

GRADE EIGHT

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
8.01.01 Show understanding of God as transcendent .	State meaning of transcendent. Describe how God is transcendent. State why the Jews and Muslims do not fashion images of God in their synagogues and mosques.	Art. Study Michelangelo's painting of the creation of man (Sistine Chapel, Rome). Describe the artist's depiction of God. Reason why you think that Michelangelo depicted God in this way. State how the depiction might be inaccurate. Support your analysis with how our faith believes about God's transcendence. Draw your own picture of God. Share why you imagine God this way.
8.01.02 Articulate understanding that God is holy and completely deserving of our love and adoration .	State meaning of holy and adoration. Explain why we call God holy. State why we love and adore God. Give examples from the Hebrew Scriptures that describe the holiness of God. Write a reflection about how I sense the need to recognize God's holiness and to respond with love and adoration.	Biography. Research the lives of Sts. Perpetua and Felicity. State when/where they lived. Describe why they were highly honored in the early church. Draw an icon of Perpetua and Felicity.
8.01.03 Describe how we are attracted to the grandeur and beauty of God as we see this in creation.	State how we sense an inner attraction to God when we look at creation. Identify aspects of creation that make me conscious of God. State why you think consciousness of God is important in your life. In small prayer circles read Psalm 8. Share how the psalm helps you to picture God's grandeur and beauty. State what type of psalm prayer this is.	Art. Find magazine pictures of the earth and universe that are very striking and beautiful. Using the framework of a stained glass window arrange the pictures as a stained glass design.
8.01.04 State how the desire for God is written in the human heart because we are created by God and for God.	Describe how every person desires God in her/his life. Describe this desire in your own life. State how this desire is connected with the desire to be loved and to do what is good. In small prayer circles read Psalm 15. Share how the psalm describes our desire for God.	Health. Discuss how media influences health behaviors and purchases. List examples of media advertising as supporting health risks. State why it is important to critique media advertising in relationship to health.

8.01.05

Show understanding that there is no discrepancy between faith and reason.

Describe how faith supports reason and reason supports faith. Give an example of how my capacity to think supports the gift of faith in my life.

Math. Collect tables, charts and graphs from newspapers and magazines regarding a current event. Analyze the data for measures of central tendencies. Display the data in a different graph. Explain the meaning of the information. State why it is important to be able to analyze data in this way.

8.01.06

Show how faith helps me to face the hardships of suffering, disappointment and tragedy.

Describe how faith is with me in good times and in difficult times. Explain how God's gift of faith helps me to be at peace even when I have to face difficulties in life. Give examples from personal life that lead me to this understanding.

Language Arts. Write a poem about a recent experience in my life that caused distress for me. Use as many feeling words as possible. Make a list of the feelings stated by students in their poems. Identify what are the most common feelings. State why it is important to be able to describe my feelings.

8.01.07

State that God created us in a state of original holiness and justice.

Describe how the Book of Genesis shows the first man and woman in a state of original goodness before sin. Locate in the creation accounts how the man and woman experienced friendship with God in the garden.

Social Studies. Research creation stories from another culture. State how the stories describe the creation of good and evil. Discuss why creation stories include stories about evil.

8.01.08

State the meaning of [original sin](#).

State meaning of original sin. Locate in the Book of Genesis the story of the first sin. Describe how the story was a way of explaining how evil entered the world of human existence. State how human brokenness is a reality of life. Give examples.

Language Arts. Explain how the author of the *Harry Potter* series uses evil to set up the plot of the story. Describe how the evil characters are dealt with but the evil seems never to be destroyed. State why you think this is so.

8.01.09

Recognize that God's permitting physical and [moral evil](#) is a mystery that God helps us to understand by his Son Jesus Christ coming to defeat evil.

State meaning of moral evil. State meaning of physical evil. Discuss the mystery of evil as a reality of human existence. Find a situation in the gospels that describe how Jesus faces evil and diminishes it. State how it is possible to be confident in our faith that Jesus helps us to face and conquer evil.

Media. Find examples of movies that show the battle between good and evil. Identify whether the evil is physical or moral. Describe the outcome of each story. Identify how the characters usually struggle to face the evil. Describe how struggle with evil is part of human experience.

<p>8.01.10 State the Incarnation is the mystery of the union of the divine and human natures in Jesus Christ.</p>	<p>State meaning of Incarnation. Describe the divine and human nature of Jesus by using references from the gospels.</p>	<p>Language Arts. Arrange for an interview with the pastor or DRE. Develop questions about the topic of the Incarnation. After the interview list what you learned about the topic.</p>
<p>8.01.11 Show understanding that the whole of Jesus' life, death and resurrection are the fulfillment of revelation.</p>	<p>State how Jesus' life is the fulfillment of God's revelation to us. Explain how this is described in the gospels. Find references in the gospels that describe Jesus as God's fullest revelation to us.</p>	<p>Music. Learn the song "Resucito!" (Kiko Arguello, OCP)</p>
<p>8.01.12 State belief that Jesus died for our sins opening the possibility of eternal union with God.</p>	<p>Articulate as an article of faith Jesus' death as redemptive. Discuss what eternal union with God means in this life and the next. Write a dialogue with Jesus about his role as redeemer in your life.</p>	<p>Language Arts. Design a panel discussion about the credibility of extraterrestrial experiences. Find out some cases of extraterrestrial experiences. Argue for or against the credibility of these experiences.</p>
<p>8.01.13 State belief that Jesus' death saves all people even though they do not know Christ.</p>	<p>Articulate understanding that the saving act of Jesus' death was and is for all people. Discuss implications of this for people who follow other faith traditions. State the meaning of God predestining all to be saved. Discuss what it means to be saved.</p>	<p>Biography. Research the life of Mohandas Gandhi. Where/When did he live. State some of the social, religious and political situation in India that drew Gandhi to nonviolent protest as a lever for social change. State what he thought of the message of Jesus.</p>
<p>8.01.14 Recognize that God gives us only one life, unique and unrepeatable, that when we die in God's friendship we live forever in union with God in heaven.</p>	<p>Describe how we have only one life that cannot be repeated. State that the gift of my life is unique and unlike any other. Articulate the God seeks our friendship and union now and in eternity. Write a reflection on what my life means to me.</p>	<p>Social Studies. State meaning of reincarnation. Identify a religion that believes in reincarnation. Locate a country in which the majority belief is in this religion. List ways that the religion shapes the culture of the country.</p>
<p>8.01.15 Recognize that Mary collaborated with the whole redemptive work of her Son.</p>	<p>State that Mary's "Yes" to God's plan for her contributed to her Son's work of redemption.</p>	<p>Social Studies. Research a woman who made a major contribution to the development of women's rights. Prepare a power point presentation.</p>
<p>8.01.16 Describe how we pray and work for the coming of the Kingdom, but its fullness only comes at the end of time.</p>	<p>Describe how we as disciples of Jesus have a unique role in praying and working for the coming of God's Kingdom. Give examples showing how we do this now.</p>	<p>Mission. Develop a class project for a Catholic organization that works on development projects. Interview a representative of the organization to learn about the project. Design a plan to participate.</p>

GRADE EIGHT

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
8.02.01 Recognize that the benefits of the sacramental life are personal and ecclesial .	State meaning of ecclesial. Identify how the sacraments benefit me personally. Describe how my participation in the sacramental life of the Church benefits the Church.	Music. Learn the song “Send Down the Fire.” (Marty Haugen, GIA Publications)
8.02.02 State the conditions for Baptism being necessary for salvation .	State meaning of salvation. State that Baptism is necessary for those to whom the Gospel has been proclaimed and who have the possibility of asking for this sacrament. Refer to Matthew 28, 19-20 and describe the Church’s mission in relationship to the Sacrament of Baptism.	Biography. Research the life of John Cardinal Newman. State how he converted to Catholicism. Read his poem “Lead, Kindly Light” and write a reflection on the poem. Design a power point presentation of John Cardinal Newman’s life and use pictures to enhance the presentation.
8.02.03 State the conditions for being saved without Baptism.	State that those who die for the faith, catechumens, those who without knowledge of the Church act under the inspiration of grace and seek God sincerely striving to do God’s will are saved. State that God wills the salvation of all people. Express how God’s will for salvation is not bound by the sacraments but by mercy.	Social Studies. Research the bombing of the Sixteenth Street Baptist Church, Birmingham, Alabama, in 1963. Identified who was killed and why. State what famous sermon Martin Luther King, Jr., delivered weeks before in that church. Analyze the cause of the violence. Describe why Dr. King called the victims “martyred heroines.”
8.02.04 Recognize Confirmation as a sacrament of initiation carrying an indelible character that identifies Christian maturity.	State meaning of indelible character in relationship to the Sacrament of Confirmation. Give examples of Christian maturity. Write a reflection on how God is calling me to maturity in my life of faith.	Health. Recognize the effect of health and lack of health beyond one’s own self. In small groups, research a significant health issue in a developing country. Present findings and state some solutions.
8.02.05 Show understanding that every baptized person not yet confirmed can and should receive the Sacrament of Confirmation.	Explain how Confirmation finishes the sacraments of initiation. State that many receive Confirmation at the time of Baptism.	Physical Education. Discuss the importance of physical fitness. Design a personal plan to keep physically fit. State skills that need to be improved.

