

# Religion Curriculum

## Seventh Grade

Faith calls us to respond to the message of Jesus Christ who is present to us today in the Church and in the world. By the end of Seventh Grade students will discover the person and teachings of Jesus Christ through the Christian Scriptures. They will understand and recognize visible signs of God’s presence and broaden their understanding of and experience of social justice and stewardship as well as deepen their relationship with God through reflection upon and study of Sacred Scripture.

### KNOWLEDGE OF THE FAITH

**Standard 1. Creed:** Students will understand, believe and proclaim the Triune and redeeming God as revealed in creation and human experience, in Apostolic Tradition and Sacred Scripture, and as entrusted to the teaching office of the Church.

**Vocabulary:** Communion of Saints, Divine, Persons, Eternal, Incarnation, Tradition

### Critical for Mastery in Grade 7

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. Recognize Jesus as true God and true man who is Savior, Messiah, Priest, Prophet, and King.	<ul style="list-style-type: none"> <li>• Students create a PowerPoint presentation that shows representations of Jesus’ various roles.</li> </ul>	
2. Describe the Church as the community of believers founded by Christ.	<ul style="list-style-type: none"> <li>• Have students distinguish between the Church building and the Church as the people of God.</li> </ul>	
3. Examine the teachings of Scripture of the New Testament on death, judgment, and Jesus’ second coming.	<ul style="list-style-type: none"> <li>• Differentiate between particular judgment and final judgment.</li> </ul>	
4. Explain that Jesus continues his mission and presence in the world through the	<ul style="list-style-type: none"> <li>• Read the scripture passages in which Jesus speaks of sending the Holy Spirit.</li> </ul>	

Church and the Holy Spirit.		
5. Explain the Trinity as Father and Creator, Son and Redeemer, Holy Spirit and Sanctifier.	<ul style="list-style-type: none"> <li>Find symbols in our church that represent the Holy Trinity.</li> </ul>	
6. Describe the Trinity as a complete unity without confusing the persons or dividing the substance of God.	<ul style="list-style-type: none"> <li>List the following characteristics of God: eternal, omniscient, omnipotent, and omnipresent.</li> </ul>	
7. Distinguish between worship of God and devotion to the saints.	<ul style="list-style-type: none"> <li>Explain why only God is worthy of worship.</li> </ul>	
8. Explain that God reveals himself over time and in human history.	<ul style="list-style-type: none"> <li>Use examples from stories of the Old and New Testaments to show God's gradual revelation to us.</li> </ul>	
9. Identify God's revelation as the foundation of our faith as Christians.	<ul style="list-style-type: none"> <li>Describe how Jesus Christ is central to God's revelation to us.</li> </ul>	
10. Understand that the Church continues to interpret the Word of God whether in written form or in the form of Tradition.	<ul style="list-style-type: none"> <li>Looking at changes to the Roman missal discuss why the church felt the need for these changes.</li> </ul>	
11. Demonstrate understanding that faith is a gift from God helping us respond to God's revelation to us.	<ul style="list-style-type: none"> <li>Students write reflection on how faith allows him/her to accept God's will.</li> </ul>	
12. Identify faith as reasonable and certain.	<ul style="list-style-type: none"> <li>Give examples of how we use our intelligence to arrive at faith.</li> <li>Differentiate between knowing and believing.</li> </ul>	
13. State how we as a Church profess our faith together and to the world.	<ul style="list-style-type: none"> <li>Give example of public profession of faith and explain why it is important to share our faith with others.</li> </ul>	
14. Express the belief in the resurrection of the dead as essential to Christianity.	<ul style="list-style-type: none"> <li>State how our belief about dying affects our view of life.</li> </ul>	
15. State that we have already risen in Christ in Baptism and participate in the life of the Risen Christ.	<ul style="list-style-type: none"> <li>Describe how our bodies belong not to us but to God.</li> <li>Explain how this belief guides us in how we treat the body.</li> </ul>	
16. Determine how the Holy Spirit worked through Mary to prepare the way for the Incarnation.	<ul style="list-style-type: none"> <li>Read Mary's prayer in Luke 1:46-55 and state how this prayer shows Mary's faith in God.</li> </ul>	

