

UbD - LMC - Template - Creed

ESTABLISHED GOALS: 8 th Grade	Transfer	
CREED	<i>Students will be able to independently use their learning to...</i> Know and defend their Faith.	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand...</i></p> <ul style="list-style-type: none"> -Jesus is the fulfillment of God’s Revelation. -the Holy Spirit guides the Church and keeps the teachings infallible. -understand the doctrines of Mary. -the four marks of the Church. -that Church membership brings graces and blessings. -God has entrusted us to take care of one another. 	<p>ESSENTIAL QUESTIONS Overarching:</p> <ol style="list-style-type: none"> 1. Who is God the Father, the Son and the Holy Spirit? 2. Who is the Church? 3. How is Faith expressed? <p>Topical:</p> <ol style="list-style-type: none"> 4. How and when can Catholics use Faith? 5. What makes all Christians members of the people of God? 6. What does it mean to be One Holy Apostolic Catholic Church? 7. *What are the benefits and expectations of being a fully initiated member of the Church? 8. How is Revelation connected to the existence of God?
<ol style="list-style-type: none"> 1. Know that through revelation we know who God is, Jesus is the fulfillment of this revelation as “God become man”. 2. Explain how the Holy Spirit is present in the Church and in the faithful, including through councils, the magisterium, individual holiness, and the charism of infallibility of the Pope on matters of faith and morals. 3. Understand Jesus’ revelation and how He reveals through His nature other truths, especially as it relates to the doctrines on Mary: Mother of God, Immaculate Conception, Ever-Virgin, Assumption, and Mother of All. 4. Explain the four marks of the Church: One, Holy, Catholic, Apostolic. 5. Know the mission of the Church is to proclaim the Good News of Jesus Christ, first entrusted to Peter and the other apostles and their successors (the Pope and the 	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -key terms -Jesus fulfills the Old Testament -the four marks of the Church 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -corporal and spiritual works of mercy. -explaining the benefits of Church membership.

<p>bishops), all in the Church are to assist with this mission.</p> <ol style="list-style-type: none">6. Know that the Catholic Church is the one church established by Jesus Christ and entrusted to Peter and the rest of the apostles.7. Articulate that the unity of the Church has been very seriously wounded with the separation into the many Christian denominations, and that we must work toward unity again.8. Understand that holiness can be found outside of the Church, these graces and blessings are still derived from the grace given to the Church by God.9. Know that the membership of the Church requires faith and baptism (the three forms of baptism: water, desire, and fire) and one is fully initiated through the reception of Baptism, Confirmation and Eucharist.10. Understand that service is a response to the love of God, and is based on the example of Jesus; and knowing the spiritual and corporal works of mercy that are given by Jesus to live this life of service.	<p>-Doctrines of Mary -definition of family according to Church teachings</p>	<p>-stewardship.</p>
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<p>11. Understand the sacraments of service (Holy Orders, and Holy Matrimony) and how these are reflected by the individual calling by God to particular ways of life (married, single, religious life)</p> <p>12. Define the family according to Church teachings and how family is the Domestic Church.</p>		
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Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> ● Design ● Relate ● Recognize ● Persuade 	<p>PERFORMANCE TASK(S):</p> <p>G: Your task is to create an advertisement campaign for the Catholic Church.</p> <p>R: You are an employee of the Diocese focusing on evangelization.</p> <p>A: Non-Catholics and those who have fallen away from the Church</p> <p>S: The challenge involves dealing with the apathy and misinformation spread about the Church</p> <p>P: You will create a variety (minimum of 2) of advertisements targeting different markets/audiences.</p> <p>S: Your advertisement should clearly demonstrate the benefits of Church membership.</p> <p>G: Read the Rite of Baptism</p> <p>R: You are now a mature young adult understanding vows once spoken for you.</p> <p>A: Student/Baptized Catholic</p> <p>S: Evaluate the meaning of the vows in your own life today.</p> <p>P: Write a letter to your Godparents thanking them for saying “yes” for you many years ago.</p> <p>S: To understand the graces and blessings Church membership gives one.</p>	

	<p>So in this case, we need to come up with an activity, not necessarily a test that the kids could do while we teach these things. Do you typically have the students do anything in relationship to these things?:</p> <ul style="list-style-type: none"> -Jesus is the fulfillment of God's Revelation. -the Holy Spirit guides the Church and keeps the teachings infallible. -understand the doctrines of Mary. -the four marks of the Church. <p>**Rubrics to be created by classroom teacher.</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

This is where you would list the activities that you have the students do as you are teaching them the creed.

Pre-assessment: K-W-L - to assess students understanding of Essential Questions.

Progress Monitoring: informal observation, group discussions, student responses etc.

Learning Events:

W: We say the Apostles/Nicene Creed often - but do we know what it means?

H: Who belongs to a group and why? Brainstorm with your group some of the ground rules for membership.

E,R - Discuss why shared beliefs and understanding of those beliefs are important to groups.

R,T - Assign different sections of the Creed to each group. Have the group find support in Scripture for the section.

Group will present to the class.

E,R,T - Understand the importance of Trinity as a belief. Find depictions of the Holy Trinity in art. Describe what these works reveal about the Trinity and each person.

