

## ISLAND CATHOLIC SCHOOLS' INTERIM RELIGIOUS EDUCATION CURRICULUM

### Grade Seven

**Overview:** The grade seven religious education program for Island Catholic Schools is lectionary based (*Criteria for Catechesis*), developing the four pillars of the *Catechism of the Catholic Church* and addressing the **Six Tasks of Catechesis** (*General Directory for Catechesis*) in a spiral curriculum.

In March 2012, the Canadian Conference of Catholic Bishops (CCCB) made public a set of *Criteria for Catechesis* to be use in developing catechetical programs for youth from infancy through age eighteen. Students in grade seven are approximately twelve years of age. The overarching theme for the year will help students grow in understanding of the development, the content, and importance of Christian Scriptures.

The *Catechism of the Catholic Church* grew out of Scripture, Tradition, and the teachings of the Catholic Church known as the *Magisterium*. Throughout the liturgical year, the grade seven program attempts to integrate these four pillars:

- The Creed: What we believe about the origins of the Bible and the accounts of a personal God who desires to be in relationship with us.
- The Liturgy and the Sacraments: Sacred Scripture is the basis of the Lectionary and helps us to reflect and celebrate our belief that Jesus Christ is truly God and truly man. Grade seven students will also prepare for a reaffirmation of faith by reviewing the Sacrament of Confirmation and participating in a service project, prayer and/or a retreat experience as part of their faith journey.
- Morality: Catholic Christians accept the Ten Commandments given us in the Hebrew Scriptures, and the Beatitudes found in Jesus' Sermon on the Mount, as guides to moral living.
- Prayer: Personal and communal prayer are essential components in deepening our relationship with God and helping us discover God's plan for our lives. Our thoughts, words and actions are the hands and feet of Christ in the world today.

The **Six Tasks of Catechesis** described in the *General Directory for Catechesis* provide a framework for measuring what students should know, be able to do, and demonstrate in attitudes or values that mark followers of Jesus. The tasks indicate ways the

teacher has tried to address the balance needed in forming, informing and transforming student's into disciples who are called to put the concepts of the Catechism into action. After each liturgical season, the teacher can assess student growth in the following areas: knowledge of the faith, liturgical and moral formation, facility with personal and communal prayer, and understanding of the call to witness their faith in the community and in the world at large. While the focus during one particular liturgical season may be on one or two of the six tasks, teachers should strive to address all six tasks sometime during the year.

**Part One: Fall - Ordinary Time - September/October/November**

**The Bible as a Book of the Covenant**

**The question we will explore this liturgical season is...**

**A. How did the Bible, that we believe is God’s Word, come to be?**

**Note to the Teacher:** Background material for these lessons may be found in *Call to Faith* 7, Chapter 2:  
(Knowing God through Scriptures)

Learning Outcomes	Tasks of Catechesis	Part A Lesson Development	Scriptural References	Achievement Indicators
<p><b>A1</b> Exploring the meaning of covenant as a foundation for understanding the Scriptures</p>	<p><b>Students will...</b></p> <p>Know about God’s invitation to friendship and the meaning of covenant (Knowledge of the Faith)</p> <p>Make the connection between the Lectionary and the Bible (Liturgical Education)</p> <p>Grasp the importance of cove-</p>	<p>Explore the meaning of (difference between) a contract and a covenant. (A covenant is a solemn agreement between God and man or two humans that results in a commitment or spiritual bond between the two as in a marriage covenant; a contract is a relationship between two or more people where each has specific responsibilities to fulfill. If one of the parties does not fulfill his/her part of the contract ...you fix my car, I pay you...the contract is broken.) Invite students to share ideas about why it is important that we keep both covenants and contracts.</p> <p>Remind students the Bible is a sacred book that contains the story of God’s invitation to establish a covenant with humankind. Recall the story of</p>	<p>2 Timothy 3:16-17 “All Scripture is inspired by God”</p> <p>Genesis 9:16 God’s covenant with Noah</p> <p>Genesis 15: 1-21 God’s covenant with Abraham</p> <p>Exodus 24: 1-18 God’s covenant with Moses</p>	<p>Students who have fully met the prescribed learning outcomes are able to...know/do/value</p> <p><b>A1</b> <input type="checkbox"/> Complete a project on covenants that indicates what the covenant means to them</p>

