

Scope and Sequence  
Religion - 5th Grade Gen Ed

Unit : Parts of the Mass / Church

<b>Terms to Know:</b>	<b><i>Steeple, Altar, Sacristy, Communion, Servers, Relic, Lector, Priest, Vestments, Crucifix, Benediction, Monstrance, Baptismal Font, Sacrament, Catholic, Benediction</i></b>				
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 1	Tour the church - display how to genuflect properly; what is the purpose of the Holy Water? How do you properly bless yourself with it? Why do you bless yourself with it? - 15 min	Tour the Sacristy - discuss the various religious elements within it; show the students the vestments worn by the priests - 10 min	Visit the church: What is the Monstrance? How do you venerate it? Explain benediction - 10 min	Discussion: What is Theology? What is Dogma? Compare and contrast them? - 10 min	Students will individually define their "terms to know" - 20 min
	Point out the features of the church: Steeple, Altar (with relic inside), Vestibule, Ambo, and Crucifix; discuss the features of it - 10 min	Show students the relics of Saint Martin de Porres and Saint Adalbert; show them the reliquary of each; example what a relic is; explain why Catholics revere them - 10 min	In the church: Where is the Baptismal Font? Where are the Baptismal oils kept? What is Baptism? Why should you be Baptized? Who can Baptize you? - 10 min	Discussion: What does it mean to be Catholic? How is that different than being Christian? Can you be both? What are other denominations of Christianity? - 10 min	Review the "Mass Cheat Sheet" and the responses; teacher to lead and students to respond - 20 min
	Discuss the stained glass windows and the Saints depicted in them; what is the purpose of the candle that is always lit on the altar? - 10 min	Take students up to the choir loft and show them the steeple; display how to ring the bell and explain why the bells are rung before Mass; why are they rung at 12:00 and 3:00 daily? - 10 min	What are the Seven Sacraments? How are Eucharist and Communion similar? What is the Liturgical Season? Which one are we in now? Which one is coming up next? - 10 min	Quick Write: In your opinion, what does it mean to be a good Christian? Are you living a good Christian life? Why or why not? - 15 min	
Daily Homework:	Written Response: What did you learn about the church today? (one paragraph)	Written Response: What part of the church did you find the most fascinating today? Why is that? (one paragraph)	Written Response: Are you Baptized? If so, when were you Baptized? Do you live a life dedicated to Christ? If you are not Baptized, are you interested in being Baptized? Why or why not? (one paragraph)	Written Response: Are you interested in being an altar server? Why or why not? Are you interested in being a priest, pastor, or nun in the future? Why or why not? (one paragraph)	None
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 2	Teacher to explain the purpose of Communion (Body and Blood of Jesus); we do NOT go to the restroom while the Eucharist is on the altar; Teacher to show how to properly bless someone (three fingers w/ring and thumb touching) - 15 min	Review the religious terms to know, as well as the Mass "do's and do NOT's" - 10 min	Review the religious terms to know - 10 min	Review the religious terms to know - 10 min	Quiz on Religion Terms to Know - 10 min
	Mass "do's and do not's": do not slam kneelers, do not put arms up or stretch out, do not lay down in the pews, hats/hoods off in church, genuflect and bless yourself upon entering/exiting - 15 min	Use Chromebooks to conduct research on the following two topics: Who is the Pope? What do Priests and Bishops do? Answer the following questions in your research about these topics: Who is the current Pope? What is his real birth name? Who did he name himself after? What	In-class time to work on research project about the Pope, Priests, and	In-class time to work on research project about the Pope, Priests, and	Finish working on research project about the Pope, Priests, and

	Teacher to explain why you should be quiet in church and pray/sing loudly and always - 10 min	country is he originally from? Where does he live? Who was the Pope before him? List three great works that he has done while Pope; What is the primarily role of Priests? What is the primary role of Bishops? How are Priests and Bishops similar? How are Priests and Bishops different? - 30 min	Project about the Pope, Priests, and Bishops - 30 min	Project about the Pope, Priests, and Bishops - 30 min	Project about the Pope, Priests, and Bishops - 30 min
Daily Homework:	Create a list of five things that you should NOT do in church; create a list of five things that you should always do in church	Work on your project about the Pope, Priests, and Bishops	Work on your project about the Pope, Priests, and Bishops	Study for quiz tomorrow on Religious Terms to Know	None

Unit :

**Faith Focus:** Umoja = Unity; Maintaining unity as a family, community and / or race of people.

<b>Religion Phrase to Memorize #1:</b>	<b>Matthew 22:39 - "You shall love your neighbor as yourself."</b>				
<b>Religion Phrase to Memorize #2:</b>	<b>Latin = "Deus amor est"</b>		<b>English = "God is Love"</b>		
<b>Terms to Know:</b>	<b>Umoja, Alleluia, Worship, Meditate,</b>				
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 3	Discussion: Review Religion Phrase to Memorize; what does this mean? How does this phrase make you feel? What is God/Jesus trying to say to us in this message? - 10 min	Watch "God's Story: Timothy" and YouTube (3:50 min) and discuss: What saint did Timothy know firsthand and learn from? Where did Timothy follow Paul around to? What did Paul tell Timothy about his age and talking about Jesus? What did Timothy write that is in the Bible? - 10 min	Watch "St. Luke HD" on YouTube (2:21 min) and discuss: what was his job before he was a disciple of Jesus? Who did he learn about Jesus from? What books of the Bible did he write? What prayer about Mary did he unintentionally write? - 10 min	<i>Christ Our Life, Chapter One Summary, "Things to Do at Home", #5, Page 7</i> - make a list of five things that you could do to serve others at school or in your community; share your list with the class; discuss how service can be motivating and refreshing; compare your ideas with the class - 20 min	Quiz on Religion Phrases to Memorize and Saints from this week (Faustina, Timothy, Luke) - 10 min
	Watch "St. Faustina: Prophet of Mercy" on YouTube (8:20 min) and discuss: was she a modern or ancient saint? How did Jesus appear to her to convince her to be a nun? What image of Christ does Faustina see that we have in our school/church? How did Faustina record her visions of Jesus? - 15 min	<i>Christ Our Life, Chapter One, Pages 3-5</i> - Teacher to assist the students in outlining these three pages; use the "letters-and-numbers format frequently seen in MS Word and Google Docs - 20 min	<i>Christ our Life, Chapter One Summary, "Things to Do at Home", #1, Page 7</i> - Use Google to locate Psalm 148 and read it aloud; discuss what this Psalm refers to, specifically how to worship - 15 min	<i>Christ Our Life, Chapter One Review, Page 8</i> - Students in pairs, answer all questions via Google Docs and submit to your teacher; one page per student, write your responses to "Praise God" in	Watch "What is DIVINE MERCY?" on YouTube (3:24 min) and discuss: what visions did she have? Who appeared to her? What prayer did Jesus want her to spread? What is the Divine Mercy? What does "Divine Mercy" mean? - 10 min

	<i>Christ Our Life, Chapter One, Pages 3-5</i> - Read aloud and discuss: answer questions on pages 3 & 5; what are some ways that we worship? How are we all called to worship? How many times do you worship per day? - 20 min	<i>Christ Our Life, Chapter One, Page 6</i> - Read in Literacy Circles of 3 or 4 students, discuss as a class and review how to worship through service and prayer - 15 min	Write your own poem or rap that praises God; have at least eight lines; share poems with the class when completed - 20 min	Write your responses to prayer questions in sentence form for the prayer portion; share your prayers with the class when time permits - 20 min	Watch "THE BEST Chaplet of Divine Mercy video EVER MADE!" on YouTube (16:53 min) and recite together as a class - 20 min
Daily Homework:	Written Response: What does it mean to worship God? How do you worship God? (one paragraph)	Written Response: Do you enjoy worshipping through service or prayer more? Why? (one paragraph)	Written Response: Make a list of three ways that you can serve others at home.	Study for quiz on Religion Phrases to memorize and Saints to know tomorrow	<i>Christ Our Life, Chapter One Summary, "Things to Do at Home", #2, Page 7</i> - contemplate and start doing tonight
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 4	What is "Umoja"? How can we stay unified as a community? What are some things that we can do to bring everyone in our community together? - 10 min	<i>Christ Our Life, "Gather and Go Forth", Chapter One, pages 9-10</i> - Read aloud and discuss; complete all questions via Google Docs and submit to your teacher - 10 min	<i>Christ Our Life, "Prayer and How We Pray", Page 235</i> - Read aloud and discuss the different ways that we pray; what is meditation? How can we avoid distractions? - 15 min	<i>Christ Our Life, "The Rosary", Page 240-242</i> - What is the Rosary? Who does it honor when you pray it? What are the Mysteries of the Rosary? What do the different beads on the Rosary represent? - 20 min	<i>Christ Our Life, "Showing Our Love for the World", 253-254</i> - Read in Literacy Circle of 3 or 4 students, answer the following: who must be respected in the world? How does this section discuss "Ujamma"? Who must care for God's creation? - 15 min
	Students in pairs: Create a list of ways that you can help unify your community and bring people together; share with the class - 10 min	<i>Christ Our Life, "The Bible and You", Page 252</i> - Read aloud and discuss: what does the work mean in a Bible citation? What does the first number represent? What do the second number (or numbers) represent? - 15 min	<i>Christ Our Life, Chapter Two, Pages 13-14</i> - Read aloud and discuss: how do the seven Sacraments bring us closer to Christ? How are they grouped together? How does Jesus celebrate the Sacraments? What is Liturgy? - 15 min	Watch "Why I Pray the Rosary" on YouTube (5:24 min) and discuss: what does a Rosary look like? How do you pray the Rosary? What are you supposed to think about when you pray the Hail Marys during the Rosary? - 10 min	<i>Christ Our Life, Chapter Two, Pages 11-14</i> - Students in pairs, complete and share with the class: outline the chapter, searching for main ideas, vocabulary, and key concepts; share your outlines with the class and explain why you thought some areas should be included whereas others should not be - 20 min
	Students in different pairs: create a list of ways that you can stop negativity from spreading around; what are ways that you can stop hate? How can you stop bullying or rumors? Share with the class? - 10 min	<i>Christ Our Life, Chapter Two, Pages 11-12</i> - Students in pairs, read page 11 and "Jesus in the Gospels" on page 12 together; complete "Scripture Search" together; share your results with the class - 20 min	Students in pairs, create a Concept Map of the seven Sacraments showing how they relate to each other; twelve bubbles minimum; share with the class when complete - 15 min	Teacher to divide students into four groups; assign each group one of the following four verses: Matthew 26:36, Mark 1:29-31, Luke 4:31-32, and John 19:28-30. Students will read the verse and then share with the class what it says and how it relates to Jesus' worshipping His Father. Discuss which way of worshipping you are most thankful for and why? - 15 min	Quiz on Terms to Know from Week Three - 10 min
Daily Homework:	Written Reponse: How do you display "Umoja" to others? (one paragraph)	<i>Christ Our Life, Chapter Two, "A Moment with Jesus", Page 11</i> - Read and pray tonight to Jesus as requested	Written Response: Explain how Jesus showed others His love? (one paragraph)	Study for quiz tomorrow on Terms to Know from Week Three	None

<b>Project Theme:</b>	<b>Students will handwrite an essay on notebook paper about an Incorruptible Saint that they were assigned. Students will turn in the essay to their teacher when completed or by the due date, whichever comes sooner. Requirements for the essay are below:</b>				
<b>Project Breakdown:</b>	<b>Students will answer the following questions and complete the requirements: Explain a brief history of who the Saint was when they were alive. When did they die? Why are they considered a Saint? What miracles are attributed to them? What part of their body is Incorruptible? What city and country are their remains currently in? Where in the world did they work and serve God? Include a photo or picture of them.</b>				
<b>Timeline:</b>	<b>Day "A"</b>	<b>Day "B"</b>	<b>Day "C"</b>	<b>Day "D"</b>	<b>Day "E"</b>
<b>Week 5</b>	What are Incorrupt Saints? Using Google, provide examples of Incorrupt Saints; Google photos and discuss; Explain that Incorrupt Saints are different from preserved people; Incorrupt Saints were NOT preserved and were found looking this way; it is believed that God is preserving them for some reason - 20 min	Review Incorrupt Saints: Teacher to divide students into eight groups and assign one of the previously mentioned eight Saints; students to quickly research using Chromebooks their assigned Saint for reasons of Sainthood and their miracles - 15 min	Discussion: Students will continue to research their Incorrupt Saint and will hand-write a one-page essay about them; follow the specification listed in the boxes above - 15 min	Discussion: Students will continue to research their Incorrupt Saint and will hand-write a one-page essay about them; follow the specification listed in the boxes above - 15 min	Discussion: Students will continue to research their Incorrupt Saint and will hand-write a one-page essay about them; follow the specification listed in the boxes above - 15 min
	Watch "The Incorruptible Catholic Saints" on YouTube (3:54 min) and discuss the images; Note that some saints may be decomposed while their organs or specific areas of their bodies are completely intact; Saint Catherine ONLY started to decompose when she was removed from her tomb - 10 min	Students to share results that they discovered about their researched Saint with the class - 15 min	Review Practice AIR Tests for grade level; students will need a Chromebook or iPad; found on " <a href="https://oh.portal.airast.org/users/students-and-families.shtml">https://oh.portal.airast.org/users/students-and-families.shtml</a> " - 30 min	Review Practice AIR Tests for grade level; students will need a Chromebook or iPad; found on " <a href="https://oh.portal.airast.org/users/students-and-families.shtml">https://oh.portal.airast.org/users/students-and-families.shtml</a> " - 30 min	Review Practice AIR Tests for grade level; students will need a Chromebook or iPad; found on " <a href="https://oh.portal.airast.org/users/students-and-families.shtml">https://oh.portal.airast.org/users/students-and-families.shtml</a> " - 30 min
	Using Google to search for their images, review the following Incorrupt Saints: St. Bernadette, St. John Vianney, St. Catherine Laboure, St. Vincent de Paul, St. John Bosco, St. Zeta, St. Paula Frassinetti, and St. Cecilia; use Google, if needed - 10 min	Discussion: Students will continue to research their Incorrupt Saint and will hand-write a one-page essay about them; they will answer the specifications listed in the boxes above - 15 min			
<b>Daily Homework:</b>	Written Response: What do you think about Incorrupt Saints? Why do you feel this way? (one paragraph)	Work on one-page, hand-written essay	Work on one-page, hand-written essay	Work on one-page, hand-written essay	Work on one-page, hand-written essay

Unit :

