sin specified in the 10 commandments -addictions can be forgiven -difference between emotion and sin 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -practicing the virtues of: chastity, modesty, obedience, and hopefulness -evaluating moral values in media -continuing a life of personal stewardship 	

<p>includes murder, stealing, bearing false witness, and disobeying ones parents.</p> <p>6.III.9 Compare the moral values in media with the values of Catholic teachings. Assist students in evaluating and choosing the good in television, commercials, movies, video games, popular music and lyrics, internet, chatrooms, magazines, etc. Do this activity weekly, if not daily.</p> <p>6.III.10 Realize that one can be forgiven if they are addicted to drugs, alcohol, sex, and material possessions which are falsely promoted as happiness. (Forgiveness)</p> <p>6.III.11 Realize that emotions can be used for good and evil. Know the difference between emotion and sin.</p> <p>6.III.12 Enjoy the stories of the saints and good contemporary Christians whose lives are witness to Jesus.</p> <p>6.III.13 Be attentive to the possibility of God's call to priesthood and/or religious life.</p> <p>6.III.14 Plan and carry out activities that promote peace and justice, care for the environment, and service to others and the other corporal and spiritual works of mercy.</p> <p>6.III.15 Continue a life of personal stewardship, e.g. giving of their time, talent, and treasure to those in need, e.g. giving 10% of their allowance to charity, helping a neighbor who is in need, etc. (stewardship.)</p> <p>6.III.16 Tell others about Jesus and His Family, the Church. Think of people to share the Gospel with and ways to do this in their own lives (evangelization).</p>		
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Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> ● Create ● Evaluate ● Analyze ● Apply ● Create analogies 	<p>PERFORMANCE TASK(S): G: Your task is to create a brochure (that can be carried to confession). R: Modern day teen in need of moral guidance. A: Other modern day teens in need of moral guidance. S: Needing to examine your conscience and evaluate your decisions. P: You will create a brochure listing the 10 Commandments complete with a modern day applications to examine your conscience. S: Your work will be judged by how well you connect the 10 Commandments to modern day teen lives and your examination of conscience.</p> <p>G: Your task is to create a timeline (on a poster or a brochure) R: Catholic Middle School Teacher A: Middle School Students (Grades 6-8) S: You are tasked with explaining God’s faithfulness to His people throughout salvation history in light of the covenants P: You will create a brochure or poster timeline illustrating the 7 Covenants of salvation history, the sins that broke the covenants, and especially how Christ’s sacrifice and resurrection as the New and Everlasting Covenant fulfills God’s promise to His faithful S: Your work will be judged by how well you display and articulate the Covenants in detail</p> <p>PERFORMANCE TASK(S): G: Create a powerpoint presentation displaying a specific religious order R: You are a Catholic priest/nun of your specific order A: Interested Catholics seeking to know more about the order S: You are a Catholic priest or nun of your specific order tasked with creating an attractive powerpoint that will highlight the mission, origin, history, and important facts about your order to interested Catholics. P: Will be used in various events relating to vocation discernment (parish and diocese</p>

	<p>vocation fairs, etc.)</p> <p>S: Suggestions for the Powerpoint to include: Name of order, symbols/colors, patron saints, history/origin, unique characteristics of its specific call to holiness, etc.</p> <p>**Rubrics to be created by classroom teacher.</p>
<type here>	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.</p>

Summary of Key Learning Events and Instruction

Venial Sin vs. Mortal Sin Activity

Students working in pairs or groups are given a list of moral situations/scenarios. Students must determine whether each item on the list is the event of a mistake, a venial sin, or a mortal sin.

Connecting the 10 Commandments with the Beatitudes

<http://www.thereligionteacher.com/ten-commandments-activity/>

God gives us His Law not to constrain us to a “set of rules”, but to give us true freedom and the capability to love. We see the importance of this especially in Jesus’ fulfillment of the Old Law in the Beatitudes.

Students will work in pairs to “rewrite” the 10 Commandments into a positive language in order to show the Old Law in this light.

The Principle of Double Effect & Group Debates

<http://www.cuf.org/FileDownloads/doubleeffect.pdf>

Spend a few class periods instructing on the use of “double effect” regarding moral decision-making. Stress the necessary qualities of applying the principle of double effect in order for a moral choice to be acceptable by the Church, etc. After instruction, allow a few days for groups to pick controversial subjects/moral situations where the class can debate against each other to argue morality of the subject & moral culpability. Groups are graded based on their work to use and apply the principle of double effect.

Videos on Vocations

<http://pghpriest.com/>

<https://vimeo.com/74036429>

“Bible Basics for Catholics” by John Bergsma

Used to show God’s faithfulness and forgiveness throughout the covenants of salvation history and to stress the importance of following His example of forgiveness.

ESTABLISHED GOALS 7 th grade	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Know what is morally right and wrong.	
	Meaning	
MORAL DEVELOPMENT	UNDERSTANDINGS	ESSENTIAL QUESTIONS
7.III.1 Continue practicing the method for moral decision-making. Be able to explain the method. Understand that in some cases, one may still not know what to do. Understand, how to use one's conscience in	<i>Students will understand ...</i> -they are responsible for their own conscience -we imitate Jesus when we forgive others	Overarching: 1. How does Faith guide our decision making? 2. How do we show God’s love?

