



WELCOME TO THE BREAKOUT SESSION  
FOR JUNIOR HIGH AND HIGH SCHOOL  
TEACHERS!

Jr. High

June Poling



Vice Principal  
Junior High Science Teacher  
Saint Michael's School

Dawn Wright



Junior High Religion Teacher  
Saint Michael's School

High  
School

Sandy  
Blackstone-Gardner



Cathedral Catholic HS  
Theology Department  
Chair

Anamaria  
Anthony



Mater Dei Catholic HS  
Theology Department  
Chair



WE WOULD LIKE  
TO KNOW WHO  
YOU ARE!

*Teach me your way, LORD, that I may rely on your faithfulness; give me an undivided heart, that I may fear your name.*

Psalm 86:11

Almighty God,

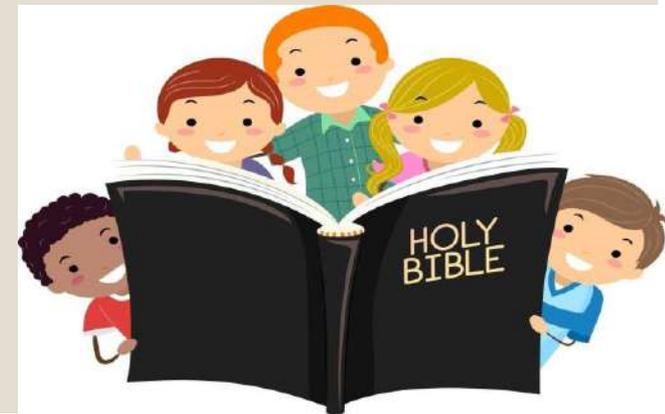
From whom all truth and peace proceed,  
gently open the minds and hearts of all people  
to the joy and peace that only you can offer.

Guide us with Your pure and peaceable wisdom  
so that Your kingdom may go forward,  
till the earth be filled with the knowledge of Your love  
through Jesus Christ, our Lord.

Amen.

# Goals for Our Breakout Session

- 1. To become more familiar with the content Credible Catholic is offering Catholic Educators.
- 2. To identify opportunities in the Science and Religion curriculum to implement Credible Catholic into the classroom.
- 3. To explore practical ways to integrate Credible Catholic into the current Science and Religion curriculum for all students.



What does Credible Catholic have to offer?

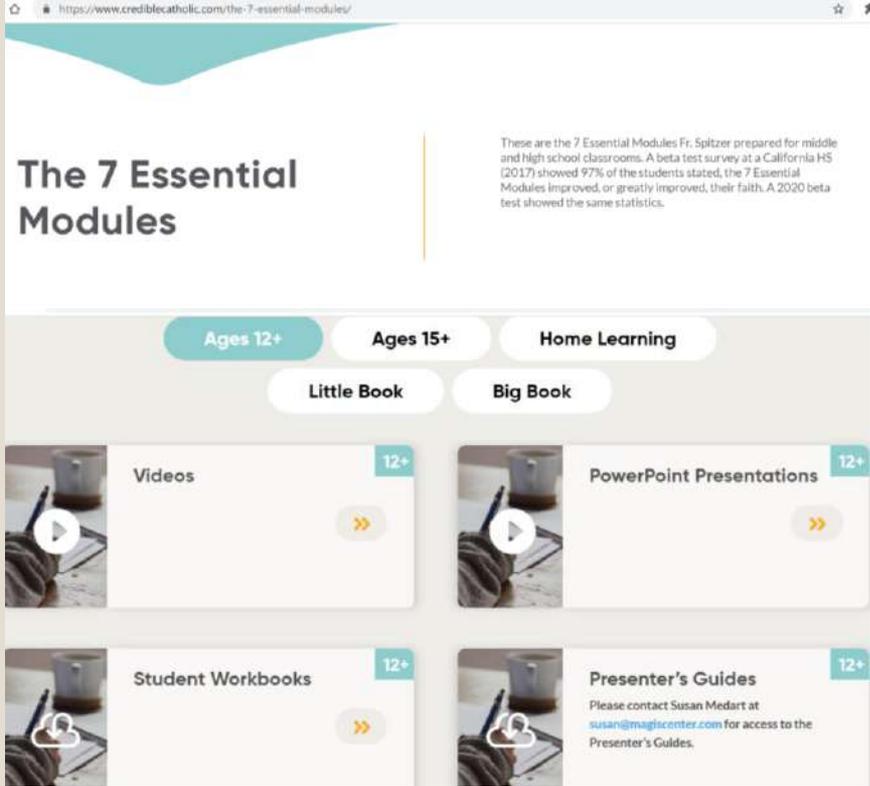


**Credible Catholic** ABOUT MODULES PROGRAMS STORE DONATE CONTACT

# Does God Exist?

CLICK HERE FOR 7 ESSENTIAL MODULES

Welcome to Credible Catholic. Our free online materials will answer the above question and many more. Scroll down, or [click here](#) for more information.



<https://www.crediblecatholic.com/the-7-essential-modules/>

## The 7 Essential Modules

These are the 7 Essential Modules Fr. Spitzer prepared for middle and high school classrooms. A beta test survey at a California HS (2017) showed 97% of the students stated, the 7 Essential Modules improved, or greatly improved, their faith. A 2020 beta test showed the same statistics.

**Ages 12+** **Ages 15+** **Home Learning**

**Little Book** **Big Book**

- Videos** 12+
- PowerPoint Presentations** 12+
- Student Workbooks** 12+
- Presenter's Guides** 12+   
Please contact Susan Medart at [susan@magscenter.com](mailto:susan@magscenter.com) for access to the Presenter's Guides.

## Questions

- ◎ How do you see Credible Catholic implemented in your school?
- ◎ What are some challenges?

# The 3 challenges we have identified in implementing Credible Catholic ...

Challenge  
#1  
Volume of  
Content

https://www.crediblecatholic.com/the-7-essential-modules/

## The 7 Essential Modules

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# Challenge #2 Religion Standards for Grades 7 and 8

Where can I introduce this in a packed curriculum?

