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### 1 In God's Image..... 6

#### CATHOLICS BELIEVE

God made humans in his image and likeness so we could be in relationship with him.



#### SCRIPTURE

Matthew 6:25–33; 1 Samuel 3:1–10

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#### CATHOLICS BELIEVE

God reveals his love to us, and we are free to respond in faith by what we say and do.



#### SCRIPTURE

1 Timothy 2:3–4; Mark 9:14–29; Luke 17:5–6;  
1 Corinthians 13:1–13

### 3 The Church Is Holy..... 30

#### CATHOLICS BELIEVE

The Church is a sign of the holiness of God.



#### SCRIPTURE

Psalm 8:3–6; 1 John 4:16–21

## Faith in Action!..... 42

Catholic Social Teaching Principle:  
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### 4 Jesus Reveals the Trinity..... 48

#### CATHOLICS BELIEVE

We relate to the three Persons of the Trinity in different ways. We are children of God the Father, brother and sister of Christ, and Spirit-filled.



#### SCRIPTURE

John 8:12; Luke 9:28–36

### 5 We Are Christ's People..... 60

#### CATHOLICS BELIEVE

As the People of God, all the Church's members have an important relationship with God and a role in spreading his message.



#### SCRIPTURE

1 Peter 2:1–5, 2:9–10, 15; John 5:17

### 6 Temple of the Holy Spirit..... 72

#### CATHOLICS BELIEVE

God the Holy Spirit lives within each of us as individuals and in the Church as a community. We are temples of the Holy Spirit, as is the Church.



#### SCRIPTURE

1 Corinthians 6:19–20; 2 Corinthians 6:16–18

## Faith in Action!..... 84

Catholic Social Teaching Principle:  
Life and Dignity of the Human Person

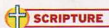
## Unit 2 Review..... 88

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### 7 Jesus' Relationships ..... 90

#### CATHOLICS BELIEVE

As members of the Church, we look to Jesus as an example of friendship and respect for others.

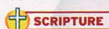


Mark 2:16, 10:46–52, 16:1–11; Matthew 12:9–14, 28:1–8; Luke 7:36–50, 13:10–17, 19:1–10, 24:1–12; John 20:1–18

### 8 Christ Offers Life ..... 102

#### CATHOLICS BELIEVE

God offers us forgiveness, holiness, and renewal.

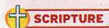


John 15:1–10; Romans 5:1

### 9 The Church, One in Christ ..... 114

#### CATHOLICS BELIEVE

The universal Catholic Church is united by common beliefs and practices.



John 17:20–26

### Faith in Action! ..... 126

Catholic Social Teaching Principle: Rights and Responsibilities of the Human Person

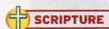
### Unit 3 Review ..... 130

## Unit 4: Church

### 10 The Church Is Apostolic ..... 132

#### CATHOLICS BELIEVE

The Church is apostolic, continuing the mission Christ gave to his Apostles.



Matthew 16:13–19; Acts 2:1–4; Romans 10:13–15

### 11 The Church Is Catholic ..... 144

#### CATHOLICS BELIEVE

As members of the Church, we are called to proclaim the Good News of Christ to the world.

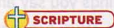


John 4:13–26, 39–42; Acts 1:8–9

### 12 The Christian Faithful ..... 156

#### CATHOLICS BELIEVE

All baptized Catholics are called to be priests, prophets, and kings to serve the mission of the Church, but there are different roles in serving.



Acts 6:1–7; Matthew 13:31–33

### Faith in Action! ..... 168

Catholic Social Teaching Principle: Dignity of Work and the Rights of Workers

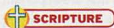
### Unit 4 Review ..... 172

## Unit 5: Morality

### 13 Honoring God ..... 174

#### CATHOLICS BELIEVE

God calls us into relationship. We honor him when we love and respect him and his name, connecting what we believe with how we live.



Matthew 5:33–35, 27, 22:34–40; Psalm 8:1

### 14 Honoring Family Members ..... 186

#### CATHOLICS BELIEVE

Families are called to be schools of faith in which we learn how to love, act, and treat others.



Luke 2:41–52



## 15 Everyone's Dignity ..... 198

### CATHOLICS BELIEVE

Because God created us with equal human dignity, we are required to work for the common good so that all people have what they need and can reach their fulfillment more fully and easily.



### SCRIPTURE

John 15:12

## Faith In Action! ..... 210

Catholic Social Teaching Principle:  
Solidarity of the Human Family

## Unit 5 Review ..... 214

## Unit 6: Sacraments

## 16 Worship and Grace ..... 216

### CATHOLICS BELIEVE

The way we worship and pray has an impact on the choices we make and the ways we live our daily lives.



### SCRIPTURE

Ephesians 6:18

## 17 Faithful Living ..... 228

### CATHOLICS BELIEVE

The sacraments strengthen us to be faithful to our commitments and our relationships.



### SCRIPTURE

John 2:1-11

## 18 The Church Year ..... 240

### CATHOLICS BELIEVE

We grow in our understanding of Jesus and in our relationship with him as we celebrate the different seasons of the liturgical year, which helps us pattern our lives on the life of Christ.



### SCRIPTURE

Ecclesiastes 3:1-8

## Faith In Action! ..... 252

Catholic Social Teaching Principle:  
Call to Family, Community, and Participation

## Unit 6 Review ..... 256

## Unit 7: The Kingdom of God

## 19 The Communion of Saints ..... 258

### CATHOLICS BELIEVE

Catholics are connected with each other across time through prayer, practices, and sacred objects and images.



### SCRIPTURE

Acts 2:42-47; Exodus 20:2-5

## 20 Saints, Examples for Living ..... 270

### CATHOLICS BELIEVE

The Church honors Mary and all the saints with special feasts and devotions.



### SCRIPTURE

Luke 1:26-47; John 15:12-13

## 21 From Age to Age ..... 282

### CATHOLICS BELIEVE

Faith-filled men and women have made an impact on how the Church responded to the needs of their time.



### SCRIPTURE

1 Peter 4:16; Matthew 28:16-20

## Faith In Action! ..... 294

Catholic Social Teaching Principle:  
Option for the Poor and Vulnerable

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## FAITH FOCUS

- Jesus' Transfiguration revealed his divine glory as the Son of God, and shows us God the Father, Son, and Holy Spirit.
- The Holy Spirit is alive and active in the Church, and helps us recognize and give thanks for the many ways in which God reveals his glory.
- The gift of grace helps us to know and love God, to learn what it means to be his adopted children, and to grow in that role.