<p>these instances. Know the rules that apply (cf. CCC 1789).</p> <p>7.III.2 Recognize the responsibility to form one's conscience in relationship with Christ and His teachings through the Church.</p> <p>7.III.3 Not knowing that something is a sin may not free you from responsibility or guilt. Know the difference between visible and invisible ignorance.</p>	<ul style="list-style-type: none"> -how we sin and the consequences of sin -the right to life -the work of indulgences -the moral models and vocations of the saints 	<p>Topical:</p> <ol style="list-style-type: none"> 1. What is a vice and how is it related to the seven capital sins? 2. What is the meaning of the dignity of human life? 3. What is the importance of stewardship, vocations and evangelization?
Acquisition		
<p>7.III.4 Come to a deeper awareness of asking forgiveness and giving pardon in the circumstances of daily life. Understand that we imitate Jesus when we forgive others. Because Jesus is always ready to forgive, so must we always be ready to forgive.</p> <p>7.III.5 Explain the double consequence of sin - both eternal and temporal.</p> <p>7.III.6 Know that sin can also result from the omission of good. The choice to do nothing can be evil.</p> <p>7.III.7 Repetition of sin brings about a habit of sin called vice. Know the names/meanings of the seven capital sins: pride, avarice (greed), lust, wrath (anger), gluttony, envy, acedia (sloth).</p> <p>7.III.8 Sin is a personal act.</p> <p>7.III.9 Sin is a failure in love for God and neighbor. Sin is an offense against reason, truth, and right conscience. Sin always wounds our nature and communion with one another.</p> <p>7.III.10 Practice the virtues of zeal, faithfulness, perseverance, and reverence.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -key terms -visible vs. invisible ignorance -the method of moral decision making -seven capital sins -Beatitudes -the importance of vocations, stewardship and evangelization 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -the method of moral decision making -practicing the virtues of: zeal, faithfulness, perseverance, reverence -applying Beatitudes to their lives -explaining why God is first -comparing moral values in media to Catholic teachings -stewardship

<p>7.III.11 Memorize the Beatitudes. Think of ways they apply to their lives.</p> <p>7.III.12 Explain ways to demonstrate the responsibility to love God above all else.</p> <p>7.III.13 Understands and practices the work of indulgences.</p> <p>7.III.14 Know that the right of life, regardless of the quality, is above all other rights. The taking of human life anytime between the moment of conception to natural death is always seriously wrong (a mortal sin) except in the case of self-defense.</p> <p>7.III.15 Understand the importance of good decision-making regarding sexuality and sexual activity.</p> <p>7.III.16 Understand why addiction to drugs, alcohol, sex, materialism, and violence destroys the fullness of human life. Know some skills for preventing these abuses.</p> <p>7.III.17 Compare the moral values in media with the values of Catholic teachings. Assist students in evaluating and choosing the good in television, commercials, movies, video games, popular music and lyrics, internet, chat rooms, magazines, etc. Do this activity weekly, if not daily.</p> <p>7.III.18 Appreciate as moral models and vocation models the saints and contemporary Christians whose lives are exemplary.</p> <p>7.III.19 Be attentive to the possibility of God's call to priesthood and/or religious life (vocations).</p>		
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<p>7.III.20 Be involved (age appropriately) in peace and justice, care for the environment and any of the corporal and spiritual works of mercy. Involvement should include time, talent, and treasure (tithing - giving 10%) (stewardship).</p> <p>7.III.21 Tell others about Jesus and His Family, the Church. Think of people to share the Gospel with and ways to do this in their own lives (evangelization).</p>		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> ● Story telling ● Synthesize ● Role play ● Problem solving ● Consideration ● Recognition 	<p>PERFORMANCE TASK(S):</p> <p>G: To write a skit highlighting moral decision making situations. R: You are a playwright for Catholic Theater. A: Fellow teens S: Showcase decision making process in real world high stress situations (should include the seven deadly sins) P: You will create a skit highlighting moral decision making situations. S: Your performance needs to encourage students to make faith-based decisions based on various moral situations, and analyze commonly made mistakes.</p> <p>PERFORMANCE TASK(S):</p> <p>G: Your task is to create a magazine cover and article highlighting the biography and moral life of your featured (assigned) saint for your next monthly issue. R: You are a Catholic magazine editor. A: Subscribers to the magazine. S: Your challenge is to educate and inspire your Catholic audience on the lives of the Saints of the Church, detailing most especially their unique paths of holiness. P: You will create an attractive magazine cover in order to interest readers in reading your article on your assigned saint. You will then write a brief article on the saint’s biography and spirituality.</p>	