<b>Religion Phrase to Memorize #1:</b>	<b>1 Corinthians 10:31 - "Whatever you do, do everything for the glory of God."</b>				
<b>Religion Phrase to Memorize #2:</b>	<b>Latin = "Ave, Maria, gratia plena"</b>			<b>English = "Hail Mary, full of grace"</b>	
<b>Terms to Know:</b>	<b>Stigmata, Incorruptible Saints, Padre Pio, Rite, Liturgy, Rosary</b>				
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
<b>Week 6</b>	Discussion: Review Religion Phrase to Memorize; what does this mean? How does this phrase make you feel? What is God/Jesus trying to say to us in this message? - 10 min	Watch "St. Padre Pio" on YouTube (5:17 min) and discuss: how old was he when he joined a monastery? What wounds of Christ did he receive? What was his motto? What Sacrament did he stress for people to have? Who attached him on a nightly basis? - 10 min	Watch "Why did St. Padre Pio receive the Stigmata?   EWTN Vaticano" on YouTube (9:52 min) and discuss: look at Padre Pio, what does he look like? What does Padre Pio's stigmata look like? Which wounds of Christ did he have? Where in the church did he first have the Stigmata? - 15 min	Discussion: Students will continue to research their Incorrupt Saint and will hand-write a one-page essay about them; follow the specification listed in the boxes above - 20 min	Watch "THE BEST Chaplet of Divine Mercy video EVER MADE!" on YouTube (16:53 min) and recite together as a class - 20 min
	Watch "St. Peter, the First Pope HD" on YouTube (3:49 min) and discuss: which Pope was he? What nickname did Jesus give him? What Apostle is his brother? How was Peter crucified? - 10 min	<i>Christ Our Life, Chapter Three, Pages 19-21</i> - Read aloud and discuss: what is Original Sin? Why is Baptism important? To officially join a church, what must be done? What are sacramentals? - 20 min	<i>Christ Our Life, Chapter Three, Page 22</i> - Read in Literacy Circles of 3 or 4 students and discuss: what does each sacramental symbolize during Baptism? What is chism? What is the symbolism of the white garment? - 15 min	<i>Christ Our Life, Chapter Three Summary, "Things to Do at Home", #1, page 23</i> - visit the website "www.behindthename.com" and enter your first name; you will receive a history on your name; then do the same with your last name; Quick Write - In Google Docs, write what you learned about your name and answer the following questions where in the Baptism process is your name stated? what happens at that point? Why is your name significant in the process? How does your name hold a special place with God? - 25 min	Quiz on Religion Phrase to Memorize and Saints from this week (Peter, Padre Pio) - 10 min
	Discussion: Students will continue to research their Incorrupt Saint and will hand-write a one-page essay about them; follow the specification listed in the boxes above - 25 min	<i>Christ Our Life, Chapter Three, Page 21</i> - Students in pairs, reread page 21 together; create a lists of steps in the Baptism process; highlight parts of the text that sound important; share your list with the class and discuss - 15 min	Students in pairs, create a Concept Map of the steps required to be Baptized; include what each item in the process symbolizes; share your map with the class when completed and discuss - 20 min		<i>Christ Our Life, Chapter Three Review, Page 24</i> - Students in pairs, answer via Google Docs and submit to your teacher - 20 min
<b>Daily Homework:</b>	Written Response: Write about Saint Peter based upon what you learned today (one paragraph)	Written Response: How is a Rosary important to prayer and closeness with God? (one paragraph)	Written Response: What do you think about Padre Pio? Explain your thoughts (one paragraph)	Study for quiz on Religion Phrase to memorize and Saints from this week tomorrow	Complete your Incorruptible Saints essay, it is due tomorrow!
<b>Timeline:</b>	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
<b>Week 7</b>	Students in pairs, create a Concept Map linking together Padre Pio, Saint Peter, and Saint Luke; have at least ten bubbles; share your results with the class when complete - 15 min	<i>Christ Our Life, "Gather and Go Forth", Chapter Three, Pages 25-26</i> - Read aloud and discuss, answer all questions in Google Docs and submit to your teacher - 10 min	Anti-Drug and Self-Esteem Boosting Program - 35 min	Anti-Drug and Self-Esteem Boosting Program - 35 min	Anti-Drug and Self-Esteem Boosting Program - 35 min

	Anti-Drug and Self-Esteem Boosting Program - 30 min	Anti-Drug and Self-Esteem Boosting Program - 30 min			
Daily Homework:	Written Response: Write a reflection on today's lesson (one paragraph)	Written Response: Write a reflection on today's lesson (one paragraph)	Written Response: Write a reflection on today's lesson (one paragraph)	Written Response: Write a reflection on today's lesson (one paragraph)	Written Response: Write a reflection on today's lesson (one paragraph)
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 8	Anti-Drug and Self-Esteem Boosting Program - 35 min	Anti-Drug and Self-Esteem Boosting Program - 35 min	Anti-Drug and Self-Esteem Boosting Program - 35 min	Anti-Drug and Self-Esteem Boosting Program - 35 min	Anti-Drug and Self-Esteem Boosting Program - 35 min
Daily Homework:	Written Response: Write a reflection on today's lesson (one paragraph)	Written Response: Write a reflection on today's lesson (one paragraph)	Written Response: Write a reflection on today's lesson (one paragraph)	Written Response: Write a reflection on today's lesson (one paragraph)	Written Response: Write a reflection on today's lesson (one paragraph)

Unit :

**Faith Focus:** Ujma = Collective Work and Responsibility; Building and maintaining our community, solving problems together.☑

<b>Religion Phrase to Memorize #1:</b>	<i>Isaiah 43:5 - "Do not be afraid for I am with you."</i>				
<b>Religion Phrase to Memorize #2:</b>	<i>Latin = "Sancta Maria, Mater Dei"</i>		<i>of God"</i>		<i>English = "Holy Mary, Mother</i>
<b>Terms to Know:</b>	<i>Ujma, All Saints Day, All Souls Day, All Hallows Eve, Advocate, Missionary, Gifts of the Holy Spirit</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 9	Discussion: Review Religion Phrase to Memorize; what does this mean? How does this phrase make you feel? What is God/Jesus trying to say to us in this message? - 10 min	Watch "What Is All Saints' Day?" on YouTube (1:26 min) and discuss: who is it dedicated to? When is it celebrated? Is this a minor or major feast day? What other names is this day called? - 10 min	Watch "All Souls Day" on YouTube (2:30 min) and discuss: what is All Souls Day? Where are the souls at that we pray for on this day? Where in the Bible is this day originally discussed? When we pray for people on All Souls Day, what are praying will happen to their souls? - 10 min	Students in pairs: Using a Venn Diagram, compare & contrast Halloween and All Saints Day; three ways each is distinct and three ways they're similar (nine total ways) - 15 min	Quiz on Religious Phrases of the Week and Terms to Know from Week Six - 15 min
	Watch "Origins of Halloween - EWTN Vaticano" on YouTube (3:55 min) and discuss: is Halloween a Catholic holiday? What does the word Halloween mean? How was this day chosen? How do you feel about Halloween after seeing this video? - 10 min	<i>Christ Our Life, "Feast of All Saints", Pages 217-218</i> - Read aloud and discuss, complete the questions on page 218; link this work to saints that we've discussed - 15 min	<i>(Part II of II) Christ Our Life, Chapter Four, Page 27</i> - Students will complete their illustration of the scene depicted	<i>Christ Our Life, "Pentecost", Pages 229-230</i> - Read aloud and discuss; what are the Gifts of the Holy Spirit? Answer is Google Docs and submit to your teacher: Which gift do you believe you show the most? Why? Which gift would you like to show more? Why? - 20 min	Students in pairs, complete one per group: carefully review your notes and use Google to help you; complete a "Cause and Effect" graphic organizer to show the relationship between Halloween, All Saints Day, and All Souls Day; make sure that your organizer flows directly and is easy to follow; share results with the class with complete - 20 min

	<p><i>Christ Our Life, Chapter Four, Pages 27-29</i> - Read aloud except for "Word Search" on page 29; discuss who the Holy Spirit is? What is an Advocate? What are some forms of the Holy Spirit? Assign parts for the play and read aloud? What is Confirmation? (15 min); Students in pairs, complete "Word Search" on page 29 via Google Docs and submit to your teacher; discuss answers afterwards -25 total min</p>	<p>(Part I of II) <i>Christ Our Life, Chapter Four, Page 27</i> - Reread this page in Literacy Circles of 3 or 4 students; who is the Holy Spirit? Who ways does He appear? Students will illustrate the scene depicted in their textbook on page 27 of the Holy Spirit coming to the Apostles; scene should be illustrated, fully-colored, and a caption written describing what was observed - 20 min</p>	<p>in their textbook on page 27 of the Holy Spirit coming to the Apostles; scene should be illustrated, fully-colored, and a caption written describing what was observed; there should be no white space remaining and students must do their best effort in their illustration and coloring - 35 min</p>	<p>Watch "The Day of Pentecost" on YouTube (4:37 min) and discuss: what happened at Pentecost? How is this similar to Confirmation? How does the Holy Spirit come to the Apostles? How is this scene similar to how you may have pictured it? How were the Apostles talking at Pentecost? What did Pentecost give the Apostles the strength to do in Jesus' Name? - 10 min</p>	<p><i>Christ Our Life, Chapter Four, Page 30</i> - Read aloud page 30 and discuss as a class; review Main Ideas, what is a Missionary? As a class begin to outline the page, highlight main ideas in the paragraphs and outline the five paragraphs; cite at least two important statements in each paragraph - 15 min</p>
Daily Homework:	<p>Written Response: What are you thoughts about Halloween now that you know it is a Catholic holiday? Why do we make it scary if it's not really supposed to be? (one paragraph)</p>	<p>Written Response: Who is one saint that you admire? Why do you admire them? (one paragraph)</p>	<p>Written Response: Why is All Souls Day an important day for people who just lost a loved one? (one paragraph)</p>	<p>Written Response: How was the video about Pentecost similar to Confirmation? Think of two ways and discuss (one paragraph)</p>	<p>None</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 10	<p>Quick Write: What does "Ujma" mean to you? How do you reflect this principle? How can you improve on showing it? - 10 min</p>	<p>Students in groups of 3 or 4, answer and discuss: what are we doing at our school to "build community"? How can you be a positive leader in your classroom? What are some organizations that help to spread positivity in our city? - 15 min</p>	<p>Watch "St. Aloysius Gonzaga" on YouTube (1:53 min) and discuss: what type of family was Aloysius born into? When did he give up his inheritance to become a priest? What was he doing when he died? How old was he when he died? Why is he a good example for young people to follow? - 10 min</p>	<p>Students in pairs: The two Sacraments that you've studied so far are Baptism and Confirmation; using a Venn Diagram, compare and contrast them in three ways in each section (nine total statements); share with the class when complete - 15 min</p>	<p>Watch "THE CHAPLET OF DIVINE MERCY IN SONG" on YouTube (18:15 min) and recite together as a class - 20 min</p>
	<p>Watch "Discovering our Saints - St. Bartholomew the Apostle" on YouTube (3:01 min) and discuss: what name was he also known by? Jesus called Saint Bartholomew a man "in which there was _____"? How far to the east did he preach the Gospel? What is he shown in art holding? - 10 min</p>	<p>Watch "St. James the Greater HD" on YouTube (2:22 min) and discuss: why is he called "the greater"? What early miracle by Christ was he present for? Which Apostle was the first to be martyred? What country are his remains kept in currently? - 10 min</p>	<p><i>Christ Our Life, "Gather and Go Forth", Chapter Four, Pages 33-34</i> - Read aloud and discuss; answer all questions in Google Docs and submit to your teacher - 10 min</p>	<p>Individually and using computer paper, fold the paper across so it resembles a book; illustrate and color on the left</p>	<p>Quiz: Write the Religion Phrase to memorize and Saints from this Week (Bartholomew, James the Greater, Aloysius) - 10 min</p>

	<p><i>Christ Our Life, Chapter Four Summary, "Things to Do at Home", #1, page 31</i> - Imagine yourself at Pentecost with the other Apostles; write what you see, hear, feel, and smell happening; think of the different emotions that people may be feeling, what may they be feeling at the sight of the Holy Spirit's arrival? Include two paragraphs of your thoughts on emotions and sights of the holy scene - 20 min</p>	<p><i>Christ Our Life, Chapter Four Review, Page 32</i> - Students in pairs, answer all questions via Google Docs and submit to your teacher; one page per student - 20 min</p>	<p><i>Christ Our Life, "Life with Christ", pages 11-12</i> - Located at the back of the book, do not remove the pages; located the Bible verses using Google and read aloud; answer the questions that come after each Reading or Psalm in Google Docs; submit to your teacher when all questions are answered; complete individually but read together as a class and discuss - 25 min</p>	<p>Look, illustrate and color on the left side the Sacrament of Baptism; identify five symbols used (refer to Chapter Three if needed); on the right side, illustrate and color the Sacrament of Confirmation; identify five people or symbols involved in the Sacrament (refer to Chapter Four if needed) - 30 min</p>	<p>Students in pairs, create a Concept Map linking together all three saints from this week PLUS ONE MORE SAINT from a previous week; students must use the three saints from this week, but may choose the fourth saint from the remainder of the saints that we've studied this year; must have twelve bubbles in your Concept Map - 20 min</p>
Daily Homework:	<p>Written Response: Which Gift of the Holy Spirit do you want to strengthen? Why is that? How can you strengthen it in your life? (one paragraph)</p>	<p>Written Response: What happens at Confirmation? Who literally rests within your soul? Why is this important to young Christians? (one paragraph)</p>	<p>Written Response: What were the Apostles able to do after receiving the Holy Spirit? How did this change enable them to preach better to all people? (one paragraph)</p>	<p>Study for quiz on Religion Phrase to memorize and Saints to know tomorrow</p>	<p>None</p>
Project Theme:	<p><b>Students will research a Pope from history of the Catholic Church. Students will present their project in Google Slides with a minimum of ten slides to present their information. Students will research the following information listed below and must select one of the Popes listed in the box below. Students may not duplicate Popes, meaning that once a Pope is chosen another student may not chose that Pope.</b></p>				
Project Requirements:	<p><b>Using Google Slides, students will research one of the Popes below and present the following information. Students should discover and answer the following questions: When the Pope was born and when did he died? Was he a martyr (if so, how was he martyred)? Is he a Saint? What was his real name? Where was he from? What did he do in the church before he became a Pope? What are three things that he is most-known for? Did he live in Rome as Pope or in another city (if so, name that city)? Did he know any Saints or work with people that became Saints? What did he do for the poor? What miracles, if any, are attributed to him? If he considered a good Pope, an average Pope, or a bad Pope (and how do you know)?</b></p>				
Popes to Select:	<p><b>Saint Pope Peter, Pope Francis, Saint Pope John Paul II, Saint Pope Leo the Great, Saint Pope Gregory the Great, Saint Pope Nicholas the Great, Saint Pope Damasus, Saint Pope Celestine V, Saint Pope Pius X, Saint Pope Linus, Pope Sixtus IV, Pope Urban VIII, Pope Paschal I, Pope Paul VI, Pope Julius II, Pope Pius VII, Saint Pope John XXIII, Pope Paul III, Blessed Pope Pius IX, Pope Leo XIII, Pope Sylvester II, Pope Innocent III</b></p>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	<p><i>Christ Our Life, Chapter Four, "A Catholic to Know", Page 34</i> - Read aloud and discuss Saint Francis Xavier; discuss "My Way to Faith" and complete the questions below - 10 min</p>	<p><i>Christ Our Life, Chapter Five, "The Divine Praises", Page 38</i> - Students will write neatly and easily legible one of "The Divine Praises" on computer paper; students may use bubble-letters.</p>	<p>Teacher to arrange a visit with one of the priests or Sisters to visit the church; students to receive a tour of the back</p>	<p><i>Christ Our Life, Chapter Five, "A Moment With Jesus", Page 40</i> - One student to serve as the Leader and the other students read accordingly; teacher to play soft music in the background with quiet time for prayer and reflection provided - 10 min</p>	<p><i>Christ Our Life, Chapter Five, "Gather and Go Forth", Page 43</i> - Read aloud and discuss how we proclaim our faith in Mass; complete the questions on this page - 10 min</p>



Week 11	<p><i>Christ Our Life, Chapter Five, Pages 35-38</i> - Read aloud and discuss; use a concept map graphic organizer to gather important notes from the reading; include Passover, Eucharist, and Real Presence; what does it mean to say that Jesus is in the Eucharist? - 25 min</p>	<p>paper; students may use bubble letters, block-letter, script, or any fancy school-appropriate way of writing to complete this; students to decorate their paper with religious symbols and make it colorful - 30 min</p>	<p>of the church (called the Sacristy) and see the vestments and items used during Mass; ask appropriate questions as needed - 30 min</p>	<p><i>Christ Our Life, Chapter Five Review, Page 42</i> - Students in pairs, complete "Find the Reason, #'s 1-4" together; teacher to review answers as a class; combine groups to either groups of 3 or 4, complete "Word Match, #'s 1-5" together and share responses when complete - 20 min</p>	<p><i>Christ Our Life, Chapter Five, "A Catholic to Know", Page 44</i> - Read aloud and discuss Saint Margaret Mary Alacoque; discuss "My Way to Faith" and complete the questions below - 10 min</p>
	<p><i>Christ Our Life, Chapter Five Summary, "Things to Do At Home", Page 41</i> - Complete #2 in class and share as you are comfortable; what are some great ways that we can bond together in Christ as a school? - 15 min</p>	<p><i>Christ Our Life, Chapter Five, Page 39</i> - Read through the different items that a priest uses or wears for Mass under "Vessels and Vestments"; match them up as they fit per the description - 15 min</p>	<p><i>Christ Our Life, Chapter Five, Pages 37 &amp; 39</i> - Upon returning to the classroom, review the "Vessels and Vestments" page to understand why each item is used for its purpose - 15 min</p>	<p>Watch "What is the importance of the Lord's supper / Christian Communion?" on YouTube (4:24 min) and discuss the importance of the Eucharist; what should we remember every Mass at Communion time? - 10 min</p>	<p><i>Christ Our Life, Chapter Six, "Unit One Review", Page 46</i> - As a class, create a concept map linking together each of the terms surrounding the "fill-in"; how do these terms connect to each other meaningfully? Students in pairs, complete the "fill-in" spaces together; review as a class - 20 min</p>
Daily Homework:	<p><i>Christ Our Life, Chapter Five Summary, "Things to Do At Home", Page 41</i> - Complete the portion that requires your family for tomorrow!</p>	<p>Written Response: If God is all around us and inside of us, why do we need the Eucharist? What is special about the Eucharist that we don't receive without it?</p>	<p><i>Christ Our Life, Chapter Five Summary, "Things to Do at Home", Page 41</i> - Think about Thanksgiving or Christmas, complete #1 with these holidays in mind; make this list and bring to school tomorrow</p>	<p>Find some quiet time and space to pray tonight and reflect on Jesus' death and resurrection for us! Think about everything that He went through for us!</p>	None

