

Semester One

Unit 1: Reason and Revelation

Stage 1 Desired Results		
ESTABLISHED GOAL	<i>Transfer</i>	
I.1.2 Distinguish how God is revealed through natural and divine revelation I.1.3 Compare and contrast the way that God is revealed through natural and divine revelation I.1.5 Justify how Sacred Scripture is an outgrowth of God's revelation through Tradition I.1.8 Identify external evidences of truthfulness of divine revelation: miracles, prophecies, life of the church, and personal fulfillment in Christ I.1.9. Define and identify the criteria for determining an authentic miracle	Students will be able to independently use their learning to... <ul style="list-style-type: none"> ● recognize true miracles ● find evidence of God's presence 	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> ● reason is a fallible guide, but it's our best one ● God reveals himself through natural and divine revelation ● Sacred Scripture and miracles are direct manifestations of God ● external evidence supports God's existence through miracles, prophecies, life of the church, and personal fulfillment in Christ 	ESSENTIAL QUESTIONS How do we come to know the truth in anything? How does God make himself known to us?
	<i>Acquisition</i>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

	<ul style="list-style-type: none"> ● the definition, abilities, and limitations of reason ● the meanings of natural and divine revelation and the difference between them ● Scripture is an example of divine revelation ● miracles, prophecies, life of the church, and personal fulfillment in Christ support the validity of divine revelation ● the criteria for determining an authentic miracle 	<ul style="list-style-type: none"> ● applying reason to examples of natural and divine revelation ● identifying and distinguishing between natural and divine revelation ● identifying how miracles, prophecies, life of the church, and personal fulfillment in Christ validate divine revelation ● determining and justifying the authenticity of a miracle ● evaluating evidence of divine revelation
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence	
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<p>T, M</p>	<p>PERFORMANCE TASK(S): Create an example scenario and determine why it is or is not an example for each of the following types of revelation: natural revelation, miracle, prophecy, Sacred Scripture, life of the Church, fulfillment in Christ</p> <ul style="list-style-type: none"> ● presentation of examples can be in written or video form <p><i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i></p>	
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<ul style="list-style-type: none"> ● Uses logical reasoning to provide or discredit example ● Provides counterexample ● Example is original 	<p>OTHER EVIDENCE: <i>Students will achieve Stage 1 goals by...</i></p>	
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Stage 3 – Learning Plan

<i>Summary of Key Learning Events and Instruction</i> <type here>		
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Benchmarks:

I.1.2 Distinguish how God is revealed through natural and divine revelation

I.1.3 Compare and contrast the way that God is revealed through natural and divine revelation

I.1.5 Justify how Sacred Scripture is an outgrowth of God's revelation through Tradition

I.1.8 Identify external evidences of truthfulness of divine revelation: miracles, prophecies, life of the church, and personal fulfillment in Christ

I.1.9. Define and identify the criteria for determining an authentic miracle

Unit 2: About Sacred Scripture

Stage 1 Desired Results		
ESTABLISHED GOAL	<i>Transfer</i>	
1.II.1 Identify the Bible as inspired text, authored by God 1.II.2 Describe what the understanding of the inerrancy of scripture is and what it is and what it is not 1.II.3 Summarize how the Bible came to be 1.II.4 Explain the use of the Bible in the liturgical and devotional life of the Church	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> ● use the Bible for public and private prayer and devotion ● understand how to use the Bible and be familiar with its composition enough to use for personal devotion and defense of faith 	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> ● The Catholic Canon is the original inerrant composition of the Truth ● Other compositions evolved from the editing of the Catholic Canon ● The Bible is used in public and private prayer and devotion 	ESSENTIAL QUESTIONS Why is the Bible important? How can a person know that his or her interpretation of the Bible is accurate?