	<p>S: Article must display details of the unique biography and moral life of the saint in a spread of at least 2 pages. Must include at least 3 different pictures of the saint. Cover page must include a picture and highlights of the article.</p> <p>G: To create a board game demonstrating your knowledge and practice of the types of prayer learned in class, the meaning of indulgences, and their effects</p> <p>R: Student in theology class</p> <p>A: Teacher and other students who will play your game</p> <p>S: You are charged with showing your learned understanding of types of prayer and indulgences through creating a board game for your fellow students</p> <p>P: To create a detailed board game</p> <p>S: Using any creative materials you' like, you will create a board game that demonstrates your knowledge of the subjects mentioned. The object is to be the first player to "get to heaven." Board game must somehow creatively include:</p> <p>Spaces where players acquire "sins" throughout the game (sins may have different "values" for redemption)</p> <p>Spaces where players can go to confession</p> <p>Spaces where players can achieve partial and plenary indulgences</p> <p>Spaces where players must spend a certain allotted time in purgatory</p> <p>Ways where players must somehow demonstrate certain types of prayers they've learned</p> <p>**Rubrics to be created by classroom teacher.</p>
<type here>	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.</p>

Summary of Key Learning Events and Instruction

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The Principle of Double Effect & Group Debates

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Spend a few class periods instructing on the use of “double effect” regarding moral decision-making. Stress the necessary qualities of applying the principle of double effect in order for a moral choice to be acceptable by the Church, etc. After instruction, allow a few days for groups to pick controversial subjects/moral situations where the class can debate against each other to argue morality of the subject & moral culpability. Groups are graded based on their work to use and apply the principle of double effect.

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ESTABLISHED GOALS 6 TH grade	Transfer	
PRAYER LIFE	<i>Students will be able to independently use their learning to...</i> Know the how prayer impacts their lives and their relationship with God.	
<p>6.IV.1 Fully participate at Mass on Sunday and holy days of obligation, including recitation of all responses and their meaning. We pray what we believe.</p> <p>6.IV.2 Continue to regularly (monthly if possible) receive the Sacrament of Reconciliation.</p> <p>6.IV.3 The memorization of basic prayers offers an essential support to the life of prayer, yet it is also important to help students savor their meaning. Children should be able to recite the following:</p> <p>6.IV.3.a All prayers from previous grades</p> <p>6.IV.3.b Angelus</p>	<p style="text-align: center;">Meaning</p> <p>UNDERSTANDINGS <i>Students will understand ...</i></p> <ul style="list-style-type: none"> -the need to fully participate in Mass on Sundays and Holy Days of obligation -the meaning of the Mass responses -the need to receive the sacrament of Reconciliation -the different types and forms of prayers -the difference between God’s presence everywhere and the Real Presence in the Eucharist -the importance of Adoration 	<p>ESSENTIAL QUESTIONS</p> <p>Overarching:</p> <ol style="list-style-type: none"> 1. How do we pray? 2. Why do we pray? <p>Topical:</p> <ol style="list-style-type: none"> 1. How do we participate at Mass? 2. What are the different types of prayer?
	Acquisition	

<p>6.IV.3.c Act of Hope</p> <p>6.IV.3.d Divine Praises</p> <p>6.IV.3.e Prayer of Saint Francis</p> <p>6.IV.4 Continue the habit of daily personal prayer through brief silent meditation, prayer with Scripture, spontaneous prayer, and "listening" to the Holy Spirit. Also, begins to include forms of penance as a means of conversion.</p> <p>6.IV.5 Understand the differences between vocal prayer, meditation, and contemplation.</p> <p>6.IV.6 Understand and be familiar with basic forms of praying: blessing, praise, thanksgiving, petition, intercession, and contrition.</p> <p>6.IV.7 Realize that God is present with us always and everywhere, but this is a different than the Real Presence in the Eucharist.</p> <p>6.IV.8 Contribute to an environment for worship and personal prayer through the creative use of music, space, and symbols, such as candles, flowers, and pictures. Be familiar with liturgical colors and their meaning.</p> <p>6.IV.9 Experience planning and participating in class liturgies and paraliturgies.</p> <p>6.IV.10 Take time to make visits and adore Our Lord in the Blessed Sacrament. To visit Jesus, the Blessed Sacrament, is...a proof of gratitude, an expression of love, and a duty of adoration toward Christ our Lord.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -key terms -all grade level prayers -the Real Presence in the Eucharist 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -responses at Mass -daily prayer -planning and participating in the Mass
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>	

- Prepare
- Create
- Collect
- Analyze

PERFORMANCE TASK(S):

G: Your task is to create an emergency prayer kit.

R: You are a marketer.

A: Interested Catholics in need of a prayer for various situations.

S: There is an obvious need for various prayers for a number of situations, and it is your job to compile appropriate prayers and other objects.

P: You will create kit of various appropriate prayers and objects in order to sell them to Catholics in need.

S: Your kit will need to include prayers for specific situations specified by the supervisor, along with other items that assist students to focus on prayer.

G: Your task is to create a Children's Mass Booklet

R: You have been hired by your parish as the new RCIC and Children's Ministry Coordinator. Your first project is to help foster better understanding of and participation in the Mass amongst the younger children of the parish.

A: Children members of the parish (ages 5-10)

S: To instruct children in the meaning of the parts, actions, and prayers of the Mass in order to foster full participation in the liturgy.

P: You will create a Children's Booklet illustrating the parts of the Mass

S: Your product needs to include all Mass parts with appropriate illustrations, prayers, actions, and significance of each.

