

Unit A: Christian Prayer

How do we connect with the Trinity: God, Christ, and Holy Spirit? What are the different forms of prayer that have been used throughout history?

Prayer is the raising of our hearts and minds to God. Throughout history, the church has used a variety of ways to express its faith and devotion to God.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 relate the importance of Scripture to the history of the early Christian community</p>	<ul style="list-style-type: none"> □ Use a variety of scripture passages in daily prayer services, for example: <ul style="list-style-type: none"> ▪ Matthew 16.18-19 (Primacy of Peter) Matthew 25.31-46 (Works of Mercy) (YC 141) ▪ Luke 20.25 (Church-State relations) (YC 440,441) ▪ Matthew 28.18-20 (Evangelization) ▪ Mark 4.21 (Science and Technology) (YC ¹23, 41, 42) □ Create relevant prayer services that use the themes found in scripture passages (<i>see sample citations</i>) to connect to daily life. <ul style="list-style-type: none"> ▪ Acts of the Apostles (YC 482, 517) ▪ Letters of St. Paul (YC 488, 496)
<p>A2 experience a variety of prayer expressions (that teach and form people in the faith) which are drawn from the history of our tradition (CCC² 2700)</p>	<ul style="list-style-type: none"> □ Lead a class prayer as they explore a variety of prayer styles which have developed through history; for example, <ul style="list-style-type: none"> ▪ Vocal Prayer (e.g. the Creed; Gregorian Chant; Liturgy of the Hours) (YC 501, 504) ▪ Meditative Prayer (e.g. Ignatian; Franciscan) (YC 502) ▪ Contemplative Prayer (e.g. St. Teresa of Avila; John of the Cross) (YC 503)

¹ YC YouCat

² CCC Catechism of Catholic Church

<p>A3 describe the development of the structure of the Mass</p>	<ul style="list-style-type: none"> □ Identify and research the defining moments of history that affected the evolution of the mass <ul style="list-style-type: none"> ▪ Jewish Worship (Passover) (YC 99) ▪ House Churches (Acts of the Apostles 2.2; 2.43; 12.12)(YC 121, 190, 191) ▪ Early Monastic liturgy (Desert Fathers e.g. St. Anthony of Egypt) ▪ Ongoing Renewal of Liturgical Life (e.g. Tridentine Reform; Vatican II; New Translation) (YC 192, 214) □ Once students recognize the core elements of the mass, in small groups have them brainstorm how they would prepare a celebration of mass in the context of persecution (house church or mass in the catacombs) vs. non-persecution (public celebration of faith) <ul style="list-style-type: none"> ▪ Catacombs (YC 154, 155, 189)
<p>A4 celebrate the Feast Days of the Liturgical Year that connect to Church history</p>	<ul style="list-style-type: none"> □ Incorporate key moments in the liturgical calendar into student-created/led daily prayer services <ul style="list-style-type: none"> ▪ Feast Days, e.g. St. Nicholas, St. Patrick's, school feast day, Archangels (YC 497, 146) □ Participate in school-wide prayer, sacramental celebrations, retreats, and service projects <ul style="list-style-type: none"> ▪ Lectionary-based Catechesis (YC 491) based on the Sunday Gospels