RELIGION PRIORITIZED STANDARDS (Click each task for access to all grade-level standards) Grades 7 & 8	
Seventh Grade	Eighth Grade
<p>1: <a href="#">Knowledge of Faith</a></p> <ul style="list-style-type: none"> <li>7-KF-R-1 Differentiate between divinely inspired truth and literal fact when interpreting Sacred Scripture.</li> <li>7-KF-R-3 Retell stories from the New Testament in which Jesus is acknowledged as both divine and human. (<a href="#">hypostatic union</a>)</li> <li>7-KF-T Describe how through the love and life of Jesus Christ we have been redeemed by God's mercy and love of the Holy Spirit.</li> </ul>	<p>1: <a href="#">Knowledge of Faith</a></p> <ul style="list-style-type: none"> <li>8-KF-R-1 Describe the connection between Scripture and Tradition and the true faith we find in both that make up a single deposit of the Word of God.</li> <li>8-KF-R-2 Demonstrate an understanding of Salvation History and identify how the Acts of the Apostles, the epistles, and our lives are a continuation of Salvation history.</li> <li>8-KF-T Describe how God the Father sent the Son, Jesus to redeem us and how the grace of the Holy Spirit continues to give us new life.</li> </ul>
<p>2: <a href="#">Liturgical Education</a></p> <ul style="list-style-type: none"> <li>7-LE-E Articulate and demonstrate the meaning of full, active and conscious participation in the liturgy.</li> <li>7-LE-S Articulate how the sacraments help us live a life of faith.</li> <li>7-LE-S-2 Prepare and participate in the Sacrament of Reconciliation and relate the importance of this sacrament now and throughout life.</li> </ul>	<p>2: <a href="#">Liturgical Education</a></p> <ul style="list-style-type: none"> <li>8-LE-E Describe all the parts of the Mass and the role of the assembly.</li> <li>8-LE-S Articulate how the sacraments strengthen their relationships with God and the faith community and benefit both the individual and community.</li> </ul>
<p>3: <a href="#">Moral Education</a></p> <ul style="list-style-type: none"> <li>7-ME-HP-1 Identify how we are called to know God and proclaim the Good News of Jesus Christ by the way we live and act.</li> <li>7-ME-HP-3 Integrate the meaning of Christian morality with Jesus' teaching, the dignity of the human person and the Incarnation.</li> </ul>	<p>3: <a href="#">Moral Education</a></p> <ul style="list-style-type: none"> <li>8-ME-HP-3 Identify and describe how conscience is a function of reason that allows one to be responsible for one's actions.</li> <li>8-ME-HC-1 Identify and articulate the morality of human (personal) acts and how both venial and mortal sin can result in social sin.</li> </ul>
<p>4: <a href="#">Teaching to Pray</a></p> <ul style="list-style-type: none"> <li>7-TP-UC Explain how prayer can help express their deepest needs,</li> </ul>	<p>4: <a href="#">Teaching to Pray</a></p> <ul style="list-style-type: none"> <li>8-TP-FP Articulate how all prayer forms help us lead holy lives</li> </ul>
<p>in times of temptation, and as an act of self-surrender to God.</p> <ul style="list-style-type: none"> <li>7-TP-EP Explain how prayer expressed their relationship to God.</li> </ul>	<p>through blessing, adoration, petition, intercessions, <a href="#">thanksgiving</a> and praise.</p> <ul style="list-style-type: none"> <li>8-TP-EP State how we use the prayers of the saints to help up pray.</li> <li>8-TP-EP Explore, <a href="#">experience</a> and reflect on the various expressions of prayer: vocal, <a href="#">meditative</a> and contemplative.</li> </ul>
<p>5: <a href="#">The Life, Community and History of the Church</a></p> <ul style="list-style-type: none"> <li>7-LCH-CH Understand and explain how the Catholic Church is world-wide and includes many cultures and ethnic groups.</li> <li>7-LCH-CF-1 Identify New Testament leaders and describe Apostolic Succession as it was established in the New Testament.</li> <li>7-LCH-CF-5 Pray to discern one's life vocation and how their parents, parish priests, deacons and vowed religious can help them to discern their vocation.</li> </ul>	<p>5: <a href="#">The Life, Community and History of the Church</a></p> <ul style="list-style-type: none"> <li>8-LCH-MC-2 Identify the responsibility of the Body of Christ to work for the Kingdom of God on Earth throughout history, today and in the future.</li> <li>8-LCH-MC-3 Appreciate the benefits of chastity/chaste lives with maintaining our bodies as</li> <li>8-LCH-CF-5 Apply the concept of being made in God's image to the response to God's call through vocation.</li> </ul>
<p>6: <a href="#">The Church's Missionary Life and Service</a></p> <ul style="list-style-type: none"> <li>7-CMLS-SS Name talents and gifts from God that holy people in the New Testament used to serve God's <a href="#">people</a>, and identify ways to serve God using the principles of the common good and peace.</li> <li>7-CMLS-EDNE State the importance of respecting the religious beliefs of others, while also sharing our beliefs with them in word and action.</li> </ul>	<p>6: <a href="#">The Church's Missionary Life and Service</a></p> <ul style="list-style-type: none"> <li>8-CMLS-SS Explain the stewardship equation- receive/cultivate/share/return.</li> <li>8-CMLS-EDNE Recall and understand the implications for your own life that Jesus commanded the disciples to "go and make disciples of all nations."</li> </ul>

Suggested  
Middle  
School  
Standards  
Alignment

NOTE:  
Magis  
Center is  
working to  
re-tool  
middle  
school  
modules

Module	Standards Correlation
1: Evidence of a Soul from Medical Studies	Gr 8 Life Science
2: Evidence of God's Existence from Science	Gr 7 Physical Science
3: Proof of God's Existence from Philosophy	Gr 7 Religion: 7-CLMS-EDNE <i>State the importance of respecting the religious beliefs of others, while also sharing our beliefs with them in word and action</i>
4: Proof of Jesus' Resurrection & Divinity	Gr 7 Religion: 7-KF-R-3 <i>Retell stories from the New Testament in which Jesus is acknowledged as both divine &amp; human (hypostatic union)</i>
5: Why Be Catholic?	Gr 8 Religion: 8-CLMS-EDNE <i>Recall &amp; understand the implications for your own life that Jesus commanded the disciples to "go and make disciples of all nations"</i>
6: True Happiness	Gr 8 Religion: 8-ME-HP-3 <i>Identify &amp; describe how conscience is a function of reason that allows one to be responsible for one's actions</i>
7: Why Would an All-Loving God Allow Suffering?	Gr 7 Religion: 7-KF-T <i>Describe how through the love and life of Jesus Christ we have been redeemed by God's mercy and love of the Holy Spirit.</i>