PERFORMANCE TASK(S):

G: Your task is to create a brochure (that can be carried to confession).

R: Modern day teen in need of moral guidance.

A: Other modern day teens in need of moral guidance.

S: Needing to examine your conscience and evaluate your decisions.

P: You will create a brochure listing the 10 Commandments complete with a modern day applications to examine your conscience.

S: Your work will be judged by how well you connect the 10 Commandments to modern day teen lives and your examination of conscience.

	<p>PERFORMANCE TASK(S):</p> <p>G: Create a slideshow presentation of one of the Eucharistic Miracles</p> <p>R: You are a Catholic apologist</p> <p>A: Non-Catholics/Catholics seeking to understand the Real Presence more intimately</p> <p>S: You are a Catholic apologist tasked with teaching non-Catholics & Catholics alike about the Real Presence of Christ in the Eucharist -Body, Blood, Soul, and Divinity- on a deeper level; namely, through the experiences of the Eucharistic miracles that have happened throughout Church history</p> <p>P: You will create a slideshow highlighting the history, event, and devotions to a particular Eucharistic miracle that has happened in Church history (Lanciano, Valencia, etc) in order to educate on the reality of the Real Presence</p> <p>S: Must include historical facts, pictures, and popular devotions associated with the miracle</p> <p>**Rubrics to be created by classroom teacher.</p>
<type here>	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.</p>

Summary of Key Learning Events and Instruction

Implementation & Decoration of Classroom Sacred Space

Students work together to set up the sacred space for prayer in the classroom at the beginning of every new liturgical season. Choose the appropriate colors, prayers, flowers, symbols, etc. appropriate to the season.

Prayer Wheel (Smartboard App)

Use Smartboard App to create a spin wheel with different forms of prayer (Rosary, Lectio Divina, Liturgy of the Hours, Intercessory Prayer, Worship Music, etc.) that determines the daily opening prayer for class.

Lectio Divina: Praying with Scripture

A simple step-by-step instructional on how to pray Lectio Divina that we use for Gospel reading and Scripture prayer in class.

https://attachment.fsbx.com/file_download.php?id=350458108427145&eid=ASt3lwKUxPq9n1aKhUbCI4wMXoCNtGGtq6ya0ti7Nur6Z3LBHN7ZqgQBxkL7XV9RZHk&inline=1&ext=1431441570&hash=ASt1rVEtfJn4_k3h

Group Presentations and Activities on the 3 Types of Prayer

3 Types of Prayer (Vocal, Meditative, Contemplative)
<http://www.loyolapress.com/how-catholics-pray.htm>

Assigned Groups will present a project explaining their type of prayer and how to exercise it in daily prayer. Class gets the opportunity to participate in guided prayer exercise appropriate to their subject.

ESTABLISHED GOALS 7 th grade	<i>Transfer</i>
PRAYER LIFE	<i>Students will be able to independently use their learning to...</i> Know the how prayer impacts their lives and their relationship with God.

<p>7.IV.1 Fully participate at Mass on Sunday and holy days of obligation, including recitation of all responses.</p> <p>7.IV.2 Continue to regularly (monthly if possible) receive the Sacrament of Reconciliation</p> <p>7.IV.3 The memorization of basic prayers offers an essential support to the life of prayer, yet it is also important to help students savor their meaning. Children should be able to recite the following: All prayers from previous grades</p> <p>7.IV.3.a Examination of Conscience</p> <p>7.IV.3.b Act of Love</p> <p>7.IV.3.c Stations of the Cross</p> <p>7.IV.3.d Regina Coeli</p> <p>7.IV.3.e Anima Christi</p> <p>7.IV.4 Begin to deepen the experience of prayer (and penance) as time to cultivate a personal relationship and the communal (ecclesial) relationship with Jesus and His Church.</p> <p>7.IV.5 Continue to understand the differences between vocal prayer, meditation and contemplation</p> <p>7.IV.6 Be at ease with forms of spontaneous prayer and faith sharing with peers and friends including those who are not Catholic. Bring prayer to their daily world. Recognize that we continue to live the Eucharist in our daily lives, meaning that we live as Jesus.</p> <p>7.IV.7 Continue a habit of daily prayer to know one's vocation</p>	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand ...</i></p> <ul style="list-style-type: none"> -that prayer is essential in their personal relationship with God. -the battle of prayer. -that prayer obtains indulgences. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How do we pray? 2. Why do we pray? <p>Topical:</p> <ol style="list-style-type: none"> 1. Why is prayer a battle? 2. Why is prayer an important part of our relationship with God?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -key terms -basic prayers and grade level prayers -differences between vocal prayer, meditation and contemplation -the Liturgy of the Hours: Morning Prayer and Evening Prayer 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -fully participating in M5ass -continuing a habit of daily prayer 	