17. State the belief that all the faithful in Christ, living and dead, form the Communion of Saints.	<ul style="list-style-type: none"> <li>• Discuss the communion of Saints as the unity of all those who follow Jesus.</li> </ul>	
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**Standard 2: Scripture: Students will read, comprehend and articulate salvation history as conveyed in God’s revelation through Sacred Scripture.**

**Vocabulary: Covenant, Divine Inspiration, Gentiles, Synoptic Gospels**

**Critical for Mastery in Grade 7**

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<b>Students will:</b>		
1. Differentiate between divinely inspired truth and literal fact when interpreting sacred scripture.	<ul style="list-style-type: none"> <li>• Give examples in Literature where the author does not intend a Literal interpretation of what he/she writes.</li> <li>• Define inspiration.</li> </ul>	
2. Be familiar with the 73 books in the Canon of scripture.	<ul style="list-style-type: none"> <li>• Tell what is contained in the Gospels, Acts of the Apostles, Epistles, and Book of Revelation.</li> </ul>	
3. State the meaning of the “Shema” of Israel. Dt. 6:4-5	<ul style="list-style-type: none"> <li>• Research the Jewish “Shema” and the rituals in Jewish households.</li> </ul>	
4. Describe the significance of the Temple in Jerusalem to the Jews.	<ul style="list-style-type: none"> <li>• Research the two times the temple in Jerusalem was destroyed.</li> <li>• State the significance of the Western Wall of the temple ruins today.</li> </ul>	
5. State the relationship between Jews and Gentiles in first century Palestine.	<ul style="list-style-type: none"> <li>• Describe how Jews and Gentiles related to each other in the first century.</li> <li>• State the origin of the word Gentiles to describe non-Jews.</li> </ul>	
6. Identify the Synoptic Gospels.	<ul style="list-style-type: none"> <li>• Define “synoptic.”</li> <li>• Explain why John is not “synoptic.”</li> </ul>	

<p>7. Discuss the intended audience of each Gospel writer.</p>	<ul style="list-style-type: none"> <li>• Have students recognize that: <ul style="list-style-type: none"> <li>· Mark emphasizes Jesus as the suffering servant.</li> <li>· Matthew emphasizes Jesus as the teacher.</li> <li>· Luke emphasizes Jesus as the savior.</li> <li>· John emphasizes Jesus as the word of God.</li> </ul> </li> </ul>	
<p>8. Compare the infancy narratives in Matthew and Luke.</p>	<ul style="list-style-type: none"> <li>• Read the birth of Jesus in Mt. and Luke in both Gospels and make a list of similarities and differences between the two.</li> </ul>	
<p>9. Describe how Jesus prepares for his public ministry.</p>	<ul style="list-style-type: none"> <li>• Compare the seasons of Lent and Advent with Jesus' time in the desert.</li> </ul>	
<p>10. Trace the beginnings of Jesus' ministry and the calling of the Apostles.</p>	<ul style="list-style-type: none"> <li>• Read Mt. 4:12-25. The call of the first disciples.</li> </ul>	
<p>11. Examine the parables of Jesus.</p>	<ul style="list-style-type: none"> <li>• Have students read multiple parables and identify how they relate to life today.</li> </ul>	
<p>12. Discuss the miracles of Jesus.</p>	<ul style="list-style-type: none"> <li>• Have students re-enact various miracles in small groups.</li> </ul>	
<p>13. Discuss the importance of the Sermon on the Mount.</p>	<ul style="list-style-type: none"> <li>• Compare and contrast Matthew's and Luke's Gospel accounts.</li> </ul>	
<p>14. Outline the events leading up to Jesus' crucifixion.</p>	<ul style="list-style-type: none"> <li>• Have students create a poster reflecting the last events of Jesus' life. <ul style="list-style-type: none"> <li>· Raising of Lazarus</li> <li>· Entrance into Jerusalem</li> <li>· Cleansing of the Temple</li> <li>· Last Supper</li> </ul> </li> </ul>	
<p>15. Study Jesus' passion, death, resurrection and ascension.</p>	<ul style="list-style-type: none"> <li>• Have students write a story about the passion or resurrection as if they were there.</li> </ul>	
<p>16. Review the accounts of the early church focusing on the gifts of the Holy Spirit.</p>	<ul style="list-style-type: none"> <li>• Read in Acts of the Apostles about the descent of the Holy Spirit.</li> </ul>	
<p>17. Identify the role and significance of women in the Gospels.</p>	<ul style="list-style-type: none"> <li>• Identify and describe women who are disciples of Jesus participating in and</li> </ul>	