# Religion Standards For Grades 9-12

## Interface Between Credible Catholic Essential Modules and Bishops Curricular Framework for Secondary Education

Credible Catholic Module	Year and Semester to be Presented	Sections Within Bishops Curricular Framework	Recommended Placement of Module in Freshman Year
Module #1: Evidence of a Soul from Medical Studies	Freshman Year 1 <sup>st</sup> Semester  (Core Curriculum I: The Revelation of Jesus Christ in Scripture)	A.1-3 The thirst and desire for God. I.B.1.e. Contemporary arguments based on human beings' openness to truth-beauty-voice of conscience.	Present this Module at the beginning of the 1 <sup>st</sup> Semester Freshman Year immediately before "the thirst for God." It is essential for students to have medical and scientific evidence of a transcendent soul (capable of surviving bodily death) before addressing the soul's thirst for God.
Module #2: Evidence of God's Existence from Science	Freshman Year 1 <sup>st</sup> Semester  (Core Curriculum I: The Revelation of Jesus Christ in Scripture)	I.B.1.c-e. Natural Revelation – God Revealed in Many Ways	Present this Module immediately before the textbook material on Natural Revelation. It is essential that students have contemporary <i>scientific</i> evidence of God to complement philosophical evidence.
Module #3: Proof of God's Existence from Philosophy	Freshman Year 1 <sup>st</sup> Semester  (Core Curriculum I: The Revelation of Jesus Christ in Scripture)	I.B.1.c-e. Natural Revelation – God Revealed in Many Ways	Present this Module immediately after (or as a replacement for) textbook material on Natural Revelation. It contains philosophical evidence of God compatible with science and answers important student questions on evolution, the "bible and science," aliens, and Galileo.
Module #4: Proof of Jesus' Resurrection and Divinity	Freshman Year 2 <sup>nd</sup> Semester  (Core Curriculum II: Who is Jesus Christ?)	III. (all) The Mystery of the Incarnation (All)	Present immediately before the material on "the mystery of the Incarnation." It is essential that students have evidence for the reality of Jesus before discussing the theological implications of the Incarnation.
Module #5: Why be Catholic?	Freshman Year – 2 <sup>nd</sup> Semester  (Core Curriculum II: Who is Jesus Christ?)	V.E Challenges – How can we be sure that what the Catholic Church teaches has come from God?	Present immediately before the material on how we know "that the teaching of the Catholic Church comes from God." It is essential that the students have evidence that Jesus started the Catholic Church with a supreme teaching authority before answering the above question.
Module #6: True Happiness	Freshman Year – 2 <sup>nd</sup> Semester  (Core Curriculum II: Who is Jesus Christ?)	V.D – Challenges – Happiness	Present this Module before (or as a replacement for) the textbook material on the challenge of happiness because it explains how important the definition of "happiness" is, the Levels of Happiness, and their import for the highest possible meaning in life.
Module #7: Why Would an All-Loving God Allow Suffering?	Freshman Year – 2 <sup>nd</sup> Semester  (Core Curriculum II: Who is Jesus Christ?)	V.B-C – Challenges – Suffering	Present this Module before (or as a replacement for) textbook material on suffering. It gives very convincing reasons for why God allows suffering and shows students how to use faith to suffer well.

Challenge  
#2.2  
Religion  
Standards  
for  
Grades 7  
and 8

Where do I  
put this in  
the  
curriculum?

Does CC belong  
in the Science  
Curriculum or the  
Religion  
Curriculum...or  
perhaps both?

Group Chat



# Quick Survey

- Please take a moment to fill out the following form. We will use the questions submitted to start the question and answer period.
- <https://forms.gle/zoKtPjFGpzfnNjC8>

Challenge  
#3

Where do I  
start?

How do I create  
meaningful  
lessons for so  
much material?



Credible Catholic  
Module 2

Evidence of God's  
Existence from  
Science

On what do we base  
our faith in God the  
Creator?

# What does Sacred Scripture tell us?

*Ever since the creation of the world his eternal power and divine nature, invisible though they are, have been understood and seen through the things he has made.*

Romans 1:20

## Module 2

### Evidence of God's Existence from Science

#### Unit 1 Relationship Between Science and Religion

- a. Unreasonable Faith:** beliefs despite credible evidence
- b. Blind Faith:** I trust but... I don't really know or understand why...  
I can't really explain it or demonstrate why it is true...  
Unexamined faith...no good reason
- c. Forensic Faith:** Evidence points to what we believe...we can draw inference using reason and it survives scrutiny.

## Unit 2

# The Big Bang and the Expansion of the Universe: Scientific Fact

- a. Creation of **Matter - Energy - Space - Time** (13.7+ billion years ago)
- b. **Father Georges Lemaitre – Big Bang Theory** (proposed 1920)
- c. **Edwin Hubble – Redshift Theory** (1925 confirmed Big Bang Theory)
- d. **Albert Einstein Theory of Relativity** (1915) (Accepted Big Bang 1933)

# Unit 3

## The Borde-Vilenkin-Guth (BVG) Proof 2003

Physicists Arvind **Borde**, Alexander **Vilenkin**, Alan **Guth** (BVG)

“A beginning is required for any universe with an average expansion rate greater than zero”

**a. Entropy**

**b. 2<sup>nd</sup> law of thermodynamics**

# Unit 4

## The Religious Significance of the Beginning of the Universe

- Kalam's Cosmological Argument (cause)
- Extended review of the Big Bang and the implications on belief