8.02.06

Recognize that before receiving the Sacrament of Confirmation the [confirmandi](#) must be in the state of grace and should receive the Sacrament of Penance/Reconciliation.

State meaning of confirmandi. Clarify what it means to be in the state of grace. Describe how the Sacrament of Penance/Reconciliation helps us to be ready and open to receive Confirmation. Write a prayer asking for the Holy Spirit to receive Confirmation with an open mind and heart.

Music. Learn the song “O Christe Domine Jesu.” (TaizéCommunity, Jacques Berthier, Less Presses de Taizé, GIA Publications)

8.02.07

Show understanding through the Sacrament of Confirmation I receive the fullness of the Holy Spirit to accompany me on my journey as a Christian.

Articulate that I receive the fullness of the Holy Spirit to help me live the Christian life. Describe how Confirmation is a “rite of passage” into Christian maturity. Write a reflection on what Christian maturity means to me.

Music. Learn the song “Come, Holy Ghost.” (Traditional, GIA Publications)

8.02.08

Recognize that we receive the [gifts of the Holy Spirit](#): wisdom, understanding, right judgment, courage, knowledge, reverence and awe.

State meaning of the gifts of the Holy Spirit. Name the seven gifts of the Holy Spirit and their meaning in the Christian life. Describe situations in family, school and social events that require using the gifts of the Holy Spirit. Identify a gift that I most need in my life. Write a reflection on why I need the gift.

Family Life. State how communication with parents/guardian is key to making good decisions for a choice of high schools. Do a force field analysis of the high schools being considered. Examine how the analysis helps to make a sound decision for the future.

8.02.09

Choose a baptized Catholic to be your [sponsor](#) for Confirmation.

State meaning of sponsor. Identify a sponsor for Confirmation who is a baptized and confirmed Catholic, at least 16 years of age, and has received Eucharist. State that a godparent may be a sponsor. Choose a person who will help you to be faithful to your own commitment as a Christian. Write a list of questions that you want to think about when choosing a sponsor. State why parents cannot be sponsors.

Family Life. Discuss with parents/guardian who would be a good sponsor for Confirmation using a prepared list of questions to assist in making the choice. Prioritize list of choices based on the requirements of sponsors for Confirmation. Decide how to contact and ask the people being considered. Once one of your choices responds affirmatively send a thank you note expressing your gratitude for making this commitment.

8.02.10

Select the name of a saint or holy person as the Confirmation name.

Explain why a name is chosen when receiving the Sacrament of Confirmation. Write a list of saints who have attracted you in your life as a Christian. Talk to your parents and sponsor about making a wise choice for a name. Pray to the Holy Spirit to help you make a good choice for your saint friend.

Biography. Write a five-page biography of the saint chosen for the Confirmation name. Use the last page or a sixth page as a reflection about why you chose this saint or holy person. Describe virtues that you want to imitate. Locate a picture of the saint or holy person and frame it for your bedroom.

8.02.11

Show understanding that the Sacrament of Confirmation initiates us into the mission of Christ in the world.

Describe how Confirmation initiates us into the mission of Christ in the world leading us to a life of service. Participate in acts of service in preparation for receiving the Sacrament of Confirmation. Write a report on the services completed.

Mission. Research a Catholic missionary organization. Identify its purpose and its work. Contact the organization to invite a representative to speak to the class. Plan a campaign to raise funds or goods for the organization.

8.02.12

Recognize that the sacraments do not abolish the weakness of human nature and the need for ongoing [conversion](#).

Explain how we are never free from the weaknesses of human nature but the sacraments give us strength in face of temptation. Express how the Christian is always on a journey of conversion and turning toward God. State meaning of conversion. Write a reflection on how God calls me to conversion and how I respond to God's call. State why it is important to be aware of the need for conversion.

Family Life. Talk to a parent/guardian about particular times in the family when life was difficult because of a family situation. Ask how the difficulty was resolved. Agree on a plan of action that, if a difficulty arises with me, I can know how to communicate with my parents and not feel judged. Discuss consequences if I do something causing irreversible damage to myself or to another.

8.02.13

State the meaning of [transubstantiation](#) in the Holy Eucharist.

State meaning of transubstantiation. Describe the bread and wine of the Eucharist as transformed into the Body and Blood of the Living Christ. State that when we receive Holy Communion we receive the Body and Blood of Christ under each form.

Science. Observe a chemical change in an experiment. Identify the variables creating the change. Graph the reorganizing of the atoms. State the results of the change.

8.02.14

Recognize that a [valid](#) sacramental marriage is permanent and cannot be dissolved.

State how the bond of sacramental marriage is valid. Describe divorce as unacceptable in sacramental marriage. Describe the condition of invalidity for a declaration of annulment. Explain why marriage should be undertaken when Catholics understand the nature of the sacrament.

Social Studies. Go online and research statistics about divorce in the U.S. Compare statistics from 50 years ago. Identify reasons for the increase in divorce. State possible social consequences for divorce prevalence. Chart your findings.

8.02.15

State that sacramental marriage is undertaken for the procreation and education of children.

State the Sacrament of Matrimony is meant for the procreation and education of children. Explain how children are protected in marriage.

Social Studies. Research the effects of divorce on children. Graph trends comparing effects on the lives of children with two parents and with one.

8.02.16

State that the bishop ordains priests to serve as co-workers with the bishop in serving the diocese.

State that the bishop ordains a priest for service in the diocese. Describe how priests serve in parish life and in the diocesan offices.

Art. Research formal clothing used by priests in the Catholic Church and other denominations. State the origins of the clothing and how they are used.

8.02.17

Recognize the bishop as the ordinary minister of the Sacrament of Confirmation.

Identify the bishop as the minister of Confirmation. State that a priest may confirm when appointed to do so by the bishop. A priest may confirm as part of the Rite for Christian Initiation of Adults (RCIA). Explain why a bishop confirming me is important to me. State the name of the bishop who will confirm me.

Language Arts. Draft a formal letter to your bishop asking to be confirmed. Rewrite the letter.

8.02.18

Show understanding that because Christ is at work in the sacraments, they are effective independent of the disposition or holiness of the priest.

State meaning of Christ being active in the sacraments. Describe how in the sacraments we come into contact with the living Christ. Express why the holiness of the priest is not essential for the effectiveness of the sacraments. Discuss why this is important information in light of our human sinfulness.

Social Studies. Research the impact of the Jesuit community in a country during the 1500's. State significance of the Jesuits during the period of colonialism. Describe the impact of colonization on indigenous cultures.

8.02.19

State the essential elements of the Sacrament of Confirmation.

State the essential elements of the Sacrament of Confirmation as baptized, achieving the age of reason (if not confirmed at the time of baptism), ordained by a bishop or a priest with faculty, anointed with oil and laying on of hands while saying the words of confirmation. Memorize the words of confirmation: Be sealed with the Gift of the Holy Spirit.

Music. Learn the song "Send Us Your Spirit." (David Haas, GIA Publications)

8.02.20

Identify [chrism](#) as the sacred oil of the Sacrament of Confirmation and state its symbolic meaning.

State meaning and derivation of chrism. State the kind of oil and how it is prepared. State the symbolic meaning of chrism.

Social Studies. Research how olive oil is manufactured. Identify parts of the world where olive oil is a predominant economic industry. Make a chart of olive oil products and their use.

GRADE EIGHT

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
8.03.01 Recognize that it is in Christ that we are created in the image and likeness of God.	Explain in a basic way the dignity of the human person is rooted in his/her creation in the image and likeness of God. Explain that Christ as Redeemer and Savior restored humanity from the brokenness of sin to the original beauty of God's image. Write a reflection on how I see myself as made in the image and likeness of God.	Science. State meaning of Darwin's theory of evolution. State why it is a theory. Research the stages of human development from prehistoric ages until the present. State how evolution might explain the stages of human development. State whether science knows how man first came into being.
8.03.02 Describe human freedom as a force for growth and maturity.	State meaning of human freedom. Describe how by free will we shape our own lives. Relate free will to choosing between good and evil. State how freedom does not imply the right to do whatever I want. Identify how choosing good contributes toward personal growth and maturity. Dramatize examples of choices for good and evil and consequences of these choices.	Social Studies. State how institutions of human enslavement and trafficking deny human freedom in all its expressions. Research the current statistics on modern forms of enslavement and trafficking. Draft a letter to political leaders supporting their efforts to end these human rights abuses in this and other countries.
8.03.03 State that conscience is a judgment of reason that helps us see the moral quality of an action.	State meaning of conscience. Describe how our conscience acts as a judge. Give examples of how conscience plays a role in making moral choices. State how reason is essential to right judgment. Give examples of how we use our intelligence to make decisions.	Biography. Research the life of St. Thomas Aquinas. State when/where he lived. Identify the religious community to which he belonged. Identify his contributions to human thought about the study of God. State how his studies are still used today.
8.03.04 Recognize that some acts are wrong no matter how good the end or intention .	State meaning of end and intention. List acts that are wrong regardless of what good we hope to accomplish. Explain why you think these acts are inherently wrong.	Biography. Research the life of John Brown. State how his involvement in the abolition movement was well intentioned but violent. Explain your position on the use of violence against evil.