## CATECHISM

For more background on chapter content, refer to paragraphs 455, 1112, 1284, 2021, and 2680.



Visit [www.osvcurriculum.com](http://www.osvcurriculum.com) for a correlation to the *Compendium of the Catechism of the Catholic Church*.

## NATIONAL DIRECTORY FOR CATECHESIS

Christian faith is radically Trinitarian; therefore, our catechesis must consistently reflect a Catholic understanding of the Blessed Trinity and be oriented toward an explicit confession of faith in the Father, Son, and Holy Spirit. (see *NDC*, 25)

## RENEWING THE VISION

"The ministry of catechesis most effectively promotes the faith development of young and older adolescents when the curriculum is focused on important faith themes drawn from the teachings of the Church and on the developmental needs and life experiences of adolescents." (*RTV*, page 30)

## Jesus Reveals the Trinity

## CHAPTER BACKGROUND



*"At that same hour Jesus rejoiced in the Holy Spirit and said, 'I thank you, Father, Lord of heaven and earth, because you have hidden these things from the wise and the intelligent and have revealed them to infants; yes, Father, for such was your gracious will.'"*

Luke 10:21

## Jesus Reveals the Father

Everything Jesus did reflected the Father's glory. Jesus consistently offered praise and gratitude for his Father's generosity and grace. Jesus wanted to show his followers that he and the Father were One. Ultimately, this served as the foundation for one of the charges leveled at Jesus during his trial before the Sanhedrin. To those who had open ears, open hearts, and open minds, however, it communicated a new and loving familiarity with the God of their ancestors, now revealed as "Abba," the tender and loving Father.

## The Holy Spirit Reveals the Son

As Jesus made possible new understandings of the Father, so too the Holy Spirit makes possible a full understanding of who Jesus is. The Holy Spirit was present at Jesus' Baptism and the Transfiguration. After Jesus' Ascension, the Holy Spirit inspired the Apostles to understand Jesus' identity as the Messiah of prophecy and their own role in making him known throughout the world.

## God Is a Loving Community

The three Persons of the Blessed Trinity not only reveal themselves individually, but also reveal each other by how they interact. In this revelation we come to know the intimate relationship of love and holiness that is our Triune God. We also come to understand the relationship of God with us individually and communally in the Church.

2 How does our belief in God as Trinity influence your own relationships?

## TIPS FOR TEACHING CHAPTER 4

- To help students get a glimpse into the Trinity, it might be helpful to engage in a reflection exercise on the various relationships in their own lives. For instance, one student can be, at the same time, brother, son, and friend, or sister, daughter, and friend. While this is a limited analogy, it helps us begin to know mysteries that are, ultimately, matters of faith.
- Jesus makes known to us who the Father is by his action and his witness. Engage students in an exercise in which they choose one person in their lives and write about how that person makes a difference to them. How do they give honor to that person by their actions? How do their words honor the person? Are there areas for improvement? If so, what can they do to provide a better witness of love in their relationship?

## EIGHTH GRADERS SAY

### Personal Identity

*"I'm so many different things to different people, sometimes I forget who I am."*

- ▶ Young people at this age often define themselves by their various relationships. They may perceive and struggle to reconcile inconsistencies between home, school, social relationships, and different groups.
- ▶ For the most part they have not yet developed the capacity to fully appreciate the rights and feelings of others as equal to their own, but they are moving toward that awareness.

## SUSTAINING YOUR SPIRIT

### Engagement with Others

It is important to work closely with others. Doing so enables you to:

- ▶ See firsthand the goodness of others.
- ▶ Recognize that sometimes a task is best addressed by a team.
- ▶ Replenish your level of empathy.

Engagement with others sustains your spirit by pulling you past your own limitations and by restoring your faith in yourself and others.

*Reflect* Rate yourself on the scale below:

Lone Ranger				Engaged with Others
1	2	3	4	5

Visit [www.osvcurriculum.com](http://www.osvcurriculum.com) for more ideas on Sustaining Your Spirit.



## MULTIMEDIA RESOURCES



### Books

**What Do You Stand For?** Lewis, Barbara A. Boys Town Press. This book invites teens to explore and practice virtue.

**Prove It! Jesus.\*** Welborn, Amy. Our Sunday Visitor. Gives young people the true facts about who Jesus really was, what he did, and what it all means for them.

**Who Is Jesus Christ?\*** Sammons, Eric. Our Sunday Visitor. References from the Church fathers, the saints, and Doctors of the Church unlock the multiple dimensions of Christ so we may better recognize and welcome him in our lives.

\*Available at [www.osvcurriculum.com](http://www.osvcurriculum.com)



### TEACHER RESOURCES

[www.osvcurriculum.com](http://www.osvcurriculum.com)

- ▶ for interactive lesson planner, chapter resources, and activities
- ▶ for free materials and information

### COMMUNITY CONNECTION

Chapter 4 **OUR CATHOLIC FAITH**, pages 58–59

- ▶ **WHAT NOW?**
- ▶ **LIVE YOUR FAITH**
- ▶ **PEOPLE OF FAITH** Blessed Elizabeth of the Trinity Catez



Visit [www.osvcurriculum.com](http://www.osvcurriculum.com) for more family and community connections.



### TEACHER PRAYER








Loving Jesus, in all that you said and did on earth, you reflected your Father's magnificent love. Today, help me to also be a reflection of that love. I ask this with faith in you. Amen.



