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LIVE JESUS IN OUR HEARTS

THE CHURCH FOUNDATIONS AND MISSION

TEACHER GUIDE

CARRIE J. SCHROEDER

LIVE JESUS IN OUR HEARTS

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Carrie J. Schroeder, MDiv, EdD

CHECK THIS OUT!

To access the additional teaching resources for this course, go to www.smp.org/livejesus_thechurch.



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Dedication

For Rev. Paul D. Minnehan (1966–2019) and Very Rev. James “Jay” Matthews (1948–2019). “Hope does not disappoint” (Romans 5:5).

The content in this resource was acquired, developed, and reviewed by the content engagement team at Saint Mary’s Press. Content design and manufacturing were coordinated by the passionate team of creatives at Saint Mary’s Press.

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INTRODUCTION

Live Jesus in Our Hearts Series

Welcome to the Saint Mary's Press® Live Jesus in Our Hearts series. As a Lasallian (Christian Brothers) ministry, Saint Mary's Press is proud to claim the phrase long associated with the prayer of Saint John Baptist de La Salle as the title for this series. Besides being the patron saint for teachers, John Baptist de La Salle was a champion for the poor, a pioneer in educational practices, and a fierce proponent for connecting life with faith. These principles have guided the development of Live Jesus in Our Hearts, our second-generation high school series following the USCCB's Curriculum Framework for high school students.

Key Features of the Series

Live Jesus in Our Hearts builds on the strengths of our previous series:

- Student books that engage and challenge young people with language and examples they can connect with and understand.
- Student books that are student-tested for easy navigation and maximum readability.
- Content that initiates meaningful conversations between teens and their peers, as well as teachers, mentors, and leaders in the Catholic faith community.
- Teacher guides that center on important understandings and essential questions about core elements of our faith.
- Learning experiences and projects that help students explore and develop skills that will enrich their faith, both now and on their future spiritual journeys.

Building on these strengths, Live Jesus in Our Hearts has new features based on numerous hours of consulting and testing with students and teachers:

- A strong connection to young people's experience through short stories, contemporary images of young people in action, features that apply faith to life, and the reflections of real young people in each unit's focus question.
- An invitational, evangelizing approach that meets students where they are, whether they have years of Catholic formation or this is the first time they are in a Catholic school setting. This series encourages students to ask deep questions about Christian beliefs and incorporates regular inspirational quotes from Pope Francis.
- A strong and sequential connection between the teacher guide and student text driving the instruction, covering the student text chapters in order.
- The use of Scripture as a primary source in every course. Students will read and interpret the meaning of biblical texts and discover how they provide the foundation—along with Sacred Tradition—for core Catholic beliefs.

- A contemporary, vibrant, colorful design that attracts young people and sparks their curiosity to see what the student book has to say. Charts, maps, and images throughout the student book provide focus and help to maintain student interest.
- New features in the student book that guide students to greater mastery of the content and deeper understanding:
 - unit and chapter focus questions to direct students' attention to the key themes in each unit and chapter
 - full-page visual reflections that offer students another way to grasp a chapter's key themes
 - Unit Highlights sections with graphic organizers that students can use to review their learning and prepare for quizzes and tests

Overview of *The Church: Foundations and Mission*

The Church: Foundations and Mission is the second semester, tenth-grade course in the Live Jesus in Our Hearts series. Its purpose is to lead students toward a deeper understanding of the Church as a means to encountering the living Jesus. In order to take a fresh approach to the requirements of the Framework, the first unit of this course focuses on the roots of the Church found in the Gospel accounts of Jesus' preaching and ministry, his death and Resurrection, and the commissioning of the Twelve Apostles. In the second unit, students will learn about the Four Marks of the Church and will come to know not only how they define the Church but how they can define us as the Church in the world today. In the third unit, students will come to understand images of the Church in Scripture, and how both the Old and New Testaments foreshadow the Church today. In addition, unit 3 explores both traditional and contemporary images of the Church. The fourth unit explores the ministry of leadership in the Church, and the call that ordained, consecrated, and laypeople have to a vocation of holiness. In the fifth unit, students will explore their own call to live out the Gospel call to service and justice through the Corporal Works of Mercy. Unit five also explores Catholic service organizations that respond to this call to service and justice and invites students to see how they can make a difference.

The five units in this course are:

- Unit 1: The Church: Christ's Living Presence in the World
- Unit 2: The Marks of the Church
- Unit 3: Images of the Church
- Unit 4: Ministry in the Church
- Unit 5: The Social Mission of the Church

The connection between the Gospel of Matthew and the growth of the Church is a thread that runs through all five units. In addition to covering all required Framework points, *The Church: Foundations and Mission* also gives special attention to the encyclicals of Pope Francis as they relate to the mission of the Church today, exploring a different encyclical in each unit.

Organization of the Teacher Guide

This teacher guide offers a path for teaching the core content of each unit of the student book. It incorporates important Understanding by Design™ principles, such as the use of enduring understandings and essential questions, targeted interactive learning experiences, and the use of both summative and formative assessments. These features lead the students to deeper comprehension of the enduring understandings for each unit and provide students the opportunities to demonstrate the knowledge and skills related to those enduring understandings.

Each unit in the teacher guide is divided into three basic parts: an overview, the learning experiences, and handouts.

Overview

The overview provides a large picture of the whole unit and is intended to support efficient and effective lesson planning. It consists of the following elements:

- **Unit Summary** This feature provides a quick overview of the core concepts presented in the unit.
- **Learning Objectives** This organizational map outlines the key goals of the unit, the enduring understandings, the related essential questions, and the key knowledge and skills that the students will be able to demonstrate as an outcome of unit learning.
- **Vocabulary** This section offers a list of the vocabulary words that are highlighted and defined in the unit. The list is divided into three categories: terms for mastery, terms introduced for later mastery, and terms previously mastered or for general knowledge.
- **Student Book Chapters** This feature provides a quick reference to the student book chapters and Scripture readings that will be covered by the unit.
- **Suggested Path to Understanding** This section provides an overview of all the learning experiences offered for the unit and the various facets of understanding that are addressed in each:

Explain

Via generalizations or principles, provide justified and systematic accounts of phenomena, facts, and data; make insightful connections and provide illuminating examples or illustrations.

Interpret

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

Apply

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

Perceive

See and hear points of view through critical eyes and ears; see the big picture.

Empathize

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

Reflect

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

It also notes the enduring understandings, essential questions, knowledge, and skills covered by each learning experience.

- **Additional Online Resources for Teaching This Unit** This feature serves as a reminder of the wealth of additional unit support material that is offered on the Saint Mary's Press website, www.smp.org/livejesus_thechurch.
- **Assessing Student Understanding** This section highlights the options for assessment offered in the teacher guide and in the online resources.

Learning Experiences

The enduring understandings for each unit are taught through the learning experiences. These learning experiences are engaging, interactive suggestions for covering content and concepts in ways that address the learning needs of the contemporary young person. The learning experiences can be revised to best fit your unique learning environment and should be the basis for preparing daily lesson plans. In general, each learning experience will take approximately one to two periods of class time. Each unit follows a similar process for learning:

- **Preassessment** Each unit opens with a learning experience option for preassessing what the students may already know about the unit topic. This will help to better target unit lesson planning to meet the unique needs of each class.
- **Final performance tasks** The second learning experience is always geared toward reviewing, ahead of time, the final performance task options (creative projects) available for the students. This takes place early in the unit, so the students can focus on the knowledge and skills they will use for the final performance task they choose. You will have to decide the number and kind of final performance tasks assigned for the course. Some teachers assign final performance tasks for most units; other teachers assign only one or two for each course.
- **Core learning experiences** The next learning experiences are directly related to teaching the enduring understandings of the unit. Each enduring understanding will have at least two, and possibly three, learning experiences that engage the students directly with the concepts related to that understanding.

Handouts

The handouts in each unit are designed to complement the understandings and learning experiences of the unit. The handouts include a preassessment, a vocabulary list, final performance task options, rubrics for the final performance tasks, a unit test, and the core handouts used for the various learning experiences throughout the unit.

All the handouts in the teacher guide, including the unit tests, are available on the Saint Mary's Press website, at www.smp.org/livejesus_thechurch, as PDFs and Word documents for downloading, customizing, and printing.

The Saint Mary's Press Teacher Resources Website

In addition to the teacher guide and student book, the Live Jesus in Our Hearts series provides an extensive collection of online resources for each course to assist in guiding and supplementing the student learning. The online resources are presented by course and unit. You can find these resources at www.smp.org/livejesus_thechurch or by going to the Saint Mary's Press website (www.smp.org) and clicking on "Teacher Resources." (Note: for security purposes, you will be asked to create an account the first time you access this site.) All of the following resources are available in formats that allow you to download and customize them according to your needs:

- **PowerPoint and Keynote Presentations** Two options are offered for PowerPoint or Keynote presentations. The first option provides supplemental presentations designed to explore unit-related topics at a deeper level. The second option provides chapter presentations that impart an overview of the key concepts within each chapter.
- **Web-Based Resources (Links)** Topic-specific web links offer the opportunity for further research or study on topics related to the unit content. These can be used as part of teacher preparation and background or as additional content for the students.
- **Reading Guides** Each unit includes a chapter-by-chapter reading guide created to assist the students with reading and study skills.
- **Tests and Quizzes** Quizzes and their answer keys are available for each chapter in the unit. The unit test and answer key from the teacher guide are also available, as well as a test bank with answer keys offering additional questions related to each unit. This allows teachers to design unit tests around the content they have focused on in individual classes.
- **Downloadable Handouts** All handouts found in the teacher guide are also offered online.
- **Digital Quizlets** If your students have access to tablets or laptops, we have created Quizlets for every chapter. Simply click on the link, and you can add the Quizlet to your own account to use with your students.

Semester-Long Project Option

This course offers a special performance task designed to explore the structure and leadership of the Church, as well as the students' calling to live out the mission of Christ. For this task, the students must choose to plan either a prayer service or a retreat session for their final performance task for any three of units 2–5 of this course.

Take this a step further by making this a semester-long project to give the students the opportunity to design a series of prayer services or retreat sessions and to reflect on how this work of delving into various topics in ecclesiology has been intellectually challenging, emotionally engaging, and spiritually nourishing. This requires that the students create a print or digital portfolio with copies of each of the prayer services or retreat sessions, as well as a reflective synthesis. This completed portfolio may serve as a final assessment in lieu of a traditional written exam, or it may comprise a portion of the student's final exam grade.

For more detailed information about the semester-long project option, and for the handouts describing the synthesis paper and its grading rubric, see appendix 1.

Thank You

We thank you for choosing the Live Jesus in Our Hearts series and making this a part of your religion curriculum. We share a common goal: to form young people to be in relationship to Jesus Christ, while being religiously literate and living their faith in their everyday lives.

Please contact us if you ever have suggestions for how we might reach these goals in ever more effective ways. We constantly seek to improve all our products to meet your needs and the diverse needs of your students, and we value your knowledge and expertise. Email us at smpress@smp.org to offer your feedback.

UNIT 1

The Church: Christ's Living Presence in the World

What does the Church
have to do with God?