# Unit 5

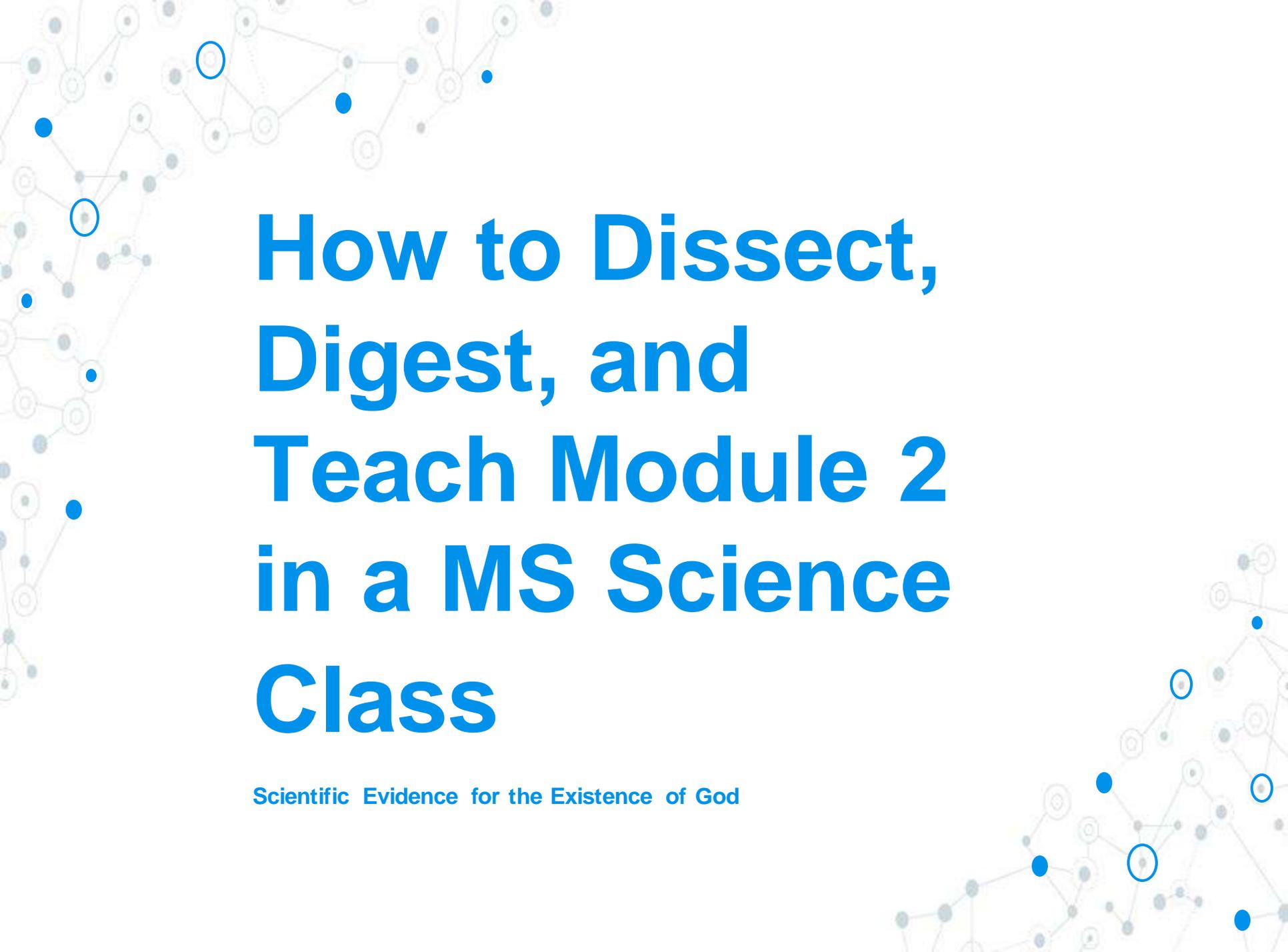
## Science, Fine-Tuning and God

- The exceedingly improbable precise conditions for complex life to emerge and develop

# Unit 6

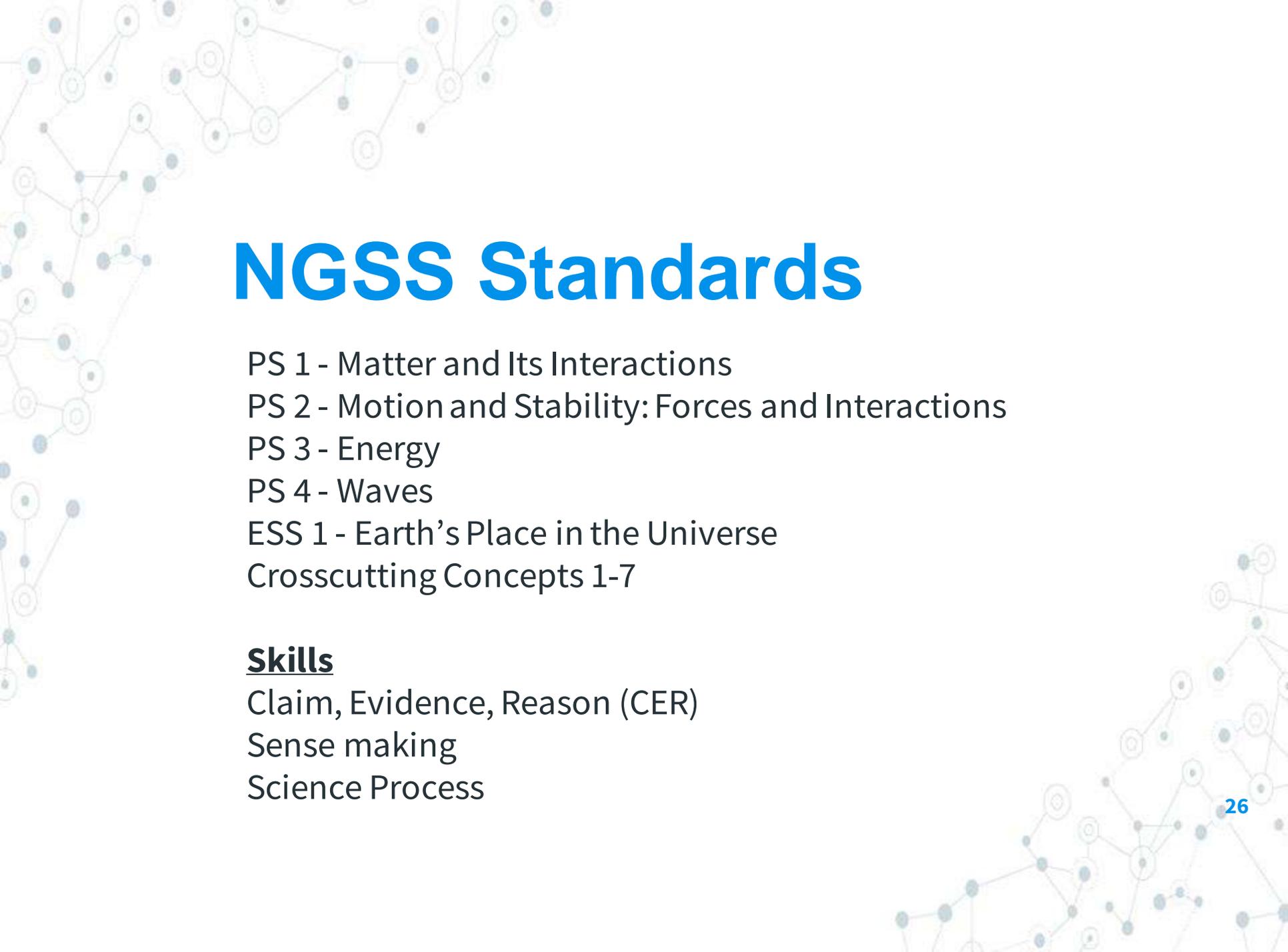
## Fine-Tuning and Universal Theories

- Looking at the facts of the natural world – God is outside of the natural world
- Problems with God of the Gaps world view
- How? and the Why? are different questions
- 3 problems with the Theory of the Multiverse
- Fine-tuning points to God/Cosmological Constants