## WEEKLY PLANNER

## CHAPTER BACKGROUND

## FAITH FOCUS

	Objectives	Materials	Prayer & Scripture
<b>DAY 1</b> <b>INVITE</b>	<b>JESUS REVEALS THE TRINITY</b> To examine the different roles one person can play <b>Pages 48–49</b>	<input type="checkbox"/> Writing paper <input type="checkbox"/> Pens or pencils <input type="checkbox"/> Copies of Activity Master 4, page TE4	 <b>PRAYER</b> FOR GUIDANCE FROM THE HOLY SPIRIT
<b>DAY 2</b> <b>EXPLORE</b>	<b>A UNIQUE VIEW INTO JESUS</b> To uncover what the Transfiguration revealed about Jesus <b>Pages 50–51</b>	<input type="checkbox"/> Writing paper or journals <input type="checkbox"/> Pens or pencils	 <b>PRAYER</b>  <b>Scripture</b> John 8:12, Luke 9:28–36
<b>DAY 3</b> <b>EXPLORE</b>	<b>GOD'S GLORY REVEALED</b> To discover how the Holy Spirit furthers God's work on earth <b>Pages 52–53</b>	<input type="checkbox"/> Writing paper <input type="checkbox"/> Pens or pencils <input type="checkbox"/> Elevation map of Sea of Galilee <input type="checkbox"/> Green craft foam <input type="checkbox"/> Spoons and carving tools <input type="checkbox"/> Small plastic flowers <input type="checkbox"/> Construction paper <input type="checkbox"/> Scissors <input type="checkbox"/> Glue sticks <input type="checkbox"/> Markers or colored pencils	 <b>PRAYER</b>
<b>DAY 4</b> <b>EXPLORE</b>	<b>RELATING TO GOD</b> To explore how God shows us his power <b>Pages 54–55</b>	<input type="checkbox"/> Writing paper <input type="checkbox"/> Pens or pencils <input type="checkbox"/> Chart paper <input type="checkbox"/> Markers or chalk	 <b>PRAYER</b>
<b>DAY 5</b> <b>CELEBRATE</b>	<b>PROFESSION OF FAITH</b> To profess our faith <b>Page 56</b>	<input type="checkbox"/> Call to Faith 7 & 8 Music CD2 <input type="checkbox"/> Bible <input type="checkbox"/> White cloth <input type="checkbox"/> Red candle <input type="checkbox"/> Symbols of the Father, the Son, and the Holy Spirit	 <b>PRAYER</b> PROFESSION OF FAITH  <b>Scripture</b> 2 Corinthians 1:18–22

Our Catholic Faith, page 58 • People of Faith, page 59

Chapter 4 Review, page 57 • ACRE Connection, page 57 Domain 1 • Assessment, page TE25

# Words of Faith

Transfiguration  
Pentecost  
grace

## Activities

### LET'S BEGIN

Relationships, page 49  
Multiple Intelligence: Visual/Spatial,  
Interpersonal

### ADDITIONAL

Activity Master 4: My Family Tree, page 49

### SHARE YOUR FAITH

Accepting Advice, page 51  
Multiple Intelligence: Intrapersonal

### CONNECT YOUR FAITH

Glorious Moments, page 53  
Multiple Intelligence: Intrapersonal

### ADDITIONAL

Cross-Curricular: Geography, page 52  
Multiple Intelligence: Visual/Spatial

### ADDITIONAL

Cross-Curricular: Art, page 53  
Multiple Intelligence: Visual/Spatial

### GIVE YOUR FAITH

A Gift from God, page 55  
Multiple Intelligence: Verbal/Linguistic

### ADDITIONAL

Cross-Curricular: Civics, page 55  
Multiple Intelligence: Interpersonal,  
Verbal/Linguistic

## Enrichment

### QUICK TIP

Involving Others, page 48

### TEACHER BACKGROUND

Understanding Scripture, page 50

### SCRIPTURE BACKGROUND

Luke 9:18–27, page 51

### JUSTICE AND PEACE

Respect for Rights, page 54

### LECTIONARY LINK

Break Open the Word, page 56

**GO** Visit [www.osvcurriculum.com](http://www.osvcurriculum.com) for  
online weekly Scripture readings and  
seasonal resources.

## WHEN MINUTES COUNT!

### Use this plan

- ▶ during a shortened week
- ▶ in parish settings

## INVITE • Pages 48–49

**Objective:** To examine the different roles one person can play



**PRAYER** FOR GUIDANCE FROM THE  
HOLY SPIRIT



**ACTIVITY** LET'S BEGIN

Relationships, page 49

## EXPLORE • Pages 50–55

**Objective:** To uncover what the Transfiguration  
revealed about Jesus



**Scripture** John 8:12, Luke 9:28–36

**Objective:** To discover how the Holy Spirit furthers God's  
work on earth



**ACTIVITY** CONNECT YOUR FAITH

Glorious Moments, page 53

**Objective:** To explore how God shows us his power



**ACTIVITY** LIVE YOUR FAITH

A Gift from God, page 55

## CELEBRATE • Page 56

**Objective:** To profess our faith



**PRAYER** PROFESSION OF FAITH

## Our Catholic Faith • Pages 58–59

Ask for five volunteers to each read one of the five  
paragraphs of the story.

### ACTIVITY

- Organize students into five groups to
- Respond to the two questions in the activity.
- Give students the opportunity to reflect on and
- create their network of relationships diagram.
- Provide time for sharing results of the activity.



# JESUS Reveals the Trinity

### OPEN

**PRAYER** Have a volunteer read aloud the short prayer.

Ask another volunteer to read the reflections.

Follow the reflections by reading the short prayer once more.

Invite the class to journal their thoughts about the statements.

### BUILD

Ask students to look at the pictures on both pages and share what they think the story might be about.

Choose volunteers to present a dramatic reading of the story by reading the parts of the narrator, Joannele, her dad, her mom, and Jadon.

Allow the volunteer readers to look through the story so they are familiar with their parts.

## CHAPTER 4

# JESUS Reveals the Trinity



### PRAYER

Holy Spirit, please guide me.

*I'm so many different things to different people,  
sometimes I forget who I am.*

*I can feel my relationship with my parents changing...  
and that scares me a little!*

Joannele stared blankly at the diagram. "In triangle ABC,  $AB = 25$ ,  $BC = 16$ , and  $AC = 39$ . If ABC is rotated about its shortest side, what is the volume of the solid?" She sighed. Math was her nemesis. English, on the other hand, was easy for her. She felt sorry for some kids in her class who didn't get the difference between a simile and metaphor. "I guess the math geniuses feel sorry for me when they hear my sad questions," she thought to herself. Joannele glanced quickly at the microwave clock. Her mom, the math whiz of the family, wouldn't be home to help with homework for another hour.



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Markers or chart



### QUICK TIP

**Involving Others** A variety of teaching/learning techniques is important for this particular age group. Developmentally and cognitively they are developing at a rapid pace.

- Involve presenters from different walks of life to share their experience with the topic at hand.
- Invite senior high students to participate by organizing a skit around the opening story, sharing their own faith experiences and learnings, participating in small group activities, and leading prayer.

"I'm hungry," howled Jadon, her ten-year-old brother, as he hopped on one foot next to her chair. Joanelle called him the human food processor because he was always starving. She stopped herself from telling him to get his own snack, remembering the deal she had struck with her parents: take care of Jadon after school and they would double her allowance.