8.03.05

State that [blasphemy](#), [perjury](#), [murder](#), [adultery](#), [rape](#), [abuse](#), [torture](#), [enslavement](#), [racism](#), [sodomy](#), [fornication](#) are among acts that are inherently wrong.

State meaning of blasphemy, perjury, murder, adultery, rape, torture, enslavement, racism, sodomy and fornication. Describe why these acts are morally evil. Identify which of these acts are punishable by law. Identify which acts require sacramental confession. Discuss the meaning of irreversible consequences regarding these acts.

Health. Research the health outcomes of sexual activity outside of marriage. Identify diseases related to sexual activity. Explain how masturbation is emotionally complex. State why sexual activity outside of marriage is morally unacceptable. Write in your journal about how you intend to manage your sexual behaviors to protect your physical and spiritual health and wellness.

8.03.06

Recognize that to receive God's mercy and forgiveness we must admit our sins.

State ways that Catholics have to admit sin. State the circumstances requiring confession of sins. State that God forgives us when we show sorrow even before going to confession.

Music. Learn the song "Psalm 130 With the Lord There Is Mercy." (Michael Joncas, North American Liturgy Resources, GIA Publications)

8.03.07

State that we [transform](#) society by implementing the Church's [social teaching](#).

State meaning of social teaching. Name and apply the seven principles of the social teaching of the Church. In small groups take one of the principles and find out how the Church applies the principle in its work. Report your findings. Explain meaning of transformation of society through social change. Give examples. Name a Catholic leader who contributed to transforming society.

Biography. Research the life of Cesar Chavez. State how he upheld the rights of migrant workers. Invite a former migrant worker to your class to present his/her experiences of being a migrant worker. Identify human rights issues presented and how migrant workers demonstrations helped to improve migrant conditions. Identify some of the struggles still existing today. Create a plan to help migrants.

8.03.08

Describe the [common good](#) as the sum total of social conditions allowing people to reach their fulfillment.

Define common good. Describe social conditions that allow people to reach their fulfillment. State how these social conditions respect human rights. Identify Catholics who have shown leadership in working for the common good of society.

Biography. Research the life of a Catholic politician or other public figure who contributed to the common good. Design a power point presentation to share your findings about this person.

8.03.09

State how [natural law](#) expresses the dignity of the person and is the basis for fundamental rights and duties.

State meaning of natural law. Give examples of the natural law as stated in the Decalogue. Give examples of human rights and duties.

Family Life. Describe how the family respects the natural law in daily life. State how the natural law protects family life.

8.03.10

Show understanding that citizens have the duty to work with civil authority for building up a just society.

Identify duties of citizens that require working with civil authority to create a just society. Take one of the duties and state how citizens accomplish it.

Social Studies. State the meaning of civic duty. Give examples of civic duties.

8.03.11

Recognize that citizens are obliged in conscience not to follow the directives of civil authorities when they are against the [moral order](#).

Give examples of situations that require citizens to follow the guidance of conscience and not civil authority. State meaning of moral order. In Socratic circles take an example and identify the circumstances, the reasons and the consequences for not following civil authority.

Social Studies. State how colonial leaders justified the revolution to be freed from the control of the English crown. In Socratic circles discuss how revolution might be justified. Share your findings with the class.

8.03.12

Show understanding that [legitimate defense](#) is a grave duty for whoever is responsible for the lives of others or the common good.

State meaning of legitimate defense. State why this is a grave duty. Give examples of legitimate defense relating to the common good. Argue whether war is a legitimate defense.

Social Studies. State the meaning of social protest. Give examples of social protest. Describe how protest achieves change in society.

8.03.13

Recognize that the legitimate use of the death penalty is practically non-existent.

State why the death penalty is against the moral order. Using the example of the State of Illinois, state the reasons for Governor George Ryan's suspension of the death penalty. Research statistics on the use of the death penalty in the U.S., numbers in racial groups subject to the death penalty and forms of incurring death. Given this information state your judgment on whether or not the death penalty in the U.S. should be allowed.

Language Arts. Draft a letter to the state governor stating your position about the death penalty and why you think it is important to eliminate this practice. Rewrite.

8.03.14

Describe the relationship between personal having the right to private property and material resources of the earth used for the common good.

State what it means to have a right to private property. Give examples when ownership of property infringes on human rights and the common good.

Social Studies. Graph percentages of the U.S. population owning property by race, economic status, location and gender. Discuss insights about the data.

8.03.15

State the Church's teaching that human life begins with [conception](#) and ends with [natural death](#).

State meaning of conception. State meaning of natural death. Explain why the Church teaches that human life begins with conception.

Health. Examine the importance of respecting life from conception to natural death as inherent to human wellness.

8.03.16

State the conditions for [abortion](#) being an immoral act.

State meaning of abortion. Identify conditions that make abortion morally unacceptable. State the Church's teaching about abortion.

Health. State physical, psychological and emotional implications of having an abortion. Identify alternatives to having an abortion.

8.03.17

Recognize that the Church has a right and duty to teach [moral truth](#).

State meaning of moral truth. Describe ways that the Church teaches moral truth. State how Catholics live morally upright lives in faith and based on informed conscience. In small groups discuss the necessity for moral truth in modern society.

Social Studies. Explain how moral honesty and integrity are important attributes of the citizen.

8.04.18

State meaning of [justification](#) as a gift from God and not merited by human endeavor.

State meaning of justification. Articulate that we cannot earn justification by our good works but only through Christ. Describe how our good works are ways of cooperating with God's grace. Write a reflection on my life as a total gift from God.

Music. Learn the song "Song over the Waters." (Marty Haugen, GIA Publications)

8.04.19

State that God's [sanctifying grace](#) helps us to seek [holiness](#) by our free response to doing God's will in living the Christian life.

State meaning of sanctifying grace and holiness. Identify grace as God's free gift to us. State that only God is holy but we share in God's holiness when we live the Christian life.

Health. Describe the relationship between physical health and moral integrity.

8.04.20

Recognize that the Holy Spirit guides Christians to set their hearts on the Kingdom of God rather than on material riches.

State how Christians aspire to life in the Realm of God. Give examples from the gospels about Jesus' description of the Kingdom. Identify who in the gospels will enter the Kingdom of God. Explain why it is important to resist a materialistic life preferring, rather, life in the Kingdom of God. Write a reflection about what you think Jesus meant when he said, "Blessed are the poor in spirit." State what you would be willing to give now for the sake of the Kingdom.

Music. Learn the song "Bring Forth the Kingdom." (Marty Haugen, GIA Publications)

8.04.21

Show understanding that the Christian life requires preferential love for the poor.

Find gospel texts that exhibit Jesus' love for the poor. Explain what the quote means: "Not to enable the poor to share in our goods is to steal from them and deprive them of life. The goods we possess are not ours, but theirs." Explain why the Christian's love for the poor is a preferential love.

Biography. Research the life of St. John Chrysostom. State when/where he lived. Describe what he did for the Church.

GRADE EIGHT

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
8.04.01 Recognize the Holy Spirit as central opening the eyes of those who read scripture and moving them to have faith in God.	Describe the guidance of the Holy Spirit as essential to the writing of scripture. Give examples from scripture how this is evident to you. Describe how scripture leads us into greater faith in God.	Music. Learn the song “The Summons.” (John L. Bell, Scottish traditional, Iona Community, GIA Publications)
8.04.02 Name and describe the two senses of Scripture: literal and spiritual.	State meaning of senses of Scripture as ways to understand and apply Scripture. State meaning of literal sense as understanding the words of Scripture through tools of research and study. State meaning of spiritual sense as understanding not only the text but also the realities and events about which the text speaks can be signs of deeper meaning. Give examples of literal sense and spiritual sense from the Gospel of Luke.	Language Arts. State the meaning of metaphor. Identify how metaphor is used in poetry. Find examples of poetry using metaphors. State how the literal understanding of a poem differs from metaphorical understanding.
8.04.03 Identify three categories of the spiritual sense of Scripture: allegorical ; moral ; anagogical .	State meaning of allegorical, moral and anagogical in relationship to understanding Scripture in the spiritual sense. Give examples of each from the Gospel of Luke.	Language Arts. Read a poem using allegory. Describe the allegory and its meaning.
8.04.04 Show understanding that Sacred Scripture and Tradition make up a single deposit of the Word of God.	State meaning of Tradition. Describe how both Scripture and Tradition are the storage places of God’s Word entrusted to the Church. State that the Church has the authority to interpret both Scripture and Tradition for the members.	Social Studies. Describe how human groups such as culture or government uses tradition to create stability. Give examples of tradition in culture. Analyze how tradition is necessary to culture and how it impairs development in culture.
8.04.05 Recognize that to discover the scripture author’s intention the reader must take into account the culture, history and literary forms of that time.	Express why it is important to know the culture, historical context and literary forms the author had at his disposal to write. Give examples from the Gospel of Luke for each of the categories.	Language Arts. State the meaning of literary forms. Describe how they are used in literature. Explain why it is important to know the literary forms used by an author.

