



CatholicBrain
Learn it. Know it. Live it.

Grade

8

ADVENTURE CATECHISM

Teacher Edition

**Ecclesial Method Lesson Plans
for Catholic Faith Formation**

Preparation • Proclamation • Explanation • Application • Celebration



*CatholicBrain Curriculum
Knowing Christ. Living the Faith.*

GRADE 8

LESSON PLAN FORMAT



CatholicBrain

Learn it. Know it. Live it.

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USCCB Approval Statement

This curriculum has been approved by the United States Conference of Catholic Bishops (USCCB) and is intended for use in Catholic schools, parish religious education programs, and faith formation ministries.

Catechism Citation

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Scripture Citation

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CatholicBrain Mission

CatholicBrain exists to help children, families, schools, parishes, and dioceses know, love, and live the Catholic faith through engaging curriculum, videos, assessments, activities, and digital resources rooted in Jesus Christ and the teachings of the Catholic Church.

The lesson plans provided by Catholic Brain for the junior high program are based on the ecclesial method of catechesis. They are broken down into a five-day plan, but of course can be adjusted in whatever way fits your situation. Before beginning the week's lessons, ask yourself a few questions: What do the students probably already know about the topic? Where are they likely confused? What misconceptions or objections may they have? Keep these things in mind as you go through the week's lessons. Each day should begin and end with prayer.

DAY

1

Preparation

The goal on the first day is to introduce the students to the topic and to stir up some curiosity. We want to tap into students' background knowledge and stimulate interest in the topic. We will usually begin by giving them a passage of Scripture to ponder that relates to the topic of the chapter; it is good for students to recognize the foundational place the Bible has in our Faith. The teacher will ask a few questions about the passage that get students thinking about the topic.

On the first day, students should also consider what questions about the topic they would like answered. Collect students' questions as an exit ticket and look through them before the next lesson. If we have succeeded in stimulating curiosity on day one, it is important to try to provide answers for the questions the students have.

The lesson for Day 1 is often shorter, and likely will not take the entire class period. If possible, extra prayer should be added. That is part of the "preparation." Although students will come to class each day in the midst of a busy, and possibly stressful day, on Day 1, we can try to help them prepare to receive the week's lessons through extra prayer, though it is important to begin each class period with a sufficient time for prayer and focus.

Note:

Throughout the week, students will often have the opportunity to ask questions. It is important that if a student asks a question that you do not have the answer to, don't fake it! Compliment their question and tell them you will find the answer and get back to them. Then, do it! The answers are available – in the Catechism, or on good Catholic websites, such as Catholic Answers. As the year goes on, you can teach the students how to find the answers from good, authentically Catholic sources. Be sure that the sources you use faithfully present what the Church teaches, and help students learn how to identify such sources.

DAY

2

Proclamation

Day 2 introduces students to the lesson's proclamation. This is the one essential thing you want the students to remember, the week's foundational truth. It will be related to the topic of the week's chapter title, but will not be the same. They will be unpacking it and going deeper with it throughout the week. On this day, the class will read the chapter in the text. You will also be presented with key points to make the proclamation understandable. Students should record the proclamation and key points in their religion journals. The class will also define any of the chapter's vocabulary words that were not covered on Day 1.

DAY

3

Explanation

Students read the chapter text on day 2, in relation to the proclamation. On day 3, they will consider it at a deeper level. The teacher will ask some discussion questions about the chapter to make sure students are thinking about it at a deeper level. We will also supplement the text with other activities, such as a worksheet, video, object lesson, etc. We will also often discuss a saint who embodies what we are learning this week.

DAY

4

Application

This is the day when the students should really make the connection between Catholic teaching and living a Catholic life. Using their journals and Socratic discussion, students will consider how our culture elevates and undermines what they have learned. Does our culture promote or oppose the message of the chapter? They will consider why it is important to them, and how they can allow the truths they have been exploring throughout the week to impact their lives. How can they apply it? This class period will be focused on a Socratic Seminar. This is a conversation in which the students can really ponder more deeply what they are learning through discussion with their peers. The class may also think of a concrete activity they can do in the community to put the message of the chapter into practice.

DAY

5

Proclamation

The goal for Day 5 is to assess students' learning and celebrate the good news of this week's proclamation. The focus is prayer, and thanking God for the wonderful truths you have discovered. It is meant to help students understand how what they have learned is "good news," and to respond with a posture of praise and thanksgiving to God. There are a number of suggested prayer activities you can do; you should choose based on the direction your catechesis took during the week. Repetition is good! Our goal is to help students develop a consistent, life-long prayer life. That includes both spontaneity and routine. You will learn how your class prays, but teach them new ways, too, and try to help them develop essential devotions such as the Rosary and Adoration of the Blessed Sacrament, etc.

◆ Prayer activity examples:

- △ Journaling
- △ The Rosary (be sure to do this one periodically)
- △ The Chaplet of Divine Mercy
- △ Stations of the Cross
- △ Litanies of the Saints
- △ Sacred music
- △ Lectio Divina (see instruction in the manual)
- △ Intercessory prayer (pray for each other's needs)
- △ Adoration of the Blessed Sacrament (when you get the chance – take it!)

Projects

In eighth grade, the students will be working on projects throughout the year. There are five projects, with six weeks each for students to work on them in groups. At the beginning of the six-week period, the students will be assigned their groups and project topics. There is time to work on the projects built into the lessons each week. At the end of each six-week period, students should present their projects to the class.

Note:

The students will be doing research on their project topics. Be sure to teach them how to find authentic Catholic sources they can trust. Check in with them during their work on their projects to be sure they are not going down the wrong track, or if they need help progressing.

Weeks 1-6 – Creation project

This project will be a focus on praise of God's Creation. Students will create a presentation for the class. It may include images, music, Powerpoint, etc. Students should look for expressions of praise for God's creation that they can share with the class. Some of them should be sacred, probably centuries old. For example, they can find sacred art, poetry, or sacred music.

Some of what they present can be more modern, especially music, but also perhaps poetry and art. They can create work of their own to include in their project, as well. Students should be encouraged to find some Scripture that praises God's creation. A particularly good place to start would be the Psalms.

Weeks 7-12 – Old Testament worship

This presentation is focused on Old Testament Jewish worship. Students will do research on their assigned topic and share with the class, as a presentation, using whatever tools are appropriate, what they learned.

