Theology
12th Grade Apologetics
Christian Apologetics

### STAGE 1--Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>Transfer</th>
<th>Meanings</th>
<th>Essential Questions</th>
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<tr>
<td>A.2.1- Argue for the historical reliability of the Gospels from both internal and external evidence</td>
<td>Students will be able to independently use their learning to...&lt;br&gt;• Live their faith, which is a much more powerful witness than anything else&lt;br&gt;• Defend their faith in the face of an ever increasing hostility to Christianity</td>
<td><strong>Understandings</strong>&lt;br&gt;Students will understand that...&lt;br&gt;• Christianity is the truest form of religion&lt;br&gt;• The Gospels are historically reliable&lt;br&gt;• Christ is Divine&lt;br&gt;• Christ did rise from the dead and ascend to the Father&lt;br&gt;• The explanation of the faith will not usually lead a person to conversion&lt;br&gt;• To be converted a person has to desire change and be willing to accept the Truth</td>
<td><strong>Why is Christ Divine</strong>&lt;br&gt;<strong>Why is Christianity the truest form of religion</strong>&lt;br&gt;<strong>How does the Holy Spirit lead people to conversion?</strong></td>
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<td>A.2.2- Refute the main arguments against the divinity of Christ. (Liar, lunatic, guru, myth)</td>
<td><strong>A.2.3- Defend the divinity of Christ</strong>&lt;br&gt;A.2.4- Refute the main arguments against the resurrection of Christ (swoon, hallucination, myth, conspiracy)</td>
<td><strong>A.2.5- Defend the resurrection of Christ</strong>&lt;br&gt;A.2.6- Explain why Christian apologetics does not necessarily lead to Christian conversation</td>
<td><strong>Acquisition of Knowledge and Skill</strong>&lt;br&gt;<strong>Students will know...</strong>&lt;br&gt;• The Gospels are reliable&lt;br&gt;• Christ is Divine&lt;br&gt;• Christ did truly rise from the dead&lt;br&gt;• The arguments against Christ’s divinity and how to refute them&lt;br&gt;• Christ will be rejected by some</td>
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Christian conversion means you’re a follower of Christ

### Stage 2--Evidence

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<tr>
<th>Evaluative Criteria</th>
<th>Students will show their learning by…</th>
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<tr>
<td>● Ability to research and support</td>
<td><strong>Performance Task(s):</strong> Evidence is needed of student ability to argue for the historical reliability of the Gospels from both internal and external evidence</td>
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<td>● Use of multiple sources</td>
<td>● The students will act as a theological historian and research the historical documents, cross referencing them, proving the reliability of the Gospels. They will share their proof in an article written for Envoy Magazine.</td>
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<tr>
<td>● Analysis of sources for use</td>
<td>Evidence is needed of student ability to defend Christ’s Divinity and refute arguments against it</td>
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<td>● The students will use Scripture and Church teachings, to formulate a logical argument for Christ’s Divinity through debate. Students will act out a debate between Christians and non-Christians on EWTN. Their debate will need to be well formulated and supported by Church teachings.</td>
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<tr>
<td>● Ability to use logical argument</td>
<td>Evidence is needed of student ability to defend the Resurrection of Christ</td>
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<tr>
<td>● Use of Scripture and Church teachings</td>
<td>● The students will write a pamphlet defending the Resurrection of Christ to be shared with non-Christians. The students will use Scripture, Church teachings, and historical evidence to show the reliability of Christ rising from the dead.</td>
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<tr>
<td>● Appropriate use of text</td>
<td>Evidence is needed of student ability to understand that Christian Apologetics does not necessarily lead to Christian conversion</td>
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<td>● Adequate evidence from research</td>
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<td>● Thorough defense</td>
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<td>● Show the importance of Christian Apologetics, even if not accepted</td>
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<td>Show connection between conversion and proper use of Christian Apologetics</td>
<td>The students will have a panel discussion in class including life-long Christians, converts, and non-Christians. Students will act as interviewers asking them about their experiences with Christianity. At the end of the panel discussion students will create a response essay analyzing the reasons for and against conversion</td>
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<td>Other Evidence:</td>
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<td>• Written test</td>
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<td>• Response Essays</td>
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**Stage 3--Learning Plan**

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<th>Summary of Key Learning Events and Instruction</th>
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