<p>8.04.06 Explain that the author of the Gospel of Luke also wrote the Acts of the Apostles.</p>	<p>State that Luke wrote two books containing in the first the life and mission of Jesus and the second the life and mission of the early church. Explain that both books were written to help Gentiles understand how God’s Holy Spirit welcomes them into Christian discipleship and mission.</p>	<p>Language Arts. Explain why an author would choose to write a series of novels rather than just one novel. Give examples of a series of novels. State what you enjoyed about them.</p>
<p>8.04.07 Show familiarity with the geography and principal cities of the Middle Eastern world and Rome.</p>	<p>Draw a map of the Mediterranean seacoast and locate the cities visited by Peter and Paul in their respective apostolic journeys.</p>	<p>Social Studies. Go online to research the history of the city of Rome. In small groups prepare a power point presentation of your findings based on categories of information such as architecture.</p>
<p>8.04.08 Show familiarity with the Acts of the Apostles.</p>	<p>Read the Acts of the Apostles. State who was the writer, when/where the Acts was written. Identify the intended readers and the purpose for which it was written.</p>	<p>Language Arts. Write a descriptive essay about a journey that you took. Write the essay using highly descriptive language. Explain why this journey was important for you.</p>
<p>8.04.09 State the literary style of the Acts of the Apostles including Hellenistic (Greek) historiography.</p>	<p>Define historiography. State that the author also used narrative and discourse literary styles. State what these mean. Identify how these literary styles are evident in the Gospel of Luke. State Luke’s lively storytelling skill as experienced in the Gospel of Luke are also experienced in reading the Acts.</p>	<p>Language Arts. Explain the meaning of hagiography and historiography. Explain their use as literary devices. Describe how these devices enhance the meaning and depth of the truth that underlies what is fiction. Differentiate these with a historical novel.</p>
<p>8.04.10 State the structure of the Acts of the Apostles.</p>	<p>State that there are two sections in Acts. Identify the first section (ch. 1-12) as a narrative about Peter’s leadership in establishing the church. Identify the second section (ch. 13-28) as a narrative about Paul’s missionary journeys and expansion of the Church to the Gentiles.</p>	<p>Biography. Research the life of Zora Neale Hurston. State where/when she lived. Describe her life as a journey. State her contributions to African American literature. Read a novel authored by Hurston.</p>
<p>8.04.11 Identify the Holy Spirit as the major figure in the Acts of the Apostles enlivening the establishment of the Church after the ascension of Jesus.</p>	<p>Identify the active presence of the Holy Spirit in the establishment of the Church as narrated in Acts.</p>	<p>Music. Learn the song “Song to Jesus Christ.” (hub Oosterhuis, & J.Tabourot, TEAM Publications, GIA Publications)</p>

8.04.12

Describe the Prologue of the Acts of the Apostles as the introduction to Acts and description of the purpose of the account.

Read Acts 1, 1-5. Identify the reader as Theophilus, the same reader identified in the Gospel of Luke. Describe Jesus' mission and the role of the Holy Spirit. Note the location of Jerusalem where the story was left off in Luke's gospel. State how the prologue introduces the events to be narrated.

Music. Learn the song "Be Light for Our Eyes." (David Haas & Marty Haugen, GIA Publications)

8.04.13

Describe the preparation period for the mission, the replacement of Judas and Peter's leadership, Jesus' leaving and the role of the Holy Spirit.

Read Acts 1, 6 – 2, 13. Identify the main characters in this section. Recount the ascension story and compare to last line in the Gospel of Luke. Describe how the ascension narrative is expanded. State Peter's immediate leadership role. Identify who was in the upper room when they experienced the commissioning of the Holy Spirit. Recount who Peter addressed from the roof: Jews of every nation. State how the Jews responded to Peter.

Biography. Research the life of St. Peter. Glean as much information as possible about Peter's cultural context, his work as a fisherman, his life as a Jew of the First Century, the political oppression of the Romans on Palestine, his family life (he was married), the circumstances of his death in Rome. Develop a power point presentation or a biographical journal of the data gathered. Reflect on why Jesus chose Peter to lead the disciples.

8.04.14

Recount the mission of the first witnesses in Jerusalem led by Peter.

Read Acts 2, 14 – 8, 3. (*This should be read first like a story and then go back to reflect on the content and meaning.) Identify how Peter takes a definitive leadership role among the apostles. Identify narrative parts of the story and discourse parts. Describe what the narrative is accomplishing. State what the discourse is accomplishing. State to whom Peter is speaking in the discourse. Describe life in the early Christian community. State why they lived this way from a cultural perspective. Recount some of the signs and wonders as being like the miracles of Jesus. State how the signs contribute evidence about the validity of the witness of the apostles. Recount how the apostles and their assistants got into trouble with the Jews early in the narrative. Recount the trial scene. Recount the story of Stephen. State that the assistants were the first deacons assigned to help the apostles and confirmed by the Holy Spirit.

Language Arts. Read the letters of Peter in Sacred Scripture. Identify the possible origin of the letters and their traditional literary style. Because it is highly likely that Peter did not write these letters, explain why Peter's name was used as the author. Describe the situation of the Christians receiving these letters. State why they would be comforted by a letter from Peter.

8.04.15

State who witnessed Stephen's martyrdom in Acts 8, 1.

State Luke's skillful use of narration and speech to introduce Saul of Tarsus. State how this is effective storytelling and linkage.

Language Arts. Explain how argument is a literary device. Give examples.

8.04.16

Recount the mission in Judea and Samaria led by Peter and Saul's conversion.

Read Acts 8,4 – 9, 43. Recount the story of Simon the magician and state its relevance in the narrative. Recount the story of Philip and the Ethiopian servant and its relevance to the expanding mission of the apostles. Recount the story of Saul's conversion and baptism by Ananias. State why it was important for Saul to go to Jerusalem. Describe the surprise of the Jewish leaders at Saul's desertion from their ranks. Note that after Peter raises Tabitha to life he goes to Joppa and stays at the home of a tanner. Explain why this detail is important.

Biography. Research the life of Saul of Tarsus. Gather information about Pharisaic Judaism in the First Century. Identify his cultural context as an educated Jew and a Roman citizen. State the privileges of Roman citizenship. State how he used his education and background to support his mission. Identify his personality traits that come through in the stories of his adventures, his unstinting commitment to Christ and the mission to the Gentiles. State the situation of his death.

8.04.17

Recount the story of Peter's acceptance of Gentiles into baptism and the first missionary journey of Paul.

Read 10, 1 – 14, 28. Recount the story of Cornelius' vision and Peter's dream. State why this story is an important introduction to this section of Acts. Explain why Peter's acceptance of Gentiles is a pivotal moment in the Acts of the Apostles. Recount the story of an impending famine and the willingness of the early Christian communities to help each other. Recount the first missionary journey of Saul now named Paul, where he went and to whom he preached. State the purpose of the discourse used by Luke in this section. State why Paul and Barnabas were named as gods at Lystra. State why Paul and Barnabas end their journey in Antioch.

Social Studies. Research the life of Herod Agrippa who ruled Judea A.D. 41-44. State his relationship with the other Herods. Associate him with the murder of James the brother of Jesus.

8.04.17

Recount the gathering of the Council of Jerusalem and the question about [circumcision](#).

Read Acts 15, 1 – 15, 35. State meaning of circumcision. State the significance of circumcision in Jewish covenantal law. Explain why the apostles' decision not to require circumcision and keeping dietary customs was a pivotal decision at this time in the history of the early Church. State why the decision required that the apostles send a letter to end the disputes.

Health. Research how circumcision is related to health. State who must circumcise Jewish male babies. State who circumcises Gentile male babies.

8.04.18

Recount Paul's second missionary journey.

Read Acts 15, 36 – 19, 40. Site instances when the apostles had disagreements that could not be easily resolved. Describe how Paul got into trouble not only with the Jews but also with Gentiles. State some of the economic implications of Gentile conversion to Christianity. Identify women who helped Paul and Silas on this journey. State the role of women working with the apostles.

Social Studies. Describe the significance of cultural tensions in society. Explain why these tensions exist and why they go on for long periods of time. Give examples of cultural/ethnic tensions in the world.

8.04.19

Recount Paul's third missionary journey.

Read Acts 20, 1 – 26, 32. Note Paul's speech in Miletus and its pathos. State why Luke uses this speech to show Paul's commitment. Recount Paul's going to Jerusalem and what happens to him. Explain why his friends did not want Paul to go to Jerusalem. State why Paul wanted to see James the brother of Jesus. State James' role in Jerusalem. Recount Paul's arrest and trial in Jerusalem. Explain why Paul felt the need to fall back on his Roman citizenship during the trial. State how conflict as a literary device intensifies the plot in the section. Recount the hearing of Paul with King Agrippa and its significance for Paul.

Social Studies. Research the life of King Agrippa. State his relationship with the Herod Agrippa I. Explain how he became a king.

Language Arts. Read the letter of Paul to the Galatians. Identify the parts of the letter. Describe use of argument in the body of the letter. State how the letter describes Paul's faith in Christ and the need for faith instead of the Jewish law. Describe how the letter fits Luke's description of Paul in the Acts of the Apostles.

8.04.20

Describe why letters are incorporated into Sacred Scripture.