Suggested topics:

Jewish holy days – Give the history, meaning, when it was celebrated, and rituals involved in these ancient Jewish holy feasts. Include how they foreshadow the New Covenant:

- △ Passover
- △ Yom Kippur (Day of Atonement)
- △ Unleavened Bread
- △ Pentecost (Feast of Weeks)
- △ Feast of Tabernacles (Sukkot)
- △ Hannukah
- △ Rosh Hashana (Jewish New Year)
- △ Purim

Other topics may include:

- △ A detailed description of the Jewish priesthood – who they were and what they did
- △ Who were the scribes and Pharisees?
- △ A detailed description / representation of the Jewish Temple, and what the importance of the symbols are

Weeks 13-18 – Founding of the Church

For this project, students will study the work of one of the “Fathers of the Church.” They should present to the rest of the class the significance of the work, what it teaches, and how it demonstrates the continuity of Catholic belief and worship from the founding of the Church to today.

Works to study:

- △ The Didache
- △ The letters of St. Ignatius of Antioch
- △ The Apologies of St. Justin Martyr
- △ The writings of St. Polycarp and *The Martyrdom of Polycarp*
- △ St. Clement’s letter to the Corinthians
- △ St. Irenaeus’s *Against Heresies*
- △ The decrees of the first Council of Nicaea

**Weeks 19-24 –
Sacraments project**

Each group will be assigned one of the seven sacraments. They need to describe the sacrament in detail, focusing on its purpose and the grace it imparts on those who receive it, as well as how the sacrament is administered and by whom. As a bonus, they can trace how the sacrament has changed in details through the centuries while maintaining all the essential elements.

**Weeks 25-30 –
Morality project**

This final project will be a study of the Church's teaching on a difficult moral issue. Students must understand the moral issue deeply and be able to clearly present the Church's teaching, and the reasoning behind that teaching to the class. *Note: based on your student population – maturity and prior religious education – you will need to be prudent about which topics to assign.*

Suggested topics:

- △ Chastity
- △ Homosexuality
- △ Abortion/Right to Life
- △ Birth Control
- △ Just War
- △ Death Penalty
- △ Marriage and Divorce
- △ Horoscopes and the New Age
- △ Precepts of the Church
- △ Government – Patriotism vs. Unjust Laws
- △ Euthanasia
- △ Theft / Universal Destination of Goods / Stewardship

Lectio Divina

LECTIO (“reading”):

Read the passage attentively, reverently, slowly. You might read the passage several times or linger on one particular phrase or even one word. If one word, phrase, or image catches your attention, or seems to speak to you, spend some time with it; don’t rush through it. Take that word, phrase, or image to the second step, meditation.

MEDITATIO (“meditation”):

Meditation is an act of the mind. Ponder what was read. Consider the part that particularly caught your attention or seemed to speak directly to you. Why did that word, phrase, or image strike you? What might God be trying to say? Is He comforting you, challenging you, answering a question you have?

ORATIO (“prayer”):

This is the prayer of the heart. It is a unique and personal response to the experience of encountering God in His Word. After spending some time considering what the Word of God is saying to you, talk to God about it.

CONTEMPLATIO (“contemplation”):

Finally, listen. You have spoken to God, now quietly give Him your attention and open yourself to His response. We cannot create contemplation by ourselves; it is a gift from God. We focus on the Lord and listen, allowing Him to speak to our souls. “Contemplative prayer is nothing else than a close sharing between friends; it means taking time frequently to be alone with Him who we know loves us.” (St. Teresa of Avila)

CHAPTER

01

Creation

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Genesis 1:1-2:3, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

God is the eternal Creator

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - God made the entire universe from nothing
 - God has always existed; He has no beginning
 - Human beings are made in God's image and likeness, for a relationship with Him

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to “pay attention!”
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - In what ways can we participate with God in His work of creation?
 - It is hard for us to imagine existence before time was created. Does that create a stumbling block for some people to have a proper understanding of the eternal nature of God?
 - What is the significance of the pattern in the six days of creation?
- D. If there is time, students can be assigned and begin work on their Creation projects.
- E. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why is it important that only human beings are said to be made in God's image and likeness?
 - Why does creation go from "good" to "very good"?
 - Why do you think God invites us to cooperate in His creation of beings made in His image and likeness (more humans)?
 - Why does the Bible use the word "rest" to describe the seventh day?
 - Why is it important that the seventh day does not end, as the first six did?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
- D. What does the Scripture teach us about human dignity and right relationship with God, and worship?
- E. Do we get a hint at what the meaning of life is from Creation?
- F. Administer an assessment:
- G. Fill in the pattern boxes of creation as found in the text
- H. Explain the proclamation: God is the eternal Creator
- I. Give examples of patterns in the text, and when those patterns are broken. What is God showing us?
- J. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- K. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- L. Be sure to end with praise and thanksgiving!

Pattern of the Six Days of Creation

	Day 1	Day 2	Day 3
Formless			
	Day 4	Day 5	Day 6
Void			

CHAPTER

02

The Creation of Man

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Genesis 2:4-9, 15-25, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Man and Woman are made for communion with each other and with God

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Human beings are a composite of body and soul; our souls come directly from God
 - Adam and Eve lived together in Paradise after their creation
 - Adam and Eve were made to love each other in purity, and their communion should bring forth new life

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to “served his good.”
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why does the Bible back up to the creation of man and describe it in detail?
 - What does the two phases of Adam's creation teach us about him?
 - How did the tree give Adam the opportunity to perfect the gift of free will?
- D. If there is time, students can work on their Creation projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How does Genesis 1 show God as Creator, and Genesis 2 show Him as Father?
 - What does the scene of God presenting the animals to Adam teach us?
 - Why did God make Eve from Adam?
 - Read Genesis 1:27 again: Why is Eve necessary for humanity to be in God's image and likeness?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - What does this chapter teach us about the proper nature of male-female relations?
 - How and why have we gone so far off the rails?
 - Modesty in dress is an important virtue. Why were Adam and Eve, at the beginning, able to be pure without clothing, while we are so subject to lust?
- D. Administer an assessment:
 - Explain the proclamation
 - Summarize how God created Adam
 - Summarize how God created Eve
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

03

The Fall

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Genesis 3:1-8, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Sin brought death into the world

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - By choosing to sin, Adam and Eve chose their own will above God
 - The devil tempted Adam and Eve to disobey God
 - Sin broke Adam and Eve's relationship with God and with each other

