

## GRADE SEVEN

### GOAL ONE

**CREED: Understand, believe and proclaim the Triune God as revealed in the signs of creation, Sacred Scripture, Catholic Tradition and human experience.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
7.01.01 Show understanding that God reveals himself over time and in human history.	Describe how God revealed himself in human history. Describe how the stories of the patriarchs show God's gradual revelation. Write a reflection how I come to believe in God through my own personal history.	Family Life. Identify how my family history reveals God's love and care for me. Describe how this happens in both the positive and negative experiences of family life. Describe how God might be using me to reveal God's love for my family. State how I feel about God working in me.
7.01.02 State that God's revelation is <a href="#">divine revelation</a> .	State meaning of divine revelation. Describe divine revelation as the work only God does.	Science. State the meaning of cause and effect. Apply cause and effect to an experiment.
7.01.03 Identify God's revelation as the foundation of our faith as Christians.	Describe how God's revelation to us is the basis of our belief in God and our faith as Christians. Set up an argument for or against the idea that faith can or cannot exist without revelation.	Social Studies. Research ancient Roman religion. State names of the gods and their mythology. State how long this religious cult was sustained in Roman culture and law.
7.01.04 Show understanding that <a href="#">faith</a> is a gift from God helping us to respond to God's revelation to us.	State meaning of faith as a gift from God. Write a reflection on how faith moves me to accept God's will for me in my life.	Science. Research the influence of astrology in culture. State how astrology is/is not related to astronomy.
7.01.05 Describe how faith is both a personal relationship with God and a free <a href="#">assent</a> to the truth God has revealed.	Explain how we know we have a personal relationship with God. List the responses of the class. In small groups look at the responses and share an experience of God's personal relationship with you. State meaning of faith as a free response and not a forced response. Describe why God wants a free response from us. State how faith is a "yes" to God's truth.	Health. Develop one long term and short term health goal. List what you need to accomplish the goals. Identify people who will help you accomplish your goals. State why it is important for others to help you. State benchmarks for achieving the long term goal. Describe how you know you have accomplished the goals.

7.01.05

Identify faith as [reasonable](#) and [certain](#).

State meaning reasonable and certain in relationship to faith. State how intelligence and reason are important qualities of faith and do not conflict with faith. State how faith is based in truth that withstands the test of time. Give an example of how we use our intelligence to arrive at faith. Give an example of how faith helps us to be certain about what we believe. Differentiate between knowing and believing. State how faith is not a feeling or emotion.

Science. State how scientific theory is based. Make a list of questions about a scientific inquiry. Identify how the questions will be answered. State how scientific theory is used to solve problems. Language Arts. Research the life of Galileo Galilei. When/where did he live. State the discoveries that he made and why he kept his discoveries a secret. Describe what he wanted the Church to do about his discoveries. Write a five-page biography of Galilei's life and contributions to scientific inquiry.

7.01.06

Show understanding that faith is a gift that we receive from God through the Church.

State how faith is a gift we receive through the community of believers. Describe how faith is not about just "God and me." Describe faith as being received from others. Write a reflection on how the Church hands on the gift of faith to me.

Music. Learn the song "Let All Things Now Living." (Katherine Davis, Welsh traditional, The Royal Scholl of Church Music. GIA Publications)

7.01.07

State how we as a Church [profess](#) our faith together and to the world.

State meaning of professing our faith. Explain why faith is not a gift to be kept to myself but shared. Identify when the worshiping community professes faith together. Give examples of the public profession of our faith. Describe how the worshiping community is a public witness of faith. Explain why it is important to share our faith with others.

Social Studies. Research the importance of religion and culture. Using the context of U.S. institutional slavery, identify how the slaves used religion to develop a faith culture that helped them to survive the sufferings of slavery. Examine the music tradition of spirituals and describe how this music articulated the importance of faith connected to liberation. Make an audio collection of these songs.

7.01.08

Describe how we can arrive at belief in God's existence through understanding God as the [First Cause](#) of everything.

State meaning of God as First Cause of all that exists in the universe since nothing can cause itself. Given examples of this in the theory of evolution. Find other descriptions of God that argue for God's existence. State why these arguments are important to help us arrive at belief. State why you think it is reasonable that God exists.

Math. Create a table of values that satisfy a power or exponential relationship and plot the points on the Cartesian plane. Give students a rule that follows a power relationship. Working in pairs, have the students fill in a table of values for that rule. Plot these points on a coordinate plane and share outcome with the class.

7.01.09

Name characteristics of God: [eternal](#), [omniscient](#), [omnipotent](#) and [omnipresent](#).

State meaning of eternal, omniscient, omnipotent and omnipresent. State the derivation of these words. Explain why these characteristics are those of God and not of creation. Find examples in the Mass where God is addressed by these attributes. Design a calligraphy using words and phrases from the liturgy describing God in these ways.

Science. Identify the common elements that make up the composition of the stars. List the common elements found in the stars and compare them to the elements found in the human body.

7.01.10

Articulate the central [mystery](#) of the Christian faith is the Holy Trinity: God the Father, God the Son, God the Holy Spirit.

State meaning of mystery in relationship to our understanding of God's existence and nature. Identify God as three Persons in one God. State the relationship between each of the Persons as distinct and equal. Find diagrams that clarify this belief. Describe each diagram. Design your own diagram of God as one and three. Share your diagram with the class.

Language Arts. Collect some books identified as mysteries. State characteristics of a mystery. Describe why mysteries are intriguing to read. Explain why not all mysteries are fictional. Read a nonfiction mystery. Describe what characterizes the book as nonfiction and as mystery.

7.01.11

State the distinction of God the Father in the [Nicene Creed](#).

Identify the section of the Nicene Creed that addresses God the Father. State meaning of God the maker of what is "seen and unseen." Examine why naming God as one, Father and maker of creation is important. Read Psalm 33 in small prayer circles. Share how the psalm describes God's creative power.

Language Arts. Write your personal creedal statement. Explain why you believe what you do. State the importance of being able to articulate what you believe. Locate in your statement sentences or phrases that do not relate to religious beliefs but some other beliefs. State why these other beliefs are important to you.

7.01.12

State the distinction of God the Son in the Nicene Creed.

Locate the section of the Nicene Creed that addresses God the Son. Name a description of God the Son that attracts or inspires you. State meaning of "begotten, not made, one in Being with the Father." Explain why Jesus is entitled as "lord" and as coming in glory "to judge the living and the dead." Read Psalm 72 in small prayer circles. Share how the psalm describes God as Savior.

Music. Learn the song "In Remembrance of You." (Paul Tate, Liturgy Training Publications)

7.01.13

State the distinction of God the Holy Spirit in the Nicene Creed.

Locate the section of the Nicene Creed that addresses God the Holy Spirit. State meaning of the Holy Spirit as “giver of life” and as speaking through the prophets. In small prayer circles read Isaiah 61, 1-3. Share how the passage describes God’s spirit as liberating and what it means to me.

Music. Learn the song “Spirit of the Living God.”

7.01.14

State understanding that although God is named Father, Son and Holy Spirit, God has no [gender](#).

State meaning of gender. State that God is neither male nor female. State that God is spirit and has no physical characteristics. Explain how the names of God as Father and Son are part of God’s revelation to us. Describe how the names of Father and Son are basic to our Christian tradition.

Family Life. Identify ways that the family engenders and nurtures each family member’s confident self-identity and group identity. Make a family retreat to celebrate God’s love for the family.

7.01.15

State that the Catholic faith is one and the same everywhere and expressed uniquely in many cultures.

Articulate that the Catholic faith is expressed in the Nicene Creed in all Catholic churches around the world and in every culture. State that the Church is one and the same in its belief and creed. Explain how this is a great strength of the Catholic Church.

