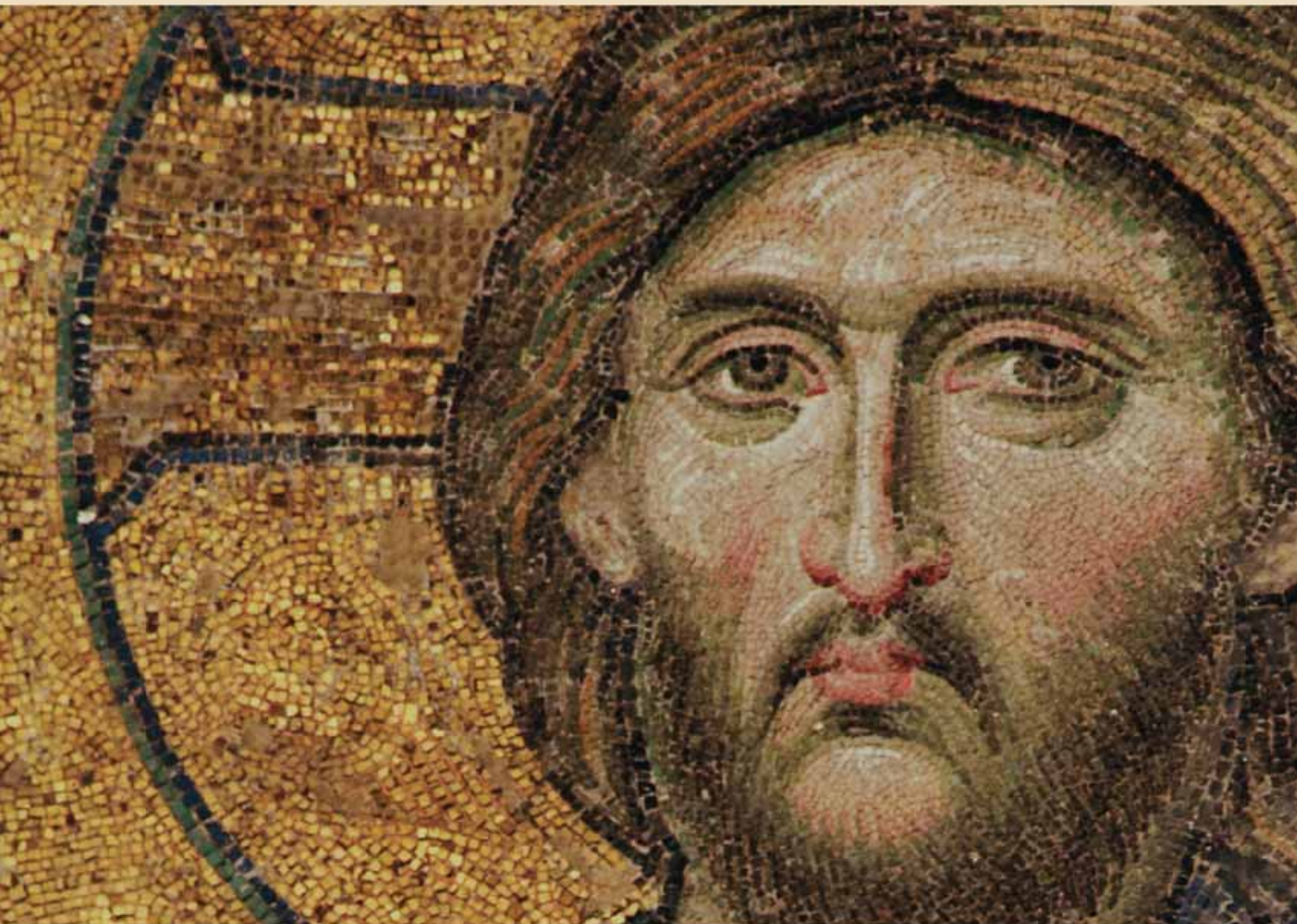


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THE Catholic Faith Handbook FOR YOUTH

TEACHER GUIDE



Patrick Tiernan ■ Michael T. Greene

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Patrick Tiernan and Michael T. Greene



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The publishing team included Gloria Shahin, editorial director; Steven Ellair, development editor; prepress and manufacturing coordinated by the production departments of Saint Mary's Press.

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Printed in the United States of America

2816

ISBN 978-1-59982-128-3

Contents

<i>The Catholic Faith Handbook for Youth Teacher Guide</i>	5
Unit 1: The Revelation of Jesus Christ in Scripture	11
Overview	11
Learning Experiences	14
Handouts	
Unit 2: Who Is Jesus Christ?	25
Overview	25
Learning Experiences	28
Handouts	
Unit 3: The Mission of Jesus Christ (The Paschal Mystery)	36
Overview	36
Learning Experiences	40
Handouts	
Unit 4: Jesus Christ’s Mission Continues in the Church	50
Overview	50
Learning Experiences	53
Handouts	
Unit 5: Sacraments as Privileged Encounters with Jesus Christ	63
Overview	63
Learning Experiences	67
Handouts	
Unit 6: Life in Jesus Christ	76
Overview	76
Learning Experiences	79
Handouts	
Unit 7: Christian Prayer	89
Overview	89
Learning Experiences	92
Handouts	
Acknowledgments	102

The Catholic Faith Handbook for Youth Teacher Guide

This teacher guide has been developed in response to the expressed needs of those wishing to use the content in *The Catholic Faith Handbook for Youth (CFH)*, second edition, as the basis for a Catholic overview course. Using the material in the *CFH*, this guide provides engaging, meaningful, and easy-to-use lesson plans and learning experiences that have been developed with the needs and everyday realities of youth in mind. The units of this guide follow the sequence of the United States Conference of Catholic Bishops' (USCCB) "Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age" (2008). This creates a semester-long course that is a natural prerequisite and foundation for all other high school-level theology courses that follow the bishops' curriculum framework.

After covering the material in the *CFH*, using the approach and structure provided in this teacher guide, the students will understand core concepts across the spectrum of Catholic beliefs and practices. They will be better prepared to enter further study of Catholic teaching at more advanced levels. This guide, combined with the experience and expertise of the teacher, will serve as a roadmap for a successful and exciting overview course of the Catholic faith.

The Teacher Guide Format

This teacher guide has a look and feel different from traditional high school theology teaching manuals.

- **The teacher guide, rather than the student book, provides the scope and sequence for the course.** The *CFH* provides material in a sensible order, but the content does not necessarily rely on what has come before in the same way traditional textbooks are structured. Because of this structure, the material can be presented in several different sequences. This teacher guide organizes the content of the *CFH* following the USCCB high school curriculum framework.
- **The teacher guide provides you with focused learning experiences that use the student book, the Bible, and additional handouts.** This guide serves as a command center for the course, providing ways for you to teach key concepts to the students by using and incorporating a wide variety of available resources.
- **The teacher guide invites you to incorporate your own expertise to facilitate learning.** This guide understands that you are the expert about the students in your class. You can discern how they learn best and lead them to understand the main concepts in a way that speaks to their lived experiences. The purpose of this guide is to provide a resource that supports you and that you can combine with your own experience in a manner that best serves the learning of the students.
- **The teacher guide provides learning experiences that invite the students to become more engaged in their own learning.** The learning experiences presented in this guide encourage the students to become involved in their own learning process. The material also challenges the students to incorporate their understandings and to practice what it means to be mature Catholics who apply Scripture and Church teaching to their everyday lives.

Using *The Catholic Faith Handbook for Youth*

The course outlined in this teacher guide incorporates all of the content in the *CFH* within seven units. Six units follow the six curriculum divisions in the high school framework provided by the USCCB. An additional unit explores Christian prayer and its importance for a life of faith. The concepts presented represent key doctrinal elements and practices that students should know about the Catholic faith. The seven units are as follows:

- Unit 1: The Revelation of Jesus Christ in Scripture
- Unit 2: Who Is Jesus Christ?
- Unit 3: The Mission of Jesus Christ (The Paschal Mystery)
- Unit 4: Jesus Christ's Mission Continues in the Church
- Unit 5: Sacraments as Privileged Encounters with Jesus Christ
- Unit 6: Life in Jesus Christ
- Unit 7: Christian Prayer

The Structure of Each Unit

This teacher guide offers a path through each unit with the goal of leading the students to comprehend four key understandings and acquire all related knowledge and skills. This curriculum allows for the adjustment of teaching, depending on the needs and capabilities of the students in any particular class. You do not have to complete every learning experience provided, and you are encouraged to substitute your own ideas for those in the guide when necessary.

Each unit has three basic parts: the Overview, the Learning Experiences, and handouts.

Overview

The Overview is a snapshot of the whole unit. It provides the following information:

- the key understandings and questions of the unit
- a summary of the learning experience steps
- a list of student book chapters covered in the unit
- a list of Scripture passages used in the learning experiences
- a list of vocabulary terms that come from the student book and from the learning experiences in the teacher guide

Learning Experiences

Instruction occurs through the learning experiences presented in each unit. These learning experiences are subdivided into ten to fifteen consecutive steps. Each unit contains a similar general process for instruction within these steps.

Preassess Student Knowledge of the Concepts

Each unit opens with one or more options for preassessing what the students already know about a topic. It is useful to know this information as you prepare to present new material.