	supporting his ministry.	
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## LITURGY AND SACRAMENTS

**Standard 3: Sacraments:** Students will understand and participate in the sacraments of the Church as effective signs of God’s grace, instituted by Christ and entrusted to the Church.

**Vocabulary:** Absolution, Altar, Ambo, Anointing of the Sick, Baptism, Catechumenate, Celebrant, Celibacy, Chalice, Chrism, Confession, Contrition, Communion, Confirmation, Diaconate, Eucharist, Episcopate, Free Consent, Holy Orders, Incense, Indelible Seal, Initiation, Lectionary, Literary Forms, Liturgical Colors, Liturgical Year, Manna, Matrimony, Mercy, Paschal Mystery, Penance, Precepts of the Church, Presbyterate, Reconciliation, Rites, Sacramentals, Sanctuary, Seminary, Symbols, Tabernacle, Transubstantiation, Vernacular, Vestibule, Viaticum, Vows, Worship

### Critical for Mastery in Grade 7

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. Describe how Christians participate in the priesthood of Christ especially through the sacraments of Baptism, Confirmation, and Holy Orders.	<ul style="list-style-type: none"> <li>Have students realize that the sacraments of Baptism, Confirmation and Holy Orders leave an indelible seal.</li> </ul>	
2. Discuss the common Baptism of all Christians as a sign of communion.	<ul style="list-style-type: none"> <li>State that all baptized Christians are incorporated into the life of Christ and have the right to be called Christian. Describe what it means that we are brothers and sister to one another.</li> <li>Create a presentation that depicts the sacraments of Initiation Sacraments of Healing and Sacraments of Vocation.</li> </ul>	
3. Research the essential elements of each sacrament.		

4. Identify the priesthood as an apostolic call that comes from Jesus Christ commissioning the apostles to do the Church's work.	<ul style="list-style-type: none"> <li>Identify sources in the gospels that show Jesus commissioning the Apostles. Recognize Peter and the Apostles as leaders in the early church.</li> </ul>	
5. Describe the validity of the Sacrament of Matrimony under the following conditions: <ul style="list-style-type: none"> <li>Baptized man and women.</li> <li>Free consent</li> <li>Intention to fulfill a contract for good of spouses and possibility of children.</li> </ul>	<ul style="list-style-type: none"> <li>Have students interview a married couple and share what is learned from the interview that enhances or challenges ideas about marriage as a lifelong commitment.</li> </ul>	
6. Recognize the spouses as the minister of the Sacrament of Matrimony through the expression of their marriage vows.	<ul style="list-style-type: none"> <li>Identify the priest and/or deacon and two others as witnesses of the pronouncement of marriage vows.</li> </ul>	
7. Identify and describe the three ranks of Holy Orders: episcopate, presbyterate, and diaconate.	<ul style="list-style-type: none"> <li>Discuss the role of a deacon in the parish.</li> </ul>	
8. Discuss the Rite of Christian Initiation of Adults (RCIA) as a faith formation process in which new members are welcomed into the church.	<ul style="list-style-type: none"> <li>Encourage students to attend Easter Vigil.</li> </ul>	

**Standard 4: Liturgy:** Students will understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist as the source and summit of Christian life.