Identify how many letters are in the canon of the New Testament. State how many letters written by Paul. Identify one letter (Hebrews) ascribed to Paul but not written by him. Identify the names of cities where these letters were sent. State how many of the cities are cited in the Acts of the Apostles. Identify letters written by Paul to a person. Read one of these letters to get an idea of Paul's relationship with that person. Explain how the letter to Timothy shows Paul's dependence on others to keep the Christian communities faithful to their commitment to Christ.

Biography. Research the life of St. Timothy. Glean evidence of his family background and education. Describe Timothy's relationship to Paul. Describe his status in the early Christian communities. State how Paul depended upon Timothy in his absence from the Christian communities Paul worked so hard to develop.

GRADE EIGHT

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 life.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
8.05.01 Show understanding that all participating in the liturgical rites have an active role.	Express a mature sense of participation in the liturgical rites. Show ease with specific roles in the rites. Volunteer for opportunities to participate in specific roles such as choir, acolyte, and lector.	Social Studies. Research the history of the Sacrament of Confirmation from the Early Church to modern times.
8.05.02 Complete the immediate preparation for receiving the Sacrament of Confirmation.	Show openness to formation, doing service, and learning required as immediate preparation for receiving Confirmation. Participate in prayer groups, discussions and completion of assignments. Write a reflection about readiness to receive the Sacrament of Confirmation at this time in my life.	Family Life. Take active involvement in the candidate's immediate preparation for receiving the Sacrament of Confirmation. Support the candidate's completion of requirements such as homework assignments, service projects, choice of clothes for the rite and time for prayer.
8.05.03 Show understanding of the role of the bishop as the minister of the Sacrament of Confirmation.	State the role of bishop as minister of Confirmation. Know the name of the bishop who will confirm.	Music. Learn the song "Here I Am, Lord." (Omer Westendorf, WLP)
8.05.04 Complete choice of sponsor and name.	Complete choice of sponsor according to guidelines of the sacrament. Complete choice of a name if baptismal name is not used. List the confirmation names on a chart and pray for guidance and openness to the call to Confirmation. Design a prayer service incorporating the readings of the Rite of Confirmation and a litany of the confirmation names.	Language Arts. State the importance of writing thank you letters. Describe how expression of thanks is important for special events.
8.05.04 Memorize the responses for the Rite of Confirmation.	Memorize the responses for the Rite of Confirmation.	Family Life. Help the candidate to memorize prayers for Eucharistic liturgy.
8.05.05 Familiar with the order of the Rite of Confirmation.	Describe the order of the Rite of Confirmation. Show comfort in following the order of the Rite.	Music. Learn the songs that will be used for the Rite of Confirmation.

8.05.06

Show understanding of the importance of the presentation of the candidates.

State the candidates are presented to the bishop and the candidates respond publicly that they are ready to take the step toward a life of public mission. If there is a calling of names and a response of presence, this should be done clearly and heartily.

Language Arts. State the importance of expression in a public event. Practice using a speaker voice in stating a message. Exhibit poise and confidence in delivering a public message. State importance of appropriate clothing for a formal public event.

8.05.07

Memorize the baptismal promises required for receiving the Sacrament of Confirmation.

State why the renewal of baptismal promises is required. Describe how the profession of faith is a public statement of intent to continue life in that faith. Respond to the promises with conviction.

8.05.08

Show understanding of the [laying on of hands](#) as essential to receiving the sacrament.

State the purpose of the laying on of hands by the bishop. Describe the laying on of hands as the bishop extending his hands over the candidates and praying that God send the Holy Spirit upon them.

Art. Design a poster or collage of the symbols of Confirmation.

8.05.09

Describe the meaning of the anointing with [chrism](#) as the essential rite along with the laying on of hands and words.

Describe how and why the candidate is anointed with chrism. Memorize the words of anointing and responses.

Health. State how massage therapy is helpful for muscle tone and pain control. Research origins of massage therapy.

8.05.10

Articulate that for the [validity](#) of the rite the candidate is required to be in the state of grace and have the intention of receiving the sacrament as a statement of public commitment to discipleship and service in the Church and world.

State the requirements for validly receiving the Sacrament of Confirmation. Participate in the Sacrament of Penance/Reconciliation with family, the class or individually before the Rite of Confirmation. State readiness to intend receiving the sacrament.

Social Studies. State the importance of honesty as a public witness. Describe meaning of oath in a court of law. State meaning and consequences of perjury.

8.05.11

State awareness that the Rite of Confirmation invites the action of Christ through the power of the Holy Spirit to empower the Christian to witness and serve.

State that the rite is a sign of Christ's activity through the Holy Spirit to empower and strengthen the Christian to witness and serve. Describe what that means to me at this point in my life.

Family Life. Make a plan with the family to take time once a month to engage in a service activity after the Rite of Confirmation.

8.05.12

Name the special signs of the bishop: the [miter](#) and the [crosier](#).

Name the miter and crosier. State their significance to the office of the bishop.

Social Studies. Research the history of clothing worn by a bishop. Find photos or pictures online of the liturgical clothing of bishops. Identify their significance as signs of authority.

GRADE EIGHT

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.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
8.06.01 Exhibit facility in praying to the Holy Spirit as a sign of awareness that the Holy Spirit is at work in me.	Write a prayer to the Holy Spirit expressing your need for the action of the Holy Spirit in your life. Memorize the traditional prayer to the Holy Spirit in preparation for receiving the Sacrament of Confirmation.	Health. Explain the importance of memorization as an important brain exercise. Give examples of what you have memorized so far in life. State if it is easy or difficult for you to memorize. Learn the skill of memorization and tips to help you to recall.
8.06.02 Identify psalms used in the Gospel of Luke and the Acts of the Apostles.	Locate psalms quoted in the text of the Gospel of Luke and the Acts of the Apostles. State why the author placed the psalms in the text. Read the psalms in their entirety and identify the type of prayer the psalm expresses. Find encouraging or meaningful verses from these psalms and write in prayer journal.	Music. Learn the psalm melodies used at Sunday Mass. State how melody helps to commit words to memory.
8.06.03 Show understanding that prayer is a way of life.	Describe prayer as a way of life. Express how I know that I am at prayer even when I am not in church or a prayer circle. In the prayer circle think of ways to become more aware of the presence of God in my life. State why this is important.	Physical Education. Practice yoga skills appropriate to the age. State how yoga helps the body stay fit and attuned to the inner life. Explain why this is important.
8.06.04 Understand the meaning of each phrase in the Our Father.	State the meaning of each phrase in the Our Father. Connect meaning with Jewish covenantal relationship with God. Using a translation of the Our Father from the original language compare how different translations provide nuances to the meaning of the prayer.	Family Life. Pray the Our Father together everyday. Explain how the Our Father is Jesus' prayer and needs to be understood and memorized. Share what each phrase of the Our Father means.

<p>8.06.05 State that Christians pray the way Jesus prayed.</p>	<p>State the ways that Jesus prayed. Identify how you use these ways to pray.</p>	<p>Music. Learn the song “Abba”</p>
<p>8.06.06 Exhibit comfort in finding psalms in the Bible and choosing appropriate psalms for group prayer.</p>	<p>Locate psalms in the Old Testament. Identify psalms of praise, thanksgiving, petition, worship and contrition. Choose verses of psalms appropriate for group prayer services. Identify persona favorite psalms. Write psalm number and verses that are helpful for personal prayer in your journal.</p>	<p>Language Arts. Identify ways that poetry is a literary form appropriate for prayer. Find examples of poems that are prayers.</p>
<p>8.06.07 Describe contemplation as prayer of quiet.</p>	<p>State the meaning of contemplation. Explain why contemplation is quiet prayer. Identify if you have had an experience of contemplation. Describe the experience. State that contemplation is “ageless” that all ages of people can experience this prayer.</p>	<p>Biography. Research the life of St. Teresa of Avila. State when/where she lived. State why she entered the Order of Carmel. Describe how Teresa reformed the Order of Carmel. Describe Teresa as a contemplative.</p>
<p>8.06.08 Recognize the Liturgy of the Hours as a prayer form that Christians of all states in life pray.</p>	<p>State the Liturgy of Hours as an official prayer of the Church that all of her members can enjoy. Participate in Morning Praise and Evening Praise as an opportunity for the students to learn this prayer.</p>	<p>Family Life. Use a simplified morning and evening prayer with the family at least once or twice weekly. Identify days of the week that would be most easy to pray these prayers together.</p>
<p>8.06.09 Describe how prayer leads to a peaceful attitude about life.</p>	<p>Explain how prayer can lead to inner peacefulness even when life’s experiences are difficult. State the importance of prayer in any of its forms as something to be consciously experienced everyday.</p>	<p>Health. Research how the practice of prayer provides greater opportunity for healthful living. Explain why it is important to know about this aspect of prayer.</p>
<p>8.06.10 State that the Church prays for both the living and the dead.</p>	<p>State that the Christian community prays for all its members, living and dead. Identify times in the liturgy when the community remembers in prayer the living and the dead. Memorize the “Prayer for the Dead” and use the prayer when you learn about someone’s death whether you know the person or not. Describe what the prayer is asking of God.</p>	<p>Family Life. Identify ways that the family remembers those who have died. State why it is important for the family to remember all of its members, living and dead, in prayer.</p>

GRADE EIGHT

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, charism, members and the communion of saints.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
8.07.01 Show understanding that the Church is a living institution, both human and divine, gifted by the Holy Spirit with a mission to the world.	State that the Church through the ages grows, changes, renews and accomplishes its mission through the Holy Spirit. Give examples of this from your own knowledge of the Church.	Music. Learn the song "Gather Us In." (Marty Haugen, GIA Publications)
8.07.02 The Church has special charisms that she receives from the Holy Spirit to accomplish its work.	State meaning and derivation of charism. Identify gifts that the Holy Spirit gives to you that you will use to do the work of the Church. State that the charisms of the Church existed from the beginning of the Church in her members.	
8.07.03 Recognize the members of the Church have contributed and have undermined the mission throughout her history.	Explain how each member of the Church uses his/her freedom to build up the Church. Give examples of Catholics who have built up the Church and others who have not. State that only God can judge the intention and will of people.	
8.07.04 Show understanding that the Church is a sign to the world of its salvation in Christ.	Describe the Church as a living sign to the world that it is saved in Christ. State that the Church must be a light of hope to the nations that God seeks the salvation of all.	
8.07.05 Identify the Pope as the visible head of the Church is a world leader to whom people look for inspiration, guidance and hope.	State the role of the Pope as head of the Church and as a world leader. Give example of how popes in modern times have exercised their influence as world leaders.	Social Studies. Identify people to whom the world looks for guidance and insight. Identify their occupations.