Unit :

<b>Religion Phrase to Memorize:</b>	<b><i>John 3:16 - "For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life."</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	<p>Discussion: Review Religion Phrase to Memorize; what does this mean? How does this phrase make you feel? What is God/Jesus trying to say to us in this message? - 10 min</p>	<p><i>Christ Our Life, Chapter Six, Unit One Review, Page 47</i> - Students in pairs, complete #'s 1-11 together; teacher to review as a class for accuracy - 20 min</p>	<p><i>Christ Our Life, Chapter Six, Unit One Review, Page 45</i> - Read aloud and discuss how Christ stays with us always; complete "A Moment with Jesus" quietly and piecefully with meditation music playing - 10 min</p>	<p><i>Christ Our Life, Unit One Review, "We Celebrate", Pages 48-49</i> - Student to serve as Leader, read the prayer service and ensure that all students participate; divide into sections as the service states - 10 min</p>	<p>Watch "THE CHAPLET OF DIVINE MERCY (ROSARY)" on YouTube (17:30 min) and recite together as a class - 20 min</p>

Week 12	<p>Watch "St. Martin de Porres HD" on YouTube (2:46 min) and discuss: why was he not accepted even though he was serving the faith? What did he specifically do to serve Jesus? How was Saint Martin similar to Padre Pio? Show his relics that are in our school (Spirit Store) - 10 min</p>	<p>Watch "St. Jude Thaddeus HD" on YouTube (1:57 min) and discuss: what is St. Jude's relationship to Jesus? Where is he buried? Who is St. Jude buried with (which Apostle)? What is he the patron saint of? - 10 min</p>	<p>Watch "St. Luke HD" on YouTube (2:22 min) and discuss: who was he a disciple of? What Books of the Bible did St. Luke write? What does Luke record in his Gospel that are not in the other Gospels? What did Luke record about Mary that other Gospel writers did not? - 10 min</p>		<p>Quiz on Religion Phrases to Memorize and Saints from this week - 10 min</p>
	<p><i>Christ Our Life, Chapter Seven, Pages 55-57 &amp; 216</i> - Read aloud, answer the questions, and discuss feast days and the liturgical year; Refer to page 216 "The Year in Our Church" to refer to our current season and the colors of the vestment; students should Google their birthdate with the words "Catholic feast day" or "Saint of the Day" with their birthdate; students should conduct some research on their personal patron and understand who they are; there may be more than one saint for them for the day - 20 min</p>	<p><i>Christ Our Life, Chapter Seven, Page 58</i> - Read aloud and discuss the parts of the Mass that are mentioned in the text; what does each part of the Mass mean? Use a missalette, "Glory and Praise", or hymnal to review the parts of the Mass and read the specific statements made by the priest during each part; if you are unable to obtain these books, please view "<a href="http://usccb.org/prayer-and-worship/the-mass/order-of-mass/index.cfm">http://usccb.org/prayer-and-worship/the-mass/order-of-mass/index.cfm</a>" - 20 min</p>	<p><i>Christ Our Life, Chapter Seven Review, Page 60</i> - Students in pairs, answer "Five Facts" together and discuss your responses as a class; as a class, complete "Word Scramble" together and review the reasoning for each answer; in groups of 3 or 4, complete "Name the Right Rite" together and review your responses afterwards; check all responses for validity - 20 min</p>	<p><i>Christ Our Life, "Family Feature" Pages 52a-52d</i> - Teacher to begin this study with page 52d to describe the Holy Spirit; Read 52a and discuss Confirmation and growing closer to God; Create an Eye of God in class, using yarn and popsicle sticks - 35 min</p>	<p><i>Christ Our Life, Chapter Six, "A Catholic to Know", Page 52</i> - Read aloud and discuss Saint Peter Claver; discuss "My Way to Faith" and complete the questions below - 10 min</p>
Daily Homework:	<p><i>Christ Our Life, Chapter Seven, Page 56</i> - Read "A Moment with Jesus" and complete this in a private area to be at peace in prayer</p>	<p>Define: Eucharistic Liturgy, Liturgical Year, Penitential Act, and The Roman Missal</p>	<p>What are two ways that St. Luke and St. Jude are similar?</p>	<p>Study for your quiz on Religion Phrases to Memorize tomorrow</p>	<p>None</p>

**Faith Focus: Kujichagulia = Self Determination; Defining, naming, creating and speaking for ourselves.**

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	<p>Discussion: What is "Kujichagulia"? How do you show self-determination? What are goals that you set for yourself? What will you do to achieve those goals? - 10 min</p>	<p><i>Christ Our Life, "Advent", Pages 219-220</i> - Read aloud and discuss what Advent is? Why do we have four candles in an Advent Wreath? What is the purpose of Advent? Complete #'s 1-3 as a class - 15 min</p>	<p><i>Christ Our Life, Chapter Eight, Page 66</i> - Read aloud and continue using the "Main Ideas &amp; Supporting Statements" graphic organizer from earlier in this lesson to organize thoughts on the parts of the Mass; answer the questions about petitions - 10 min</p>	<p>Students will have time to work in their groups to discuss the segment of the Nicean Creed that they were assigned (15 min); students will present their segments to the class to further demonstrate their understanding of it (10 min) - 25 total min</p>	<p><i>Christ Our Life, Chapter Eight, "A Catholic to Know", Page 70</i> - Read aloud and discuss Saint Francis of Assisi; discuss "My Way to Faith" and complete the questions below - 10 min</p>

Week 13	Students in pairs, answer and share: How can you positively speak up for yourself to others? How can you stop bullying of others? How can you be a leader in our school? What can you do to positively interact with adults in our school and at home? - 15 min	Teacher to use YouTube, find some of the various part of the Catholic Mass that are sung; the following videos are approved from YouTube "Roman Catholic Lord's Prayer Sung During Mass", "Alleluia! w/ Lyrics - Catholic Mass Hymn", "Glory to God w/ Lyrics - Gloria - Catholic Mass Song", and "Lamb Of God w/ Lyrics - Catholic Mass Song" - 15 min	<i>Christ Our Life, "Prayers We Pray as Catholics", Page 237</i> - Read the "Nicene Creed" together as a class; analyze the prayer as it is broken down into sections; what does each section mean? Reread each section if needed to gain an understanding of the meaning of each area; use Google to translate some of the unfamiliar words like "consubstantial" or "incarnate" - 15 min	<i>Christ Our Life, Chapter Eight Review, Page 68</i> - Students in pairs, complete "Responses" and "Missing Words" together; review as a class for greater understanding; students to go to Clever Board in pairs to compete against each other; teacher to read one-at-a-time "Riddles" and students will solve them in a race format - 20 min	Teacher to pass out permission slips to see movie in the next two weeks; brief rear male nudity; the movie is about Saint Francis of Assisi and the works that he has done; read reviews here: "www.amazon.com/Brother-Sister-Moon-Graham-Faulkner/dp/B00170K9FI" - 10 min
	<i>Christ Our Life, Chapter Eight, Pages 63-65</i> - Read aloud and discuss the format of Mass; Use a "Main Idea & Supporting Ideas" graphic organizer to outline each part of the Mass and some features of those parts - 20 min	<i>Christ Our Life, Chapter Eight, Pages 63-65</i> - Teacher to refer to the "Mass Cheat Sheets" to review the responses with the sections that are discussed; complete "The Gospel Helps Us Choose" together as a class - 15 min	Mini-Project: The Nicene Creed is broken down into five sections, although we will focus on the first four; students will be divided into groups and each group will be divided a section of the Creed to review; each group will come before the class and explain what each section specifically means to demonstrate greater understanding - 20 min	<i>Christ Our Life, Chapter Eight, "Gather and Go Forth", Page 69</i> - Read aloud and review "We Proclaim Our Faith"; answer the questions as directed - 5 min	Teacher to lead a "Kahoot!" on Mass and the parts of it; there are several to choose from but the following are good to use: "Parts of the Mass with 20 questions, 30 second each" and "Parts of the Catholic Mass for Young Kids with 11 question, 120 seconds each" - 25 min
Daily Homework:	<i>Christ Our Life, Chapter Seven, "Gather and Go Forth", Page 61</i> - Read and complete the question for tomorrow; reflect on "Know and Proclaim"	<i>Christ Our Life, Chapter Eight Summary", Page 67</i> - Complete "Things to Do at Home" #3 in regards to our last school Mass	Work on your translation and understanding of the Nicene Creed so that you can present it tomorrow to the class!	Write a list of three things that you would like to pray for at Mass and why you would like to include them	None
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	<i>Christ Our Life, Chapter Nine, Pages 71-73</i> - Read aloud and use two "Word Wheel" graphic organizers to help gather important information from the text; use the concepts "Jesus is the Perfect Gift" and "Our Offering to God" as the center in each wheel with supporting ideas around each topic - 25 min	<i>Christ Our Life, Chapter Nine, Page 74</i> - Read aloud and use a "Word Wheel" graphic organizer to gather information about the "Eucharistic Prayer"; include the terms and definitions for <i>consecration</i> and <i>transubstantiation</i> ; teacher to review each students' work as you proceed - 20 min	Watch "Teaching the Mass (with narration)" on YouTube (17:24 min) and discuss the various parts of the Mass or the priests clothing as they appear; review any parts of the Mass that are unclear as needed; discuss as you proceed - 25 min	<i>Christ Our Life, Chapter Nine Review, Page 76</i> - Students in pairs, complete "A Miracle" and "Order of Events" in pairs and review responses when complete; privately, students will complete "Responses" while the teacher guides them to the appropriate locations in the text - 20 min	<i>Christ Our Life, Chapter Nine, "Gather and Go Forth", Page 77</i> - A student-leader will help direct how this section is read aloud and direct the review of "We Proclaim Our Faith"; the student-leader will guide the other students in answering the questions on the page and in reading and contemplating the Gospel passage - 10 min

Week 14	<p><i>Christ Our Life, Chapter Nine Summary, "Things to Do at Home", #1, Page 75</i> - Students in pairs, come up with five ideas of things that you can do to serve others; students are not expected to give a tithe but their time serving is a gift to God; what can THEY DO to help serve Him? Share your ideas with the class - 20 min</p>	<p><i>Christ Our Life, Chapter Nine Summary, "Things to Do at Home", #3, Page 75</i> - List the members of your family; write down one thing that you are thankful for that they have done for you; take this list home and share it with them tonight; think of three staff or students in our school, write a short note to them thanking them for how they've helped you or been kind to you; give the notes to your teacher to provide to them if they're staff members - 25 min</p>	<p><i>Christ Our Life, "Celebrating and Living Our Catholic Faith", Pages 245-246</i> - Read aloud and discuss "The Order of Mass" and the different parts listed; as each area is read either the teacher or a student takes the lead role and provides an example of what this segment actually is during Mass; the reminders should be descriptive and clear for understanding - 20 min</p>	<p><i>Christ Our Life, "Living Our Faith", Pages 248-250</i> - Read aloud about "Making Good Choices" and "An Examination of Conscience"; discuss that the phrase "make good choices" means and how you can do it; what does it mean to "examine your conscience"? Students to use Google Docs to type each question in this section into a document and truthfully answer each question; by meditating and contemplating each response, students should see if they need to work on their faith-filled life more - 25 min</p>	<p><i>Christ Our Life, Chapter Eight, "A Catholic to Know", Page 78</i> - Read aloud and discuss Saint Teresa of Avila; discuss "My Way to Faith" and complete the questions below - 10 min</p> <p><i>Christ Our Life, "Living Our Faith", Page 248 &amp; "Showing Our Love for the World", Page 253-254</i> - Read aloud The Beatitudes and discuss how you are like each of them; review the different themes of Social Justice teaching; how do you show each of these? How can you show these better in your lives? - 20 min</p>
Daily Homework:	<p><i>Christ Our Life, Chapter Nine, Page 72</i> - Complete "A Moment with Jesus" privately at home; reflect on what these verses mean to you</p>	<p>Give your family the notes from today, thanking them for their kindness and helping you</p>	<p>Written Response: Do you participate your best in Mass? Why or why not? Do you sing and say all of the responses?</p>	<p>Make a list of three things that you could do to help you create in your faith</p>	<p>None</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 15	<p>Watch "St. Juan Diego HD" on YouTube (3:20 min) and discuss: what is he the first saint of? Who did he see a vision of on a hill and speak with multiple times? What two signs did Mary give Juan Diego for the Bishop? What title do we call Mary after her appearances to Juan Diego? - 10 min</p> <p>(Part I of II) <i>Christ Our Life, "Showing Our Love for the World", Pages 253-254</i> - Students will review the different Social Justice teachings on these pages; students will use poster board to design</p>	<p>Watch "Exploring St. Philips Tomb" on YouTube (3:58 min) and discuss the ruins of Saint Phillip's Tomb; what did early Christians build around his body? According to the story, what did Phillip say when they asked him if we wanted off of the cross? Why did they crucify him? What country was he in? - 10 min</p> <p>(Part II of II) <i>Christ Our Life, "Showing Our Love for the World", Pages 253-254</i> - Students will review the different Social Justice teachings on these pages; students will use poster board to design</p>	<p><i>Christ Our Life, "Christmas", page 221-222</i> - Read aloud and discuss the very Holy Christian feast day; What does Christmas celebrate? Read the Bible verses as indicated to complete #'s 1-10 - 20 min</p> <p>Watch "St. Gabriel, the Archangel HD" on YouTube (3:00 min) and discuss: Where in the Bible does he appear? What did Gabriel say to Mary that was important? When instrument will he play when Jesus returns to Earth? - 10 min</p>	<p>Students to complete a Concept Map linking together the two saints from this week; students could use the bubbles "Knew Mary, Mother of Jesus" and "Conducted Miracles" as two ways to spark ideas - 15 min</p>	<p>Teacher to review the parts of the Mass as discussed so far in class; refer to <i>Christ Our Life, Chapters Seven, Eight, Nine, and Ten</i> as needed - 15 min</p> <p><i>Christ Our Life, Chapter Ten, Page 82</i> - Read aloud and continue the outline from the previous lesson on this material; When do we say these prayers at Mass? - 15 min</p>

	posters about these Social Justice teachings and advocate for one of them; students may choose which cause they want to write about but each cause should be described; students will illustrate, color, and write a few sentences about each topic on their poster; students MUST write the words "Social Justice" on their poster to promote what Social Justice is and that this poster is an example of it - 40 min	posters about these Social Justice teachings and advocate for one of them; students may choose which cause they want to write about but each cause should be described; students will illustrate, color, and write a few sentences about each topic on their poster; students MUST write the words "Social Justice" on their poster to promote what Social Justice is and that this poster is an example of it - 40 min	<i>Christ Our Life, Chapter Ten, Pages 79-81</i> - Read aloud and create an outline (letters & numbers format) to make notations about each of the prayers in the Communion Rite; When do we say each of these prayers at Mass? As a class, complete the questions on page 80 regarding our relationship with Jesus - 15 min	Students to go to the ELC and share their Social Justice posters with the Primary Grade students there; Students will inform students of the different types of Social Justice and why we should work to serve others in Jesus' Holy Name - 35 min	<i>Christ Our Life, Chapter Ten Review, Page 84</i> - Complete "Responding" as a class and review each prayer ending with the Missel website provided earlier this lesson - 15 min
Daily Homework:	How does doing Social Justice bring you closer to God? Think of three ways	Why did you choose the topic that you did about Social Justice to make a poster about? Was there a specific reason or special feeling about it?	<i>Christ Our Life, Chapter Ten, "Things to Do at Home", Page 83</i> - In summation of #1, explain why "The Lord's Prayer" is a good prayer to say before meals.	<i>Christ Our Life, Chapter Ten, "Things to Do at Home", Page 83</i> - In summation of #3, make a list of people that may have specific needs. These needs can include food, clothes, shelter, etc.	<i>Christ Our Life, Chapter Ten Review, Page 84</i> - Complete "A Prayer" on Page 84 in your own thoughts and words; due tomorrow!