**Vocabulary:** Lectionary, Liturgical Ministries, Liturgical Year

**Critical for Mastery in Grade 7**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. Show understanding that every Catholic	<ul style="list-style-type: none"> <li>Identify the Holy Days of Obligation.</li> </ul>	

has the obligation to attend Mass on all Sundays and Holy Days of Obligation.		
2. Compare/contrast another rite with the Latin Rite, showing the Catholicity of the Church.	<ul style="list-style-type: none"> <li>• Invite an ordained minister of another rite to the class for an interview.</li> </ul>	
3. Explain that Christ acting through the ministry of the priest offers himself in the Eucharistic sacrifice at every Mass.	<ul style="list-style-type: none"> <li>• State that the priest represents Christ in the offering of the sacrifice of the Mass.</li> </ul>	
4. Recognize that the validity of the Mass requires a bishop or priest to officiate.	<ul style="list-style-type: none"> <li>• State how the role of the bishop began in the early church. Explain why the role was important to the early Christian communities.</li> </ul>	
5. Recognize the Eucharistic Liturgy as the community's central act of worship.	<ul style="list-style-type: none"> <li>• Have students plan and participate in a school Mass.</li> </ul>	
6. Describe how feasts of Mary and the saints are incorporated into the liturgical cycle.	<ul style="list-style-type: none"> <li>• Have students research their name saint and include the feast day.</li> <li>• Create a class room calendar using these dates.</li> </ul>	
7. Describe the funeral Mass as a special liturgy of blessing and farewell to the Christian who has died.	<ul style="list-style-type: none"> <li>• Identify the special rites of the funeral Mass and the special symbols and sacramental's used for this Mass.</li> </ul>	
8. Indicate how Catholics are called to liturgical ministries.	<ul style="list-style-type: none"> <li>• Discuss the various liturgical missionaries of your parish and state how active participation enhances awareness of liturgy as prayer.</li> </ul>	
9. Examine the ethnicity of some feasts (e.g., St. Patrick, Our Lady of Guadalupe).	<ul style="list-style-type: none"> <li>• Write a research paper on saints of various countries.</li> </ul>	

## MORALITY

**Standard 5: Conscience: Students will develop a moral conscience informed by Church teachings.**

**Vocabulary: Capital Sins, Cardinal Virtues, Natural Law, Original Sin, Personal Sin, Social Sin, Theological Virtues**

**Critical for Mastery in Grade 7**

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<b>Students will:</b>		
1. Demonstrate understanding that Christian discipleship requires following Jesus Christ as the way, the truth and the life.	<ul style="list-style-type: none"> <li>• Give examples of Christian discipleship.</li> <li>• Have students write a reflection on Jesus as the way, the truth and the life.</li> </ul>	
2. Integrate the meaning of Christian morality with Jesus’ teaching, the dignity of the human person and the Incarnation.	<ul style="list-style-type: none"> <li>• Examine social issues in light of Jesus’ teaching, the dignity of the human person and the Incarnation.</li> </ul>	
3. Analyze the relationship between race prejudice and institutional racism as a social sin.	<ul style="list-style-type: none"> <li>• Define race, race prejudice and institutional racism. Discuss how we can reduce personal prejudices and social sin.</li> </ul>	
4. Recognize that human rights are based on the equality of all persons resting on their dignity as human persons created in the image and likeness of God.	<ul style="list-style-type: none"> <li>• Define equality in relationship to human rights. State meaning of human dignity in relationship to being created in the image and likeness of God.</li> </ul>	
5. Recite the Ten Commandments.	<ul style="list-style-type: none"> <li>• Give examples for each commandment and discuss its meaning.</li> </ul>	
6. Practice the Beatitudes.	<ul style="list-style-type: none"> <li>• Give examples of how one lives a particular Beatitude.</li> <li>• Ask students to explain what they think Jesus means by introducing each Beatitude by saying “Blessed are you...”</li> </ul>	

**Standard 6: Christian Living:** Students will understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, positive self-image, personal integrity, social justice, the dignity of the human person and love of neighbor.