As she was fixing him a big plate of crackers and peanut butter, her best friend, Tania, called. Joanelle usually loved talking to her on the phone, but Tania had been in a two-day funk because of a boy. Joanelle was tired of listening to Tania talk about it. She couldn't just ignore her best friend when she needed help, but the call seemed to go on forever.

Maybe what Tania needs is experienced help, she thought as she hung up the phone. She decided to ask her dad and see if he could help. "Well," he said with a grin, "I had no clue about girls when I was your age." Picturing her dad as a clueless teenager made Joanelle smile.

Okay then, on to the next expert. Joanelle questioned her mom about Tania's problems. "All that's just normal teenage stuff," her mom said. Joanelle sighed. "Yes, but what can I do when Tania won't stop talking about it?" "I understand, honey. Listening can be tiring. But that's an important part of friendship. It might seem like you aren't doing anything, but what you are doing could be just the thing she needs."



## ACTIVITY

**LET'S BEGIN** Discuss the events of the story. What are the different roles that Joanelle has in other people's lives? What roles does she want or need other people to assume in her life?

- Draw a diagram of the network of relationships in your life (start with you in the center). How did those relationships come about and what are the connections between them?



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## ADDITIONAL ACTIVITY

### Activity Master 4: My Family Tree

Distribute copies of the activity.

- The activity will provide an opportunity for young people to spend time with important adults in their families.
- The activity will give students an idea of the historical networking of their own families.



▲ Activity Master 4, page TE4

## ACTIVITY Organize students into two groups.

- Have one group respond to the first question and the other group respond to the second question.
- Allow both groups to share the information they gathered.
- Invite both groups to take the time to create a diagram of their network of relationships.

## CLOSE

Ask students to share their diagrams as time allows.

## WHEN MINUTES COUNT!

### INVITE

**PRAYER** Invite a volunteer to read aloud the prayer and the reflections.

Ask for five volunteers to each read one of the five paragraphs of the story.

## ACTIVITY Organize students into two groups to:

- Respond to the two questions in the activity.
- Give students the opportunity to reflect on and create their network of relationships diagram.
- Provide time for sharing results of the activity.

## DAY 2

## A UNIQUE VIEW INTO JESUS

## OPEN

**PRAYER** Repeat the prayer on page 48.

Give students an opportunity to share how they have been guided by the Holy Spirit during the week.

**Focus** Have students discuss the question with a partner.

## BUILD

Tell students: *We are never alone on our journey of faith, because the Holy Trinity is always with us.*

Ask for a volunteer to read the two paragraphs.

Invite students to provide examples from their own experiences.

**SCRIPTURE** Read the passage, John 8:12, from the Bible.

## The Transfiguration

Ask students to read both paragraphs and underline the words or phrases they think are important.

Give them an opportunity to share one of their choices and why it is important.

Invite students to offer their thoughts on the question at the end.

**SCRIPTURE** Read Luke 9:28–36 and facilitate a discussion on the question.

## EXPLORE

## SCRIPTURE

I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life. John 8:12

## SCRIPTURE

**GO TO THE SOURCE**  
Read Luke 9:28–36 to find out what Elijah, Moses, and Jesus were discussing. What parallel can be made between what the Old Testament figures said to Jesus and what they themselves had experienced?

## A UNIQUE VIEW INTO JESUS

**Focus** What did the Transfiguration reveal about Jesus?

Sometimes we think we have someone figured out, a parent, a teacher, or a friend whom we've known for years. Then that person does something that surprises us, showing us a whole different side.

Just like all of us have different roles, Jesus does, too. His followers had seen him in action, preaching and healing. They knew he was special, but they had to grow in their understanding of who he really was.

## SCRIPTURE

**The Transfiguration** One day, Jesus took Peter, James, and John up a mountain to pray. His friends didn't expect anything out of the ordinary. However, they found out that Jesus was much more than simply their down-to-earth teacher and friend. As Jesus prayed, an incredible thing happened. Suddenly, his face changed and his clothes glowed whiter than anything imaginable. Then two men, also in shining clothing like an angel's, appeared out of nowhere and began talking with Jesus.

The disciples realized that the two men with Jesus were historic leaders of the Jewish people: Moses, the Lawgiver, and Elijah, the prophet, were standing before them, talking with their friend! The disciples had never seen this glorious side of Jesus before. They had walked many dusty miles with him and stayed in places that were far from heavenly. The unexpected experience was almost too much for the disciples. Then it became even more amazing when a cloud came and darkened the mountaintop, and they heard a voice from the cloud proclaim, "This is my Son, my Chosen; listen to him!" (Luke 9:35).

**How did the voice set Jesus apart from Moses and Elijah?**

◀ The Transfiguration, by Giovanni Lanfranco (1582–1647)



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## TEACHER BACKGROUND

**Understanding Scripture** Pulling sentences or phrases from Scripture has the potential to change the original meaning.

- It is important to read what comes before and what comes after a particular scripture passage, in order to understand it in context.
- This will often broaden the meaning of the phrase and open us to a deeper awareness of what the Gospel authors were trying to teach.
- Help for understanding Scripture is often found in the annotations at the bottom of the page in the Bible. The use of a Biblical commentary is also helpful.



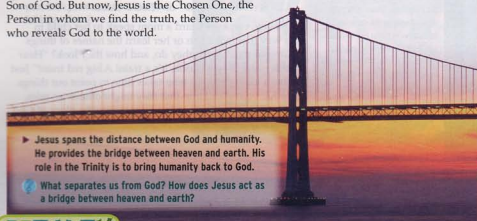
**A Glimpse into God** Throughout Scripture, we find examples of God choosing to reveal important messages on mountaintops. In this particular mountaintop episode, the disciples witnessed the **Transfiguration** of the Lord, the event in which Jesus' divine glory was shown to them.

The Transfiguration not only revealed something about Jesus, but it also gave the disciples a glimpse into the Trinity: God the Father's voice was heard from the cloud, telling the disciples about the uniqueness of Jesus: He is not another prophet or Lawgiver, he is the Son of God, and they should listen to him. The cloud represented the Holy Spirit, as it had become a sign during Old Testament times of God's presence among his People.

As the voice began speaking, the disciples looked around. The cloud was gone. Moses and Elijah were gone. Jesus alone stood before them. (See Luke 9:34–36.) The point was clear. The laws and prophets of the Old Testament had prepared the way for the coming of the Son of God. But now, Jesus is the Chosen One, the Person in whom we find the truth, the Person who reveals God to the world.