OVERVIEW

Unit Summary

This unit examines the origins of the Church in the life, ministry, death, and Resurrection of Jesus Christ, with particular emphasis on the role of the Holy Spirit in the Church's growth over many centuries. The unit concludes with a consideration of "The Joy of Love" (*Amoris Laetitia*), the first of five papal documents that the students will study in this course.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<p><i>Students will be able to independently use their learning to . . .</i></p> <p>Articulate how the Church began and how it has continued to grow and flourish, using insights gleaned from Scripture and from ecclesial documents.</p>	<p>USCCB Framework Jesus Christ's Mission Continues in the Church: I.A.1,2,3.a,b,c,4, I.B.1-3, I.C.1-3, I.D.1.1-5, I.F.1-2, II.A.2, II.A.4, II.B.6, III.D.1, IV.B, IV.D.1, IV.D.1.d, IV.F.2, IV.G.1</p>

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. Jesus Christ established the Church by his preaching and ministry, by his death and Resurrection, and by sending the Holy Spirit to guide the Twelve Apostles.</p> <p>U2. The Holy Spirit sustains, strengthens, and sanctifies the Church.</p>	<p>Q1. How did the Church get started?</p> <p>Q2. How has the Church kept going all these years?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The parables and miracles were key aspects of Jesus' preaching and ministry.</p> <p>K2. The parables and miracles teach us about how Jesus Christ established the Church and what the Church is called to be today.</p> <p>K3. The establishment of the Church would not have been possible without Jesus' death and Resurrection.</p> <p>K4. Jesus' Resurrection empowered the Apostles and disciples to share the Good News and to take on the leadership of the Church.</p> <p>K5. Jesus intentionally chose the Twelve Apostles to be leaders of his Church.</p> <p>K6. Jesus sent the Holy Spirit to strengthen, sanctify, and guide the Church.</p> <p>K7. The Holy Spirit has allowed the Church to grow and flourish, from its earliest years to the present day.</p> <p>K8. The Holy Spirit sanctifies the Church through gifts, graces, and charisms.</p> <p>K9. The Holy Spirit helps us to pray.</p> <p>K10. The Holy Spirit is present through the ministry and leadership of the Pope.</p> <p>K11. "The Joy of Love" focuses on the joys, gifts, and challenges of family life.</p>	<p>S1. Read, analyze, and creatively interpret Scripture passages.</p> <p>S2. Articulate how events in the early Church are relevant for our lives of faith today.</p> <p>S3. Identify characteristics of the Apostles that prompted Jesus to choose them to be leaders of his Church.</p> <p>S4. Explain the essential role the Holy Spirit has played in the life of the Church.</p> <p>S5. Compose written or spoken prayers.</p> <p>S6. Conduct basic biblical and theological research.</p> <p>S7. Demonstrate the importance of the Holy Spirit's gifts, graces, and charisms in the lives of young people today.</p> <p>S8. Use critical thinking skills to read primary sources with care and attention to detail.</p> <p>S9. Reflect, orally and/or in writing, on their personal journey of faith, particularly regarding the presence and power of the Holy Spirit.</p> <p>S10. Engage in meaningful, faith-based conversations with their peers.</p>

Vocabulary

The student book covers the following list of terms for this unit. To provide the students with a list of the terms and their definitions that you choose to feature in your class, customize, download, and print the handout “Unit 1 Vocabulary” (TX006426), on page 36, one for each student.

Terms for Mastery

- | | |
|-----------------------|-----------------------|
| apostolic exhortation | diocese |
| bishop | Pope |
| charism | religious communities |

Terms Introduced for Later Mastery

- | | |
|---------|----------------|
| Baptism | Eucharist, the |
|---------|----------------|

Terms Previously Mastered or for General Knowledge

- | | |
|--------------|-------------------|
| Church | Paschal (Mystery) |
| circumcision | Pentecost |
| covenant | Reign of God |
| Gentile | salvation history |
| idolatry | sanctify |
| martyr | synod |
| parable | |

The Church: Foundations and Mission

Name _____

Unit 1 Vocabulary

Terms for Mastery

apostolic exhortation One of several types of pastoral letters that are written by the Pope. Its purpose is not to define doctrine, but to encourage people in some aspect of living the faith.

bishop One who has received the fullness of the Sacrament of Holy Orders and is a successor to the Apostles.

charism A special grace of the Holy Spirit given to an individual Christian or community, commonly for the benefit and building up of the entire Church.

Terms Introduced for Later Mastery

Baptism The first of the seven Sacraments of Christian Initiation (the others being Confirmation and the Eucharist) by which one becomes a member of the Church and a new creature in Christ.

diocese Also known as a “particular” or “local” Church, the regional community of faithfuls who commonly gather in parishes, under the leadership of a bishop. At times, a diocese is determined not on the basis of geography but on the basis of language or race.

Pope A title used by the Bishop of Rome, who is the successor of Saint Peter and shepherd of the Universal Church.

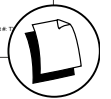
religious communities A group of men or women religious who are joined by a common charism.

Eucharist, the The celebration of the entire Mass. The term can also refer specifically to the consecrated bread and wine that have become the Body and Blood of Christ.


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Document # 1

TX006426



Student Book Chapters

This unit draws on material from *The Church: Foundations and Mission* student book and incorporates it into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read content from the student book, the following symbol appears in the margin:  The chapters covered in the unit are as follows.

Chapter 1: Founded by Christ: The Church Begins (pp. 10–29)

- Article 1: Rooted in the Past, Growing toward the Future
- Article 2: The Seeds of the Church: Jesus' Preaching and Ministry
- Article 3: The Church Is Born: Jesus' Death and Resurrection
 - Pre-read: John 19:31–37
- Article 4: Matthew's Message: Where Two or Three Are Gathered
 - Pre-read Matthew 18:15–20

Chapter 2: Animated by the Holy Spirit: The Church Grows and Flourishes (pp. 30–49)

- Article 5: The Holy Spirit Is Sent: Pentecost
 - Pre-read: Acts of the Apostles 2:1–41
- Article 6: The Holy Spirit Sustains: The Early Church
 - Pre-read: Acts of the Apostles 7:54–8:3, 9:1–22, 15:1–35
- Article 7: The Holy Spirit Sanctifies: The Church Today
 - Pre-read: Romans 8:22–27
- Article 8: Focus on Pope Francis: “The Joy of Love”
 - Pre-read: “The Joy of Love,” paragraphs 1–7, 86–88, and 325

Additional Online Resources for Teaching This Unit

Visit www.smp.org/livejesus_thechurch for additional resources for teaching the content of this unit. Support materials include:

- full PDF of this teacher guide
- PowerPoint presentations
- web-based resources
- reading guides
- quizzes and test bank
- downloadable handouts
- links to app-based games and quizzes

Quizlet is a unique online feature that allows students to practice and master the content of each chapter. Each Quizlet provides engaging activities that can be customized to suit your classroom. Use these SMP-created activities to encourage student participation.

Assessing Student Understanding

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

- handout “Unit 1 Preassessment” (TX006425), on page 35
- handout “Unit 1 Vocabulary” (TX006426), on page 36
- handout “Unit 1 Final Performance Task Options” (TX006432), on page 46
- handout “Unit 1 Final Performance Task Rubrics” (TX006433), on page 48
- handout “Unit 1 Test” (TX006434), on page 50
- handout “Unit 1 Test Answer Key” (TX006435), on page 56
- downloadable quizzes for each chapter
(see www.smp.org/livejesus_thechurch)

The Suggested Path to Understanding

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

UNIT 1

Explain

LEARNING EXPERIENCE 1: Preassessment

Preassess what the students already know about the Church to assist you in identifying key points to emphasize in this unit.

Apply

LEARNING EXPERIENCE 2: Final Performance Task Preview

Preview the final performance tasks and their rubrics.

CHAPTER 1

Apply

LEARNING EXPERIENCE 3: Exploring Jesus' Parables and Miracles

Facilitate an in-depth exploration of Jesus' parables and miracles as “seeds” of the Church. (U1, Q1, K1, K2, S1, S2)

Empathize

LEARNING EXPERIENCE 4: Jesus' Death and Resurrection

Lead the students in examining the significance of Jesus' death and Resurrection for the establishment of the Church. (U1, Q1, K3, K4, S1, S2)

Interpret**LEARNING EXPERIENCE 5: Apostle Ads**

Direct the students in creating and responding to ads for an Apostle. (U1, Q1, K5, S3, S6)

CHAPTER 2**Perceive****LEARNING EXPERIENCE 6: Spiritual Tweets**

Guide the students in writing and replying to tweets from the Holy Spirit. (U2, Q2, K6, K7, K9, S4, S5)

Apply**LEARNING EXPERIENCE 7: Holy Spirit Skits**

Provide an opportunity for the students to explore and creatively reflect on the Holy Spirit's sanctifying power. (U2, Q2, K8, K9, S4, S5, S6, S7)

Reflect**LEARNING EXPERIENCE 8: The Holy Spirit's Presence in My Family**

Organize a process that allows the students to examine major themes in "The Joy of Love" (*Amoris Laetitia*). (U2, Q2, K10, K11, S4, S8, S9, S10)

LEARNING EXPERIENCES

The following learning experiences support the key learning objectives for this unit. They are designed to take place over the course of several weeks, but it will be important for you to choose how they will best fit into your unique learning environment and how they will combine with other material you wish to use, as you prepare your lesson plans. Typically, each learning experience takes a day or two of class time. The handouts referred to in various learning experiences are available as reproducible handouts at the end of each unit of this guide. They are also available as part of the additional online resources at www.smp.org/livejesus_thechurch.

Explain

LEARNING EXPERIENCE 1 (Unit) Preassessment

Preassess what the students already know about the Church to assist you in identifying key points to emphasize in this unit.

- Prepare** by downloading and printing the handout “Unit 1 Preassessment” (TX006425), on page 35, one for each student. Gather three sheets of newsprint, and write the following headings, one on each sheet: “I know,” “I think I know,” and “I want to know.” Hang the three sheets in three different areas of the classroom. You will also need several pairs of scissors and glue sticks.
- Introduce** the focus of this course: the Church. Acknowledge that the students have already learned a great deal about the Church from other religious studies courses, from sacramental preparation, and simply from attending a Catholic school and being a part of a Catholic parish. This preassessment experience will enable the students to articulate this prior knowledge and to identify what they are most interested in learning, both during this first unit and throughout the course.
- Distribute** the handout to the students. Explain that in the left-hand column, they are to list things they already know about the Church. This may include information about the Church’s leadership, the Church’s purpose and mission, important events in Church history, and so on. For example, they may list “The Pope is in charge of the whole Church,” “All baptized people are part of the Church,” or “Jesus started the Church.” In the middle column, they are to list things that they think they know, but perhaps are not 100 percent sure of, or that they know only partially or vaguely. For example, they may list “I think the Church is foreshadowed in the Old Testament” or “I think the mission of the Church involves service to people in need.” In the right-hand column, they are to list questions that they have about the Church. For example, they may list “What’s the difference between a priest and a deacon?” or “If the Church is holy, why do members of the Church sin?” Give the students about 10 minutes to work, encouraging them to list a total of ten items on the handout, with at least two items in each of the three columns.

The Church: Foundations and Mission

Name: _____

Unit 1 Preassessment
I Know, I Think I Know, I Want to Know

I Know	I Think I Know	I Want to Know

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TX006425

4. **Arrange** the students into pairs. Give the pairs about 5 minutes to compare their handouts. Invite them to notice commonalities among the items they listed, as well as any items that may appear in different columns on their handouts (i.e., what one student may know for certain, another student may know only partially or have a question about).
5. **Reconvene** the class as a large group and discuss the handout briefly, soliciting a few examples of items for each of the three columns. Be sure to affirm the students' prior knowledge, to correct any glaring inaccuracies that surface in the conversation, and to encourage their intellectual curiosity in posing questions.
6. **Distribute** scissors and glue sticks. Direct the students to cut apart the three columns of their handout and to glue each column to the appropriately labeled sheet of newsprint in the classroom. Keep these posters displayed for the duration of the unit, referring to them when incomplete knowledge is expanded and/or clarified and when the students' questions are addressed. You may want to refer back to these posters at the conclusion of the unit as well, to help the students synthesize their learning.