# How to Dissect, Digest, and Teach Module 2 in a MS Science Class

Scientific Evidence for the Existence of God



# NGSS Standards

PS 1 - Matter and Its Interactions

PS 2 - Motion and Stability: Forces and Interactions

PS 3 - Energy

PS 4 - Waves

ESS 1 - Earth's Place in the Universe

Crosscutting Concepts 1-7

## **Skills**

Claim, Evidence, Reason (CER)

Sense making

Science Process



Student Learning Intention: Credible Catholic

**What are we learning?** We are learning about the evidence that helps us determine the existence of God.

**Why are we learning this?** We are learning this because the existence of God is fundamental to our beliefs as Catholics. Knowing the evidence will help us explain this belief to others.

## CC - Success Criteria for Students

### **How can I be successful? I can:**

1. Compare and contrast the solar system with the galaxy and the universe.
2. Describe what makes evidence credible.
3. Define faith from the Catholic perspective.
4. Define the Big Bang Theory
5. Define and give an example of the doppler shift.
6. Describe at least 2 pieces of evidence for the Big Bang Theory.
7. Describe how the Big Bang Theory points to the existence of God.

## CC - Success Criteria Continued

8. Define and give an example of entropy
9. Explain how entropy provides evidence that the universe must have a beginning.
10. How big is  $10^{123}$ ?
11. Give an example of how the universe is fine tuned.
12. Explain the idea that one small change in the universe would make it impossible for life to exist.

[Credible Catholic Link](#)

## Sample Parent E-mail

Dear Parents,

Your students have been learning about evidence for their faith using an exemplary program put out by the Magis Center, a non-profit organization dedicated to developing educational materials on the complementarity of science, philosophy, and faith.

Last week, students learned about "Evidence of God's Existence from Science." This week, we'll embark on "Proof of Jesus' Resurrection and Divinity." This fall, I completed training as a Credible Catholic Master Teacher under the guidance of Fr. Robert Spitzer, Jesuit priest, educator, founder and head of the Magis Center, and retired president of Gonzaga University (my daughter's alma mater!)

I encourage you to [look through these modules](#) yourself. They are self-guided slides with narration and videos that are engaging, and filled with powerful evidence of our faith. It's my hope that you can discuss the content at home. As Catholic Christians, we believe faith, science, and reason are gifted to us to *work together*.

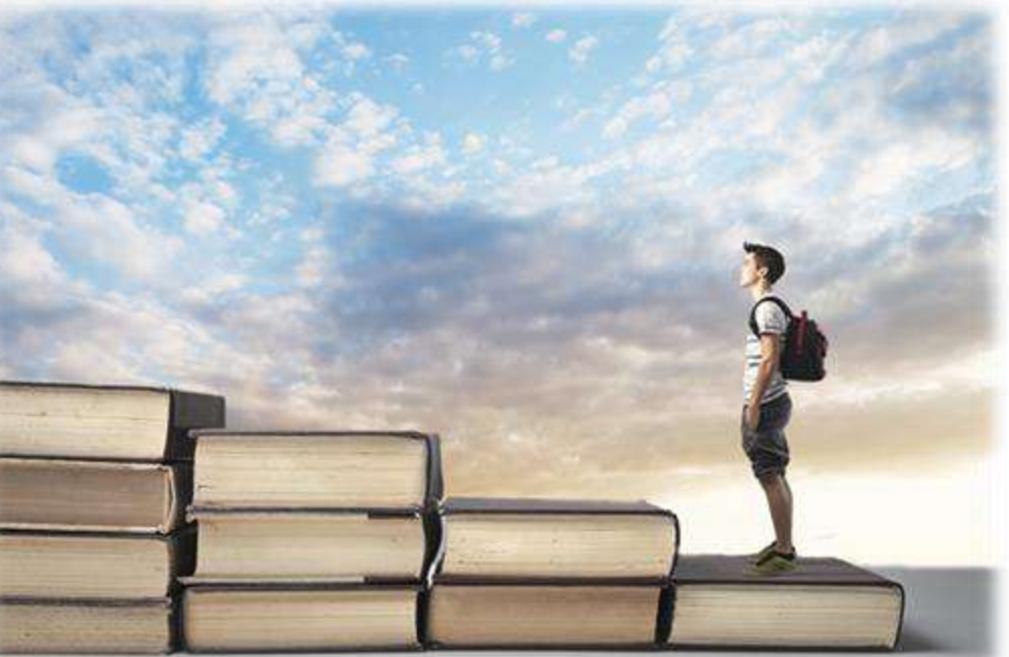
# Module 2

## Evidence of God's Existence from Science

### Unit 4

## The Religious Significance of the Beginning of the Universe

- Course: Divine Revelation
  - Grade: 9
- Theme: Natural Revelation



IS IT  
REASONABLE  
TO BELIEVE  
THAT GOD  
EXISTS?

**Learning Intentions:** *Student will discover and consider scientific evidence which can help them understand why it is reasonable to believe in God. In addition, students will deliberate what God is revealing about Himself through **natural revelation**.*

**Aligned Activity:** *Students will*

- 1. review **Fr. George Lemaitre's Big Bang Theory**
- 2. complete **The Credible Catholic Module 2 Unit 4 lesson**
- 3 participate in a group discussion about the evidence for reasonable belief in the existence of God.
- 4. complete a personal response regarding the most convincing argument for the existence of God.