E,R,T - Discover what the word *ekklesia* means. Explain why this word, from which church is derived is what our Church is

Read passages from: Gen 1:1-3, 6:1-9, 22:1-18, Ex 19:1-20, 30:22-33 (there can be others) Explain how these passages show God's plan for the church including: covenant, congregation, worship, law, structure.

E,R,T - Discuss how the OT prefigurements of the Church were fulfilled when Jesus established the Church in the NT.

The importance ***of deposit of grace*** and ***deposit of faith*** and how they have been handed down over time.

Make a chart, collage, poster to show the three stages in the establishment of the Church: prefigurement, presence, manifestation
E,T, - Analyze - One -Holy - Catholic - Apostolic connect the meaning to the Catholic Church today.

E - Performance Task

ESTABLISHED GOALS: 8 th Grade	Transfer	
SACRAMENTS	<i>Students will be able to independently use their learning to...</i> Appreciate the significance of the sacraments as they pertain to their lives.	
<p>8.II.1 The whole of the liturgical life of the Church revolves around the sacraments, because these are the ways God has chosen to free us from sin (salvation), to help us grow as His children (sanctify), to build the Body of Christ, to enable us to give Him worship.</p> <p>8.II.2 The celebration of sacraments is a meeting of God's children with their Father, in Christ and the Holy Spirit.</p> <p>8.II.3 The sacraments are of the Church in that they are "by her" and "for her"</p> <p>8.II.4 The Church believes as she prays. The Faith she confesses was given by Jesus, to the apostles, who then gave it to their successors. For this reason no sacramental rite may be modified or manipulated at the will of the minister or community.</p> <p>8.II.5 Study the acclamations and Eucharistic prayers of the Mass, keeping in mind that the church prays as she believes.</p> <p>8.II.6 Sacred images in our churches and homes are intended to awaken and nourish our faith. We do not adore or honor the image, rather who the image represents.</p> <p>8.II.7 Sunday, the Lord's Day, is the principal day for celebrating the Eucharist because it</p>	Meaning	ESSENTIAL QUESTIONS
	UNDERSTANDINGS <i>Students will understand ...</i> -why sacred images are found at home and in Church -the necessity and effects of Confirmation -the Holy Spirit is with us and guides us -the Holy Spirit as a divine person	Overarching: 1. How, as Catholics, do we worship? Topical: 1. What is the role of the Bishop in Confirmation? 2. What is Confirmation? 3. What is the role of the Holy Spirit in Confirmation?
	Acquisition	
	<i>Students will know...</i> -key terms -know the signs and Rite of Confirmation -how to defend their faith -the Bishop is the ordinary minister of Confirmation -the 7 gifts and 12 fruits of the Holy Spirit -Confirmation leaves an indelible mark on the soul -the consecration of the chrism -solemnities and feast days	<i>Students will be skilled at...</i> -describing the significance of each liturgical season -defending their faith

is the day of the Resurrection. We are expected to participate at Mass and rest from unnecessary work.

8.II.8 "Describe in his/her own words something of the significance of the different liturgical seasons and events, colors and symbols and how the liturgical year flows from season to season. Include:

Incarnation Annunciation
Visitation Birth and Life of John the Baptist
Advent Christmas
Epiphany Baptism of Jesus
Ordinary Time Lent
Ash Wednesday Fridays of Lent
Palm Sunday Holy Week
Triduum Holy Thursday - Last Supper
Good Friday Easter
Mercy Sunday Ascension
Pentecost Trinity Sunday
Corpus Christi Ordinary Time ending with Christ the King"

8.II.9 Learn the signs and rite of Confirmation, its necessity, its effects, and who may receive.

8.II.10 Know that the bishop is the ordinary minister of Confirmation, but priests may also confirm.

8.II.11 Like Baptism, Confirmation imprints an indelible mark on one's soul; thus Confirmation may only be received once and remains forever.

