

Scope and Sequence
Religion - 6th Grade Gen Ed

Unit : Parts of the Mass / Church

Terms to Know:	<i>Steeple, Altar, Sacristy, Eucharist, Communion, Relic, Servers, Lector, Priest, Vestments, Crucifix, Catholic</i>				
Timeline:	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 facinating today? Why is that? (one paragraph)	Written Response: Are you Baptised? 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 or nun in the future? Why or why not? (one paragraph)	None
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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

Week 2	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	Conduct research on the following two topics: What are martyrs? What are relics? Students will answer the following questions in relation to the relics of Saint Adalbert and Saint Martin de Porres that we have in our church: How many degrees of relics are there? Which degree relic do we have of each of the two Saints in our church? What makes someone a martyr? Is Saint Adalbert a martyr? Is Saint Martin de Porres a martyr? Why are each of them considered Saints? What are they known for? What type of people were they like when they were alive? - 30 min	In-class time to work on research project about relics and martyrs - 30 min	In-class time to work on research project about relics and martyrs - 30 min	Finish working on research project about relics and martyrs - 30 min
	Teacher to explain why you should be quiet in church and pray/sing loudly and always - 10 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 research project	Work on your research project	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.

Religion Phrase to Memorize:	<i>Matthew 22:39 - "You shall love your neighbor as yourself."</i>				
Terms to Know:	<i>Umoja, Divine Mercy, Stigmata, Incorrupt Saints, Martyr,</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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	Discussion: What is the Divine Mercy Chaplet? Why should we recite it? According to Jesus, what happens everytime we say it? When should we recite it? Use Google to assist if needed - 10 min	Watch "Padre Pio: More than the saint of stigmata" on YouTube (2:33 min) and discuss: what happened to his hands and side? What type of Christian did he meet with? What is remembered for? What is the name for the wounds of Christ that he had? - 10 min	Students in pairs, discuss and share: use a Concept Map to	Quiz on Religion Phrase to Memorize. Terms to Know

Week 3	<p>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</p>	<p>Watch "St. Paul HD" on YouTube (3:28 min) and discuss: what was his original name? What did he do to early-Christians? Where are many of the letters that he wrote? How many times was he arrested? - 10 min</p>	<p>Students in pairs, using a Venn Diagram compare and contrast two of the three saints that we've discussed this week in three ways each (nine total statements) - 15 min</p>	<p>link together Saints Faustina, Paul, and Padre Pio with Jesus in at least twelve bubbles - 20 min</p>	<p>from Week One, and Saints of the Week (Faustina, Paul, Padre Pio) - 20 min</p>
	<p>Watch "St. Faustina's Visions of the Afterlife" on YouTube (22:59 min) and discuss: How is Heaven described? Focus on the description, not the images; how is Heaven divided? Why couldn't Faustina describe it in words? What is the path to Heaven and Hell like? Hell is portrayed a little scary; What is Hell like? What is the greatest torture in Hell? What does Jesus say to do to avoid Hell? What is greater than our sins? What is the Final Judgment like? - 30 min</p>	<p><i>Christ Our Life, "Prayer and How We Pray", Pages 257-258</i> - Read aloud and discuss; what is prayer? How should you pray? What prayer does Jesus teach us? Review that prayer and how to pray it; What are intercessions? Students to choose some to pray for - 20 min</p>	<p><i>Christ Our Life, "Celebrating and Living Our Catholic Faith", Pages 270-272</i> - Read aloud and discuss; what are the proper ways to behave in Mass? What are Sacraments? How do we enter/exit a church? Why do we genuflect? Provide examples of a First & Second Reading and a Responsorial Psalm; review how to give the sign of peace; review your Mass Cheat Sheet at this time - 20 min</p>	<p><i>Christ Our Life, "The Bible", Pages 275-276</i> - Read aloud and discuss; how do we use a Bible? Why is it important to respect and honor the Bible? How is it different than other books? Describe how it is organized; Who are the major authors of the Bible? Watch "What are the lost books of the Bible?" on YouTube (2:48 min) and discuss - 20 min</p>	<p>Watch "THE BEST Chaplet of Divine Mercy video EVER MADE!" on YouTube (16:53 min) and recite together as a class - 20 min</p>
Daily Homework:	<p>Written Reponse: What are your thoughts about Saint Faustina? What about her visits by Jesus? What about the video about the Afterlife? (one paragraph)</p>	<p>Written Response: Why is prayer an important part of the day? How often do you pray? What do you usually pray about? (one paragraph)</p>	<p>Written Response: Why is Mass a good way to celebrate and thank Jesus? Why do you think we read from the Bible during Mass? Why do you think we pray for others? What would you pray for? (one paragraph)</p>	<p>Study for quiz on Religion Phrase to memorize, Terms to Know from Week One, and Saints of the Week tomorrow</p>	<p>None</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	<p>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</p>	<p>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</p>	<p>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</p>	<p>Video: how the old testament foretold Jesus' coming</p>	<p><i>Christ Our Life, Chapter One, "Gather and Go Forth" Chapter One, pages 9-10</i> - Read aloud and complete via Google Docs, submit your answers to your teacher - 10 min</p>

Week 4	<p><i>Christ Our Life, Chapter One, Pages 3-6</i> - Teacher to use a KWL chart with the class together to discover what they know about the Bible before we read; teacher to complete a "What do you KNOW" section on the board; students will list what they "WONDER" about - 15 min</p>	<p><i>Christ Our Life, "The Rosary", Pages 262-264</i> - Read and discuss: what is the Rosary? Who is it dedicated to? How does the Rosary help us pray more focused? How does a Rosary promote "Umoja"? How is it a symbol of Christianity? - 15 min</p>	<p><i>Chapter One Review, "Studying the Old Testament", Page 8</i> - Students in pairs, via Google Docs complete the questions and submit to your teacher; one page per student - 15 min</p>	<p>Use Google to locate and play the Church Hymn "We Are Many Parts" by Marty Haugen; listen to the song and read the lyrics; how does this relate to "Umoja"? How do the lyrics to this hymn relate to the Bible verses from this chapter? Use the Chapter One Summary "We Remember" notes on page 7 to help you - 15 min</p>	<p><i>Christ Our Life, Chapter One, pages 3-6</i> - Complete the KWL exercise from earlier; students to browse through Chapter One and discuss what they learned; teacher to write ideas on the board and review - 10 min</p>
	<p><i>Christ Our Life, Chapter One, Pages 3-6</i> - Read aloud and discuss; answer questions on pages 3, 5, & 6 - 20 min</p>	<p><i>Christ Our Life, Chapter One Summary, "Things to Do at Home", #2, page 7</i> - Read aloud Psalm 91 together, students will use computer paper and write their own Biblical verse; use bubble letters or fancy writing to make it extra special; decorate the paper with spiritual designs and color beautifully - 20 min</p>	<p><i>Christ Our Life, Chapter One, Page 6</i> - Students in pairs, answer and complete: create a Concept Map to link together the four Bible verses in "Jesus Fulfilled Old..." on page 6 with the actual event that occurred in Jesus' life; students will link the prophecy to the events; need ten bubbles - 20 min</p>	<p><i>Christ Our Life, Chapter One Summary, "Things to do at Home", #5, page 7</i> - Google "www.usccb.org/bible/readings" and find the readings for daily Mass today; read the verses and prayers aloud and discuss what they tell us about God; explain that the Bible informs us about God's word and how to live - 20 min</p>	<p>Students will use the website "www.puzzle-maker.com/CW" to create their own crossword puzzle about information that they learned from this chapter; they may use their textbook to help; have at least ten questions; print out and share with classmates to try to solve! - 25 min</p>
Daily Homework:	<p>Written Reponse: How do you display "Umoja" to others? (one paragraph)</p>	<p>Written Response: How do we display "Umoja" as a school to the community? (one paragraph)</p>	<p>Written Response: Think of three ways that our school motto relates to "Umoja" (one paragraph)</p>	<p>Written Response: As a society, do you think that we show "Umoja" enough to others? Why or why not? (one paragraph)</p>	<p><i>Christ Our Life, Chapter One Review, "Take and Read", page 8</i> - complete for tomorrow</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 5	<p>Watch "Incorruptible Saints" on YouTube (3:33 min) and discuss the images; Saint Catherine of Siena started to decay AFTER she was found incorrupt and they preserved her - 10 min</p>	<p>Review Incorrupt Saints, specifically St. Bernadette, St. John Vianney, St. Catherine Laboure, St. Vincent de Paul, St. John Bosco, and St. Cecilia; use Google, if needed - 10 min</p>			
	<p>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</p>	<p>Teacher to divide students into six groups and assign one of the previously mentioned six Saints; students to quickly research using Chromebooks their assigned Saint for reasons of Sainthood and their miracles - 20 min</p>	<p>Review Practice AIR Tests for grade level; students will need a Chromebook or iPad; found on "https://oh.portal.airast.org/users/student-s-and-families.shtml" - 40 min</p>	<p>Review Practice AIR Tests for grade level; students will need a Chromebook or iPad; found on "https://oh.portal.airast.org/users/student-s-and-families.shtml" - 40 min</p>	<p>Review Practice AIR Tests for grade level; students will need a Chromebook or iPad; found on "https://oh.portal.airast.org/users/student-s-and-families.shtml" - 40 min</p>

	Students will use Google to research Saint Catherine of Siena; what are some interesting facts about her? What other incorruptible saints can you locate online? Share and discuss your search results - 15 min	Students to share results that they discovered about their researched Saint with the class - 10 min			
Daily Homework:	Written Response: What do you think about Incorrupt Saints? Why do you feel this way? (one paragraph)	Written Response: Write a paragraph about the Incorrupt Saint that you researched. What did you learn about this person?	Written Response: Based upon the questions that we studied today, write three questions that you believe could appear on the AIR Test.	Written Response: Based upon the questions that we studied today, write three questions that you believe could appear on the AIR Test.	Written Response: Based upon the questions that we studied today, write three questions that you believe could appear on the AIR Test.

Unit :

Religion	1 Corinthians 10:31 - "Whatever you do, do everything for the glory of God."				
Phrase to Memorize:					
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 6	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, "Family Feature", pages 224a-224b</i> - Read aloud and discuss; how do the Saints and Prophets give us good examples of how to life according to Christ? What are some of the messages that these saints are sharing? Answer questions in #2 & #3 on page 224b - 15 min	<i>Christ Our Life, "Family Feature", pages 224c-224d</i> - Read aloud and discuss; how does the family recipe give a good example of healthy interactions? Review "Family Justice" and discuss thinking of others first; how does this practice show "Umoja"? What are other ways to act just and affirm life? - 15 min	<i>Christ Our Life, Chapter Two Summary, "We Respond", Page 17</i> - Students in pairs, read Psalm 136:1-7 aloud to each other; answer the use via Google Docs and submit to your teacher - 10 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. Emma HD" on YouTube (2:30 min) and discuss: what type of family was she born into? After her husband died, what did she do across Germany? After she died and her body turned to dust, what part remained in full? What did she do with her hand while alive?		Watch "St. Veronica HD" on YouTube (3:04 min) and discuss: what is she famous for doing for Jesus? Where is the cloth now kept? In what Easter service do we know about her? What were people doing with her cloth in the 16th Century? - 10 min		