Unit : The Nativity

<b>Religion Phrase to Memorize:</b>	<b><i>Isaiah 7:14 - "Therefore the Lord himself will give you a sign: The virgin will conceive and give birth to a son, and will call him Immanuel."</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 16	Discussion: Review Religion Phrase to Memorize; what does this mean? How does this phrase make you feel? What is God/Jesus trying to say to us in this message? - 10 min	Bellwork - Christ Our Life, "Prayer and How We Pray", Page 238 - Pray the "Peace Prayer of Saint Francis" and discuss what this prayer means to you - 10 min	Bellwork - Christ Our Life, "Prayer and How We Pray", Page 238 - Pray the "Peace Prayer of Saint Francis" and discuss how this prayer is reflected in the movie - 10 min	Bellwork - Christ Our Life, "Prayer and How We Pray", Page 238 - Pray the "Peace Prayer of Saint Francis" and discuss how we can live lives according to this prayer - 10 min	Quiz on Religion Phrase to Memorize and Saints from last week - 10 min
	Introduce the movie "Brother Sun, Sister Moon" and how it connects to sainthood - 10 min	Watch "Brother Sun, Sister Moon"	Watch "Brother Sun, Sister Moon" movie	Watch "Brother Sun, Sister Moon" movie	<i>Christ Our Life, Chapter Ten, "A Catholic to Know", Page 86</i> - Read aloud and discuss Saints Simon & Jude; discuss "My Way to Faith" and complete the questions below - 10 min

	Watch "Brother Sun, Sister Moon" movie (PG - 1972); permission slip required - 15 min	movie (PG - 1972) about Saint Francis of Assisi and Saint Clare; permission slip required due to brief nudity - 35 min	(PG - 1972) about Saint Francis of Assisi and Saint Clare; permission slip required due to brief nudity - 35 min	(PG - 1972) about Saint Francis of Assisi and Saint Clare; permission slip required due to brief nudity - 35 min	<i>Christ Our Life, "Family Feature", Pages 102a-102d</i> - Read aloud and discuss; interpret it as a student; discuss Christmas-related activities and how we can unite as a family; how can we serve Christ at this time? Answer the questions for "Explore the Mass" and "Prove It!" together - 20 min
Daily Homework:	<i>Christ Our Life, Chapter Ten Review, "Gather and Go Forth", Page 85</i> - Read and answer the questions as requested; reflect on "We Proclaim Our Faith"; due tomorrow!	Written Response: How did watching the movie today help you to learn about God's call to serve others? (one paragraph)	Written Response: How did watching the movie today help you to learn about God's call to serve others? (one paragraph)	Study for quiz tomorrow about Religion Phrase to Memorize and Saints from last week	<i>Christ Our Life, "Family Feature", Pages 214a-214d</i> - Students to read this section privately; then show this section to your parents and discuss what can be done for others in your community
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 17	<i>Christ Our Life, Chapter Eleven, Pages 87-89</i> - Read aloud using a "Frame Game" graphic organizer to outline major concepts in the Concluding Rites; Complete "Word Wheel" on page 88 and "Your Mission" on page 89 as requested - 25 min	Watch "Corporal Works of Mercy   Catholic Central" on YouTube (5:20 min) and discuss what you can do to help serve others; what does Jesus say about those that don't help others? What are things that can be done for others? - 10 min	Watch "Spiritual Works of Mercy   Catholic Central" on YouTube (5:45 min) and discuss how we can help others spiritually; what is mercy? What types of the Spiritual Works of Mercy can you do? How can you be humble? - 10 min	Students in pairs, create a Venn Diagram comparing and contrasting the CWM and the SWM by providing examples for each and discussing the intangibles of each; have three statements for each section; share with the class when complete - 20 min	<i>Christ Our Life, Chapter Eleven, "Gather and Go Forth", Page 93</i> - Read aloud and discuss "We Proclaim Our Faith" and how to live our faith for others; complete the questions and read the scripture as requested - 10 min
	<i>Christ Our Life, Chapter Eleven Summary, "Things to Do at Home", #2, Page 91</i> - Research a mission and missionaries; what is their life like? What difficulties do they face? How can we support their mission? Some ideas of missionaries include Missionaries of the Precious Blood, Global Ministries, and Latter-Day Saint Missionary Programs - 20 min	<i>Christ Our Life, Chapter Eleven, Page 90</i> Read aloud about the Corporal Works of Mercy and the Spiritual Works of Mercy; discuss how they're similar and different - 15 min	<i>Christ Our Life, Chapter Eleven Review, Page 92</i> - As a class complete "Living the Mass" together by referring to the text; students in pairs, complete "Mercy Match" together and share responses as a class when complete - 20 min	<i>Christ Our Life, Chapter Twelve, Unit Two Review, Page 96</i> - Students in pairs, complete both sections together; review all answers as a class, especially the "Works of Mercy" section; what are some good ways that you can serve Jesus by conducting the Works of Mercy for Him? - 15 min	Teacher to review the parts of the Mass and the order that they flow within; teacher to use the text, USCCB website, or the Roman Missel to follow along for review; teacher to provide an example of "what we are doing at each time" - 15 min
		Students in pairs, make a list of the Corporal Works of Mercy (CWM) and provide an example of what you can personally do to serve Christ for each one; one list per student; share your lists with the class when complete - 20 min	Students in pairs, make a list of the Spiritual Works of Mercy (SWM) and provide an example of what you can personally do to serve Christ for each one; one list per student; share your lists with the class when complete - 20 min	<i>Christ Our Life, Chapter Ten, "A Catholic to Know", Page 94</i> - Read aloud and discuss Saint Luke discuss "My Way to Faith" and complete the questions below - 10 min	<i>Christ Our Life, Chapter Twelve, Unit Two Review, Page 97</i> - As a class, complete "Praising the Lord" together; students in groups of 3 or 4, complete "Prayers and Actions of the Mass" together; refer to today's review and your text to help - 25 min
Daily Homework:	<i>Christ Our Life, Chapter Eleven Summary, "We Remember", Page 91</i> - Jesus sends us out to glorify the Lord; what does He call you to do? How does He call you to glorify Him in your works?	What are two Corporal Works of Mercy that you have partaken in doing lately? What did you do?	What are two Spiritual Works of Mercy that you have done lately? What did you specifically do?	Why do you think that people are often most-generous at the Holidays? What do you think happens inside people that we typically give more at this time?	None

Unit :

**Faith Focus:** Nia = Purpose; Work collectively to build communities that will restore the greatness of people.

<b>Religion Phrase to Memorize:</b>	<b>Colossians 3:13 - "Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you."</b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 18	<p>Discussion: Review Religion Phrase to Memorize; what does this mean? How does this phrase make you feel? What is God/Jesus trying to say to us in this message? - 10 min</p>	<p>Watch "St. John The Apostle HD" on YouTube (2:41 min) and discuss: Saint John is commonly thought of as Jesus' best friend on Earth, what are some things said in this video that support that? When Jesus was on the cross dying, where was John? Why is this significant? How did they try to kill John in Rome (but were unsuccessful)? What major Books of the Bible did John write? - 10 min</p>	<p>Watch "Knock Shrine, Ireland's National Marian Shrine" on YouTube (8:14 min) and discuss: what country did this take place in? How many people saw the vision? Which Holy people were there? After the vision, what miracles started happening? How many were cured in the first year at Knock? - 15 min</p>	<p><i>Christ Our Life, Chapter Thirteen, Page 108</i> - Read aloud and use a "Main Idea &amp; Supporting Ideas" graphic organizer to outline this section; what are mortal sins? What are venial sins? What do you think are three examples of each? What is sanctifying grace? Discuss mistakes that you make daily as a student and child - 20 min</p>	<p>Quiz on Religious Phrase to Memorize and Saints of the Week (St. John the Apostle, Our Lady of Knock) - 10 min</p>
	<p><i>Christ Our Life, Unit Two Review, "We Celebrate", Pages 98-99</i> - One student to serve as the Leader to guide the service; at least four readers required to complete; all students to participate; teacher to play soft music in the background - 10 min</p>	<p><i>Christ Our Life, Chapter Twelve, "A Catholic to Know", Page 102</i> - Read aloud and discuss Saint Isaac Jogues and Companions discuss "My Way to Faith" and complete the questions below - 10 min</p>	<p><i>Christ Our Life, Chapter Thirteen, Page 107</i> - As a class, review making good choices and helping others; how can you help others and act as a guide for them? Students in pairs create a T-chart outlining (on the left) the ways to help and (on the right) what you can do specifically to help others; share with the class - 20 min</p>	<p><i>Christ Our Life, Chapter Thirteen Summary, "Things to Do at Home" #2, Page 109</i> - As a class discuss when you can pray the Act of Contrition at school and at home; recite the version listed in this problem of the text; breakdown the prayer and its message, what is it saying specifically? Discuss a plan to say this prayer daily in school and at home - 10 min</p>	<p>Students in pairs, create a table with three columns; the first column lists the word "Sin", the second column lists "Mortal", and the third column lists "Venial"; students will create ten rows and write in the first column ten sins (one sin per row); they will then decide if the sin is "Mortal" or "Venial"; share your thoughts with the class - 20 min</p>
	<p><i>Christ Our Life, "Family Feature", Pages 214a-214d</i> - Read aloud and discuss; interpret it as a student; discuss who our neighbors are and what we can do for them as the Good Samaritan did for others; how does the story of the Good Samaritan lead us to serve others and our community? - 20 min</p>	<p><i>Christ Our Life, Chapter Thirteen, Pages 105-107</i> - Read aloud and discuss making good choices and situations necessary for them; Teacher to help steer decisions to good choices; discuss how Mary helped Jesus as a child, so too do our parents and trusted adults help us - 20 min</p>	<p><i>Christ Our Life, Chapter Thirteen Summary, "Things to Do at Home" #1, Page 109</i> - As a class discuss TV shows that are a positive influence and why; conversely discuss shows that are a bad influence and why; how can we make better choices to avoid bad shows? How can bad shows influence us? - 10 min</p>	<p>Teacher to review the Corporal Works of Mercy (CWM) and the Spiritual Works of Mercy (SWM); how can doing these lead us AWAY FROM SIN? How are these the opposite of sin? Which type of sin (mortal or venial) are the Works of Mercy opposite of? - 10 min</p>	<p><i>Christ Our Life, Unit Three, "Getting Started", Page 104</i> - Read about Saint Ignatius and his choices; what type of man was Ignatius before he knew Jesus? What type of sins do you think he committed in that lifestyle? Where they mortal or venial? How did turning to Jesus save him? How did Ignatius in turn save others by leading them to Christ? How may you be familiar with Saint Ignatius? - 15 min</p>
Daily Homework:	<p>What is your favorite part of the Holiday and Christmas season? Why is that your favorite?</p>	<p><i>Christ Our Life, Chapter Thirteen, Page 107</i> - Read "A Moment with Jesus" and reflect on that prayer and moment personally at home</p>	<p><i>Christ Our Life, Chapter Thirteen Summary, "Things to Do at Home" #3, Page 109</i> - Discuss a positive movie with a family members, which did you choose? Why is it positive for you?</p>	<p>Study for quiz tomorrow on Religious Phrase to memorize and "Saints of the Week" (Our Lady of Knock, Saint John) that we studied</p>	<p>What are three sins that you frequently see people commit? Are they mortal or venial sins? How can you help people avoid them?</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 19	<i>Christ Our Life, Chapter Thirteen Review, Page 110</i> - Students in pairs, complete "Healing Love Puzzle" together; review as a class; discuss the meaning of these terms and how to avoid sin; complete "God's Guides" individually and check answers when complete - 20 min	Discussion: What is "Nia"? How do we work collectively to do positive things at our school? Provide examples and discuss; what fund-raisers do we do? How do they help others? - 10 min	Review Practice AIR Tests for grade level ELA tests; students will need a Chromebook or iPad; student access for this can be found on <a href="https://oh.portal.airast.org/users/students-and-families.shtml">"https://oh.portal.airast.org/users/students-and-families.shtml"</a> - 40 min	Review Practice AIR Tests for grade level ELA tests; students will need a Chromebook or iPad; student access for this can be found on <a href="https://oh.portal.airast.org/users/students-and-families.shtml">"https://oh.portal.airast.org/users/students-and-families.shtml"</a> - 40 min	Review Practice AIR Tests for grade level ELA tests; students will need a Chromebook or iPad; student access for this can be found on <a href="https://oh.portal.airast.org/users/students-and-families.shtml">"https://oh.portal.airast.org/users/students-and-families.shtml"</a> - 40 min
	Teacher to review the Corporal Works of Mercy and the Spiritual Works of Mercy; Teacher to connect them to mortal sin and venial sin as being the opposite of them in some ways, but always in that by following the CWM and SWM we can avoid sin - 10 min	Students in pairs, answer and discuss: Create a list of places in your community that need to be rebuild and reused; how could they be reused? What closed-down, old buildings can you think of that could be used for a positive purpose? What are some things that you could do to help lead this change? - 15 min			
	<i>Christ Our Life, Chapter Thirteen, "A Catholic to Know", Page 112</i> - Read aloud and discuss Saint Bede the Venerable discuss "My Way to Faith" and complete the questions below - 10 min	Teacher to Google some local agencies that do community assistance; how can we partner with them to help our community? - 10 min			
Daily Homework:	<i>Christ Our Life, Chapter Thirteen, "Gather and Go Forth", Page 111</i> - Read and complete the question; read Psalms 30:3; how does this passage relate to you?	How is "Nia" similar to the Corporal Works of Mercy and the Spiritual Works of Mercy? Think of two ways for each	Based upon the questions that were studied today, write three questions that you feel could be on a standardized test and the respective answers to them	Based upon the questions that were studied today, write three questions that you feel could be on a standardized test and the respective answers to them	Based upon the questions that were studied today, write three questions that you feel could be on a standardized test and the respective answers to them
<b>Field Trip Coming Up:</b>	<b><i>There is a field trip coming up in the next two weeks. Students will travel to the "Migration and Refugee Services" Center at Catholic Charities. Inform the refugee center that we want to speak with refugees, hear their stories, and welcome them to our country. We will make cards for the refugees welcoming them to our country beforehand.</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Teacher to review the Ten Commandments and create a list of them on the board using a T-chart; what sin is committed by breaking each Commandment? Some may have more than one answer; discuss as a class - 20 min	<i>Christ Our Life, "Living Our Faith", Page 248</i> - Read aloud "The Beatitudes" and create a Word Wheel outlining them on the board; stemming from each bubble on the Word Wheel, list at least one sin that would come from NOT following each Beatitude (ex. what sin is caused by not being "poor in spirit?"); complete this activity as a class, Teacher to lead - 25 min	<i>Christ Our Life, Chapter Fourteen, Pages 113-115</i> - Read aloud and discuss Jesus' interactions with Zacchaeus; independently use a "Word Wheel" to outline the interactions between them using the words "Forgiveness" and "Forgiven" symbolizing Jesus and Zacchaeus; use at least four spokes coming off of each wheel; discuss your wheels as a class when complete - 25 min	<i>Christ Our Life, Chapter Fourteen, Page 115</i> - Reread aloud "Jesus Gives the Gift of Peace" and discuss the Bible passage from John 20:22-23; Catholics must go to Confession at least once per year, but Non-Catholics should profess their sins with others as well; who is a trusted person that you can confess your sins to? PRIVATELY, write down at least five sins that you know you've committed; what can you do to avoid them again? Were they mortal or venial sins? - 20 min	Teacher to Google "The Fest 2020 Wickliffe Ohio", specifically searching through the Bands, About/Testimonials, and Event Info; how does a festival like this bring people closer together? Over 50,000 people attend this one-day festival in the Cleveland area; Discussion: how can a festival like this bring people closer to Jesus? Many games and free events are held for children and families; how can this event create faith-building? - 15 min



Week 20	Students in groups of 3 or 4, discuss each sin caused by breaking each Commandment; which CWM or SWM overlaps with this sin, either by being the opposite of it or helping us to avoid it? Create a chart outlining your information and results; Share results with the class and openly discuss, there is no right or wrong answer - 20 min	Students in pairs, discuss each sin that is listed by breaking or not following each of the Beatitudes; are these sins mortal or venial? Students to discuss their thoughts on each and how to avoid committing these sins; review as a class - 15 min	Watch "God's Story: Zacchaeus" on YouTube (3:12 min) and review how Zacchaeus turned away from his sins; what type of sins do you think Zacchaeus committed (mortal or venial)? Create a list with a T-chart outlining the sins on the left and the type of sin on the right; - 15 min	<i>Christ Our Life, Chapter Fourteen, Pages 116-117</i> - Read aloud "We Meet Jesus in the Sacrament"; what is Confessing? What is Penance? What is absolution? Using a "Sequence" graphic organizer, outline the steps to Reconciliation - 15 min	<i>Christ our Life, Chapter Fourteen, Page 118</i> - Read aloud and discuss "Celebrating the Sacrament"; read and discuss each step of the process; how can this personal interaction with Christ bring you closer to Him? - 15 min
				<i>Christ Our Life, Chapter Fourteen, Page 117</i> - Complete "Personal Penance" for all four children in the text; students complete privately, discuss what you feel is just as a class - 10 min	Students in pairs, use a Venn Diagram to compare & contrast Confession and The Fest in terms of processes that bring us closer to Jesus; have three statements per section; use "The Fest" website and your textbook for help if needed - 15 min
Daily Homework:	What are three CWM or SWM that you relate to very well? Why do you feel this way?	Pray the "Act of Contrition" tonight asking Jesus for forgiveness of the sins that you've committed	<i>Christ Our Life, Chapter Fourteen, Page 115</i> - Complete "Making Up", due tomorrow!	Think of the sins that you listed today; what penance would you give yourself for these sins? Why do you think that penance is fair?	Define: absolution, contrition, and penance; due tomorrow!