Social Studies. Examine the tenets of the United Nations Earth Charter. State how universal principles promote a global understanding of the dignity of the human person across the cultures. Add a principle that you think is missing.

7.01.16

Express the belief in the [resurrection of the dead](#) as essential to Christianity.

State that our faith tells us that our bodies will rise after death in a spiritual way. Describe Jesus’ resurrected body in the gospels as a sign of our own resurrection. State belief that all the dead will rise either in glory with God or in separation from God. Write a reflection on what this tenet of faith means to me.

Music. Learn the song “Breathe on Me, O Breath of God.” (Brian Wren. Hope Publishing Co. GIA Publishing)

7.01.17

State that we have already risen with Christ in Baptism and participate in the life of the Risen Christ.

State that through the Sacrament of Baptism we have already died in Christ and are raised with Christ in a way we cannot see. Describe what this means in terms of how our bodies belong not to us but to God. Explain how this belief guides us on how we treat the body. State why this belief gives us hope about life.

Language Arts. State how modern culture views the body through advertisement and marketing. Identify lures that tempt young people to form their values based on advertising. Videotape a commercial on MTV and critique underlying assumptions about the body. Show the video to the class and share your critique.

7.01.18

Describe how the Holy Spirit worked through Mary to prepare the way for the [Incarnation](#).

State meaning of Incarnation. Describe the work of the Holy Spirit as articulated in the angel's announcement to Mary of God's choice of her to be the Mother of God.

Social Studies. Research a woman who made a contribution to the human rights of women in the United States. Write a five-page biography of this person. List of all the women studied by the class and state the contributions that they made.

7.01.19

State the belief that all the faithful in Christ, living and dead, form the [Communion of Saints](#).

State meaning of the Communion of Saints. Express how I feel when I think of myself as a member of the Communion of Saints. Make a list of my favorite saints and name one fact about their lives. Write a reflection on your favorite saint who has died but has not been canonized by the Church.

Social Studies. Research a person who is recognized for holiness of life in another religion. State where/when s/he lived and what s/he accomplished. State why this person is recognized for holiness. In small groups discuss why holiness is a social value. Share you list with the class and develop one list incorporating all the ideas of the class.

## GRADE SEVEN

### GOAL TWO

SACRAMENTS: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
1.02.01 Show understanding of the sacramental nature of the Church.	Articulate the sacraments as essential in the life of the Church. State that the Church is the sacrament of Christ’s action in the world through the work of the Holy Spirit. Give examples how the Church is a sign of the work of Christ on earth.	Family Life. Find ways in which the family participates in the sacramental life of the Church. Discuss why it is important for the family to be fully involved in the sacramental life. State how I as a family member benefit from this participation.
1.02.02 Show understanding of the meaning of sacrament in personal life.	State meaning of sacrament as effective signs of grace in personal life. State examples of how the sacramental life gives the grace to live the Christian life. State examples of how the sacraments enhance participation in the life of the Church and its mission to the world.	Social Studies. Identify social groups that use ritual and symbolism as signs of belonging. Explain why this is important to the group.
1.02.03 Recognize the sacramental life is rooted in faith and prayer.	Describe how living the sacramental life of the Church is an act of faith. Describe how the sacramental life is a life lived in prayerful connection to the Blessed Trinity. Write a reflection on how participation in the sacraments leads me to pray.	Music. Learn the song “Gathered As One.” (Paul Tate and Deanna Light, WLP)
1.02.04 Recognize the sacraments of Baptism, Confirmation and Holy Orders cannot be repeated because they give an <a href="#">indelible character</a> by which the Christian shares in Christ’s <a href="#">priesthood</a> .	State meaning of indelible character as the seal of the sacraments of Baptism, Confirmation and Holy Orders. Articulate that these sacraments cannot be repeated. Describe what “marked with the sign of faith” means. Explain how we share in the priesthood of Christ by our call to participation in the worship of the Church and to service.	Science. In preparing for an activity in using potential hazards, review safety procedures for using certain kinds of materials and tools. Describe where in your lab you obtain safety equipment. Write a protocol that the class agrees to do in order to protect from accident or injury. State importance of safety preparation before doing an experiment.

1.02.05

State that Baptism is the foundation of communion among all Christians.

State that all baptized Christians are incorporated into the life of Christ and have a right to be called Christians. Describe what it means that we are brothers and sisters to one another. Discuss why this communion is an imperfect one.

Social Studies. Identify a country that has experienced cultural factions. Describe the nature of the factions. Create a plan for addressing the differences and eliminating them. Explain why cultural tensions hurt society in general.

1.02.06

Recognize the Sacrament of Confirmation as completing the sacraments of initiation through being sealed with the oil of [chrism](#) and the [laying on of hands](#).

State meaning of chrism and laying on of hands in the context of receiving the Sacrament of Confirmation. State what being sealed means. State the use of anointing in Confirmation.

Biography. Research the life of Takashi Nagai of Nagasaki, Japan. State when/where he lived and his occupation. State how the bombing of Nagasaki, a Catholic city, impacted Dr. Nagai's life and work.

1.02.07

State how in the Sacrament of the Eucharist we receive Christ whole and entire under the forms of bread and wine.

State that when we receive the Sacrament of the Holy Eucharist we receive the living Christ under the forms of bread and wine. Explain how Christ received under both forms more clearly shows the Eucharistic meal. State what John 6,56 means.

Music. Learn the song "Eat This Bread." (Robert Batastini & Taizé Community, Les Presses de Taizé, GIA Publications)

1.02.08

Show understanding that Catholics must receive the Sacrament of Penance/Reconciliation at least once a year if they have serious sin.

State the obligation that Catholics must confess serious sin at least once a year and before they receive Holy Communion. Give examples of serious sin that would require receiving the Sacrament of Penance/Reconciliation before receiving Holy Communion. Express how going to confession more regularly helps us to grow more deeply in the Christian life.

Health. In studying the effects of drugs and alcohol on choices and behavior, list activities common in early adolescence and possible effects of substance use on the activity. Interview a health practitioner to answer questions about drug and alcohol use and consequences. Write a summary report on what you learned.

1.02.09

State that the [seal of confession](#) cannot be broken under any circumstances.

State meaning of seal of confession. Give examples of how the seal of confession safeguards the penitent. Describe how and why the penitent cannot use the seal of confession as a way to hide from breaking civil law.

Social Studies. In a court of law, when someone enters a "not guilty" plea in facing charges describe how a judge will proceed. If the person is found guilty state what it means to be punished to the fullest extent of the law. If a person admits to guilt before a judge, state how confession of guilt may mitigate the sentence.

1.02.10

Describe the Sacrament of the Sick is intended not only for the dying but also for the seriously sick and elderly, and may be received more than once.

State that those who are seriously ill, elderly and dying may receive the Sacrament of the Sick. State that those suffering from addiction, disease and mental illness may receive the sacrament more than once. State the purpose of the sacrament is to alleviate the stress of suffering through intentional union with the suffering of Christ. Give examples of sick people being healed both spiritually and physically after receiving the sacrament. Clarify that those who are terminally ill can live with less fear of dying with the help of the sacrament. Write a reflection on why I would want to receive the Sacrament of the Sick if seriously ill or injured.

Health. Research the purpose of Hospice care. State who began this form of ancillary care and what kind of need this form of care addresses. Describe why it is important to alleviate the pain and distress of a dying person. Make a chart of the services that Hospice care provides. State what you would add to the list and why.

1.02.11

State that the oil of the sick is the oil used to anoint the person in the Sacrament of the Sick.

State the special oil for anointing the sick is the oil of the sick. State that the bishop blesses this oil on Tuesday in Holy Week along with all the sacramental oils. State that the priest may bless oil for the sacrament if none blest by the bishop is available.