## CHAPTER Words of Faith

Transfiguration  
Pentecost  
grace



➤ Jesus spans the distance between God and humanity. He provides the bridge between heaven and earth. His role in the Trinity is to bring humanity back to God.

➤ What separates us from God? How does Jesus act as a bridge between heaven and earth?

## ACTIVITY

**SHARE YOUR FAITH** Are there times when you don't listen to someone you know you should listen to? What gets in the way of accepting what that person has to say? How can that person's words help you to make faith-filled decisions or to better live as a follower of Jesus?



## SCRIPTURE BACKGROUND

**Luke 9:18–27** recounts Jesus' first prediction of his Passion. In its midst we find a passage on what it means to be a disciple. "If any want to become my followers, let them deny themselves and take up their cross daily and follow me..."

To look at the first two passages, the message may seem dire indeed: "The Son of Man must undergo great suffering," and "... those who want to save their life will lose it..." But then Luke offers us the story of the Transfiguration in verses 28–36 as the heavenly confirmation that Jesus' suffering will end in glory.

## A Glimpse into God

Give students an opportunity to volunteer as readers for three paragraphs in this section.

Have them look at the visual with its text and respond to the questions.

## CLOSE

Have students journal their responses to the Share Your Faith questions.

## WHEN MINUTES COUNT!

### EXPLORE

Explain that the Holy Spirit furthers God's work here on earth.

## WHEN MINUTES COUNT!

### EXPLORE

Provide time for students to read the material to themselves.

**SCRIPTURE** Ask for volunteers to read the scripture passages to the class.

Have students answer the questions in the student text in their journals.

**Facilitate** a large group discussion around all the questions in the chapter.

End by repeating the prayer on page 48.

# EXPLORE

## DAY 3

### GOD'S GLORY REVEALED

#### OPEN

**PRAYER** Repeat the prayer on page 48.

Invite students to silently ask the Holy Spirit for guidance in an area they need help.

**Focus** Point out the focus question and ask if students know anything about the Holy Spirit's work on earth.

#### BUILD

Invite a volunteer to read the opening paragraph and the bullet points on page 52.

Ask the volunteer to invite students to add other items to the bullet list.

Have the volunteer follow student comments by reading the last two paragraphs in this section.

Organize students into small groups.

Have the small groups read the feature and discuss the questions at the end.

## EXPLORE

### CATHOLICS TODAY

We celebrate Pentecost as the beginning of the Church—the day the Holy Spirit came to the Apostles in the form of fire and wind, filling them with the courage to go out and spread the news of salvation in Jesus Christ. That day, no matter what language they spoke, everyone who heard the Apostles understood them! During Pentecost, the Church celebrates the gifts of Baptism and Confirmation given to us by the Holy Spirit. Those gifts help us build unity in the Christian faith, grow in moral and spiritual well-being, and give us strength to witness to the Risen Lord in our lives. On Pentecost, the Church gives thanks by renewing its commitment to spread the Word.

### GOD'S GLORY REVEALED

**Focus** How does the Holy Spirit further God's work on earth?

Even your favorite class, with a fascinating subject and a dynamic teacher, can sometimes put you to sleep. No one can deny that life has its boring moments. But there are also glorious moments—totally exciting times that take your breath away:

- ▶ making the team
- ▶ going on the big class trip
- ▶ getting praise from someone you admire
- ▶ moments of understanding, discovery, or inspiration

In these moments, we have a glimpse of what glory feels like. It seems as if everything is coming together. We feel more deeply aware and alive. We realize, "Wow! Life is really worth it!" or "God is Good!"

Have you ever heard a mom speak to her child in a way that helps him or her learn the names of things around them, what they do, and how they look? "Hear that noise, Kevin? Look, it's a train! A big red train!" Just like a loving mother who takes time to point out things to her young children that they might otherwise miss, the Church helps us see and appreciate the glory of God just beneath the surface of life.



### ADDITIONAL ACTIVITY

**Cross-Curricular: Geography** Organize students in small groups. Give each group an elevation map of the area surrounding the Sea of Galilee. Tell students that the Sea of Galilee is the largest freshwater lake in the area and is located at a low point in the Great Rift Valley.

- Distribute art materials to the groups, including green craft foam, spoons or other carving tools, blue construction paper, and small plastic flowers.
- Ask students to create a three-dimensional model of Mount Eremos.

**Multiple Intelligence: Visual/Spatial**

**The Holy Spirit Gives Us the Church** Jesus promised his Apostles that the Holy Spirit would come to them. The Holy Spirit would help them spread the Good News of Jesus' life to others once Jesus had ascended to his heavenly Father.

The Church was given to us on **Pentecost**, the day that the Holy Spirit descended on those first followers—so that all believers thereafter would have help like that of a loving parent, pointing out to them what is truly important in life.

The Church has the role of helping us recognize and give thanks for the many ways in which God reveals his glory. In the Church, the Holy Spirit prepares us to know and love Christ, to share his communion, and to transform us in Christ's saving work.

▶ **Activity** Apart from religion class or a parish youth group, when was the last time you talked about Jesus to another person?

▶ **Activity** If you're shy about talking about your faith, how can you show your faith to others?

▼ *The Pentecost*, by Domenico Theotocopuli, known as "El Greco" (1541–1614)



## The Holy Spirit Gives Us the Church

Invite another volunteer to read the three paragraphs at the beginning of this section.

### CLOSE

**Activity** Ask students to complete the activity and, if time allows, to share with one another.

**Activity** Invite the small groups to complete the Live Your Faith activity.

Remain students that God gives us the gift of his grace to help us know and love him. Point out that God also gives us the ability to know and love him and the ability to know and love him. This is the gift of God's grace. Grace is God's free gift to us. We are free to accept this free gift. When we accept the free gift of grace, our relationship with the Holy Spirit becomes stronger. As our knowledge and love of God grow, we appreciate better the different roles of the three persons of the Trinity.

## WHEN MINUTES COUNT!

### EXPLORE

**Explain** that the Holy Spirit furthers God's work here on earth.

**Ask** students to read through "The Holy Spirit Gives Us the Church."

**Offer** everyone an opportunity for further comments.

**Organize** students into small groups.

**Have** the small groups read the materials under Catholics Today and discuss the questions at the end.

**Activity** Ask students to complete the Connect Your Faith activity.

**Give** students an opportunity to share their lists if time allows.

## ACTIVITY

**CONNECT YOUR FAITH** What are some of your glorious moments? Make a list and then describe how the experience brought you closer to your family, friends, or God.