	<i>Christ Our Life, Chapter Two, Pages 11-13</i> - Read aloud and discuss; answer the questions on pages 11 & 13 via Google Docs and submit to your teacher; discuss how God speaks to you; (Part I of II) Create your own pictorial Bible phrase like the one shown on page 13 ("A Bible Message in Code"); draw and mix letters to complete; use Google to help you find an appropriate Bible phrase for you - 25 min	<i>Christ Our Life, Chapter Two, Page 13</i> - (Part II of II) Create your own pictorial Bible phrase like the one shown on page 13 ("A Bible Message in Code"); draw and mix letters to complete; color and decorate your images; use Google to help you find an appropriate Bible phrase for you - 30 min	<i>Christ Our Life, Chapter Two, pages 14-16</i> - Read aloud and discuss: complete "Taking Inventory" on page 15; discuss how the Old Testament tells us laws, history, beliefs, and the future all at once; Why do you think it is written this way? Which section is the largest? What do you think that foreshadows? What are the Dead Sea Scrolls? Why are they important? - 20 min	<i>Christ Our Life, "Esther Queen of Courage and Faith", pages 251-254</i> - Students in pairs, read together and role play if desired; who is Esther? Which section of books on page 15 is her story written in? Why is this important history for Hebrews? How does Esther show "Umoja"? How is Esther similar to yet different from Job? - 15 min	Quiz on Religion Phrase to Memorize, Saints of the Week (Veronica, Emma), and Terms to Know from Week Three - 20 min
Daily Homework:	Written Response: What are some things or people that inspire you? Share two examples (one paragraph)	<i>Christ Our Life, Chapter Two Summary, "Things to Do at Home", #2, page 17</i> - complete for tomorrow	<i>Christ Our Life, Chapter Two Summary, "Things to Do at Home", #4, page 17</i> - complete for tomorrow	Study for quiz on Religion Phrase to memorize, Saints of the Week, and Terms to Know from Week Three tomorrow	<i>Christ Our Life, Chapter Two Summary, "Things to Do at Home", #3, page 17</i> - create your plan and share as needed
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 7	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)
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.☑

Religion Phrase to Memorize:	<i>Isaiah 43:5 - "Do not be afraid for I am with you."</i>				
Project Theme:	<i>Students will use Google Slides to create a presentation about the Dead Sea Scrolls as discussed in Chapter Two. The requirements are found below. Presentation must be created in Google Slides; students will submit their presentation to their teacher when they are complete or by the due date, whichever comes sooner.</i>				
Project Breakdown:	<i>Students will research the "Dead Sea Scrolls" and answer the following questions and requirements: When were they discovered? What modern-day country were they discovered in? How were they discovered? What were they contained in? Approximately how many scrolls were found? What do they state? What religion do they relate to? How do these scrolls relate to Christianity? Why are they somewhat controversial? What group of Jewish people most-likely wrote the scrolls? Why is that important to Religious history? What languages are they written in? List three others ways that you can find that they are important. Include a photo of the site. Presentation must be a minimum of ten slides.</i>				
Terms to Know:	<i>Ujma, All Saints Day, Halloween, Dead Sea Scrolls, Mother Theresa</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: A Celebration of Life: El Dia de los Muertos" on YouTube (5:37) and discuss: how do Mexican people celebrate these feast? How do they dress? What do they do at night? How do they honor their dead? - 10 min	Watch "Messages from Purgatory - EWTN Vaticano" on YouTube (8:15 min) and discuss: what proof of Purgatory was collected? What image was on the wall in that chapel? Why is Mass important to those in Purgatory? Why should we pray for those in Purgatory? - 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) - 10 min	In-class time to work on the "Google Slides Dead Sea Scrolls Project" - 25 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	Teacher to review what the Dead Sea Scrolls are and why they're important; students to share some things that they've learned from yesterday's research time - 10 min	<i>Christ Our Life, "Feast of All Saints", Pages 227-228</i> - Read aloud and discuss, complete the questions on both pages; link this work to saints that we've discussed - 15 min	Teacher to review student progress on the project; review requirements; students to share some problems that they've encountered and teacher to assist - 10 min	Quiz: Write the Religion Phrase for the unit correctly - 10 min

	Introduce "Google Slides Dead Sea Scrolls Project"; discuss requirements, provide in-class time to work on - 25 min	In-class time to work on the "Google Slides Dead Sea Scrolls Project" - 25 min	In-class time to work on the "Google Slides Dead Sea Scrolls Project" - 20 min	In-class time to work on the "Google Slides Dead Sea Scrolls Project" - 25 min	Introduce the movie "Mother Theresa" that we will watch next week. Relate the concept of the movie to "All Saints Day" and how saints model Christ to us; watch "Blessed Mother Teresa of Calcutta HD" on YouTube (4:14) and discuss: who is she named after? What country did she serve in? Which type of people did she work with? What role did she have in a school? - 10 min
Daily Homework:	Written Response: Would you rather celebrate Halloween how we do it in the USA or like it was done in the past with a religious emphasis? Why do you feel this way? (one paragraph)	Written Response: Who is one saint that you admire? Why do you admire them? (one paragraph)	Written Response: Why is All Souls Day an important day for people who just lost a loved one? Think of the video from today, why should we pray for them? (one paragraph)	Study for quiz on Religion Phrase to memorize tomorrow	Work on "Google Slides Dead Sea Scrolls Project"
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 10	<i>Christ Our Life, "Gather and Go Forth", Chapter Two, pages 19-20</i> Read aloud and answer all questions via Google Docs and submit to your teacher - 10 min	Watch "Mother Theresa" (Rated PG, circa 2006) in class and relate back to saints doing the work of Jesus Christ; no permission slip needed - 35 min	Watch "Mother Theresa" (Rated PG, circa 2006) in class and relate back to saints doing the work of Jesus Christ; no permission slip needed - 35 min	Finish watching "Mother Theresa" in class - 20 min	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
	Show images of the poor in India; Google "Calcutta, India poor"; explain that these people are who Mother Theresa served; Google "Missionaries of Charity" to show Mother Theresa's order at work; discuss both - 10 min			Quick Write: What does "Ujma" mean to you? How do you reflect this principle? How can you improve on showing it? - 10 min	Present Google Slides project (not mandatory); any student that presents and talks for a MINIMUM of two-minutes will receive extra credit - 30 min
	Watch "Mother Theresa" (Rated PG, circa 2006) in class and relate back to saints doing the work of Jesus Christ; no permission slip needed - 20 min			Write a poem or rap about either Mother Theresa, "Ujma", or "Umoja"; your poem/rap should be at least ten lines long; students may share with the class - 15 min	

Daily Homework:	Work on "Google Slides Dead Sea Scrolls Project"	Work on "Google Slides Dead Sea Scrolls Project"	Work on "Google Slides Dead Sea Scrolls Project"	Work on "Google Slides Dead Sea Scrolls Project"; due tomorrow!	Written Response: How did Mother Theresa show "Ujma" to others in her community? How did she show forgiveness to others? How did her faith in God lead her? (one paragraph)
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 11	<i>Christ Our Life, Chapter Three, Pages 21-23</i> - Read aloud and discuss: what were other cultures' stories of creation like? How was the Israelite different? What Book is the Creation found? What is creation a sign of? What do we learn about God through His creation? - 15 min	Teacher to use a T-chart to compare the two stories of Creation found in the Book of Genesis; what major similarities are there? What major differences? How is it possible that two stories exist? How do the stories show that people are important to God? - 15 min	<i>Christ Our Life, Chapter Three, Page 24</i> - Read aloud and complete questions via Google Docs, submit to your teacher - 15 min	<i>Christ Our Life, Chapter Three Summary, "We Respond", Page 25</i> - Complete the questions in this prayer via Google Docs and submit to your teacher - 10 min	Quiz on Terms to Know from Week Nine - 10 min
	Google "Genesis 1:26-30" and "Genesis 2:7,18-23" and read both sections aloud; these are both Creation Stories! Why would God have two stories? How could there be two stories and one Earth? How do the two stories appear to overlap? What is one reasonable explanation for these two stories? - 15 min	<i>Christ Our Life, Chapter Three, Page 23</i> - Reread in Literacy Circles of 3 or 4 students, what is "free will"? How did God create us? Why do you think some people lack the basic needs for life? What can we do to prevent this injustice? How can we further develop God's creation? Share answers with the class - 15 min	Google the phrase "how can kids help others in cleveland" and review the results; discuss places and ideas that are both meaningful and fun; which places do you think you would like to help at? How can you be good stewards for others? Would you rather help people or animals? Would you rather help the poor or hungry? - 15 min	Reflect on yesterday's exploration of areas in Northeast Ohio that you can help; how can you help others in your community? Create a list of ways that you can conduct outreach to the community that are meaningful and practical for kids; discuss doing a social works project as a class - 15 min	(Part III of III) <i>Christ Our Life, Chapter Three Summary, "Things to Do at Home", #2, Page 25</i> - must be best-effort! Due at the end of class today! - 35 min
	<i>Christ Our Life, Chapter Three, Page 22</i> - Students in pairs, review both stories of creation; write down similarities and differences in both; try to note at least three of each - 15 min	<i>Christ Our Life, Chapter Three Summary, "Things to Do at Home", #1, Page 25</i> - Read Psalm 104 and compare it to the Genesis readings from yesterday; how are they similar? How are they different? - 15 min	(Part I of III) <i>Christ Our Life, Chapter Three Summary, "Things to Do at Home", #2, Page 25</i> - Using Computer Paper, create a creation poster similar to the example on Page 21; details provide in tomorrow's block - 15 min	(Part II of III) <i>Christ Our Life, Chapter Three Summary, "Things to Do at Home", #2, Page 25</i> - Illustrate, color, and design a poster about creation; include images, Bible verses, and colored designs - 20 min	
Daily Homework:	Written Response: What do you think about the fact that there are two Creation stories? Why do you think that? (one paragraph)	<i>Christ Our Life, Chapter Three Summary, "Things to Do at Home", #3, Page 25</i> - Complete for tomorrow	Written Response: How is free will both a good thing and a bad thing at times? (one paragraph)	Work on Creation illustration, due at the end of class today!	None

Unit :

Religion Phrase to Memorize:	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."				
Terms to Know:	Kujichagulia, Free Will, Stewardship, Creation, Ziggurat, Ark, Consequence				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 12	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 calls Abraham" on YouTube (4:33 min) and discuss: who will God bless if they follow Abraham? How old was Abraham when he left home? Which land did they travel to? What did God reward Abraham with when he asked? - 10 min	Watch "The Story of Abraham and Isaac" on YouTube (6:12 min) and discuss: what is a covenant? Who was Isaac's father? What almost happened to Isaac if the angel didn't stop it? What did Abraham sacrifice in place of Isaac? - 10 min	Watch "Garden of Eden - LOCATED!" on YouTube (3:29 min) and discuss: how many rivers flowed through the Garden of Eden? Which two do we see and still have today? Which current body of water would the Garden be under if it was still here? What protected the Tree of Life according to the Bible? - 10 min	Watch "THE CHAPLET OF DIVINE MERCY (ROSARY)" on YouTube (17:30 min) and recite together as a class - 20 min
	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 - 10 min	<i>Christ Our Life, "Gather and Go Forth", Chapter Three, Pages 27-28</i> - Read aloud and discuss; answer questions in Google Docs and submit to your teacher - 10 min	<i>Christ Our Life, Chapter Four, Pages 29-31</i> - Read in Literacy Circles of 3 or 4 students and discuss: what did God promise? How did God keep His promise? Why did God give humans a second chance after "Original Sin"? What was the "Original Sin" - 20 min	Students in pairs, using a "Cause and Effect" Graphic Organizer display how Adam and Eve went from happily created by God to cast out of the Garden completely to never return; share your results with the class - 15 min	Quiz on Religion Phrase to Memorize and Saints of the Week (Martin de Porres, Abraham, Isaac) - 20 min
	<i>Christ Our Life, Chapter Three Review, Page 26</i> - Students in pairs, answer all questions via Google Docs and submit to your teacher; one page per student - 20 min	Students in pairs, create a Concept Map comparing and linking together the two Creation stories; include what God made on different "days", include "free will" and "stewardship"; share your maps with the class - 25 min	<i>Christ Our Life, Chapter Four, Page 31</i> - Teacher to assist students, outline this page together using the format commonly found in MS Word or Google Docs of "Letters-and-numbers"; include main ideas and vocabulary; complete questions in your outline - 15 min	Teacher to divide the class in half with one student serving as the teacher for each half; students will role play the scenario in the Garden of Eden where God discovers that Adam and Eve ate from the Tree of Knowledge; use your text as a reference; each group will participate although only limited numbers of students will act - 20 min	