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY 3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to “the devil lies to her.”
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - In what ways are the words “I will not serve” the theme of every sin?
 - The devil hates humans with undivided hatred. How does he present himself as on “our side”?
 - How did the devil turn God’s generosity into an image of injustice?
 - How was the devil effective at weakening Adam by approaching Eve?
- D. If there is time, students can work on their Creation projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why do you think Jesus called the devil the “father of lies”?
 - How is Adam and Eve’s sin a rejection of the Fatherhood of God?
 - Can you relate to Adam and Eve’s feeling of temptation?
 - What should they have done when they were tempted?
 - What do we learn by Adam and Eve covering themselves the instant they ate the fruit?
- D. Discuss the review questions from the text to help students prepare for tomorrow’s assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY 5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How does sin and our fallen nature damage male/female relations?
 - Do we have a tendency to hide from God when we sin? What does God invite us to do?
 - Do you think sin is what keeps many people from approaching God?
 - What does the devil tell us to do when we sin? What did Jesus tell us to do?
 - Demons come when they are called and when they are not resisted. What implications does the current interest in such things as the occult have for the world and the people involved in them?
- D. Administer an assessment:
 - Explain the proclamation
 - Who is the devil?
 - What specifically did Adam and Eve do differently in their relationship with each other and with God after they sinned?
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving, and this week, be sure the students know the St. Michael prayer!

CHAPTER

04

Consequences and Promise

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Genesis 3:8-21, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

God responds to sin with both justice and mercy

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - God punished Adam and Eve for their sin
 - Original Sin affects all of us
 - When sin entered the world, God immediately promised a Savior

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "suffer for those he loves."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How are Adam and Eve's response to God's questions similar? How are they different? Can you relate to them?
 - In what ways are God's punishments to Adam and Eve corrective? How are they just?
 - Why do those punishments affect us? Is that corrective and just?
- D. If there is time, students can work on their Creation projects.
- E. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How can God's punishment of the devil give us hope?
 - What can we learn from it?
 - When God promises a Savior, why does He also mention a Woman?
 - What is Original Sin, and why does it affect us?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How are Adam and Eve's failings present in our failings?
 - Why can their punishments also heal us?
 - Does the world today believe it needs a Savior?
 - What are the consequences of modern attitudes, temporally and eternally?
- D. Administer an assessment:
 - Explain the proclamation
 - What was Eve's excuse and punishment?
 - What was Adam's excuse and punishment?
 - What did God promise?
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

05

The Most Holy Trinity

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Genesis 1:26-27 and John 14:8-10, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

God is three divine Persons in one divine nature

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - There is one God
 - The Father, the Son, and the Holy Spirit are all completely of the one divine nature
 - God has made the family an (imperfect) sign of the Blessed Trinity

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "You can see why this is a mystery."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why is the Holy Trinity "the central mystery of our faith"?
 - Why do you think God revealed the mystery of the Trinity to us?
 - Should it trouble us that human beings are one person for one human nature, yet God is three Persons in one divine nature? Why or why not?
- D. If there is time, students can work on their Creation projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why is Jesus called the eternal "Word"?
 - Why is the Holy Spirit sometimes called the divine Breath?
 - Why was humanity only made in the image of God when both male and female were created?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY 5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How can understanding the Trinity help us grow closer to God?
 - How can it help us understand ourselves and God's plan for the family?
 - Why are mysteries important to our faith and our relationship with God?
 - Do you think people in the modern world are comfortable with the idea of religious mysteries? Why or why not?
- D. Administer an assessment:
 - Explain the proclamation
 - Give a brief definition of the Trinity
 - What is the difference between a nature and a person?
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

06

The Incarnation

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, John 1:1-5, 14, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

God the Son became human to save us

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Jesus has two natures: human and divine
 - He did not stop being God when He took on our human nature
 - Jesus is the mediator between God and man, who restores our family relationship with God

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "God paid our debt with His life."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What is the difference between a covenant and a contract, or an ordinary promise?
 - Why did God the Son become a man?
 - Why did God not either ignore the broken covenant or just let humanity suffer the full consequences of breaking it?
- D. If there is time, students can be work on / present their Creation projects.
- E. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why are the Gospels the most important books of the Bible?
 - How does knowing Jesus help us know God and ourselves?
 - The Son became incarnate to die for us. How should we respond to Him?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on / present their projects.
- F. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - The earliest heresies (false teachings) had to do with the nature of Christ. Some said He was not truly God; others that He was not truly human. Why do you think some people struggled so much with the idea of the Incarnation?
 - Why was it so important for the Church to proclaim the truth about Jesus?
 - Do we today struggle with who Jesus is?
 - Does the Church do enough to proclaim the truth to the struggling world? What can we do about it?
- D. Administer an assessment:
 - Explain the proclamation
 - What two natures does Jesus have?
 - What is a covenant?
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

07

The Blessed Virgin Mary

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Luke 1:26-38, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Mary is our mother

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Mary truly is the mother of Jesus
 - Mary is the Woman of the protoevangelium
 - Jesus gave Mary to us from the cross

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "But she did not."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What is the significance of the title "Full of Grace"?
 - What is the importance of Mary's Immaculate Conception?
 - Since our salvation was in a way dependent on Mary's response to God, why did He give her a choice?
- D. If there is time, students can be assigned and begin work on their Old Testament worship projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What can we learn about the dignity of unborn life, in that God Himself spent nine months in the womb of His mother?
 - Why did God call poor, small-town people like Mary and Joseph, instead of someone powerful in the eyes of the world?
 - Some Christians have trouble with the title "Mother of God" for Mary. Why do you think that is? Why is it an appropriate title for Mary?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How can we embrace Mary as our mother?
 - What specific things can we do to grow closer to her and allow her to lead us to Jesus?
 - Mary was merely human. How can she serve as a model for us?
- D. Administer an assessment:
 - Explain the proclamation
 - What is the Immaculate Conception?
 - By what title did Jesus call Mary from the cross?
 - What title did Gabriel call Mary by?
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

08

The Old Testament

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, 2 Timothy 3:16-17, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

"The New Testament is in the Old concealed; the Old Testament is in the New revealed" – St. Augustine

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - God chose Israel to be a "kingdom of priests" and prepare the world for its Savior
 - Old Testament types foreshadow what God would do in the New Covenant
 - Jesus fulfilled 300 Old Testament prophecies