8.07.06

Describe the origin of the Church at the time of [Pentecost](#).

State the origin of the Church at the time of the Jewish festival of Pentecost when the followers of Jesus gathered in prayer after his ascension and received the gifts of the Holy Spirit.

8.07.07

Recognize that the Church's gifts and growth are evident through all periods of history in the last 2000 years.

State that the Church grew and used the gifts of the Holy Spirit throughout all the periods of human history. Using long paper, draw a timeline that the class will use to trace the history of the Church through the ages. Allow ample paper to add dates, events, names and symbols appropriate to the period.

8.07.08

Identify the early period of the Church from 30 CE to 313 CE including the resurrection of Christ, her founding through the Holy Spirit, the Apostolic Age, the role of deacons and deaconesses, Roman persecutions, move from Jewish to Gentile membership, the contributions of the early fathers, and the importance of [councils](#).

State the beginning period of the growth from a tiny Jewish Christian community to a quickly expanding Gentile Christian community. Identify Peter, Paul and the apostles taking leadership in announcing Jesus resurrection and mission. State the conflicts between Jews and Gentiles in the unfolding of the new Christian sect. State the persecution of Christians throughout the Roman Empire. State the New Testament is written during this period. State the role of men and women as deacons. State contributions of the early fathers of the Church. State significance of the Jerusalem Council.

Biography. Research the life of St. Ignatius of Antioch as a father of the Church and first person to use the name Catholic to identify Christians.

Biography. Research the life of St. Anthony of Egypt and the beginning of monasticism

Architecture. Trace the Roman discovery of cement and the growth of roads, aqueducts and cities. State how the conquered territories of Rome were beehives of commerce and travel.

Biography. Research the life of Pliny and his role in the beginning persecutions under the Roman Emperor Trajan.

8.07.09

Identify main events of the Church's Age of Expansion from 313 – 700 CE beginning with the [Edict of Toleration](#), the organization of the Church after the persecutions, the decisions of the [ecumenical councils](#), the expansion of the Church across Europe through missionary activity, and the growth of [monasticism](#).

State the end of persecution and recognition of Christianity as the state religion. Identify the Edict of Toleration in 313 under Emperor Constantine. State that the Church goes "above ground." State the Council of Nicaea (325) declaring the divinity of Jesus. State the Council of Constantinople (381) and issuance of the Nicene Creed. State the Council of Ephesus (431) declaring Mary as the Mother of God. State role of Pope Gregory the Great.

Architecture. Research the building of the first St. Peter's Basilica in 330. State its architectural design. Identify the pope who began the work.

Biography. Research the life of St. Patrick, missionary to Ireland.

Biography. Research the life of St. Benedict of Nursia, founder of the Benedictine Order

Music. Research the beginning of Gregorian Chant and use of Latin in all liturgies. Sing examples.

8.07.10

State other world events during the Age of Expansion and the [evangelization](#) of Europe.

State the beginning of the barbarian invasions from northern Europe. State the sacking of Rome (410) and the life of the Prophet Muhammad (570-632) and the growth of Islam in the Near East and Africa. Identify the relationship of Catholics and Muslims in the early period of Islam was friendly. State meaning of evangelization in relationship to the growth of the Church. State the Christian and Muslim influence in the elimination of paganism in Europe.

Biography. Research the life of St. Augustine of Hippo and the growth of the Church in Africa. State Augustine's accomplishments as a Church leader and theologian.

Biography. Research the life of St. Boniface and the beginnings of the evangelization of Europe.

Social Studies. Research the cities of Mecca and Medina and their significance to the beginning of Islam. Create a power point presentation of these cities, their age, religion, culture, architecture, art, economics, family life. Describe their importance today in the growth of Islam and globalization.

8.07.11

Identify the major events during the Age of Medieval Europe from 700 to 1500 CE, the Romanization of the papacy and its negative effects, the contribution of Charlemagne Emperor of the Roman Empire to the peace of Europe, the [Crusades](#), the claiming of land for religion, the loss of a gospel oriented papacy to one of corruption, the need for [reform](#), the [Black Death](#), the architect and art of Medieval Europe and their influence on the building of [cathedral](#), the role the [Inquisition](#) to stop heresy, the [Great Schism](#) resulting in the split between Eastern and Western Christianity, the rise of the [mendicant](#) religious orders as a way to reform the Church.

State the Medieval Period as a time of building the great cathedrals of Europe. Recount the crowning of Charlemagne as Emperor of Rome (800) by Pope Leo III. State the significance of Charlemagne's leadership in bringing peace to Europe. State how the papacy became embroiled in politics and alliances. State the reasons for the Great Schism (1054) when eastern and western Christianity severed ties until today. Recount the Crusades (1096-1291) in an effort to take the holy places in Jerusalem. State the weakening of the papacy and the need for reform. State the papal Inquisition quell the spread of heresy. State the birth of the mendicant orders and their contributions to reform. Recount the horrors of the Black Death (1340-1360) in Europe and China. Recount the papacy of Innocent III and the Fourth Lateran Council ruling that Catholics receive Communion at least once a year. Recount the time of the popes and antipopes (1378-1417) driving the papacy into deep confusion for Catholics.

Social Studies. Research the life of Saladin. State his contributions to the growth of Islam during the Medieval Period. On a map of the Middle East, Africa and Europe trace the growth of Islam during the Medieval Period. State reasons why Christianity and Islam could not live in peace with each other. Explain how that hurts the Abrahamic faiths today.

Biography. Research the life of St. Francis of Assisi and his efforts to reform and peace. State meaning of mendicant orders.

Biography. Research the life of St. Thomas Aquinas. State his contribution to theology and philosophy.

Biography. Research the life of Pope Leo III and his leadership in Church reform.

Art. Research the contributions of the artists of the Medieval Period, the rebuilding of St. Peter's Basilica, Michelangelo, Giotto, Fra Angelico, etc. State how the church today conserves the arts of the Medieval Period.

Biography. Research the life of St. Catherine of Siena, Doctor of the Church. State her contribution to papal reform and to religious life.

8.07.11, continued

State the Church's spiritual demise in the later Medieval Period, the move of the papacy to France, the [Renaissance](#) and [Christian humanism](#), the disarray of parishes and sacramental life, the involvement of the Church in nation growing and regnum politics.

State how Avignon, France, became the seat of the papacy (1305-1377) ending with the Council of Constance (1414-1418). State the meaning and significance of the European Renaissance and most ignoble popes in church history. State contribution of the Church as a patron of the arts. State the beginning of Christian humanism and development of education. Recount how bishops and priests suffered from lack of papal leadership and needed reform. Recount the buying and selling of churches and dioceses by bishops to become wealthy. State that the sacramental life of the church was in disarray with people distanced from involvement with the liturgy. Identify Christopher Columbus claiming the New World for God and Spain (1492)

Social Studies. Research the period of the Renaissance and its contributions to European culture and education.

Biography. Research the life of Pope Urban II, the "warrior pope." State his involvement in the Crusades and the arts.

Biography. Research the life of Pope Leo X, patron of the fine arts. Describe his family background and connection to the arts. Critique the values of this pope given the poverty in Europe at the time.

Biography. Research the life of St. Joan of Arc. State the reasons for her becoming a soldier of France. State why she was martyred.

8.07.12

Show understanding of European reaction against a corrupt papacy giving rise to the [Reformation](#), [excommunication](#) of Catholics, the European colonization of the world accompanied by missionary movement for God and King, the rise of [Protestantism](#) and the [Counter-Reformation](#) of the Catholic Church to begin the inner work of reform begun in the [Council of Trent](#) in the Age of Reform from 1517 to 1891 CE.

