

**GOAL ONE: GRADE SEVEN**

**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
<p>7.01.01 Show understanding that God reveals himself over time and in human history.</p>	<p>Describe how God revealed himself in human history. Describe how the stories of the Old and New Testaments show God’s gradual revelation. Describe how my belief in God has grown over time.</p>	<p>Family Life. Identify how family history reveals God’s love and care for each person. Describe how this happens in both the positive and negative experiences of family life. Have the student describe how God might be using him/her to reveal God’s love for his/her family. Language Arts. Have the student write a reflection on how his/her belief in God has grown over time.</p>
<p>7.01.02 State that God’s revelation is <a href="#">divine revelation</a>.</p>	<p>Define divine revelation. Describe divine revelation as the work only God does. Find an example of divine revelation in Sacred Scripture.</p>	<p>Science. State the meaning of cause and effect. Apply cause and effect to an experiment.</p>
<p>7.01.03 Identify God’s revelation as the foundation of our faith as Christians.</p>	<p>Describe how God’s revelation to us is the basis of our belief in God and our faith as Christians. Describe how Jesus Christ is central to God’s revelation to us.</p>	<p>Social Studies. Research ancient Roman religion. State names of the gods and their mythology. State how this understanding of God is different from the Christian understanding. Religion. . Set up an argument about the idea that faith can or cannot exist without revelation.</p>
<p>7.01.04 Show understanding that <a href="#">faith</a> is a gift from God helping us to respond to God’s revelation to us.</p>	<p>Describe faith as a gift from God. Express an openness and sense of gratitude for the gift of faith. Describe how I respond to God through faith.</p>	<p>Religion. Have the student write a reflection on how faith moves him/her to accept God’s will for him/her.</p>
<p>7.01.05 Describe how faith is both a personal relationship with God and a free <a href="#">assent</a> to the truth God has revealed.</p>	<p>Define assent. Explain how we know we have a personal relationship with God. In small groups list ways we have a relationship with God. State meaning of faith as a free response and not a forced response. State why God wants a free response from us. State how faith is a “yes” to God’s truth.</p>	<p>Biography. Research the life of Dr. Takashi Nagai. State how he became a Catholic. Describe how he viewed war and the effects of war.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.01.06 Identify faith as <a href="#">reasonable</a> and <a href="#">certain</a>.</p>	<p>Define reasonable and certain in relationship to faith. State that reason and intelligence are important aspects of faith. State how faith is based in truth. Give examples of how we use our intelligence to arrive at faith. Give an example of how faith helps us to be certain about what we believe. Differentiate between knowing and believing. State how faith is not a feeling or emotion.</p>	<p>Science. State how scientific theory is based. Make a list of questions about a scientific inquiry. Identify how the questions will be answered. State how scientific theory is used to solve problems. Biography. Research the life of Galileo Galilei. When/where did he live. State the discoveries that he made and why he kept his discoveries a secret. Describe what he wanted the Church to do about his discoveries. Discuss what happens when faith and science seem to conflict.</p>
<p>7.01.07 Show understanding that faith is a gift that we receive from God through the Church.</p>	<p>State how faith is a gift we receive through the community of believers. Write a reflection on how the Church hands on the gift of faith to me. Describe how faith is not about just “God and me.”</p>	<p>Music. Learn the song “Let All Things Now Living” or another song about the gift of creation.</p>
<p>7.01.08 State how we as a Church <a href="#">profess</a> our faith together and to the world.</p>	<p>Define profess. State how we profess our faith. Explain why faith is not a gift to be kept to myself but shared. Identify when the worshiping community professes faith together. Give examples of the public profession of our faith. Describe how the worshiping community is a public witness of faith. Explain why it is important to share our faith with others.</p>	<p>Social Studies. Research the importance of religion and culture. Using the context of U.S. institutional slavery, identify how the slaves used religion to develop a faith culture that helped them to survive the sufferings of slavery. Examine the music tradition of spirituals and describe how this music articulated the importance of faith connected to liberation. Make an audio collection of these songs. Church. Define creed. State how the creeds developed in the Church. State when the creeds were articulated. Discuss why it is important to have a creed.</p>