Learning Outcomes	Tasks of Catechesis	Part A Lesson Development	Scriptural References	Achievement Indicators
<p><b>A2</b> Understanding that Catholics believe that God reveals God's self to us through Sacred Scripture which is the inspired Word of God</p>	<p>nants and their keeping of covenants (Moral Formation)</p> <p>Pray by reflecting on the meaning of the stories in Scripture for their lives (Teaching to Pray)</p> <p>Understand how the Bible is used in the Church by the faith community (Education for Community Life)</p> <p>Recognize the Bible as God's Word reaching out to all humanity (Missionary Initiation)</p>	<p>God's covenant with Abraham (Genesis 15:1-21).</p> <p>The stories from the Old Testament begin with Creation up until the birth of Christ. The New Testament stories tell of the birth of Jesus through the early years of the Church. We use the term "salvation history" to speak of the pattern of events that reveal God's presence and saving actions throughout history.</p> <p>Point out that over a three-year period the whole of the story of God's encounter with mankind as related in the Bible is retold in the liturgy (Mass) we celebrate on Sunday. The readings from the Bible are found in a book we call the Lectionary.</p> <p>Recall the students' experience of receiving a Bible (optional) from or through the parish and establish the importance of treating the Bible with respect. Establish a place of honour in the classroom (prayer table) where the Bible will be placed (enthroned).</p> <p>Explain the two major parts of the Bible: Hebrew Scriptures or Old Testament, and Christian Scriptures or New Testament. The core story of the</p>	<p><b><i>Catechism of the Catholic Church:</i></b> CCC 51-67 (Revelation)</p> <p>CCC 101 – 141 (Scripture)</p> <p>CCC 80 - 84 (Tradition)</p> <p>CCC 85 – 90 (<i>Magisterium</i>)</p>	<p><b>A2</b></p> <p><input type="checkbox"/> Lead class prayer demonstrating a reverent and respectful attitude for God's word for us in Scripture</p> <p><input type="checkbox"/> Reflect on God's word in prayerful silence and respond to the experience in their journals</p> <p><input type="checkbox"/> Share ideas on how Scripture can be used ... in daily life, in class, for meditation, etc.</p> <p><input type="checkbox"/> Read the Word of God and apply it to their</p>

Learning Outcomes	Tasks of Catechesis	Part A Lesson Development	Scriptural References	Achievement Indicators
<p><b>A3</b> Knowing that God also reveals Himself to us in</p>		<p>Old Testament is the Exodus event; core story of the New Testament is the life, death and resurrection of Jesus.</p> <p>The Holy Spirit inspired the sacred authors so that the stories and messages of the Bible continue to give new life to readers today and sustain and shape the community of believers.</p> <p>Christians (Catholics) believe the Bible is God’s Word given to us. Human authors, inspired by the Holy Spirit, wrote the 46 books of the Old Testament and 27 books of the New Testament over many years. In order to understand the Bible we need to 1) consider what the author intended to reveal about God through his writing, and 2) for whom the message was written.</p> <p>Recall the three stages of the formation of the Gospels: a) the stories as understood while Jesus was on earth, b) as shared orally by his disciples, and c) as recorded in Scripture.</p> <p>By the end of the first century, the four Gospels were put in writing. Ask why the disciples might have felt the stories needed to be written down</p>		<p>lives</p> <p><input type="checkbox"/> Be familiar with the organization of the Bible and be able to locate specific readings by chapter and verse</p> <p><input type="checkbox"/> Be able to describe the process of writing and collecting the books of the Bible</p> <p><input type="checkbox"/> Know that the Old Testament covers the period between Creation and the Birth of Christ</p> <p><b>A3</b></p> <p><input type="checkbox"/> Distinguish between small “t”</p>

Learning Outcomes	Tasks of Catechesis	Part A Lesson Development	Scriptural References	Achievement Indicators
the long-held Traditions of the Church		<p>(discrepancies in accounts caused confusion, they were aging and didn't want the stories to be lost, and so that new disciples would understand what the first disciples believed about Jesus).</p> <p>In the early centuries of the Church, there were many recorded stories about Jesus and his teaching - not all of which were authentic. Eventually, in the year 382, the Council of Rome, determined which books would form what is called the Canon of the Bible. The Canon is a collection of books the Church recognizes as the inspired word of God.</p> <p>Brainstorm ways God reveals Himself (through prayer, reading, all of creation, in the Eucharist, in others, etc.). Then continue by reminding students that we believe sacred Scripture (the Bible) is God's revealed word but we also know God reveals God's-self many other ways including <b>Church Tradition</b> and the <b>Magisterium</b>.</p> <p>Explain what we mean by <b>Church Tradition</b> and the <b>Magisterium</b>. (Capital "T" traditions, i.e. those things we believe that will never change about the faith – Jesus Christ is truly God and truly man;</p>		<p>traditions (practices Catholics held over time that have changed, i.e. rules about fasting before communion or not eating meat on Fridays) and capital "T" traditions which will never change (ability to trace priesthood back to Peter)</p> <p><input type="checkbox"/> Answer five questions about the story of our salvation: Who is revealed in the Bible? What is revealed in the Bible? Where is the covenant with Abraham found?</p>