<p>8.II.12 Understand that the Holy Spirit is with us always and ready to help us be true witnesses. In Confirmation we are strengthened to be witnesses of Jesus Christ.</p> <p>8.II.13 Know ways to be a witness of Jesus Christ. Be familiar with the spiritual and corporal works of mercy and living them where appropriate.</p> <p>8.II.14 Name and define the seven Gifts of the Holy Spirit - wisdom, understanding, counsel, fortitude, knowledge, piety, and fear of the Lord (appropriate to their age level).</p> <p>8.II.15 Name and define the twelve fruits of the Holy Spirit - charity (love), joy, peace, patience, kindness, goodness, generosity, gentleness, faithfulness, modesty, self-control, and chastity.</p> <p>8.II.16 Understand that the Holy Spirit is a divine person - the third person of the Trinity, the Lord and Giver of Life, but we use symbols to understand who the Holy Spirit is. These symbols include wind, breath, water, oil (anointing), fire, cloud and light, seal, hand, finger of God, and a dove.</p> <p>8.II.17 Be familiar with the consecration of the sacred chrism. Know that this sacred chrism is consecrated by the bishop at the Chrism Mass for the whole diocese. This is the oil used for Confirmation.</p> <p>8.II.9.a Know the solemnities, which ten are holy days of obligation listed by Rome (*),</p>		
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<p>six of which are observed in the United States (+)</p> <p>8.II.9.a.1 Immaculate Conception (Dec 8) *+ 8.II.9.a.2 Christmas (Dec 25) *+ 8.II.9.a.3 Mary, Mother of God (Jan 1) *+ 8.II.9.a.4 Epiphany (in US Sunday after Jan 1) * 8.II.9.a.5 St. Joseph (Mar 19) * 8.II.9.a.6 Annunciation (Mar 25) 8.II.9.a.7 Easter (first Sunday in spring) 8.II.9.a.8 Ascension (40 days or so after Easter) *+ 8.II.9.a.9 Pentecost (50 days after Easter) 8.II.9.a.10 Trinity Sunday (Sunday after Pentecost) 8.II.9.a.11 Body and Blood of Christ (in US, Sunday after Trinity Sunday)* 8.II.9.a.12 Sacred heart of Jesus (Friday after the Body and Blood of Christ) 8.II.9.a.13 Birth of John the Baptist (June 24) 8.II.9.a.14 Sts Peter and Paul (Jun 29) 8.II.9.a.15 Assumption (Aug 15) *+ 8.II.9.a.16 All Saint's (Nov 1) *+ 8.II.9.a.17 Christ the King (last Sunday in ordinary time) 8.II.9.b Be familiar with the feast days and memorials of Jesus, Mary, and the angels and the significance of each day. 8.II.9.b.1 Memorial of Our Lady of Guadalupe, Patroness of America's (Dec 12) 8.II.9.b.2 Feast of the Holy Family (in US, Sunday after Christmas)</p>		
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<p>8.II.9.b.3 Feast of the Baptism of our Lord (Sunday after Epiphany)</p> <p>8.II.9.b.4 Feast of the Presentation of Our Lord in the Temple (Feb 2)</p> <p>8.II.9.b.5 Feast of the Visitation (May 31)</p> <p>8.II.9.b.6 Memorial of the Immaculate heart of Mary (day after Sacred Heart)</p> <p>8.II.9.b.7 Feast of the Transfiguration (Aug 6)</p> <p>8.II.9.b.8 Memorial of the Queenship of Mary (Aug 22)</p> <p>8.II.9.b.9 Feast of the Birth of Mary (Sept 8)</p> <p>8.II.9.b.10 Feast of the Triumph of the Cross (Sept 14)</p> <p>8.II.9.b.11 Memorial of Our Lady of Sorrows (Sep 15)</p> <p>8.II.9.b.12 Feast of the Archangels (Sep 29)</p> <p>8.II.9.b.13 Memorial of Our Guardian Angels (Oct 2)</p> <p>8.II.9.b.14 Memorial of Our Lady of the Rosary (Oct 7)</p> <p>8.II.9.b.15 Memorial of All Souls (Nov 2)</p>		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> ● Justify ● Prove ● Defend ● Argue ● Analyze 	<p>PERFORMANCE TASK(S):</p> <p>G: Your task is to participate in a debate.</p> <p>R: You are the defense, defending your Faith.</p> <p>A: Anyone questioning the Faith.</p> <p>S: Faith is on trial, you need to defend it.</p> <p>P: You need to develop a strong defense that combats common misconceptions, attacks, and other detriments to the Faith.</p> <p>S: Accurate evidence to justify your responses to attacks on Faith.</p>	

	<p>PERFORMANCE TASK:</p> <p>G:Students are to write a plan for their life as a Catholic.</p> <p>R: Describe ways to live your faith.</p> <p>A:This is for your own self-reflection.</p> <p>S: Include: ways to live the faith, spread the faith, defend the faith, and support the faith, and how the Holy Spirit can help you to do this</p> <p>P: This should be a typed essay</p> <p>S: This report should reflect the duties assumed in Confirmation.</p> <p>**Rubrics to be created by classroom teacher.</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

H: Confirmation means we become full members of the Church - in groups have students share what that means to them.

W: Essential Questions 1-2-3

E, R: What are some responsibilities full members have?How does this relate to me and to the Church?

E,R,T: Read Scriptural passages about Confirmation: Jn 20:22, Acts 2:1-11, Acts 8:14-17; 9:17-19; 10:5; Tit 3:4-8

E,R: Review the sign and minister of Confirmation: bishop, laying on of the hands, anointing with chrism, words "...be sealed.."

H: Video:*Mysteries of the Church: Gifts of the Spirit*

E,R,T: Fill in a graphic organizer listing the seven gifts of the HS and their meaning
Fill in a graphic organizer listing the twelve fruits of the HS and their meaning

H:Video: *Being Catholic: Seasons and Feasts*

E,R,T: To understand that the liturgical year parallels the life of Christ.

E,R,T: Have students make a Liturgical Calendar
Divide it into the 4 main seasons: Advent-Christmas-Lent-Easter
Also Include in this calendar: solemnities and feasts, Holy Days of Obligation, Title -Theme given by the Church for the year
Shade in each season with the appropriate color.