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY 3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "will last forever."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What is the difference between the Old Testament and the New Testament?
 - What is special about the people of Israel?
 - What is a biblical type?
- D. If there is time, students can work on their Old Testament worship projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What is the significance of Jesus fulfilling 300 Old Testament prophecies?
 - Why is Isaiah's prophecy from the text such a powerful testimony about Jesus?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY 5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - What do you know about the Old Testament? How can you learn more about it?
 - Why is it wise to know the Gospels well before delving deeply into the Old Testament?
 - How can the Old Testament testify to the truth of who Jesus is, even to non-religious people?
- D. Administer an assessment:
 - Explain the proclamation
 - What is the difference between the Old Testament and the New Testament?
 - What are prophecies?
 - What are some ways the Messiah is portrayed in the Old Testament?
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

09

The Wedding at Cana

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, John 2:1-11, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Jesus came to establish a new and eternal Covenant, which brings us true joy and true blessing

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Mary brings our needs to Jesus
 - Mary tells us to obey her Son
 - Jesus asks us to obey Him even if we sometimes don't understand

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to “we should pray for each other.”
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How does Jesus demonstrate the dignity of marriage?
 - Why is it significant that Mary brought the problem to Jesus?
 - Why does Mary care about the wine, when she was only a guest at the wedding?
 - How does the wedding couple's problem mirror the problem all humanity had?
- D. If there is time, students can work on their Old Testament worship projects.
- E. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What makes this miracle such a powerful one in Jesus's ministry?
 - Why does Jesus connect it to His "hour"?
 - How are Mary's words to the servants at the wedding important for us?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - What can we learn from this miracle about Mary's role as our mother?
 - How does Mary intercede for us? How does she help us follow Jesus?
 - The servants must have thought Jesus's command was crazy, but they did it anyway. When are we asked to follow God's command, even when we don't understand it? Do we obey, or demand to have complete understanding before we do?
 - In what ways does Jesus's miracle at Cana point toward the Eucharist?
- D. Administer an assessment:
 - Explain the proclamation
 - What is important about Mary's role at the wedding at Cana?
 - What is significant about Jesus's response to His mother?
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

10

The Prodigal Son

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Luke 15:11-32, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

God has compassion on sinners

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - God is always willing to forgive our sin and welcome us back to the family
 - We must repent and come back to Him
 - We should welcome and celebrate repentant sinners

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to “maybe he can get a job.”
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why does Jesus tell the three mercy parables to the Pharisees?
 - How is the younger son like us when we sin?
 - How is the younger son's suffering from his sin a mercy?
 - If he had been prosperous, would he have returned to the father?
 - Can our suffering, especially when it comes from our sin, be seen as a mercy?
- D. If there is time, students can work on their Old Testament worship projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What is significant about the line: "When he was still a long way off, his father caught sight of him, ran to him, and embraced him"?
 - Why did the older son react negatively to his brother's return?
 - How did the father show mercy to his older son as well?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY

5

I. Objective:

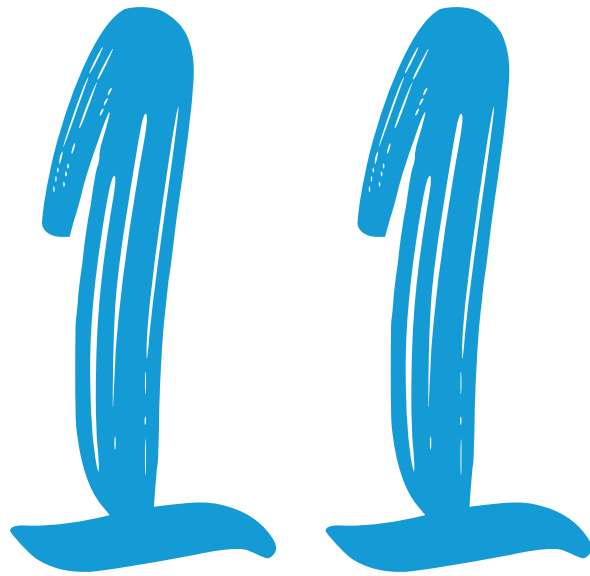
Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - When do we act more like the younger brother?
 - When do we act more like the older brother?
 - In what ways are both condemned by the parable?
 - How can we act more like the Father?
- D. Administer an assessment:
 - Explain the proclamation
 - How does Jesus tell us to act when we wander from God through sin?
 - How does Jesus want us to act toward a sinner who returns to God?
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER



Sacrifice – Abraham and Isaac

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Genesis 22:1-13, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

God the Father sacrificed His Son for us

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - God promised that all people would be blessed through Abraham's descendants
 - Jesus came from the Jewish people, the descendants of Abraham
 - The sacrifice of Isaac was a type of the sacrifice of Jesus, the Lamb of God

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "fulfilled through Isaac."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How is Abraham a powerful model of faith for us?
 - In what way did Abraham's faith fail?
 - Why is the covenant that God made with Abraham important for us as Christians?
- D. If there is time, students can work on their Old Testament worship projects.
- E. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What makes Abraham's words: "God Himself will provide the lamb" so prophetic?
 - How did God's challenge of Abraham strengthen him where he had failed in the past?
 - How is this story of Abraham and Isaac a type of Jesus?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Do we ever doubt God's promises? Why?
 - What does God call us to do in those moments?
 - Have you ever had an experience when it seemed God was testing your faith? When He strengthened your faith?
 - Do you think modern man trusts in God's promises to us, especially the offer of Heaven if we are willing to receive it? Why or why not?
- D. Administer an assessment:
 - Explain the proclamation
 - When did Abraham's faith fail?
 - How did God heal that failing with a test?
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

12

Sacrifice: The Passover Lamb

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Exodus 12:5-14, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Jesus is the Lamb of God

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The Passover Lamb is a powerful type of Jesus
 - The blood of the Passover Lamb saved the people of Israel; the Blood of Jesus saves us
 - The people ate the flesh of the Passover Lamb; we eat the Flesh of the Lamb of God in the Holy Eucharist

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to “from eternal death.”
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How did God turn the pharaoh's threat to Egypt back on him?
 - Why did God give the people the Passover ritual when He already knew which houses they were in?
 - How is the Passover Lamb a type of Jesus?
- D. If there is time, students can work on / present their Old Testament worship projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How is the Passover Lamb a type of the Eucharist?
 - Although they didn't save themselves, how did the people of Israel participate in God's saving plan for them?
 - Why was it fitting for Jesus to establish the Mass at a Passover celebration?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on / present their projects.
- F. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - In what ways are we called to participate in God's saving plan for us?
 - Do people today refuse to participate? In what ways? What danger does that put them in?
 - What specifically must we do to be sure we are accepting and participating in God's plan of salvation for us?
- D. Administer an assessment:
 - Explain the proclamation
 - Fill in the Passover Lamb / Lamb of God table
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

How does the Passover Lamb foreshadow the Lamb of God?