<p>7.IV.8 Be familiar with the Liturgy of the Hours: Morning Prayer and Evening Prayer</p> <p>7.IV.9 Become familiar with the battle of prayer</p> <p>7.IV.10 Obtains indulgences for themselves and others</p> <p>7.IV.11 Sometime within the year, try to incorporate a retreat experience which might vary in length depending upon resources.</p> <p>7.IV.12 Take time to make visits and adore Our Lord in the Blessed Sacrament. To visit Jesus, the Blessed Sacrament, is....a proof of gratitude, an expression of love, and a duty of adoration toward Christ Our Lord.</p>		
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Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> ● Reflect ● Document ● Create ● Make sense of ● Analyze 	<p>PERFORMANCE TASK(S):</p> <p>G: Your task is to create a prayer journal.</p> <p>R: You are yourself.</p> <p>A: God</p> <p>S: Students pray for a number of reasons; as prayer is an important component of your relationship with God, reflection on why you pray and what your thoughts are while praying will give you insight into your time spent with God.</p> <p>P: You will create a prayer journal detailing why you pray and what your thoughts are while praying.</p> <p>S: Your journal should contain dates and times of prayer, why you prayed, and reflection on your thoughts on prayer.</p> <p>PERFORMANCE TASK(S):</p> <p>G: To create a board game demonstrating your knowledge and practice of the types of prayer learned in class, the meaning of indulgences, and their effects</p> <p>R: Student in theology class</p> <p>A: Teacher and other students who will play your game</p>	

	<p>S: You are charged with showing your learned understanding of types of prayer and indulgences through creating a board game for your fellow students</p> <p>P: To create a detailed board game</p> <p>S: Using any creative materials you' like, you will create a board game that demonstrates your knowledge of the subjects mentioned. The object is to be the first player to "get to heaven." Board game must somehow creatively include:</p> <p>Spaces where players acquire "sins" throughout the game (sins may have different "values" for redemption)</p> <p>Spaces where players can go to confession</p> <p>Spaces where players can achieve partial and plenary indulgences</p> <p>Spaces where players must spend a certain allotted time in purgatory</p> <p>Ways where players must somehow demonstrate certain types of prayers they've learned</p> <p>**Rubrics to be created by classroom teacher.</p>
<type here>	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.</p>

Summary of Key Learning Events and Instruction

Implementation & Decoration of Classroom Sacred Space

Students work together to set up the sacred space for prayer in the classroom at the beginning of every new liturgical season. Choose the appropriate colors, prayers, flowers, symbols, etc. appropriate to the season.

Prayer Wheel (Smartboard App)

Use Smartboard App to create a spin wheel with different forms of prayer (Rosary, Lectio Divina, Liturgy of the Hours, Intercessory Prayer, Worship Music, etc.) that determines the daily opening prayer for class.

Lectio Divina: Praying with Scripture

A simple step-by-step instructional on how to pray Lectio Divina that we use for Gospel reading and Scripture prayer in class.

https://attachment.fbsbx.com/file_download.php?id=350458108427145&eid=ASt3lwKUxPq9n1aKhUbCl4wMXoCNtGGtq6ya0ti7Nur6Z3LBHN7ZqgQBxkL7XV9RZHk&inline=1&ext=1431441570&hash=ASt1rVEtfJn4_k3h

Group Presentations and Activities on the 3 Types of Prayer

3 Types of Prayer (Vocal, Meditative, Contemplative)
<http://www.loyolapress.com/how-catholics-pray.htm>

Assigned Groups will present a project explaining their type of prayer and how to exercise it in daily prayer. Class gets the opportunity to participate in guided prayer exercise appropriate to their subject.

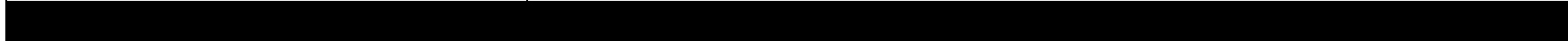
ESTABLISHED GOALS 6 th grade	Transfer	
SAINTS	<i>Students will be able to independently use their learning to...</i> Appreciate the importance of saints.	
<p>6.V.1 There is a process the church uses to determine if someone is a saint. After investigation a person is declared venerable, blessed, and then saint. The church never declares someone to be in hell.</p> <p>6.V.2 God wants everyone to be a saint. Saints are the people in God's Family in heaven.</p> <p>6.V.3 Know that God is a Family: Father, Son and Holy Spirit</p> <p>6.V.4 Know that we become part of God's Family through Baptism, but we keep growing as his children until we get to heaven. People in heaven are called saints. We are all to desire to be saints. With god's grace (both His life and His help) we can be saints.</p> <p>6.V.5 We should also ask the saints to help us to be holy. They are our friends, our brothers and sisters, in heaven. They want us to be with them in heaven. *Due to the large number of new saints, classes are encouraged to adopt two or three saints as their special friends for the year who they should know better than the other new saints. Each student should also adopt one of the new saints as their particular friend.</p>	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand ...</i></p> <ul style="list-style-type: none"> -the process of becoming a saint -that God wants everyone to become a saint -that we can ask the saints for help in being holy 	<p>ESSENTIAL QUESTIONS</p> <p>Overarching:</p> <ol style="list-style-type: none"> 1. Why are the saints important in our lives? <p>Topical:</p> <ol style="list-style-type: none"> 1. Who are the saints? 2. How do people become saints? 3. How is God a family?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -key terms -God is a family -grade level saints -angels are not saints 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -identifying and discussing important saints 	