The Church: Foundations and Mission

Name _____

Unit 1 Final Performance Task Options

The following is a list of the enduring understandings for unit 1. Demonstrating your grasp of these understandings will be essential to successfully completing your chosen final performance task. See the descriptions below to understand the specific elements that will be required for each final option.

- Jesus Christ established the Church by his preaching and ministry, by his death and Resurrection, and by sending the Holy Spirit upon the Twelve Apostles.
- The Holy Spirit sustains, strengthens, and sanctifies the Church.

Option 1: A Documentary Film

Produce a 5-minute (minimum) documentary film titled *The Church's Origin Story*. Include major events in the history of the Church that are mentioned in this unit, including the following:

- events that allowed the Church to begin
- events that fueled the Church's early growth
- events that demonstrate the Holy Spirit's ongoing presence with the Church today

You may choose to act out and film particular scenes or to use still images with voice-over commentary. If it is helpful to you, you may imagine a target audience for your film, such as a middle school retreat, a Confirmation class, or a parish faith formation event.

Conclude your film with a two-paragraph reflection that responds to this question: How do you see the presence of God alive and active in the Church, both in the past and in the present?

Note: If you complete option 1 with a partner, you must each write and deliver your own two-paragraph reflection.

Option 2: A Time Line

Create a time line of twelve events in the history of the Church that are mentioned in this chapter. Organize your time line into three major sections:

- the beginnings of the Church (include at least five items in this section)
- the growth of the Church, with the help of the Holy Spirit (include at least five items in this section)
- the Church today (include at least two items in this section)

Each of the twelve events must be accompanied by the following:

- a visual representation (image or symbol)
- a three- to four-sentence description or explanation of the event

You may create your time line on paper (using large, poster-sized paper, or multiple sheets of smaller paper that you tape together), or you may create it digitally, as long as your teacher is able to view the final product.

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TX006432

TEACHER NOTE

To extend this learning experience, type all of the “I want to know” items into a Google Doc (or other cloud-based platform) that your students can both view and edit. As you proceed through the unit, encourage (or perhaps require) the students to visit this document online and answer some of these questions, either their own questions or those of their classmates. Because Google Docs tracks editing activity by user, you will be able to clearly view each student's contributions to this digital conversation.

The Church: Foundations and Mission

Name _____

Unit 1 Final Performance Task Rubrics

Criteria	Option 1		
	1	2	3
Identify and describe the major events and people mentioned in the unit.	Identifies and describes all major events and people mentioned in the unit.	Identifies and describes most major events and people mentioned in the unit.	Identifies and describes some major events and people mentioned in the unit.
Explain the meaning and significance of the events and people mentioned in the unit.	Explains the meaning and significance of all events and people mentioned in the unit.	Explains the meaning and significance of most events and people mentioned in the unit.	Explains the meaning and significance of some events and people mentioned in the unit.
Describe the role of the Holy Spirit in the history of the Church.	Describes the role of the Holy Spirit in all major events and people mentioned in the unit.	Describes the role of the Holy Spirit in most major events and people mentioned in the unit.	Describes the role of the Holy Spirit in some major events and people mentioned in the unit.
Reflect on the presence of God alive and active in the Church, both in the past and in the present.	Reflects on the presence of God alive and active in the Church, both in the past and in the present, in all major events and people mentioned in the unit.	Reflects on the presence of God alive and active in the Church, both in the past and in the present, in most major events and people mentioned in the unit.	Reflects on the presence of God alive and active in the Church, both in the past and in the present, in some major events and people mentioned in the unit.

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LEARNING EXPERIENCE 2 (Unit)
Final Performance Task Preview

Preview the final performance tasks and their rubrics.

1. **Prepare** by photocopying or downloading and printing the handouts “Unit 1 Final Performance Task Options” (TX006432), on page 46, and “Unit 1 Final Performance Task Rubrics” (TX006433), on page 48.
2. **Distribute** the handouts. Give the students a choice as to which performance task to work on, and add more options if you so choose.

3. **Review** the directions, expectations, and rubrics in class, allowing the students to ask questions. You may want to say something to this effect:
 - Both options may be completed either alone or with a partner.
 - Keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit.
 - Note that both options are *not* intended to be comprehensive looks at all of Church history. That is beyond the scope of this course. Rather, they focus on events that are discussed in this unit only.
4. **Explain** the types of tools and knowledge the students will gain throughout the unit so that they can successfully complete the final performance task.

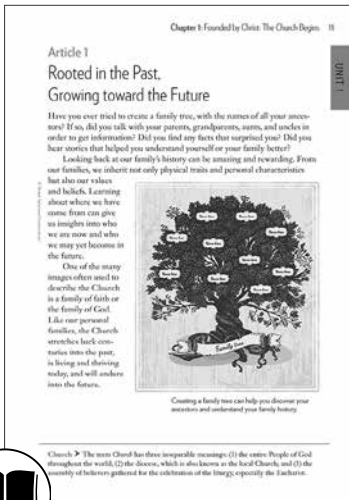
TEACHER NOTE

If these final performance tasks, or similar ones, have been completed by a prior class, place examples of this work in the classroom. This allows the students to understand how they might effectively approach the final performance tasks and realize that there is more than one way to successfully complete the tasks.

5. **Allow** one full class period, near the end of the unit, for the students to work on the final performance task. This will allow you to work with any students who need additional guidance with their project.

TEACHER NOTE

Time permitting, allow the students to share their final performance tasks (either formally or informally) with their classmates on the due date. If many students have selected option 1, you could host a documentary film festival and screen some or all of the films. Don't forget the popcorn!



UNIT 1



Articles 1-2

The Church: Foundations and Mission

Name _____

Parables and Miracles: Seeds of the Church

1. Circle the Scripture passage your group has been assigned.

Parables: Matthew 13:3-8 Luke 13:20-21 Luke 15:8-10	Miracles: Mark 4:35-41 Luke 7:11-15 Luke 17:11-19
---	---

2. Read your assigned passage. Then work together to complete the following chart.

WHO is involved in this story?	
WHAT happens in the story?	
WHERE does the action occur?	
WHEN does the action occur?	
WHY does Jesus tell this story or work this miracle?	
HOW does this story teach us about the Church?	

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TX006427



LEARNING EXPERIENCE 3 (Chapter 1)

Exploring Jesus' Parables and Miracles

Facilitate an in-depth exploration of Jesus' parables and miracles as "seeds" of the Church. (U1, Q1, K1, K2, S1, S2)

- Prepare** by ensuring that all the students have read articles 1–2 in the student book prior to this learning experience and that they will have access to their Bibles (print or e-book) during class. Photocopy or download and print the handout “Parables and Miracles: Seeds of the Church” (TX006427), on page 38, one copy for each student.
- Begin** by sharing with students this chapter’s enduring understanding: *Jesus Christ established the Church by his preaching and ministry, by his death and Resurrection, and by sending the Holy Spirit to guide the Twelve Apostles.* You may wish to write the enduring understanding on the board or project it on a screen. Introduce the chapter using these or similar words:

- The Church was part of God’s plan for our salvation since the very beginning of time. Jesus Christ put this plan into action by establishing the Church on Earth.
- Jesus established the Church in three primary ways: through his preaching and ministry, through his death and Resurrection, and through sending the Holy Spirit to guide the Twelve Apostles.
- This learning experience will explore the first of these ways: Jesus’ preaching and ministry. In particular, it will focus on Jesus’ parables and miracles.

TEACHER NOTE

Although your students have likely studied Jesus’ parables and miracles in prior courses, briefly review these topics if you believe that they need a refresher. For example, you may remind them that parables are short stories that Jesus used to teach about the Reign of God, and/or you may review the various categories of miracles that Jesus performed, such as healings, raising the dead, and nature miracles.

- Distribute** the handout, and ask the students to read through it.
- Arrange** the students into six groups, assigning each group one of the six passages listed on the handout. Explain that the students should work in their groups to read their assigned passage and complete the chart.
- Circulate** among the groups to offer assistance and answer questions. Be particularly alert for students who may need help navigating through the Bible to locate a particular book, chapter, and verse. Allow about 15 minutes for the groups to work.

TEACHER NOTE

Before the students move on to the visual illustration of the parables and miracles, check to be sure they have filled in the chart correctly using the “Parables and Miracles: Seeds of the Church Answer Key” (TX006428).

6. Refocus the students’ attention so that you can explain the final step of this learning experience, using these or similar words:

- Your last task is to work with your group to create a visual illustration of your group’s answer to the last question on the handout: *How does this story teach us about the Church?* You will work with your group to create a human sculpture. The human sculpture must involve all of your group members in a single scene that you hold in place for 10 seconds.
- When you present your human sculpture to the class, make sure to do the following:
 - Summarize your group’s Scripture passage.
 - Then show the class your human sculpture.
 - Explain how the human sculpture illustrates what the Scripture passage teaches us about the Church.

7. Allow 5–10 minutes for the groups to prepare their human sculptures. At that time, they will present their sculptures to the class. Be sure to affirm each group’s willingness to engage creatively and deeply with these stories.

8. Conclude by reiterating that Jesus’ preaching and ministry is one of the ways through which he established the Church. Because the parables and miracles were key aspects of Jesus’ preaching and ministry, these stories give us particular insight into how Jesus planted the “seeds” of the Church during his earthly life.

TEACHER NOTE

If time is short, photograph each human sculpture when the group is ready. At the beginning of the next class session, project the photos one by one, using them as the basis for each group’s presentation.

The Church: Foundations and Mission

Parables and Miracles: Seeds of the Church Answer Key

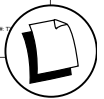
	Matthew 13:3-9	Luke 13:20-21	Luke 15:8-10
WHO is involved in this story?	A sower (Jesus) who is planting (sowing) seeds.	A woman who has lost a coin, and her friends and neighbors who rejoice with her when she finds it.	The woman searches for her lost coin and finds it. When she succeeds, she rejoices with her friends and neighbors.
WHAT happens in the story?	The seed falls in different places: on the path, where birds eat it; on rocky ground, where it cannot take root; in good soil, where it grows and produces a harvest.	The woman mixes yeast into the dough, so that the whole batch of dough rises (is leavened).	The woman searches for her lost coin and finds it. When she succeeds, she rejoices with her friends and neighbors.
WHERE does the action occur?	On the sower’s land.	Presumably, in the woman’s home.	In the woman’s home.
WHEN does the action occur?	During the season for planting grain. The passage starts in the story; the story covers the life of the seed, from planting to growth.	No time is specified.	It may be night, because the woman lights a lamp in order to search for the coin.
WHY does Jesus tell this story or work this miracle?	Jesus may be teaching about the different ways people may respond to the message of salvation. Some people have no interest in his message, while others are initially enthusiastic but lack long-term commitment. Others are willing to fully embrace the message and become part of the Church; they will bear abundant fruit.	Jesus seems to be teaching about the value and importance of every single person. The woman has lost one coin, yet she searches diligently and she finds the one coin that is lost.	Jesus seems to be teaching about the value and importance of every single person. The woman has lost one coin, yet she searches diligently and she finds the one coin that is lost.
HOW does this story teach us about the Church?	The development and growth of the Church is a process, much like the parable of a seed that is sown and finally growing into a plant. Also, the growth of the Church depends at least partially on our response. We can choose (or not) to be the “soil” in which the message of Jesus grows and flourishes.	The story may teach us that the Church grows slowly but steadily. Each very small beginnings (like the tiny amount of yeast that leavens a whole batch of dough).	The story teaches us that the Church is welcomed by every member in value. Those who have been “lost” for awhile are always welcomed back with joy.