Passover	New Covenant
The Passover lamb was sacrificed	
The blood of the lamb was smeared on the wood of the doors	
The people of Israel were saved from slavery and death	
The people ate the body of the lamb	
The people were strengthened for their journey to their promised land	
The Jews celebrate a memorial, which makes God's saving work present to them	

CHAPTER

13

Perfect Sacrifice: The Cross

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, the seven "Last Words of Jesus" from the cross, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY 2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
The cross of Jesus expresses His love for us
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Jesus willingly died for us
 - From the cross, Jesus continued to thirst for souls, such as St. Dismas, and begged the Father for mercy for us
 - Jesus continued to bless us from the cross, giving us His mother and offering Himself to His brideStudents should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, the first three statements, up to "mother of all people."
- C. The students will write a reflection on the first three statements of Jesus from the cross and discuss them as a class.
- D. If there is time, students can be assigned and begin work on their founding the Church projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. The students will write a reflection on the last four statements of Jesus from the cross and discuss them as a class.
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY 5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How do people condemn Jesus today? (Think of the teachings of Christ that are out of favor with the modern world's "morality.")
 - Which statement of Christ from the cross do you find most powerful? Why?
 - Which do you find most meaningful to you personally, that challenges you to live a certain way? Why?
- D. Administer an assessment:
 - Explain the proclamation
 - List as many of the "last words" of Jesus as you can
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

14

The Empty Tomb

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, John 20:1-18, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Jesus defeated death

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - On the first Easter Sunday, Jesus rose from the dead
 - We will all rise from the dead
 - The everlasting life Jesus offers us in Heaven is far more glorious than anything we can have on earth

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "would be defeated forever."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Jesus had spoken about rising from the dead. Why do you think so many of His own followers were shocked by His Resurrection?
 - Why do you think God played out dramatic events of salvation history in gardens?
 - Why do you think St. Paul sometimes refers to Jesus as the "new Adam"?
- D. If there is time, students can work on their founding the Church projects.
- E. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why did Mary Magdalene recognize Jesus when He said her name?
 - Do you think it was difficult for Jesus's disciples to embrace the new creation, even though it was more glorious than before?
 - In the ancient world, a woman's testimony was not given as much weight as a man's. Why is it significant that Jesus first appeared alive to women and told them to give testimony to His disciples of it?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Do we sometimes want to hold onto the things of this world, even though what God wants to give us in their place is far more glorious?
 - Is the Resurrection of Jesus a source of hope for us?
 - Do most people ever think about it or what it means for them?
 - We have been offered everlasting life, body and soul, in perfect happiness in Heaven, yet the world seems not to care. Do you think we as a Church are doing enough to spread the Good News in the modern world?
- D. Administer an assessment:
 - Explain the proclamation
 - Who were the first people to encounter Jesus alive, and how did they react?
 - In what three gardens is the drama of our salvation played out?
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

15

Jesus and Peter

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, John 21:1-19, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

When we sin, Jesus forgives us and restores our dignity if we come to Him

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Out of fear, Peter denied Jesus, but he repented
 - Jesus forgave Peter and restored him to the dignity as the Church's chief shepherd
 - If we remain in the Church, she will carry us to Heaven

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "throughout the years."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why are the "keys to the Kingdom of Heaven" so important?
 - How does understanding the kingdom of David help us understand the way Jesus organized His Church?
 - What does Peter's denial of Jesus teach us about human weakness, even in the Church?
- D. If there is time, students can work on their founding the Church projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why did Peter decide to go fishing?
 - Why did Jesus continue to want Peter to lead His Church after his outright denial of Jesus?
 - Why do you think Jesus used the image of a shepherd for Peter and the popes?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - In what ways do we deny Jesus?
 - Peter and Judas both denied Jesus on Holy Thursday, and they were both sorry, but they responded very differently. In what ways?
 - What might have happened to Judas if he had repented the way Peter did? What does that mean for us?
- D. Administer an assessment:
 - Explain the proclamation
 - How did Jesus restore Peter's dignity?
 - How many fish did the Apostles catch? What is the significance of the number?
 - Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- E. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- F. Be sure to end with praise and thanksgiving!

CHAPTER

16

The Eucharist and Last Supper

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, John 6:51-58, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
The Holy Eucharist is Jesus – Body, Blood, Soul, and Divinity
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The substance of the bread and wine become the substance of the Body and Blood of Christ, though the appearances do not change
 - When we receive the Eucharist, we are physically and spiritually united to Jesus
 - Jesus gave us the priesthood to perpetuate the Eucharist throughout the agesStudents should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "would fill their souls."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - In the Scripture passage, what does Jesus say will happen to those who eat His Body and drink His Blood?
 - What is transubstantiation?
 - What miracle had Jesus performed the day before His "Bread of Life discourse"?
- D. If there is time, students can work on their founding the Church projects.
- E. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What did most of Jesus's followers do when He told them they must eat His Body and drink His Blood?
 - When did Jesus institute the Eucharist?
 - What was Jesus doing when He told the Apostles to "Do this in memorial of Me"?
 - Who can consecrate the Eucharist today?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Some surveys suggest that most Catholics today do not believe in Christ's real presence in the Eucharist, even though it is a clear teaching of the Catholic Church and Jesus Himself. Why do you think that is? What can we as a Church do about it? What can you personally do about it?
 - How should we prepare ourselves to receive the Holy Eucharist?
 - Why do you think it is gravely wrong to receive the Eucharist in a state of mortal sin?
- D. Administer an assessment:
 - Explain the proclamation
 - Using the terms "accidents" and "substance," explain how bread and wine become the Body and Blood of Christ.
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