Daily Homework:	Written Response: Who was Saint Martin de Porres? Why do we honor him? (one paragraph)	Written Response: What did you learn about Abraham today? (one paragraph)	Written Response: What does "Am I my brother's keeper?" mean to you? (one paragraph)	Study for quiz on Religion Phrase to memorize and Saints of the Week tomorrow	None
-----------------	--	---	--	---	------

Project Theme:	<i>Students will use poster board to display their research on one of the following four topics: Noah's Ark, Tower of Babel, Garden of Eden, or Sodom and Gomorrah (extra credit - not in your text). Students will research these topics Biblically and historically. Requirements and questions to answer are listed below. Students will turn in their project when complete or by the due date, whichever comes first.</i>
Project Breakdown:	<i>Students will answer the following questions and requirements: what do historians/people think that the object looked like? Include an artist's rendition. Approximately how long ago did this event happen? What famous people were involved in the story of this object? What is the Biblical story of this object? How did God's wrath effect this world in the story of this object? Do people believe that they've found it? Where do they believe it is located? Decorate your poster to make it look beautiful.</i>

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

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 13	Christ Our Life, Chapter Four, Page 32 - Read aloud and discuss: what was Noah's Ark? What was the sign of the covenant between God and His people? What did God promise His people after the Ark? Why did God destroy the Earth by flood? - 15 min	Watch "Some Very Compelling Evidence the Tower of Babel Was Real" on YouTube (3:41 min) and discuss: how does this video support what we read on page 32; how close is the discovery in the video to the Bible? What happened in the Bible story to the people there because they had forgotten God? - 15 min	Introduce project on ancient stories from Genesis; review the specific requirements; discuss using time wisely with students - 15 min	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	Christ Our Life, "Advent", Pages 229-230 - Illustrate, color, and explain what one symbol is from the lists on these pages; must be fully-colored and illustrated to the best of your ability; explanation to be written at the bottom neatly - 20 min
	Visit the website "arkencounter.com" and view the life-sized Ark created in Kentucky for people to visit; view the tabs "See Inside the Ark" and "Explore Bible History"; what do you think of this site? Would you want to go there? How long is the Ark? - 15 min	Christ Our Life, Chapter Four, Page 33 - Read aloud and discuss "Making Choices"; How is free will similar to our conscience? Read Psalm 100, what does this Psalm reiterate to us? As a group, complete "Headlines" and discuss them as a review - 15 min	Christ Our Life, Chapter Four Review, Page 36 - Students in pairs, complete "Who's Who?" and "Word Challenge" via Google Docs and submit to your teacher - 20 min	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	Christ Our Life, "Family Feature", Advent: Past, Present, and Future, Pages 84a-84d - Read aloud and discuss: students and teacher will practice outlining the material

	Watch "THE REAL NOAH'S ARK FOUND / IN PLAIN SIGHT" on YouTube (10:10 min) and discuss: it's a little wordy, but you can clearly see the Ark and details, even with the heat-imagery; the even-sized lines and "rooms" support its proof; what could have happened in the middle where there is a small gap? - 15 min	<i>Christ Our Life, Chapter Four, Page 34</i> - Complete "A Forgiving Spirit" together and discuss each example; How can we grow in our ability to forgive? How do we ask God to forgive us? What examples does God give us for forgiveness? - 15 min	<i>Christ Our Life, "Gather and Go Forth", Chapter Four, Pages 37-38</i> - Read aloud and discuss, answer all questions in Google Docs and submit to your teacher - 10 min	<i>Christ Our Life, "Advent", Pages 229-230</i> - Read aloud and discuss; complete the questions on page 230 via Google Docs and submit to your teacher; discuss the symbols on both pages and their importance ; students to illustrate one symbol largely on computer paper, requirements listed tomorrow - 20 min	Practice outlining the material as it is written; what do you know about La Posada? Practice outlining the material using the format typically shown in Google Docs or MS Word with letters and numbers as bullet-points - 25 min
Daily Homework:	Written Response: What do you think about the Noah's Ark video? (one paragraph)	Written Response: Do you forgive people enough as you should when they're wrong? Or do you hold grudges? Why? (one paragraph)	Begin working on your Ancient Stories Project	Written Response: What does Kujichagulia mean to you? How do you show it to others? How can you be better at showing it? (one paragraph)	Extra Credit: what is "Wigilia"? Google it and write a paragraph of information that IS NOT ALREADY IN YOUR BOOK
Terms to Know:	<i>Sacrifice, Covenant, Abraham, Isaac, Genesis, Fertile Crescent, Birthright, Jacob, Israelites</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 14	In-class time to work on your Ancient Stories Project - 25 min	In-class time to work on your Ancient Stories Project - 25 min	In-class time to work on your Ancient Stories Project - 25 min	In-class time to work on your Ancient Stories Project - 25 min	Quiz on Terms to Know from Week Twelve - 10 min
	<i>Chapter Five, Unit One Review, Page 39</i> - Students in pairs, complete "People in the Bible" via Google Docs and submit to your teacher - 10 min	<i>Christ Our Life, "Celebrating God's Word", Pages 42-43</i> - complete the Prayer Service, one student may be the Leader; respond accordingly - 10 min	<i>Christ Our Life, Chapter Six, Pages 49-51</i> - Read aloud and discuss: why do you think ancient people worshiped the forces of nature? Why didn't these people know about God? What did God ask Abram to do? How old was Abram? Why did Abram's move require	<i>Christ Our Life, Chapter Six, Page 50</i> - Review "Map Search" and discuss: what area does the map show? What is the shaded area? Why do you think it is called the Fertile Crescent? Why do you think this area is so fertile? Find Ur, from there where did Abram go? Which modern countries would he have passed through? Do you know any modern-day news about this region? - 10 min	In-class time to work on your Ancient Stories Project - 35 min

	<i>Chapter Five, Unit One Review, Page 40</i> - Students in pairs, complete "Word Match" via Google Docs and submit to your teacher - 10 min	<i>Christ Our Life, "Gather and Go Forth", Chapter Five, Pages 45-46</i> - Read aloud and discuss; answer questions in Google Docs and submit to your teacher - 10 min	faith? Complete Map Search on page 50 together as a class, use images from Google or a world map if needed to assist - 20 min	<i>Christ Our Life, Chapter Six, Page 52</i> - Read aloud and discuss: When do we begin our faith journey? How do we renew our covenant with God? Complete "Keeping the Covenant" via Google Docs and submit to your teacher - 10 min	
Daily Homework:	Work on your Ancient Stories project!	Work on your Ancient Stories project!	Written Response: God changed Abram's name. If you could change your name, what would it be and why? (one paragraph)	Written Response: How did Abraham display Kujichagulia? (one paragraph)	Work on your Ancient Stories project!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 15	<i>Christ Our Life, Chapter Six, Page 53</i> - As a class, teacher will assist the students in reading and outlining this page; use the same format as seen in Google Docs and MS Word (letters-and-numbers); discuss as you proceed - 20 min	<i>Christ Our Life, Chapter Six Summary, "Things to Do at Home", #1, Page 55</i> - Read aloud "Genesis 13:1-13" and "Genesis 18:20-33" and discuss; how are these stories similar to our text? What information is new to us? Who is Sarah? - 15 min	Watch "Abraham's Sacrifice - Holy Tales Bible Stories - Abraham and the Sacrifice of Isaac" on YouTube (10:05 min) and discuss: how close is the cartoon to Genesis? What do you think the cartoon may have left out? What do you think Sarah was feeling when Abraham took Isaac up the mountain? - 15 min	<i>Christ Our Life, "Gather and Go Forth", Chapter Six, pages 57-58</i> - Read aloud and answer all questions via Google Docs and submit to your teacher - 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 Six, Page 54</i> - Assign roles and read the play aloud; discuss how Abraham was tested by God but showed his trust and faith - 10 min	<i>Christ Our Life, Chapter Six Summary, "Things to Do at Home", #2, Page 55</i> - As a class, discuss the qualities that make a good friend; what qualities did Abraham have? How about Sarah? Or Isaac? Would they have been good friends? How did they interact with God directly? - 15 min	<i>Christ Our Life, Chapter Six Review, "A Man of Faith", Page 56</i> - Students in pairs, complete all questions and submit your answers via Google Docs; one page per student - 15 min	Students will visit the website: "www.puzzle-maker.com/CW" and will create their own crossword puzzle using the terms and content from Chapter Five and Chapter Six;	Present Ancient Stories

	Quick Write: In Google Docs, answer and submit: how are you tested at times by people? How do you display your faith and dedication to God? How could you be better at doing so? - 10 min	<i>Christ Our Life, Chapter Six Summary, "Things to Do at Home", #5, Page 55</i> - Discuss some ideas and then submit via Google Docs the answer to the following: how would Sarah have viewed the scenario between Abraham and Isaac? Write a story about that scenario from the perspective of Sarah - 15 min	<i>Christ Our Life, Chapter Six Review, "Promises, Promises", Page 56</i> - As a class, discuss the questions and answer together - 15 min	double-check your spelling! If everything is spelled correctly, print out when complete; share your puzzle with other students and try to complete their puzzle - 30 min	projects to the class - 20 min
Daily Homework:	Work on your Ancient Stories project! It is due in four days!	Work on your Ancient Stories project! It is due in three days!	Work on your Ancient Stories project! It is due in two days!	Work on your Ancient Stories project! It is due in tomorrow!	None

Unit : The Nativity

Religion Phrase to Memorize:	<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>				
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	<i>Christ Our Life, Chapter Seven, Page 61</i> - Students in pairs, outline this page using the same "Letter-and-number" format used previously; include main ideas and vocabulary; share and review as a class - 20 min	<i>Christ Our Life, "Christmas", pages 231-232</i> - Read aloud and discuss; students in pairs, answer questions via Google Docs and submit to teacher; one page per student - 20 min	Watch "The Star" - rated PG (no permission slip needed) - 40 min	Quiz on Terms to Know from Week Fourteen and Religion Phrase to know - 15 min
	<i>Christ Our Life, Chapter Seven, Pages 59-61</i> - Read aloud and discuss: was it right for Esau to have the birthright? Who was Rebekah's favorite child? What did Rebekah know about her sons before they were born? Why was this unusual? How did Jacob get Esau's birthright? - 20 min	Students in pairs, using your teacher to help you begin create a family tree of Abraham; begin with him and his direct relatives, but create his descendants down to our current lesson when	Begin watching "The Star" - rated PG (no permission slip		Finish watching "The Star" - rated PG (no permission slip

	<i>Christ Our Life, Chapter Seven, Page 60</i> - Google and read aloud "Genesis 27:1-29" and discuss: How do you think God felt about Rebekah and Jacob's actions? What good did God bring about from this? Complete the questions on page 60 together as a class - 15 min	current lesson; when completed share your results with the class; afterwards, create your own family tree using your own family; list your siblings, parents, grandparents, etc. - 25 min	rated PG (no permission slip needed) - 20 min		rated PG (no permission slip needed) - 30 min
Daily Homework:	Written Response: Why do you think God has changed people's names? What do you think this symbolizes? (one paragraph)	Written Response: What was Jacob's Ladder? What place would you want to mark sacred if you had a dream from God? Why? (one paragraph)	Written Response: Do you think that this is an accurate depiction of Joseph and Mary? Why or why not? (one paragraph)	Study for quiz on Religion Phrase to memorize and Terms to Know from Week Fourteen tomorrow	Written Response: How did this story bring you closer to Jesus at Christmas time? (one paragraph)
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 17	Watch "Sts. Joachim and Anne HD" on YouTube (3:15 min) and discuss: are either of them in the Bible? Whose parents are they? What are they the patron saints of? Whose grandparents are they? - 10 min	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	<i>Christ Our Life, Chapter Seven, "A Moment with Jesus", Page 61</i> - Read aloud and permit quiet time for prayer - 5 min	Quick Write: How did you receive your name? Are you named after someone specific? What information did your parents tell you about your name? Submit via Google Docs to your teacher - 10 min	Watch "THE CHAPLET OF DIVINE MERCY (ROSARY)" on YouTube (17:30 min) and recite together as a class - 20 min
	<i>Christ Our Life, Chapter Seven, Page 62</i> - Read in Literacy Circles of 3 or 4 students, discuss as a class afterwards: what role did God choose for Jacob? How did Jacob change in order to fulfill this role? How does Baptism bring us closer to God? Complete "Chosen for Mission" together as a class, share answers as desired - 15 min	<i>Christ Our Life, "Our Lady of Guadalupe", Page 241-242</i> - Read in Literacy Circle and discuss together: how did the video help you to understand this visitation of Mary? Answer the questions on page 242 via Google Docs and submit to your teacher - 15 min	<i>Christ Our Life, Chapter Seven Review, Page 64</i> - Students in groups of 3 or 4, complete all questions via Google Docs and submit to your teacher - 20 min	Students in pairs, create a Concept Map linking together Abraham and all of his descendants; include the following people: Sarah, Jacob (Israel), Leah, Rachel, Rebekah, Esau, Issac, Laban, Jacob's twelve sons, and God; Include vocabulary terms as they apply; Concept Maps should have a minimum of 25 bubbles! - 25 min	Quiz on Religion Phrase to Memorize and Saints of the Week (Our Lady of Guadalupe, Juan Diego, Joachim and Anne)-