<p>As one class project, students might prepare a short report on their adopted saint.</p> <p>6.V.6 Know that angels are not saints, they are God's helpers.</p> <p>6.V.7 We only worship God - Latria (Father, Son, and the Holy Spirit). We honor Mary - Hyperdulia, and the Saints - Dulia</p> <p>6.V.8 Know the following new saints:</p> <p>6.V.8.a St. David, Bishop of Mynyw, patron of Wales</p> <p>6.V.8.b St. Dominic, priest and confessor. Founder of Dominicans. Mary instructed him to preach the Rosary as a remedy for sin since its mysteries are on the life of Jesus.</p> <p>6.V.8.c St. Francis de Sales, bishop, confessor, and doctor of the church. Patron of writers and journalists. Always careful to follow God in every way. Became a great evangelizer, especially by going door to door to tell others about Jesus Christ.</p> <p>6.V.8.d Gospel Writers: Matthew, Mark, Luke, and John.</p> <p>6.V.8.e Sts. James and Jude, apostles and writers of epistles.</p> <p>6.V.8.f St. Jerome, confessor and doctor of the church. Translated the Bible into Latin. Wrote many commentaries on Scripture.</p> <p>6.V.8.g St. Mother Elizabeth Ann Seton. Mother of five. Convert at age thirty. Widowed and founded order of sisters dedicated to establishing Catholic schools in the United States.</p> <p>6.V.8.h St. Olaf of Norway. Began life as a pirate, converted to Catholicism later on.</p>		
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<p>Became King of Norway, and thus brought missionaries to evangelize the people.</p> <p>6.V.8.i St. Philip Neri, priest and confessor. Wonderful preacher.</p> <p>6.V.8.j St. Rose of Viterbo, virgin. As a child preached in the streets of her own village.</p> <p>6.V.8.k Sts. Timothy and Titus. Recipients of epistles of St. Paul.</p> <p>6.V.8.l St. Junipero Serra. Priest and missionary. Settled California and brought Catholicism to the New World and the Native Americans.</p> <p>6.V.8.m Our Lady of Mount Carmel</p> <p>6.V.8.n Our Lady of the Rosary</p> <p>6.V.9 Review saints and angels from previous grades.</p>		
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Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> ● Describe ● Create ● Design ● Teach 	<p>PERFORMANCE TASK(S):</p> <p>G: To create saint trading cards</p> <p>R: You are a marketer for the Upper Deck trading card company, targeting young Catholics</p> <p>A: Tween/Teen Catholics</p> <p>S: Building a positive appreciation for important and influential people of the Church</p> <p>P: You will design a trading card for a saint of your choice, detailing their accomplishments for the Church.</p> <p>S: Your trading card must include a picture of your saint, their “stats” (date of birth/death, place where they lived, etc.), and details of their accomplishments for the church.</p>	<p>PERFORMANCE TASK(S):</p> <p>G: Your task is to create a video of an interview with a person in your life that you look up to as a “modern day saint”; an example of holiness in today’s world</p> <p>R: You are a TV reporter working for EWTN on a new Catholic news show in the making entitled “Set the World Ablaze: Examples of Modern-Day Saints”. You are tasked with</p>

	<p>finding some people in your personal life to guest star on the show for interviews detailing how they live a holy life.</p> <p>A: Viewers of the new TV news show</p> <p>S: The challenge you find yourself in is in creating interview questions with the purpose of detailing the unique and inspiring examples of holiness among role models in your life. You will then record an interview with these people where you ask these questions.</p> <p>P: You will create a list of interview questions detailing the examples of holiness among the person(s) you choose to interview, then you will record the interview to submit to your boss at the TV studio.</p> <p>S: Interview questions must target the details of the unique lives of holiness each interviewee possesses</p> <p>**Rubrics to be created by classroom teacher.</p>
<type here>	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.</p>



Summary of Key Learning Events and Instruction

“Saint of the Day” (Daily)

Every day for beginning prayer in class, we read a short bio of the Saint of the Day and ask for their intercession.

“Saint Poster Project”

Students working in groups are assigned specific saints to research based on a given topic (i.e. “Martyrs”, “Incorruptibles”, “Saints of Purity”, etc.). They will demonstrate their knowledge of the saints by creating and presenting a poster detailing their answers to given questions about their saint and topic (biography, feast day, significant facts, how is this saint a model of holiness, etc.)

ESTABLISHED GOALS 7 th grade	Transfer	
SAINTS	<i>Students will be able to independently use their learning to...</i> Appreciate the importance of saints.	
7.V.1 Know the significance of being named a Father of the Church and/or a Doctor of the Church 7.V.2 Know the following new saints: 7.V.2.a St. Agatha, virgin and martyr. Mentioned in eucharistic prayer one 7.V.2.b St. Aloysius Gonzaga. Died at age 23, never committed a mortal sin	UNDERSTANDINGS <i>Students will understand ...</i> -that saints play an important part of our Faith and have a special role in the Church. -the significance of being named a Father of the Church and/or Doctor of the Church.	ESSENTIAL QUESTIONS Overarching: 1. Why are the saints important in our lives? Topical: 1. Who are the important saints in the Church and what can they teach us?