<p>7.01.09 Describe the ways of coming to know God: the world and the human person.</p>	<p>Describe how we come to know God through the physical world. Describe how we come to know God through the human person. State why I think it is reasonable that God exists.</p>	<p>Religion/Language Arts. Have the student write a reflection on his/her personal experience of God in nature or in another human being.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.01.10 Name characteristics of God: <a href="#">eternal</a>, <a href="#">omniscient</a>, <a href="#">omnipotent</a> and <a href="#">omnipresent</a>.</p>	<p>Define eternal, omniscient, omnipotent and omnipresent. State the derivation of these words. Explain why these characteristics are those of God and not of creation. Find examples in the Mass where God is addressed by these attributes.</p>	<p>Art. Design in calligraphy words and phrases from the liturgy describing God as eternal, omniscient, omnipotent and omnipresent. Prayer. Read Psalm 33 in small prayer circles. Share how the psalm describes God’s creative power. Write favorite verses from the psalm and memorize.</p>
<p>7.01.11 Articulate that the central <a href="#">mystery</a> of the Christian faith is the Holy Trinity: God the Father, God the Son, and God the Holy Spirit.</p>	<p>State meaning of mystery in relationship to our understanding of God’s existence and nature. Identify God as three Persons in one God. State the relationship between each of the Persons as distinct and equal.</p>	<p>Language Arts. Collect some books identified as mysteries. State characteristics of a mystery. Describe why mysteries are intriguing to read. Explain why not all mysteries are fictional. Read a nonfiction mystery. Describe what characterizes the book as nonfiction and as mystery. Art. Find symbols in our church that represent the Holy Trinity. Design a personal symbol of the Trinity. Describe it to the class.</p>
<p>7.01.12 State that the divine persons are relative to one another.</p>	<p>State that the real distinction of the divine persons from one another resides solely in the relationships. State that the Father is related to the Son, the Son to the Father, and the Holy Spirit to both.</p>	<p>Language Arts. Have the student write his/her personal creedal statement and explain why he/she believes what he/she does. State the importance of being able to articulate what one believes.</p>
<p>7.01.13 State that each of the divine persons is wholly and entirely God.</p>	<p>State that the divine persons do not share the one divinity among themselves but each of them is God whole and entire. State why we say that this is a mystery.</p>	<p>Music. Learn the song “In Remembrance of You,” or another appropriate song.</p>
<p>7.01.14 Describe the Trinity as a complete unity without confusing the persons or dividing the substance of God.</p>	<p>Describe the unity of the Trinity as a single Godhead. State how we worship the triune God in the Mass.</p>	<p>Music. Learn the song “Spirit of the Living God,” or another song about the Trinity or one of the Three Persons in the One God.</p>

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<p>7.01.15 State understanding that although God is named Father, Son and Holy Spirit, God has no <a href="#">gender</a>.</p>	<p>Define gender. State that God is neither male nor female. State that God is spirit and has no physical characteristics. Explain how the names of God as Father and Son are part of God’s revelation to us. Describe how the names of Father and Son are basic to our Christian tradition.</p>	<p>Family Life. Identify ways that the family can engender and nurture each family member’s confident self-identity and group identity. Make a family retreat to celebrate God’s love for the family.</p>
<p>7.01.16 State that the Catholic faith is one and the same everywhere and expressed uniquely in many cultures.</p>	<p>Articulate that the Catholic faith is expressed in the Nicene Creed in all Catholic churches around the world and in every culture. State that the Church is one and the same in its belief and creed. Explain how this is a great strength of the Catholic Church.</p>	<p>Social Studies. Examine the tenets of the United Nations Earth Charter. State how universal principles promote a global understanding of the dignity of the human person across the cultures. Add a principle that might be missing.</p>