E: Performance Tasks

ESTABLISHED GOAL: 8 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>8.III.1 Understand and describe the relationship between freedom and responsibility.</p> <p>8.III.2 God placed the desire for happiness in the human heart. True happiness is found in being God's children.</p> <p>8.III.3 We have a responsibility for the sins committed by others when we cooperate in them:</p> <p>8.III.3.a by participating directly and voluntarily</p> <p>8.III.3.b by ordering, advising, praising, or approving</p> <p>8.III.3.c by not disclosing or not hindering them when we have an obligation to do so</p> <p>8.III.3.d by protecting evil-doers</p> <p>8.III.4 Practice the virtues of prudence, justice, fortitude, and temperance. Explain how they are the virtues that all other virtue hinges upon.</p> <p>8.III.5 The Holy Spirit helps us to uncover sin in our own lives, so we may convert our hearts and seek Jesus' mercy. Come to a deeper awareness of asking forgiveness and giving pardon in the circumstances of daily life as Jesus did.</p>	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand ...</i></p> <ul style="list-style-type: none"> -the relationship between freedom and responsibility -the apathy towards others' sins is itself a sin -the culpability, invincible and vincible ignorance - the moral models and vocations of the saints 	<p>ESSENTIAL QUESTIONS</p> <p>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. What is our role in the sins of others? 2. What is morality? 3. What is the importance of stewardship, vocations and evangelization?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -key terms -God desires us to all be happy with Him -the Commandments -precepts of the Church -Beatitudes -corporal and spiritual works of mercy -objective v. subjective morality 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -describing the relationship between freedom and responsibility -practice and explain the virtues of prudence, justice, fortitude and temperance -applying the Commandments, precepts of the Church, Beatitudes, and corporal/spiritual works of mercy -articulating the do's and don'ts of the Ten Commandments -telling others about the Church 	

<p>8.III.6 Memorize the Commandments, Precepts of the Church, the Beatitudes, and the Corporal and Spiritual Works of Mercy. Be able to apply them to their own lives.</p> <p>8.III.7 Articulate the do's and don'ts of each of the Ten Commandments.</p> <p>8.III.8 Understand objective and subjective morality.</p> <p>8.III.9 Practice the method for moral decision-making. Be able to explain the method. Understand culpability, invincible and vincible ignorance.</p> <p>8.III.10 Appreciate as moral models and vocation models the saints and contemporary Christians whose lives are exemplary.</p> <p>8.III.11 Be attentive to the possibility of God's call to priesthood and/or religious life (vocations).</p> <p>8.III.12 Be familiar with the various states of consecrated life including eremitic life, consecrated virgins and widows, religious life, secular institutes, societies and apostolates.</p> <p>8.III.13 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>8.III.14 Continue to enjoy the stories of the saints and good contemporary Christians whose lives are examples of the power of God.</p>		
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<p>8.III.15 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"> ● Empathy ● Recognize ● Reflect ● Model ● Document 	<p>PERFORMANCE TASK(S): G: Create and coordinate a service project for your community. R: You are student looking for stewardship opportunities A: The community S: Coordinating and building community fellowship P: You will create and coordinate a service project that can be implemented within your local community (whole class, small group, or individual). S: You must have a viable project approved by all necessary authorities, as well as a time frame for implementation, organized plan for participation, funding plan (if necessary), and documentation of follow through.</p> <p>PERFORMANCE TASK: G: Following the example of Christ in practicing the works of mercy students will be preparing for the Sacrament of confirmation. R: Class/Student is to perform a specific work of mercy. A: Whom ever the works were intended. S: Each works would involve a different situation depending on the situation. P: There would be 14 different products depending on what the class had decided to do the work of mercy. ie clothing drive, prayers for living and dead, tutor a student jail ministry etc. S: Student will write a reflection after each works of mercy is completed.</p> <p>PERFORMANCE TASK: G: Create a multimedia vocations awareness campaign. R: Students are to create a multimedia presentation that shows understanding that we are all called to be priest, prophet and kings with Jesus A: MS students S: Scenarios of vocational calls</p>	

	<p>P: Create a 5min video presentation S: Creative reflection of the call to vocation **Rubrics to be created by classroom teacher.</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

H: *Sin and the Saving Grace of God*: <https://youtu.be/EnwrcP4P3aQ>

E,R, E2: Students will be able to list, define and give an example of the 7 Capital Sins. Make a chart listing the 7 capital sins - definition - example

E,R: Read and discuss “*Original Sin and Its Effects*” (download)

E,T: A group brainstorm activity on temptations to sin that young people face today, and the effects of Original Sin

H,W: Review: *The Mysteries of Sin*: <https://youtu.be/mD9VB5r1Deo>

H: Read, *The Life of Virtue*. 2 Peter 1:5-7

E, R, E2, T, W: Create a poster depicting the cardinal virtues. Create a symbol for each virtue and explain the meaning of each virtue.

W: “Virtue-al Reality” - Role Play different scenarios with moral dilemmas and have students explain what virtue is needed and why.

E,R,T: St. Therese's life and virtue: https://youtu.be/S1_58kzrTLU

E,R,E2,T: Make a chart of the Theological Virtues. Include the symbol, the meaning, and an example

H,E,R,T: *Faith, Hope and Love*, <https://youtu.be/pHS-l9v7THE>

R,O: *Chastity*, <https://youtu.be/BZajdR6Q-Lw>

H,E,R: Read from the OT - The Law of Moses - the Biblical foundations for justice.