<p>7.V.2.c St. Charles Borromeo, bishop. Council of Trent. Began idea of Sunday school.</p> <p>7.V.2.d St. George, martyr</p> <p>7.V.2.e St. Isaac Jogues and companions. American martyrs. Worked among Native Americans</p> <p>7.V.2.f St. Lawrence O'Toole</p> <p>7.V.2.g St. Leo the Great, pope and doctor of the church</p> <p>7.V.2.h St. Margaret Mary Alacoque. Know story. Know Sacred Heart of Jesus</p> <p>7.V.2.i St. Martin of Tours. First non-martyr to be named a saint. Helped the poor. Began following Christ as a teenager. Served in the military. Patron of soldiers</p> <p>7.V.2.j Sts. Nereus and Achilleus, martyrs</p> <p>7.V.2.k St. Rose Dushesne. United States saint</p> <p>7.V.2.l St. Stanislaus</p> <p>7.V.2.m St. Gerary Majella. Patron of mothers</p> <p>7.V.2.n Blessed Gianna Beretta Molla. Wife, mother and doctor who gave up her life so that her unborn child would live</p> <p>7.V.2.o Our Lady of Sorrows</p> <p>7.V.2.p Sacred Heart of Jesus and Immaculate Heart of Mary</p>		<p>2. What is the significance of being named a Father of the Church and/or Doctor of the Church?</p>
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -key terms -significance of being named a Father of the Church and/or Doctor of the Church -new grade level saints 	<p><i>Students will be skilled at...</i></p>
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> ● Produce ● Inform ● Teach 	<p>PERFORMANCE TASK(S):</p> <p>G: To interview a saint</p> <p>R: You are an interviewer for Catholic TV station</p> <p>A: Interested audience</p>	

<ul style="list-style-type: none"> • Tell a story of • Role-play 	<p>S: Informing others of the influential acts of saints</p> <p>P: You will interview a saint of your choice, asking them about their lives and accomplishments</p> <p>S: Your interview should consist of questions revolving around the life and accomplishments of your saint, and it should be done in interview format, either live or via video.</p> <p>**Rubrics to be created by classroom teacher.</p>
<p><type here></p>	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.</p>



Summary of Key Learning Events and Instruction

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Prayer Journals
As the 7th grade students are approaching the Sacrament of Confirmation, they are tasked periodically with writing reflections in their prayer journals about certain saints that resonate with them; these saints are the students’ “possibilities” for their Confirmation patron saints that they wish to select to be their spiritual role models for their continued faith journeys.

Doctors of the Church Powerpoint Project

<http://thecatholicspirit.com/faith/the-lesson-plan/doctors-of-the-church-are-special-class-of-saints/>

Students will work in groups to research a particular doctor of the Church and present it to the class. Project will include research on the definition of a doctor of the church, a brief bio of their saint, what makes him/her special in their unique holiness and spirituality, and why they were named a doctor of the Church.

<p>ESTABLISHED GOALS 6th grade</p> <p>SCRIPTURE</p> <p>6.VI.1 Creation Story -- Gn 1:1-24 6.VI.2 The fall of man and the promise -- Gn 3:1-24 6.VI.3 Passages dealing with the life of Noah -- Gn 6:5-9:17 6.VI.4 Passages dealing with the life of Abraham: 6.VI.4.a Call of Abraham -- Gn 12:1-9 6.VI.4.b Covenant with Abraham -- Gn 15:1-21 6.VI.4.c Birth of Isaac -- Gn 21:1-18 6.VI.4.d Testing of Abraham -- Gn 22:1-19 6.VI.5 Birth of Esau and Jacob -- Gn 25:19-34 6.VI.5.a Choice of Jacob -- Gn 27 6.VI.6 Joseph sold into slavery -- Gn 37 6.VI.6.a Joseph in Egypt -- Gn 39-45 6.VI.7 Review the events dealing with the life of Moses: 6.VI.7.a Moses' birth -- Ex 1-2 6.VI.7.b Call of Moses -- Ex 3-4 6.VI.7.c Dealing with Pharaoh and the plagues -- Ex 5-11 6.VI.7.d Night of the Passover -- Ex 12 6.VI.7.e Various events connected with Exodus: Quail and Manna -- Ex 16 6.VI.7.f Sinai Covenant -- Ex 19-20 6.VI.7.g Golden Calf -- Ex 32 6.VI.7.h Death of Moses -- Dt 34:1-8</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i> Appreciate the importance of scripture and its applicability to their lives.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand ...</i> -the importance of knowing Scripture -the meaning of grade level Scripture</p>	<p>ESSENTIAL QUESTIONS Overarching: 1. Why and how does knowing Scripture help us become closer to God? Topical: 1. How does Scripture inform us about salvation history? 2. How does knowing Scripture help us to prove Jesus is the Messiah?</p>
Acquisition		
<p><i>Students will know...</i> -key terms -salvation history</p>	<p><i>Students will be skilled at...</i> -locating specific passages</p>	