Social Studies. In Greek and Roman culture, examine the use of oils. Create a list of the uses for oil. Compare to how oils are used today in massage therapy and sports.

1.02.12

State that bishops and priest administer the Sacrament of the Sick and Catholics have the right to receive the sacrament when seriously ill.

State that the Church requires priests and bishops to anoint the sick. Describe how in parish life the priest is available to anoint the sick. State that priests are available in hospitals to anoint the sick either as visitors from the parish of the sick person or as a hospital chaplain. State that a baptized Catholic has the right to receive the Sacrament of the Sick during a time of serious illness.

Health. Prepare a field trip to a local hospital. Develop interview questions for a health care practitioner and a hospital chaplain. Take the field trip and conduct the interview. Prepare a report based on the information gained from the interviews. Report your findings to the class. Develop a general list of observations.

1.02.13

Show understanding that the Sacrament of Matrimony is a sacramental covenant not just a contract.

State how the Sacrament of Marriage is a covenantal bond between a man and a woman. State meaning of covenant as the mutual consent of the man and woman as sealed by God. State that the Church cannot dissolve this seal.

Social Studies. Research the use of contracts and agreements in business. Compare and contrast business contracts with nuptial contracts. State why contracts are important.

1.02.14

Describe how the Sacrament of Matrimony is [valid](#) when the two parties are baptized, freely express their [consent](#), and intend to fulfill the [contract](#) for the good of the spouses and the possibility of children.

State that marriage as a sacrament requires the baptism of both parties, consent that is not forced, and willingness to fulfill the purpose of marriage. Show understanding that baptism includes baptized persons other than Catholic. State how free consent means no impediment to the possibility of marriage such as coercion, legal obstruction, or lack of knowledge. Give examples of each of these requirements.

Family Life. Interview a married couple celebrating over 40 years of marriage. Design interview questions. Conduct the interview. Compare responses to questions gathered by the class members who conducted the interviews. Share what you learned from the interviews that enhances or challenges your ideas about marriage as a lifelong commitment.

1.02.15

Recognize the spouses as the ministers of the Sacrament of Matrimony and the priest or deacon with two other witnesses as witnesses for the public pronouncement of the marriage vows.

Express how only the two parties can administer the Sacrament of Marriage giving their consent publicly to one another. Identify the priest and/or deacon and two others as witnesses of the pronouncement of marriage vows for the sacrament to be valid. Look at the marriage vows that are usually spoken at a Catholic wedding. Describe what these vows mean.

Social Studies. Research the marriage laws and ceremonies of non-Christian religion and culture. Name the religion, the location of the culture and the laws regarding marriage. Compare how these laws are the same as or different from marriage laws in this country. State why you think marriage laws are important to the culture.

1.02.16

Recognize the Sacrament of Ordination as valid for men who are baptized, prepared through seminary education and called by the bishop to be ordained.

State that the requirements for the Sacrament of Ordination are valid for men who are baptized, prepared through seminary training and called by the bishop. State that only the bishop may ordain a priest or deacon or another bishop.

Music. Learn the song “Make Us True Servants.” (Susan Wentz, WLP)

1.02.17

State that there are three ranks or orders of priesthood: the [episcopate](#), the [presbyterate](#) and the [diaconate](#).

State meaning and derivations of episcopate, presbyterate and diaconate. Identify ordained ministers as essential to the life of the Church. State why they are essential to church life.

Language Arts. Learn the parts of a formal letter. Write a formal letter to the deacon inviting him to a class session. Develop interview questions about the ordination of deacons. Conduct the interview.

1.02.18

Identify the priesthood as an apostolic call that come from Jesus Christ commissioning the apostles to continue the work of the Church.

State meaning apostolic call. Identify sources in the gospels that show Jesus commissioning the apostles to continue his work on earth. State that Peter and the apostles were recognized as leaders in the early church.

Social Studies. Research archeological activities in Israel regarding latest findings about early Christian communities. Report on what you learned. Make a list of data that the class collected regarding the research. Identify what more you want to learn.

## GRADE SEVEN

### GOAL THREE

**CHRISTIAN LIVING: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, positive self-image, personal integrity, social justice the dignity of the human person and love of neighbor.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
7.03.01 Show understanding that Christian discipleship requires following Jesus Christ as the way, the truth and the life.	Express how Jesus is the way, the truth and the life in attempting to live the Christian life. Create simulations in which students arrive at solutions through the eyes of discipleship. Write a reflection on looking at Jesus the way, the truth and the life.	Music. Learn the song “Anthem.” (Tom Conty & Michal Joncas, North American Liturgy Resources, GIA Publications)
7.03.02 Name the three sources of the morality of human acts.	State the three sources of the morality of a human act: object, intention and circumstances. Taking examples from early adolescent choices identify what of choice making are the object, the intention and the circumstances. Give reasons why it is important to know the components of an action.	Science. State the meaning of stem cell research and give examples. Identify some assumptions around use of stems cells to improve the quality of human life. Discuss the Catholic response to some forms of stem cell research in terms of the moral issues of this kind of research.
7.03.03 State meaning of <a href="#">morality</a> .	State meaning of morality. Argue whether or not every act is a moral act. State how this can be the case using examples. Write a reflection on how I see my actions.	Language Arts. Read a novella or novel about a character making a difficult decision. Describe the consequences of the decision. Judge whether the decision was right morally based on what criteria.
7.03.04 State the meaning of the <a href="#">end</a> does not justify the <a href="#">means</a> .	State the meaning of end and means. State the relationship between end and means with a moral act. Dramatize examples of the end not justifying the means.	Biography. Research the life of St. Thomas More. State when/where he lived and what his life story. State his relationship with King Henry VIII. Describe his moral dilemma and how he responded.
7.03.05 Identify steps in moral decision-making: see; judge; act.	State the three steps in moral decision-making. State the meaning of each step. Describe why decision-making requires seeing and judging before acting. Give examples of using these steps in situations of decision-making.	Health. Role play situations of peer pressure to engage in sexual activity, injected drug use, alcohol use or other drugs. Portray positive results of resisting peer pressure as well as the consequences of following negative suggestions.

7.03.06

Describe how steps in decision-making relate to the sources of moral acts.

State the three sources of moral acts: object, intention and circumstances. Describe how steps in decision-making relate to object, intention and circumstances. Express why it is important to see and know the circumstances surrounding a possible act. Identify actions that have irreversible outcomes. State how taking the steps in preparing for a decision may help to avoid unwanted irreversible outcomes.

Physical Education. Discuss the impact of professional sports on how we perceive winning and losing in American society. Make a list of questions I would ask in making a decision about participating in a league or school team sport. Describe values that I would uphold if I feel pressured to overstress my body on a sports team. State some irreversible outcomes if I overstress my body in sports.

7.03.07

State how personal sins have social consequences.

Give examples of personal sins that have social consequences. Make a list of sins and their personal consequences and their social consequences. Write this list in your journal. Write a reflection on how my choices in life impact others in both positive and negative ways.

Family Life. Identify how my choices impact my relationship with my family. Make a list of positive and negative choices that have enhanced my life with the family or have diminished. Describe how I feel in these choices. Analyze how my feelings are signs warning me about regrettable choices.

7.03.08

Analyze the relationship between [race prejudice](#) and [institutional racism](#) as a social sin.

State meaning of race, race prejudice and institutional racism. State why institutional racism is a social sin. Give examples of institutional racism in American history and today. Identify ways that I benefit or do not benefit from institutional racism. In Socratic circles discuss how institutional racism is or is not as prevalent today as it was fifty years ago. Give examples of how I can diminish my own prejudices. Give examples of how I can help society to eliminate institutional racism.