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Document # 1

UNIT 1

TX006428



22 Chapter 1: Founded by Christ: The Church Begins

Article 3
The Church Is Born:
Jesus' Death and Resurrection

During Jesus' lifetime, his preaching and ministry planted the seeds of the Church, according to God's plan. However, the Church was born primarily out of the events that occurred near the end of Jesus' earthly life: that is, his total self-giving through his death on the cross and his Resurrection.

Jesus' Death

Jesus' death and Resurrection are the climactic events of the entire Paschal Mystery. By freely accepting his death on the cross, Jesus triumphed over death forever, redeemed us, and made it possible for us to share eternal life with him in Heaven.

All four Gospels tell the story of Jesus' Passion and death on the cross. However, the Gospel of John contains a unique detail that the other Gospels lack. When a Roman soldier puts a spear in Jesus' side, "blood and water flowed out" (John 19:34). This detail is not meant to be gruesome. Rather, its symbolism is meant to teach us something about the Church.

The detail tells us that the Church was born from the side of the crucified Christ. In other words, the Church came about because of the suffering that Jesus freely underwent on the cross for the sake of our salvation. Perhaps in your health or biology class, you have seen a picture of a woman giving birth.

The birth process is painful, and, when the baby is born, the blood and water that have kept him or her alive for nine months in the womb flow out of the woman's body. In and through this suffering, new life—a new human being—emerges. Similarly, in and through Christ's suffering on the cross, new life—the Church—begins.



How is the birth of a baby similar to the birth of the Church?



Article 3

The Church: Foundations and Mission

Name _____

**Breaking News:
Jesus Lives! The Church Begins!**

Your group is in charge of creating the front page of a newspaper or the home page of a newspaper's website that has been published shortly after Jesus' Resurrection. The page must contain four articles, each of which is based on one of the four Gospel passages that your group members have been studying.

In each article, include:

- the basic facts of what occurred in the passage, written in the style of a news article
- a news analysis explaining how Jesus' resurrection (as described in the passage) helped to establish the Church
- a discussion of the significance of the events described in the passage for members of the Church today

At least one article must include a photo or illustration. You may use the back of this handout to take notes or to sketch out your ideas.

Note: If your group selects the digital option (home page of a newspaper's website), one or two of your four articles may be embedded videos or interactive infographics. Follow your teacher's directions regarding how to create, save, and submit your work electronically.

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LEARNING EXPERIENCE 4 (Chapter 1)

Jesus' Death and Resurrection

Lead the students in examining the significance of Jesus' death and Resurrection for the establishment of the Church. (U1, Q1, K3, K4, S1, S2)

- Prepare** by ensuring that all the students have read article 3 in the student book prior to this learning experience and that they will have access to their Bibles (print or e-books) during class. Photocopy or download and print the handout "Breaking News: Jesus Lives! The Church Begins!" (TX006429), on page 41, one for each student. If you want the students to create a hard copy of their newspaper, you will need sheets of newsprint or poster board and glue sticks for each group of eight students. If you want the students to create and submit their work electronically, ensure that they will have access to computers or tablets.
- Begin** by reminding the students that this first chapter is focused on how Jesus Christ established the Church by his preaching and ministry, by his death and Resurrection, and by sending the Holy Spirit to guide the Twelve Apostles. Explain that this learning experience will focus on how the Church was born out of the events that occurred near the end of Jesus' earthly life—that is, his death on the cross and his Resurrection. Because these are the climactic events of the entire Paschal Mystery, their significance in the establishment of the Church cannot be overestimated.
- Direct** the students to open their Bibles to the Gospel of John's account of Jesus' death: 19:28–37. Ask a student volunteer to read the passage aloud. Help the students to recall the following key points from the student book's discussion of this passage:

 - The detail about the water and blood flowing from Jesus' side is present only in John's Gospel. This imagery is meant to remind us of two significant things:
 - First, it reminds us of birth. Like a woman who suffers labor pains in order to bring forth a new human life, Jesus' suffering on the cross brings forth the Church.
 - Second, it reminds us of the sacraments of Baptism and the Eucharist. John portrays these sacraments as a sort of "parting gift" from Jesus to the Church.
- Transition** to a consideration of Jesus' Resurrection, using these or similar words:

 - As you know, Jesus' death on the cross was not the end of the story. Rather, the story continues with Jesus' Resurrection. All four Gospels contain accounts of the discovery of the empty tomb and of the Risen Lord's appearances to his disciples.
 - Examining selections from the Resurrection accounts will help us to understand how Jesus' Resurrection made the Church possible by empowering the disciples to share the Good News and to take on the leadership of the Church.

5. **Arrange** the students into pairs, assigning each pair one of the following passages from the Resurrection narratives (more than one pair will work with each passage):
 - Matthew 28:1–10
 - Luke 24:1–12
 - Luke 24:36–49
 - John 21:1–14
6. **Direct** the students to follow these steps as they study their assigned passage (you may wish to write these on the board or project them on a screen):
 - Read the passage.
 - Take notes on what occurs in the passage— four or five bullet points are sufficient.
 - Respond to these questions:
 - How would this event have empowered the people who experienced it to be leaders in the Church?
 - How might this event empower us as members of the Church today?
7. **Allow** 10–15 minutes for the pairs to work.
8. **Rearrange** the students into groups of eight, consisting of four pairs of students who worked on each of the four passages. Distribute the handout. Read the directions aloud together.
9. **Allow** at least 30 minutes for the groups to work on their newspapers or home pages.

TEACHER NOTE

If the number of students in your class is not exactly divisible by eight, you will need to have some groups of either six (with one passage not represented) or ten students (with two pairs who worked on the same passage).

TEACHER NOTE

If you believe that your students do not typically read newspapers or visit news sites, you may wish to show them a few examples to use as models for their work.

TEACHER NOTE

If time is short, you may allow the students to finish this assignment for homework and present their work during the following class session.

10. **Reconvene** the class as a large group, and allow each small group to present its work (electronic work will need to be projected on a screen or interactive white board), perhaps with a member of the group reading one of its articles aloud.
11. **Conclude** by reiterating that although Jesus planted the “seeds” of the Church during his earthly life and ministry, his death and Resurrection are what truly made the Church possible. When Jesus rose from the dead, he was no longer bound by the physical realities of space and time. He could be present with his disciples always—in all places and at all times, including in our own time—empowering them to proclaim the Gospel and to grow the Church.

Chapter 1 Founded by Christ: The Church Begins 11

Article 1
Rooted in the Past.
Growing toward the Future

Have you ever tried to create a family tree, with the names of all your ancestors? If so, did you talk with your parents, grandparents, aunts, and uncles in order to get information? Did you find any facts that surprised you? Did you hear stories that helped you understand yourself or your family better? Looking back at our family's history can be amusing and rewarding. From our families, we inherit not only physical traits and personal characteristics but also our values and beliefs. Learning about where we have come from can give us insights into who we are now and who we may yet become in the future.

One of the many images often used to describe the Church is a family of faith or the family of God. Like our personal families, the Church stretches back centuries into the past, is living and changing today, and will endure into the future.

Creating a family tree can help you discover your ancestors and understand your family history.



Church ► The new Church has three inseparable messages: (1) the entire People of God throughout the world, (2) the diocese, which is also known as the local Church, and (3) the assembly of believers gathered for the celebration of the liturgy, especially the Eucharist.



Articles 1–4



LEARNING EXPERIENCE 5 (Chapter 1)

Apostle Ads

Direct the students in creating and responding to ads for an Apostle. (U1, Q1, K5, S3, S6)

- Prepare** by ensuring that all the students have read articles 1–4 in the student book prior to this learning experience and that they will have access to their Bibles and student books (print or e-books) during class. Photocopy or download and print the handout “Apostle Ads” (TX006430), on page 42, one copy for each student. If you want the students to create ads on paper, gather poster board, markers, and other art supplies. If you want the students to create digital ads (or if you want to offer them the option of creating a video résumé), ensure that you have technology available in your classroom that will support this.
- Begin** by inviting the students to recall the third and final way in which Jesus established the Church: by sending the Holy Spirit to guide the Twelve Apostles. Explain that the Holy Spirit’s role in sustaining, strengthening, and sanctifying the Church (both in the Church’s early days and today) will be the focus of chapter 2. In this learning experience, they will look closely at how and why Jesus’ selection of the Twelve Apostles was essential for establishing the Church.

The Church: Foundations and Mission

Name _____

Apostle Ads

Part 1: Help Wanted: Apostles

Work with your partner or group to create a “help wanted” or employment ad for an Apostle using the following steps:

- Refer to the information found in chapter 1 of the student book, especially article 2.
- List qualifications, skills, and personal attributes that Jesus would have been looking for in selecting Apostles to be the leaders of the Church.
- Assemble this information into a visually attractive layout, either on paper or electronically, as your teacher directs.
- Use the blank space below to organize your ideas.

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3. **Arrange** the students into twelve pairs or groups (if you have fewer than twenty-four students, it is fine to have fewer than twelve pairs). Distribute the handout. Following the directions in part 1 of the handout, each pair or group will create a “help wanted” or employment ad for an Apostle. They will draw on the information in chapter 1 of the student book, especially article 2, to list the qualifications, skills, and personal attributes that Jesus would have been looking for in selecting the leaders of his Church. They will then assemble this information into a visually attractive layout, either on paper or electronically, as you direct.

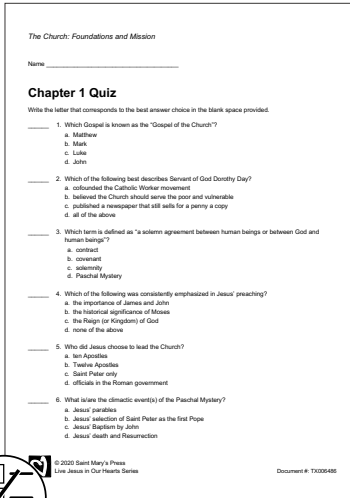
TEACHER NOTE

Later in this learning experience, each of the twelve pairs or groups will focus on one of the Twelve Apostles. You may wish to include Mary Magdalene, who, although not one of the Twelve, has been honored with the title “Apostle to the Apostles” (see page 23 in the student book). In this case, organize the students into thirteen pairs or groups instead of twelve.

4. **Allow** at least 20 minutes for the pairs or groups to create their ads.
5. **Direct** the students to exchange ads with another pair or group, so that each pair or group has an ad that they did not create.
6. **Assign** each pair or group one of the Twelve Apostles (plus Mary Magdalene, if you have chosen to include her). Following the directions in part 2 of the handout, each pair or group will respond to the ad they now have as their assigned Apostle. They will imagine that they are Matthew, Phillip, Simon Peter, etc., applying for the “job” of an Apostle. According to your direction, they may write a business letter expressing interest in the position and explaining their qualifications, or they may create a 1- to 2-minute video résumé that addresses these same points. The students may use their student books and Bibles to locate information about their assigned Apostle.
7. **Allow** at least 15 minutes for the pairs or groups to create their responses to the ads.
8. **Reconvene** the class as a large group and invite several volunteers, as time permits, to share their letters or video résumés with the class (as well as the ad to which the letter or video responds). Be sure to affirm the students’ creativity, critical thinking, and appropriate use of humor.

TEACHER NOTE

If time permits, you, as the teacher, could assume the role of Jesus Christ’s human resources manager. After all the pairs or groups present their letter or résumé, you select the top three candidates who will advance to the final interview. A group of students could stage those final interviews (either “live” in class or on video) as an extra credit project.



TX006486



TX006481



Articles 5-7



TX006483

9. **Conclude** by reminding the students that during his earthly life, Jesus had promised to send the Holy Spirit as an Advocate who would strengthen and guide all of his disciples, but especially the Apostles, who were charged with leading the Church. Therefore, although the Twelve Apostles were a very diverse group, one thing they all had in common was an openness to the Holy Spirit and a willingness to faithfully follow the Spirit's promptings. Tell the students that they will learn more about the Holy Spirit in chapter 2.