	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> the Bible is authored by God the Catholic Canon is the original inerrant composition of Truth the Bible is used for public and private prayer and devotion 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● recognizing various compositions of Truth that evolved from editing Catholic Canon and determine these are not inerrant scripture ● utilizing the Bible for public and private prayer and devotion
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
T, M	<p>PERFORMANCE TASK(S): Write a letter to a student identifying the importance of the Bible</p> <p>Role: author Audience: new student, non-Catholic</p>	<p>A hypothetical new student who is not Catholic has arrived at our school. The student asks, "What is the Bible?" It is your task to write a letter to the student explaining: what is the importance of the Bible in the Catholic faith.</p> <p>Success will include: why the Bible is important and foundational to our faith; how we know the Bible is truth; how the Bible came to be; how we use the Bible in our public and private prayer lives</p>
<type here>	OTHER EVIDENCE:	
Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		

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Benchmarks:

- 1.II.1 Identify the Bible as inspired by text, authored by God
- 1.II.2 Describe what the understanding of the inerrancy of scripture is and what it is not
- 1.II.3 Summarize how the Bible came to be
- 1.II.4 Explain the use of the Bible in the liturgical and devotional life of the Church

Unit 3: Understanding Scripture

Stage 1 Desired Results		
ESTABLISHED GOAL	<i>Transfer</i>	

<p>1.III.1 Explain the role of teaching office in the Church in the authentic interpretation of Scripture</p> <p>1.III.2 Identify the appropriate criteria for interpreting Sacred Scripture correctly</p> <p>1.III.3 Identify four senses of Scripture (literal, allegorical, moral, analogical)</p> <p>1.III.4 Differentiate between religious truth, scientific truth, and moral Truth</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> ● able to properly interpret Scripture as evidence of Truth ● be able to live the Biblical truths of the Gospel in an authentic Christian lifestyle 	
Meaning		
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The Magisterium is the essential component of the inerrancy of Scripture. ● Regardless of its approach (literal, moral, allegorical, or anagogical) Truth of Scripture is still absolutely inerrant. ● Truth is revealed through Scripture in various modes of discourse and through various authors ● The primary author is still the Holy Spirit, while credit is given to the individual authors for their writing styles. 	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <p>How can we come to know that Scripture is inerrant?</p> <p>How can we know how to properly interpret Scripture?</p> <p>How do we use the Bible?</p>
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● the definition of literal, moral, allegorical, anagogical Truth ● how to differentiate between religious, scientific, and moral Truth ● how Scripture is inerrant through understanding literal, moral, allegorical, anagogical Truth 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● applying the criteria for interpreting Sacred Scripture correctly ● differentiating between religious, scientific, and moral Truth ● differentiating between literal, moral, allegorical, anagogical Truth

	<ul style="list-style-type: none">● the criteria for interpreting Sacred Scripture correctly through the essential aid of Tradition and Magisterium	<ul style="list-style-type: none">● identifying how various approaches throughout Scripture still reveal Truth
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	

<type here>	<p>PERFORMANCE TASK(S): classify and interpret the different senses of Biblical interpretation (literal, allegorical, moral, anagogical) by creating a chart</p>	<p>Students will need to find examples of each sense of scripture in order to complete the task.</p> <p>Success will include: creating a division on the chart that includes: what the text of the scripture summarized; the classification of the sense as either literal, allegorical, moral, or anagogical); an explanation of why the select scripture is the defined sense; the deeper meaning, if any (literal sense will not have a deeper meaning)</p>
<type here>	<p>OTHER EVIDENCE: <type here></p>	
Stage 3 – Learning Plan		
<p><i>Summary of Key Learning Events and Instruction</i></p> <type here>		

Benchmarks:

- 1.III.1 Explain the role of teaching office in the Church in the authentic interpretation of Scripture
- 1.III.2 Identify the appropriate criteria for interpreting Sacred Scripture correctly
- 1.III.3 Identify four senses of Scripture (literal, allegorical, moral, analogical)
- 1.III.4 Differentiate between religious truth, scientific truth, and moral Truth