Preassessing the students' knowledge can help you determine how to use your time effectively throughout the unit. It is not worth your time to teach the students what they already know or to teach far above their level of comprehension. Students learn most effectively when new concepts build on what they already know. More often, you have a mixed group knowledge-wise, which is good, because the students can help one another.

In addition to the preassessment for each unit, unit 1 offers a comprehensive questionnaire to help you see where the students are coming from religiously and in terms of knowledge and beliefs. This comprehensive questionnaire will help you make choices throughout all the units. Based on what you learn in this questionnaire, you may decide to spend more or less time on certain topics.

Present the Final Performance Tasks and Rubric

In addition to providing a unit quiz and a unit test, you can assess student comprehension of the four key understandings in each unit by assigning one of the short projects called final performance tasks. These projects provide the students with creative and varied ways to demonstrate their understanding of the main concepts of the unit.

For the performance tasks in each unit, there is a corresponding rubric. This tool assists you and the students in more clearly assessing and evaluating their work. Rubrics provide criteria that define what excellent, good, satisfactory, and unsatisfactory performance tasks will look like for a particular unit. Understanding the rubric for each unit can help the students identify the specific expectations for their final performance tasks.

We suggest that you explain the performance task options and corresponding rubric early in the unit so the students can focus on the knowledge and skills that will be necessary for the final performance task they choose. This will help the students understand where they are headed in each unit and how they will get there.

If you are not familiar with final performance tasks and would like to learn more about their function and role in the learning process, you may find the following resources to be helpful:

McTighe, Jay, and Ken O'Connor. "Seven Practices for Effective Learning." *Best of Educational Leadership 2005–2006*. Summer 2006, vol. 63. This book explains the role of final performance tasks in the overall teaching and learning process.

McTighe, Jay, and Grant Wiggins. *Understanding by Design*. Second edition. Upper Saddle River, NJ: Pearson Education, 2006. This book provides an explanation, examples, and worksheet samples related to final performance tasks.

———. *Understanding by Design Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development, 2004. This accompanying workbook for the first edition provides summaries of the most important points and guides the reader step by step through the formation of final performance tasks.

Provide Learning Experiences for the Students to Deepen Their Understanding of the Main Concepts

This teacher guide uses the term *learning experiences* rather than *activities* to emphasize that each step is intentionally designed to contribute to student learning in some way. Each step leads the students toward a deeper level of comprehension of the four key understandings of a unit. At times, learning experiences are grouped into a single step because they work toward the same goal. At other times a step includes only one learning experience. You are encouraged to introduce your own learning experiences to address any specific learning needs of the students in your class. However, if new vocabulary or content is introduced in a step you have chosen to skip or alter, you may want to go over that material in some way or remove that material from the unit quiz and test.

The goal of this course is for the students to gain a deeper understanding of the material. But what is understanding? The understanding we want the students to gain is multifaceted. Therefore, when relevant, all of the “facets of understanding” are addressed in each unit in this teacher guide. These “facets of understanding” are outlined by Jay McTighe and Grant Wiggins on page 84 of their book *Understanding by Design*:

We have developed a multifaceted view of what makes up a mature understanding, a six-sided view of the concept. When we truly understand we

Explain

Can explain—via generalizations or principles, providing justified and systematic accounts of phenomena, facts, and data; make insightful connections and provide illuminating examples or illustrations.

Interpret

Can interpret—tell meaningful stories; offer apt translations; provide a revealing or personal historical dimension to ideas and events; make the object of understanding personal or accessible through images, anecdotes, analogies, and models.

Apply

Can apply—effectively use and adapt what we know in diverse and real contexts—we can “do” the subject.

Perceive

Have perspective—see and hear points of view through critical eyes and ears; see the big picture.

Empathize

Can empathize—find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience.

Reflect

Have self-knowledge—show metacognitive awareness; perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; are aware of what we do not understand; reflect on the meaning of learning and experience.

Provide a Day or Partial Day for the Students to Work on the Final Performance Tasks

This guide encourages you to give the students time in class to work on their final performance tasks if you have assigned them. You do not, however, have to wait until the end of the unit to work on the tasks. Not only does this day give the students time to work in groups or to do research, but it also gives you the opportunity to identify and assist any students who may be having trouble with the assignment.

Give the Students a Tool to Help Them Reflect on Their Learning

The handout “Learning about Learning” (Document #: TX001548) appears as the final handout in each unit. It provides one way to help the students think about what they have learned during the entire unit. This process is valuable for several reasons:

- Looking over the unit helps the students revisit and identify the concepts they have learned and the concepts that remain difficult for them to understand.
- Examining the way in which concepts are best learned in this course lets the students incorporate or focus on similar learning strategies in all of the disciplines they are studying.

Handouts

Each unit includes various handouts to support the learning experiences detailed throughout the lesson. These handouts can be photocopied as necessary for use in the classroom.

Thank You

We thank you for putting your confidence in us by using this resource. Our goal is to assist in the development of students who are in a relationship with Jesus Christ, are religiously literate, and understand their faith in terms of their real lives.

Please contact us and let us know how we are doing. We are always looking to improve our resources, and we value your knowledge and expertise. Feel free to e-mail us at catholicfaithhandbook@smp.org to offer your feedback.

Unit 1

The Revelation of Jesus Christ in Scripture

Overview

This unit introduces the students to the core beliefs, practices, and attitudes of Catholicism. It also gives the students the opportunity to gain a deeper appreciation for how God reveals himself to humanity and how we can come to know God and his divine plan through reason and Revelation. Special emphasis will be placed on discovering the importance of Scripture and Tradition in the process of coming to know God and his Son, Jesus Christ.

Key Understandings and Questions

Upon completing this unit, the students will have a deeper understanding of the following key concepts:

- Catholicism is a large, diverse religion encompassing people of every nationality and cultural background. Even though its people are diverse, Catholics share common beliefs, practices, and attitudes.
- Reason and Revelation are two gifts God has given humans to know him and his divine plan.
- Scripture and Tradition are two modes of Revelation that are closely connected and together form a single sacred deposit of truth revealed under the guidance of the Holy Spirit.
- The Scriptures are the inspired Word of God and show how God has worked within the people and events of human history to restore our lost union with him.

Upon completing the unit, the students will have answered the following questions:


- What are some of the common threads Catholics share in beliefs, practices, and attitudes?
- How do reason and Revelation help us know God?
- What is the Catholic understanding of biblical inspiration?
- How do the Scriptures help us come to know God and his Son, Jesus Christ?

How Will You Know the Students Understand?

The following resources will help you assess the students' understanding of the key concepts covered in this unit:

- handout "Final Performance Task Options for Unit 1" (Document #: TX001538)
- handout "Rubric for Final Performance Tasks for Unit 1" (Document #: TX001539)
- handout "Unit 1 Test" (Document #: TX001547)

Student Book Content

This unit draws on articles from *The Catholic Faith Handbook for Youth*, second edition (*CFH*), and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the *CFH*, the following symbol appears in the margin: . The articles covered in the unit are from the introduction and are as follows:

- “Being Catholic: The ‘CliffsNotes’ View” (chapter 1, pp. 13–19)
- “Knowing God: Reason and Revelation” (chapter 2, pp. 20–29)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, to enable them to begin their study of Catholicism. It is not necessary to use all the learning experiences provided in the unit; however, if you substitute other material from this course or your own material for some of the material offered here, be sure that you have covered all relevant facets of understanding and that you have not missed any skills or knowledge required for later units.

Explain

Step 1: Preassess what the students know and want to know about Catholicism.

Understand

Step 2: Introduce the final performance task options and the rubric for the final performance tasks for unit 1.

Interpret

Step 3: Discuss some of the core Catholic beliefs, practices, and attitudes.

Empathize

Step 4: Invite the students to interview a practicing Catholic as a way of understanding the diversity and unity of the Catholic Church.

Interpret

Step 5: Explore with the students the relationship between reason and Revelation.

Perceive

Step 6: Introduce the students to Aquinas’s Five Proofs for the Existence of God.

Perceive

Step 7: Introduce the students to the Bible as a source of Revelation.

Explain

Step 8: Give the students a quiz to assess understanding.

Understand

Step 9: Make sure the students are on track with their final performance tasks.

Reflect

Step 10: Provide an opportunity for the students to reflect on how they have learned throughout this unit.

Scripture Passages

Scripture is an important part of this course and is frequently used in the learning experiences for each unit. The Scripture passages featured in this unit are as follows:

- Matthew 1:18–25 (The Birth of Jesus)
- Matthew 5:3–12 (The Beatitudes)
- Matthew 10:1–16 (The Commissioning of the Twelve)
- Mark 4:30–32 (The Parable of the Mustard Seed)
- Mark 7:36–37 (Messianic Secret)
- Mark 11:15–17 (The Cleansing of the Temple)
- Luke 1:57–80 (The Birth of John the Baptist)
- Luke 5:12–16 (The Cleansing of the Leper)
- Luke 7:18–23 (John the Baptist’s Question)
- John 1:1–18 (Prologue)
- John 4:4–42 (Conversation with the Samaritan Woman)
- John 6:16–21 (Walking on the Water)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, make and distribute copies of the handout “Vocabulary for Unit 1” (Document #: TX001541), one for each student.