TEACHER NOTE
If you choose to administer the chapter 1 quiz (TX006486), do so now, before moving on to chapter 2 (see www.smp.org/livejesus_thechurch).

TEACHER NOTE
You can also present the main chapter points using the PowerPoint presentation "Chapter 1 Overview: Founded by Christ: The Church Begins" (TX006481), (see www.smp.org/livejesus_thechurch).

Perceive

LEARNING EXPERIENCE 6 (Chapter 2)
Spiritual Tweets

Guide the students in writing and replying to tweets from the Holy Spirit. (U2, Q2, K6, K7, K9, S4, S5)

- Prepare** by ensuring that all the students have read articles 5–7 in the student book prior to this learning experience. Download the PowerPoint presentation "Learning Experience 6: Spiritual Tweets" (TX006483), at www.smp.org/livejesus_thechurch. If you would like the students to include photos or videos in their tweets, they will need access to electronic devices (such as tablets or phones) with these capabilities.
- Begin** by introducing the focus of chapter 2: The Holy Spirit has kept the Church going all these years by sustaining, strengthening, and sanctifying her.
- Show** the PowerPoint that accompanies this learning experience. All steps of the learning experience are explained in the PowerPoint slides and the notes that accompany them.
- Conclude** by affirming the students' openness to using a social media platform to engage with theological topics and to communicate the Gospel message in a creative and innovative manner.



LEARNING EXPERIENCE 7 (Chapter 2)

Holy Spirit Skits

Provide an opportunity for students to explore and creatively reflect on the Holy Spirit's sanctifying power. (U2, Q2, K8, K9, S4, S5, S6, S7)

- Prepare** by ensuring that all the students have read article 7 in the student book prior to this learning experience and that they will have access to their Bibles and student books (print or e-books) during class. In order to conduct basic research on the gifts, fruits, and charisms of the Holy Spirit, the students will also need access to biblical or theological dictionaries (paper copies or e-books) or the internet.
- Begin** by offering a brief overview of the content of article 7, inviting the students to identify the three primary ways in which the Holy Spirit sanctifies (makes holy) the Church:
 - The Holy Spirit imparts gifts to help the members of the Church fulfill their mission of faithfully proclaiming the Gospel.
 - The Holy Spirit gives special graces, or charisms, to individual Christians or groups in order to benefit and build up the entire Church.
 - The Holy Spirit bestows on some people the charismatic gifts of exercising various ministerial and leadership roles within the Church.
- Arrange** the students into groups of three or four. Direct each group to choose one of the gifts, fruits, or charisms listed on page 42 of the student book. Monitor the groups' selections so that each group chooses a different gift, fruit, or charism.
- Direct** the groups to conduct some basic research regarding their chosen gift, fruit, or charism. Depending on which they have chosen, this may include any or all of the following:
 - looking up the Scripture passage(s) in which the item is mentioned
 - looking up a definition of the item
 - conducting other basic research on the item, using a theological or biblical dictionary or a reputable website

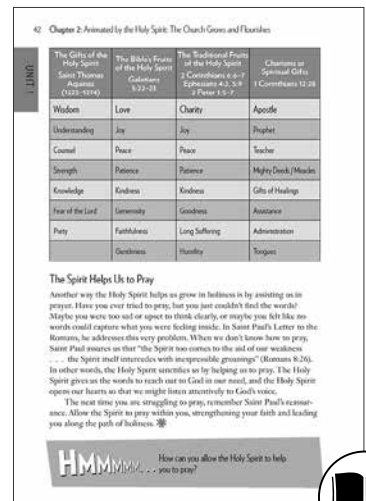
The students' research should generate four to five facts or points about their item.

TEACHER NOTE

If necessary, clarify that most of these items have secular meanings, but the students should focus on their item's meaning in relation to the Holy Spirit and the Church.



Article 7



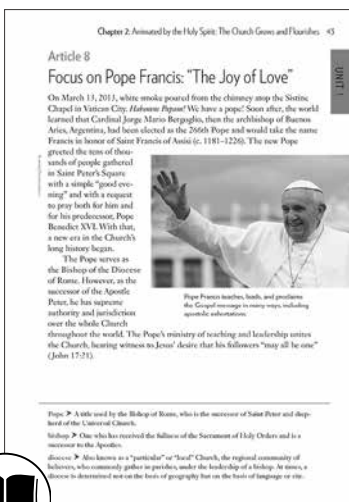
Page 42



5. **Reconvene** the class as a large group as you explain the next step of this learning experience. The students will work in their groups to prepare a skit in which a young person demonstrates the use of that gift, fruit, or charism. Each skit should be about 2 minutes long and should depict a realistic scenario in a teen's life. The skits should avoid being either overly complicated or overly simplistic.
6. **Allow** about 10–15 minutes for students to prepare their skits.
7. **Facilitate** the groups' presentations of their skits. To make the presentations more engaging and challenging for the entire class, direct the groups to not identify which gift, fruit, or charism their skit depicts. Rather, following each skit, invite the rest of the class to guess the gift, fruit, or charism on which the skit focused (referring to page 42 in the student book, as needed).
8. **Transition** to the concluding part of this learning experience by reminding the students that in addition to giving gifts, fruits, and charisms for the benefit of the entire Church, the Holy Spirit also sustains, strengthens, and sanctifies the Church by helping us to pray. The Holy Spirit helps us to find the right words to express to God our innermost needs, and the Holy Spirit opens us to hear God's voice and to surrender to God's will.
9. **Direct** the students to return to their groups to complete one final task: writing a brief (three- to four-sentence) prayer to the Holy Spirit, asking for the grace to receive and live out the gift, fruit, or charism on which they have focused in this learning experience.
10. **Allow** about 10 minutes for the students to return to their groups and compose their prayers. Time permitting, you may invite some or all groups to share their prayers aloud as a way of concluding this class session.

TEACHER NOTE

Learning experiences 6 and 7 both conclude with prayer. Do not worry about this repetition in format. Including prayer in most or all class sessions (to begin class, to end class, or both) is an important way for the students to grow in faith, to become comfortable praying with their peers, and to internalize and integrate this course's subject matter.



Reflect

LEARNING EXPERIENCE 8 (Chapter 2)

The Holy Spirit's Presence in My Family

Organize a process that allows the students to examine major themes in "The Joy of Love" (*Amoris Laetitia*). (U2, Q2, K10, K11, S4, S8, S9, S10)

1. **Prepare** by ensuring that all the students have read article 8 in the student book, as well as the introductory section (paragraphs 1–7) of "The Joy of Love." Make packets of the document "The Joy of Love,"

one for every two students. A link to the document is available on the resource “Unit 1 Web-Based Resources and Videos” (TX006492), at www.smp.org/livejesus_thechurch. Photocopy or download and print the handout “The Holy Spirit’s Presence in My Family” (TX006431), on page 44, one for each student. If possible, have some reflective music available to play while the students are writing their personal reflection in step 4.

2. **Begin** by reiterating this chapter’s enduring understanding: *The Holy Spirit sustains, strengthens, and sanctifies the Church*. Then introduce this learning experience’s focus on “The Joy of Love” by reviewing some basic points from article 8 in the student book:
 - One way the Holy Spirit sustains, strengthens, and sanctifies the Church is through the ministry of the Pope.
 - When a pope passes away or retires, a new pope is chosen from among the members of the College of Cardinals under the guidance of the Holy Spirit.
 - The Pope is the Bishop of the Diocese of Rome. He also has supreme authority over the whole Church throughout the world because he is the successor of the Apostle Peter.
 - One way the Pope exercises his ministry of teaching and leadership is through issuing documents like “The Joy of Love.” This document focuses on the family.
 - The family has been called the domestic church. So, if the Holy Spirit sustains, strengthens, and sanctifies the Church, then the Holy Spirit also sustains, strengthens, and sanctifies our families.
3. **Distribute** the handout. Read the directions for part 1 aloud.
4. **Allow** the students about 10 minutes to complete part 1, quietly and individually. You may wish to play soft music or dim the lights in order to create an atmosphere conducive to personal reflection.
5. **Arrange** the students into pairs. Following the directions on part 2 of the handout, the students will share at least some of their personal reflection with their partners. Gently encourage the students to share while also affirming their right to decide how much they would like to reveal to their partner.

TEACHER NOTE

Because “The Joy of Love” and this learning experience focus on families, be sensitive to the variety of family configurations in which your students may live, including single-parent families, blended families, stepfamilies, foster families, and extended families. Assure them that the word *family* does not have one, rigid definition. Rather, they may define *family* based on their own unique experience.

The Church: Foundations and Mission

Unit 1 Web-Based Resources and Videos

Chapter 1

Video: Who is Dorothy Day?

- <https://www.youtube.com/watch?v=7CvKtUz8B8E>

Video: The Paschal Mystery

- <https://www.smp.org/resources/parables-and-miracles-0311/>

Parables and Parabolic Images in the Gospels and Miracle Stories in the New Testament

- <https://www.smp.org/resources/parables-and-miracles-0311/>
- <https://www.smp.org/resources/parables-and-miracles-0311/>

Extensive information about Jesus' parables and miracles. Falls, Just, S.J. PhD. Use with learning experience 3.

Papal Document Regarding Saint Mary Magdalene's Feast Day

- https://www.vatican.va/holy_father/francesco/homilies/hf-homilies-20160527_01.html

Archbishop Roche explains Pope Francis's decision to elevate Saint Mary Magdalene's feast day to make it equal in status to the feast days of the other Apostles.

Chapter 2

Video: Pentecost in 2 Minutes

- <https://www.youtube.com/watch?v=790V>

A short video explanation of Pentecost.

Video: Gifts of the Holy Spirit

- <https://www.youtube.com/watch?v=the-holy-spirit>

A 5-minute video from Catholic 101 on the Gifts of the Holy Spirit.

Information about Pope Francis

- http://www.vatican.va/holy_father/francesco/

Both you and the students can learn more about Pope Francis and follow him on Instagram and Twitter by accessing his page on the Vatican website. Use this with learning experience 6.

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Document # TX006492

The Church: Foundations and Mission

Name _____

The Holy Spirit's Presence in My Family

Part 1: Personal Reflection

How has the Holy Spirit sustained, strengthened, or sanctified your family?

Think of a time in which the Holy Spirit has guided your family through a challenging time, supported your family as you've endured suffering or difficulty, or helped your family to grow in holiness. You can write in-depth about one example, or you may briefly describe several examples.

Note: You're invited to share your reflection with a partner, but you will decide how much personal information you wish to reveal.

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Document # TX006431

6. **Allow** about 10 minutes for the pair-share and the completion of part 2 of the handout.
7. **Assign** each pair one of the nine chapters of “The Joy of Love” (not counting the introductory section, which was part of the pre-reading assignment). It is acceptable if more than one pair works with the same chapter. Following the directions on part 3 of the handout, the students will find a one- to three-sentence quote that directly or indirectly connects with what they discussed with their partner.
8. **Allow** 10–15 minutes for students to select their quotes. If needed, assure the students that they are not expected to read their assigned chapter closely. Rather, they are simply skimming it in order to locate a relevant quote.

TEACHER NOTE

Because chapter 4 of “The Joy of Love” is quite lengthy, you may wish to divide it in half, with one pair working on paragraphs 89–119 and one pair working on paragraphs 120–164.

9. **Invite** volunteers to share their quotes with the class and to explain how the quote is connected with what they discussed with their partner.
10. **Conclude** by affirming the students’ ability and willingness to engage with a complex primary source (“The Joy of Love”) and to interpret that source in light of their own experience—specifically, their own experience of the Holy Spirit’s powerful presence with their families.