Social Studies. Do a unit project on the history of institutional racism in the U.S. Design an analysis of institutional racism in terms of its effects on all People of Color and Whites in our country today. Describe why institutional racism is so difficult to overcome even today. State why it is important to have friends from many races and cultures.

7.03.09

State the importance of Christians taking an active part in public life and promote the [common good](#).

State meaning of common good. Describe how Christians take an active part in public life. Give examples of public life service. Identify Catholics who participate in the public life in the U.S. Give examples of how these leaders promote the common good of all in society. Describe how my choice to or not to vote relates to promoting the common good.

Biography. Research the life of Dorothy Day. State when/where she lived. Identify her occupation and her work in the peace movement during World War II. State how her political stands as a citizen and a Catholic got her into legal trouble. Describe her establishment of the Catholic Worker Movement. Interview a Catholic Worker in Chicago as part of the research.

7.03.10

Show understanding that the good of the human person is the purpose of society.

Describe how society exists for the good of the person and not the person for the good of society. Give examples of human rights that society must protect. Make a list of these rights. Give examples of how society protects these rights. Give examples of how society might not protect these rights. In a Socratic circle discuss why human rights take precedence over society.

Social Studies. Research the immigration movement in the U.S. in the last fifty years. Identify the major immigrant groups and locate these groups in Chicago. Interview an immigrant to find out what s/he is seeking in this country. Identify rights that an immigrant seeks in this country and in his/her country of origin. Design some solutions to the immigration dilemma.

7.03.11

Recognize 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.

State meaning of equality in relationship to human rights. State meaning of human dignity in relationship to being created in the image and likeness of God. Give examples of abuse of the right to food, clothing, housing, education and work. Explain why this denies people their human dignity. State how Christians are challenged when other Christians are denied their rights.

Social Studies. Research the social problem of human trafficking in the U.S. Describe the populations most victimized by illegal trafficking. State some assumptions about why people get involved in human trafficking. Identify human rights that are denied to those who are caught in trafficking. Write a letter to your U.S. senator asking him/her to support action against trafficking.

7.03.12

State the Ten Commandments.

State the Ten Commandments. Give examples of what these commandments mean to my relationship to God. Give examples of what the commandments mean in relationship to the common good.

Language Arts. Write an essay on the significance of the Decalogue on modern society.

7.03.13

State the Beatitudes.

State the Beatitudes. Give examples of how I live a particular Beatitude. Write a reflection on a Beatitude that challenges me. Explain what you think Jesus means by introducing each Beatitude by saying "Blessed are you..."

Music. Learn the song "Blest Art They." (David Haas, GIA Publications)

7.03.14

State the seven principles of the [social teaching](#) of the Church.

Name the seven principles of the Church's social teaching. Take one of the principles and write a description of the principle, what it means, how society is challenged by this principle and how I can respond to this principal as a Christian.

Biography. Research the life of Pope Leo XIII. State the social circumstances that led to his writing of the encyclical *Rerum Novarum*. Examine why the rights of workers had to be addressed. Find photos of workers in the late 19<sup>th</sup> C. Compare to life as your family lives it today.

7.03.15

Describe world peace as the work of [justice](#) and the effect of charity.

State meaning of justice. Describe world peace in relationship to justice and charity. Describe how violence in any form diminishes world peace. Give examples how working for justice and charity helps to end violence and promote peace. Design a collage of pictures that express your idea of world peace.

Language Arts. Read sections of Daag Hammerschold's book *Markings*. Identify passages that inspire you about Hammerschold's view of world peace. Write an essay on the human yearning for world peace.

7.03.16

State meaning of [sexuality](#) as a gift of God and meant for married love between a man and a woman.

State meaning of sexuality. Describe how sexuality is a gift of God. Explain why marriage is the proper place for a man and a woman to express their love sexually.

Health. Invite a guest speaker to speak to students about HIV/AIDS as a disease. State precautions about sexual activity and HIV/AIDS. Explain how my religious beliefs help me to respect my body.

7.03.17

Recognize that every baptized person is to lead a [chaste](#) life no matter the state in life.

State meaning of chaste. Explain why all Christians are called to be chaste. Identify pressures in society and culture that would have us treat our bodies as sexual objects rather than as whole persons. Write a reflection on how I want my body to be treated in the eyes of others and how I want to treat others in the same way.

Family Life. Name a family member with whom you would talk about peer pressures and sex. If there is no one in the family that you would entrust your questions and concerns, identify a responsible and caring adult in whom you could confide. Describe how you would introduce the conversation with this person.

7.03.18

State meaning of [abortion](#) and why it is not an option for a Christian.

State meaning of abortion and its consequences to human life. Explain why abortion is a denial of human rights. State the importance of critical thinking about the consequences of sexual activity for its own sake. Write a covenant with your anticipated offspring about how you will respect the dignity of his/her human life from conception to his/her life in the family you hope to create.

Health. State meaning of contraception. Describe the irreversible consequences of abortion and contraception. State how abortion and contraception have negative physical and emotional outcomes. Identify people you can talk to if you should become pregnant.

7.03.19

Recognize that human life has inherent dignity and respect for life in all its stages is the Christian response to life.

State that human life is a gift from God and totally deserving respect in all its stages. Give examples of how Catholics show respect for life.

Family Life. Find examples of how the family celebrates life in all its stages. State some decisions in family life when a pregnancy occurs. State ways you would welcome a new member of the family.

**GRADE SEVEN**

**GOAL FOUR**

**SACRED SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God’s revelation through the signs of scripture.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
7.04.01 Show understanding of God’s revealing word in Sacred Scripture as unfolding throughout the Old and New Testaments.	Articulate God’s revelation as an unfolding event in the Bible. Give examples of this from the Old and New Testaments. State how God’s revelation is a gift to us. Write a reflection on how God’s word revealed in scripture is a gift to me.	Social Studies. In studying history examine why it is important to research many sources to get at the accuracy of an event. Identify sources that historians use to understand an event. State why it would be unwise to use only one source.
7.04.02 State meaning of <a href="#">divine inspiration</a> in relationship to biblical authorship.	State meaning of divine inspiration. State that the human authors of the Bible worked under the inspiration of the Holy Spirit. State why we call the Bible God’s word.	Art. State the work of a scribe. Using calligraphy find a scriptural quotation that you find particularly inspiring and copy it in script. State what you think about when you do this kind of work.
7.04.03 Describe inspired authorship not as dictation that leads to understanding scripture at the level of literal truth.	State that God did not dictate to the biblical authors what to write leading to a literalist understanding of scripture. Describe how a literal view of scripture eliminates the richness and depth of many of the stories and teachings of scripture. Give examples of exaggeration in scripture not to be taken literally.	Language Arts. Give examples in literature where the author does not intend a literal interpretation of what s/he writes.
7.04.04 Recognize that the Bible has both divine and human authorship actively interwoven to reveal the truths God intends.	State that the Bible has both divine and human authorship. Give examples from scripture in which a human author could not have thought the teaching or story on his own without the help of the Holy Spirit.	Language Arts. Research the life of one author whose stories you like to read. State how the life of the author might be very different from the kinds of stories s/he writes. Describe why you think this is the case.
7.04.05 State that the Church identifies 73 books in the <a href="#">canon of Scripture</a> .	State meaning of canon of Scripture. Name how books in the OT and how many in the NT. Research the history of the origin of the canon to Tertullian. Explain why there have been no additions to the books of scripture since 200 C.E.	Language Arts. Describe types of books identified as references in a library. State the use for this kind of book. State what groups of people use these books.

7.04.06

Describe the Church as having the authority to teach and interpret Sacred Scripture.

Identify the Church as having God's authorization to teach and interpret Sacred Scripture. State reasons for the Church to have this authority. In small groups, share how it would be difficult for students to understand scripture without help from teachers.