.....

apostolic Tradition	Law
canon	Magisterium
covenant	New Testament
eisegesis	Old Testament
exegesis	reason
Gospels	Revelation
inspiration	salvation history
Israelites	Scriptures

Learning Experiences

Explain

Step 1

Preassess what the students know and want to know about Catholicism.

1. **Make** and distribute copies of the handout “What Do I Know about Catholicism?” (Document #: TX001540) and pens or pencils, one of each for each student. The purpose of this exercise is to find out what the students know, what they think they know, and what they would like to know about Catholicism.
2. **Encourage** the students to answer each question carefully, based on their current understanding of Catholicism. You may wish to give them several examples to get started. Invite the students to be honest and assure them it is okay if they do not know everything about the Catholic faith at this point. Allow them adequate time to write their responses.
3. **Invite** the students to work in pairs to compare their responses. Explain that they are to listen carefully to their partner’s responses without offering any feedback or correction. After each student has finished sharing, ask each pair to note where they had similar responses or questions.
4. **Direct** each pair to join another pair of classmates. Ask each small group’s members to share their responses to the questions and to identify any common understandings revealed in their responses. Also invite the group members to discuss particular questions they might have about Catholicism or topics they would like to cover during the course.
5. **Ask** the small groups to report their findings by electing a spokesperson. The spokesperson should summarize any common understandings discovered in the small-group sharing. Note this input on the board or in PowerPoint slides and tell the students you will return to this input later.
6. **Collect** the handouts so you can review each student’s answers. Return the handouts by the next class meeting.
7. **Lead** the students through a semester overview, identifying at what points throughout the semester they can expect to explore the answers to remaining questions or areas of particular interest they might have.

Teacher Note

Depending on the background of your students, this exercise may produce a lengthy discussion to clarify particular misunderstandings. You may want to directly answer some of the more pertinent questions the students raise during this time. For example, if several groups articulate incorrect understandings regarding a core Catholic doctrine, you may want to offer some immediate clarification. In any case, you can tell the students you will be covering all of these topics in more depth as the course develops.

Step 2

Understand

Introduce the final performance task options and the rubric for the final performance tasks for unit 1.

This unit provides you with two ways to assess whether the students have a deep understanding of the most important concepts in the unit. They may choose to reflect on what Catholicism means to them or create a presentation on Scripture and how it might be meaningful today. Small groups or individuals can complete the performance tasks.

1. **Prepare** by making copies of the handouts “Final Performance Task Options for Unit 1” (Document #: TX001538) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001539), one of each student.
2. **Distribute** the handouts and offer the students a choice regarding which performance task they would like to complete. You may also wish to add performance task options of your own. Review the directions, expectations, and rubric in class, allowing the students to ask any questions they might have.
3. **Offer** the students a brief overview of the unit. Assure them that each learning experience is designed to build the knowledge and skills they will need to demonstrate their understanding of the core concepts presented in the unit.



Teacher Note

If you have done these or very similar performance tasks with students before, display examples of this work in the classroom. Explain how each is a good example of a completed task. This allows the students to concretely understand how they might effectively complete their performance task and that there is not only one way to succeed.

Step 3

Interpret

Discuss some of the core Catholic beliefs, practices, and attitudes.

1. **Prepare** the students for this learning experience by having them brainstorm, in groups of two or three, some of the essential beliefs, practices, or attitudes of the Catholic faith. Ask the groups to determine how they would explain these concepts to someone unfamiliar with Catholicism. Invite them to consider how they might use analogies or stories to convey the essence of the beliefs, practices, or attitudes being described.
2. **Place** three signs (on poster board or newsprint) with the headings “Beliefs,” “Practices,” and “Attitudes” around the classroom. Under each heading, list three or four examples without giving a definition or other description. For example, under “Beliefs” you might list Original Sin, Resurrection, and salvation; for “Practices” you might list Sacraments, the Eucharist, and moral living; and for “Attitudes” you might list essential goodness, care for creation, and reason.
3. **Give** each of the students three sticky notes, and ask them to either write a definition or ask a question about one word or concept from each of the categories. Have the students place the sticky notes on

 **Teacher Note**

This learning experience is also known as a “thought museum,” in which a teacher can use quotations or other major topics to initiate a class discussion based on student responses. It requires everyone to participate but allows for a certain degree of anonymity for the students who may not feel comfortable raising their hand or responding in some other public way. You may also choose to designate “curators,” who are responsible for organizing the notes and summarizing the explanations or questions formulated during the exercise.



the appropriate sign and return to their seats. Allow the students 5 to 10 minutes to complete this step.

4. **Direct** the students to stand up and walk around the room, reading the various explanations and questions their classmates listed. Allow another 5 to 10 minutes for the students to read and consider the insights presented.
5. **Ask** the students to pair up with someone and discuss what they have read. Give them the following questions to guide their conversation:
 - What listed beliefs, practices, and attitudes did you already know about?
 - Were any questions raised that you could answer?
 - Did you notice any other patterns or comments that were particularly interesting?
6. **Call** the students back to the large group. Ask them what they discovered, what was puzzling, and how their discussions may relate to what they have studied in previous religion classes.
7. **Invite** the students to offer other beliefs, practices, and attitudes that were not listed but that are essential to being Catholic. Invite the students to argue why these should be added to the list.
8. **Assign** chapter 1 of the student book, “Being Catholic: The ‘Cliffs-Notes’ View” (pages 13–19), for the students to read in class. Allow them time to read these pages, and then in their notebooks or journals, have them write the core beliefs, practices, and attitudes outlined in the book.
9. **Direct** the students’ attention to the reflection questions on page 19. Invite them to spend some time writing answers to these questions in their notebooks or journals. After some time, read the questions aloud, asking volunteers to share their answers. Depending on your level of comfort, share a personal anecdote or two of your own to highlight your growth in coming to understand the Catholic faith. This will help the students who may not feel comfortable sharing their uncertainty about or interest in specific beliefs, practices, or attitudes.

Empathize**Step 4**

Invite the students to interview a practicing Catholic as a way of understanding the diversity and unity of the Catholic Church.

To gain insight into how different people express their faith, each student will conduct a personal interview with an adult who is a practicing Catholic.

1. **Make** and distribute copies of the handout “Interview Questions for a Practicing Catholic” (Document #: TX001542), one for each student.
2. **Explain** that the students are to find someone who is a practicing Catholic whom they can interview, using the questions on the handout. If you have students in the class who are not Catholic or who

might have difficulty connecting with someone who is Catholic, you might wish to invite other Catholic faculty members to serve as possible interviewees.

3. **Tell** the students to inform the interviewees that they will remain anonymous. Only the content of the interview will be shared in class. The goal is to get a sense of how Catholics express their faith. Encourage the students to summarize the interview in a report, highlighting key points and insights.
4. **Provide** the students with an opportunity in class to summarize their interviews and highlight any key points and insights that were shared.
5. **Encourage** the students to compare the information shared in the interviews. Then invite them to find the list of core beliefs, practices, and attitudes on pages 15–19 in the student book. Ask them write in their notebooks or journals about how many of these items came up in the interviews with others.
6. **Conclude** by inviting the students to consider how diverse a people make up the Body of Christ, the Church. Even though the members of the Church have different gifts and might express their faith a little bit differently from one another, they share some beliefs, practices, and attitudes. Help the students connect the individual perspectives they heard in their interviews and the core beliefs, practices, and attitudes discussed in step 3.



Step 5

Interpret

Explore with the students the relationship between reason and Revelation.

1. **Summarize** the material on pages 20–21 of the student book, telling the students that you will now discuss our need for God and the different ways we can come to know the truth about God. Read the quotation by Saint Augustine on page 21, which addresses the human longing for God. Then ask the following questions:
 - What does it mean to have a restless heart?
 - How might this be exhibited in the lives of teenagers?
 - What are different ways people try to fill or ease their restless hearts?
2. **Divide** the class into two groups. Ask the groups to read the material on reason and Revelation on pages 21–23. Tell one group of students to prepare to explain how reason helps us come to know God. Tell the other group of students that they should prepare to explain how Revelation helps us come to know God. Allow the class several minutes to read the material.
3. **Invite** the two groups to share their understanding of reason and Revelation. Encourage the group that is listening to ask any clarifying questions of the other group. Share the following reflections with the class:



- Rationalism is the field of thought that states that our mind is the primary way we can acquire truth. The French philosopher René Descartes famously wrote the phrase *cogito ergo sum* (“I think, therefore I am”) to underscore the importance of the human mind. Do you think our mind is capable of perceiving or understanding things that our senses cannot? What might be some examples?
- Empiricism is the field of thought that states that our senses are the primary way we acquire truth. Empiricists believe that all we can have are impressions of truth based on our sense experiences. What do our sense impressions tell us about the natural world? What might our sense experiences reveal about God?
- How can both of these approaches help us consider the place of our mind and our senses in our faith life? Do we need some union of both, or is one faculty more trustworthy than the other?

Help the students consider the limitations and advantages of both positions while emphasizing the Catholic “both-and” response to using these gifts in coming to know God.

4. Read aloud the following quotations about reason and Revelation:

- “Through divine revelation, God chose to show forth and communicate Himself and the eternal decisions of His will regarding the salvation of men. That is to say, He chose to share with them those divine treasures which totally transcend the understanding of the human mind” (*Constitution on Divine Revelation [Dei Verbum]*, 1964], 6).
- “Believing is possible only by grace and the interior helps of the Holy Spirit. But it is no less true that believing is an authentically human act. Trusting in God and cleaving to the truths he has revealed is contrary neither to human freedom nor to human reason” (*Catechism of the Catholic Church*, 154).