**Success Criteria:** *By the end of this lesson, student will be able to formulate a forensic statement of faith for the belief in the existence of God.*

CC Module 2

Review Unit 2

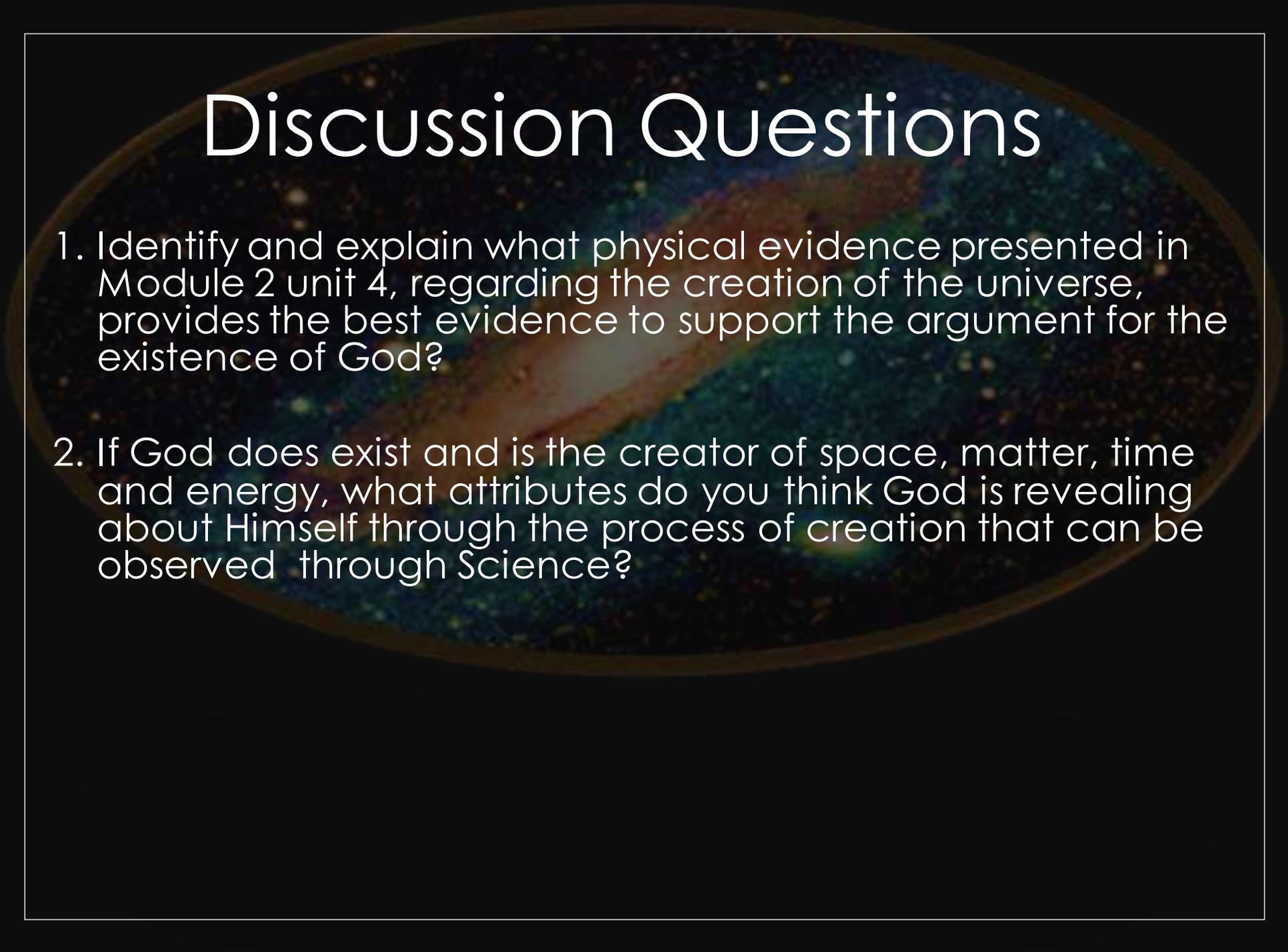
The Big Bang and the  
Expansion of the Universe:  
Scientific Fact

[CC Module 2 Unit 4](#)



- a. Creation of Matter, Space, Time and Energy
- b. Entropy and 2<sup>nd</sup> law of Thermodynamics
- c. Father Georges Lemaitre  
(Balloon analogy/Edwin Hubble/Albert Einstein)
- d. Red-Shifting - as things move away - galaxies appear red as they move away

# Discussion Questions



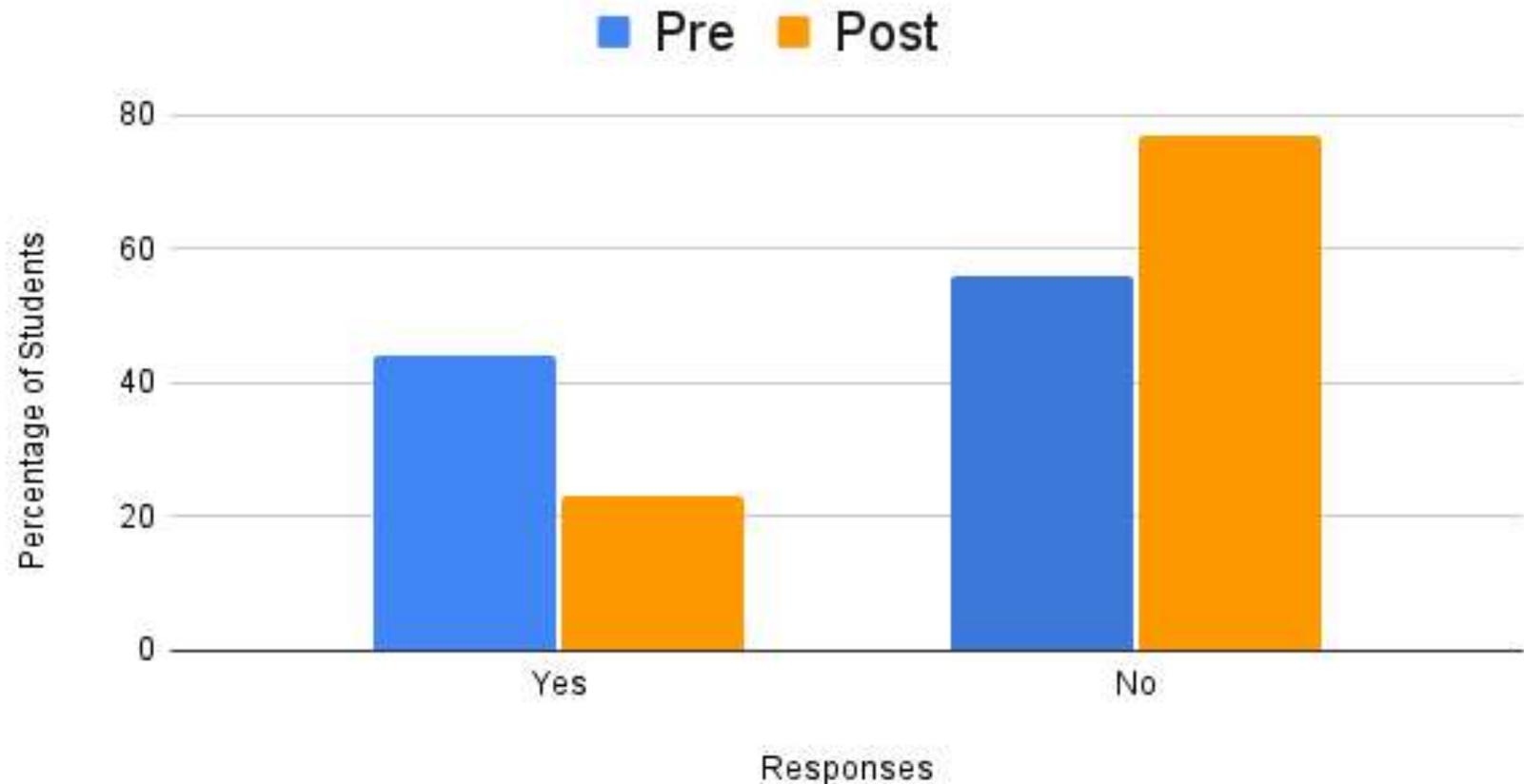
1. Identify and explain what physical evidence presented in Module 2 unit 4, regarding the creation of the universe, provides the best evidence to support the argument for the existence of God?
2. If God does exist and is the creator of space, matter, time and energy, what attributes do you think God is revealing about Himself through the process of creation that can be observed through Science?