**Vocabulary:** Beatitudes, Catholic Social Teaching

**Critical for Mastery in Grade 7**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. Demonstrate understanding that the good of the human person is the purpose of society.	<ul style="list-style-type: none"> <li>• Describe how society exists for the good of the person and not the person for the good of society.</li> <li>• Give example of human rights that society must protect.</li> <li>• Make a list of these rights.</li> <li>• Give examples of how society does or does not protect human rights.</li> <li>• Discuss why human rights take precedence over society.</li> </ul>	
2. Describe world peace as the work of justice and the effect of charity.	<ul style="list-style-type: none"> <li>• Give examples how working for justice and charity helps to end violence and promote peace.</li> </ul>	
3. Recognize that every baptized person is to lead a chaste life no matter the state in life.	<ul style="list-style-type: none"> <li>• Identify pressures in society and culture that would have us treat our bodies as sexual objects rather than as whole persons.</li> </ul>	
4. State the meaning of abortion and why it is not an option for Christian.	<ul style="list-style-type: none"> <li>• Define abortion. Explain why abortion is a denial of human rights.</li> </ul>	
5. Identify the theological virtues and moral virtues.	<ul style="list-style-type: none"> <li>• Explain how practicing the virtues can help us to avoid sin.</li> </ul>	

## PRAYER

**Standard 7: Prayer:** Students will know and participate in the Catholic tradition of prayer and acknowledge prayer as the primary way we deepen our relationship with and knowledge of God in the Community.

**Vocabulary:** Lectio Divina, Worship

**Critical for Mastery in Grade 7**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. Examine our relationship with God through personal prayer in light of the call of the disciples of Jesus to conversion, to repentance and to become like Christ.	<ul style="list-style-type: none"> <li>• Have students keep a journal where they have a conversation with God.</li> </ul>	
2. Meditate on scriptural prayer.	<ul style="list-style-type: none"> <li>• Outline and practice the steps for Lectio Divina.</li> </ul>	
3. Identify and examine the elements of the Lord’s Prayer.	<ul style="list-style-type: none"> <li>• Have students write in their own words what each part of the prayer is asking for.</li> </ul>	
4. Illustrate how the Lord’s Prayer and the Hail Mary come from Sacred Scripture.	<ul style="list-style-type: none"> <li>• Read from the Gospels the passages from which the prayers come from.</li> </ul>	
5. Discuss the concept and need for openness and generous response to God’s call in our lives.	<ul style="list-style-type: none"> <li>• Have students reflect on how they have responded to their conversations with God.</li> </ul>	
6. Identify how the Gospel affirms and challenges our thought and actions.	<ul style="list-style-type: none"> <li>• Read the “parable of the poor widow” and discuss how it challenges our materialistic society.</li> </ul>	
7. Write various types of prayer: thanks, praise, sorrow, and petition.	<ul style="list-style-type: none"> <li>• Have students lead the class in prayer using a prayer they have written.</li> <li>• Define Liturgy of the hours. State that morning and evening are the common times to pray the Liturgy of the hours.</li> <li>• Describe that the church prays the Liturgy of the hours at special times of the</li> </ul>	

	morning and evening.	
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## EDUCATION FOR LIVING IN THE CHRISTIAN COMMUNITY

**Standard 8: Catholic Church:** Students will understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church’s origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.

**Vocabulary:** Nicene Creed, Rites

**Critical for Mastery in Grade 7**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. Recognize that the Church is missionary by nature and is called to serve the poor.	<ul style="list-style-type: none"> <li>Identify the role of society to help impoverished people.</li> </ul>	
2. State that the Church has a special mission to the poor.	<ul style="list-style-type: none"> <li>Examine poverty issues in the U.S. and how they are addressed.</li> </ul>	
3. Locate the part of the Nicene Creed that describes the church as one, holy, Catholic, and Apostolic.	<ul style="list-style-type: none"> <li>State that the Catholic faith is the one and the same everywhere and expressed uniquely in many cultures.</li> </ul>	
4. Recognize that the Church names Mary as Mother of the Church.	<ul style="list-style-type: none"> <li>Pray the church’s Litany of Mary as part of the prayer on feast days of Mary.</li> </ul>	
5. State the belief that the Church has the power to forgive sins through Sacraments.	<ul style="list-style-type: none"> <li>Explain why it is important to forgive others as a part of emotional and physical health.</li> </ul>	

**Standard 9: Ecumenism:** Students will understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with other Catholic (Eastern), Orthodox, and Christian churches.