Social Studies. State the kinds of authority the U.S. government has in the three branches of government. Identify why separation of powers is important in a democratic government. Design a graph of the three branches and how they related to each other.

7.04.07

Recognize God's [covenant](#) with the Chosen People of the Old Testament was a call to be holy.

State meaning of covenant. Give examples of God's setting a covenant in the Old Testament locating book, chapter and verse. Show ready capacity to use the Bible to locate the covenant stories.

Music. Learn the song "Though the Mountains May Fall." (Dan Schutte, North American Liturgy Resources, GIA Publications)

7.04.08

State the meaning of and memorize the "[Shema](#)" of Israel.

State meaning and derivation of "*Shema*." State that the "*Shema*" articulates Israel's adherence to the First Commandment to be faithful to the one God. Find the "*Shema*" in Dt. 6, 4-5. Memorize the "*Shema*."

Family Life. Identify sacred events in the life of the family through the year. State how these events are recognized and celebrated. State why it is important to have family rituals.

7.04.09

Describe the significance of the [temple](#) in Jerusalem to the Jews.

State the use of the temple in Jerusalem. Make an architectural drawing of the second temple. Identify the parts of the temple. Name who was allowed to enter the "holy of holies" when and for what reason. Describe the importance of the temple to the Jewish community.

Social Studies. Research the two times the temple in Jerusalem was destroyed. Identify who destroyed the temple and why. State the significance of the western wall of the temple ruins today.  
Music. Research music played and sung in modern Jewish synagogues. Identify how these hymns originated.

7.04.10

Describe culture and family life of the Jewish people during the time of Jesus.

Create a unit project to research the culture and family life of the Jews of the First Century. Go online to learn about family life, architecture, trade, economics, music, clothing, transportation, agriculture, animal husbandry, religious and community celebrations, & political life. Create power point presentations to be presented to families for an open house experience.

Art. Create dioramas of homes, industries, and synagogue architecture. Make drawings that exhibit family and cultural life in First Century Judaism.  
Music. Research the musical instruments of the First Century Jews and how music was used in the culture. Find audio examples of the music of the period. Display art and music research for an open house exhibit.

<p>7.04.11 Describe roles in family life and culture in First Century Judaism.</p>	<p>Research the role of the mother and father in Jewish family life. Describe how children were raised, taught their Jewish faith and learned a trade.</p>	<p>Physical Education. Play a game that Jesus would have played with his friends.</p>
<p>7.04.12 Describe the role of the <a href="#">rabbi</a> in Jewish education.</p>	<p>State meaning and derivation of rabbi. State the role of the rabbi in the Jewish community. State why Jesus was called a rabbi. Explain why the role of the rabbi was important and highly respected.</p>	<p>Social Studies. Compare the role of a rabbi in First Century Palestine with the role of a Jewish rabbi today.</p>
<p>7.04.13 State the significance of <a href="#">Jerusalem</a> as the center of Jewish worship, <a href="#">levite</a> priesthood, sacrifice, temple life and worship.</p>	<p>Identify Israelite king who built the temple in Jerusalem. State meaning and derivation of the name Jerusalem. Describe worship in the temple including the role of the priesthood, sacrifice and worship. State the meaning of levite and its association with temple priestly duties. State how the life of the temple in Jerusalem symbolized how the faithful Jew would center life.</p>	<p>Social Studies. Research the establishment of Jerusalem. Make a timeline of the development of the city identifying famous kings, occupiers, dates of destruction, when the temple was built and destroyed twice, and other interesting information. State why Jerusalem is an important city today. Find pictures of Jerusalem online and create a power point presentation of modern day Jerusalem.</p>
<p>7.04.14 State the relationship between Jews and <a href="#">Gentiles</a> in First Century Palestine.</p>	<p>Describe how Jews and Gentiles related to each other in the First Century. State origin of the word Gentiles to describe non-Jews. State the significance of having to deal with Roman occupation for both Jews and non-Roman Gentiles. Identify the group that had the most perilous time with the Romans and why.</p>	<p>Social Studies. Identify aspects of life in Jerusalem that did or did not benefit from the presence of the Roman occupation. State the relationship between Roman law and a peaceful society. State how the Roman emperors viewed Jerusalem in the First Century C.E.</p>
<p>7.04.15 Show familiarity with the Gospel of Luke.</p>	<p>Read the Gospel of Luke. State who was the writer, when/where the gospel was written, the intended readers of the gospel, and why its was written. Describe how this gospel written by a Gentile author is significantly different from the purpose of the Gospel of Matthew.</p>	<p>Biography. Research the life of St. Luke. State where/when he lived. State his relationship with the apostles and Paul of Tarsus. Identify Luke as a Gentile Christian. State the type of education Luke had to be a highly skilled writer in the Greek style of literature.</p>
<p>7.04.16 State the literary style of the Gospel of Luke as written in the Greek style of narrative.</p>	<p>State the writer of the gospel was highly educated in the Greek literary world. Express the story quality of the gospel.</p>	<p>Language Art. Research Greek literature of the First Century. Describe the popular Greek literature that prototypes the modern novel or novella.</p>

7.04.017

Recognize the characters in the Gospel of Luke as less stylized and more human.

Compare the characters of Luke's gospel with those of Matthew and Mark. State how Luke's gospel does not incorporate use of conflict to the extent of Matthew and Mark. Find some examples of characters having more human features.

Language Arts. State the purpose of conflict in the plot of a story.

7.04.18

Identify the Gospel of Luke as a [synoptic](#) gospel.

State meaning of synoptic. Explain how Luke's gospel incorporates both Mark and Matthew. Describe how there are discrepancies and use of other sources in Luke.

Family Life. Take one evening every week to read the complete gospel of the liturgical year. Find ways to make this time interesting and informative. Help family members to enhance their skills as readers.

7.04.19

State the differences in the [prologue](#) of Luke's gospel from both Mark and Matthew.

Read Luke 1, 1-4. Identify how Luke's prologue identifies a specific reader with a name. State meaning of the name Theophilus. State how Luke describes the intent of his narrative. Find evidence that Luke is not an eyewitness of Jesus' resurrection.

Language Arts. Research use of prologues in fiction and nonfiction books. State the purpose of prologues.

7.04.20

Describe how the Infancy Narrative in Luke differs from Matthew's account.

Read Luke 1, 5 – 2,52. Identify the characters in Luke's infancy account. State how Mary's role is enhanced in Luke's story as different from Matthew. State how Mary is presented as the first disciple who questions but says yes. Identify the role of the angel. State how Luke uses canticles and locate them.

Music. Look at traditional Christmas carols. Identify carols that use Luke's gospel to develop the verse of the song. State why you think Luke's gospel would be preferred in writing songs about Jesus' birth.

7.04.21

State the significance of the temple scenes in the Infancy Narrative of Luke.

Explain the significance of going to the temple. Identify how the journeys to the temple identify Mary and Joseph living faithfully their Jewish covenantal heritage. State how Luke 2, 49 shows Jesus' awareness of his special relationship with God.

Family Life. State the significance of the family being faithful to their life as a Christian family. Explain how going to Mass on Sunday enhances family life during the rest of the week.

7.04.22

Describe how Jesus prepares for his public ministry.

Read Luke 3, 1 – 4, 13. State the expanded role of John the Baptist. Note details not found in Matthew. State use of prophecy. Compare genealogy of Luke with that of Matthew. Note the reversal in the order of time. Note the age of Jesus not mentioned anywhere else in the gospels. State how Luke uses historical record to create an “orderly account.” State difference between Luke’s account of the temptations and Matthew/Mark.

Social Studies. In doing research on a history topic describe how data should be gathered from primary sources. Define primary sources. Give examples.

7.04.23

Describe the ministry in Galilee and Jesus’ sensitivity to the needs of others especially the poor.

