

**LIVE JESUS IN OUR HEARTS**

# **SACRAMENTS AND GOD'S GRACE**

**TEACHER GUIDE**



saint mary's press

# UNIT 1

## An Introduction to Liturgy and the Sacraments

Why should the liturgy and sacraments matter to me?

### OVERVIEW

#### Unit Summary

This unit builds on the key understandings from the previous course on the Paschal Mystery. The students begin their exploration of the sacraments by studying how the Church's liturgy gives ultimate meaning and direction to our lives by enabling us to fully participate in the Paschal Mystery.

#### Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<p><i>Students will be able to independently use their learning to . . .</i></p> <p>Articulate what the liturgy is and why it is important in the life of the Church, especially in terms of the celebration of the sacraments.</p>	<p><b>USCCB Framework Sacraments as Privileged Encounters with Jesus Christ:</b> I.A.1,2,3.a-b, I.B.1-2, I.C.1-2; II.A.10.b, II.B.1.a.2, II.C.11.c, II.C.12, II.C.14-15; V.A.1-2, V.C.1-2, V.E</p>

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The liturgy is the official, communal, and public worship of the Church.</p> <p>U2. Through the sacraments, we encounter Christ, and are given a door to the life of grace.</p>	<p>Q1. How can the liturgy bring me closer to God?</p> <p>Q2. How can the liturgy help me to grow spiritually?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The liturgy is the work of God in which we participate.</p> <p>K2. The Trinity is at work through the liturgy, especially through the person of Christ present in the assembly, the Scriptures, and in the Sacrament of the Eucharist.</p> <p>K3. The Liturgical Year provides a structure in which the Church celebrates the whole mystery of Christ, from Incarnation and birth, through his life, suffering, death, Resurrection and Ascension, to Pentecost.</p> <p>K4. All the diverse rites, in both the East and West, are legitimate expressions of the liturgy of the Universal Catholic Church.</p> <p>K5. The Eucharist is the sacrament we celebrate most frequently and the one that unites us in a special way with Christ and with others.</p> <p>K6. Symbols and rituals help us to encounter God's presence in the liturgy and sacraments.</p> <p>K7. The sacraments are a sign of God's life-giving presence in our lives.</p> <p>K8. The sacraments help us to see Jesus as a gift not only because of what he sacrificed for us but for how he continues to save us today through the Seven Sacraments.</p> <p>K9. The Paschal Mystery happened in history, but the saving power of Christ transcends all time.</p> <p>K10. Prayer is a reciprocal dialogue between God and humankind.</p>	<p>S1. Discover the structure of the liturgy and apply that knowledge by sharing with other students and assisting in answering questions until everyone has a full understanding of basic and important liturgical concepts.</p> <p>S2. Identify the seasons of the liturgical calendar and its purpose.</p> <p>S3. Discover how the Paschal Mystery unfolds as we celebrate the liturgy, particularly the Eucharist, over the course of the Liturgical Year.</p> <p>S4. Explain the significant role the Magisterium has in preserving the liturgy as the official, communal, and public worship of the Church.</p> <p>S5. Reflect on their experience of the Church and the liturgy.</p> <p>S6. Empathize with an author's viewpoint and apply the writing to their experience.</p> <p>S7. Apply their understanding of literature in order to consider its value at this point in their lives.</p> <p>S8. Interpret examples of events that can be described as liminal experiences and evaluate liminal, or threshold, experiences in their lives.</p> <p>S9. Explain how all the Church's liturgies are liminal experiences that have the potential to transform people's lives.</p> <p>S10. Identify the meaning of symbols and rituals in both secular and sacramental situations.</p> <p>S11. Name the Seven Sacraments and explain how they are efficacious signs of God's grace.</p> <p>S12. Explain the concept of redemption in both a secular and religious manner.</p> <p>S13. Apply their knowledge of redemption to explain the need for redemption individually and for the world.</p>

ACQUISITION <i>cont.</i>	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
	<p>S14. Reflect on their experiences with prayer.</p> <p>S15. Reflect on how prayer is essential to discovering how their experiences and choices shape who they are, and how prayer and reflection holds them to more fully participate in the worship of the Church.</p>

# UNIT 2

## The Sacraments of Christian Initiation: Part I

Why do I need to be initiated into the Church?