<b>Religion Phrase to Memorize:</b>	<b><i>Psalm 104:24 - "How many are your works, LORD! In wisdom you made them all; the earth is full of your creatures."</i></b>				
<b>Sins and Absolution Project:</b>	<b><i>Using Poster Board, students will complete the following information independently. Students will create a table of four columns. In the first column, students will write each of the Ten Commandments and each of The Beatitudes in one row apiece. In the second column, students will write a sin that breaks each of these Commandments and Beatitudes. In the third column, list whether you feel that the sin that broke this Commandment or Beatitude is a mortal or venial sin. In the fourth column, write what you feel would be an acceptable penance for the sin that broke each of these would be. All writing should be done neatly, colorfully, and to the best of your ability. Design your table and make it look nice with religious integrity. Best effort required!</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 21	Discussion: Review Religion Phrase to Memorize; what does this mean? How does this phrase make you feel? What is God/Jesus trying to say to us in this message? - 10 min	<i>Christ Our Life, Chapter Fourteen, Page 120</i> - As a class, complete "The Keys to the Kingdom" together; discuss why each answer completes each statement best; using Google Docs, individually complete "A Change of Heart" and submit to your teacher - 15 min	Watch "Saint Valentine's Day History for Kids" on YouTube (3:32 min) and discuss: who was Valentine? What role did he have in the church? What did he do that was illegal in Rome? What miracle was attributed to him? What day was he executed on? Where did the idea of giving Valentine's come from? - 10 min	In-class time to work on the "Sins and Absolution Project" - 40 min	Watch "THE CHAPLET OF DIVINE MERCY IN SONG" on YouTube (18:15 min) and recite together as a class - 20 min
	Watch "The Story of St Josephine Bakhita" on YouTube (3:07) and discuss: who kidnapped her when she was seven years old? What is her real name? How did she end up in a convent? What was her nickname? What was she known for? - 10 min	<i>Christ Our Life, Chapter Fourteen, "A Catholic to Know", Page 122</i> - Read aloud and discuss Saint Isodore of Seville discuss "My Way to Faith" and complete the questions below - 10 min	In-class time to work on the "Sins and Absolution Project" - 30 min		Quiz on Religion Phrase to memorize and Saints from this week (Josephine Bakhita, Bernardine and Valentine) - 20 min

	Teacher to present the "Sins and Absolution Project" and the requirements; students to have in-class time to work on it - 20 min	In-class time to work on the "Sins and Absolution Project" - 15 min			Bernadette, and valentine) - 20 min
Daily Homework:	List three reasons why you believe that Saint Josephine Bakhita is a good Saint for young children at our school to honor and look up to	<i>Christ Our Life, Chapter Fourteen, "Gather and Go Forth", Page 121</i> - Read and complete the question; read 2 Corinthians 5:18; how does this passage relate to you?	Brainstorm ideas for your "Sins and Absolution Project" to add to your poster board tomorrow!	Study for quiz tomorrow on Religion Phrase to Memorize and Saints from this week (Josephine Bakhita, Bernadette, and Valentine)	None
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 22	<i>Christ Our Life, Chapter Fifteen, Pages 123-125</i> - Read aloud and use a Concept Map graphic organizer to outline how Jesus helps those that are sick; what does "anoint" mean? Why should sick people, elderly, or those about to have surgery be anointed? - 20 min	Students to Google "Refugees in Cleveland" and learn about what is being done in our hometown to help those people who are displaced and in need of assistance when they come to our land; how is this similar to Anointing the Sick? Which CWM or SWM does this align with? - 15 min	Students will make cards to provide to the refugees that they visit when they travel to the "Migration and Refugee Services Center" in a few days; cards should be colorful, welcoming, positive, and cheerful! Students should only sign it with their first name; cards should be fully-colored and students must provide their best effort - 20 min	<i>Christ Our Life, Chapter Fifteen Summary, "Things to Do at Home", #3, Page 127</i> - Make cards for anonymous people wishing them to get well; teacher will deliver them to Ronald McDonald House on East 105th Street & Chester when completed; students only write their first name; cards should be colored, joyful, positive, and your best effort - 20 min	Field Trip to the "Migration and Refugee Services Center" at Catholic Charities today; call 216.281.7005 to schedule; visit <a href="https://ccdocle.org/migration-and-refugee-services">"https://ccdocle.org/migration-and-refugee-services"</a> for more information; If for some reason this department does not respond, set up the trip with another verified outreach center; this trip MUST occur; this is a FREE trip and explain that we are a school that wants to visit and welcome the refugees to our country; Explain that we would like to meet with them and hear their stories; Suggested time for the trip is 10:00 - 12:30, students should wear their school uniform and plan to eat during the last lunch period; Located at Hours: First Floor, Saint Augustine Towers, 7800 Detroit Avenue, Cleveland, Ohio 44102; Don't forget to bring your cards welcoming them to our country!
	Students in pairs, review the Corporal Works of Mercy and the Spiritual Works of Mercy; which ones correlate with Anointing the Sick? Discuss as a class - 10 min	<i>Christ Our Life, Chapter Fifteen, Page 125</i> - Review as a class how Jesus heals us when we are sick; express that sick people need comfort and Jesus does this in this Sacrament - 10 min	Watch "anointing of the sick" on YouTube (6:28 min) of an actual sick man in a hospital being anointed by a priest; notice that the priest gives Joe Viaticum, what may this mean about Joe? We don't know why he is here or the outcome, just that this Sacrament took place - 10 min	<i>Christ Our Life, Chapter Fifteen, "Gather and Go Forth", Page 129</i> - Read aloud and answer the question; Review "We Proclaim Our Faith" and discuss each box as a class; How does Mark 5:34 relate to you? - 10 min	
	As a class, review websites that relate to helping the sick, elderly, and those that are about to have surgery; what can you do (as children) for these people? Teacher to discuss the field trip to the Migration and Refugee Services Center with Catholic Charities - 10 min	<i>Christ Our Life, Chapter Fifteen, Page 126</i> - Read aloud about the priest's role in Anointing the Sick; what is the prayer that he says upon an ill person? Who does this prayer call upon? What is "viaticum"? Read aloud Mark 1:40-45 and discuss how Jesus heals a sick and suffering person; how does each person respond? How can this relate to us? - 15 min	<i>Christ Our Life, Chapter Fifteen Review, Page 128</i> - Students in pairs, complete both sections together (one page per student) and review responses as a class; after "True or False" is completed, Teacher to review responses with the class; complete "Ideas to Remember" after review - 15 min	<i>Christ Our Life, Chapter Fifteen, "A Catholic to Know", Page 130</i> - Read aloud and discuss Saint Mark discuss "My Way to Faith" and complete the questions below - 10 min	
Daily Homework:	Have your field trip permission slip signed for the Refugee Outreach Center at Catholic Charities	<i>Christ Our Life, Chapter Fifteen Summary, "Things to Do at Home", #4, Page 127</i> - Make your list and say the pray as directed; bring the list in, due tomorrow!	Reflect upon the video today of Joe being anointed while he was in the hospital; what are your thoughts about this Sacrament? What are your thoughts about Joe or his family?	Imagine that you're a refugee coming to our country; you're probably running from a threat or in need of serious help; what emotions are you feeling? What do you need most? (one paragraph)	How was welcoming the refugees today similar to Anointing the Sick? How was your trip overall?
<b>Religion Phrase to Memorize:</b>	<b><i>Nehemiah 8:10 - "This day is holy to our Lord. Do not grieve, for the joy of the LORD is your strength."</i></b>				

**Faith Focus: Ujamma = Cooperative Economics; Building and maintaining retail stores and other business and to profit from these ventures.**

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 23	<p>Discussion: Review Religion Phrase to Memorize; what does this mean? How does this phrase make you feel? What is God/Jesus trying to say to us in this message? - 10 min</p>	<p>Watch "The life of Saint Bernadette" on YouTube (9:02 min) and discuss: what type of child was Bernadette? How old was she when she saw "the Lady"? How many times did Bernadette see "the Lady"? What was the first sign that "the Lady" gave to Bernadette? What was the second miracle? - 15 min</p>	<p>Watch "St. Thomas HD" on YouTube (3:21 min) and discuss: what is he best known for? What was Thomas allowed to do to prove that Jesus had risen from the dead? Where did Thomas proclaim the Word of Christ? Who did Thomas witness ascend into Heaven? - 10 min</p>	<p>Students in pairs, use a Venn Diagram to compare &amp; contrast Saint Bernadette and Saint Thomas the Apostle; think of three distinct statements for each section and at least two ways that they are similar; share your thoughts with the class when complete - 15 min</p>	<p>Watch "Holy Rosary - Sorrowful Mysteries (Tue &amp; Fri)" on YouTube (16:22 min) and recite together as a class - 20 min</p>
	<p><i>Christ Our Life, Chapter Sixteen, "We Celebrate God's Healing Love", Pages 134-135</i> - As a class, complete the prayer service; Teacher to read "Jesus", while students complete the roles of "Reader", "Leader", and "All"; discuss the service afterwards, how does this service review this unit well? What did it call upon us to do better? - 15 min</p>	<p><i>Christ Our Life, Chapter Sixteen, Unit Three Review, Page 136</i> - As a class, complete this activity in two ways; the first way, students will list together what we have done as a school ALREADY this year to bring Jesus to others (include canned food drives, Pink Day, etc); then, discuss what we can do for the remainder of the year to bring Jesus to others - 15 min</p>	<p><i>Christ Our Life, Chapter Sixteen, "A Catholic to Know", Page 138</i> - Read aloud and discuss Saint Kateri Tekakwitha discuss "My Way to Faith" and complete the questions below - 10 min</p>	<p>Students to visit the following website <a href="http://www.dioceseofcleveland.org/offices/clergy-religious/vocations-seminaries">"www.dioceseofcleveland.org/offices/clergy-religious/vocations-seminaries"</a> and read about the vocation office; what do you think "discernment" means? What are the three offices for vocation preparation in the Diocese of Cleveland? Visit the "Cleveland Catholic Priesthood" website and discuss the Seven Steps of Discernment"; why do you think this process is so long? - 15 min</p>	<p>Quiz on Religion Phrase to Memorize and Saint of the Week (Bernadette, Thomas the Apostle) - 10 min</p>
	<p><i>Christ Our Life, Chapter Sixteen, Unit Three Review, Page 133</i> - Using the website "<a href="http://www.random.org/dice/">www.random.org/dice/</a>" to simulate dice rolling, play this game alone, then in pairs; have your teacher partake as needed while playing alone, then have your partner help when in pairs - 15 min</p>	<p><i>Christ Our Life, Chapter Sixteen, "Family Feature", Pages 138a-138d</i> - Read through this section and discuss how this material can be used with students in school to help mediate problems in the classroom; is there anyone that you'd like to forgive or say "I'm sorry" to but have not? - 15 min</p>	<p><i>Christ Our Life, Chapter Seventeen, Pages 141-143</i> - Read aloud and discuss how we are called to be holy in our lives; use two "Word Wheel" graphic organizers to outline how we are called through vocations of "Married/Single Life" and through "Religious/Priesthood"; which path seems more appealing to you? Why? How will you know what Jesus calls you to do? - 20 min</p>	<p>While on the <a href="http://www.dioceseofcleveland.org/offices/clergy-religious/vocations-seminaries">"www.dioceseofcleveland.org/offices/clergy-religious/vocations-seminaries"</a> website, click on "Borromeo" and "St. Mary" Seminaries; what is a Seminary? Click on the "About" links and review discernment at each facility; Review the "Typical Schedule" for students at Borromeo and discuss their studies; what is the MAJOR difference between Borromeo and Saint Mary Seminaries? - 15 min</p>	<p><i>Christ Our Life, Chapter Seventeen, Pages 143-144</i> - Read Page 144 aloud and discuss Saint Elizabeth Ann Seton; how did God call her in three different ways? How may He call you one day? Reread page 143 and review the vocation of a single life and the religious life; what are some appealing aspects to these ways God may call you? - 15 min</p>
Daily Homework:	<p><i>Christ Our Life, Chapter Sixteen, Unit Three Review, Page 132</i> - Complete the crossword; due tomorrow!</p>	<p><i>Christ Our Life, Chapter Sixteen, "Family Feature", Pages 138a-138d</i> - Remove these pages and bring them home to your family; explain to them what we've done in class</p>	<p><i>Christ Our Life, Chapter Sixteen, "Gather and Go Forth", Page 137</i> - Read and complete the question; read Jeremiah 33:6; how does this passage relate to you?</p>	<p>Study for quiz on Religion Phrase to memorize and Saint of the Week (Bernadette, Thomas the Apostle) tomorrow</p>	<p>Have you ever thought about leading a religious life or being called to a religious vocation? What are your thoughts about it? Which of the four paths outlined in this chapter interest you presently?</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	<p><i>Christ Our Life, Chapter Seventeen, Page 144</i> - Reflect upon Saint Elizabeth Ann Seton; what three vocations did she fulfill for God? Why was her life inspiring? How did she listen to God's call? Is this something that you think you could do? - 10 min</p>	<p><i>Christ Our Life, Chapter Seventeen Review, Page 146</i> - As a class, complete "Getting Ready"; discuss the best choices and why the others are not as good; students in pairs, complete "Living Happily" together and share responses as a class - 15 min</p>	<p>Discussion: What is a "Ujamma"? How can a positive family-business bring a family together? What are pros/cons of working together in a family business? - 10 min</p>	<p><i>Christ Our Life, Chapter Seventeen, "A Catholic to Know", Page 148</i> - Read aloud and discuss Saint Andrew Kim Tae-gon; discuss "My Way to Faith" and complete the questions below - 10 min</p>	<p>Watch "God's Guide for Marriage - Christian Marriage &amp; Relationship Advice" on YouTube (5:05 min) and discuss what Christian marriage is; do you want a Christian marriage at some time in your life? Is this important to you? What does God call us to be to our spouse in marriage? - 10 min</p>