Learning Outcomes	Tasks of Catechesis	Part A Lesson Development	Scriptural References	Achievement Indicators
<p><b>A4</b> Recognizing that the <i>Magisterium</i>, the official teaching of the Church, is rooted in Scripture and Tradition</p>		<p>and, small ‘t’ traditions of the Catholic Church, i.e. rules that can change like fasting before communion, or not eating meat on Friday). Large ‘T’ traditions are beliefs held since the earliest days of the Church.</p> <p>The final source of revelation is the <i>Magisterium</i> (official teaching office of the Church that consists of all Bishops in communion with the Pope).</p> <p>Conclusion: All people have a desire to make sense of or find meaning in their lives. They seek answers to what we call the basic questions: Who am I? Why am I here? What happens when I die?</p> <p>Catholics believe that Jesus came to help us find the answers to those questions. The Bible is not a history or science book but a written faith account that deals with God’s revealing himself to the Chosen People, forming and helping them understand the meaning and purpose of life.</p> <p>The Church is the authentic interpreter of the Bible. It must be read according to the Church’s understanding as expressed by Tradition.</p>		<p>When was the New Testament written? Why was it necessary that Christian Scriptures be written?</p> <p><b>A4</b>  <input type="checkbox"/> Explain that the Sacraments of the Church grew out of God’s Word and action in Scripture as interpreted by the early Church</p>

**THE LITURGICAL SEASON OF ADVENT/CHRISTMAS/EPIPHANY**  
**November/December/January**

**The Bible as Revelation**

The question we will explore this liturgical season is...

**B. How does Scripture help us understand and celebrate Jesus’ humanity and divinity?**

**Note to the Teacher:** Background material for these lessons may be found in **Call to Faith 7**, Chapters 3 Jesus, Sign of God’s Love, 5 (Jesus, Word of God), 7 (The Incarnation), 8 (Jesus Model of Wisdom) and 9 (Christ Our Saviour)

Learning Outcomes	Tasks of Catechesis	Part B Lesson Development	Scriptural References	Achievement Indicators
<p><b>B1</b> Becoming familiar with the infancy narratives in Scripture that are used in the Liturgy during this season</p>	<p><b>Students will...</b></p> <p>Know where to locate the infancy narratives in Scripture (Knowledge of the Faith)</p> <p>Recognize the theme of the Scriptures used during the Ad-</p>	<p>Draw attention to the Advent wreath and the change of the cloth on the prayer table from green to purple.</p> <p>Brainstorm ways humans communicate with one another (both verbal and non-verbal).</p> <p>Remind students that the Bible, like other literature, is composed of many styles of writing that reveal truths about God (letters, proverbs, historical accounts, rules for liturgical celebration, parables, poems, etc.).</p>	<p>Matthew 1: 1-18 Genealogy of Jesus</p> <p>Luke 4: 23-37 The Birth of Christ</p> <p>Luke 1:26-56 The Annunciation and Visitation</p> <p>John 1: 1-18 “In the beginning</p>	<p>Students who have fully met the prescribed learning outcomes are able to...know/do/value</p> <p><b>B1</b></p> <p><input type="checkbox"/> Recount the story of the birth of Christ.</p> <p><input type="checkbox"/> Locate the Scriptural passages used during the</p>