E,R,E2,T: Read the Sermon on the Mountain - MT 5:3-41 - Make a chart: list 8 sections of sermon, and meaning for us today

W,E,R,T: A short video that takes a look at how Jesus may have delivered his sermon on the mount. https://youtu.be/l_c9bwppjac

W, T: Summarize the Works of Mercy and the Beatitudes in the life of Blessed Pier Giorgio Frassati. <https://youtu.be/baSOH7EJlaM>

W: Rewrite the Beatitudes in your own words.

H,E,R,E2,T: Scripture and Vocations. Genesis 12:1-9, Exodus 3:1-15, 1 Samuel 3:1-14

E,R,E2,T: Make a chart comparing and contrasting the three degrees of Holy Orders.

E,R,E2,T: Worksheet: “Who is God Calling Me to Be?”

E,R,E2,T: The Religious Life and The Priesthood: https://youtu.be/WFoAC3-4_Qk, https://youtu.be/WFoAC3-4_Qk,

https://youtu.be/OyD_9eZd6YE

H,E,R,E2,T: Sending Forth: The Lay Apostolate: <https://youtu.be/2sLYfjUeq-0> Chapter 18

E,R,E2: *The Catechism of the Catholic Church* on Lay Apostolates and Institutions: 928-930

E,R,E2,T: Chapter 19 Lessons 1-4 Marriage and the Family

H: Genesis: 1:27-28, 2:18-24

E,R,E2,T,O: Rite of Marriage: JN2:1-11 Look at the *Rites of the Catholic Church* B10-B14

E,R,T: Group discussion: *Why Sacramental Marriage?*

E,R,T: *The Future of Marriage* - Excerpted from *Marriage and Family: A Christian Theological Foundation*, by Natalie Kertes Weaver, PhD

E,R,T: Fr. Barron: Marriage and Relationships: <https://youtu.be/N2fcNFHDzAE>

E,R,T: The Gift of Commitment: <https://youtu.be/ErzOzMfi5Nw>

E,R,T: To understand the virtue of *filial piety* and why it is a part of the virtue of justice.

H: Laws and Society. Chapter 20: Lessons 1-4

E,R,E2,T,O,W: Groups: Make a chart showing the duties of the State. Include: Protect and promotes the dignity and rights of man, the common good

E,R,E2,T,O,W: *Watch A Man for all Seasons* Group discussion: Whose authority is greater, God's or man's? How did Thomas More die as the king's good servant, when he did not do what the king wanted? Give some modern day examples

ESTABLISHED GOAL: 8th 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>8.IV.1 Fully participate at Mass on Sunday and holy days of obligation, including recitation of all responses.</p> <p>8.IV.2 Continue to regularly (monthly if possible) receive the Sacrament of Reconciliation</p> <p>8.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>8.IV.3.a All prayers from previous grades</p> <p>8.IV.3.b Canticle of Zechariah</p> <p>8.IV.3.c Canticle of Mary</p> <p>8.IV.3.d Canticle of Simeon</p> <p>8.IV.4 Continue the daily habit of personal prayer through brief silent meditation, prayer with Scripture, spontaneous prayer, prayer, "listening" to the Holy Spirit and acts of penance to cultivate a personal relationship with Jesus, in addition to the communal (ecclesial) relationship with Jesus and the Church.</p> <p>8.IV.5 Take time to make visits and adore Our Lord in the Blessed Sacrament.</p> <p>8.IV.6 Understand the differences between vocal prayer, meditation, and contemplation.</p>	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> -the battle of prayer and strategies to overcome it. -daily prayer helps to know one's vocation.	ESSENTIAL QUESTIONS 1. How do we pray? 2. Why do we pray? Topical: 1. Why is prayer a battle? 2. How does participation in mass, Holy Days, feasts and various prayers and sacraments enhance our relationship with God?
	Acquisition	
<i>Students will know...</i> -key terms -basic prayers and grade level prayers -strategies to overcome the battle of prayer -liturgical seasons -Holy Days -other important feasts -Liturgy of the Hours: Morning Prayer, Evening Prayer, Night Prayer, Office of Reading -Eucharistic Adoration	<i>Students will be skilled at...</i> -fully participating in mass -a habit of daily prayer -describing the liturgical seasons, Holy Days and other important feasts	