State the beginning of the Reformation with Martin Luther (1517) who challenges the authority of the pope about the sale of indulgences. State why indulgences were being sold. Recount the rise of Protestantism. State the beginning of religious uprisings in Germany as a result of Luther's beginning his own church. Recount the growth of the Anabaptists and the Amish and Mennonites churches. State the beginning of Calvinism (1533) and the heresy of double predestination. Recount the English reformation under King Henry VIII and Elizabeth I. Identify the Christianization of the New World that accompanied colonization and its devastating effects on native peoples. State the appearance of Our Lady of Guadalupe to Juan Diego (1531). State the beginning of the Counter-Reformation with the Council of Trent (1545-1563). Identify the Council of Trent as the greatest effort of Church leadership to reform the Catholic Church until Vatican II.

Biography. Research the life of Martin Luther. State when/where he lived and his life as an Augustinian monk. State why Luther was excommunicated. Recount the beginnings of the Lutheran Church under Martin Luther.

Biography. Research the life of Thomas More who was martyred when he could not submit to King Henry VIII as head of the church of England. State what Thomas' service to Henry VIII. State Thomas' fidelity to family life.

Science. Research the life of Copernicus and his theories about the solar system. Identify Copernicus with the beginning the Age of Enlightenment and the split between science and religion.

Biography. Research the life of Pope Paul III who called the Council of Trent. Identify the contributions of the Council of Trent to the reform of the Catholic Church.

8.07.13

Show understanding of the growth of missionary orders in the Church, the complicity of the Church in the institution of slavery as an economic enterprise, the reform of religious life, the establishment of dioceses in the New World, the growth of the Church in the Americas, the rise of anti-Catholicism across Europe and the North American colonies/states, the rise of [Deism](#) and the [Age of Enlightenment](#), the revolutions, the growth of [apostolic religious life](#), growth of resistance to slavery and abolitionism, the rise of a new era of popes in the beginning of modernity and a new era of imperialism, the rise of the rights of workers.

State the rise of the new orders in the Church including the Society of Jesus (1534) and the reform of religious life. Recount the religious wars in Europe including the Thirty Years War (1618 – 1648) and what precluded the end of the wars. State the situation of the Church in the New World: the power of the Church in South and Central America. State the situation of the Church in the northern colonies and the oppression of Catholics. Describe the establishment of slavery in the Americas as a function of economic growth. State Christian duplicity in the institution of slavery. State Bishop John Carroll (1790) as the first bishop in the new nation. Recount the Revolutionary Period in Europe and the U.S. and the repression and persecution of the Church reaching its peak when Pope Pius VI was banished from Rome and the Church was without a pope for seven months. State the meaning of the Age of Enlightenment and the impact of science preceding religious doctrine. State the meaning of Deism as opposed to Christianity. State the peak of anti-Catholicism in the U.S. (1834-1857). State the situation of Catholics, especially immigrants to the U.S. in the 1800's. State the beginning of Catholic schools in the late 1800's to educate poor Catholics in their faith and to survive anti-Catholicism. State that Pope Pius IX promulgates the dogma of the Immaculate Conception of Mary (1854). Recount the Civil War in the U.S. (1861-1865) and the Emancipation Proclamation ending slavery in U.S. Describe a new age of imperialism with Europe colonizing Africa, denying rights to Africans and beginning a new age of missionary work. State the first social encyclical written by Pope Leo XIII (1891) to safeguard the rights of workers.

Biography. Research the life of St. Ignatius of Loyola founder of the Society of Jesus. State Ignatius' conversion from the life of a soldier to founding one of the most prestigious teaching orders in the church.

Biography. Research the life of St. Teresa of Avila who reformed the Order of Carmel.

Biography. Research the life of St. Angela Merici founder of the Ursulines. State her contributions to the field of religious education of children.

Biography. Research the life of Elizabeth I of England and the persecution of Catholics.

Social Studies. Research the American Revolution and the development of a democratic union free of European domination.

Social Studies. Research the French Revolution and its impact on the Catholic Church in France and Italy. Recount how Pope Pius VI was banished from Rome and died in a prison in France.

Social Studies. Research the repression of Native Americans in the Westward Movement. State how Indian treaties were made and broken by the U.S. government. State the establishment of forced Indian boarding schools and their purpose. State Christian duplicity in these institutions.

Biography. Research the life of Pope Pius VII who brought back the Catholic Church from ruin through holiness of life and political astuteness. State his relationship with Napoleon Bonaparte and the signing of the Concordat of 1801.

Biography. Research the life of Pope Pius IX who led the Church for 32 years. Recount the loss of the papal states reducing the Vatican to the size it is today. Recount his calling the first Vatican Council out of which came the dogma of papal infallibility. State meaning of infallibility.

8.07.13

State the Age of the [Modern Church](#) beginning in 1890 until the present, describing the a new age of popes leading the church from a position of spiritual strength, the loss of the papal states, the growth of the [Vatican State](#), increase in eucharistic participation, the growth of the Catholic Church in the US, the work of the [Propagation of the Faith](#), the growth of family movements, lay societies and justice movements, the papal [encyclicals](#), the devastating effects of [anti-Semitism](#) in Europe, Russia and the US, the rise of [totalitarianism](#) and [communism](#), the role of the papacy in the world wars, the new evangelization as a result of Church renewal through the [Vatican II Council](#), the work of [ecumenism](#) and [religious dialogue](#), the rise of popes as spiritual leaders in a global society, the role of bishops in [subsidiarity](#), and the current challenges of the Church in the era of global economies.

State the modern church in the beginning of the 20th century was settling after centuries of abuse both internally and externally. In the 20th Century the pastoral spirituality of the Church would emerge with the leadership of great popes. Recount the liturgical renewal under Pope Pius X who instituted frequent reception of Communion and First Communion at the age of reason. Recount the struggle of two papacies with the world wars in Europe. State the rise of totalitarianism as a factor forcing the papacy to try to deal with Hitler and Mussolini to try and keep peace. Describe the rise of communism in Russia and Europe. State how the Catholic Church in the U.S. grew in size and wealth during the 20th Century and contributed much to the mission of the Catholic Church through its financial support of the papacy and the work of the Propagation of the Faith in developing countries. State the proliferation of apostolic religious communities staffing the Catholic schools. Describe the beginnings of the lay movements especially the Christian Family Movement and Marriage Encounter to strengthen family life. Recount the growth of Catholic Charities, the St. Vincent de Paul Society and other Catholic groups that directly served the poor. State the growth of peace and justice movements like the Catholic Workers to support the work for just peace. State how the papacy of Pope John Paul II established the Church at a new point of understanding its mission of evangelization in a postcolonial and postmodern world. State the organization of councils of bishops to strengthen subsidiarity in the Church. State the leadership role of the bishops in the U.S. through the pastoral letters. State the current problems of a postmodern Church.

Biography. Research the life of Pope Pius X. State why he was the first pope to be canonized a saint for over 200 years.

Social Studies. Research the Machine Age and its impact on the poor of Europe. State the relationship between the poor classes of Russian and western Europe and the rise of totalitarian governments in the early 1900's. State reasons for the beginning of WWI.

Biography. Research the life of Adolf Hitler and his rise to power in Germany after WWI. State how Hitler became so popular with the people. State his "final solution" plan for the Jews and its impact on Europe and Russia. State how Hitler planned to make a German state of Europe. State the duplicity of the Christian churches with Hitler.

Biography. Research the life of Pope Pius XII whose papacy was colored by WWII. State how Pius XII tried to help the Jews. State how after the war Pius wrote two encyclicals calling Catholics to look at the Church in a new way: as mother and teacher and as the Body of Christ. Recount how Pius XII took the lead in the modernization of religious life and in opening up the doors for Catholics to do scripture research.

Biography. Research the life of Pope John XXIII. Recount how John XXIII at an elderly age called for the Vatican II Council beginning the modernization of the Church. State how the Council set the stage for the most deep seated reforms since the Council of Trent.

Biography. Research the life of Paul VI who continued the council and oversaw the writing of the Vatican II Council documents. State how Paul VI was the first pope to leave European soil for missionary journeys.

8.07.14

Show understanding that the Catholic Church from early times until the present responded to the work of the Holy Spirit even through great times of upheaval and sinfulness and through times of reform and inner [conversion](#).

Describe the ages of the Catholic Church as times of growth under the action of the Holy Spirit. State that the Church admits its sins and seeks holiness in all of its ages. State how the Church is always in need of reform and conversion. Discuss how being committed to the Catholic Church as an adult means accepting the Church in the struggle to reach perfection in holiness and in personally seeking conversion. Design a prayer service that ritualizes your commitment to the Catholic Church as a Christian disciple working in the world.

Art. Make a collage of all the ages of the Church. Include images of its sinfulness and holiness. Explain your collage to the class.

8.07.15

Show an appreciation and understanding of the role of the papacy in the world and the witness of modern Popes in a modern world.

Describe the popes of the 20th and 21st centuries as world leaders whose holiness more clearly witnesses the Body of Christ in the world.

Biography. Research the life of Pope Benedict XVI. State his family life, his life under Nazi Germany, his call to priesthood and work in the Vatican. State why Cardinal Joseph Ratzinger chose the name Benedict in his election as Pope.

8.07.16

State the understanding of the Church as the [Body of Christ](#), the [Pilgrim Church](#) and the [Church as Sacrament](#) as images of the Church expressed in the encyclicals and documents of modern popes and the Vatican II Council.