<p><b>B2</b> Recognizing Mary, the Mother of God as a model disciple whose example inspires us to be faithful disciples of Christ</p>	<p>vent/Christmas and Epiphany season (Liturgical Education)</p> <p>Apply the proclaimed Word of God to daily living, striving to be an agent of peace to others (Moral Formation)</p> <p>Reflect on the events surrounding the Birth of Christ (Teaching to Pray)</p> <p>Appreciate how the Word of God forms the Christian Community to be people for others by sharing what they have with the less fortunate (Education for Community)</p>	<p>The Old Testament or Hebrew Scriptures foretold a Saviour to be born in Bethlehem of Judea. (Recall the core story of the Old Testament, the Exodus. The Hebrew people longed to be rid of their oppressors and experience freedom. The Book of Exodus tells the story of Moses challenging the forces of the Pharaoh and leading the Israelites through the waters of the Red Sea to the Promised Land.</p> <p>Their prophets (Isaiah, Jeremiah, etc.) spoke of God’s promise of a Savior, one who would finally enable men and women to live God’s way of life. Prophets didn’t predict the future but generally call the people to repent for the way they were living if they hoped to be saved.</p> <p>Mary, a faith-filled Jewish girl, knew of the prophecies and responded to God’s invitation to bear his Son.</p> <p>The genealogy of this <u>man</u> (Jesus), born of woman, is found in only two of the gospels: Matthew, Chapter 1 traces the ancestry of Jesus, and Luke 4:23-37 focuses on the birth. Many of the customs we have around Christmas are based on the account in Luke’s gospel.</p> <p>There are four gospel writers (also called evangelists): Matthew, Mark, Luke and John. The first</p>	<p>was the Word...”</p> <p><b><i>Catechism of the Catholic Church</i></b>  CCC 422-424  CCC 430-439  CCC 458-469  CCC 470-489</p>	<p>Advent, Christmas and Epiphany liturgical seasons</p> <p><input type="checkbox"/> Explain what these Scriptures reveal to us about God</p> <p><input type="checkbox"/> Know what the focus should be during Advent (anticipation, hope, faith...not yet celebrating Christ’s birth)</p> <p><input type="checkbox"/> Listen to a proclamation of the Word</p> <p><b>B2</b></p> <p><input type="checkbox"/> Know that Mary is a model for us today of what our response should be to God’s plan for our lives</p>
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<p><b>B3</b> Recognizing how the themes of waiting, hope and trust are expressed in music and prayer</p>	<p>Life) Find guidance in life by connecting the Word of God to their daily living (Missionary Initiation)</p>	<p>three are similar in style and content and focus more on the <u>humanity</u> of Jesus. John’s gospel is a more poetic account that emphasizes the <u>divinity</u> of Jesus. John describes Jesus as “The Word” (John 1:1-18).</p> <p>Explain the relationship of John the Baptist to Jesus. (He was the son of Zachary and Elizabeth, who lived as a hermit in the desert of Judea until about A.D. 27. When he was thirty, he began to preach on the banks of the Jordan against the evils of the times and called men to penance and baptism "for the Kingdom of Heaven is close at hand". He attracted large crowds, and when Christ came to him, John recognized Him as the Messiah and baptized Him, saying, "It is I who need baptism from You". When Christ left to preach in Galilee, John continued preaching in the Jordan Valley. He is presented in the New Testament as the last of the Old Testament prophets and the precursor of the Messiah).</p> <p>Explore the birth narratives in Luke’s, Matthew’s and John’s Gospels. These accounts confirm the belief of the Church that Jesus is both the divine Son of God and the human Son of Mary.</p> <p>Scriptures used during the Advent/Christmas and Epiphany season reveal Jesus is the Word of God.</p>	<p><input type="checkbox"/> Understand the role of Mary and the prophets in the Advent story and the true meaning of Christmas</p> <p><b>B3</b></p> <p><input type="checkbox"/> Identify their favorite Christmas carol or hymn and explain what message it expresses about Jesus</p> <p><input type="checkbox"/> Discuss appropriate thematic prayers for celebration of the Advent season</p> <p><input type="checkbox"/> Share ways the Word of God has an impact on daily life and how we celebrate the time of waiting before Jesus’ birth</p>
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		<p>Many Christmas hymns and carols are based on Scripture. Invite students to use some of this music in a prayer service.</p>		<p><b>General</b>  <input type="checkbox"/> Identify a story from the New Testament that illustrates Jesus' humanity and one that illustrates Jesus' divinity.</p>
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## THE LITURGICAL SEASON OF ORDINARY TIME BETWEEN EPIPHANY AND LENT – January/February/March

### The Four Gospels

The question we will explore this liturgical season is...

**C. How does the public life of Christ portrayed in the Gospels serve as a guide for living morally as Catholic Christians?**

**Note to the Teacher:** Background material for these lessons may be found in *Call to Faith* 7, Chapters 2 (Knowing God through Scriptures), 13 (Freedom and Responsibility) 14 (Valuing Life) and 15 (Being Virtuous)

This is a great time to review the gifts and fruits of the Spirit and the Sacrament of Confirmation. A supplemental unit, “Reaffirming Our Faith, Remembering Our Confirmation” (attached) is provided so that students may grow in understanding of the role of the Holy Spirit and reaffirm their faith.

Learning Outcomes	Tasks of Catechesis	Part C Lesson Development	Scriptural References	Achievement Indicators
<b>C1</b> Recognizing the word “Gospel” is the “Good News” of Jesus Christ	<p><i>Students will...</i></p> <p>Know the three stages of the formation of the Gospels - (Knowledge of the Faith)</p> <p>Listen to and</p>	<p>Explain the structure and organization of the New Testament (i.e. Gospels, Acts of the Apostles, Letters, Revelation).</p> <p>Point out that the four Gospels are called “Good News” and are particularly helpful in developing our understanding of the person of Jesus.</p>	<p>Choose one of the four gospels to read in its entirety (we suggest Luke’s Gospel)</p> <p style="text-align: center;"><u>or</u></p> <p>Luke 3 to 9: The ministry in Galilee</p>	<p>Students who have fully met the prescribed learning outcomes are able to know/do/value</p> <p><b>C1 + C2</b></p> <p><input type="checkbox"/> Locate particular passages in the four Gospels in Sacred Scrip-</p>