	(Part I of III) Illustrate, color, and write a caption for one of the following scenes that we discussed: Jacob's Ladder, Jacob wrestling with God, Jacob's marriage to Leah, or Jacob tricks Esau; your caption should describe the illustration and what is happening to display your content knowledge of the material - 20 min	(Part II of III) Illustrate, color, and write a caption for one of the following scenes that we discussed: Jacob's Ladder, Jacob wrestling with God, Jacob's marriage to Leah, or Jacob tricks Esau; your caption should describe the illustration and what is happening to display your content knowledge of the material - 20 min	(Part III of III) Illustrate, color, and write a caption for one of the following scenes that we discussed: Jacob's Ladder, Jacob wrestling with God, Jacob's marriage to Leah, or Jacob tricks Esau; your caption should describe the illustration and what is happening to display your content knowledge of the material - 20 min	<i>Christ Our Life, "Gather and Go Forth", Chapter Seven, pages 65-66</i> - Read aloud and answer all questions via Google Docs and submit to your teacher - 10 min	20 min
Daily Homework:	<i>Christ Our Life, Chapter Seven Summary, "Things to Do at Home", #2, Page 63</i> - Begin tonight and continue over Christmas Break	Work on Illustration of Jacob if needed, due tomorrow in class!	<i>Christ Our Life, Chapter Seven Summary, "Things to Do at Home", #5, Page 63</i> - Be ready to share for tomorrow	Study for quiz on Religion Phrase to memorize and Saints of the Week tomorrow	None

Unit :

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

Religion Phrase to Memorize:	<i>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."</i>				
Terms to Know:	<i>Nia, Pharaoh, Egypt, Envy, Divine Providence, Judah, Benjamin, Simeon, Exodus</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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. Lawrence, Deacon and Martyr HD" on YouTube (9:41 min) and discuss: what was Lawrence known for? Who did Lawrence say was the treasure of the church? What did he do with his executioners? How was Lawrence a model for early church members? - 15 min	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	Students in pairs, create a family tree of Abraham all the way to our current lessons; include the following people: Abraham, Sarah, Isaac, Jacob (Israel), Rachel, Leah, Leban, Joseph, Judah,	Watch "THE CHAPLET OF DIVINE MERCY (ROSARY)" on YouTube (17:30 min) and recite together as a class - 20 min

Week 18	<p>Watch "St. Catherine Labouré" on YouTube (2:00 min) and discuss: who was Catherine very close to? What did Mary ask Catherine to have made? How did Catherine respond when people asked if she was the person that Mary appeared to? Is her body decomposing? What is that called? - 10 min</p>	<p><i>Christ Our Life, Chapter Eight, Page 69</i> - students in pairs, using a "Cause and Effect" graphic organizer, explain how Joseph went from Prison to Governor of Egypt; share diagrams with the class - 15 min</p>	<p><i>Christ Our Life, Chapter Eight, Pages 68-71</i> - Locate all ten questions listed under "Recall"; using Google Docs, answer these questions and submit to your teacher - 15 min</p>	<p>Simeon, Benjamin, Rebekah, Reuben, Esau, the remaining sons of Jacob, and God; teacher to assist pairs as needed; review your family tree with the class when completed - 20 min</p>	<p>Quiz on Religion Phrases to Memorize and Saints of the Week (Catherine Laboure, Lawrence, Bernadette)- 10 min</p>
	<p><i>Christ Our Life, Chapter Eight, Pages 67-69</i> - Read aloud and discuss: who is Joseph? Who is Reuben? What is the story of Joseph? Reviw the "Recall" section on Page 68; what sin did Joseph's brothers commit? What were some signs of Divine Providence in Jacob's life? - 25 min</p>	<p>Students in pairs, students will make predictions about the following situations: what will happen to Joseph's family? What will happen to Joseph? Will Joseph reveal himself to his family if they reunite? (10 min); Read <i>Christ Our Life, Chapter Eight, Pages 70-71</i> to find out (10 min); discuss and review your predictions verses what happened - 25 total min</p>	<p>Students in groups of 3 or 4, devise answers and be ready to share: Teacher will create two scenarios that are FALSE, but for fun we will pretend that they were true. Students will create possible outcomes to these scenarios and share these outcomes with the class; Scenario #1: what if Joseph killed his ten brothers in retaliation when he discovered them in Egypt? Scenario #2: what if Israel refused to send Benjamin to Egypt? Create your own answers and be ready to share - 20 min</p>	<p><i>Christ Our Life, Chapter Eight Review, Page 74</i> - Complete all questions in Google Docs and submit to your teacher, complete the word search as time permits - 25 min</p>	<p><i>Christ Our Life, Chapter Eight, Page 72</i> - students in pairs, answer and be ready to share with the class all questions on this page - 15 min</p>
Daily Homework:	<p>Written Response: If you were one of Joseph's brothers, would you have gone along with the plot to eliminate Joseph? Why or why not? (one paragraph)</p>	<p>Written Response: Would you have responded like Joseph when he was reunited with his family? If would you have acted differencntly? Explain your response (one paragraph)</p>	<p>Written Response: Israel granted that Judah receive the special blessing. Why do you think Israel didn't share that blessing with Joseph? (one paragraph)</p>	<p>Study for quiz on Religion Phrase to memorize and Saints of the Week tomorrow</p>	<p>None</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	<p>(Part I of II) Illustrate, color, and write a caption for one of</p>	<p>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</p>	<p>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</p>	<p><i>Christ Our Life, "Celebrating God's Presence", Pages 80-81</i> - Complete the Prayer Service, specifically reading from Genesis as instructed - 15 min</p>	<p>Teacher to implement a KWL regarding Moses and the Exodus from Egypt; students will write three things that they "KNOW" happened and three things that they "WONDER" about; discuss each segment as a class - 15 min</p>

Week 19	and write a caption for one of the following scenarios: #1 - Joseph being reunited with his family, #2 - Joseph being betrayed by his brothers, #3 - Joseph interprets dreams for Pharaoh; illustrate to the best of your ability and color the entire page; no "white space" should remain; your caption should demonstrate understanding of the scenario depicted - 40 min	(Part II of II) Complete your chosen illustrate, coloring, and caption from yesterday; due today! - 20 min	Teacher to Google some local agencies that do community assistance; how can we partner with them to help our community? - 10 min	<i>Christ Our Life, "Gather and Go Forth", Chapter Nine, pages 83-84</i> - Read aloud and answer all questions via Google Docs and submit to your teacher - 10 min	<i>Christ Our Life, Chapter Ten, Page 87</i> - Read aloud and discuss: Why was Moses born into slavery? Why was Moses hunted from birth? How did God save Moses as a baby? How does this show God's providence? Why did Moses kill someone? - 15 min
		<i>Christ Our Life, Chapter Nine, Unit Two Review, "Then and Now", Page 77</i> - Students in pairs, answer in Google Docs and submit to your teacher; one page per student - 15 min	<i>Christ Our Life, Chapter Nine, Unit Two Review, "A Scroll Puzzle", Page 78</i> - Students in pairs, answer in Google Docs and submit to your teacher; one page per student - 20 min	<i>Christ Our Life, "Getting Started - God Guides the Chosen People", Page 86</i> - Read aloud and discuss as a class; Students in pairs - make predictions for what will happen in each of these six areas and share with the class - 20 min	<i>Christ Our Life, Chapter Ten, page 88</i> - Before you read, make predications about what will happen to Moses based upon your previous reading; Read page 88 aloud and discuss: what sign did God use when He appeared to Moses? What did God tell Moses to call Him when seeing the Israelites? - 15 min
Daily Homework:	<i>Christ Our Life, Chapter Eight Summary, "Things to Do at Home", #4, Page 73</i> - complete for tomorrow	Written Response: How will you restore greatness, or "Nia", in your community? (one paragraph)	Written Response: How did Joseph display "Nia"? (one paragraph)	Written Response: Think of Jacob's faults; how did he still display "Nia"? (one paragraph)	Written Response: Predict how "Nia" will come for the Ancient Israelites? (one paragraph)

Unit:

Religion Phrase to Memorize:	<i>Psalm 104:24 - "How many are your works, LORD! In wisdom you made them all; the earth is full of your creatures."</i>				
Terms to Know:	<i>Exodus, Pharaoh, Moses, Plagues of Egypt, Aaron, Passover, Red Sea</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 20	<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 "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</p>	<p>Watch "St. Maximilian Kolbe HD" on (3:24 min) and discuss: where did he die? What is he the patron saint of? What country was he from? What did his give his life up for? - 10 min</p>	<p><i>Christ Our Life, Chapter Ten Summary, "Things to Do at Home", #5, Page 93</i> - Google and read aloud "Exodus 1:11", "Exodus 12:40", and "Exodus 13:17-18" to answer the questions; how might the Egyptians have responded if the Israelites tried to return? - 15 min</p>	<p>Watch "THE CHAPLET OF DIVINE MERCY (ROSARY)" on YouTube (17:30 min) and recite together as a class - 20 min</p>
	<p>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</p>	<p><i>Christ Our Life, Chapter Ten, Pages 89-90</i> - Read aloud and answer the questions on page 89 via Google Docs and submit to your teacher - 20 min</p>	<p><i>Christ Our Life, Chapter Ten, Page 91</i> - In Literacy Circles of 3 or 4, students will read aloud and be prepared to answer as a class: Why do you think Pharaoh changed his mind? What force moved the Red Sea? What happened to the Egyptians? What is Passover? - 15 min</p>	<p>Quiz on Religion Phrase to Memorize, Terms to Know from Week Eighteen, and Saints of the Week (Josephine Bakhita, Valentine, Maxmillian Kolbe) - 20 min</p>	
	<p><i>Christ Our Life, Chapter Ten, Page 88</i> - Teacher to review content for last class; students in pairs, outline the page as conducted previously using the "letters-and-numbers" format; review as a class when complete - 20 min</p>	<p>Watch "The Ten Plagues of Egypt" on YouTube (10:27 min) and discuss: which plague seemed to harm Egypt the most? Why do you think Pharaoh wouldn't release the Israelites sooner? How do you think the plagues may be related to each other? Why did they have to mark their doors with the "blood of the Lamb"? - 15 min</p>	<p>Students in groups of 3 or 4, create a Concept Map linking together Moses, Aaron, Pharaoh, each of the ten plagues, the Red Sea, Exodus, and freedom; share and discuss your Concept Map with your class when completed - 20 min</p>	<p>(Part I of II) Students will illustrate, color, and write a caption for one of the following scenarios: #1 - Any one of the Ten Plagues of Egypt #2 - The Israelites crossing the Red Sea, #3 - Moses and Aaron confront Pharaoh; illustration to be fully-colored and your caption must display content knowledge of the situation that it depicts - 30 min</p>	
Daily Homework:	<p>Written Response: Why do you think God sent Aaron with Moses? Why didn't God just let Moses talk even though Moses didn't speak well? (one paragraph)</p>	<p>Written Response: God's Name is abbreviated "YHWH"; if you could abbreviate your name, what would it be? Why would you choose to abbreviate it that way? (one paragraph)</p>	<p><i>Christ Our Life, Chapter Ten Summary, "Things to Do at Home", #3, page 93</i> - complete for tomorrow</p>	<p>Study for quiz on Religion Phrase to memorize and quiz on Saints tomorrow</p>	<p>Work on your illustration; due at the end of your next class!</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"