<p>6.VI.8 Royal leaders and the Covenant: Kings David and Solomon -- 2 Sam 7:1-17; 1 Kings 3:5-15</p> <p>6.VI.9 Passages from major and minor prophets -- Is 6:1-8; Ez 37:1-14; Mic 5:1; Is 7:2-1; Amos 3:9b-11, 15, 4:13; Zeph 2:3, 3:11-13</p> <p>6.VI.10 John the Baptist -- Lk 1:57-66, 80</p> <p>6.VI.11 Life of Jesus in the Gospels</p>		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> ● Construct ● Describe ● Instruct ● Exhibit ● Illustrate ● Decide ● Analyze 	<p>PERFORMANCE TASK(S):</p> <p>G: To construct a Scripture timeline</p> <p>R: You are an archivist for the Vatican</p> <p>A: Vatican historians</p> <p>S: Using scripture to create an accurate timeline</p> <p>P: To construct a timeline of important events in Church history using scripture as your guide.</p> <p>S: Using scripture passages of your choice, you will create a timeline of Church history that includes the date and description of the event, and its relationship to other events.</p> <p>**Rubrics to be created by classroom teacher.</p>	
<type here>	<p>OTHER EVIDENCE:</p> <p>Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.</p>	
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>“The Prince of Egypt” DVD Use in light of explaining the Exodus Story, the Plagues, and most especially the Passover in relation to the Eucharist</p>		

The Mass and Holy Scripture:
(Structure of the Mass and how it relates to the Bible)

<https://www.youtube.com/watch?v=youSVxbAhwc&feature=youtu.be>

Prophecies Fulfilled in Jesus Christ:

<http://www.accordingtothescriptures.org/prophecy/353prophecies.html>

<http://christianity.about.com/od/biblefactsandlists/a/Prophecies-Jesus.htm>

Covenant Approach to Salvation History:

“Bible Basics for Catholics” by John Bergsma

ESTABLISHED GOALS 7 th grade	Transfer	
SCRIPTURE	<i>Students will be able to independently use their learning to...</i> Appreciate the importance of scripture and its applicability to their lives.	
<p>7.VI.1 Image of the Father - Jn 1:15-18</p> <p>7.VI.2 Purposes of Jesus' coming - Lk 19:9-10; Jn 10:10b</p> <p>7.VI.3 Jesus' power over evil - Mk 1:23-28</p> <p>7.VI.4 Jesus compassion for others; cure of the leper Mk 1:40-45; feeding the hungry Mk 6:34-44; blessing the children Mk 10:13-16</p> <p>7.VI.5 Passages related to the Call: the Call of the Twelve Apostles Mk 3:13-19; Lk 5:1-11 (Vocations)</p> <p>7.VI.6 Passages showing Jesus valued prayer highly Lk 6:12-16; 11:1-4; 11:5-13</p> <p>7.VI.7 Following Jesus' Way Jn 13:34-35; Lk 10:25-27; Lk 6:27-49</p> <p>7.VI.8 Service through the use of your talents Mt 25:14-30; I Cor 12:4-11 (Stewardship)</p> <p>7.VI.9 Jesus' teaching on the Last Judgment Mt 25:31-46</p> <p>7.VI.10 The importance of Jesus sending the Spirit Jn 14:26; 20:19-22</p>	<p style="text-align: center;">UNDERSTANDINGS</p> <p><i>Students will understand ...</i></p> <p>-the importance of knowing Scripture</p> <p>-the meaning of grade level Scripture</p>	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Overarching:</p> <p>1. Why and how does knowing Scripture help us become closer to God?</p> <p>Topical:</p> <p>1. How does Scripture inform us about Jesus's mission on Earth?</p> <p>2. How can we use Scripture to learn about our vocations?</p> <p>3. How can we use Scripture to learn stewardship?</p>
	Acquisition	
	<i>Students will know...</i> -key terms	<i>Students will be skilled at...</i> -locating specific passages
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> ● Create ● Analyze 	<p>PERFORMANCE TASK(S):</p> <p>G: Job resume for Jesus</p> <p>R: A potential employer creating a sample resume</p> <p>A: Business partners and potential employees</p>	

<ul style="list-style-type: none"> • Inform 	<p>S: You are hiring for a head of a religious life branch of your company. You are looking for someone who embodies a “Christ-like” lifestyle.</p> <p>P: To use scripture stories to create a sample resume that would reflect the life of Jesus.</p> <p>S: Use scriptural events to create a sample resume that would reflect the life of Christ. It should include sections such as previous experience, skills, accomplishments, life highlights, and references.</p> <p>**Rubrics to be created by classroom teacher.</p>
<p><type here></p>	<p>OTHER EVIDENCE: Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.</p>

Summary of Key Learning Events and Instruction

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Lectio Divina: Praying with Scripture

A simple step-by-step instructional on how to pray Lectio Divina that we use for Gospel reading and Scripture prayer in class.

https://attachment.fbsbx.com/file_download.php?id=350458108427145&eid=ASt3lwKUXPq9n1aKhUbCI4wMXoCNtGGtq6ya0ti7Nur6Z3LBHN7ZqgQBxkL7XV9RZHk&inline=1&ext=1431441570&hash=ASt1rVEtfJn4_k3h