5. Ask the class what new insights into the nature of reason or Revelation might be found in these quotations. As a summary, remind the students of the following distinctions:

- We can come to know God, on the basis of his works, through natural reason. Reason is the natural ability human beings have to know and understand truth.
- Revelation is God’s self-communication and disclosure of the divine plan to humankind through creation, events, and persons, and most fully through Jesus Christ.

6. Invite the students to consider when they have experienced God’s activity in their lives. Encourage them to reflect on how they might use reason to understand or explain this experience to a friend or family member. Give the students a few minutes to silently write their reflection in their notebooks or journals. Invite volunteers to share their reflections with the class.



Teacher Note

The class discussion may be helped by your sharing of a personal anecdote about using reason to see God’s activity in your own life. The understanding of reason and Revelation can be difficult for the students to grasp if it is not grounded in everyday experiences.

Step 6

Perceive

Introduce the students to Aquinas's Five Proofs for the Existence of God.

This step provides another dimension to the previous discussion about reason and Revelation. Through looking at Saint Thomas Aquinas's Five Proofs for the Existence of God, the students can discover an example of how reason can be integrated with faith.

- 1. Make** and distribute copies of the handout "Aquinas's Five Proofs for the Existence of God" (Document #: TX001543), one for each student. Review with the class the role of reason and Revelation in our lives. Because the handout provides only brief summaries of the five proofs, you may have to provide additional resources to help the students comprehend the depth of Aquinas's thought.
- 2. Introduce** Aquinas to the students by summarizing or having the class read the profile on page 27 of the student book. Highlight the following information:



- ▶ Thomas Aquinas, a thirteenth-century theologian, is a Doctor of the Church and considered to be one of the greatest theologians and philosophers in the history of the Church.
- ▶ His most famous work, the *Summa Theologica*, was the standard textbook for studies in theology and philosophy in the universities of Europe during the late Middle Ages. The *Summa*, as it is often referred to, is a work of systematic theology, meaning it sought to explain the Christian faith in a rational and coherent way by addressing human nature and the ability to know God. It is still studied today as an important part of the Church's traditional teaching on faith and reason.
- ▶ The relationship between theology and philosophy, or faith and reason, was a central theme during the time of Aquinas. He worked to unite the intellect with the senses in what is sometimes referred to as "natural theology."

Depending on the background of the students in your class, you may also wish to provide them with the following definitions:

- ▶ *Cosmology* is the study of the universe and how it is structured. It is the study of how we see and understand the world we live in. There have been several major shifts in cosmology in human history. For example, Copernicus discovered that the sun, rather than the earth, is the center of our solar system. As this discovery became widely accepted as scientific truth, it changed a common perception of the place of humankind in the universe.
- ▶ *Metaphysics* is a branch of philosophy that studies the nature of reality. Whenever you talk about the big questions of life, such as the meaning of truth or the purpose of human life, you are engaging in metaphysics.



Teacher Note

Observe the students while they are summarizing the key points to ensure they do not duplicate mistakes or draw incorrect inferences. When the students form their new groups, monitor the discussions to provide support as the students are explaining the different proofs. Remind the students that theology can be as rigorous as mathematics and may lead to as much curiosity about the natural world as the sciences.

3. **Invite** the class to form five groups, and assign one of Aquinas's proofs to each group. Explain that the groups' task is to summarize and explain the meaning of their proof to the other students. You may want to give your own summary of each proof to provide additional background for the students or refer them to the explanation of the five proofs on page 44 of the student book. Assure the students that these proofs can be difficult to understand, and encourage them to do their best. Give the groups ample time to discuss their understanding of the assigned proof.
4. **Ask** all of the students to write a summary of their groups' insights about the proof they discussed.
5. **Create** new groups in which each student represents a different proof of God's existence. Have the students take turns explaining their proof of God's existence to their group.
6. **Invite** one person from each group to briefly summarize his or her understanding of one of the proofs to the entire class until all of the proofs have been presented.
7. **Ask** the students for feedback on this exercise. Invite them to share whether they found it helpful and interesting or confusing. Have the students share their understanding about how we can use reason to know God better. Also ask the students what limitations this approach to understanding God may have.

Perceive

Step 7

Introduce the students to the Bible as a source of Revelation.

The students will learn that both Scripture and Tradition are forms of God's self-Revelation. They will explore the different sections of the Old and the New Testaments and gain insight into specific books of the Bible. The students will also learn about biblical inspiration and the different forms of criticism that can help us to more fully understand and appreciate the Scriptures.



1. **Assign** the students to read pages 23–27 of the student book (“The Scriptures and Tradition” and “The Big Picture of the Sacred Scriptures”) in preparation for this step. In addition to the reading, ask the students to write several paragraphs about their favorite story from the Bible. Have them share what message their chosen Scripture story has for their life and their relationship with God. If they do not have a favorite Bible story, ask them to skim through one of the Gospels to find a story and discuss what meaning it might have for their life today. Make sure the students have Bibles available to complete this assignment.
2. **Encourage** the students to read the “Live it!” sidebar on page 23 to learn about a simple strategy for reading the Bible.
3. **Invite** the students to summarize the reading on pages 24–27, making sure they highlight the point that Scripture and Tradition are

two modes of Revelation. Ask the class how the understanding of Scripture and Tradition as sources of God's Revelation distinguishes Catholics from Protestants. Invite them to refer to the "Looking Back" sidebar on page 25 if they need help with this answer.

4. **Ask** the students to define the term *salvation history* in their own words and to describe how salvation history is related to the Scriptures. Write the following questions in a place the students can see. Read the questions aloud:

- What does Scripture tell us about God's action in our world?
- How is Jesus related to salvation history and divine Revelation?

Invite volunteers to answer the questions, writing key points in a place that is visible to the students.

5. **Invite** several volunteers to share their favorite Bible story and what messages that story might have for them today.
6. **Direct** the students to quietly read "The Organization of the Bible," on pages 27–28 of the student book. When they have finished, assign each student in class a number from one to eight. Then lead the class in the following exercise:



- Each of you has been given a number, one through eight. If you look on pages 27 and 28, you will see that both the Old Testament and the New Testament can be divided into four sections.
- The numbers you have been given correspond to one of the sections of books in the Old and New Testaments. For example, if you have number one, your section of focus is the Pentateuch. If you have number two, your section is the historical books, and so on.
- After you find your assigned section of either the Old or the New Testament, choose one of the books of that section and read the background information about that book in the Bible. Prepare notes so you can report back to the class some key points you have discovered about this particular book.

Point out to the students that there is no further subdivision of the Acts of the Apostles or Revelation, so if they were assigned one of these sections, their report will be on that one book.

7. **Give** the students ample time to choose a book in their particular section, read the background information, and prepare some notes with key points. When they are finished, go through the different sections of the Old and New Testaments, inviting the students to share which book they chose from the section and to offer three or four key points they discovered about that particular book.
8. **Have** a class discussion about the rich complexity of writing that comprises the Scriptures. You may want to give some general background similar to the following:
- Various biblical genres are represented in both the Old and New Testaments. For example, two genres in the Old Testament are historical books and prophetic books. Two genres in the New Testament are Gospels and letters, or Epistles.

- It is important to remember that the different books of the Bible were written for different audiences at different times and with different focuses. The books of the Bible were not written as concurrent chapters in a novel with one human author.
- The four canonical Gospels are an example of how one can relay the same truth differently. Although each Gospel describes the life and teachings of Jesus Christ, they do so for different audiences, and, therefore, they emphasize different aspects of his ministry. Matthew, Mark, and Luke are called the “synoptic” Gospels because they see with the same literary eye. John’s Gospel is an example of what is known as a “high Christology,” which emphasizes Jesus’ divinity and his union with God. It is different from “low Christology,” which emphasizes Jesus’ humanity and the suffering inherent to this nature.
- Some books of the Bible, such as those attributed to Saint Paul, contain both insight into the development of the early Christian churches and insight and guidance into faithful Christian living.



9. Invite the students to read “Biblical Inspiration and Interpretation,” on page 28. Ask them to consider how the Scriptures reflect the social and cultural norms of the time of the authors. Emphasize that the writers of the Scriptures were inspired by God to write what he wanted us to know for our salvation. Invite the students to consider the last reflection question on page 29:

- Have you ever been inspired to write a poem or story, compose a piece of music, or paint a picture?
- How is this kind of inspiration similar to the Holy Spirit’s inspiration of the biblical authors? How is it different?

10. Present the following ideas about biblical scholarship to help the class understand different methods of interpretation. It might be helpful to write these terms and definitions on the board or on a piece of paper that can be provided to each student. Additionally, you may need to provide more simplified explanations of these concepts, depending on the background and knowledge of your class.

- Exegesis is the study of the original meaning of texts in both their historical and literary contexts. It comes from a Greek word meaning “to draw out” or “to interpret.” In biblical exegesis, one “draws out” or “interprets” the various aspects of a text.
- Eisegesis is the approach whereby one reads into the text, consequently inserting one’s own opinions. Eisegesis is the opposite of exegesis.