Read Luke 4, 14 – 9,50. State how Isaiah is used in Jesus’ announcement of his mission. Identify Jesus’ attention to the poor and rejected declaring liberation. Describe the demons as antagonists similar to Mark/Matthew. Describe Jesus’ compassionate call of Peter rather than the demanding call expressed in Mark/Matthew. Compare the healing stories of Luke with Mark/Matthew. State similarities/differences. Compare Jesus’ teaching of the sermon on the plain with Matthew’s sermon on the mount. Compare/contrast Luke’s beatitudes with Matthew’s. Discuss how Luke’s beatitudes might be more confronting. Locate teachings in this section that encourage and challenge you. Compare the seed parables with Mark/Matthew. State why these parables are almost identical in all three gospels. Explain why the seed parables are essential to the synoptic gospels. Compare the conditions of discipleship in Luke with Mark/Matthew. State how Jesus’ predictions of his death are similar to Mark/Matthew. Note that the ministry takes place in Galilee with Jesus healing Gentile and Jew alike. State why Luke portrays an inclusive ministry.

Mission. Go online to find out the financial report of the diocese. Identify what percentage of money goes to services that directly respond to the needs of the poor. Identify the services.

7.04.24

Identify the lengthiest section of Luke's gospel as a travel narrative: Jesus' journey to Jerusalem.

Read Luke 9, 51 – 19, 27. State how in Lk. 9,15 sets the tone for the journey narrative. The literal translation of Jesus heading to Jerusalem is "he set his face." State what this means. Identify the appointment of the 72. State the significance of the number 70. Compare the mission of the 12 in Matthew with the mission of the 72 in Luke. Compare the teachings on prayer in Luke with that of Matthew. Identify the parables in this section of the gospel that are distinctively Luke's parables. Identify healing stories that are only in Luke's gospel. Describe how Jesus teaches his followers to measure the cost of discipleship. Find verses where Luke refers to measuring. State the significance of this kind of attention to detail. Reading the banquet parables in Lk. 14, 7-24, state who is invited to the banquet in the kingdom. Compare the banquet parable to Mt. 22, 1-10. Identify how the parables of the lost sheep, the lost coin and the lost son are similar in their understanding of God looking for and saving the lost. Explain how this is a consolation to our condition as unfaithful sinners. State how the parable of Lazarus in Lk. 16, 19-31 is a parable of warning. Compare this parable to Matthew's parable of the last judgment. State what Jesus promises to the disciples who give up everything to follow him. Interpret the meaning of the coming of the kingdom in Lk. 17, 20-21. Show how the parable of the ten gold coins in Lk. 19, 11-27 shows a God whose judgment is demanding.

Math. Research the type of coins used by the Romans and Jews during the First Century. Identify how coins were to be used. Compare/contrast how money is used today.

Social Studies. Research travel in the Roman Empire in the First Century CE. Describe how most people traveled in the Empire. Describe how commerce was transported. State the role of the Roman soldiers in keeping travel safe. State how people benefited from Roman roads.

7.04.25

Recognize that in Luke's gospel Jesus has a teaching ministry in Jerusalem.

Read Luke 19,28 – 21, 38. State how this section in the narrative identifies the royal nature of Jesus and his teaching ministry in Jerusalem. Describe how conflict is more evident as the narrative progresses from this point. Identify the antagonists in this section. Compare how Jesus takes issue with the sellers in the temple in Luke and Mark. State how this might allow for Luke's portrayal of Jesus teaching everyday in the temple after his confrontation with the sellers. Note that Jesus' weeping over the city of Jerusalem is found only in Luke. In the parable of the tenant farmers killing the son in Lk. 20, 9-19 compare to Mark's account of this parable differs in what way and why. Describe how Luke's descriptions of the destruction of the temple and the times of trial in Lk. 21, 5 – 36 are similar to Mark/Matthew but different in the timing. Describe the difference. Note that the last two verses of this section ends with a restatement of Jesus' teaching ministry in the temple.

Language Arts. Research Greek drama. Create a simple drama incorporating the components of the Greek play. Present the drama at a school parent meeting.

7.04.26

State the next section of Luke is the passion narrative that begins with the Passover preparation and ends with the burial of Jesus.

Read Luke 22, 1 – 23,56. Describe how the section largely follows the narrative of Mark but with some significant differences. Identify some of those differences. Note Luke's the prediction of betrayal and the directions to the disciples occur after the supper. Note that the trial scenes are distinctively different in what ways. Describe the carrying of the cross Jesus is not alone; he has sympathizers. Describe the crucifixion very minimally but the words of Jesus those of compassion and forgiveness. Identify the role of the centurion as different from Mark/Matthew. Note Pilate's and the soldier's roles in declaring Jesus' innocence.

Music. Learn hymns for Lent and use them for school or catechetical program prayer services during Lent.  
Music. Learn the hymn "Stabat Mater" in Latin. State how this hymn highlights the sorrow of Mary the Mother of Jesus at the time of Jesus' death. Identify some Latin words that look like English or Spanish.

<p>7.04.27 Describe the resurrection narrative in the Gospel of Luke as the suffering, death and resurrection of Jesus were accomplished in fulfillment of OT promises and Jewish messianic hopes.</p>	<p>Read Luke 24, 1-53. Describe the resurrection account in five sections. Identify how in each of those sections Luke is explaining how Jesus lives out his predictions of death and the fulfillment of OT promises. State that the appearances all occur on Easter Sunday and in or near Jerusalem. Describe how the ascension of Jesus occurs on Easter Sunday outside of Jerusalem.</p>	<p>Music. Learn the round “Jubilate, Servite.” (Psalm 100, Taizé Community, Jacques Berthier, Les Presses de Taizé, GIA Publications)</p>
<p>7.04.28 Describe the four major themes of the Gospel of Luke.</p>	<p>State the major themes of the Gospel of Luke: Salvation is a joyful surprise; salvation includes everyone; concern for the poor and needy; Mary as the first disciple. Give examples from the gospel that highlight these themes.</p>	<p>Language Arts. State the meaning of theme. Describe how theme is used in literature.</p>
<p>7.04.29 Identify the role and significance of women in the Gospel of Luke.</p>	<p>Identify prominent role of women in the Gospel of Luke. Identify women who are disciples of Jesus who participate in and support his ministry. State their names and locate them in the story chapter and verse. Compare the role of women in Luke’s account with Mark/Matthew. Account for the contrast in roles.</p>	<p>Biography. Research the life of St. Mary Magdalene. Describe her association with Jesus. Find scripture passages that identify her as a leading disciple of Jesus.</p>
<p>7.04.30 Show understanding of the Gospel of Luke as showing the universal mission of Jesus that extends from the promises of the OT to the Gentiles.</p>	<p>Find examples of Jesus’ inclusion of the Gentiles in the gospel narrative. State how the inclusion is natural to Jesus, not something that he struggles to understand. State how the traits of compassion and forgiveness enhance this sense of inclusion.</p>	<p>Social Studies. Site federal documents that provide the basis for honoring human rights in this country.</p>
<p>7.04.31 Recognize how The Gospel of Luke shows concern for the loss of the Jews to Jesus’ compassionate outreach.</p>	<p>Identify the scene of Jesus weeping over Jerusalem as symbolic of the tension of First Century Christians whose mission to the Jews was failing.</p>	<p>Music. Learn the song “You Are the Voice.” (David Haas, GIA Publications)</p>
<p>7.04.32 Identify the figure of Jesus in the Gospel of Luke as son of Abraham, son of David, son of Adam, son of God.</p>	<p>State how Luke portrays the lineage of Jesus connected to the root of Abraham and the people of Israel and going beyond human sonship to divine.</p>	<p>Art. Draw an icon of Jesus as portrayed in the Gospel of Luke.</p>