17

The Mass

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Luke 24:13-35, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
The Mass is the most perfect form of worship
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The Mass is a sacrifice, at which the sacrifice of Jesus is offered, and we offer ourselves
 - The Mass is a wedding feast, at which we are the Bride
 - We become "one flesh" with Jesus at Holy Communion
- E. Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to “revealed to His disciples.”
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - When did Jesus first give us the Mass?
 - How does the Scripture passage follow the outline of the Mass?
 - In what four specific ways is Jesus present at Mass?
- D. If there is time, students can work on their founding the Church projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How is the Mass a sacrifice?
 - How is the Mass a wedding feast?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Do you think most people understand the Mass as a sacrifice? What difference would it make if they did?
 - Do you think most people understand the Mass as a wedding feast, at which we are the Bride? What difference would it make if they did?
 - Why is skipping Mass on Sunday a matter for grave sin?
- D. Administer an assessment:
 - Explain the proclamation, using the concepts of the Mass as a sacrifice and a wedding feast.
 - Briefly outline the Liturgy of the Word and the Liturgy of the Eucharist.
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

18

Pentecost

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Acts 2:1-13, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY 2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

The Holy Spirit came to the Church at Pentecost and remains with her

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The Apostles received the Holy Spirit, who empowered them to accomplish their mission
 - The Holy Spirit makes us holy
 - We must respond to the Spirit

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY 3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to “she is also the mother.”
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why is Pentecost often called the birthday of the Church?
 - How does the Old Testament feast of Pentecost foreshadow the Christian Pentecost?
 - Who is the Holy Spirit?
- D. If there is time, students can work on / present their founding the Church projects.
- E. Close the period with prayer.

DAY 4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why is it significant that Mary was there at Pentecost?
 - Contrast Pentecost with the Tower of Babel.
 - How did people respond differently to the miracle at Pentecost?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on / present their projects.
- F. Close the period with prayer

DAY 5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - The Spirit continues to guide the Church. How do we respond?
 - Do we recognize that the Holy Spirit comes to us?
 - Do you pray to the Holy Spirit? For His guidance and His gifts?
- D. Do we take a proper attitude to the Church, considering the Holy Spirit continues to guide her and her leaders, despite their and our human weaknesses?
- E. Administer an assessment:
 - Explain the proclamation.
 - Briefly describe how the Spirit came to the Apostles at Pentecost.
- F. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- G. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- H. Be sure to end with praise and thanksgiving!

CHAPTER

19

Baptism

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, John 3:1-8, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Baptism makes us a new creation in Christ
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Baptism is a rebirth into the family of God
 - Baptism purifies us from all sin: Original Sin and any actual sin we have committed
 - Baptism imparts a new character to us
- E. Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "St. Paul says."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why do you think God uses matter as a means of communicating with us in the sacraments?
 - Why do we need grace to go to Heaven?
 - Why can a person only be baptized once?
- D. If there is time, students can be assigned and begin work on their Sacraments projects.
- E. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How does Baptism truly make us a “new creation”?
 - Summarize the importance of our identities as priest, prophet, and king.
 - From the earliest days, why has the Church always baptized infants?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Ancient Christians were willing to commit a capital crime by being baptized, but many Catholic parents don't even have their children baptized. Why the change?
 - Do we understand the significance of Baptism?
 - Do you think persecutions would increase or decrease Catholics' commitment to Baptism?
 - What did you learn in this chapter about Baptism that you did not know before?
 - How can we do better making sure that all baptized Catholics understand the power and implications of this sacrament?
- D. Administer an assessment:
 - Explain the proclamation
 - What new identities does the anointing with chrism oil symbolize?
- E. What two ways can a person receive the grace of Baptism if they do not have the opportunity for water Baptism?
- F. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- G. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- H. Be sure to end with praise and thanksgiving!

CHAPTER

20

Confirmation

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Isaiah 11:1-5, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Confirmation equips us for victory in spiritual warfare

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Confirmation perfects the grace we received at Baptism
 - We are strengthened with the Gifts of the Holy Spirit, weapons for spiritual victory
 - Our objective is to navigate the spiritual perils of this life and arrive safely at our true home, Heaven, bringing with us as many others as we can

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "it's what's best for us" (before Counsel).
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How is Confirmation like enlisting in God's army?
 - Summarize the Gift of Knowledge.
 - Summarize the Gift of Understanding.
 - Summarize the Gift of Wisdom.
- D. If there is time, students can work on their Sacraments projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Summarize the Gift of Counsel.
 - Summarize the Gift of Fortitude.
 - Summarize the Gift of Piety.
 - Summarize the Gift of Fear of the Lord.
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Go through each of the seven Gifts of the Holy Spirit. Define each and discuss how each is necessary for victory in the spiritual battle we are engaged in.
 - Which Gift is most lacking in our world today?
 - Which Gift do you feel most in the need of strengthening?
- D. Administer an assessment:
 - Explain the proclamation
 - List and define the seven Gifts of the Holy Spirit.
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

21

Reconciliation

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Matthew 9:9-13, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

We receive forgiveness in the Sacrament of Reconciliation

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Jesus gave the Apostles power from the Holy Spirit to forgive sins
 - This power has been passed to every Catholic priest
 - No sin is unforgiveable

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "where he was martyred."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What made Matthew such an unlikely person to be called by Jesus in the eyes of the community?
 - Who were the Pharisees, and why did most of them reject Jesus?
 - What was Jesus's relationship to sinners like? To sin?
- D. If there is time, students can work on their Sacraments projects.
- E. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What does it mean to “absolve” someone?
 - When did Jesus give the ministry of sacramental Reconciliation to His Church?
 - Jesus commands all of us to forgive. How is the forgiveness we receive from a priest in Reconciliation different than the forgiveness we all must give?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How often do you go to Reconciliation? Should you go more?
 - How often do you think most people go to Reconciliation? Why don't they go more?
 - Why is the line for Communion so much longer than the line for Confession?
 - As followers of Christ, do we forgive others as we must?
- D. Administer an assessment:
 - Explain the proclamation
 - Who was St. Matthew, and why was his story used in a chapter about Reconciliation?
 - What graces do we receive through the Sacrament of Reconciliation?
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