Ask the students which approach they think Catholics should apply when studying the Scriptures (exegesis). You may want to explore together the dangers of eisegesis when trying to understand the Scriptures.

- Biblical criticism serves as a way to ask critical questions about a Scripture reading and is based on clear, objective criteria. It is a

process that helps us understand the context in which a Scripture passage was written.

- The historical-critical method is one of the most common methods of doing biblical exegesis, and it poses several questions based on different types of criticism:
 - Source criticism: Does the text have any underlying sources? For example, is there any evidence that more than one author contributed to this book? What do the sources say and mean in their original contexts?
 - Form criticism: What is the literary form or genre of the particular text? Is the text poetry? A hymn? History? What is the purpose of this genre?
 - Redaction criticism: Are there any parallel texts? For example, the Gospels of Matthew, Mark, and Luke have many close similarities. How is this text different or similar? How did the author's circumstances shape the writing of the text?
 - Socio-historical criticism: What background information is needed to understand the text? What social or historical information can be gathered from the text? For example, what attitudes in the text can you discern toward certain groups, such as women, foreigners, Romans, and so on?

11. **Ask** the students if they have any questions about these different forms of biblical criticism. Discuss the different resources that can be used to find some of the information related to the different criticisms.
12. **Make** and distribute copies of the handout “(Re)reading the Gospels” (Document #: TX001544), one for each student. Have the students complete it in class or as a homework assignment. You may wish to provide some time for the students to do some research during class using the Internet or sources from the library.



Teacher Note

This material can be adapted, depending on how familiar your class is with the Scriptures. You may want to further develop this step by providing examples of biblical passages that align with the different forms of biblical criticism.

Step 8

Explain

Give the students a quiz to assess understanding.

This assessment can help you and the students identify any areas of strength and any areas that may need additional time and attention. Use the results of this quiz to better assist the students in preparing for the unit test.

1. **Make** copies of the handout “Unit 1 Quiz” (Document #: TX001545), one for each student. Note that the quiz is fairly comprehensive. This is to help you and the students identify what they do and do not now know in preparation for a test or the final performance tasks.
2. **Provide** 5 to 10 minutes for the students to review their books and notes. Distribute the quiz and provide sufficient time for the students to complete it. If time permits, when the students are finished, collect the quizzes and then redistribute them so everyone has someone else's. Review the quiz, allowing the students to correct one another's

work. Collect the quizzes and further your analysis about topics that may need more coverage.

Understand

Step 9**Make sure the students are on track with their final performance tasks.**

If possible, devote 50 to 60 minutes for the students to ask questions about the tasks and to work individually or in their small groups.

1. **Remind** the students to bring to class any work they have already prepared so they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Review the final performance task options, answer questions, and ask the students to select a performance task if they have not already done so.
2. **Provide** some class time for the students to work on their performance tasks. This provides you with the opportunity to work with any students who need additional guidance with the project. You may wish to allow the students to suggest alternative tasks or ways they can further develop the tasks that are presented.

Reflect

Step 10**Provide an opportunity for the students to reflect on how they have learned throughout this unit.**

This learning experience will provide the students with an excellent opportunity to reflect on how their understanding has developed throughout the unit.

1. **Make** copies of the handout “Learning about Learning” (Document #: TX001548), one for each student.
2. **Distribute** the handout and give the students about 15 minutes to answer the questions quietly. Invite them to share any reflections they have about the content they learned as well as their insights into the way they learned.

Final Performance Task Options for Unit 1

Important Information for Both Options

The following concepts reflect the key understandings from this unit. Each understanding should be reflected in the final performance task so your teacher can see you have learned the most essential content of the unit:

- Catholicism is a large, diverse religion encompassing people of every nationality and cultural background. Even though its people are diverse, Catholics share common beliefs, practices, and attitudes.
- Reason and Revelation are two gifts God has given humans to know him and his divine plan.
- Scripture and Tradition are two modes of Revelation that are closely connected and together form a single sacred deposit of truth revealed under the guidance of the Holy Spirit.
- The Scriptures are the inspired Word of God and show how God has worked within the people and events of human history to restore our lost union with him.

Option 1: Reflecting on Catholicism

Reflect on what Catholicism means to you and write a multiple-paragraph essay addressing the following points. Fully explain the key understandings for this unit and the effect these understandings have on your own Catholic faith.

- What are the most important beliefs you hold as a Catholic?
- Which practices do you have the most difficulty explaining to those who are not Catholic?
- How do you see yourself living your adult life as a Catholic Christian?
- What is an aspect of the Catholic faith you would like to learn more about?

Option 2: Scripture for the Twenty-First Century

Create a presentation using ten Scripture passages. Explain how each passage can give meaning or direction to a teenager today. Be sure to find passages from both the Old and New Testaments. A good source for Scripture passages according to theme is a biblical concordance from your school library or classroom or the list of biblical passages entitled “Life and Faith Issues” from the appendix of *The Catholic Youth Bible*® (Saint Mary’s Press, 2010). In addition to the presentation, write a short reflection paper—two to three paragraphs—on why Scripture is important to Catholics, incorporating the key understandings of the unit.



Rubric for Final Performance Tasks for Unit 1

Criteria	4	3	2	1
Assignment includes all items requested in the instructions.	Assignment not only includes all items requested, but they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
Assignment shows understanding of the concept: <i>Catholicism is a large, diverse religion encompassing people of every nationality and cultural background. Even though its people are diverse, Catholics share common beliefs, practices, and attitudes.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of the concept.	Assignment shows adequate understanding of the concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the concept: <i>Reason and Revelation are two gifts God has given humans to know him and his divine plan.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of the concept.	Assignment shows adequate understanding of the concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the concept: <i>Scripture and Tradition are two modes of Revelation that are closely connected and together form a single sacred deposit of truth revealed under the guidance of the Holy Spirit.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of the concept.	Assignment shows adequate understanding of the concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the concept: <i>The Scriptures are the inspired Word of God and show how God has worked within the people and events of human history to restore our lost union with him.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of the concept.	Assignment shows adequate understanding of the concept.	Assignment shows little understanding of this concept.
Assignment uses proper grammar and spelling.	Assignment has no grammar or spelling errors.	Assignment has one grammar or spelling error.	Assignment has two grammar or spelling errors.	Assignment has more than two grammar or spelling errors.
Assignment is neatly done.	Assignment not only is neat but is exceptionally creative.	Assignment is neatly done.	Assignment is neat for the most part.	Assignment is not neat.



What Do I Know about Catholicism?

In the time allotted for this exercise, answer each question to the best of your knowledge. Each set of questions corresponds to the units you will study in this course and represent content you will cover in more detail in the coming weeks. You may need to answer these questions on a separate sheet of paper for more space.

Part 1: The Revelation of Jesus Christ in Scripture

- What are some core beliefs of Catholics?
- What does the Church mean by *divine Revelation*?
- What is divine inspiration?
- How do Catholics differ from fundamentalists in their reading of Sacred Scripture?

Part 2: Who Is Jesus Christ?

- What is faith?
- Name several ways God has revealed himself. (For example, God revealed himself to Moses in the burning bush.)
- What is the Incarnation? (*Incarnation* comes from a Latin root that means “to become flesh.”)



- What or who is the Trinity? Do Christians have three gods or one?

Part 3: The Mission of Jesus Christ (The Paschal Mystery)

- What does it mean to be created in the image of God?
- What is Original Sin, and how did it come about?
- What was Jesus' mission in the world?
- Why is the Paschal Mystery—the mystery of Jesus' Passion, death, Resurrection, and Ascension—important to Christians?

Part 4: Jesus Christ's Mission Continues in the Church

- How does the Church continue Jesus' mission?
- The Nicene Creed describes the Church as “one, holy, catholic, and apostolic.” Describe what each of these four marks of the Church means.



- What are the roles of the Pope, bishops, priests, and deacons in the Church?
- What is the role of the laity in the Church?

Part 5: Sacraments as Privileged Encounters with Jesus Christ

- Define *sacrament* and name the Seven Sacraments.
- What is the purpose of the Sacraments?
- Why is the Eucharist called the “source and summit” of Catholic life?
- What is a symbol? Explain two sacramental symbols.

Part 6: Life in Jesus Christ

- How are Jesus and the Church guides to living a holy and moral life?
- What does the Church teach us about our relationship with other people?
- What does the Church teach us about our relationship with material things?



- Why does being a Christian call us to live in a right relationship with all human beings and with all of creation?

Part 7: Christian Prayer

- What is prayer?
- Name and describe several forms or expressions of prayer.
- In what ways are both personal and communal prayer important for a Christian?
- How can the Lord's Prayer be seen as the summary of all we need to live the Christian life?