<p><b>C2</b> Recognizing the Gospels were composed during the first century after Jesus died</p> <p><b>C3</b> Understanding that each of the four evangelists (Matthew, Mark, Luke and John) present a unique portrait of Jesus which was intended to help a particular group of people accept Jesus as the Messiah and Saviour</p>	<p>show interest in discussing the Gospel account proclaimed in the Liturgy - (Liturgical Education)</p> <p>Be able to identify how the Gospel calls us to respond by living a moral life (Moral Formation)</p> <p>Suggest ways to incorporate the Gospel in a thematic prayer service (Teaching to Pray)</p> <p>Understand the message of the Gospel for our community today - (Education for Community Life)</p> <p>Identify how the</p>	<p>The accounts of Matthew, Mark and Luke present a portrait of the life and teachings of Jesus. They are known as the <b>synoptic gospels</b> because in all three Gospels the structure, content and wording present a similar view.</p> <p>The writers of the four Gospels intended to convey a certain image of Jesus to a particular group of people in the first century. For example, Matthew begins with the genealogy of Jesus because he wants to prove to the Jews that Jesus IS the one the prophets foretold; Luke emphasizes the humanity of Jesus; and John, the divinity.</p> <p>In Matthew's Gospel, Jesus' Sermon on the Mount echoes the teaching of Moses. The Beatitudes in Matthew 25 are the 'new law' of love that provide direction for those who choose to be disciples of Christ. They complement the Ten Commandments given Moses as a guide for the Israelites in the Old Testament.</p> <p>Mark's Gospel focuses primarily on Jesus' ministry and the Cross. He challenges us to think about what it means to be a disciple – and we soon recognize that discipleship involves discipline and sacrifice. Jesus made the ultimate sacrifice when he gave his life for us.</p>	<p>Mt. 4:18-22; Mk. 1:16-20 Calling of the First Disciples</p> <p>Matthew 13 Many of the parables in Matthew's Gospel</p> <p>Luke 24:13-35 The disciples encounter with Jesus on the road to Emmaus</p> <p>Acts 2:43-47 Characteristics of the Early Church</p> <p><b><i>Catechism of the Catholic Church</i></b></p> <p>CCC 124 - 129</p>	<p>ture</p> <p><b>C3</b></p> <p><input type="checkbox"/> Make the connection between the Sermon on the Mount (Luke 6:20-26) and the Commandments given to Moses as moral guidelines</p> <p><input type="checkbox"/> Reflect on the central content of the Gospels: Jesus of Nazareth as the Messiah/Christ</p> <p><input type="checkbox"/> Explain why the main content of the preaching of Jesus was the Kingdom of God</p>
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<p><b>C4</b> Recalling that Jesus used many stories or parables to teach</p> <p><b>C5</b> Knowing that the focus in the miracle accounts is God’s desire for the listeners’ trust and faith, rather than a sign of power</p> <p><b>C6</b> Recognizing that Jesus modeled for us complete faith, trust and love of the Father</p>	<p>Gospel is at the centre of missionary work - (Missionary Initiation)</p>	<p>The same author wrote both the Gospel of Luke and the Acts of the Apostles, which tells the story of the early Church. Luke, the Evangelist, focuses on the role of the Holy Spirit in the life of Jesus and the Church.</p> <p>The Gospel of John describes Jesus’ miracles as signs of God’s power and love. John’s Gospel features seven “I AM” statements, which declare that Jesus is Divine. Visit the website <a href="http://gracethrufaith.com/topical-studies/spiritual-life/the-seven-i-am-statements-in-john/">http://gracethrufaith.com/topical-studies/spiritual-life/the-seven-i-am-statements-in-john/</a> and create a list of the statements and what Jesus was trying to teach us by saying he was “the way, the truth, the light”, etc.</p> <p>It took about 100 years before the oral traditions were written down as four distinct gospels. It is important to understand aspects of the historical period in which Jesus lived among us.</p> <p>Jesus often spoke in parables (short stories that used everyday images to communicate a religious message) that challenged the listeners. Often he ended the parable with a question that invited the person to examine his thoughts, words or actions (See Matthew 13). The main theme of the parables was what the Kingdom of God would be like.</p>		<p><b>C3 + C4</b></p> <p><input type="checkbox"/> Experience hearing things from multiple perspectives and understand the kernel of truth being proclaimed</p> <p><b>C5</b></p> <p><input type="checkbox"/> Be able to retell stories from the New Testament in which Jesus interacts with people to bring them new life.</p> <p><b>C6</b></p> <p><input type="checkbox"/> Be able to create a presentation relating to one or more of the Beatitudes</p> <p><input type="checkbox"/> Write a contemporary story about a person</p>
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<p><b>C7</b> Understanding that the account of Jesus' life, Death and Resurrection is the core story of our faith</p>		<p>The miracles were more an account of the faith of the marginalized person than of the power of God. The miracle was about internal conversion more than external healing.</p> <p>Read Acts 2:43-47 and discuss the life of the faith community in the early days of the Church.</p> <p><b>Note:</b> Jesus' Passion, Death and Resurrection are the foundations of the Christian faith and will be the subject of our study during the Lenten season.</p>		<p>who lives the Beatitudes today</p> <p><b>C7</b></p> <p><input type="checkbox"/> Understand why we speak of 'proclaiming' the Gospel and the other readings in the liturgy</p> <p><input type="checkbox"/> Make a simple comparison or contrast of the Christian way of life in the early Church with the Church of today</p>
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## THE LITURGICAL SEASON OF LENT AND EASTER – February/March/April