Unit 4: Overview of the Bible

Stage 1 Desired Results		
ESTABLISHED GOAL	<i>Transfer</i>	
I.IV.1 Identify major sections of the Old Testament I.IV.2 Explain how the Old Testament foreshadows the coming of Jesus I.IV.3 Explain the differences between the Catholic and Protestant Old Testament I.IV.4 Identify major sections of the New Testament I.IV.5 Demonstrate the unity between the Old and New Testament	Students will be able to independently use their learning to... <ul style="list-style-type: none"> ● develop their theology from the foundation of the Bible, both through Old and New Testament ● be able to live the Biblical Truths of the Gospel in an authentic Christian lifestyle 	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> ● the Old Testament is essential in understanding the fulfillment of God's new and everlasting covenant of Jesus Christ ● the New Testament is the fulfillment of God's plan for salvation as alluded by the Old Testament ● that Catholic Old Testament is complete in comparison to Protestant Old Testament 	ESSENTIAL QUESTIONS How do we interpret the biblical texts in a way that is relevant, meaningful, and essential? Why is studying and understanding the Old Testament important and essential in understanding the wholeness of our Catholic faith?

Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● the major sections of Old Testament: Adam and Eve, Noah, Abraham, Moses, David, the Prophets ● the major covenants of the old are fulfilled by the Paschal sacrifice and resurrection of Christ ● the Protestant Old Testament is an edited interpretation of Catholic Old Testament and excludes the deuterocanonical book ● the major sections of New Testament: gospels (Matthew, Mark, Luke John), Acts of the Apostles, the emphasized letters of St. Paul (Romans, Corinthians, Phillipians, Ephesians) and Revelation 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● being able to locate specific passages of the Bible ● use the Bible effectively ● distinguishing between sections of the Bible ● recognizing that the Old Testament is the prefigurement of the coming of Jesus ● evaluating the deficiencies in the Protestant Old Testament and comparing to the Catholic Old Testament
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
1. <type here>	<p>PERFORMANCE TASK:</p> <p>Design an illustrated timeline that represents the major sections of the Old and New Testament. Illustrations will be the covenants with books transitioning between the covenants</p>	<p>Students will need to demonstrative their creative ability to display the main points of Scripture by including covenants and books of the Old and New Testament.</p> <p>Success will include: Basic, legible illustrations of the covenants of Adam, Noah, Abraham, Moses, David, the Prophets, and then Christ (as referenced in John Bergsma's <i>Bible Basics for Catholics</i> as a source); The Biblical books that fall between the covenants according to their specific historical times</p>
<type here>	<p>OTHER EVIDENCE:</p> <p><type here></p>	

Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		
<type here>		

Benchmarks:

- I.IV.1 Identify major sections of the Old Testament
- I.IV.2 Explain how the Old Testament foreshadows the coming of Jesus
- I.IV.3 Explain the differences between the Catholic and Protestant Old Testament
- I.IV.4 Identify major sections of the New Testament
- I.IV.5 Demonstrate the unity between the Old and New Testament

Unit 5: The New Testament

Stage 1 Desired Results		
ESTABLISHED GOAL	<i>Transfer</i>	
I.V.1 Explain why the Gospels occupy a central place in Scripture. I.V.2 Illustrate how the Gospels lead us to accept Jesus Christ in faith and apply His teaching to our lives. I.V.3 Name and explain the synoptic Gospels. I.V.4 Compare and contrast the Gospels of John with the synoptic Gospels	Students will be able to independently use their learning to... <ul style="list-style-type: none"> ● develop their theology from the foundation of the Bible, both through Old and New Testament 	
	<i>Meaning</i>	
	UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none"> ● gospels occupy the central place in Scripture ● gospels illuminate our call to living as authentic witnesses to Catholic faith 	ESSENTIAL QUESTIONS How do we understand the gospels as the ideal framework for living authentic holiness through the example of Jesus Christ?