### OVERVIEW

#### Unit Summary

This unit introduces the students to the Rite of Christian Initiation of Adults and helps them to understand how the Sacraments of Initiation are a model for all of Christian life. The students will learn about the first and foundational Sacrament of Christian Initiation, Baptism, and the Sacrament of Confirmation, which enables us to live in the Holy Spirit.

#### Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<p><i>Students will be able to independently use their learning to . . .</i></p> <p>Articulate what the Sacraments of Christian Initiation are and how they initiate us into the life of Christ and the life of the Church.</p>	<p><b>USCCB Framework</b> Sacraments as Privileged Encounters with Jesus Christ: II.A, II.A.1.a.1.a-c, II.A.2.a-c, II.A.3.a-b, II.A.4-5.a-f, II.A.6.a-c, II.A.7-9.a-e, II.A.10.a-b, II.B.1.a-c, II.B.2.a-c, II.B.3-5, II.B. 6.a-f, II.B.7.a-b</p>

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The Sacraments of Christian Initiation begin and strengthen our life in Christ.</p> <p>U2. Through Baptism, we are united with Christ and made adopted children of God.</p> <p>U3. The Holy Spirit brings life where death abounds, guides and clarifies where there is loss and confusion, brings hope in the face of despair, and creates unity amid diversity.</p>	<p>Q1. Is Baptism really necessary?</p> <p>Q2. How do you join the Church as an adult?</p> <p>Q3. Will I feel different after I'm confirmed?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Sacraments of Initiation are the three sacraments that initiate us into the life of Christ and the life of the Church.</p> <p>K2. The presence of the Holy Spirit at Jesus' Baptism prefigures the presence of the Holy Spirit at the Baptisms of the followers of Christ that were to come.</p> <p>K3. We receive gifts or the effects of Baptism that we continue to affirm throughout our lives.</p> <p>K4. It is tradition to baptize children in the Catholic Church. This is because Baptism, a grace and gift of God, does not depend on any human merit.</p> <p>K5. Baptism frees us from Original Sin.</p> <p>K6. The rites and symbols of the celebration of the Sacrament of Baptism are the same elements as those celebrated according to the Rite of Christian Initiation of Adults.</p> <p>K7. The process of becoming a fully initiated member of the Church has always involved following these essential elements: the proclamation of the Word, acceptance of the Gospel and conversion to a new way of life, the profession of faith, Baptism, the outpouring of the Holy Spirit, and the reception of the Eucharist.</p> <p>K8. When baptizing older children and adults, we celebrate the Rite of Christian Initiation of Adults (RCIA).</p> <p>K9. There are seven stages, four distinct periods of time, and three steps to the process of RCIA.</p> <p>K10. The Sacrament of Confirmation accounts for differing practices in the Eastern Churches and the Western (Latin) Church.</p>	<p>S1. Explore and articulate the symbolism of water in nature and Scripture as it relates to Baptism.</p> <p>S2. Interpret the effects of Baptism and parlay that knowledge into an active teaching method for their peers.</p> <p>S3. Explore the history of the Rite of Christian Initiation of Adults and make comparisons from the ongoing conversion of this rite to the conversion of Saint Augustine.</p> <p>S4. Explore the early stages of the Rite of Christian Initiation of Adults and be able to explain those stages in understandable bites for their peers.</p> <p>S5. Explore the journey of the catechumens prior to receiving the Sacraments of Initiation and explain the steps of the rite in easy-to-understand language to their peers.</p> <p>S6. Break down the celebration of the Sacrament of Christian Initiation and interpret what postbaptismal catechesis is like for those who have received the sacrament.</p> <p>S7. Identify the different roles of the Holy Spirit and explore how the Holy Spirit is present to us through Scripture.</p> <p>S8. Identify the similar liturgical practices of celebrating the Sacrament of Confirmation in the Eastern and Western churches and be able to articulate those similarities and differences to their peers.</p> <p>S9. Reflect, orally or in writing, on what it means to live in the Holy Spirit by examining real-life case studies.</p>

ACQUISITION <i>cont.</i>	
<b>KNOWLEDGE</b> <i>Students will know . . .</i>	<b>SKILLS</b> <i>Students will be able to . . .</i>
<p>K11. Celebration of the Sacrament of Confirmation includes important rites and symbols.</p> <p>K12. The greatest and overarching effect of Confirmation is “the special outpouring of the Holy Spirit as once granted to the apostles on the day of Pentecost” (<i>Catechism</i>, no. 1302).</p>	

# UNIT 3

## The Sacraments of Christian Initiation: Part II

Why is the Eucharist so important to Catholics?