Vocabulary for Unit 1

apostolic Tradition: The word (from the Latin, meaning “to hand on”) refers to the process of passing on the Gospel message. Tradition, which began with the oral communication of the Gospel by the Apostles, was written down in the Scriptures, is handed down and lived out in the life of the Church, and is interpreted by the Magisterium under the guidance of the Holy Spirit.

canon: This word has a variety of meanings. The canon of the Scriptures refers to the Church’s list of books of the Bible. The canon of the Mass is another name for the Eucharistic prayer. Canon law is the official body of laws for Catholics.

covenant: In general, a solemn agreement between human beings or between God and a human being in which mutual commitments are recognized; also called a testament. In the Bible, two covenants are central: (1) the Covenant between God and the ancient people of Israel established in God’s Sinai Covenant with Moses; also called the Old Testament or Old Covenant; and (2) the New Covenant established by Jesus through his sacrificial death and Resurrection; also called the New Testament. The term *testament* has come to be associated primarily with the sacred Scriptures that record the history and meaning of the two biblical covenants.

eisegesis: The process whereby one reads into the text, consequently inserting one’s own opinions.

exegesis: The study of the original meaning of texts in both their historical and literary contexts. It comes from the Greek, meaning “to draw out.” In exegesis we “draw out” the various aspects of a text.

Gospels: Most basically, “the good news” (the phrase on which the word *gospel* is based) of the Revelation of God in and through Jesus Christ, proclaimed initially by him, then by the Apostles, and now by the Church; also refers to those four books of the New Testament that focus on the person, life, teachings, death, and Resurrection of Jesus.

inspiration: The guidance of the Holy Spirit in the development of the Scriptures, whereby the Spirit guided the human authors to teach without error those truths of God necessary for our salvation. It is on the basis of inspiration that we can call the Bible the Word of God.

Israelites: The Chosen People of God; members of the twelve tribes descended from Jacob who inhabited the land of Israel during biblical times.

Law: Another name for the Ten Commandments, it is also called the Law of Moses or the Old Law.

Magisterium: The name given the official teaching authority of the Church, whose task is to interpret and preserve the truths of the Church revealed in both the Scriptures and Tradition.

New Testament: The twenty-seven books of the Bible written during the early years of the Church in response to the life, mission, death, and Resurrection of Jesus; also, another name for the New Covenant established between God and humanity by Jesus.



Old Testament: The forty-six books of the Bible that record the history of salvation from Creation, through the story of ancient Israel, and up to the time of Jesus; also refers to the Old Covenant established between God and the people of Israel in God's encounter with Moses on Mount Sinai.

reason: The natural ability human beings have to know and understand truth.

Revelation: God's self-communication and disclosure of the divine plan to humankind through creation, events, persons, and, most fully, Jesus Christ.

salvation history: The pattern of events in human history that exemplify God's presence and saving actions. In Catholic thought, *all* of history is salvation history, even though God's presence may not be recognized.

Scriptures: Generally, the term for any sacred writing. For Christians, the Old and New Testaments that make up the Bible and are recognized as the Word of God.



Interview Questions for a Practicing Catholic

Conduct an interview with an adult who is a practicing Catholic. In your final report, explain how you know the person you are interviewing and provide some key information about the person, including age, where the person grew up, his or her cultural background, and so on. Be sure to remind the person you are interviewing that you will not use the person's name and that the responses are for a class project and discussion only. Summarize the interview responses and write a brief reflection on what new insights you gained from the conversation.

Use the following questions to begin the interview and add two to four more questions of your own to the list below.

- How long have you been a Catholic? What brought you to the Catholic faith? If your family is Catholic, how long has it been Catholic?

- Who have been mentors or examples of faith for you?

- What are the most meaningful and important aspects of being a Catholic?

- What are some of the core beliefs, practices, and attitudes of Catholics?

- How would you describe your Catholic faith to someone who is non-Catholic?



Aquinas's Five Proofs for the Existence of God

The *Summa Theologica* is a famous work written by Saint Thomas Aquinas between AD 1265 and 1274. It is divided into three main parts and covers all of the core theological teachings of Aquinas's time. One of the questions the *Summa Theologica* is well known for addressing is the question of the existence of God. Aquinas responds to this question by offering the following five proofs:

- 1. The Argument from Motion:** Our senses can perceive motion by seeing that things act on one another. Whatever moves is moved by something else. Consequently, there must be a First Mover that creates this chain reaction of motions. This is God. God sets all things in motion and gives them their potential.
- 2. The Argument from Efficient Cause:** Because nothing can cause itself, everything must have a cause or something that creates an effect on another thing. Without a first cause, there would be no others. Therefore, the First Cause is God.
- 3. The Argument from Necessary Being:** Because objects in the world come into existence and pass out of it, it is possible for those objects to exist or not exist at any particular time. However, nothing can come from nothing. This means something must exist at all times. This is God.
- 4. The Argument from Gradation:** There are different degrees of goodness in different things. Following the "Great Chain of Being," which states there is a gradual increase in complexity, created objects move from unformed inorganic matter to biologically complex organisms. Therefore, there must be a being of the highest form of good. This perfect being is God.
- 5. The Argument from Design:** All things have an order or arrangement that leads them to a particular goal. Because the order of the universe cannot be the result of chance, design and purpose must be at work. This implies divine intelligence on the part of the designer. This is God.



MARK

The Parable of the Mustard Seed (4:30–32)

Messianic Secret (7:36–37)

The Cleansing of the Temple (11:15–17)

- Source criticism

- Form criticism

- Redaction criticism

- Socio-historical criticism



LUKE

The Birth of John the Baptist (1:57–80)

The Cleansing of the Leper (5:12–16)

John the Baptist's Question (7:18–23)

- Source criticism

- Form criticism

- Redaction criticism

- Socio-historical criticism



JOHN

Prologue (1:1–18)

Conversation with the Samaritan Woman (4:4–42)

Walking on the Water (6:16–21)

- Source criticism

- Form criticism

- Redaction criticism

- Socio-historical criticism



Unit 1 Quiz

Write the letter of the answer that best matches each definition in the space to the left of it.

- | | | |
|-----------|---|-----------------------------|
| 1. _____ | The natural ability human beings have to know and understand truth. | A. canon |
| 2. _____ | The Old and New Testaments that make up the Bible and are recognized as the Word of God. | B. reason |
| 3. _____ | The act of God making himself and his divine plan known in human history. | C. Revelation |
| 4. _____ | The part of the canon known as Christian Scriptures, which contains the Gospels and letters written by Saint Paul and other early Church leaders. | D. covenant |
| 5. _____ | The part of the canon known as Hebrew Scriptures, which contains the Pentateuch, the historical books, the wisdom books, and the prophets. | E. Tradition |
| 6. _____ | The Chosen People of God, who inhabited the land of Israel during biblical times. | F. Scriptures |
| 7. _____ | The Decalogue, or Ten Commandments, of God's Law to maintain the Covenant. | G. Gospels |
| 8. _____ | The accepted list of the books of the Bible. | H. New Testament |
| 9. _____ | The whole of human history, which shows that God has worked with and within the people and events to restore unity with him. | I. Magisterium |
| 10. _____ | The teaching body of the Catholic Church, which includes the bishops and the Pope as successors of the apostolic Tradition. | J. salvation history |
| 11. _____ | One of the sources of knowledge (the other being the Scriptures) about God and God's will for the whole human race. | K. Israelites |
| 12. _____ | The four canonical accounts of the life, death, and Resurrection of Jesus Christ. | L. Law |
| 13. _____ | An agreement between God and his People. | M. Old Testament |
| 14. _____ | The guidance of the Holy Spirit in the development of the Scriptures, whereby the Spirit guided the human authors to teach without error those truths of God necessary for our salvation. | N. eisegesis |
| 15. _____ | The process whereby one reads into the text, consequently inserting one's own opinions. | O. inspiration |
| 16. _____ | The study of the original meaning of texts in both their historical and literary contexts. | P. exegesis |



Unit 1 Test

Part 1: Multiple Choice

Choose the letter of the correct answer and write it on the line before the number.

- ____ 1. Catholic _____ are closely related to Catholic beliefs.
A. saints
B. practices
C. missions
D. schools
- ____ 2. Catholics celebrate Seven _____ that form the basis of their worship, or communal prayer.
A. forms of prayer
B. genuflections
C. Masses
D. Sacraments
- ____ 3. _____ is the Lord's Day.
A. Sunday
B. Saturday
C. Pentecost
D. Triduum
- ____ 4. The moral code for Catholics is based on the Ten Commandments and the _____.
A. Mosaic Covenant
B. Book of Common Prayer
C. Beatitudes
D. Sacraments
- ____ 5. Catholics recognize that _____ is present to, in, and through all creation.
A. nature
B. God
C. Mary, Mother of God
D. justice



- _____ 6. Human beings are made in the image of _____.
- A. God
 - B. Mary
 - C. Baal
 - D. the Holy Spirit
- _____ 7. _____ can lead us to faith.
- A. Happiness
 - B. Reason
 - C. Pamphlets
 - D. Exercise
- _____ 8. We believe in One God in three _____.
- A. Divine Persons
 - B. segments
 - C. parts
 - D. Trinities
- _____ 9. God promised the _____ that they would be his Chosen People.
- A. Philistines
 - B. priests
 - C. Israelites
 - D. Pharisees
- _____ 10. The _____ has twenty-seven books.
- A. New Testament
 - B. Old Testament
 - C. Gospels
 - D. Acts of the Apostles
- _____ 11. The Catholic Church teaches that the _____ inspired the biblical authors to write what God wanted us to know for our salvation.
- A. rabbis
 - B. Church Fathers
 - C. Holy Spirit
 - D. League of Nations



- ____ 12. The pattern of events in human history that exemplify God's presence and saving actions is sometimes called _____.
 A. Revelation
 B. Scripture
 C. New Testament
 D. salvation history

Part 2: Matching

Match each statement in column 1 with a term in column 2. Write the letter that corresponds to your choice in the space provided. (*Note: There are two extra terms in column 2.*)

Column 1

- ____ 1. This term means "Scripture alone."
 ____ 2. The bishops and the Pope in union.
 ____ 3. The first five books of the Bible.
 ____ 4. The four books of the Bible that are most important for Christians because they convey the meaning of Christ's life and teaching.
 ____ 5. One of the greatest theologians in the history of the Church, who wrote the *Summa Theologica*.
 ____ 6. These are God's Chosen People.
 ____ 7. The guidance of the Holy Spirit in the development of the Scriptures.
 ____ 8. God's making himself and his divine plan known to the human race.
 ____ 9. This is the image of the invisible God.
 ____ 10. The word for God's promise to humanity.