**Vocabulary: Ecumenism**

**Critical for Mastery in Grade 7**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. Defend the Pope as the leader of the Catholic Church throughout the world, the successor of the Apostle Peter and a sign of our unity.	<ul style="list-style-type: none"> <li>• Compare and contrast the role of the Pope as leader of the Catholic Church with leaders of other faiths.</li> </ul>	
2. Explain that Catholics are called to work and pray for unity in the Church because Jesus also prayed “that they all may be one” (John 17:20-22).	<ul style="list-style-type: none"> <li>• Develop a prayer service for the Week of prayer for Christian Unity (January 18-25).</li> </ul>	
3. Explain that our respect for other Christian faiths does not mean we deny the fullness of the faith Christ taught is found in the Catholic Church.	<ul style="list-style-type: none"> <li>• State that our respect for other Christians means that we can both recognize what we share in common, but that we also need to be honest about how we differ.</li> </ul>	

**Standard 10: Catholic principles and relationships:**

**Students will apply Catholic principles to interpersonal relations.**

**Vocabulary: Chastity, Dignity of the Human Person, Morality**

**Critical for Mastery in Grade 7**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. State the meaning of human sexuality as a gift from God and is meant for married love between a man and a woman.	<ul style="list-style-type: none"> <li>• Explain why marriage is the proper place for a man and women to express their love sexually.</li> </ul>	
2. Connect how one’s decisions positively or negatively affect the elements of their human sexuality.	<ul style="list-style-type: none"> <li>• Describe the elements of our human sexuality as physical, mental, social, intellectual, emotional, and spiritual.</li> </ul>	
3. Define and differentiate between abstinence, chastity, and celibacy.	<ul style="list-style-type: none"> <li>• Have students write a reflection on the importance of critical thinking about the consequences of sexual activity.</li> </ul>	
4. Recognize that the Christian response to life is that human life has inherent dignity and respects life in all its stages.	<ul style="list-style-type: none"> <li>• Have a class discussion about the consequences of abortion, euthanasia, capital punishment, etc.</li> </ul>	
5. Identify that the family is a source of spiritual values, religious practices, customs and traditions that help shape one physically.	<ul style="list-style-type: none"> <li>• Have students define family as the domestic church.</li> </ul>	
6. Explain the role of peer relationships and their effects on development, faith, and discipleship.	<ul style="list-style-type: none"> <li>• Have the students name a family member with whom he/she would talk about peer pressure and sex.</li> </ul>	
7. Validate the Church’s teaching in regard to drug abuse, abortion, AIDS, and sexually transmitted diseases (STD’s).	<ul style="list-style-type: none"> <li>• Explain how faith helps a person to respect his/her body.</li> </ul>	

**Standard 11: Vocation:**            **Students will understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.**

**Vocabulary: Discipleship, Vocation**

**Critical for Mastery in Grade 7**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. State that the call to religious life in the Church is identified in two forms: active and contemplative.	<ul style="list-style-type: none"> <li>• Compare two religious orders, one that is active to one that is contemplative.</li> </ul>	
2. Examine a variety of Christian vocations as a response to the baptismal call.	<ul style="list-style-type: none"> <li>• Define vocation.</li> <li>• Describe how we use the word vocation in finding our work in life.</li> </ul>	
3. Understand that religious life is a special type of discipleship.	<ul style="list-style-type: none"> <li>• Research the life of a founder of a religious community.</li> </ul>	
4. Explain how the vocation of single life is special to the life of the Church.	<ul style="list-style-type: none"> <li>• Create a list of reasons why someone would choose the single life.</li> </ul>	
5. Describe how both the vocations of Marriage and Holy Orders are important to the life of the Church.	<ul style="list-style-type: none"> <li>• Create a list of reasons why a person would choose to be married or choose a religious vocation.</li> </ul>	

## EVANGELIZATION AND APOSTOLIC LIFE

### Standard 12: Catholic Social Teaching:

Students will know, critique, and apply social justice and stewardship principles to societal situations in a way that acknowledges and affirms the dignity of the human person and community.