**GRADE SEVEN**

**GOAL FIVE**

**LITURGY: Understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist the source and summit of Christian life.**

<b>LEARNING OUTCOME</b>	<b>SAMPLE ASSESSMENTS</b>	<b>CONNECTIONS</b>
7.05.01 Show understanding that every Catholic is called to participate actively in the liturgy.	State the roles of the Catholic community in liturgical celebrations. Design an advent or Lenten prayer service that involves all the members of the class. Use the components of a liturgical service.	Music. Show capacity to choose hymns suitable for a prayer service or a particular liturgical celebration in the church year.
7.05.02 Show capacity to actively participate in the liturgy through taking specific appropriate roles.	Exhibit participation in the liturgical actions of the Church as acolyte, lector, choir member, musician and usher. Write a reflection on how active participation enhances my awareness of liturgy as active prayer.	Family Life. Support members of the family who have special roles in the liturgy. Pray for them as a family before you leave for church on Sunday.
7.05.03 Show awareness of diverse liturgical traditions and rites reveal the catholicity of the Church.	Identify different rites in the Church. Research a rite or tradition of which I am not familiar. Locate where the rite in the diocese. Invite an ordained minister of another rite to the class for an interview. State why different rites in the Church exist. Explain how this enriches the life of the Church.	Social Studies. Identify the geography of the Eastern Rite of the Catholic Church. Find pictures of Eastern Rite churches. Compare/contrast these churches with Roman Rite churches.
7.05.04 Show that the Mass is a <a href="#">sacrifice</a> because it memorializes the sacrifice of Christ who offered himself once and for all to God for our sake.	State meaning of sacrifice in the Christian context. Describe how the Mass memorializes the sacrifice of Christ. State that the praying community offer their lives, prayers, praise and suffering in union with the sacrifice of Christ. Write a reflection on how I understand the offering of myself at Mass.	Art. Identify how symbols of the Eucharist are artistically portrayed. Name symbols of sacrifice. Create a montage of eucharistic symbols.
7.05.05 State that Christ acting through the ministry of the priest offers himself in the Eucharistic sacrifice.	State that the priest represents Christ in the offering of the sacrifice of the Mass.	Music. Learn the song “Amor, Amor.” in voices. (Traditional, World Library Publications)

7.05.06

State that only the bishop and priests he authorizes can preside at the Eucharistic liturgy.

State the validity of the Mass requires a bishop or his authorized representative can officiate at the Mass. Name the ordained ministers in the parish who can preside at the Eucharistic liturgy.

Social Studies. State how the role of the bishop began in the Early Church. Explain why the role was important to the early Christian communities.

7.05.07

Identify the current Sunday in the liturgical calendar and identify the scriptural readings for the Liturgy of the Word.

Identify the current Sunday using a liturgical calendar. Identify the readings of the Sunday.

Family Life. Make a plan for all the members of the family to go to church on Sunday. Emphasize how going to church together strengthens the bond of family life.

7.05.08

Describe how feasts of Mary and the saints are incorporated into the liturgical cycle.

Describe how we celebrate the lives of Mary and the saints in the liturgical year. State the feast day of my name saint. Explain why it is important to celebrate the feasts of the saints.

Music. Learn the song “Christ Be beside Me.” (St. Patrick, James Quinn, World Library Publications)

7.05.09

Prepare for Sunday liturgy by reflecting on the scriptures for that Sunday.

Display the skill to find the scripture texts, read them, research information about the texts and reflect on their meaning for my life. In small prayer circles reflect on the Sunday scripture readings in anticipation of Sunday Mass.

Art. For each season of the Church Year design a collage of symbols for that season. Use the color of the season as background for the collage. State the meaning of the symbols you chose.

7.05.10

Describe the funeral Mass as a special liturgy of blessing and farewell to the Christian who has died.

State the funeral Mass as a special liturgical event blessing and saying farewell to Christians who have died. Identify the special rites of the funeral Mass. Identify the special symbols and sacramentals used for this Mass. Attend a funeral Mass if one is available during class time.

Music. Learn the “Celtic Song of Farewell.” Express how the words of the song are an ancient prayer of the Christian community a song of farewell to the dead and recommendation to heaven. (Steve Schaubel, World Library Publications)

**GRADE SEVEN**

**GOAL SIX**

**CHRISTIAN PRAYER AND SPIRITUALITY: Understand and express the different forms of prayer consciously recognizing the work of the Holy Spirit and the meaning of self-surrender to God.**

<b>LEARNING OUTCOME</b>	<b>SAMPLE ASSESSMENTS</b>	<b>CONNECTIONS</b>
7.06.01 Recognize Mary as a model of prayer.	Describe how Luke portrayed Mary’s prayer. Locate in the Gospel of Luke depictions of Mary at prayer. Describe characteristics of Mary’s prayer.	Music. Learn the song “Santa Maria del Camino.” (Juan A. Espinosa, OCP, World Library Publications)
7.06.02 State how the Holy Spirit worked through the prayer of Mary.	Locate in the Gospel of Luke how the Holy Spirit was evident to Mary in prayer. Write a reflection on how the Holy Spirit guides me in my prayer.	
7.06.03 Describe how prayer is an act of self-surrender to God.	State meaning of self-surrender. State how the Our Father leads us to self-surrender to God. State how Mary surrendered herself to God’s will. Describe how spiritual self-surrender is a freeing act. Write a prayer to the Holy Spirit asking to learn how to surrender my will to God.	Health. State how negative emotions can contribute to health problems if they are not managed. Examine how accepting things that cannot be changed help to manage negative emotions. Give examples of this.
7.06.04 Recognize <a href="#">meditation</a> as an important form of prayer.	State meaning of meditation. Conduct a meditation exercise in the prayer circle. Describe how the exercise helped you become aware of God. Explain why awareness of God essential to my growth.	Physical Education. Practice yoga movements that help to create inner quiet. State why this is important for physical education.
7.06.05 State how reading scripture leads us to prayer.	Explain how reading scripture helps us to lead our minds to God. Describe how other literature might lead us to prayer. Give examples. Share a favorite quotation from scripture that inspires you to pray.	Art. Design a bookmark with calligraphy of favorite scripture quotes and lines from prayers. Use these pieces as prayer cards and bookmarks.
7.06.06 State what it means to pray always.	Explain how we can learn to pray always no matter what we are doing. Describe how awareness of God can happen at any time.	Music. Learn the song “How Can I Keep from Singing” (Quaker Hymn, GIA Publications)

7.06.07

State how we use the prayers of the saints to help us to pray.

Identify prayers of the saint to help us to pray. Name a favorite saint's prayer that you or your family uses.

Music. Learn the song "For All the Saints." (William Howe, Oxford University Press, GIA Publications)

7.07.08

Describe that the Church prays the [Liturgy of the Hours](#) at special times of the day and night.

State meaning of the Liturgy of the Hours. State who prays these prayers. State that morning and evening are the common times to pray the Liturgy of the Hours although religious communities pray more of the Hours. Identify the prayer of the Hours consist of psalms, scripture readings and petitions.

Family Life. Pray a simple morning and evening prayer as a family. Use religious music to help the family to center on the prayer. Be thankful as a family for being alive and have the day once again to work and to play.