<p>8.IV.7 Become familiar with the battle of prayer and strategies to overcome this battle.</p> <p>8.IV.8 Experience traditional devotions such as praying the Rosary, the Stations of the Cross, prayer to patron saint or important saints on their feast days.</p> <p>8.IV.9 Recognize and describe the liturgical seasons, the Holy Days of Obligation and other feasts of importance.</p> <p>8.IV.10 Develop a habit of daily prayer to know one's vocation, realizing that each has a special place in the people of God. Be attentive to the possibility of God's call to priesthood and/or religious life.</p> <p>8.IV.11 Actively participate in the Mass, recognizing the importance of this for a member of the Church. Recognize that we continue to live the Eucharist in our daily lives, that is to live as Jesus would.</p> <p>8.IV.12 Become familiar with Liturgy of the Hours: Morning Prayer, Evening Prayer, Night Prayer and the Office of Readings.</p> <p>8.IV.13 Recognize/describe liturgical seasons and feasts of importance, especially Holy Days of Obligation.</p> <p>8.IV.14 Experience familiarity with the purpose and ritual of the Sacraments.</p> <p>8.IV.15 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.</p>		
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8.IV.16 Continue to regularly (monthly if possible) receive the Sacrament of Reconciliation		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> ● Create ● Synthesize ● Analyze ● Make meaning of ● Evaluate 	<p>PERFORMANCE TASK(S): G: To create a prayer instruction guide R: You are author for a Catholic publishing company A: Interested Catholics of all ages S: Providing a reference guide P: You will create a prayer instruction guide targeting an age group of your choice. You will select various prayers appropriate to your target age group to include in your guide, detailing why and when we pray these types of prayers. S: Your guide must include the specified number of prayers required by your publishing company, as well as detailed “instructions” as to the use of each prayer.</p> <p>PERFORMANCE TASK: G:To create a classroom prayer service. R: With your group decide purpose of this prayer service. A: Students in the class will be the attendees. S: To understand the necessary parts of a meaningful prayer service. P: You will need a handout with readings, music, meditation etc. S: You must include a detailed script of who/what is needed</p> <p>PERFORMANCE TASK: G: With your group create a Liturgical Calendar R: You are presenting a visual for the class. A: Your classmates and other interested people. S: This will help you and others understand that the liturgical year is divided into seasons symbolized by different colors. You will be able to see the important Holy Days as they fall into a season in the Church. P: On a poster make your visual easy to read and see. S: You must use the correct colors for each season and include Holy Days in the correct season.</p>	

**Rubrics to be created by classroom teacher.

OTHER EVIDENCE:

Teacher to identify other assessments: tests, quizzes, assignments, observations, etc. to round out the assessment.

Summary of Key Learning Events and Instruction

H,E: Introduction to prayer. <https://youtu.be/ErzOzMfi5Nw>

<https://youtu.be/Ni9ASX3r6fw>

H,E Define Prayer: The Catechism of the Catholic Church (CCC) defines prayer as “the raising of one’s mind and heart to God or the requesting of good things from God (St. John Damascene, De fide orth. 3, 24: J. P. Migne, ed., Patrologia Graeca [Paris, 1857–1866] 94, 1089C)” (CCC, 2590).

H,E,R,T: Scripture References: Mk6:46, Mt 14:23, Lk 6:12, Mt 19:13, Mt 26:36-46, Lk 9:28-37, Jn 14:16, Jn 17, Mt 6:8-15, Lk 18:1-8

E,R,T,O: Chapter 23. Make a chart of the different kinds of prayer - define- and give an example of each.

H,E,T: Prayer of Praise and Thanksgiving. <https://youtu.be/BqY1IWZLUAQ>

E,R,T: Why is prayer difficult? - Handout: *Prayer 101 - An Introduction, The Catholic Faith Handbook for Youth.*

E,R,T: The Prayer that Jesus taught us - The Our Father - line by line discussion - what it means and how it applies to their lives.

The Our Father is a summary of the Gospels, write a meditation on this theme. A video that explains the meaning and importance of the Lord's Prayer, and shows interviews with teen athletes who pray the Lord's Prayer as a team before sports game.

<https://youtu.be/i13zHcrEnkU>

Fr. Barron comments on The Lord’s Prayer:https://youtu.be/-_mmPI-SYBE

H,E,R,W:The Rosary - PowerPoint - Praying the Rosary. A video explaining the origins of The Rosary, what it means, and how it is prayed.

<https://youtu.be/Mxa8njqZkY0> Part II <https://youtu.be/KAstNjDzy1U> Part III https://youtu.be/QE_5yUq3XZQ

Pray a decade of the Rosary each day led by a student.

H,E: The most powerful prayer ever: The Sign of the Cross - <https://youtu.be/ONfGQQDZOek>

A video that explains the meaning and importance of the Lord's Prayer, and shows interviews with teen athletes who pray the Lord's Prayer as a team before sports game. <https://youtu.be/i13zHcrEnkU>

W,E,R,E2,T,O: Chapter 8 - The Church Sanctifying - Worship Have students make a chart of the Liturgical Colors explaining the meaning and use.

E,R,E2,T,O,W: Invite students to actively participate in the celebration of the Eucharist. - choir, servers, readers, gift bearer

E,R,E2,T,O,W: Weekly Mass, classroom prayer services exposing students to different ways to pray, Eucharistic Adoration. Daily praying a decade of the Rosary. Daily classroom prayer in every class.

E,R,T,E2: Lectio Divina - Praying with Scripture: <https://youtu.be/2DxaGZqprrs>
<https://youtu.be/sJfbahwMpdU>