### MOMENT OF GLORY

### CONNECTION TO OTHERS

	→
	→
	→
	→

## ADDITIONAL ACTIVITY

**Cross-Curricular: Art** Organize students into small groups.

- Give each group the necessary tools and supplies to create their own symbols of celebration for Pentecost. You may want to offer suggestions, such as banners, whirligigs, and streamers.
- Help students to take note of the colors of Pentecost and to consider the ways their parish celebrates. Use the decorations and symbols during Pentecost.

**Multiple Intelligence: Visual/Spatial**



## DAY 4

## RELATING TO GOD

## OPEN

**PRAYER** Repeat the prayer on page 48.

Have students share a moment when they felt guided by the Holy Spirit.

**Focus** Ask students the question and list responses on the board or on chart paper.

## BUILD

Remind students that God gives us the Church to help us know and love him.

Point out that God also gives us the desire and the ability to know and love him as adopted daughters and sons. This desire reflects God's grace.

- ▶ Grace is God's free gift to us.
- ▶ We are free to accept this free gift.
- ▶ When we accept the free gift of grace, our relationship with the Holy Spirit becomes stronger.
- ▶ As our knowledge and love of God grow, we appreciate better the different roles of the three persons of the Trinity.

### Knowing the Father, Son, and Holy Spirit

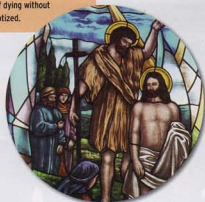
Organize students into groups of three or four.

Ask for a volunteer to read this section.

### CHECK THIS OUT!

Did you know that if there is great need, anyone can baptize another person? But only in an emergency situation and the person performing the Baptism must do it for the same reasons that the Church does. Water must be used, poured three times on the person's head, while the following words are said: "I baptize you in the name of the Father, and of the Son, and of the Holy Spirit."

Usually this sort of Baptism is celebrated when the person is in danger of dying without being baptized.



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## RELATING TO GOD

**Focus** How do you respond to God's gifts?

God does not leave it up to us to invent our relationship with him. He is always in relationship with us, waiting for us to respond. He gives us the Church to help us know and love him. God gives us the desire and the ability to know and love him as adopted sons and daughters. This gift is called **grace**.

Grace is God's free gift to us. We do not deserve it. We do not earn it on our own. God offers us this gift again and again in many different ways. He is generous; he is always giving us the possibility of a life lived as his sons and daughters.

But the choice is always ours. We are free to accept and respond to the gift of grace. When we do respond to grace, it makes our relationship to the Holy Trinity stronger and deeper.

**Knowing the Father, Son, and Holy Spirit** In the Sacrament of Baptism we are baptized in the name of the Father, and of the Son, and of the Holy Spirit. As we get older, we are introduced to different ways of speaking about God. At Mass, at home, and in religion classes, we pray to God using different titles or names that reflect the various roles he has in our lives.

A favorite prayer addressed to Jesus is called the Jesus Prayer and uses two of his many titles, "Lord Jesus Christ, Son of God, have mercy on me a sinner!" When you speak of Jesus as "Lord," you are saying that you believe he is God.



### JUSTICE AND PEACE

**Respect for Rights** We are all given gifts for the sake of the community into which we are born and baptized. In our early years it is our task to discover what gifts we have been given and how God might be asking us to use them.

One way we may be called to use our gifts is to support the rights of all workers. The Church believes that the basic rights of workers must be respected—the right to productive work, to decent and fair wages, to organize and join unions, to private property, and to economic initiative.

**Catholic Social Teaching: Dignity of Work and Rights of Workers**

## TO WHOM WE PRAY

▼ Prayer is usually addressed to the Father, although it can also be directed to Jesus and the Holy Spirit.

### TO THE FATHER:

Lord God  
Almighty God  
O God  
Heavenly Father

### TO JESUS:

Lord Jesus Christ  
Savior  
Son of God  
Lamb of God

### TO THE HOLY SPIRIT:

Lord, giver of Life  
Spirit of Truth  
Breath of God  
Come, Holy Spirit

▲ Look at the titles to address God the Father, God the Son, and God the Holy Spirit. Choose one from each column and explain what it means to you to call God by that name.

## ACTIVITY

**LIVE YOUR FAITH** When was the last time you were given a significant gift and simply set it aside, not using it? How would you feel if you gave someone a gift and he or she didn't seem to want it or like it?

► How do you think God reacts when you don't accept or respond to his gift of grace?

## IN SUMMARY

### CATHOLICS BELIEVE

We relate to the three Persons of the Trinity in different ways. We are children of God the Father, brother and sister of Christ, and Spirit-filled.

► Jesus' Transfiguration revealed his divine glory as the Son of God, and shows us God the Father, Son, and Holy Spirit.

► The Holy Spirit is alive and active in the Church, who helps us recognize and give thanks for the many ways in which God reveals his glory.

► The gift of grace helps us to know and love God, to learn what it means to be his adopted children, and to grow in that role.

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Encourage students to read the feature on page 54.

## To Whom We Pray

Tell the groups to read through the graphic organizer and to respond to the task listed there.

Have the groups complete the remainder of the tasks in this section.

**ACTIVITY** Invite the small groups to complete the Live Your Faith activity.

## CLOSE

### CATHOLICS BELIEVE

Have volunteers each read aloud one bullet to summarize the key points of the lesson.

## WHEN MINUTES COUNT!

### EXPLORE

Open with the prayer on page 48.

Ask seven volunteers to read the opening section.

Invite the group to respond to the question at the end of this section.

Organize students into small groups and have them complete the graphic organizer activity.

Complete this section by having students explain what each of the following names mean: the Father, the Son, and the Holy Spirit.

**ACTIVITY** Invite the small groups to complete the Live Your Faith activity and to read together the Check This Out! feature.

Close with the prayer on page 48.

## ADDITIONAL ACTIVITY

**Cross-Curricular: Civics** Organize students into working groups. Ask them to research issues before their legislature. Tell them to choose one of the issues and respond to the following questions:

- What is the issue and how does it affect your community?
- How might this issue harm the dignity and rights of workers?
- How could the group be involved?

Share the group findings with the class.

**Multiple Intelligence: Interpersonal, Verbal/Linguistic**

## DAY 5


### PROFESSION OF FAITH

#### PREPARE

Ask for three student volunteers to be the readers.