TEACHER NOTE

If you choose to administer the chapter 2 quiz (TX006488), do so now, before moving on to “Concluding the Unit” (see www.smp.org/livejesus_thechurch).

TEACHER NOTE

You can also present the main chapter points using the PowerPoint presentation “Chapter 2 Overview: Animated by the Holy Spirit” (TX006482), (see www.smp.org/livejesus_thechurch).

The Church: Foundations and Mission

Name _____

Chapter 2 Quiz

Fill in the blanks in the following sentences using the letters for the items from the word bank. You may use each item only once. There are two items that will not be used.

Word Bank

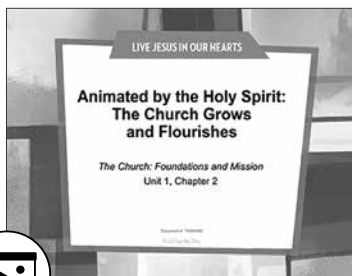
a. “The Joy of Love”	f. martyr	k. the Pope
b. charism	g. Pentecost	l. wind
c. circumcision	h. Servant of God	
d. family	i. Augustus Tobion	
e. Dogmatic Constitution on the Church	j. Saint Mary Magdalene	
	k. Saint Paul	

1. When was the Holy Spirit sent upon the disciples?
2. What image, other than fire, is used to describe the Holy Spirit in the Acts of the Apostles?
3. Whose conversion was a key event in the expansion of the early Church?
4. Which term can be defined as “one who is willing to die rather than give up their faith?”
5. What is the physical sign of God’s covenant with the Jewish People?
6. Who studied for the priesthood in Rome because American seminaries would not accept African American students?
7. What is a special grace given to an individual or group in order to benefit and build up the entire Church?
8. Who is the bishop of the Diocese of Rome?
9. What is the title of one of the apostolic exhortations issued by Pope Francis?
10. What is another name for the domestic Church?

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TX006488



TX006482

CONCLUDING THE UNIT

Using the Student Book “Unit 1 Highlights”

In the student book, the unit ends with a review section. In this section, the students can review graphic organizers that cover most main points in each chapter. In student testing, high school students noted that they would use these graphic organizers in the following ways:

- to study for quizzes and tests
- as a guide for writing summaries
- to assist with homework assignments
- to check their notes
- to review with peers
- to check for understanding
- to create flashcards

You may wish to review these pages with the students prior to the unit assessment or suggest that they use the graphic organizers in any of the ways other students suggested in the list above.

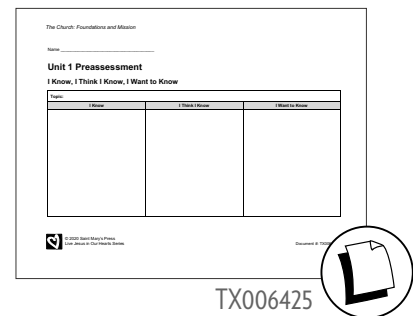
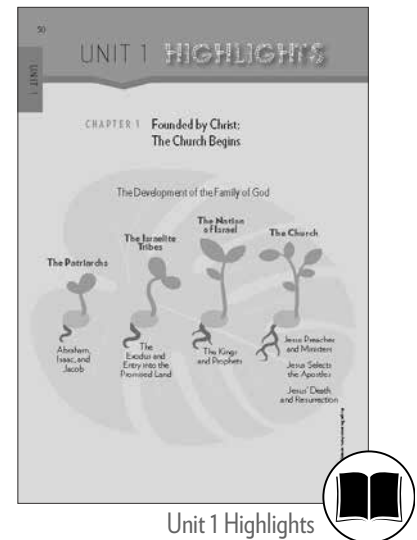
Using the Preassessment

Consider spending a portion of a class period near the end of the unit to return to the handout “Unit 1 Preassessment” (TX006425), on page 35, with which you began the unit. Consider the following possibilities:

- **Give** the students about 5 minutes to take a “gallery tour” of the posters. Direct them to make note of the following:
 - at least one “I know” item about which they deepened their understanding during this unit
 - at least one “I think I know” item about which they have attained greater clarity
 - at least one “I want to know” item about which they have gained information or insight

Ask for volunteers to share any or all of these items aloud with the class. Be sure to affirm the evident growth in students’ understanding.

- **Invite** the students to pose additional questions that they now have about the Church, questions that may be addressed later in this course or in future courses, or questions that they may choose to investigate on their own. In other words, if they were to complete the preassessment handout now, what items would be in the “I want to know” column? Help the students to understand that studying a particular topic not only serves to answer our questions about that topic but also piques our curiosity to pose more questions and to continue our studies.





Bring It Home

Using the Student Book “Bring It Home” Section

To conclude, remind the students of this unit’s focus question: *What does the Church have to do with God?* Pose the following questions to the students verbally or post them on the board, and invite the students to journal quietly or to engage in conversation with a partner or small group.

- Having nearly concluded this unit, how would you answer the unit focus question?
- To what extent do you understand the Church and God to be inseparably linked?
- Why do you think that some people—perhaps including some of your peers—try to develop a relationship with God outside of the Church?
- Can people ultimately succeed in developing a relationship with God outside of the Church? Why or why not?

Answer Keys for Double-Check Questions

Each chapter in the student book ends with seven to eleven double-check questions. Here are the answer keys for those questions.

Answer Key for Chapter 1 Double-Check Questions

- Who established the Church according to God's divine purpose and mission?*
Jesus Christ established the Church according to God's divine purpose and mission.
- What group of people served as the first leaders of the Church? Which person was the foremost among these leaders?*
Jesus Christ chose the Twelve Apostles to be the first leaders of the Church. Peter was foremost among the Apostles.
- Who founded the Catholic Worker movement? What does this movement do?*
Servant of God Dorothy Day, with Peter Maurin, founded the Catholic Worker movement. The movement publishes a newspaper and operates Houses of Hospitality that offer food, shelter, and friendship to anyone in need.
- How did Jesus preach the Good News through both his words and actions?*
Jesus preached by teaching us how to live in peace with one another and how to serve those in need. He used parables to describe what the Reign of God is like. Jesus also preached through his actions, especially through his miracles and by welcoming everyone to share in his mission.
- How do we know that the Apostles were not perfect? What can we learn from that?*
We know that the Apostles were not perfect because the Gospels contain clues that help us to see the Apostles as ordinary people. If the Apostles could be leaders of the Church and share in Jesus' mission despite their ordinariness, imperfections, mistakes, and sinfulness, then so can we.
- What unique detail about Jesus' death on the cross does the Gospel of John contain? What two things can we learn about the Church from this detail?*
In John's Gospel only, blood and water come out of Jesus' side after a soldier pierces his side with a sword. This teaches us that the Church came about through Jesus' suffering, and it reminds us of the Sacrament of Baptism and the Sacrament of the Eucharist.
- In all four Gospels, who is among those who first receive the Good News of Jesus' Resurrection? Why is this important?*
Saint Mary Magdalene is among this group in all four Gospels. This is important because it affirms the significance of women in the life and leadership of the Church, even in the Church's earliest days.

8. *What does the Greek word *ekklesia* mean? What is the significance of this word in Matthew's Gospel?*

The Greek word *ekklesia*, which we translate into English as “church,” means an assembly or gathering of people. Matthew, the only Gospel that contains this word, uses it three times.

Answer Key for Chapter 2 Double-Check Questions

1. *What happened to the Apostles on Pentecost?*

The Holy Spirit descended upon the early Apostles and disciples and allowed them to speak in many languages. This began the global proclamation of the Gospel message.

2. *What two symbols does the Acts of the Apostles use to describe the descent of the Holy Spirit?*

These two symbols are wind and flame.

3. *What was the significance of Saint Paul's conversion to Christianity?*

Saint Paul's conversion was significant because prior to his conversion, he had persecuted Christians. After his Baptism, he began preaching the Gospel, undertaking missionary journeys that brought the Gospel message to Gentiles.

4. *What was decided at the Council of Jerusalem regarding Gentile converts?*

At the Council of Jerusalem, the Apostles decided that Gentile converts to Christianity did not have to be circumcised and did not have to follow the Jewish dietary laws found in the Old Testament.

5. *What challenge did Servant of God Fr. Augustine Tolton face in his effort to follow God's call to be a priest?*

No American seminary would enroll an African American student, so Tolton had to save money to be able to travel to Rome and enroll in the seminary there.

6. *What three types of gifts does the Holy Spirit give to the Church?*

The Holy Spirit gives to all members of the Church the gifts of Wisdom, Understanding, Knowledge, Counsel (Right Judgment), Fortitude (Courage), Piety (Reverence), and Fear of the Lord (Wonder and Awe). In addition, the Holy Spirit gives special charisms to individual Christians or groups, in order to benefit and build up the entire Church. The Holy Spirit also gives to some people the gift of exercising various ministerial and leadership roles within the Church.

7. *What is the focus of the apostolic exhortation “The Joy of Love”? What important message is contained in this document's title?*

This papal document focuses on family life. Its title reminds us that loving and being loved within a family should bring us great joy.

8. *What is a conclave?*

A conclave is a special meeting of the College of Cardinals, who gather at the Vatican, in Rome, in order to elect a new pope with the guidance of the Holy Spirit.

UNIT 1

The Church: Foundations and Mission

Name _____

Unit 1 Preassessment

I Know, I Think I Know, I Want to Know

Topic:	I Know	I Think I Know	I Want to Know



Name _____

Unit 1 Vocabulary

Terms for Mastery

apostolic exhortation One of several types of pastoral letters that are written by the Pope. Its purpose is not to define doctrine, but to encourage people in some aspect of living the faith.

bishop One who has received the fullness of the Sacrament of Holy Orders and is a successor to the Apostles.

charism A special grace of the Holy Spirit given to an individual Christian or community, commonly for the benefit and building up of the entire Church.

diocese Also known as a “particular” or “local” Church, the regional community of believers, who commonly gather in parishes, under the leadership of a bishop. At times, a diocese is determined not on the basis of geography but on the basis of language or rite.

Pope A title used by the Bishop of Rome, who is the successor of Saint Peter and shepherd of the Universal Church.

religious communities A group of men or women religious who are joined by a common charism.

Terms Introduced for Later Mastery

Baptism The first of the Seven Sacraments of Christian Initiation (the others being Confirmation and the Eucharist) by which one becomes a member of the Church and a new creature in Christ.

Eucharist, the The celebration of the entire Mass. The term can also refer specifically to the consecrated bread and wine that have become the Body and Blood of Christ.



Terms Previously Mastered or for General Knowledge

Church The term *Church* has three inseparable meanings: (1) the entire People of God throughout the world; (2) the diocese, which is also known as the local Church; (3) the assembly of believers gathered for the celebration of the liturgy, especially the Eucharist.

circumcision The act, required by Jewish Law, of removing the foreskin of the penis. Since the time of Abraham, it has been a sign of God's covenant relationship with the Jewish People.

covenant A solemn agreement between human beings or between God and a human being in which mutual commitments are made.

Gentile A non-Jewish person. In Sacred Scripture, the Gentiles were the uncircumcised, those who did not honor the God of the Torah. Saint Paul and other evangelists reached out to the Gentiles, baptizing them into the family of God.

idolatry The worship of other beings, creatures, or material goods in a way that is fitting for God alone.

martyr A person who suffers death because of his or her beliefs. The Church has canonized many Christian martyrs as saints.

parable Generally a short story that uses everyday images to communicate religious messages. Jesus used parables frequently in his teaching as a way of presenting the Good News of salvation.

Paschal (Mystery) The work of salvation accomplished by Jesus Christ mainly through his Passion, death, Resurrection, and Ascension.

Pentecost The fiftieth day following Easter, which commemorates the descent of the Holy Spirit on the early Apostles and Mary.