### God’s covenant with mankind reaches its fulfillment in Jesus

The question we will explore this liturgical season is...

**D. What do the passion, death and resurrection of Jesus teach us about self-sacrificing love?**

**Note to the Teacher:** Background material for these lessons may be found in *Call to Faith* 7, Chapter 9 (Christ Our Saviour).

Learning Outcomes	Tasks of Catechesis	Part D Lesson Development	Scriptural References	Achievement Indicators
<p><b>D1</b> Reading the account of Jesus’ last days in Luke’s Gospel</p> <p><b>D2</b> Recognizing that in Luke’s gospel, God’s covenant with Israel is ful-</p>	<p><b>Students will...</b></p> <p>Be able to outline the narrative of Jesus’ life, Death and Resurrection according to Luke’s Gospel (Knowledge of the Faith)</p> <p>Link the accounts of the Passion, Death and Resurrection of Jesus</p>	<p>Remind students that the Gospels reveal key moments in the life of Jesus that we have traced and compared in the Synoptic Gospels. Depending on the cycle, the narrative of the Passion, Death and Resurrection of Jesus will be found in the Lectionary for Year A, B, or C.</p> <p>Guide students in recalling examples during Jesus’ public life when he showed love of his neighbor and explore ways of being models of that love in our everyday life. (See Luke 3-9).</p> <p>Identify virtues modeled by Jesus (forgiveness, patience, mercy, etc.) in the Gospel that remind us</p>	<p>Luke 3 to 9 Jesus’ ministry in Galilee</p> <p>Luke 10 to 19:11 Jesus goes up to Jerusalem</p> <p>Luke 19: 23-28 The teaching of Jesus in Jerusalem, the Last Supper, the Passion and Death of Jesus</p>	<p>Students who have fully met the prescribed learning outcomes are able to...know/do/value</p> <p><b>D1 + D2</b></p> <p><input type="checkbox"/> Outline the narrative of the Passion, Death and Resurrection of Jesus</p> <p><input type="checkbox"/> Be able to follow the route of Jesus from Galilee to Jerusa-</p>