Week 24	<p><i>Christ Our Life, Chapter Seventeen Summary, "Things to Do at Home", #4, Page 145</i> - Invite Father Gary to visit your classroom and ask him to discuss what he enjoys about being a priest; ask him to share experiences of helping others and how it is gratifying to be in his line of work; ask him to answer questions about his role - 15 min</p>	<p><i>Christ Our Life, Chapter Seventeen, "Gather and Go Forth", Page 147</i> - Read aloud and answer the question; Review "We Proclaim Our Faith" and discuss each box as a class; How does 1 Samuel 3:9 relate to you? - 10 min</p>	<p>Individually write down: Imagine that your family operates a daycare for children in the community. What members of your family may take the following roles: Administrator, Business Director, Head of Staff, Teacher, Teacher Aide, Security, Cleaning Staff, Transportation, and Maintenance; why did you assign these people these roles? - 15 min</p>	<p><i>Christ Our Life, Chapter Eighteen, Page 152</i> - Read aloud and answer the "Share Your Love" questions; share your responses with the class; think of some people that you know who are married, how do they show love for their significant other? Individually students will make a T-chart of men (left side) and women (right side) and what they do for their spouse and family to show their love - 20 min</p>	
	<p>Students to visit the following website "<a href="http://www.dioceseofcleveland.org/offices/clergy-religious/office-for-religious">www.dioceseofcleveland.org/offices/clergy-religious/office-for-religious</a>" and review the different orders of Sisters and Communities of Men in the Diocese of Cleveland; read through the names of the orders, who are many of them dedicated to? Why do you think that there are more Sisters than orders for men? Select the link for the "Bishop" and read about him; describe our Bishop; where is he from? What did he do before coming to Cleveland? What group of people has he worked a lot with? - 15 min</p>	<p><i>Christ Our Life, "Showing Our Love for the World", Pages 253-254</i> - Read aloud and review this section; how do priests and sisters complete these themes on a frequent basis? How do we do them as a school? What can we do better as a school to complete these activities? - 15 min</p>	<p>Students in groups of 3 or 4, answer and share: Now imagine that everyone in your class works at three different grocery stores that one person owns; Which staff make the following roles: Director of all three stores, Manager of each store, Asst. Manager in each store, Food Quality Inspector, Maintenance, Cleaning, Security, Cashier, Finance Director of all three stores; why did you assign each role? - 15 min</p>	<p><i>Christ Our Life, Chapter Eighteen, Pages 149-151</i> - Read aloud and discuss Christian marriage; use a "Word Triangle" to illustrate a picture of marriage and several key concepts about it; where does Christian marriage take place? What do the rings symbolize? What are five things that help married couples should do? What are the sign of lasting love in a Christian marriage? As a class, create a list of things that help make a good marriage last; what common features may you find in your list? - 30 min</p>	<p><i>Christ Our Life, Chapter Eighteen, "Things to Do at Home", #1, Page 153</i> - Ask a staff member who is married to share the experiences of their marriage, the ceremony, the planning, and event overall; they do not have to be personal details but the experience, the religious connection, and memories are the key; staff member to explain how God was and is the key focus of the marriage - 10 min</p>
Daily Homework:	<p><i>Christ Our Life, Chapter Seventeen Summary, "Things to Do at Home", #3, Page 145</i> - Pray the Hail Mary tonight asking for her help to follow the path God calls you upon</p>	<p>Describe how being a Sister or Priest can be compared to being married to your faith; think of three ways</p>	<p>Written Response: How did these activities today help you to understand "Ujamma"? Why do you say that?</p>	<p><i>Christ Our Life, Chapter Eighteen, "Things to Do at Home", #3, Page 153</i> - Complete something special for your family and be ready to share it tomorrow!</p>	<p><i>Christ Our Life, Chapter Eighteen, "Things to Do at Home", #4, Page 153</i> - Write a special prayer for your family to pray together! Share with your parents tonight</p>

Unit : Easter and Lent

<b>Religion Phrase to Memorize:</b>	<b>John 15:13 - "There is no greater love than to lay down one's life for one's friends."</b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	<p>Discussion: Review Religion Phrase to Memorize; what does this mean? How does this phrase make you feel? What is God/Jesus trying to say to us in this message? - 10 min</p>	<p>Watch "The True Story of St. Patrick" on YouTube (7:43 min) and discuss the story of Saint Patrick and his true story verses the prior knowledge that we may have had beforehand - 15 min</p>	<p><i>Christ Our Life, Special Seasons and Lessons, "Lent", Pages 223-224</i> - Read aloud and discuss what Lent means; what are you as a young Christian supposed to do at Lent? What are three practices that you can to remember Christ more during Lent? What are alms? What do Catholics do on Fridays during Lent? - 15 min</p>	<p><i>Christ Our Life, Chapter Eighteen, "Gather and Go Forth", Page 155</i> - Read aloud and answer the question; Review "We Proclaim Our Faith" and discuss each box as a class; How does Ephesians 3:14-15 relate to you? - 10 min</p>	<p>Quiz: Religion Phrase to Memorize and Saints from this week - 15 min</p>

Week 25	<p>Watch "Discovering our Saint's - St. Katharine Drexel" on YouTube (2:20 min) and discuss: how did Katharine feel about her high amount of wealth? What order did she found? What two groups of people did she dedicate her life to preaching to and helping? St. Katharine visited our parish many years ago, how do you feel about that? Think back to the study of our Parish and Community History; Discussion: How did Saint Katharine Drexel influence our school in our parish's history? How did she assist the city of Cleveland? What historical honors does our parish and school have? How did St. Katharine influence that? - 15 min</p>	<p>(Part I of II) Teacher to bring in old magazines, newspapers, or similar materials; using construction paper students will create collages based upon strong marriages and positive relationships; students will do this by cutting out the images and gluing them to the construction paper; collages should focus on positive images, love, strength, honesty, and images surrounding that; Internet may be used for assistance but use of magazines and old periodicals is preferred; students will write a paragraph about how their collage relates to a positive marriage and relationship; what does their collage represent? - 30 min</p>	<p>(Part II of II) Teacher to bring in old magazines, newspapers, or similar materials; using construction paper students will create collages based upon strong marriages and positive relationships; students will do this by cutting out the images and gluing them to the construction paper; collages should focus on positive images, love, strength, honesty, and images surrounding that; Internet may be used for assistance but use of magazines and old periodicals is preferred; students will write a paragraph about how their collage relates to a positive marriage and relationship; what does their collage represent? - 30 min</p>	<p>Watch "THE CHAPLET OF DIVINE MERCY IN SONG" on YouTube (17:31 min) and recite together as a class - 20 min</p>	<p>Teacher to schedule a visit by Cary W. Dabney from the Diocese of Cleveland, Office of Ministry to African American Catholics; call (216) 696-6525 x 3020 or go online to "<a href="http://www.dioceseofcleveland.org/offices/parish-life/faith-culture/african-american-ministry/contact">www.dioceseofcleveland.org/offices/parish-life/faith-culture/african-american-ministry/contact</a>" to contact him; have him speak about the importance of Marriage and family for the African American family and how children can learn and strive to be good family members in Christ's image; inform Mr. Blythewood of his visit as they have a previous connection - 30 min</p>
	<p><i>Christ Our Life, Chapter Eighteen Review, Page 154</i> - As a class, discuss and answer "Virtues for Marriage"; review responses and what makes a good marriage; students to individually answer "Love and Marriage"; student-teacher to lead discussion of review; students to discuss what they think love is and how people should love each other; students to discuss how important honesty and truth are in relationships - 15 min</p>			<p><i>Christ Our Life, Chapter Eighteen, "A Catholic to Know", Page 156</i> - Read aloud and discuss Saint Maria Goretti; discuss "My Way to Faith" and complete the questions below - 10 min</p>	
Daily Homework:	<p>Written Response: How important is honesty in a relationship? Can a strong relationship exist without honesty? Why or why not? (one paragraph)</p>	<p>Written Response: What do you consider the three most important parts of a marriage? Why do you think that?</p>	<p>Written Response: The Bible states that a family is a symbol of love and unity; why do you think this is so? Provide two examples of how this is so? (one paragraph)</p>	<p>Study for quiz tomorrow about Religion Phrase to Memorize and Saints that we studied</p>	<p>Written Response: How did the visit today by Cary Dabney influence you to want to lead a good family life and be a good spouse one day? (one paragraph)</p>
<b>Important Note:</b>	<b>Teacher to schedule Guest Speaker in Week 29 at this time.</b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	<p><i>Christ Our Life, Chapter Nineteen, Pages 157-158</i> - Read aloud and discuss the Sacrament of Holy Orders; use a "Concept Map" to outline how the Sacrament is organized into ordination, clergy, and laity; based upon the reading, how is a deacon different than a priest? - 20 min</p>	<p><i>Christ Our Life, Chapter Nineteen, Pages 159-160</i> - Read aloud and discuss the role of priests and deacons in the community; what can deacons do that priests cannot do? Do all priests serve parishes? If not, what else do they do? How does a deacon's appearance resemble a priest? - 15 min</p>	<p>Students to go to the following website "<a href="http://www.borromeoseminary.org/">www.borromeoseminary.org/</a>" and review what Borromeo Seminary is; scroll down to the link that says "Meet the Borromeo Seminarists" and click the links to read about the men studying to become priests (some have profiles, others do not); what do many of them say was the reasoning why they felt the call to be a priest? - 15 min</p>	<p><i>Christ Our Life, Chapter Nineteen, "Gather and Go Forth", Page 163</i> - Read aloud and answer the question; Review "We Proclaim Our Faith" and discuss each box as a class; How does John 20:21 relate to you? - 10 min</p>	<p><i>Christ Our Life, Chapter Twenty, Unit Four Review, Page 167</i> - As a class review the Seven Sacraments and discuss each of them; complete "The Seven Sacraments" together and review each's importance in our lives; how many times can we receive each of them? - 15 min</p>

Week 26	<p>Discussion: As a class, list the steps involved in ordination; come up with at least eight steps; what are the difference in some steps verses the others? Teacher to use Google Images to display a "paten, chalice, stole" so that students may recognize these items from Mass - 15 min</p>	<p>Students to go to the following website "www.scripturecatholic.com/becoming-a-catholic-priest/" and review what the requirements are to be a Catholic priest; why do you think some of these are requirements? Do you need to go to college? How long does it take to become a priest? What is a seminary? Are you able to "try out" being a priest? Why or why not? - 15 min</p>	<p><i>Christ Our Life, Chapter Nineteen, Page 162</i> - As a class complete "Servants of the Church" and discuss the difference between Bishop, Priest, and Deacon; referring back to the Holy Orders process, complete "Ordination Information" together as a class and discuss the steps in the process - 15 min</p>	<p><i>Christ Our Life, Chapter Twenty, Unit Four Review, Pages 165-166</i> - Read aloud as a class and review the Sacraments; complete "Living the Message" privately; students in pairs, use the Bible or Google to answer "Listening to His Call" and discuss as a class how each person listened to Jesus' call to them - 20 min</p>	<p>(Part I of III) Using a poster board that was cut in half, students will illustrate to the BEST OF THEIR ABILITIES a symbol for one of the Seven Sacraments on each half; each student will complete TWO SACRAMENTS so they will therefore complete this assignment twice; students will write the name of the Sacrament, the illustrated and colored symbol, write a description of it, write why we NEED this Sacrament, write how Jesus calls us to receive this Sacrament, and include two religious symbols used in the Sacrament; students will decorate their poster board to make it look beautiful and proudly present it in the classroom or hallways - 30 min</p>
	<p>Watch "Holy Orders   Catholic Central" on YouTube (7:03 min) and discuss the Sacrament of Holy Orders; where in the Bible does the need for priests come up? How does Jesus indicate that He wants priests to be part of His church? What is the purpose of Bishops, priests, and deacons? - 15 min</p>	<p>Students to go to the following website "www.ohiocathconf.org/about/ohio-dioceses" and discuss the six different Diocese in Ohio; which is the largest? Why do you think that is? What large cities are inside some Dioceses? Teacher to Google "Population Density Map Ohio" to show where the majority of people live in Ohio; why do you think the Diocese are shaped this way? Compare the two sites to review the Diocese shapes and suggest reasonings for them - 10 min</p>	<p><i>Christ Our Life, Chapter Nineteen, Pages 157-160</i> - Students in pairs, create a table with three columns with the headings "Bishop", "Priest", and "Deacon" at the top of each; students to reference this section to assist in completion; students will write a description of what each person does in the church and how they are different yet similar; have at least three statements for each; share with the class when complete - 20 min</p>	<p><i>Christ Our Life, Chapter Twenty, Unit Four Review, Pages 168-169</i> - Students to individually partake as the "Readers" and the entire class to read as "All" while Teacher reads as the "Leader"; complete the prayer service with meditation music playing afterwards to allow for silent reflection and peace - 10 min</p>	
Daily Homework:	<p>What are three qualities that you expect from a good religious leader? Why are each of these three important to you?</p>	<p>Do you think that the Dioceses in Ohio are divided evenly? Why or why not?</p>	<p>Which of the seven Sacraments is most important in your opinion? Why is that?</p>	<p><i>Christ Our Life, Chapter Twenty, Unit Four Review, Page 165</i> - Complete "A Moment with Jesus" at home</p>	<p><i>Christ Our Life, Chapter Twenty, Page 170</i> - Complete "Planning to Grow"; due tomorrow!</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 27	<p><i>Christ Our Life, Chapter Twenty, "Gather and Go Forth", Page 171</i> - Read aloud and answer the question; Review "We Proclaim Our Faith" and discuss each box as a class; How does 2 Timothy 1:9 relate to you? - 10 min</p>	<p><i>Christ Our Life, Chapter Nineteen, "A Catholic to Know", Page 164</i> - Read aloud and discuss Saint Maximilian Mary Kolbe; discuss "My Way to Faith" and complete the questions below - 10 min</p>	<p><i>Christ Our Life, Special Seasons and Lessons, "Holy Week", Pages 225-226</i> - Read aloud and discuss what Holy Week is; What is the Passion of Christ? What is Good Friday and the Easter Vigil? Complete "Symbols of Holy Week" and discuss - 15 min</p>	<p><i>Christ Our Life, Chapter Twenty, "A Catholic to Know", Page 172</i> - Read aloud and discuss Saint Ignatius of Loyola; discuss "My Way to Faith" and complete the questions below - 10 min</p>	<p><i>Christ Our Life, Special Seasons and Lessons, "Easter", Pages 227-228</i> - Read aloud and discuss what Easter is; Why is this day important in Christianity? Why is Easter the greatest festival in the Christian calendar? Write the "Easter Poem" and share with the class - 20 min</p>
	<p>(Part II of III) Using a poster board that was cut in half, students will illustrate to the BEST OF THEIR ABILITIES a symbol for one of the Seven Sacraments on each half; each student will complete TWO SACRAMENTS so they will therefore complete this assignment twice; students will write the name of the Sacrament, the illustrated and colored symbol, write a description of it,</p>	<p>(Part III of III) Using a poster board that was cut in half, students will illustrate to the BEST OF THEIR ABILITIES a symbol for one of the Seven Sacraments on each half; each student will complete TWO SACRAMENTS so they will therefore complete this assignment twice; students will write the name of the Sacrament, the illustrated and colored symbol, write a description of it,</p>	<p><i>Christ Our Life, Chapter Twenty, "Family Feature", Pages 172a-172d</i> - Read aloud and discuss how Easter is major celebration and holiday in the Christian church; review "Time to Listen" and contemplate which of these you options is something you can do easily at home; Discuss Samuel's call to serve God; how is God calling you? Discuss "A Life Lived" and how you can help people in your neighborhood - 20 min</p>	<p>Teacher to go the following website "https://thefest.us/" and show the festival that is held at Borromeo Seminary for the last twenty years; over 50,000 attended last year to this ONE DAY EVENT; go to the "Event Info" link and review the links for "Kids" and "Teens" to do; Go to the "About" tab to learn more about The Fest and the bands that have played there; check out other "Event Info" links; why does the Diocese Seminary host such a large festival for families? - 15 min</p>	<p><i>Christ Our Life, Chapter Twenty-One, Page 176</i> - Review aloud the section on "We Value Human Life" and discuss how God wants us to take care of our bodies; how did Jesus show us that our bodies are sacred? As a class create a list of things that people do that show that they DO NOT CARE for their bodies; discuss how these activities could show a lack of concern for their body or health; how could these lead to violating a commandment? - 10 min</p>