Week 21	(Part II of II) Students will illustrate, color, and write a caption for one of the following scenarios: #1 - Any one of the Ten Plagues of Egypt #2 - The Israelites crossing the Red Sea, #3 - Moses and Aaron confront Pharoah; illustration to be fully-colored and your caption must display content knowledge of the situation that it depicts - 40 min	<i>Christ Our Life, Chapter Ten Summary, "Things to Do at Home", #5, Page 93</i> - Google and read aloud "Exodus 1:11", "Exodus 12:40", and "Exodus 13:17-18" to answer the questions; how might the Egyptians have responded if the Israelites tried to return? - 15 min	Students in pairs, using a "Plot Diagram" graphic organizer (exposition, rising action, climax, falling action, resolution) students will map out the Exodus from Egypt including: Moses and Aaron first speak with Pharoah, each of the Ten Plagues in order, crossing the Red Sea, and freedom; share your organizer with the class and discuss as a group when completed - 20 min	<i>Christ Our Life, "Stations of the Cross", Pages 265-266</i> - Read aloud and discuss, what are the "Stations of the Cross"? What do they follow? Discuss the Passion of Jesus and His struggle; discuss each Station and why Jesus did what He did - 20 min	<i>Christ Our Life, "Making Good Choices", Pages 273-274</i> - Read aloud and discuss; review "An Examination of Conscience"; using Google Docs, answer the questions in this section; would you like to meet with someone for an Examination of Conscience? - 15 min
		<i>Christ Our Life, "Gather and Go Forth", Chapter Ten, pages 95-96</i> - Read aloud and answer all questions via Google Docs and submit to your teacher - 10 min		<i>Christ Our Life, "With Christ We Die and Rise", Pages 301-302</i> - Gently remove this page from your textbook; color page 301 as requested on page 302 - 25 min	<i>Christ Our Life, "With Christ We Die and Rise", Pages 301-302</i> - Complete coloring page 301 as requested on page 302 - 30 min
		<i>Christ Our Life, Chapter Ten, Page 92</i> - Read aloud and discuss: how can we participate better at Mass? How can we receive grace from Mass? Does Mass effect how we live? - 20 min	<i>Christ Our Life, Chapter Ten Review, Page 94</i> - Students in pairs, answer all questions via Google Docs and submit to your teacher - 25 min		
Daily Homework:	None	Written Response: Imagine that the Israelites tried to return to Egypt. What do you think would have happened to them? Why? (one paragraph)	Written Response: How do graphic organizers, like Venn Diagrams and Concept Maps, help you to learn better? (one paragraph)	Written Response: Jesus is the Lamb of God; connect the Passover with this phrase in two ways.	Written Response: How are you making good choices in your life? List three good choices that you've made lately.
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	<i>Christ Our Life, "Showing Our Love for the World", Pages 277-278</i> - Read aloud and discuss; how does this section relate to "Nia"? How do we, as a school, demonstrate our love for the world? What are some ways that we help? What can you do more? - 15 min			<i>Christ Our Life, Chapter Eleven, Pages 97-98</i> - Read aloud and complete the questions on page 98; Teacher to discuss: why didn't Moses take the Israelites directly back to their land? Why might they have regretted leaving Egypt? How did Moses lead the people? How long were the people in the wilderness? - 20 min	Quiz on Terms to Know from Week Twenty - 10 min

Week 22	Review Practice AIR Tests for grade level; students will need a Chromebook or iPad; found on "https://oh.portal.airast.org/users/students-and-families.shtml" - 30 min	Review Practice AIR Tests for grade level; students will need a Chromebook or iPad; found on "https://oh.portal.airast.org/users/students-and-families.shtml" - 40 min	Review Practice AIR Tests for grade level; students will need a Chromebook or iPad; found on "https://oh.portal.airast.org/users/students-and-families.shtml" - 40 min	Watch "Moses in the Wilderness (Exodus 14-24)" on YouTube (3:27 min) and discuss: review the story of Moses; what did they find on the ground each morning? What about at night? How did Moses provide water? What mountain did Moses provide the Ten Commandments from? - 10 min	<i>Christ Our Life, Chapter Eleven, Page 100</i> - Read the page aloud and review the questions; provide possible answers for several of the questions but ultimately the students make the decision; complete via Google Docs and submit to your teacher - 15 min
				Use Google Maps to look up this region; Calculate the distance from Pi-Raamses to Jerusalem, how long would it take to drive there? View this map on "Satellite", what terrain is in the way? Now look at it in 3-D and zoom in; what features do you see along the route? How long would it take to walk this distance? Why do you think it took the Israelites 40 years to get to Canaan? - 15 min	<i>Christ Our Life, Chapter Eleven, Page 99</i> - Read aloud and discuss: what is idolatry? What are some modern day forms of idolatry? What are things that we place ahead of God? How do we make idols of people, places, things, or events? Introduce project; provide time for students to begin conducting research on it - 20 min
Daily Homework:	Written Response: Based upon the questions that we studied today, write three questions that you believe could appear on the AIR Test.	Written Response: Based upon the questions that we studied today, write three questions that you believe could appear on the AIR Test.	Written Response: Based upon the questions that we studied today, write three questions that you believe could appear on the AIR Test.	Study for quiz on Terms to Know from Week Twenty tomorrow	Work on Idols Project

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

Project Theme:	<i>Students will study false idols and express how they potentially put other things ahead of God. Students will review the list provided and explain how the "false god" is idolized by many people in the world. Requirements and questions to answer are expressed below:</i>
Project Breakdown:	<i>Students will use the website Prezi (www.prezi.com) to create a presentation about how "false gods" are created by people today. Students will use the following materials or concepts as the idols that they are to review: TV, cell phones, money, excess education, beauty, additional comfort, science, excess materials, our appearance, and popularity. Students will choose five topics from this list and explain how we as a society have made "false gods" of them by idolizing them. It is recommended to read a few websites on these topics as there is quite a bit of material out there on many of them. Students will present their project to the class and their presentation should be around two minutes in length. Students will answer the following questions in their presentation:</i>

Questions to Answer:	<i>How is this item good for society? How can it be bad for society? How can over-indulging in this item become a sin? How can that sin lead to breaking the First Commandment? What would society be like without this item? Could YOU PERSONALLY live without this item? Why is this item better in moderation? Include photos or pictures of these items with your report to make it more personal.</i>				
Terms to Know:	<i>Ujamma, Canaan, Ark of the Covenant, Idolatry, Covenant, Ten Commandments, Manna,</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 23	<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>In-class time to work on your Prezi False-gods Project - 45 min</p>	<p>Students in pairs, use a Venn Diagram to compare and contrast Moses and Abraham in three distinct ways for each section (nine total ways), use your text book to assist you; present your Venn Diagram to the class and review - 20 min</p>	<p>In-class time to work on your Prezi False-gods Project - 25 min</p>	<p><i>Christ Our Life, "Gather and Go Forth", Chapter Eleven, pages 103-104 - Read aloud and answer all questions via Google Docs and submit to your teacher - 10 min</i></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>Christ Our Life, Chapter Eleven Summary, "Things to Do at Home", #1, Page 101 - Discuss the Israelites journey through the desert, especially without water; go to the website "https://water.org/" and discuss how scarce water is in some areas of the world; Click the tab "Our Impact" and chose a country that has been helped; discuss how the generosity of a few have helped so many; what can we do to help? Create a realistic plan of what can be done to help people in our community that lack adequate water - 20 min</p>	<p><i>Christ Our Life, Chapter Eleven Review, Page 102 - Students in groups of 3 or 4, complete the page via Google Docs and submit to your teacher; one page per student - 20 min</i></p>	<p>In-class time to work on your Prezi False-gods Project - 35 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>				

Daily Homework:	Written Response: How did these activities today help you to understand "Ujamma"? Why do you say that?	Work on your Prezi False gods Project!	Work on your Prezi False gods Project!	Work on your Prezi False gods Project!	Work on your Prezi False gods Project!
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 24	<p><i>Christ Our Life, Chapter Eleven Summary, "Things to Do at Home", #2, Page 101</i> - Read "Exodus 25:10-40" aloud and discuss the appearance of the Art of the Covenant; view the artist depiction on page 99 as well as watch "The Ark of the Covenant" on YouTube to see a computer-design of it; illustrate, color, and write a</p>	<p>In-class time to work on your Prezi False-gods Project - 40 min</p>	<p><i>Christ Our Life, Chapter Twelve, Pages 105-107</i> - Read aloud and discuss; what makes you happy? What are natural laws? Google "Mark 12:30-31" to help you answer the questions on page 106; submit answer via Google Docs to your teacher; What are the Ten Commandments? Review them for content knowledge? - 20 min</p> <p><i>Christ Our Life, Chapter Twelve, Page 107</i> - as a class, outline this page using the "letters-and-numbers" format found in MS Word and Google Docs; teacher to help you; outline main ideas and vocabulary; review together for content - 15 min</p>	<p><i>Christ Our Life, Chapter Twelve, Page 108</i> - Read together and complete the questions in "Honoring God's Name" together; what is blasphemy? What is perjury? What is the difference between cursing and profanity? What can we do to help ourselves avoid these things? - 15 min</p> <p><i>Christ Our Life, Chapter Twelve, Page 109</i> - Read in Literacy Circles of 3 or 4 students; How can you keep the Sabbath Holy? What are Holy Days of Obligation? Which one is coming up next? What season of the church are we in right now? Which one are we about to be in? - 15 min</p>	<p>Presentations for Prezi False-gods Project - 45 min</p>

	caption for your thoughts of the appearance of the Ark of the Covenant - 40 min		<i>Christ Our Life, Chapter Twelve, "Loving God", Page 107</i> - Review this section together; how to the bullet-pointed ideas disrespect God? Discuss how they break the First Commandment - 10 min	<i>Christ Our Life, Chapter Twelve, Page 110</i> - Read aloud and discuss; what do the 4th - 10th Commandments call us to do? Provide examples? Read Matthew 7:12, what is this called? What is the New Commandment that Jesus gave us in John 13:34-35? How can you keep these two new Commandments? How can you show respect to others better? - 10 min	
Daily Homework:	Work on your Prezi False gods Project! It is due in four days!	Work on your Prezi False gods Project! It is due in three days!	Work on your Prezi False gods Project! It is due in two days!	Prezi False gods Project is due tomorrow!	None

Unit : Easter and Lent

Religion Phrase to Memorize:	<i>John 15:13 - "There is no greater love than to lay down one's life for one's friends."</i>				
Terms to Know	<i>Easter, Intercession, Yahweh, Meribah, Caleb, Numbers, Aaron, Canaan, Egypt, Moses, Joshua</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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	Teacher to provide and review permission slips to watch the movie "Son of God" and requires permission slip to watch - 10 min	Google the hymn "Wade in the Water" (Spiritual), listen to the song and review the lyrics; how is this a religious song? What Religious Season is it about? What are the lyrics calling us to do? Why is this a popular song? - 15 min	<i>Christ Our Life, Chapter Twelve Review, "A Test of Love", Page 112</i> - students in pairs, discuss the questions and respond; share answers with the class and review for validity - 10 min	Watch "THE CHAPLET OF DIVINE MERCY (ROSARY)" on YouTube (17:30 min) and recite together as a class - 20 min