<p>filled in Jesus.</p> <p><b>D3</b> Identifying the events that took place during the <i>Triduum</i></p>	<p>with liturgical celebration of Holy Week and Easter (Liturgical Education)</p> <p>Understand the importance of having an informed conscience to avoid sin and respond to God's grace. Make applications of the Ten Commandments and Beatitudes to leading a moral life (Moral Formation)</p> <p>Pray the Stations of the Cross (Teaching to Pray)</p> <p>Understand how the faith community is formed by the Word of God and called to act</p>	<p>we are called to constant conversion and continual growth in virtue and holiness.</p> <p>Recall moments of <u>grace</u> (the free help God gives us to grow in our relationship with him) for people who encountered Jesus in the New Testament miracle stories and discuss how these stories help us understand the Biblical message of God's saving love.</p> <p>Locate passages in which Jesus was at prayer (i.e. after his Baptism, in the Garden of Gethsemane, after a day of preaching, in the Sermon on the Mount, etc.) and speak about how prayer also expresses their relationship to God.</p> <p>Explain the word <i>Triduum</i> (the three days during Holy Week...Thurs., Friday and Sat. before Jesus' Resurrection).</p> <p>Choose one Gospel and divide the account into parts that can be read and discussed over the Lenten season.</p> <ul style="list-style-type: none"> <li>✓ Jesus Enters Jerusalem (Mt. 21:1-11; Mk. 11:1-11; Luke 19.28-44; Jn 12:12-19)</li> <li>✓ The Last Supper (Mt. 26:17-35; Mk. 14:12-26; Luke 22:1-38)</li> <li>✓ Passion and Death of Jesus (Mt. 27; Mk. 15;</li> </ul>	<p>Luke 24 The empty tomb, the appearances of Jesus and the Ascension</p> <p>The Acts of the Apostles</p> <p>The Beginnings of the Church</p> <p><b><i>Catechism of the Catholic Church</i></b></p> <p>CCC 512 - 570 (Mysteries of Christ's Life)</p> <p>CCC 557-682</p>	<p>lem on a map</p> <p><input type="checkbox"/> Be able to recount the events of Holy Week and the events that led up to the death of Jesus</p> <p><b>D3</b></p> <p><input type="checkbox"/> Recognize that Luke's account of the Passion, Death and Resurrection of Jesus is proclaimed during the <i>Triduum</i></p> <p><input type="checkbox"/> Rewrite one aspect of the <i>Triduum</i> from a different perspective focusing on key facts that relate to the</p>
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<p><b>D4</b> Recognizing the key players in the events of Holy Week</p> <p><b>D5</b> Understanding why belief in the Resurrection is central to our faith</p> <p><b>D6</b> Reviewing the Sacrament of Confirmation</p>	<p>on it (Education for Community Life)</p> <p>Recognize that Jesus' death was for all nations. (Missionary Initiation)</p>	<p>Lk. 23 and John 18:28-40, 19)</p> <ul style="list-style-type: none"> <li>✓ The Resurrection (Mt. 28: 1-10; Mk. 16: 1-8; Lk. 19: 28-44; John 20:1-10)</li> <li>✓ Ascension of Jesus (Mk. 16: 19-20; Lk. 24:50-53; Acts 1)</li> </ul> <p>In a small group study, discover the main activities of Jesus and the reason why he receives opposition. Consider showing parts of the film <i>Jesus of Nazareth</i> or listening to some of the selections from <i>Jesus Christ Superstar</i>.</p> <p>Remind students that Jesus' Passion, Death and Resurrection are the foundations of the Christian faith.</p> <p>Discuss how the disciples responded to the Spirit given to them at Pentecost. Their new-found courage was the foundation piece of the Early Church.</p> <p>Using the unit "Reaffirming Our Faith: Remembering Our Confirmation" (attached) take time for a complete review of the Sacrament of Confirmation including a Reaffirmation Ceremony (example also attached).</p>	<p>Catholic faith (a soldier at the crucifixion...a bystander at the Way of the Cross...a child who was watching the events)</p> <p><b>D4</b></p> <p><input type="checkbox"/> Dramatize the events that we celebrate in the <i>Triduum</i></p> <p><b>D5</b></p> <p><input type="checkbox"/> Understand why Easter is the central celebration of the Catholic Church</p> <p><input type="checkbox"/> Cite examples of Jesus' continued presence with the Church af-</p>
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				<p>ter His Resurrection and how the Holy Spirit continues to be present in the Church today.</p> <p><input type="checkbox"/> Design and take part in a celebration and recommitment to listening to the Spirit guiding their lives</p>
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**THE LITURGICAL SEASON OF ORDINARY TIME AFTER EASTER – May/June**

**Scripture as a guide for living**

**The question we will explore this liturgical season is...**

**E. How are we called to continue the work of building the Kingdom of God here and now?**

**Note to the Teacher:** Background material for these lessons may be found in *Call to Faith* 7, Chapters 19 (Called by God), 20 (Act with Justice) and 20 (Our Reason for Hope)

Learning Outcomes	Tasks of Catechesis	Part E Lesson Development	Scriptural References	Achievement Indicators
<p><b>E1</b> Exploring the narrative of Paul and his conversion to Jesus Christ</p> <p><b>E2</b> Reviewing the basic expectations of early Christian communities</p>	<p><b>Students will...</b></p> <p>Know the significance of Paul’s letters to the early Christian communities (Knowledge of the Faith)</p> <p>Make the connection between many of the first readings in the liturgy and St. Paul’s letters to the early</p>	<p>Spend some time sharing the story of Saul’s conversion to Christianity to become Paul...one of the great apostles to the Gentiles (non-Jews). See Acts 9:1 - 31.</p> <p>Discuss with the students some of the practices of the early faith community who were persecuted for their faith in Jesus (Acts 4: 34-35).</p> <p>Draw attention to Paul’s Letters to the early Christian communities and explain the reasons he wrote them (to clarify true teaching, to nurture the faith of the young communities, to spread the Good News).</p>	<p>Acts of the Apostles</p> <p>Acts 8 and 9</p> <p><b>Catechism of the Catholic Church</b></p> <p>CCC 687 – 747</p> <p>CCC 1776 - 1845</p>	<p>Students who have fully met the prescribed learning outcomes are able to ...know/do/value</p> <p><b>E1</b></p> <p><input type="checkbox"/> Illustrate through art or role-play the story of Paul’s conversion</p> <p><b>E2</b></p> <p><input type="checkbox"/> Be able to present an argument supporting</p>