<p>7.01.17 Express the belief in the <a href="#">resurrection of the dead</a> as essential to Christianity.</p>	<p>State that our faith tells us that our bodies will rise after death. Describe Jesus’ resurrected body in the gospels as a sign of our own resurrection. State belief that the dead will rise either in glory with God or in separation from God. State how our belief about dying affects our view of life.</p>	<p>Music. Learn the song “Breathe on Me, O Breath of God,” or another appropriate song of life in God. Prayer. In small prayer circles read Psalm 16. Share how the psalm helps us to trust in God’s care for us. Write your favorite verses and memorize them.</p>
<p>7.01.18 State that we have already risen with Christ in Baptism and participate in the life of the Risen Christ.</p>	<p>State that through the Sacrament of Baptism we have already died in Christ and are raised with Christ in a way we cannot see. Describe what this means in terms of how our bodies belong not to us but to God. Explain how this belief guides us in how we treat the body. State why this belief gives us hope.</p>	<p>Language Arts. State how modern culture views the body through advertisement and marketing. Identify lures that tempt young people to form their values based on advertising. Videotape a commercial on MTV and critique underlying assumptions about the body. Show the video to the class and share the critique. State how our faith tells us to treat our bodies.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.01.19 Describe how the Holy Spirit worked through Mary to prepare the way for the <a href="#">incarnation</a>.</p>	<p>Define incarnation. Describe the work of the Holy Spirit as articulated in the angel's announcement to Mary of God's choice of her to be the Mother of God. State that Mary is both mother of Jesus and mother of God. State that Jesus is both God and man. State that God became man.</p>	<p>Social Studies. Research the life of a woman who made a contribution to the Church or society. Prayer. Read Mary's prayer in Luke 1: 46-55. State how this prayer describes Mary's faith in God.</p>
<p>7.01.19 State the belief that all the faithful in Christ, living and dead, form the <a href="#">Communion of Saints</a>.</p>	<p>Define Communion of Saints. State who belongs to the Communion of Saints. Express how I feel when I think of myself as a member of the Communion of Saints. Make a list of the qualities of a saint and identify which qualities I have. Describe how we are saints in the making.</p>	<p>Social Studies. Research a person who is recognized for holiness of life in another religion. State where/when s/he lived and what s/he accomplished. State why this person is recognized for holiness. In small groups discuss why holiness is a social value. Develop a list incorporating all the ideas of the class. Art. Make a family tree of saints canonized in the past two centuries. Identify a contribution of each saint for the Church and society. State how the saints inspire one to live for others.</p>

**GOAL TWO: GRADE SEVEN**

**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
<p>7.02.01 Show understanding of the sacramental nature of the Church.</p>	<p>Articulate the sacraments as essential in the life of the Church. State that the Church is the sacrament of Christ’s action in the world through the work of the Holy Spirit. Give examples how the Church is a sign of the work of Christ on earth.</p>	<p>Family Life. Find ways in which the family participates in the sacramental life of the Church. Discuss why it is important for the family to be fully involved in the sacramental life. State how family members benefit from this participation.</p>
<p>7.02.02 Show understanding of the meaning of sacrament in personal life.</p>	<p>State meaning of sacrament as effective signs of grace in personal life. State examples of how the sacramental life gives the grace to live the Christian life. State examples of how the sacraments enhance participation in the life of the Church and its mission to the world.</p>	<p>Social Studies. Identify social groups that use ritual and symbolism as signs of belonging. Explain why this is important to the group.</p>
<p>7.02.03 Recognize that the sacramental life is rooted in faith and prayer.</p>	<p>Describe how living the sacramental life of the Church is an act of faith. Describe how the sacramental life is a life lived in prayerful connection to the Blessed Trinity. Write a reflection on how participation in the sacraments leads me to a Christian life of prayer.</p>	<p>Music. Learn the song “Gathered As One,” or another appropriate song. Mission. Contact the Missionaries of Charity (Mother Teresa’s community). Find out what they do in the city. Create a plan to help the sisters in their ministry to the poor.</p>