	<ul style="list-style-type: none"> ● there are greater theological truths that can be inferred through the unique writing styles of the gospel authors 	<p>How can we further understand different truths through the unique writing styles of the gospel authors? What does our current call of holiness and evangelization look like in light of Christ's example in the gospels?</p>
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● the importance of the Gospel, not only in the salvation history, but also as a model for living a Christian life ● the differences in theme and writing styles of gospel authors ● how the synoptic Gospels lead us to accept Jesus Christ in faith and apply his teaching in our lives 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● determining why the gospel occupies a central place in Scripture ● identifying the synoptic Gospels ● differentiating the Gospel of John with the synoptic Gospels ● making inferences to determining truths through the unique writing styles of gospel authors
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<type here>	<p>PERFORMANCE TASK(S): Create a Venn Diagram with the synoptic gospels and the Gospels of John and write a personal reflection of how the Gospels lead us to accept Jesus Christ in faith</p>	<p>Students will need to design a Venn Diagram identifying all the similarities and differences between the synoptic gospels and the Gospels of John, and write a written reflection of these gospels as a means of leading us to accept Jesus Christ in faith.</p> <p>Success will include:</p> <ol style="list-style-type: none"> Venn Diagram: 4 circles with correct placement and labeling of writing styles, purpose, theme, audience, voice Written reflection: developed written 1-page essay including an

		<p>explanation of why Gospels occupy a central place in Scripture and how the Gospels lead us to accept Jesus Christ in faith and how His teaching applies to our lives. Essay must be clear, well-developed and concise, with minimal spelling, grammar, punctuation errors that distract from the message presented.</p>
<type here>	OTHER EVIDENCE: <type here>	
Stage 3 – Learning Plan		
<p><i>Summary of Key Learning Events and Instruction</i></p> <p><type here></p>		

Benchmarks:

- I.V.1 Explain why the Gospels occupy a central place in Scripture.
- I.V.2 Illustrate how the Gospels lead us to accept Jesus Christ in faith and apply His teaching to our lives.
- I.V.3 Name and explain the synoptic Gospels.
- I.V.4 Compare and contrast the Gospels of John with the synoptic Gospels

Second Semester

Unit 1: God and Revelation

Stage 1 Desired Results		
ESTABLISHED GOAL	<i>Transfer</i>	
I.1.1 Describe what faith is and what it is not I.1.2 Describes the ways in which faith in Jesus Christ leads us to discipleship I.1.3 Distinguish between faith and religion; describe their relationship to each other I.1.4 Summarize how the fullness of revelation is reflected in the life and teaching of the Catholic Church	Students will be able to independently use their learning to... <ul style="list-style-type: none"> ● become true disciples of Christ 	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> ● faith leads us to become disciples of Christ ● faith is given to us by God and religion is the practice of faith 	ESSENTIAL QUESTIONS How do we use our faith to become true disciples of Christ? How does revelation lead us to discipleship?
	<i>Acquisition</i>	
	<i>Students will know...</i> <ul style="list-style-type: none"> ● the difference between faith and religion 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● distinguishing between faith and religion

	<ul style="list-style-type: none"> ● the meaning and necessity of discipleship ● how revelation is reflected in the life and teachings of the Catholic Church 	<ul style="list-style-type: none"> ● describing ways in which faith leads them to discipleship ● summarizing how the fullness of revelation is reflected in the life and teaching of the Catholic Church
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence	
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<p><type here></p>	<p>PERFORMANCE TASK(S): Present a brown bag assessment of objects that personally represent faith and religion.</p>	<p>As archeologists, students will collect a number of artifacts that are representative of their faith and religion, distinguishing the two. They will need to convince their audience that these artifacts are valuable and must be treasured. They will also include an artifact they will throw out of their excavation.</p> <p>Success will include: 5-minute presentation in which the students may use varied object(s) to present the contents of their bags, explaining how these objects relate to their faith in practice and distinguishing between faith and religion. The number of objects depends on complexity of the meanings of object.</p>
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<p><type here></p>	<p>OTHER EVIDENCE: <type here></p>	
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Stage 3 – Learning Plan

<p style="text-align: center;"><i>Summary of Key Learning Events and Instruction</i></p> <p><type here></p>		
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Benchmarks:

- I.I.1 Describe what faith is and what it is not
- I.I.2 Describe the ways in which faith in Jesus Christ leads us to discipleship
- I.I.3 Distinguish between faith and religion; describe their relationship to each other
- I.I.4 Summarize how the fullness of revelation is reflected in the life and teaching of the Catholic Church