<p><b>E3</b> Reviewing the supports we have for deepening our faith, i.e. the place of the Sacraments in the life of the Christian, prayer, good works, etc.</p> <p><b>E4</b> Understanding how the con-</p>	<p>Christian communities (Liturgical Education)</p> <p>Understand Paul's teaching on the law of love and the Spirit's role in guiding the life of a believer (Moral Formation)</p> <p>Easily invoke the Spirit at work in their lives (Teaching to Pray)</p> <p>Discuss how the Letters of Paul shaped the early Church (Education for Community Life)</p> <p>Recognize Paul's mission to non-Jews as an important moment in the early history of</p>	<p>Examine Pentecost as a pivotal event in the establishment of the Catholic Church.</p> <p>Be able to explain that the Catholic Church embodies the Church of Jesus Christ in the most complete way because of four marks or qualities.</p> <ul style="list-style-type: none"> <li>• the Church is <b>apostolic</b> or can be traced back to its foundation on Peter, an apostle and disciple of Christ;</li> <li>• the vision - the Church is open to all; it is universal/<b>catholic</b></li> <li>• the community and structure - the Church throughout the world is <b>one</b> under the visible head, the Pope, and it is</li> <li>• sacramental or <b>holy</b> because the Church is a sacrament or means of grace to the world</li> </ul> <p>Recognize that the Nicene Creed and Apostles' Creed are similar in that they summarize what Catholics believe and profess. They grew out of the need for the early Church to articulate the fundamental beliefs of Christians.</p> <p>Cite and explain New Testament examples of Jesus' continued presence with the Church after His Resurrection and how the Holy Spirit continues to be present in the Church today.</p> <p>Explain the missionary nature of the early Church</p>	<p>Pentecost as the birthday of the Church and compare the life of Jesus' disciples before and after the conferring of the Spirit on Pentecost</p> <p><input type="checkbox"/> Explain why Paul wrote Letters to many of the early Christian communities</p> <p><b>E3</b></p> <p><input type="checkbox"/> List the positive effects of regularly receiving the Sacraments given us by Jesus</p> <p><b>E4</b></p> <p><input type="checkbox"/> Identify one</p>
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<p>temporary Church continues the work of Jesus through acts of social justice</p>	<p>the followers of Jesus (Missionary Initiation)</p>	<p>as it proclaimed the Good News and discuss how and why we are called to be missionaries today.</p> <p>Remember that the Sacraments are God’s gift to us. Reconciliation, Confirmation and Eucharist, in particular, strengthen our relationship with God and the faith community.</p> <p>Remind students of how the saints lived their baptismal call and are models for us of how to do the same.</p> <p>Discuss the meaning of ‘vocation’ and discuss how their parents, parish priests, teachers, and vowed religious can help them to discern about their vocation.</p> <p>Explore the role of compassion and forgiveness in daily living as exemplified by the Beatitudes. Provide example of the gifts of the Holy Spirit at work in their own lives.</p> <p>Retell a Gospel account in which Jesus’ teaching confronts our current culture (sell all and come follow me).</p> <p>Locate New Testament passages where Jesus shows concern for the poor and marginalized and discuss how service to others is necessary to disci-</p>		<p>Gift of the Spirit that appeals to them and make a conscious choice to put this into action in a given period of time</p> <p><input type="checkbox"/> Identify gifts and talents of their peers and write a journal on how these gifts are important in building up God’s kingdom</p> <p><input type="checkbox"/> Explore ways of being models of Christian love in everyday life identifying situations of discrimination and providing a Christian response</p> <p><input type="checkbox"/> Participate</p>
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		<p>pleship.</p> <p>Understand that we can sin by commission and/or omission.</p> <p>Analyze situation in their own lives or in the world that demonstrate the consequences of ignoring the common good by stewards.</p> <p>Identify the Gospels experiences of 'sending out' and compare the 'sending out' of the early disciples to their own 'sending out' into modern society.</p> <p>Use prescribed guidelines for writing intentions to offer for class prayer and/or Mass.</p> <p>Work with others in choosing prayer and/or scripture that is suited to a given theme and participate in an end-of-year class prayer service.</p>		<p>in acts of service showing their belief that service is essential to being a disciple of Christ</p> <p><input type="checkbox"/> Choose an article from a newspaper and explain the consequences of ignoring the common good in relation to the outcome</p> <p><input type="checkbox"/> Create posters about the importance of stewardship using scriptural passages from the New Testament</p>
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