**Vocabulary:** Catholic Social Teaching, Common Good, Dignity and Respect for Life

**Critical for Mastery in Grade 7**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. Identify the rights of others in the pursuit of justice.	<ul style="list-style-type: none"> <li>• State how we are challenged when other Christians are denied their rights.</li> </ul>	
2. Explain that hunger, poverty, and violence are forms of injustice.	<ul style="list-style-type: none"> <li>• List the causes and effects of hunger, poverty, and violence.</li> <li>• List types of poverty: material, spiritual, intellectual, and emotional.</li> </ul>	
3. Describe how external life reflects their internal commitment to Catholic Identity.	<ul style="list-style-type: none"> <li>• Have students give examples about how their actions do not always reflect their beliefs.</li> </ul>	
4. Define their personal role toward stewardship.	<ul style="list-style-type: none"> <li>• Participate in school and class service projects as a form of stewardship.</li> <li>• Initiate personal offerings of time and service to the Church and civic community as exemplified by Jesus Christ.</li> </ul>	

**Standard 13: Inter-Religious Dialogue:**

**Students will understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Jews, Muslims, and all faith traditions.**

**Vocabulary: Second Vatican Council**

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<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. State how the church respects faith traditions.	<ul style="list-style-type: none"> <li>Identify other religious traditions with which students are familiar.</li> </ul>	
2. Understand that the Catholic Church acknowledges her special relationship to the Jewish people. Discuss the declaration of the Second Vatican Council regarding Jewish people.	<ul style="list-style-type: none"> <li>Discuss, “The people remain most dear to God, for God does not repent of the gifts He makes nor of the calls He issues.”</li> </ul>	
3. Describe the culture and roles in family life of the Jewish people during the time of Jesus.	<ul style="list-style-type: none"> <li>Create a project to research the culture and family life of the Jews of the first century.</li> </ul>	
4. Describe the role of the rabbi in Jewish education.	<ul style="list-style-type: none"> <li>Explain why Jesus was called a Rabbi.</li> <li>Explain why the role of Rabbi is important and highly respected.</li> </ul>	
5. State the significance of Jerusalem as the center of Jewish worship, Levite priesthood, sacrifice, temple life, and worship.	<ul style="list-style-type: none"> <li>Research the establishment of Jerusalem. Make a timeline of the development of the city identify famous kings, occupiers, dates of destruction, when temple was build and destroyed twice, etc.</li> </ul>	
6. Review how that Jews express their faith in observing the commands of the covenant, reading Sacred Scripture, synagogue worship and family life.	<ul style="list-style-type: none"> <li>Visit a Jewish synagogue. Compare and contrast it to the church sanctuary.</li> </ul>	
7. Show understanding that Islam is a religion that expresses faith in the one	<ul style="list-style-type: none"> <li>State some of the contributions of Islam to present day society.</li> </ul>	

God.		
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**Standard 14: Missionary Vocation:** Students will demonstrate an appreciation for Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service.

**Vocabulary:** Mission to the Poor, Missionary, Vocation

**Critical for Mastery in Grade 7**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students will:</b>		
1. Discuss why understanding what others believe might help you to share the Good News in a more meaningful and respectful way.	<ul style="list-style-type: none"> <li>Cite from the media examples of how discrimination and prejudice lead to events of war and injustice.</li> </ul>	
2. Identify special missionary vocations in the lives of the saints (St. Isaac Jogues, St. Therese of Lisieux, Mother Cabrini and others).	<ul style="list-style-type: none"> <li>Have students give presentations on the missionary work of various saints.</li> </ul>	
3. Identify needs within our communities and provide appropriate service to help.	<ul style="list-style-type: none"> <li>Have students plan and participate in a service project such as “Feed the Hungry Day.”</li> </ul>	
4. Recognize the theology of stewardship as it relates to distribution and use of resources for missionary work.	<ul style="list-style-type: none"> <li>Define stewardship.</li> </ul>	