### OVERVIEW

#### Unit Summary

This unit introduces the students to the Eucharist as the culmination of the Sacraments of Christian Initiation and as the “source and summit” (*Dogmatic Constitution on the Church [Lumen Gentium, 1964]*, no. 11) of Christian life. This unit helps the students to better understand what the Eucharist is, what the structure of the celebration of the Eucharist consists of, and what participation in the Eucharist does for us.

#### Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Articulate an understanding of the Eucharist and its transformational power in the lives of Catholics.	<b>USCCB Framework</b> Sacraments as Privileged Encounters with Jesus Christ: II.C–II.C.1.a–c, II.C.2.a–c, II.C.3.–II.C.3–5, II.C.6–9, II.C.10.a–b, II.C.11.a–c; V.A.3, V.C.1, V.D.1.a–b, V.D.2



MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The Old and New Testaments help us to understand the meaning and significance of the Eucharist.</p> <p>U2. Jesus Christ is fully present in the Eucharist.</p> <p>U3. Our participation in the Eucharist calls us to be the Body of Christ in the world.</p>	<p>Q1. What is the Eucharist, and where did it come from?</p> <p>Q2. Why is it important to attend Mass every Sunday?</p> <p>Q3. How does receiving the Eucharist make a difference in my life?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. In the Eucharist, Christ brings the Church and all of us, members of his Body, into his own sacrifice of thanksgiving and praise, offered to his Father once and for all on the cross.</p> <p>K2. The Eucharist is the sign and cause of our union with Christ.</p> <p>K3. The bread and wine become the Body and Blood of Christ.</p> <p>K4. The Church remembers Jesus and all he did for the sake of our salvation but also makes Christ present to us as a “living memory” in the Eucharist.</p> <p>K5. The Eucharist is prefigured in the Old and New Testaments.</p> <p>K6. The Eucharist has been called by many different names; each reveals something more of the depths of the sacrament and invites us to see it from another aspect.</p> <p>K7. Evidence of the importance of assembling for celebrating the Eucharist is found in Scripture.</p> <p>K8. Our participation in the liturgy is vital; the liturgy is “the people’s work.”</p> <p>K9. The Word becomes the root and foundation of our participation in the Eucharist and the whole of our lives.</p> <p>K10. In the Liturgy of the Eucharist, we enter into Christ’s Paschal Mystery in the most direct way possible.</p> <p>K11. The Eucharist is not merely a symbol of Christ’s presence; rather, Christ himself is truly present in his Body and Blood, under the appearance of bread and wine.</p>	<p>S1. Use the think-pair-share method to assess their knowledge about the Eucharist and identify what they do not know about the Eucharist, collaborating with peers to flesh out their understanding.</p> <p>S2. Plan a class liturgy around a social justice issue or a personal Eucharistic adoration time, and reflect on the experiences.</p> <p>S3. Examine Scripture passages as they relate to the Eucharist and prepare an analysis of the passages that they can teach to their peers.</p> <p>S4. Read and explore the Scripture passage about the disciples on the road to Emmaus as it relates to the meaning of the Eucharist and be able to share that insight with their peers.</p> <p>S5. Interpret a complex piece of poetry and relate the meaning to the content of this unit.</p> <p>S6. Read and interpret text in order to identify background information, God’s action, and our response regarding the Eucharist.</p> <p>S7. Collaborate in small groups by interpreting Scripture passages and explaining what the passages tell us about why Christians gather weekly for the Eucharist.</p> <p>S8. Participate in the whip-around method to contribute to class discussion on how to share our gifts and talents like the early Christians.</p> <p>S9. Collaborate in small groups by preparing a response about the nature of the Eucharist as a meal and share that report with the class.</p> <p>S10. Understand and interpret information regarding the ministries at Mass in order to discuss the value of an assembly that celebrates the Eucharist together.</p>