<p>7.02.04 Recognize that the sacraments of Baptism, Confirmation and Holy Orders cannot be repeated because they give an <a href="#">indelible character</a> by which the Christian shares in Christ’s <a href="#">priesthood</a>.</p>	<p>Define indelible character, Confirmation and Holy Orders. Articulate that these sacraments cannot be repeated. Describe what “marked with the sign of faith” means. Explain how we share in the common priesthood of Christ by our call to participation in the worship of the Church. State the difference between ordained and common priesthood.</p>	<p>Science. In preparing for an activity in using potential hazards, review safety procedures for using certain kinds of materials and tools. Describe where in the lab safety equipment is located. Write a protocol that the class agrees to do in order to protect from accident or injury. State importance of safety preparation before doing an experiment.</p>

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<p>7.02.05 State that Baptism is the foundation of communion among all Christians.</p>	<p>State that all baptized Christians are incorporated into the life of Christ and have a right to be called Christians. Describe what it means that we are brothers and sisters to one another. Discuss why this communion is an imperfect one.</p>	<p>Social Studies. Identify a country that has experienced cultural factions. Describe the nature of the factions. Create a plan for addressing the differences and eliminating them. Explain why cultural tensions hurt society in general.</p>
<p>7.02.06 Recognize that the Sacrament of Confirmation is a sacrament of initiation, the elements of which are being sealed with the oil of <a href="#">chrism</a> and the <a href="#">laying on of hands</a>.</p>	<p>Define chrism. Describe the laying on of hands in the context of receiving the Sacrament of Confirmation. State what being sealed means. State the use of anointing in Confirmation.</p>	<p>Social Studies. Describe initiation ceremonies for all aspects of life – school, sports, family events, etc. Discuss the importance of initiation rituals. State why people like to participate in them.</p>
<p>7.02.07 State how in the Sacrament of the Eucharist we receive Christ whole and entire under the forms of bread and wine.</p>	<p>State that when we receive the Sacrament of the Holy Eucharist we receive the living Christ under the forms of bread and wine. Explain how Christ received under both forms more clearly shows the Eucharistic meal.</p>	<p>Music. Learn the song “Eat This Bread,” or another appropriate Eucharistic song.</p>
<p>7.02.08 Show understanding that Catholics must receive the Sacrament of Penance/Reconciliation at least once a year during the Easter season if they have serious sin.</p>	<p>State the obligation that Catholics must confess serious sin at least once a year and before they receive Holy Communion. Give examples of serious sin that would require receiving the Sacrament of Penance/Reconciliation before receiving Holy Communion. Express how going to confession more regularly helps us to grow more deeply in the Christian life.</p>	<p>Health. In studying the effects of drugs and alcohol on choices and behavior, list activities common in early adolescence and possible effects of substance use on the activity. Interview a health practitioner to answer questions about drug and alcohol use and consequences. Religion. Have the student write three effects that the Sacrament of Penance/Reconciliation does for him/her. Discuss examination of conscience and its importance.</p>
<p>7.02.09 State that the <a href="#">seal of confession</a> cannot be broken under any circumstance.</p>	<p>State meaning of seal of confession. Give examples of how the seal of confession safeguards the penitent. Describe how and why the penitent cannot use the seal of confession as a way to hide from breaking civil law. Define confidentiality. Compare/contrast to the seal of confession.</p>	<p>Social Studies. Discuss the meaning of confidentiality and lawyer/client privilege in the law. State why confidentiality is important in this context.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.02.10 Describe how the Sacrament of the Anointing of the Sick is intended not only for the dying but also for the seriously sick and elderly, and may be received more than once.</p>	<p>State when and how Christians receive the Sacrament of the Anointing of the Sick. State that the purpose of the sacrament is to alleviate the stress of suffering through intentional union with the suffering of Christ. Discuss the meaning of becoming whole (holy) in Christ and how this sacrament accomplishes this.</p>	<p>Health. Research the purpose of Hospice care. State who began this form of ancillary care and what kind of need this form of care addresses. Define palliative care. Describe why it is important to alleviate the pain and distress of a dying person. Make a chart of the services that Hospice care provides. Have the student state what he/she would add to the list and why.</p>