Give them time to go over their parts.

Set the prayer table by covering it with a white cloth, a red candle, and symbols of God the Father, the Son, and the Holy Spirit.

 Use the *Call to Faith 7 & 8 Music CD2*, Track 4, "If You Believe" to teach students the refrain.

#### PRAY

Invite students to sit in a circle with the prayer table in the center.

Have each reader pray their words, allowing for a brief pause between sections.

Prompt sung responses by the group, when necessary.

Conclude by singing Track 4, "If You Believe."

**Prayer Extension** After the call to prayer, invite a student to read aloud 2 Corinthians 1:18–22 concerning our relationship with the Trinity.

#### WHEN MINUTES COUNT!

##### CELEBRATE

Guide students through the prayer using the details above. Encourage their response where noted.



### PRAYER

#### PROFESSION OF FAITH

**Reader 1:** I believe in one God,  
the Father almighty,  
maker of heaven and earth,  
of all things visible and invisible.

**Reader 2:** I believe in one Lord Jesus Christ,  
the Only Begotten Son of God,  
born of the Father before all ages.  
God from God, Light from Light,  
true God from true God,  
begotten, not made, consubstantial with  
the Father;  
through him all things were made.  
For us men and for our salvation  
he came down from heaven,

*At the words that follow up to and including and became man, all bow  
and by the Holy Spirit was incarnate of the Virgin Mary,  
and became man.*

**All:** Yes, I believe.

**Reader 1:** For our sake he was crucified under Pontius Pilate,  
he suffered death and was buried,  
and rose again on the third day  
in accordance with the Scriptures.  
He ascended into heaven  
and is seated at the right hand of the Father.  
He will come again in glory  
to judge the living and the dead  
and his kingdom will have no end.

**All:** Yes, I believe.

**Reader 2:** I believe in the Holy Spirit, the Lord, the giver of life,  
who proceeds from the Father and the Son,  
who with the Father and the Son is adored and glorified,  
who has spoken through the prophets.  
I believe in one, holy, catholic and apostolic Church.  
I confess one Baptism for the forgiveness of sins  
and I look forward to the resurrection of the dead  
and the life of the world to come.

**All:** Amen.



"If You Believe"

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#### LECTIONARY LINK

**Break Open the Word** Read last Sunday's Gospel. Invite students to think about what the reading means to them as they learn about the Trinity in their daily lives. For questions related to the weekly Gospel reading, visit our website.



Visit [www.osvcurriculum.com](http://www.osvcurriculum.com) for weekly scripture readings and seasonal resources.



## REVIEW

### A. Work with Words Circle the letter of the choice that best completes the sentence.

1. The event in which Jesus' divine glory was shown to his disciples on a mountaintop is the

- a. Last Supper  
b. Transfiguration  
c. Sermon on the Mount  
d. Ascension

2. \_\_\_\_\_ is the free gift of God that enables us to be his adopted children.

- a. Courage  
b. Canon law  
c. Mercy  
d. Grace

3. The day the Holy Spirit came upon the disciples is known as \_\_\_\_\_.

- a. Easter  
b. Pentecost  
c. the Ascension  
d. the Transfiguration

4. Jesus promised the Apostles that the \_\_\_\_\_ would help them spread the Good News after his Ascension.

- a. disciples  
b. Bible  
c. Holy Spirit  
d. Church

5. The Transfiguration gave the disciples a glimpse into the \_\_\_\_\_.

- a. Word  
b. mercy  
c. salvation  
d. Trinity

### B. Check Understanding Complete each sentence with the correct term(s). You may use some words more than once.

6. The two men who appeared with Jesus at the Transfiguration were Moses and Elijah.

7. A role of Jesus in the Trinity is to reveal God the Father to the world.

8. Pentecost is celebrated as the beginning of the Church.

9. In the Church Holy Spirit prepares us to love Christ and to share in his communion.

10. In the Sacrament of Baptism, we are baptized in the name of the Father, Son, and Holy Spirit.

### C. Make Connections: Compare and Contrast Write a one-paragraph response to the questions.

List three different titles or names by which you address the Father, Son, and Holy Spirit in your prayers.

Reflect on what those names or titles reveal about the various roles the Trinity has in your life. How are their roles the same? How are they different? Responses should reflect an understanding of the roles of the Father, Son, and Holy Spirit. Students should identify three titles or names and how those reveal the roles of the Trinity; then compare and contrast those roles to determine the effects of those roles in their lives.

#### Word Bank

Father  
Pentecost  
Christmas  
Trinity  
Elijah  
Moses  
Matthew  
Son

## REVIEW

**A. Work with Words** Tell students to circle the letter of the choice that best completes the sentences.

**B. Check Understanding** Have students work in small groups to complete each sentence. Then review sections A and B as a large group encouraging questions and comments.

### C. Make Connections: Compare and Contrast

**Direct** students to write a one-paragraph answer to the questions on a separate sheet of paper or in their journals. If possible, allow time for large group sharing from volunteers.

## Assessment

### Chapter 4 Test

**A. Work with Words** Circle each description in Column 1 with the correct term in Column 2.

- |  |                    |
|--|--------------------|
| 1. Christ's gift that enables us to be adopted as his children | a. Last of God     |
| 2. Christ's name during which he drew us into himself          | b. Pentecost       |
| 3. A gift given to us from _____                               | c. Transfiguration |
| 4. The day the Holy Spirit descended on the Apostles           | d. Jesus           |

**B. Check Understanding** Complete whether the following statements are true or false. Show answers to the statements in words (true/false).

- |  |       |
|--|-------|
| 1. The Holy Spirit prepares us to love Christ and share in his communion.                                | _____ |
| 2. The Transfiguration of Jesus was the beginning of the Church.   | _____ |
| 3. Christmas is celebrated on the beginning of the Church.   | _____ |
| 4. Jesus promised the Apostles that the Father would help them spread the Good News after his Ascension. | _____ |

**C. Make Connections** Write a response to the questions below.

1. How does the Transfiguration give us a glimpse of the nature of the Trinity?

\_\_\_\_\_

\_\_\_\_\_

2. What does the Church enter on the feast of Pentecost?

\_\_\_\_\_

\_\_\_\_\_

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▲ Page TE25

**Option: If using the Chapter Assessment,** distribute it and give students time to complete it. Have students hand in their completed papers.

### TEST TAKING TIPS

**Share** these tips with students:

- Read each question twice, focusing the second time on all the possible answers.
- Take the time to think about all the possible answers before deciding on an answer.