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? - 10 min</p>	<p>Watch "Why Do We Celebrate St. Patrick's Day? National Geographic" on YouTube (2:09 min) and discuss: what happened on March 17th that we honor? What was his real name? How was he converted to Christianity? What did he use to teach about the Holy Trinity? What culture does the Saint Patrick's Day Parade honor? - 10 min</p>	<p>(Part III of III) Students will be assigned one of the Ten Commandments; finish your illustration from the previous two days; due at the end of class today! - 20 min</p>	<p><i>Christ Our Life, Chapter Twelve Review, "What's the Law?", Page 112</i> - students in pairs, discuss the questions and respond; share answers with the class and review for validity - 10 min</p>	<p>Quiz on Religion Phrase to Memorize, Terms to Know from Week Twenty-Three, and Saints of the Week (Katharine Drexel, Patrick) - 20 min</p>
	<p>(Part I of III) Students will be assigned one of the Ten Commandments; they will illustrate and fully-color a scene depicting that Commandment or the breaking of it; they may use words in their picture but at a limited basis; students must label their Commandment and provide a brief description of their picture - 25 min</p>	<p>(Part II of III) Students will be assigned one of the Ten Commandments; they will illustrate and fully-color a scene depicting that Commandment or the breaking of it; they may use words in their picture but at a limited basis; students must label their Commandment and provide a brief description of their picture - 25 min</p>	<p><i>Christ Our Life, Chapter Twelve Summary, "Things to Do at Home", #6, page 111</i> - Think of some of your favorite songs; are they all "clean"? If not, what terms from page 108 would apply to these songs? Using Google Docs and editing the lyrics, make five notations from your favorite songs that apply to these positive and negative terms - 10 min</p>	<p><i>Christ Our Life, Chapter Twelve Review, "The Liturgical Year", Page 112</i> - students in pairs, complete together but have one copy per student; answer each question and color in the wheel as requested; refer to your text as needed - 20 min</p>	
Daily Homework:	<p>Written Response: Write as many of the Ten Commandments down in your own words; don't look at your book, try to remember them!</p>	<p>Written Response: Do you go to church every Sunday? Why or why not? (one paragraph)</p>	<p>Written Response: Listen to 95.5 (The Fish) tonight for twenty minutes; how does this music make you feel? Do you enjoy it? Why or why not? (one paragraph)</p>	<p>Study for quiz on Religion Phrase to memorize and quiz on Saints tomorrow</p>	None
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 26	<p>Begin watching "Son of God"; students MUST have permission slip signed by a</p>	<p>Watch "Son of God"; students MUST have permission slip signed by a parent to watch -</p>	<p>Watch "Son of God"; students MUST have permission slip signed by a parent to watch -</p>	<p>Watch "Son of God"; students MUST have permission slip signed by a parent to watch -</p>	<p>Watch "Son of God"; students MUST have permission slip signed by a parent to watch - 30 min</p>

	parent to watch - 35 min	35 min	35 min	35 min	Quick Write: How did this movie help your understanding of Easter and the events that took place in Jesus' life on Earth? - 10 min
Daily Homework:	Written Response: What are your thoughts about the Nativity? Compare and contrast how you normally picture this scene in your head verses how it is portrayed here (one paragraph)	Written Response: Do you like the way that the movie is portraying Jesus? Why or why not? (one paragraph)	Written Response: Which scene about Jesus do you like the best? Why is that? (one paragraph)	Written Response: Which of Jesus' disciples or Apostles do you like the best? Why is that? (one paragraph)	None
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 27	<i>Christ Our Life, Chapter Thirteen, Page 115</i> - Read aloud and discuss: what were the people of Canaan described as? Google and read "Numbers 13:31-33"; do you think that they were really giants? Why did the people want to return to Egypt? How did God punish those people? - 15 min	Google "Numbers 14:10-19" and read the verses; who were the Giants? Do you think that they were actual giants? Who interceded with God because of the Israelites' fear? How did Moses speak to God? Why did God like this? Who else interceded for the Israelites at times? - 15 min	<i>Christ Our Life, Chapter Thirteen, Pages 117-118</i> - Read aloud and discuss; with your teacher to help you, outline these pages; use the format of "letters and numbers" commonly used in MS Word and Google Docs; look for main ideas and vocabulary - 20 min	<i>Christ Our Life, Chapter Thirteen, "Things to Do at Home", #2, Page 119</i> - Google "Matthew 5-7" and read aloud; take turns and discuss; how does this relate to the earlier Israelites? How does it relate to us? How can we listen to these teachings better in our lives? - 15 min	<i>Christ Our Life, "Pentecost", pages 239-240</i> - Read in literacy circles of 3 or 4 students; answer all questions in Google Docs and submit to your teacher, one page per student; use Google to research the Bible verses as requested - 20 min
	Watch "Bible Theater: Numbers - 12 Spies in Canaan - LifeKids.tv" on YouTube (2:44 min) and discuss: why were the Israelites afraid? If this was the land that God promised, why didn't they enter it? Who were the two people that stood up for God? What happened as a punishment for the actions of the many who doubted God? What reward was given to Caleb and Joshua? - 10 min	Students will write questions using these Biblical names as the answers to each question: Yahweh, Meribah, Caleb, Numbers, cloud, Aaron, Canaan, Egypt, Moses, Joshua; they should have ten questions when completed - 15 min	<i>Christ Our Life, Chapter Thirteen, "Decision Making Vocabulary", Page 117</i> - Individually, review the terms from this section; think of three separate times this school year that these three terms applied to you and something that you had done; Write them in Google Docs and submit them to your teacher - 15 min	<i>Christ Our Life, Chapter Thirteen Review, Page 120</i> - Students in pairs, answer all questions in Google Docs and	Google the church hymns "Give Me Jesus" by James Hansen and "The Lord is My Light" by Christopher Walker; listen to the hymn and review the lyrics; how are these songs related to Easter? What time of life do they seem to relate to? What are they asking God to do? What do the lyrics of these hymns sound similar to? - 15 min

	<i>Christ Our Life, Chapter Thirteen, Page 116</i> - Read aloud and answer question in text; What was Meribah? Why do you think God forgave his people? How did God punish Moses for his weakened faith? Students in pairs, together create an outline for this page; discuss and review as a class for accuracy - 20 min	Students in pairs, read your questions to your partner to test them if they can correctly answer the questions that you created; when you are finished, switch roles and answer their questions; continue with other students as time permits - 10 min	<i>Christ Our Life, Chapter Thirteen, "Things to Do at Home", #6, Page 119</i> - Create a list of things that make you happy; share a few with the class; which bring you closer to God? - 10 min	submit to your teacher; submit to your teacher BEFORE doing the wordsearch - 25 min	Write a poem about Easter or Life after Death; Have at least eight lines; you may share it with the class if you'd like - 10 min
Daily Homework:	Written Response: Think of today's lesson. Why do you think God forgave His people? (one paragraph)	<i>Christ Our Life, Chapter Thirteen Summary, "Things to Do at Home", #3, page 119</i> - complete for tomorrow	<i>Christ Our Life, Chapter Thirteen Summary, "Things to Do at Home", #1, page 119</i> - complete for tomorrow	Define - Who were the following people: Yahweh, Caleb, Joshua, and Aaron? What was Meribah?	None
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 28	<i>Christ Our Life, "March: The Month of Saint Joseph", Page 243</i> Read aloud and discuss: why is there little knowledge about Joseph? What is he the patron saint of? How did Joseph help show his trust in God? His obedience to God? His faith in God? - 10 min	<i>Christ Our Life, "Gather and Go Forth", Chapter Thirteen, Pages 121-122</i> - Read aloud and discuss; answer questions via Google Docs and submit to your teacher - 10 min			
	Review Practice AIR Tests for grade level; students will need a Chromebook or iPad; found on " https://oh.portal.airast.org/users/students-and-families.shtml " - 30 min	Review Practice AIR Tests for grade level; students will need a Chromebook or iPad; found on " https://oh.portal.airast.org/users/students-and-families.shtml " - 30 min	Review Practice AIR Tests for grade level; students will need a Chromebook or iPad; found on " https://oh.portal.airast.org/users/students-and-families.shtml " - 40 min	Review Practice AIR Tests for grade level; students will need a Chromebook or iPad; found on " https://oh.portal.airast.org/users/students-and-families.shtml " - 40 min	Review Practice AIR Tests for grade level; students will need a Chromebook or iPad; found on " https://oh.portal.airast.org/users/students-and-families.shtml " - 40 min

Daily Homework:	Written Response: Based upon the questions that we studied today, write three questions that you believe could appear on the AIR Test.	Written Response: Based upon the questions that we studied today, write three questions that you believe could appear on the AIR Test.	Written Response: Based upon the questions that we studied today, write three questions that you believe could appear on the AIR Test.	Written Response: Based upon the questions that we studied today, write three questions that you believe could appear on the AIR Test.	Written Response: Based upon the questions that we studied today, write three questions that you believe could appear on the AIR Test.
-----------------	--	--	--	--	--

Unit :

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

Religion Phrase to Memorize:	<i>John 3:36 - "Whoever believes in the Son has eternal life, but whoever rejects the Son will not see life, for God's wrath remains on them."</i>				
Terms to Know:	<i>Imani, Mortal Sin, Venial Sin, Zion, Grace, Virtue</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 29	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 "Our Lady of Fatima HD" on YouTube (3:54 min) and discuss: how many children did shee appear to? How many secrets did she give the children? What was "The Miracle of the Sun"? Who is "Our Lady"? How is she dressed? - 10 min	Watch "St. Christina HD" on YouTube (3:22 min) and discuss: what is a martyr? What did her parents force her to worship? Who visited her and told her about Christ? Where are her relics kept (<i>answer - in Cleveland</i>) ? - 10 min	Think back to the activity yesterday when you listed sins; students individually create a list of ten things that they either do or know other people that do them; try to rank them 1-10 from "less to worst"; Now try to apply which of those sins MAY BE a venial sin or a mortal sin; do they keep you from God? Or do they just upset God? - 15 min	<i>Christ Our Life, Chapter Fourteen Review, "From Death to Life", page 128 - Students in pairs, answer questions and discuss your answers as a class - 15 min</i>
	<i>Christ Our Life, Chapter Fourteen, Pages 123-124 - Read aloud and discuss: what wrong decisions did the Israelites make? What consequence did they suffer? How long did they wonder for doing this? Why did God send serpents to His people? Why did the Israelites ask Moses to help? - 15 min</i>	Google the song "Amazing Grace"; listen to the words and review the lyrics; what does it mean to say "I once was lost but now I'm found"? Or "I was blind but now I see"? What has God's grace done for us? Why do we call it "amazing grace"? - 10 min	<i>Christ Our Life, Chapter Fourteen, Pages 125-126 - Read aloud and discuss: why is sin such a great evil? How did Jesus defeat sin? Which relationships are harmed by sin? How does God deal with us when we sin? Complete "Receiving Forgiveness" together on page 125; discuss the types of sin on page 126 - 20 min</i>	<i>Christ Our Life, Chapter Fourteen, Page 126 - Students in groups of three, use a T-Chart to compare Mortal Sins and Venial Sins; how are they similar and different; provide what you think are examples; share results with the class - 15 min</i>	Quiz on Religion Phrase to Memorize, Terms to Know from Week Twenty-Five, and Saints of the Week (Our Lady of Fatima, Christina)- 20 min