<p>7.02.11 State the elements and symbols of the Sacrament of the Anointing of the Sick.</p>	<p>State the elements of the Sacrament of the Anointing of the Sick. Identify the symbols of the sacrament.</p>	<p>Religion. Clarify that those who are terminally ill can live with less fear of dying with the help of the sacrament. Have the student write a reflection on why he/she would want to receive the Sacrament of the Sick if seriously ill or injured.</p>
<p>7.02.12 State that the <u>oil of the sick</u> is the oil used to anoint the person in the Sacrament of the Anointing of the Sick.</p>	<p>State that the special oil for anointing the sick is the oil of the sick. State that the bishop blesses this oil at the Chrism Mass during Holy Week.</p>	<p>Social Studies. In Greek and Roman culture, examine the use of oils. Create a list of the uses for oil. Compare to how oils are used today in massage therapy and sports.</p>
<p>7.02.13 State that bishops and priest administer the Sacrament of the Anointing of the Sick and Catholics have the right to receive the sacrament when seriously ill.</p>	<p>State that priests and bishops administer the Sacrament of the Anointing of the Sick. Describe how in parish life the priest is available to anoint the sick.</p>	<p>Health. Prepare a field trip to a local hospital. Interview a hospital chaplain. Find out what a hospital chaplain does and how patients receive the sacraments. Discuss the importance of having chaplains in health care settings. Develop a list of observations.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.02.14 Show understanding that the Sacrament of Matrimony is a sacramental <a href="#">covenant</a> not just a contract.</p>	<p>State how the Sacrament of Marriage is a covenantal bond between a man and a woman. State meaning of covenant as the mutual consent of the man and woman as sealed by God. State that the Church cannot dissolve this seal. State the elements of the Sacrament of Matrimony.</p>	<p>Social Studies. Research the use of contracts and agreements in business. Compare/contrast business contracts with nuptial contracts. Religion. List major covenants of our faith as described in scripture. Compare/contrast covenants and contracts.</p>
<p>7.02.15 Describe how the Sacrament of Matrimony is <a href="#">valid</a> when the man and the woman are baptized, freely express their <a href="#">consent</a>, and intend to fulfill the <a href="#">contract</a> for the good of the spouses and the possibility of children.</p>	<p>Define valid, consent, and contract. State that valid sacramental marriage requires the baptism of the man and the woman, free consent and willingness to fulfill the purpose of marriage. State that baptism includes baptized persons other than Catholic. State how free consent means no impediment to the possibility of marriage. Identify some impediments. State that marriage requires fidelity, permanence and openness to children.</p>	<p>Family Life. Interview a married couple celebrating over 25 years of marriage. Share what is learned from the interviews that enhances or challenges ideas about marriage as a lifelong commitment. Interview a married couple celebrating 40-50 years of marriage. Compare/contrast with those married 25 years. Religion. State how divorce happens. Identify state law governing divorce. State annulment from the Church is necessary before remarriage.</p>
<p>7.02.16 Recognize the spouses as the ministers of the Sacrament of Matrimony through expression of the marriage <a href="#">vows</a>.</p>	<p>State that only the two spouses can administer the Sacrament of Marriage giving their consent publicly to one another. Identify the priest and/or deacon and two others as witnesses of the pronouncement of marriage vows. Define vow. State the vows normally used in the marriage rite. State how marriage vows are public promises.</p>	<p>Social Studies. Research the marriage laws and ceremonies of another country. Compare/contrast with marriage laws in this country. Discuss why marriage laws are important to the culture. Biography. Research the life of César Chávez. Discuss how Cesar helped his family as a boy. Research the United Farm Workers Movement.</p>