ACQUISITION <i>cont.</i>	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K12. Those who help with the celebration of the Eucharist are referred to as ministers; various roles are carried out by both ordained and lay ministers in the celebration of the Eucharist.</p> <p>K13. Once we have received the Eucharist, we are dismissed and sent into the world by Christ to do his work and follow his way.</p> <p>K14. The eating and drinking of the Body and Blood of Christ has effects in our hearts and lives, and within the Body of Christ, of which we are a part.</p> <p>K15. Gathering for the Sunday Eucharist is of primary importance, and the two ways we live out our union with Christ and the Church are worship of the Eucharist and a commitment to those who are poor.</p>	<p>S11. Collaborate in small groups to read and interpret passages of Archbishop Oscar Romero’s writings, and use the whip-around method to contribute to class discussion regarding what it means to be sent out as members of the Body of Christ.</p> <p>S12. Read and interpret two different statements and decide whether they agree or disagree with the statements, using a control statement to measure how they feel about the readings.</p> <p>S13. Listen to and understand peer explanations of their viewpoints and measure their own responses against initial information and new points of view.</p>

# UNIT 4

## The Sacraments of Healing

How are we healed  
by the sacraments?

### OVERVIEW

#### Unit Summary

In this unit, the students explore the Sacraments of Healing as a source of ongoing conversion and healing for the individual and for the well-being of the entire community. These learning experiences also explore the urgency of responsibility to strive to overcome sin and to live healthy lives as members of the Body of Christ for the good of the Church and the world.

#### Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<p><i>Students will be able to independently use their learning to . . .</i></p> <p>Identify, interpret, analyze, and internalize the particular elements of the Sacraments of Healing as they offer us God's forgiveness, strengthen our relationship with God, and compel us to offer forgiveness to others in order to bring about healing.</p>	<p><b>USCCB Framework</b> Sacraments and God's Grace: II.C.13; III.A, III.A.1.a-b, III.A.2.a-c, III.A.3.a-b, III.A.4.a-f, III.A.5.a-c, III.A.6.a, III.A.7.a-c, III.A.8.a-b, III.B, III.B.1.a-b, III.B.1.c.1-7, III.B.2.a-c, III.B.3.a-b, III.B.4.a-e, III.B.5-7.a-b, III.B.8.a-c; V.B.1-4, V.E.3</p>

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The Sacraments of Healing are rooted in Jesus’ ministry.</p> <p>U2. The Sacrament of Penance and Reconciliation offers us God’s forgiveness, thus freeing us to take responsibility for our actions.</p> <p>U3. The Sacrament of Anointing of the Sick strengthens our relationship with God, supports us in grave illness, and offers spiritual and (if it is God’s will) physical healing.</p>	<p>Q1. Why isn’t it enough to just tell God I’m sorry for my sins?</p> <p>Q2. Do you have to be dying to receive the Sacrament of Anointing of the Sick?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The meaning and purpose of the Sacrament of Penance and Reconciliation.</p> <p>K2. The scriptural background for the Sacraments of Healing.</p> <p>K3. How to participate in an examination of conscience in preparation to receive the Sacrament of Penance and Reconciliation.</p> <p>K4. The steps and meaning of the Rite of Penance and Reconciliation.</p> <p>K5. The power of the Sacrament of Penance and Reconciliation, as well as the power of healing in our lives.</p> <p>K6. How to address serious illness with a faithful response.</p> <p>K7. The meaning and purpose of the Sacrament of Anointing of the Sick.</p> <p>K8. The steps and meaning of the Rite of Anointing of the Sick.</p> <p>K9. How the effects of the Sacrament of Anointing of the Sick can be applied to society as a whole.</p>	<p>S1. Identify sin and disorder, as well as be able to explain how complacency and inaction are just as sinful as actions.</p> <p>S2. Explain the purpose and need for the Sacrament of Penance and Reconciliation.</p> <p>S3. Explore the scriptural background for the Sacraments of Healing.</p> <p>S4. Use the Bible to look up Scripture passages and use exegetical skills to identify the challenges faced, decisions made, and the outcome of the passages.</p> <p>S5. Compare and contrast Scripture passages and find the theme that unifies them as they relate to the Sacraments of Healing.</p> <p>S6. Participate in an introspective activity that brings about self-love and forgiveness.</p> <p>S7. Identify and define key terms about the Sacrament of Penance and Reconciliation.</p> <p>S8. Identify each part of the Rite of Penance and Reconciliation and be able to describe what the priest does and what the penitent does in each part.</p> <p>S9. Identify and explain the four essential elements of the Sacrament of Penance and Reconciliation for an individual penitent.</p> <p>S10. View a film clip and discuss how it illustrates the themes of the power of penance and reconciliation, as well as the power of healing in our lives.</p>