	<i>Christ Our Life, Chapter Fourteen, Page 123-124</i> - Using Google, read Psalm 65:1-4 aloud; how does this Psalm relate to this chapter? What is Zion? What do you think lines 5 & 6 would be? What happens when we take our sins to God? - 15 min	<i>Christ Our Life, Chapter Fourteen, Page 124</i> - Reread this page in Literacy Circles; answer the questions and review them as a class; how did God show the Israelites that they were forgiven? Why were people cursed when they looked at the bronze serpent? How can you show that you're sorry for your sins? - 20 min	Discussion: In your opinion, what is sin? What are sins that you think are worse than others? List ten sins and discuss them; try to rank them 1-10 as to which ones are worse; how does God view sin? Which sins on your list are the "worst sins"? Where would bullying, swearing, disrespect, and lying fall onto your list (if they're not there already)? - 20 min	<i>Christ Our Life, Chapter Fourteen Summary, "Things to Do at Home", #2, Page 127</i> - Pair up with two friends (group of three) and discuss each other's best virtues; how are these great gifts from God? How do you share these with others well? What can you do to share them more with others? - 15 min	Google the church hymns "Loving and Forgiving" by Scott Soper and "Hosea" by Weston Priory; listen to them online and review the lyrics; how do these hymns relate to reconciliation? How does they display God's forgiveness for our sins? - 15 min
Daily Homework:	Written Response: Why was the bronze serpent placed on a pole?	Written Response: Imagine that you were with Moses. Would you have complained about the food God had given? Why or why not? (one paragraph)	Written Response: Would you like to meet with someone to discuss your sins? Why or why not? (one paragraph)	Study for quiz on Religion Phrase to memorize, Terms to Know from Week Twenty-Five, and Saints of the Week tomorrow	None
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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? - 10 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? - 15 min	<i>Christ Our Life, Chapter Fifteen, Page 133</i> - Discuss how the Promised Land was divided up among the twelve tribes; imagine that God granted you Northeast Ohio (teacher to provide a map of the area from Sandusky to Ashtabula and south to Akron), how would you divide up the land	Watch "THE CHAPLET OF DIVINE MERCY (ROSARY)" on YouTube (17:30 min) and recite together as a class - 20 min

Week 30	<p><i>Christ Our Life, Chapter Fourteen Review, "Forgiveness Facts", Page 128</i> - Complete this section individually by writing the entire message with additions to your teacher via Google Docs and submitting it; do not just fill in blanks, retype the paragraphs! - 20 min</p>	<p><i>Christ Our Life, Chapter Fifteen, Pages 131-132</i> - Read aloud and discuss, answer question on page 132: What mistakes did Moses make? What did Moses remind the people of? Why do you think the people listened to Moses? Who gave Moses his authority? What did Moses give to each tribe? Why did God call Moses to Mt. Nebo? - 20 min</p>	<p><i>Christ Our Life, Chapter Fifteen, Pages 133-134</i> - Read in Literacy Circles and discuss together: what was Jericho? Who were Levites? What was Shiloh? Why was it important? How else do you know the Jordan River? What promise did the people make God after conquering Canaan? What else do people today refer to the word "Canaan"? - 20 min</p>	<p>to members of your family similar to the way that the Promised Land was? You may only grant land to members of your family (NOT FRIENDS); after completing your division, explain why in paragraph form how you chose to divide the land and what your reasoning was for dividing in that matter - 35 min</p>	<p><i>Christ Our Life, Chapter Fifteen Summary, "Things to Do at Home", #5, Page 135</i> - Students in pairs, reread page 131 and create a Concept Map about Moses; include his good leadership qualities, his accomplishments, and how he served God - 15 min</p>
	<p><i>Christ Our Life, "Gather and Go Forth", Chapter Fourteen, Pages 129-130</i> - Read aloud and discuss; answer questions in Google Docs and submit to your teacher - 10 min</p>	<p><i>Christ Our Life, Chapter Fifteen, Page 132</i> - students in pairs, answer these questions in Google Docs and submit to your teacher: what happened to Joshua when Moses laid his hands on him? How was Joshua described? How did Joshua instruct his people? What traits of a good leader did Joshua display? - 15 min</p>	<p>Watch "God's Story: Joshua and the Battle of Jericho" on YouTube (3:51 min) and discuss: did the people of Jericho already know about God and the Israelites? Who appeared to Joshua before the battle? What did God tell Joshua to do to destroy Jericho's walls? What did Joshua do regardless of his thoughts? - 10 min</p>	<p><i>Christ Our Life, Chapter Fifteen Summary, "Things to Do at Home", #4, Page 135</i> - Teacher to locate on Google "Joshua Fought the Battle of Jericho" and play; review the lyrics and discuss for accuracy; what does this say respect to? Why was this a key victory for the Israelites? - 15 min</p>	<p><i>Christ Our Life, Chapter Fifteen Summary, "Things to Do at Home", #6, Page 135</i> - As a class, discuss leaders in our school and community; what are qualities that they have that are good? What qualities help us improve? How do they appear to listen to God? How do they serve others? - 15 min</p>
Daily Homework:	<p>Say a prayer tonight asking God to forgive your sins and to try to do better in the future</p>	<p>Written Response: Moses saw the promised land before he died. Describe how you think he felt at that time. Why do you think he felt that? (one paragraph)</p>	<p><i>Christ Our Life, Chapter Fifteen, Page 134, "A Moment with Jesus"</i> - Read this section, pray to Jesus about how you can treat people better.</p>	<p>Written Response: Who in your life is a good influence that helps guide you to Heaven? (one paragraph)</p>	<p>None</p>
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	<p><i>Christ Our Life, "May: The Month of Mary", page 244</i> - Read aloud and discuss, pray the "Memorare" and discuss: why do we honor Mary? What are some of her titles? What do we pray to honor Mary? - 10 min</p>	<p><i>Christ Our Life, Chapter Fifteen Review, "People and Places", Page 136</i> - Complete this section individually via Google Docs, submit to your teacher - 15 min</p>	<p><i>Christ Our Life, Chapter Fifteen Review, "Two Homelands", Page 136</i> - Students in pairs, complete this section via Google Docs, submit to your teacher; one page per student - 15 min</p>	<p><i>Christ Our Life, "Gather and Go Forth", Chapter Fifteen, Pages 137-138</i> - Read aloud and discuss; answer questions in Google Docs and submit to your teacher - 10 min</p>	<p>Watch "Holy Rosary - Sorrowful Mysteries (Tue & Fri)" on YouTube (16:22 min) and recite together as a class - 20 min</p>

Week 31	(Part I of III) <i>Christ Our Life, Chapter Fifteen, "The Battle of Jericho", Page 133</i> - Students will illustrate, color, and write a caption for their thoughts of what the Battle of Jericho looked like; they may depict a specific scene or draw sections to show a before-and-after sequence if they chose - 15 min	(Part II of III) <i>Christ Our Life, Chapter Fifteen, "The Battle of Jericho", Page 133</i> - Students will illustrate, color, and write a caption for their thoughts of what the Battle of Jericho looked like; they may depict a specific scene or draw sections to show a before-and-after sequence if they chose - 30 min	(Part III of III) <i>Christ Our Life, Chapter Fifteen, "The Battle of Jericho", Page 133</i> - Students will complete their illustration and coloring of their depiction of the Battle of Jericho - 15 min	<i>Christ Our Life, Unit Three Review, Chapter Sixteen, Page 139</i> - Students in pairs, answer all questions via Google Docs, submit to your teacher - 15 min	Quiz on Terms to Know from Week Twenty-Nine - 10 min
	As a class, teacher will lead: create a chart showing similarities in the lives of Moses and Joshua; include as topics: how do they have the vision of God? How were they instructed by God? How did they cross water? How did they use the Ark? How did they provide food to their people? How did they experience Passover? What covenant did they make? - 20 min		Students will write a letter of gratitude and encouragement to a leader of the school; check that letters are appropriate before delivery; students may write to Father Gary, Mr. Smith, Mrs. Smith, Mrs. Krickhan, or their Asst. Principal - 15 min	<i>Christ Our Life, Unit Three Review, "To the Promised Land", pages 140-141</i> - Students in pairs, play the game on these pages to review the unit; when you finish your game, switch partners and play against someone else; play at least three people - 20 min	<i>Christ Our Life, "Celebrating God's Guidance", Pages 142-143</i> - Students will complete the Prayer Service, one student will serve as the Leader; read Deuteronomy 31:19-22 and three select verses from Psalm 119 during the Prayer Service - 15 min
Daily Homework:	<i>Christ Our Life, Chapter Fifteen Summary, "Things to Do at Home", #2, Page 135</i> - Read and complete for tomorrow	Work on your illustration and coloring of the Battle of Jericho; due tomorrow in class!	<i>Christ Our Life, Chapter Fifteen Summary, "Things to Do at Home", #1, Page 135</i> - Read and complete for tomorrow	Study for quiz on Terms to Know from Week Twenty-Nine tomorrow	None
Religion Phrase to Memorize:	<i>John 8:7 - "So when they continued asking him, he lifted up himself, and said unto them, He that is without sin among you, let him first cast a stone at her."</i>				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
	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. Dominic Savio HD" on YouTube (3:35 min) and discuss: as a child, what did he encourage others around him to do? What type of student was he? What were his last words? How old was he when he died? What is he the patron saint of? - 10 min	Watch "St. Angela Merici HD" on YouTube (2:37 min) and discuss: what religious order did she found? What did she open for young girls? Who appeared to her telling her to educate girls? What happened to her sister and parents early in her life? What is she the patron saint of? - 10 min	<i>Christ Our Life, Chapter Seventeen Summary, "Things to Do at Home", #1, Page 153</i> - Complete by speaking with any adult at school or home; write your responses down and return in three days - 10 min	Watch "THE CHAPLET OF DIVINE MERCY (ROSARY)" on YouTube (17:30 min) and recite together as a class - 20 min