E,R,T: Eucharistic Adoration - Father Barron - https://youtu.be/X4KUK_bFITk

ESTABLISHED GOALS: 8 th Grade	Transfer	
SAINTS	<i>Students will be able to independently use their learning to...</i> Appreciate the importance of saints	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand ...</i></p> <ul style="list-style-type: none"> -the significance of being named a patron or patroness. 	<p>ESSENTIAL QUESTIONS Overarching: 1. Why are the saints important in our lives?</p> <p>Topical: 1. What is the significance of being named a patron or patroness?</p>
Acquisition		
<p>8.V.1 Know the significance of being named a patron or patroness.</p> <p>8.V.2 Know the following new saints:</p> <p>8.V.2.a St. Alphonsus Liguori, bishop and doctor of the church</p> <p>8.V.2.b St. Anselm, bishop and doctor of the church</p> <p>8.V.2.c St. Anthony the Abbot (hermit). Father of early monasticism. Fights with the devil.</p> <p>8.V.2.d Apostles: Sts Philip and James (the lesser), St. Thomas, Sts. Simon and Bartholomew. Know that Matthias is the one who replaced Judas Iscariot</p> <p>8.V.2.e St. Augustine, bishop and doctor of the church</p> <p>8.V.2.f St. Benedict, monk and founder of western monasticism. Benedictines.</p> <p>8.V.2.g St. Bernard of Clairvaux, monk and doctor of the church. Great preacher throughout France, Italy, and Germany. Great devotion to Mary.</p> <p>8.V.2.h St. Boniface, bishop and martyr. Great preacher and teacher especially to the Germans.</p> <p>8.V.2.i St. Catherine of Alexandria</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -key terms -significance of being named a patron or patroness -new grade level saints -martyrdom -Father of the Church -Doctor of the Church 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -identifying major saints in the Catholic Church -explain the process of being named a saint by the Catholic Church -to know the saints as role models, not as perfect people, but people

<p>8.V.2.j St. Francis Xavier, missionary priest who brought the teachings of the church to foreigners.</p> <p>8.V.2.k St. Francis Xavier Cabrini, religious sister and first saint canonized from America.</p> <p>8.V.2.l St. Helena, mother of Constantine, and founder of the true cross.</p> <p>8.V.2.m St. Patrick, bishop. Great preacher especially in Ireland.</p> <p>8.V.2.n St. Rene Goupil. United States saint.</p> <p>8.V.2.o St. Rose of Lima. Devoted to chastity. Mystic, visionary. Received stigmata. First saint born in the Americas.</p> <p>8.V.2.p St. Thomas Aquinas, priest and doctor of the church.</p> <p>8.V.2.q St. John Neumann, United States saint. Redemptorist priest. Bishop of Philadelphia</p> <p>8.V.2.r St. Maria Goretti</p> <p>8.V.2.s Blessed Francis Xavier Seelos. United States blessed. Bishop. Ministered to German immigrants.</p> <p>8.V.2.t Blessed Mother Theodore Guerin. United States blessed. Sister, pioneer, started schools in Illinois.</p> <p>8.V.2.u Our Lady of Mercy</p> <p>8.V.2.v Our Lady of the Snows</p> <p>8.V.9 Review saints and angels from previous grades</p>		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> Design 	<p>PERFORMANCE TASK(S):</p> <p>G: To write and illustrate a comic book for a patron/patroness of the Church</p>	

<ul style="list-style-type: none"> ● Instruct ● Describe ● Illustrate 	<p>R: You are a writer/artist for Marvel comics A: Young Catholics S: Building interest and appreciation for saints amongst young Catholics P: To design and author a comic book for a saint of your choice S: You will design a comic book that showcases why your saint is a patron/patroness of the Church. Your product must be illustrated and authored in the form of a typical comic book.</p> <p>PERFORMANCE TASK: G:To research a saint for Confirmation. R: The saint you choose will be the saint name you will use for Confirmation. A: Teacher/Parish priest S: Explain why this person witnessed to their faith and why you chose this saint. P: To help you better identify with the saint you choose. S: You will type a 3 page paper</p> <p>**Rubrics to be created by classroom teacher.</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

H,E,R: Chapter 11 - Saints in Our History - The First Thousand Years

Describe how the Catholic Church names a person a saint. <https://youtu.be/3yUZC9Padg0>

Mysteries of Canonization Part I - <https://youtu.be/FQDkf0-vcXU>

Mysteries of Canonization Part II - <https://youtu.be/FQDkf0-vcXU>

Mysteries of Canonization Part III - https://youtu.be/vOcsHbLQ_Tc

E,R,E2,T,O,W Make a chart of the 12 Apostles. Include a few facts about their life, their symbol and what they are a patron of.

E,R,T: Monasteries and Monastic Orders - <https://youtu.be/YVEwBiSDzIY>

H,E,R: Chapter 12 - Saints in Our History - The Second Thousand Years

E,R: The First American Born Saint - Elizabeth Seton

E,R,E2,R,T: Make a chart of American Saints (Neuman, Blessed Francis Xavier Seelos, St. Francis Xavier Cabrini ,Blessed Mother Theodore Guerin, St. Rose of Lima - Include where they lived and why they are recognized as a saint

E,R,E2: Why do we celebrate All Saints Day?<https://youtu.be/e2Yxf0FC12E>

E,R,E2,T,O,W: Modern Day Martyrs: With a partner choose one of the following to research: Bishop Juan Gerardi Conedera (Guatemala) x Fr. Stanley Rother (Guatemala) x Sr. Dorothy Stang (Brazil) x Sr. Alicia Domon (Argentina) x Archbishop Oscar Romero (El Salvador) x Rev. x Dietrich Bonhoeffer (Germany) x Blessed Damien de Veuster (Hawaii) x Nelson Mandela (South Africa) x Sr. Maura Clarke, Sr. Dorothy Kazel, Sr. Ita Ford, and Jean Donovan (combined: El Salvador) x Tenzin Gyatso (the Dalai Lama: Tibet) x Mahatma Gandhi (India) x Bishop Carlos Belo (East Timor) x The Jesuit martyrs of El Salvador, Julia Elba Ramos, and Celina Meredith Ramos (combined) x Aung San Suu Kyi (Burma) - You will be given 30 to 40 minutes to conduct your research. Focus on the following: x basic information about your person, including the place and context in which she or lived, worked, and died x the beliefs to which this person was faithful, despite the risk of suffering and death (Were they religious beliefs? political beliefs? something else?) x what, specifically, this person suffered in order to remain faithful to those beliefs and similarities between this person's story and the story of Jesus' suffering and death. You will do a short presentation to the class