ACQUISITION <i>cont.</i>	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
	<ul style="list-style-type: none"> <li>S11. Identify the need for reconciliation and healing that they find most pressing in the world today.</li> <li>S12. Explore what a faithful response to illness would be for them and how that can help them to identify with Christ's suffering.</li> <li>S13. Be knowledgeable enough about the Rite of Anointing of the Sick to be able to teach specific information to their peers.</li> <li>S14. Provide feedback to their peers regarding the effectiveness of their presentation of core course material.</li> <li>S15. Understand the effects of the Sacrament of Anointing of the Sick in such a way that they can apply that knowledge to societal ills.</li> </ul>

# UNIT 5

## The Sacraments at the Service of Communion

Why are Holy Orders and Marriage grouped together as sacraments?

### OVERVIEW

#### Unit Summary

This unit examines the Sacraments at the Service of Communion as gateways into lives of public witness and service. Both Holy Orders and Matrimony offer unique opportunities to help build the Kingdom of God while serving the common good of humanity.

#### Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<p><i>Students will be able to independently use their learning to . . .</i></p> <p>Articulate why the Sacraments of Holy Orders and Matrimony are called the Sacraments at the Service of Communion.</p>	<p><b>USCCB Framework</b> Sacraments as Privileged Encounters with Jesus Christ: IV.A, IV.A.1.a–c, IV.A.2.a–c, IV.A.3–4.a–b, IV.A.5.a–g, IV.A.6–8a–c, IV.B–IV.B.1.a–c, IV.B.2–3.a–b, IV.B.3–4.a–c, IV.B.5.a–d, IV.B.6–7.a–c, IV.B.8–9.a–d, IV.B.10.a–e</p>

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. Through the Sacraments of Holy Orders and Matrimony, Christians receive the grace and strength to serve others through specific vocations.</p> <p>U2. Through the Sacrament of Holy Orders, baptized men are ordained to serve the Church in varying degrees.</p> <p>U3. Marital love—the intimate union of man and woman in both body and spirit—is an image and likeness of God’s love for all of us.</p>	<p>Q1. How can you figure out what vocation God is calling you to?</p> <p>Q2. Why can only men be ordained?</p> <p>Q3. Why should I get married in the Church?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Sacraments at the Service of Communion involve service to the Church and service for the common good of humanity.</p> <p>K2. The degrees of ordination and the particular consecrations involved when one receives the Sacrament of Holy Orders.</p> <p>K3. Some of the elements involved in the experience of those who have been called to religious life.</p> <p>K4. How the significant differences between men and women today can impact a marriage.</p> <p>K5. The steps and effects of celebrating the Sacrament of Matrimony.</p> <p>K6. The characteristics of a covenantal marriage and issues that should be discussed before a couple is married.</p> <p>K7. What is involved in creating a marriage of equal partnership.</p>	<p>S1. Explore statements from the <i>Catechism</i> to better understand the Sacraments at the Service of Communion.</p> <p>S2. Articulate the degrees of ordination and be able to teach their peers key points about the role of bishops, priests, and deacons.</p> <p>S3. Actively listen to a guest speaker while using critical thinking skills to apply the speaker’s main points to their own lives.</p> <p>S4. Formulate meaningful questions to pose to a guest speaker that will further the students’ understanding of religious vocations.</p> <p>S5. Dialogue respectfully with peers regarding equality and inequality between men and women.</p> <p>S6. Use active listening skills to note and understand the critical points of the celebration of the Sacrament of Matrimony.</p> <p>S7. Read and interpret the Nuptial Blessing A in order to explain how it represents an equality in partnership in a sacramental marriage.</p> <p>S9. Participate in a meaningful class discussion about what each person has become more aware of as a result of discussing marriage as a lifelong journey.</p>