Reign of God The reign or rule of God over the hearts of people and, as a consequence of that, the development of a new social order based on unconditional love. The fullness of God's Reign will not be realized until the end of time. Also called the Kingdom of God.

salvation history The pattern of specific events in human history in which God clearly reveals his presence and saving actions. Salvation was accomplished once and for all through Jesus Christ, a truth foreshadowed and revealed throughout the Old Testament.

sanctify To purify or make holy.

synod A group of bishops from around the world who, at the Pope's invitation, gather in Rome to discuss with him matters of concern to the universal Church.



Name _____

Parables and Miracles: Seeds of the Church

1. Circle the Scripture passage your group has been assigned.

Parables:

Matthew 13:3–8

Luke 13:20–21

Luke 15:8–10

Miracles:

Mark 4:35–41

Luke 7:11–15

Luke 17:11–19

2. Read your assigned passage. Then work together to complete the following chart.

WHO is involved in this story?	
WHAT happens in the story?	
WHERE does the action occur?	
WHEN does the action occur?	
WHY does Jesus tell this story or work this miracle?	
HOW does this story teach us about the Church?	



Parables and Miracles: Seeds of the Church Answer Key

Parables			
	Matthew 13:3–8	Luke 13:20–21	Luke 15:8–10
WHO is involved in this story?	A sower (farmer) who is planting (sowing) seeds.	A woman who is making dough for bread.	A woman who has lost a coin, and her friends and neighbors who rejoice with her when she finds it.
WHAT happens in the story?	The seed falls in different areas: on the path, where birds eat it; on rocky ground, where it withers for lack of roots; among thorns, where it is choked; and on rich soil, where it produces abundant fruit.	The woman mixes yeast into the dough, so that the whole batch of dough rises (is “leavened”).	The woman searches her whole house to find her lost coin. When she succeeds, she shares the good news with her friends and neighbors.
WHERE does the action occur?	On the sower’s land.	Presumably, in the woman’s home.	In the woman’s home.
WHEN does the action occur?	During the season for planting. Also, time passes during the story: the story covers the life of the seed, from planting to growth.	No time is specified.	It may be night, because the woman lights a lamp in order to search for the coin.
WHY does Jesus tell this story or work this miracle?	Jesus may be teaching about the different ways people may respond to his message of salvation. Some people have no interest in his message, while others are initially enthusiastic but lack long-term commitment. Others are willing to fully embrace his message and to be part of the Church; they will bear abundant fruit.	He is using an image from daily life to teach his listeners about the Reign (or Kingdom) of God.	Jesus seems to be teaching about the value and importance of every single person. The woman has nine other coins, yet she searches diligently until she finds the one coin that is lost.
HOW does this story teach us about the Church?	The development and growth of the Church is a process, much like the process of a seed being sown and finally growing into a plant. Also, the growth of the Church depends at least partially on our response: We can choose (or not) to be the “rich soil” in which the message of Jesus grows and flourishes.	The story may teach us that the Church grows slowly but steadily, from very small beginnings (like the tiny amount of yeast that leavens a whole batch of dough).	The story teaches us that the Church is a welcoming, inclusive community in which every member is valued. Those who have been “lost” for awhile are always welcomed back with joy.



Miracles			
	Mark 4:35–41	Luke 7:11–15	Luke 17:11–19
WHO is involved in this story?	Jesus and his disciples.	Jesus, his disciples, a large crowd of other followers, a widow, the widow's only son, and a crowd of residents from the city of Nain.	Jesus and ten lepers.
WHAT happens in the story?	Jesus and his disciples are in a boat when a storm begins, with waves filling the boat with water. Jesus calms the storm.	Jesus raises the widow's son from the dead.	Jesus heals ten lepers. One of the ten, a Samaritan, returns to Jesus to thank him.
WHERE does the action occur?	In a boat on a body of water (probably the Sea of Galilee).	At the gate of the city of Nain.	A village in Samaria or Galilee, which Jesus passes through on his way to Jerusalem.
WHEN does the action occur?	In the evening.	No time is specified.	During Jesus' journey to Jerusalem.
WHY does Jesus tell this story or work this miracle?	Jesus responds to a pressing need to keep himself and his disciples safe from the storm. He is also demonstrating his power and authority, even over nature.	The Gospel states that Jesus was "moved with pity" for the widow. Jesus gives the widow back not only her son but also a chance at survival (without a husband or son to support her, the widow would have struggled to make it on her own).	The lepers ask Jesus to have pity on them, and Jesus responds by healing them.
HOW does this story teach us about the Church?	The Church is subject to Jesus' authority. Jesus' power and protection allow the Church to flourish.	The Church is at the service of those who are suffering, struggling, or in any kind of need, bringing new life and hope into seemingly hopeless situations.	The Church is enriched, and grows, through the faith of all people, even those (like the Samaritan in the story) whom we wouldn't necessarily expect to have faith.



The Church: Foundations and Mission

Name _____

Breaking News: Jesus Lives! The Church Begins!

Your group is in charge of creating the front page of a newspaper or the home page of a newspaper's website that has been published shortly after Jesus' Resurrection. The page must contain four articles, each of which is based on one of the four Gospel passages that your group members have been studying.

In each article, include:

- the basic facts of what occurred in the passage, rewritten in the style of a news article
- a news analysis explaining how Jesus' resurrection (as described in the passage) helped to establish the Church
- a discussion of the significance of the events described in the passage for members of the Church today

At least one article must include a photo or illustration. You may use the back of this handout to take notes or to sketch out your ideas.

Note: If your group selects the digital option (home page of a newspaper's website), one or two of your four articles may be embedded videos or interactive infographics. Follow your teacher's directions regarding how to create, save, and submit your work electronically.



The Church: Foundations and Mission

Name _____

Apostle Ads

Part 1: Help Wanted: Apostles

Work with your partner or group to create a “help wanted” or employment ad for an Apostle using the following steps:

- Refer to the information found in chapter 1 of the student book, especially article 2.
- List qualifications, skills, and personal attributes that Jesus would have been looking for in selecting Apostles to be the leaders of his Church.
- Assemble this information into a visually attractive layout, either on paper or electronically, as your teacher directs.
- Use the blank space below to organize your ideas.



Part 2: Applying to Be an Apostle

You will receive an Apostle ad from another group, and your teacher will assign you a specific Apostle. Use the following steps to respond to the ad:

- Imagine that you are your assigned Apostle, and that you are responding to the ad you've received.
- Apply for the "job" of an Apostle by writing a business letter expressing interest in the position and explaining your qualifications, or by creating a 1- to 2-minute video résumé that addresses these same points.
- Use the student book and a Bible to locate information about your assigned Apostle to use in your letter or video résumé.
- Use the blank space below to organize your ideas.



Name _____

The Holy Spirit's Presence in My Family

Part 1: Personal Reflection

How has the Holy Spirit sustained, strengthened, or sanctified your family?

Think of situations in which the Holy Spirit has guided your family through a confusing time, supported your family as you've endured suffering or difficulty, or helped your family to grow in holiness. You can write in-depth about one example, or you may briefly describe several examples.

Note: You'll be invited to share your reflection with a partner, but you will decide how much personal information you wish to reveal.



Part 2: Pair-Share

Share at least some of your personal reflection with your partner. After you both have shared, take note of similarities in how the Holy Spirit is active in your families. For example, maybe you both have noticed that the Holy Spirit can help you to forgive family members, to be patient, to have empathy, or to understand another person's perspective. Write those similarities here:

Part 3: A Quote

Find a quote (one to three sentences in length) from your assigned section of "The Joy of Love" that somehow connects with what you discussed with your partner. The quote doesn't necessarily have to specifically mention the Holy Spirit. Rather, it may implicitly or indirectly affirm your experience of the Holy Spirit's presence with your family. Copy your quote into the blank space below. Be prepared to explain to the class how your quote is connected with what you discussed during the pair-share.



Name _____

Unit 1 Final Performance Task Options

The following is a list of the enduring understandings for unit 1. Demonstrating your grasp of these understandings will be essential to successfully completing your chosen final performance task. See the descriptions below to understand the specific elements that will be required for each final option.

- Jesus Christ established the Church by his preaching and ministry, by his death and Resurrection, and by sending the Holy Spirit to guide the Twelve Apostles.
- The Holy Spirit sustains, strengthens, and sanctifies the Church.

Option 1: A Documentary Film

Produce a 5-minute (minimum) documentary film titled *The Church's Origin Story*. Include major events in the history of the Church that are mentioned in this unit, including the following:

- events that allowed the Church to begin
- events that fueled the Church's early growth
- events that demonstrate the Holy Spirit's ongoing presence with the Church today

You may choose to act out and film particular scenes or to use still images with voice-over commentary. If it is helpful to you, you may imagine a target audience for your film, such as a middle school retreat, a Confirmation class, or a parish faith formation event.

Conclude your film with a two-paragraph reflection that responds to this question: How do you see the presence of God alive and active in the Church, both in the past and in the present?

Note: If you complete option 1 with a partner, you must each write and deliver your own two-paragraph reflection.

Option 2: A Time Line

Create a time line of twelve events in the history of the Church that are mentioned in this chapter. Organize your time line into three major sections:

- the beginnings of the Church (include at least five items in this section)
- the growth of the Church, with the help of the Holy Spirit (include at least five items in this section)
- the Church today (include at least two items in this section)

Each of the twelve events must be accompanied by the following:

- a visual representation (image or symbol)
- a three- to four-sentence description or explanation of the event

You may create your time line on paper (using large, poster-sized paper, or multiple sheets of smaller paper that you tape together), or you may create it digitally, as long as your teacher is able to view the final product.



Unit 1 Final Performance Task Options

The events on your time line must be arranged chronologically; however, you don't need to include specific dates or years.

Conclude your time line with a two-paragraph reflection in response to this question: How do you see the presence of God alive and active in the Church, both in the past and in the present?

Note: If you complete option 2 with a partner, you must each write your own two-paragraph reflection.



Name _____

Unit 1 Final Performance Task Rubrics

Option 1				
Criteria	4	3	2	1
Work demonstrates comprehension of enduring understandings for unit.	Work is coherent, insightful, and clearly demonstrates comprehension of enduring understandings for unit.	Work is sometimes inconsistent, but clearly demonstrates comprehension of enduring understandings for unit.	Work is not always coherent and does not clearly demonstrate comprehension of enduring understanding for unit.	Work is limited and does not demonstrate comprehension of enduring understandings for unit.
Documentary film meets time requirement.	Film is at least 5 minutes long.	Film is at least 4 minutes long but less than 5 minutes.	Film is at least 3 minutes long but less than 4 minutes.	Film is less than 3 minutes long.
Film and reflection contain in-depth, substantive content that demonstrates creativity and attention to detail.	Film and reflection are not only substantive and creative but also thought-provoking and insightful.	Film and reflection are substantive and creative but lacking in insight.	Film and reflection are lacking in substance, creativity, and insight.	Film and reflection are simplistic and superficial.
Content of film and reflection is relevant to unit.	Content of the film and reflection is relevant to academic content of unit.	Content of film and reflection is mostly, but not entirely, relevant to academic content of unit.	Content of film and reflection is relevant to academic content of unit in a limited manner.	Content of film and reflection is not relevant to academic content of unit.
Film and reflection utilize proper spelling, grammar, and diction.	Film and reflection have no errors in spelling, grammar, or diction.	Film and reflection have one or two errors in spelling, grammar, or diction.	Film and reflection have three or four errors in spelling, grammar, or diction.	Film and reflection have five or more errors in spelling, grammar, or diction.