ESTABLISHED GOALS: 8th 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>8.VI.1 Accounts of the Early Church - Act 1:12-14; 2:42-47</p> <p>8.VI.2 Church as God's people - 1 Peter 2:9-10</p> <p>8.VI.3 Promise of the Spirit - Jn 16:7, 13</p> <p>8.VI.4 Pentecost account - Acts 2:1-41; Jn 20:19-23</p> <p>8.VI.5 Command to preach the Good News to all the Nations - Mk 16:15-16; Mt 28:16-20</p> <p>8.VI.6 Authority of Peter, the first pope - Mt 16:13-19</p> <p>8.VI.7 Jesus' intention of establishing the Church, His Family on earth - Mt 16:13-19 (Vocations)</p> <p>8.VI.8 Selection of the Apostles - Lk 6:12-16 (Vocations)</p> <p>8.VI.9 Mission of the Disciples - Lk 10:1-12; Mt 5:13-16</p> <p>8.VI.10 Appointment of Deacons - Acts 6:1-6</p> <p>8.VI.11 Tradition - Jn 21:25</p> <p>8.VI.12 On Laws - Mt 5:17-20; Mt 5:38-48; Mt 5:3-12</p> <p>8.VI.13 Jesus institutes the Eucharist - Mt 26:26-28; Lk 22:14-20; 1 Cor 11:23-26</p> <p>8.VI.14 Mary as the Mother of the Church - Jn 19:25-27</p>	Meaning	ESSENTIAL QUESTIONS
	UNDERSTANDINGS <i>Students will understand ...</i> -the importance of knowing Scripture -the meaning of grade level Scripture	Overarching: 1. Why and how does knowing Scripture help us become closer to God? Topical: 1. How does Scripture inform us about the early Church?
	Acquisition	
	<i>Students will know...</i> -key terms -Lectio Divina -Parable -biblical exegesis -Apocalyptic Writing	<i>Students will be skilled at...</i> -locating specific passages

8.VI.15 Jesus' mission during the 40 days between the Resurrection and Ascension - Lk 24:13-53; Jn 20-21, Acts 1:1-11		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none"> ● Analyze ● Evaluate ● Create ● Decide 	<p>PERFORMANCE TASK(S):</p> <p>G: Create a mission statement and vision for the Church</p> <p>R: A Church administrator looking to update the mission statement and vision of the Church.</p> <p>A: The Church’s priests and other administrators.</p> <p>S: The Church is looking to update its mission statement and vision. You are tasked with writing the new mission statement and vision put forward for consideration by the priests and other administrators.</p> <p>P: Use an understanding of the purpose and vision of the Church to write a mission statement and vision for the Church.</p> <p>S: Write a mission statement and vision for the Church that uses Scripture and other understandings from the doctrines of the Church to lay out a detailed goal for the Church. This should take the ideas that are most important to the Church and show their importance through this document.</p> <p>PERFORMANCE TASK:</p> <p>G:Write an Antiphonal Prayer</p> <p>R: Student groups</p> <p>A: We will use these prayers in the classroom.</p> <p>S: Groups are to write a prayer that re-emphasized key words of a scriptural passage.</p> <p>P:This prayer will be used during classroom prayer services</p> <p>S:The completed prayer with responses must be on a single page with each part clearly identified.</p> <p>**Rubrics to be created by classroom teacher.</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

E,R,E2,T: Activity to review with students on how to find a Scripture passage.

Review concepts of the Bible. *Bible 101*

E,R,E2,T: Exegesis Online Information Quest

E,R,T: Where is God leading Me? Activity to look up specific Scripture passage and to reflect on its meaning in my life.

E,E2,R,T: Understanding Parables. read and discuss a Parable. Teach students to analysis a Parable in the context of the passage.

E,E2,R,T: Cross-curricula - use Scripture passages to identify poetry terms taught in Language Arts.

H,E,E2,R,T: Mysteries of the Gospels. <https://youtu.be/XoGQYLqrtYI>

E,R,T: Biblical Scavenger Hunt.

E,R,T: Compare the same message in different Gospels.

E,R,E2,T,O: Using your imagination when reading scripture. <https://youtu.be/XoGQYLqrtYI>

E,R,T: Biblical timeline quest activity.

E,R,E2,T: New Testament Letters: <https://youtu.be/XoGQYLqrtYI>

E,R,T,O,W: Mix and Match: Students work with a partner to complete Scripture passages.

E,R,T: Chapter 26 -The Trumpet Shall Sound - The End of the World

E,R,T,E2: Lectio Divina - Praying with Scripture: <https://youtu.be/2DxaGZqprrs>

<https://youtu.be/sJfbahwMpdU>