Column 2

- A. Pentateuch
 B. *Sola Scriptura*
 C. *Sola Gratia*
 D. covenant
 E. Magisterium
 F. Saint Anthony of Padua
 G. Gospels
 H. Israelites
 I. Saint Thomas Aquinas
 J. Jesus Christ
 K. Revelation
 L. biblical inspiration



Part 3: Short Answer

Answer the following questions in paragraph form on a separate sheet of paper.

1. What does the Church mean by *Revelation*?
2. What are Scripture and Tradition?
3. Explain the notion of biblical inspiration and how this informs a Catholic understanding of the Scriptures.



Unit 1 Quiz and Test Answer Key

Unit 1 Quiz

- | | | | |
|------|------|-------|-------|
| 1. B | 5. M | 9. J | 13. D |
| 2. F | 6. K | 10. I | 14. O |
| 3. C | 7. L | 11. E | 15. N |
| 4. H | 8. A | 12. G | 16. P |

Unit 1 Test

Part 1: Multiple Choice

- | | |
|------|-------|
| 1. B | 7. B |
| 2. D | 8. A |
| 3. A | 9. C |
| 4. C | 10. A |
| 5. B | 11. C |
| 6. A | 12. D |

Part 2: Matching

- | | |
|------|-------|
| 1. B | 6. H |
| 2. E | 7. L |
| 3. A | 8. K |
| 4. G | 9. J |
| 5. I | 10. D |

Part 3: Short Answer

1. Revelation is God's making himself and his divine plan known to the human race through words and deeds in human history. Revelation is communicated to us in the Bible's stories of how God made himself known to the Chosen People by acting throughout their history. When those attempts met with failure, God took a radical step. He sent his Son, Jesus Christ, into the world to be our savior. Thus, Jesus Christ is the fullest and complete Revelation of who God is.
2. Scripture and Tradition are two modes of Revelation, but they are closely connected and together form a single sacred deposit of truth under the guidance of the Holy Spirit. They can never be in conflict, and each one helps us to understand the other. The Church looks to God's Revelation in the Scriptures and Tradition as the only authentic and complete source for our knowledge about God and his will for the whole human race.
3. The Catholic Church teaches that the Holy Spirit inspired the biblical authors to write what God wanted us to know for our salvation. The Holy Spirit did not take over the biblical authors' humanity when they wrote. Thus the authors were subject to natural human limitations, and they also used their creativity in their writing. Catholics understand that the Bible is without error in communicating what God wants us to know for salvation without having to be historically and scientifically correct in every detail.



Learning about Learning

We can come to understand ourselves better by taking the time to review the process of learning the material in a unit.

Knew none of this material before	Knew everything already

What was your favorite learning experience and why? Do you usually enjoy this type of learning experience?

What was your least favorite learning experience and why? Do you usually find this type of learning experience challenging?



How did your understanding of the subject matter change throughout the unit?

Did you find anything you learned particularly interesting? Why?

Do you have any other observations?



Unit 2

Who Is Jesus Christ?

Overview

This unit explores the Person of Jesus Christ through some foundational understandings. The unit begins with an examination of the meaning and the characteristics of faith and explores how faith can be seen in the Church's creeds. It continues by looking at the mystery of the Holy Trinity as the central mystery of the Christian faith. Finally, an exploration of the "last things" is presented in relationship to the message and promise of Christ.

Key Understandings and Questions

Upon completing this unit, the students will have a deeper understanding of the following key concepts:

- Faith is our free response to God's love and involves giving oneself completely to a loving relationship with God and believing in and being part of the Church.
- The Trinity is the mystery of God in three Persons, which is the central mystery of the Christian faith.
- Jesus is the Word made flesh, who is the perfect and only mediator between God and humanity.
- Jesus reveals the goal of this life and the goal of eternal life.

Upon completing the unit, the students will have answered the following questions:

- What are some of the key characteristics of faith?
- How does the Trinity remind us of our need for community?
- What does the mystery of the Incarnation reveal about God's love for us?
- What is the relationship between eternal life and the Gospel message of Christ?


How Will You Know the Students Understand?

The following resources will help you assess the students' understanding of the key concepts covered in this unit:

- handout "Final Performance Task Options for Unit 2" (Document #: TX001549)
- handout "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001550)
- handout "Unit 2 Test" (Document #: TX001557)

Student Book Content

This unit draws on articles from *The Catholic Faith Handbook for Youth*, second edition (CFH), and incorporates them into the unit instruction. Whenever the teaching steps

for the unit require the students to refer to or read an article from the *CFH*, the following symbol appears in the margin: . The articles covered in the unit are from “Part A: The Creed,” and are as follows:

- “Faith” (chapter 3, pp. 32–39)
- “God Our Father” (chapter 4, pp. 40–47)
- “Jesus Christ: True God and True Man” (chapter 6, pp. 56–63)
- “The Holy Spirit” (chapter 10, pp. 92–99)
- “The Last Things” (chapter 13, pp. 123–131)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, to enable them to begin their study of who Jesus is by deepening their understanding of the Trinity. It is not necessary to use all the learning experiences provided in the unit; however, if you substitute other material from this course or your own material for some of the material offered here, be sure that you have covered all relevant facets of understanding and that you have not missed any skills or knowledge required for later units.

Explain

Step 1: Preassess what the students know and want to know about Jesus, faith, the Trinity, and the promise of life after death.

Understand

Step 2: Introduce the final performance task options and the rubric for the final performance tasks for unit 2.

Explain

Step 3: Begin to uncover the nature of faith as a precursor to talking about the revelation of the Trinity, Jesus as fully human and fully divine, and the promise of eternal life.

Explain

Step 4: Explore the doctrine of the Trinity.

Apply

Step 5: Have the students complete a Scripture search on the humanity and divinity of Jesus.

Explain

Step 6: Explore the mission of the Holy Spirit and recall the key characteristics of each Person of the Holy Trinity.

Empathize

Step 7: Have the students explore what the Catholic Church teaches about death and eternal life.

Explain

Step 8: Give the students a quiz to assess understanding.

Understand

Step 9: Make sure the students are on track with their final performance tasks.

Reflect

Step 10: Provide an opportunity for the students to reflect on how they have learned throughout this unit.

Scripture Passages

Scripture is an important part of this course and is frequently used in the learning experiences for each unit. The Scripture passages featured in this unit are as follows:

- Mark 6:30–32 (The Return of the Twelve)
- Mark 8:29 (Peter Says to Jesus, “You Are the Messiah.”)
- Luke 1:28–35 (Jesus Is Born to a Woman like All Human Beings)
- Luke 2:52 (Jesus Grew in Wisdom and Years)
- John 11:33–35 (Jesus Wept)
- 1 John 4:19 (We Love Because God First Loved Us)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, make and distribute copies of the handout “Vocabulary for Unit 2” (Document #: TX001551), one for each student.

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apostolic fathers	hell
Catholic Church	Incarnation
Communion of Saints	monotheism
Creator	Original Sin
creed	Parousia
denomination	Pentecost
ecumenism	purgatory
faith	religion
final judgment	salvation
gifts of the Holy Spirit	<i>Theotokos</i>
Gospel	Trinity
heaven	

Learning Experiences

Explain

Step 1

Preassess what the students know and want to know about Jesus, faith, the Trinity, and the promise of life after death.

This learning experience introduces the students to the content of the unit and assesses their current understanding of the content. You may also use the additional preassessment handout “Who Is Jesus? (Document #: TX001552). Collect all student work completed during the preassessment step so you will be able to evaluate student understanding. This will enable you to tailor each of the steps to the specific needs of your students.

Teacher Note

Eschatology is the theology of the end or purpose of creation. It deals with such subjects as death, resurrection, purgatory, heaven, hell, and final judgment.

1. **Distribute** pens or pencils and ask the students to take out their notebooks or journals. Create three columns on the board and write the following questions (prompts), one at the top of each column:
 - Who is Jesus, and why was he here on earth?
 - How does Jesus’ life relate to our purpose on earth?
 - What did Jesus promise for those who believe in him when they die?
2. **Ask** the students to write their responses to each question. Tell them their responses will be collected later. Allow several minutes for the students to silently reflect on and answer the questions. You might consider playing soft instrumental music to help the students enter into the reflective process.
3. **Invite** each student to quickly state his or her responses after everyone has finished writing. Give the students the option to pass if they do not wish to speak. Write their answers, in abbreviated form, on the board in the corresponding column.
4. **Direct** the students to look at the various answers and identify similar ideas, concerns, or themes after you have recorded all of them on the board. Use a numbering or lettering system to identify similar items, as some items may fit into more than one category.
5. **Address** the students using these or similar words:
 - After looking at some of the ideas about Jesus and ideas about life after death, what are some of the questions you would like to address in this unit or during the remainder of this course?
6. **Invite** a volunteer to record these questions on a sheet of paper. Tell the students you will make sure their questions are addressed throughout the unit. Keep the list available and check off items as you discuss them. If any items remain at the end of the unit, be sure to cover them before the unit 2 test.