## ACRE CONNECTION

**Domain 1** The content in this chapter correlates to the following objectives in "Domain 1: God: Father, Son, and Holy Spirit."

- To know and understand basic Catholic teaching about God as Father, Son, and Holy Spirit.
- Trinity: A community of three persons in one indivisible God and the central mystery of faith.

**Words from "Catholic Faith Literacy":** Transfiguration, grace, community of faith

## OUR CATHOLIC FAITH

**WHAT NOW?** Give students an opportunity to quietly read over the bullet points and to record their responses in their journals.

**Ask** for individual volunteers to share their responses to each of the bulleted points.

**ACTIVITY** The activity lends itself well to journaling responses and recording thoughts.

- ▶ Give students sufficient time to journal their responses.
- ▶ Provide time for students to share the responses with the larger group, if they are comfortable doing so.

### PRAY

Invite students to sit in a circle with the prayer table in the center.

Have each reader read a portion of the prayer for a brief pause.

Prompt swift responses by the group if necessary.

Conclude by singing Track 4, "Hallelujah."

**Prayer Extension** After the call to prayer, invite a student to read aloud 2 Corinthians 13:8-22 concerning our relationship with the Trinity.

## OUR CATHOLIC FAITH

### WHAT NOW?

- Think about what role God has in your life.
- As you pray, become aware of which Person in the Trinity you are praying to.
- Evaluate what you need most from God right now.
- Decide on one small thing you think God is calling you to do and do it.
- Name some roles you play in your life and reflect on what role you play when you pray.

### ACTIVITY

**LIVE YOUR FAITH** Allow the Persons of the Holy Trinity to work for you in your prayer life. Think about which of the three divine Persons you need right now and why.

*God the Father, protector and provider*

*God the Son, friend, Redeemer, and source of wisdom*

*God the Holy Spirit, guide, comforter, source of strength*

- ▶ Write down how each Person could offer you the help you need in different situations.
- ▶ Because you were probably baptized when you were a baby and therefore don't remember it, call your parish and find out when the next Baptism will be celebrated. Sit as a member of the assembly and enjoy someone else's Baptism. Let that celebration be a touchstone for you in appreciating your own Baptism!
- ▶ Afterward, write about your experience. What did you see and hear? What were the highlights of the celebration? How did those present express their joy? What was the most interesting part of the celebration? What does this sacrament say to us about God? About the Church?

**GO** Visit [www.osvcurriculum.com](http://www.osvcurriculum.com) for more family and community connections.



### PRAYER

Father, Son, and Spirit, be with me today and always.

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## CHRISTIAN LIVING SKILLS

**Introduce the Skill: Giving Thanks** When we observe the wonders of creation, we see that there is much for which we can be thankful. Tell students that the skill of giving thanks requires us to recognize the loving actions we see happening around us and to show gratitude for them. In addition, giving thanks is one way that we can remind ourselves of the goodness of life, especially at times when it seems that bad news surrounds us. At the root of our thankfulness is the gift God gives of himself to us.

## PEOPLE OF FAITH

### Blessed Elizabeth of the Trinity Catez

Elizabeth Catez had a cheerful personality, even though she lost her father at a very young age. As a girl, she attended family

gatherings in her hometown of Dijon, France, and played the piano brilliantly for guests. She spread joy to many through her music.

One day Father Valee, a Dominican, had a long conversation with Elizabeth. He explained to her that the Blessed Trinity dwelt in her soul. She was immediately inspired to live a life of praise and homage to God dwelling in her. She began to focus on her mission and her place in the society in which she lived. She visited the sick and taught catechism to the children.

Prayer became the center of Elizabeth's life. She would start each day praying before daybreak. Adoration of the Blessed Sacrament, the Holy Rosary, and the Way of the Cross were her special prayers. She did penance and even wore a rough hair shirt. But Elizabeth wanted to feel more strongly that she was sacrificing all for God, so she prayed to suffer the Crown of Thorns. She began to experience the same pain that Jesus had suffered. She began to have terrible headaches. After two years, the headaches disappeared at the command of Elizabeth's spiritual director. She lived by the following rule: "In order to have peace, one must forget about oneself."

Elizabeth entered the Carmelite Convent in 1901. There she received the name of Sister Elizabeth of the Trinity. She devoutly referred to the Trinity as "My Three." She understood that a Carmelite lives a life of prayer and penance offered for souls. She spent long hours, sometimes days, in contemplation of the Blessed Mother and the suffering of Our Lord.

Toward the end of her life, Sister Elizabeth wrote on a wide variety of religious subjects. In 1906 she became incurably ill with what is believed to have been Addison's disease. However, she continued to pray and write rather than stay in bed. On August 31, 1906, Sister Elizabeth died at the age of 26.

After her death, the letters and retreat notes of Blessed Elizabeth of the Trinity were studied and commended by a number of leading theologians. Some have even said that her ability to express theology and her talent for writing "rivals that of Saint Paul." Among her best-known writings was her "Prayer to the Trinity." She was beatified by Blessed Pope John Paul II in 1984.



▲ Insignia of the Carmelite Order, which Blessed Elizabeth joined in 1901.

## GLOBAL DATA



- France is the largest nation in Western Europe, about the size of Texas.
- France is the only nation in Europe that borders both the Atlantic Ocean and the Mediterranean Sea.
- France is about 85 percent Catholic.
- Avignon, in southern France, was the Holy See for seven popes from 1309 to 1377.

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## PEOPLE OF FAITH

Ask students to name other French saints they may know. *Joan of Arc, Martin of Tours, Therese of Lisieux*

**GLOBAL DATA** Share some of the information in the Global Data feature as well as the content from the Cultural Awareness box below.

Tell students they will be reading about Blessed Elizabeth of the Trinity Catez.

Invite six volunteers to read the material on page 59. Afterward, discuss the gifts of Blessed Elizabeth.

Ask: What can we learn from her experience?



## CULTURAL AWARENESS

**Carmelites** The word "Carmelite" takes its origin from Mount Carmel, the mountain of the Prophet Elijah, which in the biblical and patristic traditions represents fertility, beauty, generosity, and wealth of grace.

Carmelites, like many other orders, consist of friars, nuns, sisters, and lay people, all of whom seek to follow Christ with total dedication.

Some of the better-known Carmelites are Saint John of the Cross, Saint Simon Stock, Saint Teresa of Ávila, and Saint Therese of Lisieux.