State the meaning of papal encyclicals and council documents especially from Vatican II. Describe the Church as Body of Christ, Pilgrim Church and the Church as Sacrament.

Music. Learn the song “Bring Forth the Kingdom.” (Marty Haugen, GIA Publications)

8.07.16

Show understanding and commitment to the Church and its service to the poor.

In small groups, share what it means to make a commitment to a Church that aspires to teach and to serve as Christ’s Body and Sacrament reaching out to all especially the poor.

Mission. Design a mission project with the U.S.C.C.B.Campaign for Human Development. Go online to get information about Campaign projects. Invite a representative of the Campaign to talk about the projects of the organization. Choose a project and strategize how to participate.

GRADE EIGHT

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
8.08.01 Recognize that my life as a confirmed Catholic is actively lived in the parish.	Describe how I live as a confirmed Catholic through active participation in parish life. State what this means in terms of the sacramental life, participation in the Sunday obligation, involvement in the community life of the parish and participating in ongoing catechesis. Make a plan for doing each of these actions.	Family Life. Celebrate and actively participate as confirmed Catholics in the family. Make a commitment to be consistent regularly attending Sunday Mass, receiving the sacraments, praying together and supporting the ongoing need for learning the faith.
8.08.02 Show understanding of stewardship as a spiritual commitment to taking responsibility for global environmental and human concerns.	Describe how stewardship of the earth is a spiritual commitment coming out of an understanding of God's blessings given to me just because I am alive. Explain how this understanding of stewardship helps me to respect the earth and its people.	Family Life. Make a plan as a family to live a communal life of stewardship. State what that means in terms of environment, recycling, respecting all forms of life, commitment to neighborhood and municipal cleanliness, use of energy and transportation limits. Celebrate your commitment to the environment.
8.08.03 Describe stewardship in parish life as giving my time, talent and treasure as a response of gratitude to the treasury of blessings God gives to me.	State meaning of stewardship in parish life that is a response in gratitude for God's blessings in my life. Make a commitment as a confirmed Catholic to live parish life through giving my time, talents and financial support to the life and work of the parish.	Family Life. Decide as confirmed Catholics living in the home church, how you will be stewards of the kingdom. Strategize how you will contribute time, talent and treasure to the growth of the Church at home, in your parish and in the Church.
8.08.04 State the cultural, racial and ethnic diversity of the parish as gifts that enrich the entire community.	Describe the identity of the parish in its cultural, racial and ethnic diversity. Describe you own family history in relationship to cultural and ethnic gifts. Resolve never to denigrate another person of the parish or anywhere because of cultural, racial or ethnic identities. Write a promise that you, no matter your racial identity, will never be a racist.	Family Life. Decide as a family to consciously celebrate your cultural and ethnic heritage. Make ethnic foods the family loves. Place images of Mary that reflect your Catholic cultural identity in a prominent place of your home. Resolve never to verbally abuse others because of their race or ethnicity. Resolve never to be racist.

GRADE EIGHT

GOAL NINE: 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
8.09.01 Recognize that every confirmed Catholic has a specific call from the Holy Spirit to be lived in the life of the Church.	Describe Confirmation as the beginning of my life as an adult Catholic. State that a confirmed Catholic receives the Holy Spirit's call to serve in the Church in a specific way. State that this service is inherent to life in the Church.	Music. Learn the song "We Are Called." (David Haas, GIA Publications)
8.09.02 State that every confirmed Catholic has a vocation .	State meaning of vocation. Articulate how I might begin to know through my talents and interests how my vocation might unfold in the Church. Engage in some form of service to others as a way to consciously live my commitment as a confirmed Catholic.	Family Life. Talk about vocations in the family conversation. Support and be open to how children talk about what they want to be when they grow up. State that God calls us to service in special ways that we will gradually understand as we grow.
8.09.03 Recognize the Church's understanding of vocation as a call from God to engage in the mission of the Church through specific lifestyles.	Describe vocation in relationship to the mission of the Church. State meaning of lifestyles. State how every lifestyle when it conforms to the will of God can be used for the good of the Church and its mission.	Mission. Identify missionary life as a specific call in the Church that is lived by single, married and religious members of the Church. Research a specific missionary order and how lay and religious engage in missionary works of the community.
8.09.04 Know the different calls in the Church as vocation.	State the vocations in the Church: single, married, religious, ordained ministers. State that all confirmed Catholics live one of these vocations in the Church. Research these forms and "try them on for size." Write a description of these forms as you envision yourself living them.	Social Studies. Research the history of religious life in the Church. Name the different kinds of lifestyles including hermetic, monastic, contemplative and apostolic. Identify lay societies in the history. Design a timeline of the history. Find images from Church history of religious life development.
8.09.05 State that catechists respond to a specific call of the Church to witness and teach the Gospel.	State meaning of catechist. Describe catechists as teachers and witnesses of the faith. State that this is one of the earliest ministerial calls going back to service in the Early Church.	Social Studies. Research the ancient book of the <i>Didache</i> . State its meaning and etymology. State how the book was a guide for the early Church in its organization. Read some of the <i>Didache</i> .

GRADE EIGHT

GOAL TEN

ECUMENISM AND DIALOGUE:

LEARNING OUTCOME

SAMPLE ASSESSMENTS

CONNECTIONS

8.10.01

Show that [ecumenism](#) and [dialogue](#) is an evangelizing work of the Church in its task of creating unity and peace in the world.

State meaning of ecumenism and dialogue. Describe how the Church completes its task of working toward unity and peace in the world through dialogue with people of the Reform churches, the Orthodox, Jews, Muslims and other faith traditions. State why this is important in the world today.

8.10.02

Recognize the growth of [Islam](#) as a world religion, its contributions to culture and world peace.

State meaning of imam. Identify Islam as a world religion. Give examples of the Muslim contribution to culture and world peace.

Art. Research the contributions Muslims have made to art and architecture since the time of he Prophet Muhammad.

8.10.03

Describe the creed of Muslims as the First Pillar of Islam recognizing submission to God as one and honoring God’s Prophet Muhammad.

State the First Pillar as the creed of Islam: “There is no God but Allah; and Muhammad is the prophet of Allah.”

Social Studies. Research the history of Islam from after the death of the Prophet Muhammad until the present. Recognize Islam as the second largest religion and fastest growing religion around the world.

8.10.04

Describe the Second Pillar of Islam as the Call to Prayer.

Describe the Call to Prayer as the Second Pillar of Islam. State that Muslims pray five times in a twenty-four-hour period as an act of honor and submission to God. Invite a Muslim to class to explain religious customs and culture.

Family Life. Talk about Islam as a religion of peace that worships the one true God. Invite a Muslim business partner or school acquaintance with his/her family to a family meal to talk about Islam.

8.10.05

State the religious holy days of [Eid al-Fitr](#),at the end of [Ramadan](#), and [Eid al-Adha](#).

State the holy days of the Islamic religion. Describe how they are celebrated. State Ramadan as the time of fast honoring the Third Pillar of Islam. State how families celebrate these feasts. Express why it is important for families to celebrate their religious customs.

Social Studies. Arrange a visit to a nearby mosque. Ask the imam of the mosque to talk about his role and the interior of the mosque.

8.11.05

Identify the life of present day Judaism as organized around the [synagogue](#) and the [rabbi](#).

State meaning of synagogue and rabbi. State the role of the rabbi in Judaism. State why Jesus was called a rabbi.

Social Studies. Research the history of rabbis since the time of the First Century CE. State the importance of rabbis in Jewish life. Arrange a visit to a neighborhood synagogue. Ask the rabbi to give a presentation about his/her role and the interior of the synagogue.

8.11.06

Describe how [anti-Semitism](#) began and how Catholics do not engage in any form of anti-Semitism today.

State meaning of anti-Semitism. Describe how the history of anti-Semitism in Christianity led to great suffering for the Jews. State why this was wrong. Describe the Church's belief Catholics and Jews are brothers and sisters are brothers and sisters in the covenant.

Social Studies. Research the work of the Anti-Defamation League. State why the League got started. Invite a member of the ADL to speak to the class about its work. State the work of Catholics and other denominations in the work of the ADL.

8.11.07

Name Lutheran, Episcopal, Baptist, Methodist and Apostolic churches as some of the churches evolved from the time of the Reformation.

Name Christian denominations that resulted from the time of the Reformation. In small groups research one of the history of one of these churches or another denomination. State how these churches relate to the Catholic Church through the World Council of Churches. State the role of Catholics in the Council

Social Studies. State the role of Queen Elizabeth II in the Church of England. State in what rituals she must participate as a head of the church. State why the Church of England is a state religion.

8.12.08

State the [Eastern Rites](#) as rites of the Catholic Church faithful to the Pope.

State the meaning of Eastern Rite. State their membership in the organizational structure of the Catholic Church.

Art. Research the architecture and art of Eastern Rite churches. Compare them to Catholic churches. List how these churches are alike and different.

8.12.09

Describe the [Orthodox Church](#) as the eastern church resulting from the Great Schism.

State meaning of Orthodox Church. Describe its relationship with the Catholic Church. Describe its church calendar and the celebration of its holy days.

Social Studies. Go online to research orthodox cathedrals. Identify their architectural design. Describe how the Orthodox Church relates to the State.