# Personal Response

*Formulate a forensic statement of faith for the reasonable belief in the existence of God. Your statement must reference an example of the physical evidence for God presented in the lesson found in this module.*

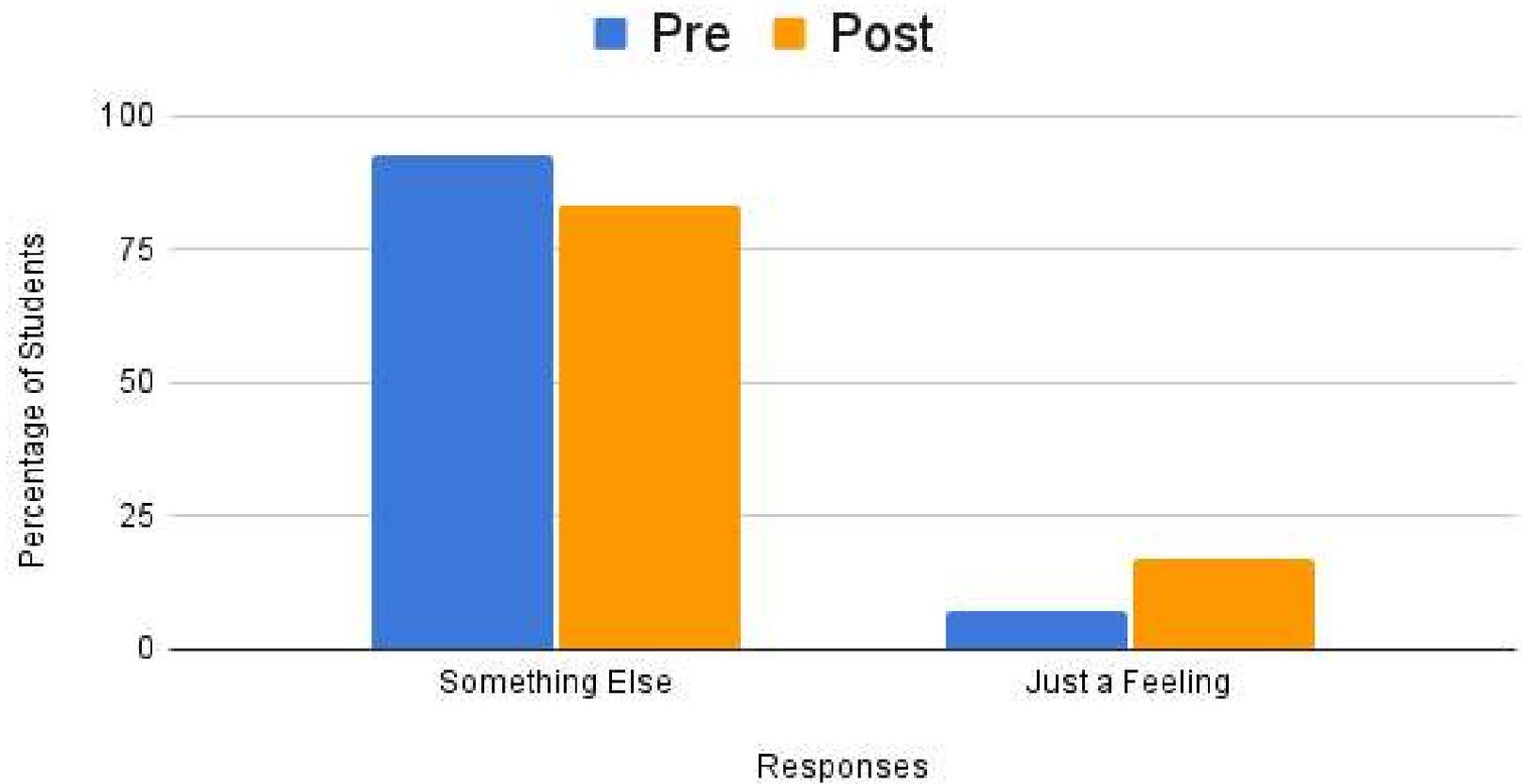
## Data – Grade 7 Science Class 2021

Are Science and Faith Opposed to One Another?