22

Anointing of the Sick

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Mark 2:1-12, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
The Church continues Jesus's ministry of healing
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The Anointing of the Sick provides healing for the body and the soul
 - If a person is facing death, this sacrament prepares them for the journey from this life to the next
 - The priest acts *in Persona Christi* to provide the sick person an encounter with the healing of JesusStudents should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to “receive it in Reconciliation.”
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - When can a sick person receive the Anointing of the Sick?
 - How is this sacrament administered?
 - What graces do we receive in this sacrament?
- D. If there is time, students can work on their Sacraments projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why was it significant that the first thing Jesus said to the paralytic was, "Your sins are forgiven"?
 - Why did some of the people accuse Jesus of blasphemy?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why is it important to pray to have a priest present when we die?
 - Many people only think of the Anointing at the point of death. How should we take a broader view of this sacrament?
 - What keeps people from receiving this sacrament when they ought to?
 - In the Scripture, the men were determined to get their sick friend to Jesus. How can we bring those who need it to this sacrament? When does it become a serious duty?
- D. Administer an assessment:
 - Explain the proclamation
 - When should a person receive the Anointing of the Sick?
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

23

Holy Matrimony

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Matthew 19:3-9, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY 2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

A. Begin the class period with prayer

B. Write the proclamation for this week on the board:

Jesus restored marriage to the dignity with which God created it "in the beginning"

Students should write this in their religion journals

C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.

D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:

- Jesus raised Holy Matrimony to the dignity of a sacrament
- The covenant between a man and a woman in marriage is a sign of the covenant between God and His people (Christ and the Church)
- Holy Matrimony must be free, total, faithful, and fruitful

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

E. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "What a beautiful description of Holy Matrimony."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why was it significant that in His teaching against divorce, Jesus began with the words, "In the beginning"?
 - What is the marriage covenant a sign of?
 - How were the Pharisees trying to trap Jesus with their question about marriage?
- D. If there is time, students can work on their Sacraments projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Describe how marriages must be: free, faithful, total, and fruitful.
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY 5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - In what ways does our culture see marriage differently than Jesus presents it in the Gospel?
 - Do you think the widespread acceptance of divorce has led to greater social evils? Why or why not?
 - People often leave the Catholic Church because it opposes divorce. Does the Church seem to be upholding the teaching Jesus laid down in the Gospel?
 - How can we strengthen beliefs about marriage in our community? In our family? In our world?
 - How do you think a Catholic should prepare for marriage?
- D. Administer an assessment:
 - Explain the proclamation
 - How did John the Baptist give his life over defense of the dignity of marriage?
 - Why are children integral to the purpose of marriage, even though some married couples may not be able to have children?
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

24

Holy Orders

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Hebrews 7:11-16, 23-27, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

A. Begin the class period with prayer

B. Write the proclamation for this week on the board:

The Catholic priesthood perpetuates the priesthood of Jesus

Students should write this in their religion journals

C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.

D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:

- Jesus is our true high priest
- God calls some men to act *in Persona Christi* as priests
- Priests are called to be spiritual fathers

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

E. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "save people for all time."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Through which sacrament do people receive the common priesthood of the faithful?
 - Through which sacrament do some men receive the ministerial priesthood?
 - From which tribe did the Old Testament priests come?
 - Who is Melchizedek, and how is he a type of Christ?
- D. If there is time, students can work on / present their Sacraments projects.
- E. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What does it mean for a priest to act in Persona Christi?
 - What are the three degrees of Holy Orders?
 - Review Paul's words in 1 Cor. 4:14-16 from the chapter. What did he mean?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on / present their projects.
- F. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why are priests spiritual fathers?
 - What happens when they don't live up to that identity?
 - Why did Jesus give fallible, sinful men such a role among His people?
 - How can we support our priests?
 - We look to our priests as fathers, and traditionally, fathers of households were seen as priests to their families. In what ways do you think that was?
 - What would happen to our families if fathers reclaimed that identity?
- D. Administer an assessment:
 - Explain the proclamation
 - Briefly compare and contrast the three degrees of Holy Orders.
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

25

The Ten Commandments

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Exodus 20:1-17, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

God has given us His law

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The moral law is summed up in the commands to love God with all our heart, mind, soul, and strength; and to love our neighbor as ourselves
 - The first three Commandments govern our relationship with God
 - The last seven Commandments govern our relationship with others

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "this deeper manner."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What is the natural law?
 - Why did God give His people the Ten Commandments?
 - Why are the Ten Commandments still binding on us?
 - How is the moral law summed up in the commandments to love God with all our hearts and love our neighbor as ourselves?
- D. If there is time, students can be assigned and begin work on their Morality projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What responsibilities do the first three Commandments give us toward God?
 - What responsibilities do the last seven Commandments give us toward each other?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Which Commandments are hardest to keep?
 - Why is it important to even keep our thoughts and desires holy?
 - In what modern ways do people break the First Commandment?
 - The Fourth Commandment is intentionally a transition between loving God and loving our neighbor. How?
 - Why can all people be bound by the demands of the natural law?
- D. Administer an assessment:
 - Explain the proclamation
 - Write as many of the Ten Commandments as you can (in order, if possible).
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

26

The Beatitudes

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Matthew 5:1-12, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
The Beatitudes call us to soar to spiritual heights
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - As we grow in the Beatitudes, we grow in holiness
 - The Beatitudes paint a picture of what a saint looks like
 - The promises of the Beatitudes begin to be fulfilled on earth and are perfectly fulfilled in Heaven

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "works of righteousness."
- C. The students will briefly trace the path of spiritual growth through the first four Beatitudes and discuss it as a class.
- D. If there is time, students can work on their Morality projects.
- E. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. The students will briefly trace the path of spiritual growth through the last four Beatitudes and discuss it as a class
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why is being poor in spirit at the base of our growth in holiness?
 - Which of the Beatitudes does our culture honor?
 - Which of the Beatitudes does our culture demean?
 - What challenges do we face in trying to become saints?
 - Which Beatitude is most lacking in the world today?
- D. Administer an assessment:
 - Explain the proclamation
 - Write as many of the Beatitudes as you can (in order, if possible)
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

