

LIVE JESUS IN OUR HEARTS

THE PASCHAL MYSTERY AND THE GOSPELS



saint mary's press

UNIT 1

Old Testament: United with God, Separated by Sin

What divided God and humanity,
and what united us again?

OVERVIEW

Unit Summary

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

Learning Objectives

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

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

UNIT 2

New Testament: God's Plan Fulfilled

How did Jesus fulfill God's plan?

OVERVIEW

Unit Summary

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

Learning Objectives

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

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

UNIT 3

The Paschal Mystery: Christ's Saving Work

Why should I believe in
life after death?

OVERVIEW

Unit Summary

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

Learning Objectives

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

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

UNIT 4

The Paschal Mystery and Real Life

How does Jesus' Paschal Mystery help us make sense of suffering?

OVERVIEW

Unit Summary

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

Learning Objectives

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

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

UNIT 5

Prayer and Holiness

How does prayer bring us closer to God and one another?

OVERVIEW

Unit Summary

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

Learning Objectives

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

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