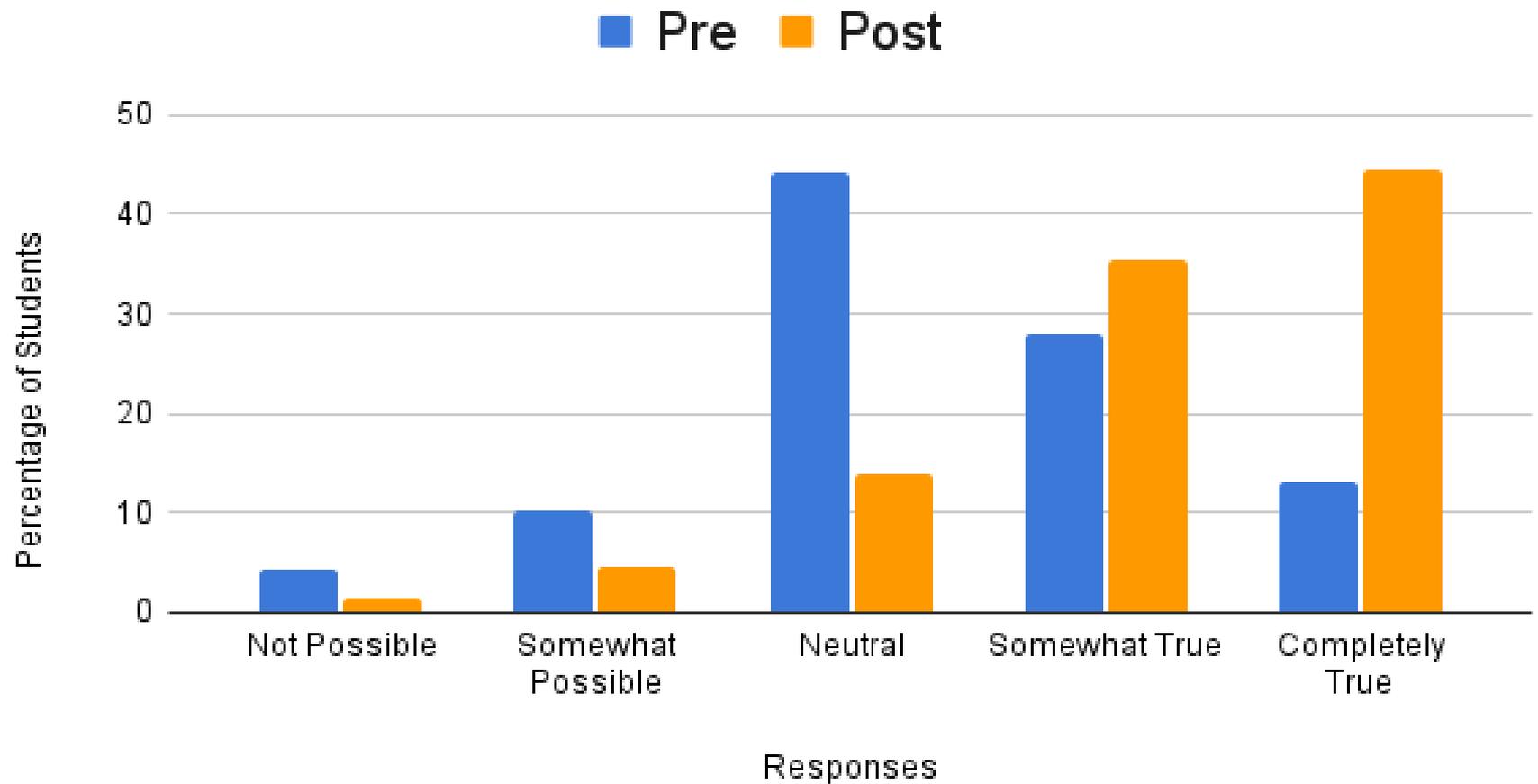
## Data

### What is Faith?



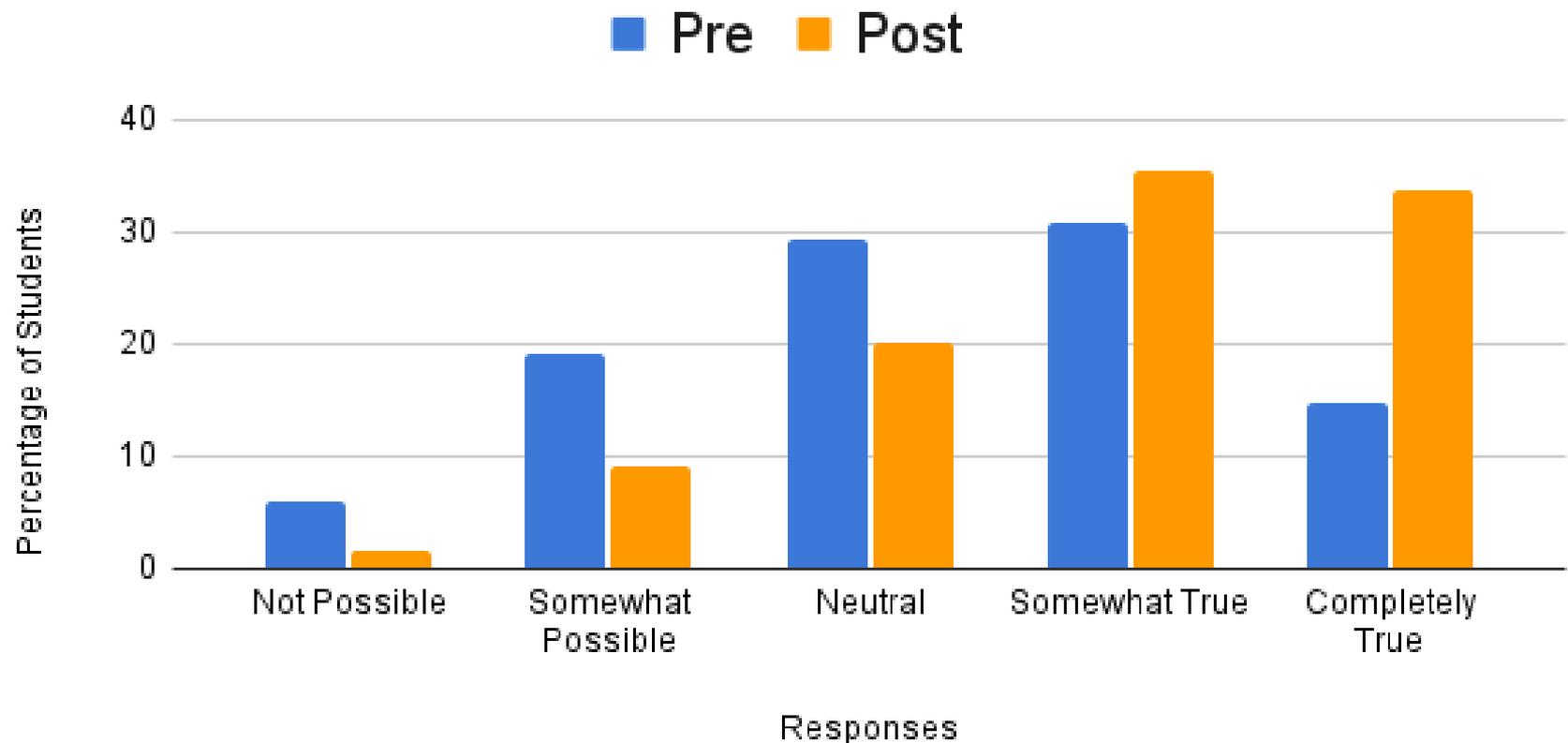
## Data

### Science Can Provide Evidence That God Exists



## Data

Rate your thoughts on the following statement: Faith should make sense and can be reasonable



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**Questions?**

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