Step 2



Introduce the final performance task options and the rubric for the final performance tasks for unit 2.

This unit provides you with two ways to assess whether the students have a deep understanding of the most important concepts in the unit: creating a work of art, a song, a poem, or a short story using a particular theme, or writing a position paper on the topic “Who Is Jesus Christ?”

1. **Prepare** by making copies of the handouts “Final Performance Task Options for Unit 2” (Document #: TX001549) and “Rubric for Final Performance Tasks for Unit 2” (Document #: TX001550), one of each for each student.
2. **Distribute** the handouts and offer the students a choice regarding which performance task they would like to complete. You may also wish to add performance task options of your own. Review the directions, expectations, and rubric in class, allowing the students to ask any questions they might have.
3. **Offer** the students a brief overview of the unit. Assure them that each learning experience is designed to build the knowledge and skills they will need to demonstrate their understanding of the core concepts presented in the unit.



Teacher Note

If you have done these or very similar performance tasks with students before, display examples of this work in the classroom. Explain how each is a good example of a completed task. This allows the students to concretely understand how they might effectively complete their performance task and that there is not only one way to succeed.

Step 3



Begin to uncover the nature of faith as a precursor to talking about the revelation of the Trinity, Jesus as fully human and fully divine, and the promise of eternal life.

1. **Assign** the students to read chapter 3, “Faith,” in the *CFH* in preparation for this step.
2. **Make** and distribute copies of the handout “What Is faith?” (Document #: TX001553), one for each student. This handout asks the students to select statements or scenarios that most closely describe faith for them. The students are then invited to create their own examples or scenarios that represent what faith means to them. Allow several minutes for the students to complete the handout. After the students have completed the handout, do a “whip around” of the entire class so everyone can hear the others’ responses. A whip around is an exercise in which you call on every student randomly, giving each student an opportunity to briefly share her or his answer. The students’ answers should include their selection of items that best represent faith, as well as a brief explanation about why they made that particular choice. They should also share one or two examples they created. You may want to offer the option of passing to students who do not wish to share their responses.



Teacher Note

This step is designed to move the students in the direction of sharing more openly with one another and to introduce important information about the Christian faith. You might also consider using a prayer service that focuses on a petition for an increase in faith or have the class pray Thomas Merton’s prayer together from page 37 of the student book.

3. **Write** the following prompts on the board:

- Faith, to me, means _____.
- A time when I really needed faith was _____.

4. **Ask** the students to choose one of the two prompts and complete the statement about faith, keeping in mind what they have just heard from the class about faith. Their answers may be more than one sentence. They may wish to write their responses on the back of their handout. After allowing sufficient time for writing, invite several students to share their responses. Summarize some of the key points the students express about faith.

5. **Review** some of the general characteristics of faith from chapter 3, “Faith,” in the student book. Then address the students, using these or similar words:

- Can anyone tell me what you have observed or learned about faith so far?

After hearing from students, complete what may have been left out using the following information:

- Let us review several aspects of faith that we have read or observed or that we can infer from our discussion so far. Please open your notebook or journal to take notes.
- Faith is very close in meaning to trust. We have confidence in other people and in a certain degree of predictability in the world because of a fundamental faith or trust. All people are endowed with this fundamental ability to have faith or trust.
- When we trust another person, we find that loving that person comes to us naturally, and we are less reluctant to reveal ourselves to him or her.
- Faith in God is our response to his self-Revelation. The First Letter of John says: “We love because [God] first loved us” (4:19).
- Faith is a personal act. Each person has free will and can choose to believe or not believe what God has revealed.
- Having true faith in God means we believe and trust in everything he reveals, not just the things we may like or find easiest. For example, faith calls us to trust and believe in mysteries we do not fully understand. On the other hand, faith is not opposed to any valid human knowledge, including science.
- Faith in God means we trust that his self-Revelation can be given to whomever he chooses and in whatever manner he chooses, but it is always given for the good of the community and not just for an individual.
- Faith in God is given for salvation; therefore, having faith is the beginning of eternal life.

6. **Distribute** pens or pencils and ask the students to take out their notebooks or journals. Write the following question as a prompt on the board:



Teacher Note

Students often lack basic note-taking skills. You may want to suggest the following two-column note-taking method:

- Write on only one side of the page in your notebook or journal. Divide the page into two parts, either by folding it or by drawing a vertical line. The left side should be one third of the paper and the right side should be two thirds. Date each page and number it.
- Write notes on the right-hand side of the paper as you listen to your teacher. Do not attempt to write down everything, but be sure to write down all of the main points. Include everything that the teacher writes on the board.
- Later, on the same day, review your notes. Clarify anything you find confusing, or write a question to ask the next day. Then, write topic headings for your notes in the left column. You will be able to review by covering the right side of the paper and testing yourself on what you know.

- How would you explain the relationship between faith and religion to another student in this class?
7. **Invite** the students to take some time to reflect on the question and to write their responses in their notebooks or journals. Then ask several volunteers to read their responses. If any student states that one who truly believes in God also believes in and is a part of the Church, highlight that comment. Bring the student comments together using these or similar words:
- All humans are endowed with the capacity to have faith and can perform spiritual practices without belonging to a church. However, faith in God requires believing in all he has revealed, including that he wants us to be part of his Church, the community of believers.

Step 4

Explain

Explore the doctrine of the Trinity.

1. **Assign** the students to read chapter 4, “God Our Father,” in the *CFH* in preparation for this step.
2. **Ask** volunteers to summarize the content from chapter 4 in their own words. Highlight key points about the Trinity and the first Person of the Trinity, God the Father.
3. **Invite** a volunteer to read aloud pages 41–43, “The Trinity: One God, Three Persons,” in chapter 4.
4. **Instruct** the students to write down, in their notebooks or journals, as many images as they can think of that could represent the Trinity. If the students are having trouble with this task, you can model an example or two from the following list:



The Trinity is like . . .

- a family made up of a mother, father, and child; there is one family, and three persons who love one another
 - an equilateral triangle; it has three equal sides, yet it is one triangle
 - a three-note musical chord; it has three distinct notes, but it creates one harmonious sound
 - H₂O can exist in three states: solid, liquid, and gas. No matter what state it is in, it is still H₂O.
5. **Discuss** how the images the students offer are useful and how they fall short of the reality of the Trinity. Remind the class that the Holy Trinity is a mystery of faith and that great minds have been struggling to understand and express this mystery for two thousand years.
 6. **Invite** the students to comment on the following question:
 - How might the Revelation of God as Trinity be an example for our own faith communities and our relationships with other people?

Invite some discussion about the Trinity as a perfect model of communion and community. As God exists as a communion of Persons who perfectly communicate with one another and perfectly support one another, we too, being created in God's image and likeness, are made for community and are called to strive for the communion with one another that the Holy Trinity demonstrates.

Apply

Step 5

Have the students complete a Scripture search on the humanity and divinity of Jesus.



Teacher Note

The students can do a Bible search individually or in small groups of two or three. Choose in advance the passages you would like to use. Feel free to use Scripture passages other than those listed here, but be sure they accomplish the same purpose. Walk around as students work to make sure they stay on task and to help clarify any questions they may have.

1. **Assign** the students to read chapter 6, “Jesus Christ: True God and True Man,” in the *CFH* in preparation for this step.
2. **Ask** the students to bring a Bible to class for this step, or provide Bibles for everyone. Ensure that all of the students are using the same translation and, preferably, the same edition of the Bible. Make and distribute copies of the handout “The Incarnation” (Document #: TX001554), one for each student.
3. **Invite** the students to complete a Scripture search about the humanity and divinity of Jesus. Divide the class into small groups. Assign each group a different Gospel: Matthew, Mark, Luke, or John. If you have a large class, you may assign more than one group to work with the same Gospel. Give directions to the students, using these or similar words:
 - Look through the Gospel you were assigned and find passages that illustrate Jesus' humanity and passages that illustrate his divinity. Write the Scripture reference in the appropriate column along with a short summary or description of what the passage is about.
4. (Optional) **Identify** several examples of Scripture passages that illustrate Jesus' humanity or divinity if students seem to be having a difficult time.
 - Mark 8:29 (Peter says to Jesus, “You are the Messiah.”)
 - Luke 1:28–35 (Jesus is born to a woman like all human beings)
 - Luke 2:52 (Jesus grew in wisdom and years)
5. **Create** two columns on the board, one headed “Jesus' humanity” and the other “Jesus' divinity.” Moving quickly from student to student, ask each to give an example of Jesus' humanity. Then do the same with Jesus' divinity. Write the students' answers on the board in abbreviated form. Place a check mark next to any item that is repeated. Summarize some of the most important student insights into Jesus' humanity and divinity.