**GRADE SEVEN**

**GOAL SEVEN**

**CATHOLIC CHURCH: 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.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
7.07.01 Show understanding that the Catholic Church gradually is formed in human history in keeping with God's plan.	State how the Catholic Church unfolds according to God's plan. State how the Church in the time of the apostles is the same as and different from the Church of today. Explain how the Church even in times of trouble and human sinfulness still is the work of the Holy Spirit. Give examples.	Art. Go online to find images in art, photography and architecture that shows how the church as changed in its image over time.
7.07.02 Recognize that the Church is <a href="#">missionary</a> by nature.	State the meaning of missionary. Identify the work of the Church as missionary. Explain how every Catholic is a missionary. Explain how I am a missionary.	
7.07.03 State that the Church has a special mission to the poor.	Identify how the Church is called by Christ to serve the poor. Explain how this is evident in the Gospel of Luke. Strategize as a class about how to serve the poor in the neighborhood.	Music. Learn the song "The Lord Hears the Cry of the Poor."
7.07.04 Show understanding that all the living and dead form the Communion of Saints in the Church.	State how the Communion of Saints includes both the living and the dead. Explain how the Church remembers all of the saints in the Church Year. Describe the "Day of the Dead" in the Hispanic culture and identify some of its symbols.	Art. For the holy days of All Saints and All Souls in November, create a table that honors the dead. State how the table would be decorated. Design symbols that decorate the table. Find pictures of family members and friends who have died. State why candles are used as one of the symbols for the table.
7.07.05 State that the saints are always attentive to our prayers.	State what Catholics believe about the saints in their power of intercession. Find a prayer of a saint and use it for your prayer in the praying circle. State how the prayer talks about God.	Art. Draw a picture of your favorite saint. Design church windows and place the pictures in the frames. Print the name of each saint below the picture on the frame.

7.07.06

Recognize that the Church names Mary as Mother of the Church.

Explain why the Church names Mary as its mother. State how the Church identifies with Christ in naming Mary as Mother of the Church. Pray the church's Litany of Mary as part of the class prayer on feast days of Mary.

Music. Learn the song "Sing of Mary, Pure and Lowly." (Roland Palmer, GIA Publications)

7.07.08

State the belief that the Church has the power to forgive sins through the Sacraments.

Describe how the Church has the power to forgive sins through the Sacraments. Explain why we have confidence that our sins do not impede our friendship with God through our use of the sacraments.

Health. Explain why it is important to forgive others as a part of emotional and physical health. Explain what happens to us when we hold anger and vengeance within.

**GRADE SEVEN**

**GOAL EIGHT**

**PARISH LIFE: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors and organization.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
7.08.01 Describe the organizational structure of the parish.	State the organizational structure of the parish as related to the diocese, pastor and councils. State the role of the parish pastoral council. State the role of the finance council. Explain why it is important for a parish to have councils.	Music. Learn the song “What Is This Place.” (Huub Oosterhuis, GIA Publications)
7.08.02 State how <a href="#">stewardship</a> is important to the spiritual life of the parish.	State the meaning of stewardship. Describe how stewardship is a significant part of parish life. Explain why Catholics are stewards in their life of faith.	Family Life. Find ways to use the word stewardship as part of environmental consciousness. Express to family members that the earth does not belong to us and we need to take care of it for the sake of others.
7.08.03 Describe how my membership to the parish is important in my life.	State recognition that I am an active member of the parish in distinct ways. Identify the way I am active in the life and prayer of the parish.	
7.08.03 Recognize that the parish has cultural, racial and ethnic identities that must be respected and cherished as gifts of the Spirit to the life of the parish.	Identify culture, races and ethnicities in the parish. Describe how these are celebrated in parish life. Explain why all races and ethnicities are to be respected and honored for the gifts they bring.	Social Studies. Research the history of ethnic groups in the neighborhood and parish. Identify the ethnic group that originated the parish. Interview a member of that group who has a sense of the history of the parish in relationship to that ethnic group. Find pictures of the parish and neighborhood that show this particular ethnicity.
7.08.04 State how the cultures of a parish change based on the patterns of cultural change in the city and neighborhoods.	State how different cultures in the neighborhood and city change the culture of the parish. Identify areas of the city where neighborhoods are changing. Identify how the changes are exhibited in the life of the parish.	Art. Research the use of images of Mary taken from different cultures and national groups. Find pictures of these images and arrange them on a chart or on the bulletin board. Take one of the images and trace its history.

**GRADE SEVEN**

**GOAL NINE**

**VOCATION: 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.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
7.09.01 Recognize that God calls the Church and all its members the work of the Kingdom.	Identify the work of the Church as essential to the building of the Kingdom. Describe that our work no matter what it is contributes to the Kingdom if we do God's will.	Family Life. State how the family lives its call to serve God. Identify family members who are religious, catechists or are ordained. Celebrate their service to us in the Church.
7.09.02 Identify <a href="#">vocation</a> as a calling.	State the meaning and derivation of vocation. Describe how we use the word vocation in finding our work in life.	Music. Learn the song "Song over the Waters." (Marty Haugen, GIA Publications)
7.09.03 State the call to religious life in the Church is identified in two forms: active and <a href="#">contemplative</a> .	State meaning of religious life. State the two forms and their meaning. Given an example of active religious life and an example of contemplative religious life. Invite members of these two kinds of religious communities to speak to the class.	Biography. Research the life of St. Martin de Porres. State when/where he lived. Identify the religious order to which he belonged. State what he did in his mission work. Biography. Research the life of Thomas Merton. State when/where he lived. Name the religious order to which he belonged. Identify the form of religious life the Cistercians have. Describe what Thomas did in the community. Name some of the books that he wrote. State how he worked for justice and peace in the world. Make a power point presentation of his life using photos of Thomas Merton and of the monastery where he lived.
7.09.04 Describe how <a href="#">apostolic religious</a> orders provided teachers and catechists for parishes in the United States for over 150 years.	State meaning of apostolic religious. Find out who the community of sisters or brothers was or is that served in the parish. Invite a member of that community to speak to the class about their work.	Biography. Research the life of the founder of the religious community that serves in the parish. State whether the person is a canonized saint of the Church. State when/where s/he lived and how s/he came to start the religious community. Get information about the order's current work.

**GRADE SEVEN**

**GOAL TEN**

**ECUMENISM AND DIALOGUE: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Christian churches, Jews, Muslims and all faith traditions.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
7.10.01 State how the Church respects all faith traditions.	Describe how the Church respects all faith traditions. Identify one religious tradition with which you are familiar.	Learn the song, “Lift Up Your Hearts.” (Psalm 66, Roc O’Connor, SJ, North American Liturgy Resources, GIA Publications)
7.10.02 Explain how the religion of Hinduism is an eastern world religion of many gods and symbols.	Identify Hinduism as an eastern world religion primarily with followers living in India. State the three highest gods of Hindu. Explain how the religion is polytheistic but all the gods are a manifestation of Brahma. Identify some of symbols of the religion and what is contained in their temples.	Language Arts. Read sections of the <i>Bhagavad Gita</i> , the sacred text of the Hindu religion. How are the thoughts inspiring.
7.10.03 Describe the branches of Judaism: Orthodox, conservative, reform.	State the three branches of modern Judaism as orthodox, conservative and reform. Describe characteristics of each of these branches. State some of their forms of dress (orthodox and conservative)	Language Arts. Read some of the admonishments in the Book of Wisdom of the Book of Proverbs in the Bible. Describe how these sayings would help keep family life and culture alive. Describe the importance of family life in the Jewish religion.
7.10.04 State some of the contributions of Islam to society.	Identify contributions of Islam to society in terms of architecture, science, philosophy and mathematics. State why it is important to know the contributions of religion to culture and society.	Math. State the contribution of Islam to the field of mathematics. Describe how our patterns of learning math can be attributed to Islamic thinking.
7.10.05 Describe the Baptists as a Christian denomination that celebrates the gift of Baptism as central to their mission.	Identify the Baptists as a Christian denomination. Compare the Baptist churches with the Catholic Church. Make a list of how the denominations are alike/different. Explain how learning about another Christian denomination helps me to understand my own faith better.	Social Studies. . Describe the history of the Baptist church in relationship to African American history in the U.S.