	write why we NEED this Sacrament, write how Jesus calls us to receive this Sacrament, and include two religious symbols used in the Sacrament; students will decorate their poster board to make it look beautiful and proudly present it in the classroom or hallways - 30 min	write why we NEED this Sacrament, write how Jesus calls us to receive this Sacrament, and include two religious symbols used in the Sacrament; students will decorate their poster board to make it look beautiful and proudly present it in the classroom or hallways - 30 min	Discuss as a class how you can help newborn babies in a hospital or recovery home; Teacher to go to the following website "www.hannahshome.org/" to review babies and their mothers in need; students to decide what they can do to help the children at Hannah's Home or similar institutions; Teacher to contact Hannah's Home to see if our students can volunteer to help clean and help - 10 min	<i>Christ Our Life, Chapter Twenty-One, Pages 174-176</i> - Read aloud and discuss how sacred and wonderful the gift of life is; discuss Mattie and his battle with muscular dystrophy; how did Mattie adjust his life to cope with his illness? What does the 5th Commandment say? How does abusing drugs or alcohol go against this? How can we better value human life? - 15 min	<i>Christ Our Life, Chapter Twenty-One, Pages 177-178</i> - Read aloud and discuss how Mother Teresa of Calcutta showed love and concern for all human life when others around her did not; review the list of how we should respect all people; what are ways that we should care for ourselves and others better? - 10 min
Daily Homework:	<i>Christ Our Life, Chapter Nineteen, Page 161</i> - Define the "Words to Know" in your own words	<i>Christ Our Life, Chapter Nineteen, "Things to Do at Home, #1, Page 161</i> - Discuss what you've learned about priests with your family; how have priests or pastors helped your family?	What is something that you can do to celebrate the Easter Season and make it better for others?	How is "all life precious" in God's eyes? How can we be more accepting of others who are different than us?	<i>Christ Our Life, Chapter Twenty-One, Page 177</i> - Read "A Moment with Jesus" at home and complete this moment in peace privately
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 28	<i>Christ Our Life, Chapter Twenty-One, Page 178</i> - Review the lists of respecting our own lives and others; how are abortion, drug & alcohol abuse, promoting violence, and reckless behavior against God's will? How should people show respect for each other and their bodies? Why is it a sin to make fun of people who are different than us? - 15 min	Discussion: review the previous discussions of respecting life, opposing abortion, and respecting all people; how does TV and music go against this command by God sometimes? Discuss and create a list of how TV, music, and radio can be sinful at times - 15 min	Teacher to provide and review permission slips to watch the movie "King of Kings" (PG-13) and requires permission slip to watch; discuss the field trip to the Bishop Cosgrove Center to work next week, include permission slips - 10 min	<i>Christ Our Life, Chapter Twenty-One Review, Page 180</i> - Read the story about Clinton Hill and discuss your ideas as a class; discuss how you can make changes like Clinton did, how can your plans and changes lead to better things in your life? Complete the paragraph and share with the class - 15 min	<i>Christ Our Life, Chapter Twenty-One, "Gather and Go Forth", Page 181</i> - Read aloud and answer the question; Review "We Proclaim Our Faith" and discuss each box as a class; How does 1 John 3:18 relate to you? - 10 min
	Students in pairs, create a T-chart of five things that are abusing our bodies (left side) and how this could lead to greater sin (right side) by us or others; share lists with the class and discuss; how is associating with bad people a direct way into sinning? - 20 min	Create a poster advocating for and respecting all life; ideas can include taking care of babies, unifying families, being against abortion, taking care of the elderly, being kind to others,	Review Practice AIR Tests for grade level; students will need a Chromebook or iPad;	Review Practice AIR Tests for grade level; students will need a Chromebook or iPad;	Review Practice AIR Tests for grade level; students will need a Chromebook

	<i>Christ Our Life, Chapter Twenty-One, "Things to Do at Home", #2, Page 179</i> - Create a list of ways that you can be healthy and caring for your body every day; have realistic goals that you can do everyday; share with the class if you would like - 10 min	showing care for the needy, and respecting others even if they're different; include illustrations and color your posters; BEST EFFORT required, advocacy on the student's part should be obvious - 30 min	found on " <a href="https://oh.portal.airast.org/users/students-and-families.shtml">https://oh.portal.airast.org/users/students-and-families.shtml</a> " - 30 min	found on " <a href="https://oh.portal.airast.org/users/students-and-families.shtml">https://oh.portal.airast.org/users/students-and-families.shtml</a> " - 30 min	or iPad; found on " <a href="https://oh.portal.airast.org/users/students-and-families.shtml">https://oh.portal.airast.org/users/students-and-families.shtml</a> " - 30 min
Daily Homework:	<i>Christ Our Life, Chapter Twenty-One, "Things to Do at Home", #1, Page 179</i> - Discuss with a family member how Jesus calls us to respect life; make a list of five ways; due tomorrow!	Written Response: Do you think we, as Clevelanders, do enough to take care of the elderly, infants, and those unable to care for themselves? Why or why not? (one paragraph)	Have your permission slip signed so that you can watch the Easter-related movie!	<i>Christ Our Life, Chapter Twenty-One, "Things to Do at Home", #4, Page 179</i> - Discuss and write a prayer for world peace that you can pray with your family; invite your family to add to the prayer for the entire world	Create three questions that you think may be on the AIR test based upon your studies today

Unit :

**Faith Focus: Imani = Faith; To believe in God, family, heritage, leaders and others that will lead to victory around the world.**

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 29	<i>Christ Our Life, Special Seasons and Lessons, "Pentecost", Pages 229-230</i> - Read aloud and discuss why Pentecost is a HUGE feast day in Christianity; why don't we celebrate it as such? What happens on Pentecost? How is this day the beginning of the church? How can every priest trace their duties back to this day? - 15 min	Discussion: What is "Imani"? Name some of our leaders, how are they helping us to be better as a community? What are some things that they are doing to make us better? How can you help them to help our community? - 10 min	Students in pairs, answer and share: How does faith play a role in our school? What would our school be like with Religion? How important is faith in your life? What can we do together to expand faith in our lives? Relate to Imani - 10 min		Watch "THE HOLY ROSARY" on YouTube (20:01 min) and pray together as a class - 20 min
	Schedule a guest speaker about being a seminarian to visit the students and speak with them; contact Father Michael McCandless, the seminary vocation director, at Borromeo Seminary; Father McCandless can be reached by phone at 440-943-7660; he is a young and friendly priest and many students really engage well with him; ask Father Mike to talk for about 20-30 minutes and express the importance of seeking a religious life and God in our lives; ask him to stress that God calls	<i>Christ Our Life, Special Seasons and Lessons, "Our Lady of Fatima", Pages 231-232</i> - Read aloud and discuss Mary's appearance to the shephard children in Portugal; who appeared first? What was Mary's message to the children? Watch "The Miracle of the Sun in Fatima October 13, 1917" on YouTube (5:33 min) and discuss that over 100,000 people saw the sun dance across the sky as Lucia said it would due to Mary's appearance - 20 min	Students in groups of 3 or 4, answer and share: How has culture helped to shape our community? Could we do more to help our community? If so, what could we do? If not, what are we doing positively? How has our culture lead our community in the right direction? Incorporate Imani - 15 min	Field Trip to the Bishop Cosgrove Center to volunteer to help the needy and poor in our community; visit " <a href="https://ccdocle.org/facility/bishop-william-m-cosgrove-center">https://ccdocle.org/facility/bishop-william-m-cosgrove-center</a> " to set up the trip; Call 216-781-8262 for information; we have volunteered here in the past; ask to bag groceries or help with food; located at 1736 Superior Avenue East, Cleveland OH 44114	Quick Write: How does praying the Rosary help us to honor Mary, Jesus, and God the Father? Why did Mary tell the children at Fatima to "pray for all souls, especially those that need it most"? Why should you pray the Rosary? Who do you dedicate your prayer to? - 15 min



	lives; ask him to stress that God calls men and women to lead saintly lives and that we all should listen for His call; Father Mike is IMPORTANT in the Diocese and we should take photos of his visit; Mr. Smith & Mrs. Smith need to know in advance of his visit - 30 min	Teacher and students go to the following website " <a href="http://www.nationalgeographic.com/news/2015/11/151113-virgin-mary-sightings-map/">www.nationalgeographic.com/news/2015/11/151113-virgin-mary-sightings-map/</a> " and review how Mary has appeared across the world to Christians everywhere; how does Mary display the concept of Imani in doing this? Discuss her visits and to the people she appeared to - 15 min	<i>Christ Our Life, "Showing Our Love for the World", 253-254</i> - Revisit these pages from earlier this school year; how have your thoughts and feelings grown about helping others and concern for them through the year? How does Imani relate to mercy and love for others? - 15 min		<i>Christ Our Life, Chapter Twenty-One, "A Catholic to Know", Page 182</i> - Read aloud and discuss Saint Jerome; discuss "My Way to Faith" and complete the questions below - 10 min
Daily Homework:	How did Father Mike's visit help you to understand being a priest better?	Written Response: What are five things that you can do to promote faith or culture in your community?	Discuss with your family the concept of Imani; what do they feel about it? How do they feel that they can help?	How did the visit today to the Cosgrove Center help you to understand how God calls us to serve others better?	How does prayer personally lead you to God more closely?
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 30	Introduce "King of Kings" and the religious content behind it; Explain that it provides an overview of the life of Jesus Christ and how it ends with His death and resurrection - 10 min  Watch "King of Kings" in class; Permission slip needed, on DVD, Rated PG-13, 1961 version; students who do not turn in permission slip must leave the room and complete an alternate assignment - 30 min	Watch "King of Kings" in class; Permission slip needed, on DVD, Rated PG-13, 1961 version; students who do not turn in permission slip must leave the room and complete an alternate assignment - 35 min	Watch "King of Kings" in class; Permission slip needed, on DVD, Rated PG-13, 1961 version; students who do not turn in permission slip must leave the room and complete an alternate assignment - 35 min	Watch "King of Kings" in class; Permission slip needed, on DVD, Rated PG-13, 1961 version; students who do not turn in permission slip must leave the room and complete an alternate assignment - 35 min	Finish watching the movie "King of Kings" in class; Permission slip needed, on DVD, Rated PG-13, 1961 version; students who do not turn in permission slip must leave the room and complete an alternate assignment - 35 min
Daily Homework:	Written Response: What did you learn today about the life of Jesus from watching "King of Kings" today? (one paragraph)	Written Response: What did you learn today about the life of Jesus from watching "King of Kings" today? (one paragraph)	Written Response: What did you learn today about the life of Jesus from watching "King of Kings" today? (one paragraph)	Written Response: What did you learn today about the life of Jesus from watching "King of Kings" today? (one paragraph)	Written Response: What did you learn today about the life of Jesus from watching "King of Kings" today? (one paragraph)
<b>Distant Neighbors Project:</b>	<b><i>Students to go to the following website "<a href="http://www.culturalgardens.org/garden/">www.culturalgardens.org/garden/</a>" to select one culture from the list of those that are presented in the Cleveland Cultural Gardens; using the "Family Feature" section in Christ Our Life, pages 214a-214d, students will learn about distant neighbors and different cultures of people that live within our community from a religious perspective. Students to learn about the following: what is happening presently in their chosen country, five facts about that country, three reasons why people immigrated to Cleveland (or the USA, in general), about popular music and movies of that country, the name of their language, how to say "hello" and "goodbye" in that language, games that children typically play there, cultural food served there, and what is the major religion in that country. Students will present their information in Google Slides and submit it to the Teacher when complete. For extra credit, students to go with their family to a restaurant of this culture and eat a meal; bring a copy of their menu or take photo of your family at the restaurant to the Teacher as evidence of your trip! While there, ask if people of that culture's descent are there currently so that you can discuss with them their culture, this project, and welcoming them as neighbors. Students will take a trip to the Cleveland Cultural Gardens to visit this culture's garden as displayed in Rockefeller Park.</i></b>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