Unit 2: Jesus Christ's Revelation About God

Stage 1 Desired Results		
ESTABLISHED GOAL	<i>Transfer</i>	
II.II.1 Identify some of the attributes that Jesus reveals to us about God as Father, primarily that God is love II.II.2 Identify how Jesus reveals the Trinity	Students will be able to independently use their learning to... <ul style="list-style-type: none"> ● emulate loving relationships by living our Trinitarian faith ● have a stronger personal relationship with Christ through better 	

<p>II.II.3 Compare and contrast the three persons of the Trinity and explain their relationship to one another</p> <p>II.II.4 Summarize the struggles the Church experienced in defining its understanding of the Trinity to maintain the apostolic faith</p>	<p>understanding his identity in the context of our Trinitarian faith</p>	
Meaning		
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● the dogma of the Trinity, due to the complexity of the Mystery, creates common struggles and misunderstandings ● Jesus illuminates the Truth of God as a communion of persons ● the different identities and roles of the persons of the Trinity are unique but intricately united in defining God's being ● love is perfectly defined in the context of the Trinity 	<p>ESSENTIAL QUESTIONS</p> <p>How do we understand and better relate to God through study of the mysteries of the Trinity?</p> <p>How is the relationship between the persons of the Trinity the ideal model for all Christian relationships?</p> <p>How do we come to know the Trinity?</p>
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● the three persons of the Trinity ● the difference between nature and person ● how the Trinity reveals God's love ● how the three persons display the holistic vision of God 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● distinguishing between the roles of the three persons of the Trinity ● distinguishing between nature and person ● understanding love in the context of Trinity
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	

<ul style="list-style-type: none"> ● ability to identify the three persons of the trinity ● differentiate between nature and person ● ability to identify how the Trinity reveals God’s love and displays the holistic vision of God 	<p>PERFORMANCE TASK(S):Evidence is needed of students’ ability to identify the three persons of the Trinity, differentiate between nature and person, and understand how the three persons display the holistic vision of God</p> <p>-illustrate the Trinity through use of a Venn diagram, labeling the distinct characteristics of the three persons in the Trinity</p>	
<p><type here></p>	<p>OTHER EVIDENCE: written tests response essays</p>	
<p>Stage 3 – Learning Plan</p>		
<p><i>Summary of Key Learning Events and Instruction</i></p> <p><type here></p>		

Benchmarks:

- II.II.1 Identify some of the attributes that Jesus reveals to us about God as Father, primarily that God is love
- II.II.2 Identify how Jesus reveals the Trinity
- II.II.3 Compare and contrast the three persons of the Trinity and explain their relationship to one another
- II.II.4 Summarize the struggles the Church experienced in defining its understanding of the Trinity to maintain the apostolic faith

Unit 3: The Mystery of the Incarnation

Stage 1 Desired Results		
ESTABLISHED GOAL	<i>Transfer</i>	
II.III.1 Define the Incarnation II.III.2 Describe why the Incarnation is a mystery II.III.3 Define hypostatic union II.III.4 Give examples of how Jesus is both fully human and fully divine	Students will be able to independently use their learning to... <ul style="list-style-type: none"> ● have a better understanding and reverence for the Sacramental life of the church, participating in Sunday Mass and the Sacraments ● have a stronger personal relationship with Christ through better understanding his identity in the context of the Incarnation 	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> ● the Incarnation is a mystery that attests to truth that God is both fully human and fully divine ● a mystery is defined as assenting to a truth of the faith ● the Gospels reveal accounts of Jesus' humanity and divinity 	ESSENTIAL QUESTIONS How is the Incarnation the essential component of God's saving plan for mankind?
	<i>Acquisition</i>	
	<i>Students will know...</i> <ul style="list-style-type: none"> ● why the Incarnation is a mystery ● examples of the Gospel's evidence of the truth of the hypostatic union in the Gospel (miracles, Agony in the Garden, etc.) 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● defining Incarnation ● describing why the Incarnation is a mystery ● defining hypostatic union ● illustrating examples of how Jesus is both fully human and fully divine through accounts in the Gospel

Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<type here>	PERFORMANCE TASK(S): <ul style="list-style-type: none"> ● Students will complete a Biblical scavenger hunt in which they will have to identify scripture in the Bible that supports ideas learned in the classroom about the Christological idea ● Students will complete a written log of references of Christological ideas: Incarnation, Trinity, etc. in the Mass 	
<type here>	OTHER EVIDENCE: written tests response essays	
Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i> <type here>		

Benchmarks:

- II.III.1 Define the Incarnation
- II.III.2 Describe why the Incarnation is a mystery
- II.III.3 Define hypostatic union
- II.III.4 Give examples of how Jesus is both fully human and fully divine

Unit 4: Jesus Christ Teaches Us About Ourselves

Stage 1 Desired Results		
ESTABLISHED GOAL	<i>Transfer</i>	
II.IV. 1 Describe how Jesus reveals what it means to be human and how to relate to one another II.IV.2 List some of the implications of Christ's redemption for humanity to choose good and resist evil II.IV.3 Explain how Jesus Christ reveals the Father to us and who we are as children of God	Students will be able to independently use their learning to... <ul style="list-style-type: none"> ● use Christ's holiness as the ultimate model in their lives ● assess their undeniable dignity that is manifested through sharing in God's nature 	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> ● God reveals the Truth of humanity through the incarnation of his Son ● through Christ's saving plan, they are equipped with the graces to resist evil ● Christ reveals his Father's eternal love through his death and resurrection 	ESSENTIAL QUESTIONS How is Christ the ideal model of holiness?

	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● how Jesus reveals what it means to be human ● what holiness looks like and how to implement it ● the implications of Christ's redemption for humanity 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● applying the Truths of the incarnation to growth in their relationships with one another ● identifying and listing implications of Christ's redemption for humanity ● recognizing and applying holiness
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<type here>	<p>PERFORMANCE TASK(S): Students will use television shows, music, books, movies that will exemplify both the positive representation of human dignity as well as the negative representation of human dignity through supportive evidence of the lesson in an oral presentation</p>	
<type here>	<p>OTHER EVIDENCE: written tests response essays</p>	
Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		
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Benchmarks:

- II.IV. 1 Describe how Jesus reveals what it means to be human and how to relate to one another
 II.IV.2 List some of the implications of Christ's redemption for humanity to choose good and resist evil
 II.IV.3 Explain how Jesus Christ reveals the Father to us and who we are as children of God

Unit 5: Theology of the Body

Stage 1 Desired Results		
ESTABLISHED GOAL	<i>Transfer</i>	
II.V.1 Summarize how the body reveals the nature of God II.V.2 Explain how the nature of Love is the gift of self	Students will be able to independently use their learning to... <ul style="list-style-type: none">● maintain healthy interpersonal relationships in accordance with	

	God's purpose for love, and to grow and flourish in the pro-life movement of the Church	
Meaning		
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● there is a difference between love and lust ● the components of true love includes: Free, Total, Faithful, Fruitful ● contraception (not NFP), pornography, and other evils of the world are not conducive to God's plan of love 	<p>ESSENTIAL QUESTIONS</p> <p>What is the nature of love?</p> <p>How do we know what is the true nature of love?</p>
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● the difference between love and lust ● that God's plan of true love consists of free, total, faithful, and fruitful components ● the nature of love 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● making decisions that are conducive to a pure lifestyle ● choosing to live a life of chastity in all stages of life ● identifying the elements and purpose of love necessarily being free, total, faithful, and fruitful
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
T, M	<p>PERFORMANCE TASK(S):</p> <p>Students will watch "Frozen" and present in a written essay and presentation on TOB topics/themes that were present throughout the movie: the difference between love and</p>	

	lust, the presence of Utilitarianism, the nature of love, types of relationships in the movie, and the world's flawed ideas as well as the truth about the human body	
<type here>	OTHER EVIDENCE: written test	
Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		
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Benchmarks:

- II.V.1 Summarize how the body reveals the nature of God
- II.V.2 Explain how the nature of Love is the gift of self