Week 32	<p>Watch "St Ursula - The Story Behind The Badge" on YouTube (5:46 min) and discuss: where was Ursula from? Who did Ursula's father want her to marry? How many women did Ursula travel with to Rome? What happened to all of them while traveling? What tribe of pagans killed Ursula and her followers? - 10 min</p>	<p><i>Christ Our Life, Chapter Seventeen Summary, "Things to Do at Home", #2, Page 153</i> - Read Judges 8:22-23 and review Gideon's response to his people; why does this show that he is a good leader? - 10 min</p>	<p>Watch "The Story of Samson" on YouTube (5:50 min) and discuss: Who appeared to Samson's mother at birth? What was Samson not allowed to cut? What couldn't he eat? What power from God was he given? What is the name of the woman he led to his downfall? - 10 min</p>	<p>Students in groups of 3 or 4, answer and share: Create a Concept Map linking together and comparing traits of Samson, Deborah, Ruth, and Gideon; must have a minimum of twelve bubbles; share with the class when complete - 15 min</p>	<p>Quiz on Religion Phrase to Memorize, Terms to Know from Week Twenty, and Saints of the Week (Ursula, Dominic Savio, Angela Merici) - 20 min</p>
	<p><i>Christ Our Life, Chapter Seventeen, Pages 149-151 (not Ruth)</i> - Read aloud and discuss: how did the Israelites deal with the changes in their lives? What was one of their most serious mistakes? When they were in trouble, what did the Israelites do? Who were the Judges? Review Deborah, Gideon, and Samson - 20 min</p>	<p><i>Christ Our Life, Chapter Seventeen, Pages 151-152</i> - Is Ruth a Judge? What is her story display? How do we become heroes? Name some people who set good examples for people your age. Why are they heroes? How is Ruth related to Jesus? How was Ruth loyal to Naomi? Teacher to create a table to compare & contrast the three Judges and Ruth - 20 min</p>	<p>Students in pairs, using a Triad Venn Diagram (three circles overlapping) compare and contrast Deborah, Gideon, and Samson; have two statements in each section (ten total statements), share with the class when completed - 20 min</p>	<p><i>Christ Our Life, Chapter Seventeen Review, Page 154</i> - Students in pairs, answer all questions in Google Docs and submit to your teacher - 20 min</p>	
Daily Homework:	<p>Written Response: What is one change in your life that has been difficult? What did you do to adjust? Explain (one paragraph)</p>	<p>Written Response: How is Ruth a good role model for us as young Christians? How does she show loyalty? (one paragraph)</p>	<p>Written Response: Which of the three Judges that we've discussed can you relate to the most? Why? (one paragraph)</p>	<p>Study for quiz on Religion Phrase to memorize and quiz on Saints tomorrow</p>	<p>Work on your interview with an adult, due in two days!</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	<p><i>Christ Our Life, "Gather and Go Forth", Chapter Seventeen, Pages 155-156</i> - Read aloud and answer questions via Google Docs; submit to your teacher - 10 min</p>	<p>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</p>	<p>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</p>	<p>Watch "Sacraments 101: Holy Orders (what ordination means)" on YouTube (7:59 min) and discuss: what are we all called be (three things)? What are all priests called to care for? What is Holy Orders also called? - 10 min</p>	<p>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</p>
	<p><i>Christ Our Life, Chapter Seventeen Summary, "We Respond", Page 153</i> - Read and reflect upn the question, answer via Google Docs; submit to your teacher - 10 min</p>	<p>(Part I of II) <i>Christ Our Life, Chapter Eighteen, Page 157</i> - Illustrate and color one of the two phrases stated by Samuel when God called him, they are: "Here I am, Lord" and "speak, Lord, your servant is listening"; Write the phrase beautifully in script, bubble letters, or another creative way on computer paper; decorate it with symbols and coloring;</p>	<p>(Part II of II) <i>Christ Our Life, Chapter Eighteen, Page 157</i> - Illustrate and color one of the two phrases stated by Samuel when God called him, they are: "Here I am, Lord" and "speak, Lord, your servant is listening"; Write the phrase beautifully in script, bubble letters, or another creative way on computer paper; decorate it with symbols and coloring;</p>	<p>Visit the website: "simplycatholic.com/what-are-holy-oils/" and read about the three types of oils used by the church; how are these similar to other oils that you may be familiar with? Discuss how you typically use oil or lotion and how oil (chism) is used by the church - 15 min</p>	<p><i>Christ Our Life, Chapter Eighteen Summary, "Things to Do at Home", #4, page 161</i> - Google and read aloud "1 Samuel 18:1-5; 19:1-7, 20", how are Samuel and Jonathan friends? What qualities of friendship do they show each other? How was Jonathan important to Samuel? - 15 min</p>
	<p><i>Christ Our Life, Chapter Eighteen, Pages 157-158</i> - Read aloud and discuss; what happened to Eli? What happened to the Ark? Who did the Israelites fight again? Who were the Judges? What type of leaders were they? Who were some of the other Judges? Was Eli a good man? Was Saul a good king? How did Samuel answer God? - 20 min</p>	<p>spend time to make it beautiful and inviting; you may draw appropriate Biblical illustrations around the phrase as well such as the Ark of the Covenant, Samuel anointing David, or Samuel hearing God's call - 30 min</p>	<p>spend time to make it beautiful and inviting; you may draw appropriate Biblical illustrations around the phrase as well such as the Ark of the Covenant, Samuel anointing David, or Samuel hearing God's call - 25 min</p>	<p><i>Christ Our Life, Chapter Eighteen, Pages 159-160</i> - Read aloud in Literacy Circles of 3 or 4, students will create a Concept Map from the information in the text; they must include the terms Messiah, Christ, and Anoint and link them to Jesus; what is Holy Orders and how does it apply to anointing? Share results with the class - 20 min</p>	<p>Students in pairs, using a "Cause and Effect" Graphic Organizer, link Samuel to Saul and David; share and discuss your connections with the class - 15 min</p>
Daily Homework:	<p>Complete your interview with an adult (<i>Christ Our Life, #1, Page 153</i>), it is due tomorrow!</p>	<p><i>Christ Our Life, Chapter Seventeen Summary, "Things to Do at Home", #4, page 153</i> - Complete for tomorrow!</p>	<p>Written Response: Would you rather work in the technology field or medical field? Why do you feel that way?</p>	<p>Written Response: Why do you think oil is used to anoint and not water, powder, or juice? (one paragraph)</p>	<p><i>Christ Our Life, Chapter Eighteen Summary, "Things to Do at Home", #1, page 161</i> - complete tonight for tomorrow</p>

Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 34	<p><i>Christ Our Life, Chapter Eighteen Summary, "Things to Do at Home", #2, page 161</i> - Go to "Biography.com" and review either Mother Teresa, Mahatma Gandhi, or Martin Luther King, Jr.; search in their biographies for the answers to the questions in the text; be prepared to share your results with the class - 20 min</p>	<p><i>Christ Our Life, Chapter Eighteen Summary, "Things to Do at Home", #5, Page 161</i> - Students to use Google to search "current countries monarchy"; obtain some general information about them to discuss their similarities to David; are the rulers there considered "good" or "Just"? - 15 min</p>	<p><i>Christ Our Life, Chapter Nineteen, Pages 165-166</i> - Read aloud and discuss: What happened that allowed David to be king? How did David's leadership help the people? How did Jerusalem become the capital of the region? In what other way did David make Jerusalem a special city? What was David's Sin? What two Commandments did David break? - 20 min</p>	<p><i>Christ Our Life, Chapter Nineteen, Pages 165-166</i> - Students to read these pages in Literacy Circles of 3 or 4; complete "Cause and Effect" Graphic Organizers for events listed in David's life; share your Graphic Organizers with the class when instructed - 20 min</p>	<p>Watch "THE CHAPLET OF DIVINE MERCY (ROSARY)" on YouTube (17:30 min) and recite together as a class - 20 min</p>
	<p>Teacher to create a table on the board to compare the three leaders against Donald Trump, David, Saul, and other leaders that we know (students should be respectful); compare and contrast traits - 10 min</p>	<p><i>Christ Our Life, "Gather and Go Forth", Chapter Eighteen, Pages 163-164</i> - Read aloud and discuss; answer questions via Google Docs and submit to your teacher - 10 min</p>	<p>Watch "David, the Bible's First Real Hero" on YouTube (7:30 min) and discuss: who did David famously kill as a child? How is he referred to as a king? Who is descended from him? What country did he help establish? What is the name of the star on that flag? Who is David's famous son with Bethsheba? - 10 min</p>	<p>Students in groups of 3 or 4: using a Venn Diagram, compare and contrast Nathan and Samuel in three ways for each section (nine total statements); one Venn Diagram per group; share with the class when instructed - 15 min</p>	<p><i>Christ Our Life, Chapter Nineteen, Pages 167-168</i> - In Literacy Circles of 3 or 4, read aloud and discuss: what made Solomon a great king? How was he different from David? Students will create a T-Chart listing their qualities, good deeds, known sins, and other important features; each group of students will discuss these features with the class to display knowledge - 25 min</p>
	<p>Google the hymn "Wade in the Water" (Spiritual), listen to the song and review the lyrics; how is this a religious song? What Religious Season is it about? What are the lyrics calling us to do? Why is this a popular song? - 15 min</p>	<p><i>Christ Our Life, Chapter Eighteen Review, Page 165</i> - Students in groups of 3 or 4; one page per group; submit via Google Docs the answers to all questions on this page; research the Bible verses as needed - 20 min</p>	<p>Teacher to assign to one student each the following Bible verses: "Isaiah 6:1-5", "Isaiah 56:7", "Malachi 3:1", "Luke 1:8-10", "Luke 2:22-24", "Luke 2:46-48", "Matthew 21:12-13", "Luke 19:47-48", "John 11:55-57", "Acts 2:46-47", "Acts 5:20-21", and "Acts 21:26"; students will research and read the verses; students will read the verses aloud when requested; what similarities do they all have? Students should note the the same Temple of the Old Testament is the same one that was there with Jesus and afterwards with the Apostles - 15 min</p>	<p>Quick Write: Using Google Docs, write which prophet effected the Jews more: Nathan or Samuel? Have three reasons for your argument; submit your answer via Google Docs to your teacher - 10 min</p>	

Daily Homework:	Written Response: Compare the leader that you researched to Saul or David. How are they similar and different? (one paragraph)	Written Response: What would our country be like if it were ruled by a monarch? (one paragraph)	Written Response: Refer to your Bible verse about the Temple today; explain what you read and its significance (one paragraph)	None	Written Response: Which king do you think was the greater king: David or Solomon? Why do you believe that? (one paragraph)
Religion Phrase to Memorize:	Mark 16:15 - And He said to them, "Go into all the world and preach the gospel to every creature."				
Timeline:	Day "A"	Day "B"	Day "C"	Day "D"	Day "E"
Week 35	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. Rose of Lima HD" on YouTube (3:58 min) and discuss: what was she especially known for? What country was she from? What did she do to herself to perform penance? How many hours a day did she sleep so that she could pray more? What did she accurately predict? - 10 min	Watch "St. Jude Thaddaeus HD" on YouTube (1:43 min) and discuss: who is his cousin? How did he know Jesus? Who was he martyred with? What is named after him in many places across the world? Teacher to research "Saint Jude Hospitals" as a reference - 10 min	Students in pairs, use a Venn Diagram to Compare and Contrast King David verses King Solomon; have three distinct statements for each section (nine total statements) - 15 min	Watch "THE CHAPLET OF DIVINE MERCY (ROSARY)" on YouTube (17:30 min) and recite together as a class - 20 min
	Watch "St. Elizabeth of Hungary HD" on YouTube (3:08 min) and discuss: what position of monarchy did she hold? What saint did she learn about who was teaching south of her? How old when she died? What flower is seen in her presence? Who did she leave her home to go help frequently? - 10 min	<i>Christ Our Life, Chapter Nineteen Summary, "Things to Do at Home", #2, page 169 - Write your own parable (like Jesus) or teach a lesson (like Nathan) about a bully who is mean to others; submit in Google Docs to your teacher - 20 min</i>	Watch "Jerusalem, Israel: Temple Mount and The Dome of the Rock" on YouTube (2:54 min) and discuss: What is the Temple Mount? What is the name of only part that is left of the original Temple? Who did Abraham almost sacrifice at this spot? Who built the first Temple? What do they put into the holes in the Western Wall? - 10 min	<i>Christ Our Life, "Gather and Go Forth", Chapter Nineteen, Pages 171-172 - Read aloud and discuss: answer questions via Google Docs and submit to your teacher - 10 min</i>	Quiz on Religion Phrase to Memorize and Saints of the Week (Elizabeth of Hungary, Rose of Lima, Jude) - 15 min

	<p><i>Christ Our Life, Chapter Nineteen, Pages 167-168</i> - Teacher to assist students in outlining these two pages; class to be divided in half, one student to serve as the teacher for each half; students will create an outline using letters and numbers as their bullet-points as conducted in Google Docs or MS Word; Students should outline the main ideas in each section and bold-faced terms; review as a class when complete - 25 min</p>	<p><i>Christ Our Life, Chapter Nineteen Summary, "Things to Do at Home", #3, page 169</i> - Students in pairs, create a Concept Map linking together Solomon and David as well as the qualities listed in this question; have twelve bubbles or more; be ready to share with the class - 15 min</p>	<p><i>Christ Our Life, Chapter Nineteen Review, Page 170</i> - Divide the class in half, one student to serve as the teacher for each half; complete via Google Docs all questions on this page; student-teacher to conduct review and guide their group to the correct answers - 20 min</p>	<p><i>Christ Our Life, "Celebrating God's Name", Pages 176-177</i> - conduct the Prayer Service, one student to serve as the Leader; Read Psalm 21:1-7 as instructed - 15 min</p>	<p>Quick Write: Write one paragraph about ANY SAINT that we studied this year that you admire; why do you admire this saint? What is so interesting about them? - 15 min</p>
<p>Daily Homework:</p>	<p>Written Response: How does outlining a chapter or section help you to locate the main ideas and organize your notes? (one paragraph)</p>	<p>Written Response: What do you think about what David did with Uriah and Bethsheba? Does this act take away from David's legacy as a good king? Why or why not? (one paragraph)</p>	<p>Written Response: What do you learn today about Jerusalem from the video? (one paragraph)</p>	<p>Study for quiz on Religion Phrase to memorize and quiz on Saints tomorrow</p>	<p>None</p>