	<p>Watch "St. James the Lesser, May 3" on YouTube (2:35 min) and discuss Saint James the Less; what well-known Apostle did he work closely with? How did James the Lesser become martyred? What city was he Bishop of? What did he supposedly never cut or drink? What did he stress as important in showing your faith in God? - 10 min</p>	<p>Watch "St. Elizabeth Ann Seton HD" on YouTube (2:57 min) and discuss; What is she the patron saint of? Is she a modern saint or an older saint? Was she always Catholic? How many children did she have (5 natural, 6 step-children)? Who turned her towards being Catholic? What did she famously open? How old was she when she died? - 10 min</p>	<p><i>Christ Our Life, Chapter Twenty-Two, Page 186</i> - As a class review "Helps to Chastity" and the ways that we can respect our bodies; as a class, create a list on the board (Teacher to write) of ways that you/we were influenced negatively by TV or music; what are messages or images that you saw that are not Christ-like within the last week? As a class, discuss why these images lead to coveting - 15 min</p>	<p><i>Christ Our Life, Chapter Twenty-Two, "A Catholic to Know", Page 190</i> - Read aloud and discuss Mary, the Mother of Jesus; discuss "My Way to Faith" and complete the questions below - 10 min</p>	<p>Quiz: Saints from this week (James the Lesser, Elizabeth Ann Seton) - 10 min</p>
Week 31	<p><i>Christ Our Life, Chapter Twenty-Two, Pages 183-184</i> - Teacher to read aloud and discuss with the class what the terms "chastity" and "covet" mean; as a class complete "Do and Do Not" and discuss how Mary can be a model for us to follow - 20 min</p>	<p><i>Christ Our Life, Chapter Twenty-Two, Pages 185-186</i> - Students in pairs, read together about how God helps us to be chaste; as a pair, discuss how you may respond to "Take Control!"; Teacher to create an open environment of speech and generate openness to talk, then discuss honest feelings about inappropriate images or songs; how can movies with inappropriate images or songs with bad lyrics make us think or do bad things? - 20 min</p>	<p><i>Christ Our Life, Chapter Twenty-Two, "Things to Do at Home", #2, Page 187</i> - Students in groups of 3 or 4, discuss and create a list of ways that your body is a temple of God (think of this spiritually and symbolically); then discuss and create a second list of ways that people desecrate their bodies or temples of God; what are things that people do to themselves or their bodies that harms their bodies (and destroys the temple); compare and share lists as a class; what patterns do you see? - 20 min</p>	<p><i>Christ Our Life, "Family Feature", Pages 214a-214d</i> - Review this section from previous reading about neighbors and treating others with respect; review the story of the Good Samaritan and how he helped the injured man while others left him on the roadside; Teacher to introduce cultural project about learning more about others in our city based upon this section; Teacher to adapt statements as needed and review requirements and discuss the field trip - 15 min</p>	<p><i>Christ Our Life, Chapter Twenty-Two, "Gather and Go Forth", Page 189</i> - Read aloud and answer the question; Review "We Proclaim Our Faith" and discuss each box as a class; Discuss as a class how <i>Acts of the Apostles 5:32</i> relates to you? - 10 min</p>
	<p>Students in pairs, using a T-Chart students will discuss ways that people covet other people or their things (left) and how we can appropriately desire things or relationships (right); students discuss in pairs, Teacher to assist each pair and review as a class; what is adultery? How is it related to coveting? - 20 min</p>	<p>Students to work individually, write down the lyrics to your favorite song; use Google to complete this task if possible; now imagine if Jesus was physically standing with you as you read each line, would He approve of this song? Why or why not? Take this exercise seriously to help you to understand good choices in movies and music - 20 min</p>	<p><i>Christ Our Life, Chapter Twenty-Two Review, Page 188</i> - Students in pairs, complete "Paul's Message" together; Teacher to assist by walking to each pair to assist as needed; As a class students to review each number and the message; how does this message relate to our lives? - 20 min</p>	<p>In-class time to work on Cultural Gardens Project - 30 min</p>	<p>In-class time to work on Cultural Gardens Project - 30 min</p>
Daily Homework:	<p><i>Christ Our Life, Chapter Twenty-Two, "Things to Do at Home", #1, Page 187</i> - Discuss with a family member (parent, g'parent) you as a baby and see photos; thank them for their help raising you!</p>	<p>Students to listen to the radio station "95.5 THE FISH" today for 20 minutes; was this music acceptable? Why or why not? Did you enjoy the music? Would you listen to this station again?</p>	<p><i>Christ Our Life, Chapter Twenty-Two, "Things to Do at Home", #3, Page 187</i> - Discuss with a parent the TV shows that you watch; do they respect married life and the human body? Do they respect life in general? Write your thoughts, due tomorrow!</p>	<p><i>Christ Our Life, Chapter Twenty-Two, "Things to Do at Home", #4, Page 187</i> - Discuss with a parent how you can pray more as a family; the Hail Mary is a great prayer, but maybe there are others to incorporate as well!</p>	<p>Discuss with your parents your Cultural Gardens Project and the culture that you're learning about; what are their thoughts?</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 32	<p>Watch "St. Joseph HD" on YouTube (3:16 min) and discuss Joseph's relationship to Mary and Jesus; What was his job? How do we know that Joseph was not wealthy? What did Joseph do when he found out that Mary was pregnant before they were married? Who appeared to him to tell him about Jesus? What do we believe happened to Joseph when Jesus was still a child? - 10 min</p>	<p>Watch "St. Michael the Archangel HD" on YouTube (2:27 min) and discuss who Michael was in the army of God; What does Archangel mean? Where does Michael live? What are his four offices or responsibilities? How many times does Michael appear in the Bible? Who is he the patron saint of? - 10 min</p>	<p>Students and Teacher to go to the following website <a href="http://www.bibleinfo.com/en/questions/what-are-seven-deadly-sins">"www.bibleinfo.com/en/questions/what-are-seven-deadly-sins"</a> and read about the Seven Deadly Sins; what are each of the sins and how do they relate to coveting, chaste, and sharing; students to reflect upon which sins they commit the most and how they could avoid them; What is "blasphemy against the Holy Spirit"? Read and discuss this section - 20 min</p>	<p><i>Christ Our Life, Chapter Twenty-Three, Page 194</i> - Review the story of Saint Lawrence and him serving the needy in the face of death; review the homework and organizations that are working with others; go to the following website <a href="http://www.greaterclevelandfoodbank.org/">"www.greaterclevelandfoodbank.org/"</a> to review how they are feeding others in need; how are they similar to Saint Lawrence? How many people can \$1.00 feed at the foodbank? Should we hold a hunger drive at our school? - 15 min</p>	<p>Quiz: Saints from this week (Joseph, Michael the Archangel)- 15 min</p>
	<p><i>Christ Our Life, Chapter Twenty-Three, Pages 191-192</i> - Read aloud; students to write three notes while reading about how they can better control their desires; how does coveting goods relate to coveting people? How are stealing and coveting something similar yet different? Students in pairs, read together <i>Luke 12:16-21</i> in the Bible and answer the questions; discuss your answers as a class - 25 min</p>	<p><i>Christ Our Life, Chapter Twenty-Three, Pages 193-194</i> - Students in pairs, read about how to appropriately share; complete "Just Share" and "Justice to All"; students to create a T-chart and list ways that we can share with each other at school (left) and at home (right); Teacher to assist as needed, discuss lists as a class, what similarities do you notice in lists? Discuss plans of how we all can be nicer to others at school and at home - 20 min</p>	<p>Students to go to the following website <a href="http://www.habitat.org/">"www.habitat.org/"</a> and go to "Learn about Our Work" to learn about Habitat for Humanity; click the link that states "Find Your Local Habitat" to learn about this organization in Cleveland; how have they helped Clevelanders? Discuss how they're sharing resources and materials to lead the way for others in our city - 15 min</p>	<p>As a class, read aloud "Matthew 6:20-21" in the Bible and discuss what Jesus calls the riches of the church; what are your thoughts about this? How do you think most of the world is responding to this? Students in pairs, create a "Concept Map" outlining the differences between how Jesus outlines the riches of the world and how the world glamorizes vanity, money, sexual nature, and possessions; share and discuss your maps with the class - 25 min</p>	<p><i>Christ Our Life, Chapter Twenty-Three Review, Page 196</i> - Students in groups of 3 or 4, complete "Acrostic on Justice" together; review the chapter together and select the terms that best complete the section; complete the crossword puzzle together; Teacher to review terms and the work as a class - 20 min</p>
	<p>In-class time to work on Cultural Gardens Project - 20 min</p>	<p><i>Christ Our Life, Chapter Twenty-Three Summary, "Things to Do at Home", #3, Page 195</i> - Students in pairs, create a list with three columns about how your money, food, and school supplies can be shared appropriately with others; using a scale from 1 (low) to 10 (high), rank how likely you are to do this sharing; why do you rate it this number? Discuss your responses and ratings as a class; Teacher to lead discussion and review - 20 min</p>	<p>Students to work privately on this section; create a list of The Seven Deadly Sins and think of ways that you committed each of these sins; what can you do to avoid these sins in the future? Students to reflect upon these sins and write their Teacher a note about whether or not they would like to speak with a religious staff member at our school about these sins or mentoring about them; if students would like to talk about them, Teacher to contact parents for permission - 20 min</p>	<p><i>Christ Our Life, Chapter Twenty-Three, "Things to Do at Home", #1, Page 195</i> - Review and discuss good rules for your home; students to write a list of three rules that they can share with those at their home regarding respect and sharing; students to take their lists home today to share - 10 min</p>	<p>In-class time to work on Cultural Gardens Project - 20 min</p>
<p>Daily Homework:</p>	<p><i>Christ Our Life, Chapter Twenty-Three, Page 192</i> - Read "A Moment with Jesus" and say the prayer as directed</p>	<p>Discuss with a parent about only purchasing items from companies that pay their employees fairly; how do they feel about this? Do you think that you could do this? Why or why not? Due tomorrow!</p>	<p><i>Christ Our Life, Chapter Twenty-Three, "Things to Do at Home", #2, Page 195</i> - Look online or watch the news for an organization, church, or religious group that is working to help others; how can you help? Write a few sentences about what they are doing</p>	<p>Share your "Respect Rules" with others at home and why we should share with others; include stories of Habitat for Humanity and the Greater Cleveland Foodbank</p>	<p><i>Christ Our Life, Chapter Twenty-Three Review, Page 196</i> - Complete "A Just World" by writing at least three sentences around the Earth; due tomorrow!</p>

Unit :

Faith Focus: Kumba = Creativity; To find new innovative ways to leave communities in more beautiful and beneficial ways than the community inherited.

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 33	Discussion: What is "Kumba"? How is our school being innovative with technology and learning? What ways are we innovative in our community? What places in our community help to keep it beautiful and clean? What agencies are helping to lead our community in an innovative way? - 10 min	<i>Christ Our Life, Chapter Twenty-Three, "Gather and Go Forth", Page 197</i> - Read aloud and answer the question; Review "We Proclaim Our Faith" and discuss each box as a class; Discuss as a class how <i>Mathew 25:40</i> relates to you? - 10 min	Students to go to the following website "www.onlyinyourstate.com/ohio/cleveland/beautiful-places-cleveland/" and review Kumba in regards to how we can continue to leave the world beautiful and better then when we got here; how can we preserve our history while brightening our future? - 15 min	(Part I of II) Teacher to gather rocks that are about the size of a fist or smaller; Teacher to provide EACH STUDENT with a rock; students will use paints to colorfully and cheerfully paint the rocks; designs, stars, shapes, smiles, and other fun things may be painted - 30 min	(Part II of II) After the paint dried on the rocks, students will use a black permanent marker to carefully write a message of kindness, love, or encouragement; it may be a short Bible verse; students to let ink dry, then take home and share with a neighbor or family member that needs encouragement today - 20 min
	Students in pairs, answer and share: How does technology provide a future for our children? What are jobs in technology that kids today can have ten years from now? How is technology making our world better? - 15 min	<i>Christ Our Life, Chapter Twenty-Three, "A Catholic to Know", Page 198</i> - Read aloud and discuss Saint Augustine; discuss "My Way to Faith" and complete the questions below - 10 min	<i>Christ Our Life, Chapter Twenty-Four, Pages 199-200</i> - Read aloud and discuss Jesus' comment "What is Truth?" and "I am the way and the truth and the life"; what do you think He means by these statements? Students in pairs, discuss and write your thoughts about each of these two statements; share with the class, how are we displaying Jesus' words in our lives? - 20 min	<i>Christ Our Life, Chapter Twenty-Four, Pages 201-202</i> - Read aloud and discuss how kind words bring up others; how can we defend others' name and their dignity? Teacher to review the list of things to not do on page 201, what are some ways that we DO THAT and how can we avoid them? As a class, discuss openly "Feelings Affect Us" and how to make good choices - 15 min	<i>Christ Our Life, Chapter Twenty-Four, Page 200</i> - Students in pairs, complete "Why Speak Truth?"; review as a class and share results; Teacher to stress the importance of Truth and Jesus' message of "What is Truth?" to Pontius Pilate; How does Jesus stress that He is the truth? - 15 min
	Students in groups of 3 or 4, answer and share: How is the medical field preparing our world for tomorrow? What jobs in the medical field are available in your community? How can studying medicine prepare you for a career? What medical jobs can you think of? - 15 min	In-class time to work on Cultural Gardens Project - 30 min	In-class time to work on Cultural Gardens Project - 20 min	<i>Christ Our Life, Chapter Twenty-Four, "A Catholic to Know", Page 206</i> - Read aloud and discuss Saint Katharine Drexel; discuss "My Way to Faith" and complete the questions below - 10 min	<i>Christ Our Life, Chapter Twenty-Four Summary, # 1 Page 203</i> - Students the Telephone Game to see how the truth is distorted at times; play this several times to demonstrate; as a class, discuss rumors and how rumors about someone are horrible and a breaking of the 8th Commandment - 15 min
Daily Homework:	Written Response: Would you rather work in the technology field or medical field? Why do you feel that way?	How does Kumba relate to sharing with others? Create a list of three ways; due tomorrow!	Today we read about building our Christian Community, how does this relate to Kumba? Think of three ways; due tomorrow!	<i>Christ Our Life, Chapter Twenty-Four Summary, # 2, Page 203</i> - With an adult, complete a T-Chart listing pros and cons to telling the truth; due tomorrow!	<i>Christ Our Life, Chapter Twenty-Four Review, Page 204</i> - Complete "A Truth Test"; due tomorrow!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	Watch "St. Catherine of Siena HD" on YouTube (2:59 min) and discuss her early life; what habit did Catherine have? What happened when she turned 21? How did she influence the Pope at one point? How many letters did she write? - 10 min	Watch "St. Thérèse of Lisieux HD" on YouTube (2:39 min) and discuss; what is St. Therese also known as? What type of person was she as child? Who did she seek to join a convent at age 14? What did he body smell like when she was exhumed? - 10 min	Students to use their Chromebooks to find Bible passages of how Jesus is the Truth; students to copy the verse exactly and where it is located; Students to share the verses with their class and discuss how Jesus displays Himself as the truth for us to follow; students to use Google Drive to	Field Trip to the Cultural Gardens in Rockefeller Park in Cleveland; located off of Martin Luther King, Jr. Drive; students to visit the garden of the culture that they chose to learn more about: explore the garden and try to	Quiz: Saints from this week (Catherine of Siena, Therese of Lisieux) - 15 min

Week 34	<i>Christ Our Life, Chapter Twenty-Four Review, Page 204</i> - Students in groups of 3 or 4, complete "Be Builders of the Community" together and share your responses as a class; Teacher to mediate discuss and check answers for accuracy - 20 min	<i>Christ Our Life, Chapter Twenty-Four, "Gather and Go Forth", Page 205</i> - Read aloud and answer the question; Review "We Proclaim Our Faith" and discuss each box as a class; Discuss as a class how <i>Galatians 5:22-23</i> relates to you? - 10 min	write a reflection of how Jesus' words reflect the truth to them; how do they understand and know that Jesus' words are the way to follow for eternal life and a better life on Earth? - 25 min	learn something about this culture of people; students may visit other gardens as time permits and the class must travel as a group; there is NO CHARGE for this trip and Teacher to organize the trip around lunch hours - 55 min	Students to present their "Cultural Gardens Project" to the class - 40 min
	In-class time to work on Cultural Gardens Project - 20 min	In-class time to work on Cultural Gardens Project - 30 min	In-class time to work on Cultural Gardens Project - 25 min		
Daily Homework:	Work on your "Cultural Gardens Project", it is due in four days!	Work on your "Cultural Gardens Project", it is due in three days!	Prepare for the field trip tomorrow to the Cultural Gardens in Rockefeller Park in Cleveland	Finish your "Cultural Gardens Project", it is due tomorrow!	<i>Christ Our Life, Chapter Twenty-Four Summary, # 3, Page 203</i> - Pray the prayer to the Holy Spirit, found on your inside cover
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 35	Watch "St. Philomena HD" on YouTube (3:24 min) and discuss; what type of royalty was Philomena? How old was she when she was martyred? Who wanted to marry Philomena but she said no? What began happening after her bones when found? What is she the patron saint of? - 10 min	Watch "St. Paul HD" on YouTube (3:26 min) and discuss why he is one of the most influential saints; what was Paul's original name? What did he do before being Baptised? What famous Apostle did Paul meet? What two things did Paul do frequently to spread Jesus' word? How was Paul eventually martyred? - 10 min	<i>Christ Our Life, Chapter Twenty-Five, "We Celebrate", Pages 210-211</i> - Students to read the prayer service aloud; Teacher to read as "Jesus", while each other part is taken by a student; Teacher to play soft meditation or religious music before and after the service to set the tone of reflection - 15 min	<i>Christ Our Life, Chapter Twenty-Five, "Gather and Go Forth", Page 213</i> - Read aloud and answer the question; Review "We Proclaim Our Faith" and discuss each box as a class; Discuss as a class how <i>Ephesians 4:1-3</i> relates to you? - 10 min	Quiz on Saints from this week (Philomena, Paul) - 15 min
	<i>Christ Our Life, Chapter Twenty-Five, Page 207</i> - Read "Looking Back at Unit Five" aloud and privately complete "Living the Message" via Google Docs, submit to your Teacher when complete - 15 min	<i>Christ Our Life, Chapter Twenty-Five, Unit Five Review, Page 208</i> - Divide the class into three groups, one group to complete this section individually, one group to complete this section in pairs, and one group to work as one large group; Teacher to float to each section to assist as needed and discuss - 20 min	<i>Christ Our Life, Chapter Twenty-Five, Unit Five Review, Page 209</i> - Divide the class into three groups, one group to complete this section individually, one group to complete this section in pairs, and one group to work as one large group; Teacher to float to each section to assist as needed and discuss - 20 min	<i>Christ Our Life, Chapter Twenty-Five, "A Catholic to Know", Page 214</i> - Read aloud and discuss Saint Paul Miki and Companions; discuss "My Way to Faith" and complete the questions below - 10 min	Watch "THE CHAPLET OF DIVINE MERCY IN SONG" on YouTube (18:15 min) and recite together as a class - 20 min
	<i>Christ Our Life, Chapter Twenty-Five, Unit Five Review, Page 212</i> - Students will illustrate and color the block entitled "I respect life"; students to complete this heartfelt and with reflection; BEST ABILITY expected - 30 min	<i>Christ Our Life, Chapter Twenty-Five, Unit Five Review, Page 212</i> - Students will illustrate and color the block entitled "I make good choices"; students to complete this heartfelt and with reflection; BEST ABILITY expected - 30 min	<i>Christ Our Life, Chapter Twenty-Five, Unit Five Review, Page 212</i> - Students will illustrate and color the block entitled "I share my things"; students to complete this heartfelt and with reflection; BEST ABILITY expected with full color - 30 min	<i>Christ Our Life, Chapter Twenty-Five, Unit Five Review, Page 212</i> - Students will illustrate and color the block entitled "I speak the truth"; students to complete this heartfelt and with reflection; BEST ABILITY expected with full colored - 30 min	Students to write a reflection on how they grew spiritually and as a Christian in Religion class this year; students to provide examples and write in proper sentences and grammar - 20 min
Daily Homework:	Complete your illustration and coloring from class today about "I respect life" if you did not already; due tomorrow!	Complete your illustration and coloring from class today about "I make good choices" if you did not already; due tomorrow!	Complete your illustration and coloring from class today about "I share my things" if you did not already; due tomorrow!	Complete your illustration and coloring from class today about "I speak the truth" if you did not already; due tomorrow!	<i>Christ Our Life, Chapter Twenty-Five, Page 214d</i> - Read and reflect this page, share with your parents and discuss