27

The Four Last Things

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Matthew 25:31-46, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
No choice is more important than where we spend eternity
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Those who die in a state of grace, with God's life in them, will be united to Him forever in Heaven
 - Those who die rejecting God will reject Him for all eternity in hell
 - Those who have accepted God's gift of salvation, but are not prepared for Heavenly glory, are purified in PurgatoryStudents should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to “definitive happiness.”
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What is the particular judgment?
 - What does the text mean: “Properly speaking, God does not send anyone to hell”?
 - Why is hell a place of suffering without hope, even for those who do not desire to be with God?
- D. If there is time, students can work on their Morality projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How is the suffering of Purgatory different than the suffering of hell?
 - How can we help the souls in Purgatory?
 - Why do the souls in Purgatory willingly choose to endure its suffering?
 - What is the general judgment?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - If God desires all people to be saved, why aren't all people saved?
 - How is Purgatory a gift of God's mercy?
 - Do you ever think about your eternal destiny?
 - What should we do to accept God's gift of salvation?
 - How can we help other people accept it, knowing that there are souls at stake?
 - One saint revealed that many of the souls in hell did not believe in hell during their lifetime. Why do you think that is?
- D. Administer an assessment:
 - Explain the proclamation
 - Contrast the particular judgment with the general judgment.
 - What are the things that may happen to someone when they die?
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

28

Prayer

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Luke 18:1-8, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY 2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Those who pray are certainly saved; those who do not pray are certainly lost – St. Alphonsus Liguori
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Prayer and the sacraments nourish our relationship with God
 - Prayer can be difficult, but we must persevere
 - Prayer, the sacraments, and a moral life are inseparable for a Catholic

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY 3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to “tell them no.”
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - Why does Jesus use the example of a wicked judge, when He is teaching us about a loving God?
 - Why would a Christian think their relationship with God can be healthy without prayer?
 - Why do you think God tells us to ask Him for things when He already knows what we need?
- D. If there is time, students can work on their Morality projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - God always hears our prayers. Why do we sometimes feel like He doesn't answer them?
 - Besides petition, what kinds of prayers should we say?
 - What is mental prayer? (Consider the quote of St. Teresa of Avila.)
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY 5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How can we turn our lives into a prayer?
 - What are some obstacles to prayer?
 - What are some of your favorite ways to pray?
 - Is there a Catholic prayer practice that you would like to learn?
 - What are some ways you know that people pray that are not found in this book?
 - Who can help you if you are having trouble praying?
- D. Administer an assessment:
 - Explain the proclamation
 - What point was Jesus making in the parable of the widow and the wicked judge?
 - Identify and explain some ways we can pray.
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

29

The Our Father

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Luke 11:1-4, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

The Our Father is a summary of the whole gospel – CCC 2761

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The Our Father is a prayer and a pattern for prayer
 - It is a prayer of perfect and unselfish love
 - It teaches us to ask for things and in what order we should desire them

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "May Thy will be done in me."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How is God our Father?
 - Why do you think God gave us the Second Commandment, based on the reflection of the words of the Our Father: "Hallowed be Thy Name"?
 - What is the Kingdom of God?
- D. If there is time, students can work on their Morality projects.
- E. Close the period with prayer.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What is meant by Jesus's words, "Seek first the Kingdom of God, and all else will be given to you as well"?
 - What about, "Where your treasure is, there will your heart also be"?
 - In what ways can we understand our "daily bread"?
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on their projects.
- F. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - What is the significance of the prayer beginning "Our Father" rather than "My Father"?
 - What is your reaction to Jesus's words to St. Therese: "Your heart is My Heaven"?
 - How can we help build God's Kingdom?
 - Do you think people worry more about offending others or offending God? Why?
 - How does anxiety affect our faith lives? What remedy does God offer us?
 - Why is forgiving others such a serious requirement?
 - What challenges do we face with forgiveness?
- D. Administer an assessment:
 - Explain the proclamation
 - Going through the Our Father, explain how the first half of the prayer concerns the glory of the Father, and the last half concerns our wants and needs.
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

CHAPTER

30

Mission and Vocation

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Using the Scripture from the text, Matthew 28:16-20, practice Lectio Divina. Students should each have a Bible. Read the passage aloud once; then allow students to re-read and meditate on the passage, using the Lectio Divina format as outlined in the guide. Consider playing Gregorian chant softly in the background.
- C. After a period of Lectio Divina, use the passage for a short Bible study. In other words, discuss the passage together. Consider the different senses of Scripture. What do we learn from the passage? How can we apply it to our lives? Be sure to do some research and preparation, if necessary, for this part of the lesson.
- D. Students should make a K-W-L chart to turn in as an exit ticket. Each student must have at least one "What I want to know." Remember to give it back to them on Thursday or Friday so they can fill in the last column.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

We are called to participate in the Church's missionary mandate

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - God has a plan for each of us
 - We must discern God's will for us
 - Silence and listening are essential to prayer and discernment

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. As a whole class, in small groups, or with a partner, students will re-read the first half of the chapter again, up to "we must practice discernment."
- C. The students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - How is the Catholic Church a missionary Church?
 - What is a vocation?
 - Why are religious vocations so necessary to the life of the Church?
 - How do people without a religious vocation participate in the Church's missionary mandate?
- D. If there is time, students can work on / present their Morality projects.
- E. Close the period with prayer.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Starting from where you left off yesterday, the class should re-read the rest of the chapter.
- C. Then students will answer the following questions. You may want to have them write answers first, which you can collect at the end of class. Then, think-pair-share. Finally, they should discuss as a class:
 - What is discernment?
 - What is holy indifference?
 - Give a reflection on Cardinal Newman's quote at the end of the chapter.
- D. Discuss the review questions from the text to help students prepare for tomorrow's assessment. You may choose to have them write answers first. Correct any errors or misunderstandings.
- E. If there is time remaining, students can work on / present their projects.
- F. Close the period with prayer

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Students will be engaging in a brief Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - As Catholics, we seek to spread the Gospel, and this means helping people convert to Catholicism. This is something we should desire and promote. Do you think we take that seriously? Do we value it? Why or why not? What can you do about it?
 - How have you shared your faith with others? When is it difficult to do?
 - When looking at the future, do you think most people consider what God is calling them to?
 - How can we discern our vocation?
- D. Administer an assessment:
 - Explain the proclamation
 - Describe at least three different vocations and how they allow us to participate in the Church's missionary mandate.
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!



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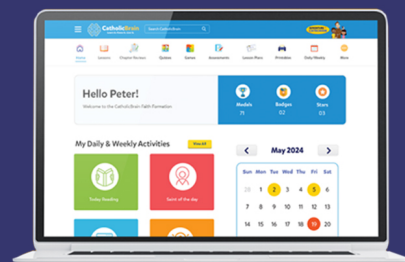
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