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Live Jesus in Our Hearts Series

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UNIT 1

Unit 1 Final Performance Task Rubrics

Option 2				
Criteria	4	3	2	1
Work demonstrates comprehension of enduring understandings for unit.	Work demonstrates coherent, insightful, and clear demonstration of comprehension of enduring understandings for unit.	Work is sometimes inconsistent but clearly demonstrates comprehension of enduring understandings for unit.	Work is not always coherent and does not demonstrate comprehension of enduring understanding for unit.	Work is limited and does not demonstrate comprehension of enduring understandings for unit.
Time line contains required number of events, each with visual representation and written description.	Time line contains at least twelve events, each with visual representation and written description.	Timeline is missing one required element.	Time line is missing two required elements.	Time line is missing three or more required elements.
Time line and reflection contain substantive content that demonstrates creativity and attention to detail.	Time line and reflection are not only substantive and creative but also thought-provoking and insightful.	Time line and reflection are substantive and creative but somewhat lacking in creativity or detail.	Time line and reflection are lacking in substance creativity and show little attention to detail.	Time line and reflection are simplistic and superficial.
Content of time line and reflection is relevant to academic content of unit.	Content of the time line and reflection is relevant to the academic content of this unit.	Content of time line and reflection is mostly, but not entirely, relevant to academic content of unit.	Content of time line and reflection is relevant to academic content of unit in limited manner.	Content of time line and reflection is not relevant to academic content of unit.
Time line and reflection utilize proper spelling, grammar, and diction.	Time line and reflection have no errors in spelling, grammar, or diction.	Time line and reflection have one or two errors in spelling, grammar, or diction.	Time line and reflection have three or four errors in spelling, grammar, or diction.	Time line and reflection have five or more errors in spelling, grammar, or diction.



Name _____

Unit 1 Test**The Church: Christ's Living Presence in the World****Multiple Choice**

Write the letter of the best or most appropriate answer in the space provided before each question.

- _____ 1. Who established the Church according to God's divine purpose and mission?
- the Pope
 - Mary Magdalene
 - the Twelve Apostles
 - Jesus Christ
- _____ 2. The descendants of Abraham and Sarah gave rise to what group of people?
- the Egyptians
 - the Moabites
 - the Romans
 - the Israelites
- _____ 3. Which of the following is not one of the Gifts of the Holy Spirit?
- Fortitude (Courage)
 - Contemplation
 - Wisdom
 - Knowledge
- _____ 4. What is the sacred commitment that God made with Moses and the people of Israel?
- covenant
 - promise
 - pact
 - the Sacred Seal
- _____ 5. What was the outcome of Jesus' miracles?
- Oftentimes, people were healed.
 - They demonstrated his care and concern.
 - They demonstrated his authority.
 - all of the above



Unit 1 Test

- _____ 6. What is Jesus' message of God's love and salvation called?
- the big story
 - salvation history
 - the Church
 - the Good News
- _____ 7. Which group did Jesus choose his Apostles from?
- ordinary people
 - the poor
 - the nobility
 - the priests
- _____ 8. What was Dorothy Day's image of the Church's mission?
- to witness to the Gospel by ministering in the streets
 - to witness to the Gospel by explaining Church teaching in *The Catholic Worker* newspaper
 - to witness to the Gospel by providing houses of worship called Catholic Worker Houses of Hospitality
 - to witness to the Gospel by serving those in need
- _____ 9. Which of these is *not* one of the three inseparable meanings of the term *Church*?
- the entire People of God throughout the world
 - the diocese, which is also known as the local Church
 - the assembly of believers gathered for the celebration of the liturgy, especially the Eucharist
 - the hierarchy made up of deacons, priests, bishops, and cardinals
- _____ 10. What do the symbols of blood and water represent in the Gospel of John's description of Jesus' death?
- new life
 - the birth of the Church
 - Baptism and the Eucharist
 - all of the above
- _____ 11. Which Gospel is sometimes called the Gospel of the Church?
- Luke
 - John
 - Jeremiah
 - Matthew
- _____ 12. What word did the early Christians use to refer to their gatherings?
- ekklesia*
 - conclave
 - council
 - covenant



Unit 1 Test

- _____ 13. Which of the following is associated with the Reign of God?
- a new social order based on unconditional love
 - the Parables of the Prodigal Son, the Mustard Seed, and the Yeast
 - the Kingdom of God
 - all of the above
- _____ 14. What is the name of the feast being celebrated when the Holy Spirit descends in wind and fire in the Acts of the Apostles?
- Easter
 - Pentecost
 - Lent
 - Trinity Sunday
- _____ 15. When the disciples received the Holy Spirit, what were they able to do?
- speak in various languages
 - understand Scripture
 - predict the future
 - drink without getting drunk
- _____ 16. What does Jesus call the Holy Spirit?
- the Pentecost
 - the Advocate
 - the Teacher
 - the Faithful Friend
- _____ 17. The conversion of which of the following saints was a key event in the early church's expansion?
- Paul
 - Peter
 - Stephen
 - Thomas
- _____ 18. What is a martyr?
- a saint
 - a leader in the Church who undergoes great difficulty
 - a person who voluntarily suffers death because of his or her beliefs
 - an Apostle
- _____ 19. At which event in the early Church did the Apostles decide that circumcision and the keeping of the Old Testament dietary laws were not necessary for Gentiles converting to Christianity?
- the Resurrection
 - the Council of Nicaea
 - the Council of Jerusalem
 - the Feeding of the Multitude



Unit 1 Test

- _____ 20. Why did Augustine Tolton travel to Rome to attend seminary?
- He was ill.
 - The seminary in Rome was a better school.
 - He could not afford the seminaries in the United States.
 - United States seminaries would not accept an African American student.
- _____ 21. Which of these is not associated with the sanctifying role of the Holy Spirit?
- punishment of sinners
 - purification
 - charisms
 - assisting us in prayer
- _____ 22. Who is the Pope the successor of?
- Jesus Christ
 - Abraham
 - the Apostle Peter
 - Saint Paul
- _____ 23. What is the main theme of the papal document “The Joy of Love”?
- the responsibility of love
 - family life
 - care for our common home
 - the structure of the hierarchy
- _____ 24. “The domestic Church” is another name for what?
- the local parish
 - the family
 - the Holy Family
 - a religious community
- _____ 25. Where does the College of Cardinals gather to choose a new pope?
- Saint Patrick’s Cathedral, in New York City
 - in the local diocese
 - at the Vatican, in Rome
 - in the city of Conclave



Matching

Match the description in column A with the word in column B by writing the letter of the correct answer in the space provided.

Column A

- _____ 26. The work of salvation accomplished by Jesus Christ mainly through his Passion, death, Resurrection, and Ascension.
- _____ 27. The pattern of specific events in human history in which God clearly reveals his presence and saving actions.
- _____ 28. The assembly of believers gathered for the celebration of the liturgy, especially the Eucharist.
- _____ 29. These things unite us with God and all our brothers and sisters in faith and restore the unity lost by sin.
- _____ 30. The Church's first leaders.
- _____ 31. Martyrs of the early Church.
- _____ 32. He persecuted Christians then became one. He spread the Gospel especially to Gentile communities.
- _____ 33. In all four Gospels, this woman is among those who first receive the Good News of Jesus' Resurrection.
- _____ 34. A word that means "someone who is sent out, as a kind of ambassador, with a particular task, message, or mission."
- _____ 35. Jesus preached through both.

Column B

- a. salvation history
- b. Saint Paul
- c. words and actions
- d. the Church's liturgy and Sacraments
- e. Saint Mary Magdalene
- f. Paschal Mystery
- g. Saint Stephen and Saint James
- h. the Twelve Apostles
- i. the Church
- j. apostle

True or False

Circle "T" if the statement is true or "F" if the statement is false. If it is false, correct the statement by crossing out the underlined word or phrase and writing the correct word or phrase in the space provided.

- T F 36. In the Acts of the Apostles, Saint Peter gives a powerful speech on Pentecost that results in three thousand people being baptized. _____
- T F 37. Pope Francis's first request upon his election, when he greeted the people gathered in Saint Peter's Square, was that people repent and turn away from sin. _____
- T F 38. The Bishop of the Diocese of Rome is called the Cardinal. _____
- T F 39. The Holy Spirit gives graces, gifts, and charisms. _____
- T F 40. The Great Commission recognizes the Church's mission to share the Good News of Christ within the Catholic Church. _____



Unit 1 Test

Essay

Respond to one of the following prompts in complete sentences.

- A. Describe Jesus' earthly ministry, including his methods of teaching and the message he shared.
- B. Who were the Twelve Apostles, and what was their role in the early Church?
- C. Describe what happened at Pentecost and why it was, and continues to be, significant for the Church. Name some of the ways the Holy Spirit plays an important role in the life of the Church and its members.



Unit 1 Test Answer Key

The Church: Christ's Living Presence in the World

Multiple Choice

- | | | | |
|------|-------|-------|-------|
| 1. d | 8. d | 15. a | 22. c |
| 2. d | 9. d | 16. b | 23. b |
| 3. b | 10. d | 17. a | 24. b |
| 4. a | 11. d | 18. c | 25. c |
| 5. d | 12. a | 19. c | |
| 6. d | 13. d | 20. d | |
| 7. a | 14. b | 21. a | |

Matching

- | | |
|-------|-------|
| 26. f | 31. g |
| 27. a | 32. b |
| 28. i | 33. e |
| 29. d | 34. j |
| 30. h | 35. c |

True or False

36. T
 37. F – pray both for him and for his predecessor, Pope Benedict XVI
 38. F – Pope
 39. T
 40. T

Essay

Responses will vary but should include some of the following points:

- A. Describe Jesus' earthly ministry including his methods of teaching and the message he shared.
- Jesus preached through both his words and his actions.
 - He taught his followers to love their enemies, to forgive, and to serve people in need.
 - Jesus emphasized the Reign (or Kingdom) of God.
 - He used parables.
 - Jesus' miracles (healing, raising the dead, feeding the crowd, calming the storm) were signs of his care and concern for people.
 - The miracles were signs that he was the promised Messiah and the prophecy of Isaiah would be fulfilled.



Unit 1 Test Answer Key

B. Who were the Twelve Apostles, and what was their role in the early Church?

- They were ordinary people, including fisherman and tax collectors.
- Some of them might have been considered unworthy.
- They were not perfect.
- Their names were Simon (Peter), Andrew, James, John, Philip, Bartholomew, Thomas, James, Matthew, Simon (the Zealot), Jude, and Judas Iscariot.
- The word *apostle* comes from the Greek word *apostolos*, which means someone who is sent out with a particular task or mission.
- When Jesus chose the Apostles, he sent them out with the power and authority to preach, teach, and heal in his name.
- They were chosen by Jesus to serve as leaders of the Church and share in his mission.

C. Describe what happened at Pentecost and why it was, and continues to be, significant for the Church. Name some of the ways that the Holy Spirit plays an important role in the life of the church and its members.

- Jesus promised his disciples he would send the Advocate—the Holy Spirit—to be with them always.
- Jesus fulfilled his promise on Pentecost as described in the Acts of the Apostles.
- Fifty days after Easter, the Apostles were gathered together, and the Holy Spirit appeared in wind and fire.
- Tongues of fire came to rest on each of them. They were able to speak in different languages, and Jews from many different places were able to understand them.
- Peter spoke so powerfully about Jesus that three thousand people were baptized that day.
- The Holy Spirit strengthened and guided the early Church, especially as the people faced the risks of persecution and martyrdom.
- The Holy Spirit gives gifts and charisms (or graces) to individuals and groups to call us to greater holiness and to make us one (or grow in unity).
- The gifts of the Holy Spirit are Wisdom, Understanding, Knowledge, Counsel (Right Judgment), Fortitude (Courage), Piety (Reverence), and Fear of the Lord (Wonder and Awe).