<p>7.02.17 Recognize the Sacrament of Holy Orders as valid for men who are baptized, prepared through seminary education and called by the bishop to be ordained.</p>	<p>State that the requirements for the Sacrament of Ordination are valid for men, who are baptized, prepared through seminary training and called by the bishop. State that only the bishop may ordain a priest or deacon or another bishop.</p>	<p>Music. Learn the song “Make Us True Servants,” or another appropriate service song. Prayer. In small prayer circles read Psalm 45. Share how people are called to be faithful to God. Describe how faithfulness gives joy. Memorize a favorite verse.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.02.18 State that there are three ranks or orders of priesthood: the <a href="#">episcopate</a>, the <a href="#">presbyterate</a> and the <a href="#">diaconate</a>.</p>	<p>State meaning and derivations of episcopate, presbyterate and diaconate. Identify ordained ministers as essential to the life of the Church. State why they are essential to church life.</p>	<p>Language Arts. Learn the parts of a formal letter. Write a formal letter to the deacon inviting him to a class session. Discuss the role of a deacon in the parish.</p>
<p>7.02.19 Identify the priesthood as an apostolic call that comes from Jesus Christ commissioning the apostles to continue the work of the Church.</p>	<p>Identify the priesthood as an apostolic call that comes from Jesus Christ commissioning the apostles to continue the work of the Church. Define apostolic call and commission. Identify sources in the gospels that show Jesus commissioning the apostles. Recognize Peter and the apostles as leaders in the early church.</p>	<p>Social Studies. Research archeological activities in Israel regarding latest findings about early Christian communities. Report learning. Make a list of data that the class collected regarding the research. Have the student identify what more he/she wants to learn. Biography. Research the life of Blessed Bernard Lichtenburg. State how Bernard witnessed to a life of integrity as a Christian and a priest.</p>

### GOAL THREE: GRADE SEVEN

**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
<p>7.03.01 Show understanding that Christian discipleship requires following Jesus Christ as the way, the truth and the life.</p>	<p>Express how Jesus is the way, the truth and the life. Connect Christian discipleship with the moral life. Give examples of Christian discipleship. State how faith assists us in living a moral life.</p>	<p>Language Arts. Have the student write a reflection on Jesus as the way, the truth and the life. Family Life. Create simulations in which students arrive at solutions through the eyes of discipleship.</p>
<p>7.03.02 State the meaning of <a href="#">morality</a>.</p>	<p>Define morality. Argue whether every act is a moral act. State how this may or may not be the case using examples. Draw conclusions about the arguments.</p>	<p>Language Arts. Read a novella or novel about a character making a difficult decision. Describe the consequences of the decision. Judge whether the decision was right morally based on what criteria. Religion. Have the student write a reflection on how he/she sees his/her actions.</p>
<p>7.03.03 Name the three sources of the morality of human acts.</p>	<p>State the three sources of the morality of a human act: object, intention and circumstances. Define object, intention and circumstances. Taking examples of choices in everyday life identify the object, the intention and the circumstances. State the importance of knowing the components of an action.</p>	<p>Science. Define stem cell research and give examples. State assumptions about the use of stem cells. State why embryonic stem cell research is morally unacceptable.</p>
<p>7.03.04 State the meaning of the maxim that the <a href="#">end</a> does not justify the <a href="#">means</a>.</p>	<p>Define end and means. State the relationship between end and means with a moral act. Give examples of the end not justifying the means.</p>	<p>Biography. Research the life of St. Thomas More. Describe his moral dilemma and how he responded.</p>
<p>7.03.05 Integrate the meaning of Christian morality with Jesus’ teaching, the dignity of the human person and the Incarnation.</p>	<p>State how Christian morality is related to Jesus’ teaching, the dignity of the human person and the Incarnation.</p>	<p>Social Studies. Examine social issues in light of Jesus’ teaching, the dignity of the human person and the Incarnation.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.03.06 Identify steps in moral decision-making: see, judge, act.</p>	<p>State the three steps in moral decision-making. State the meaning of each step. Describe how decision-making requires seeing and judging before acting. Give examples of using these steps in situations of decision-making.</p>	<p>Health. Role-play situations of peer pressure to engage in sexual activity, injected drug use, alcohol use or other drugs. Portray positive results of resisting peer pressure as well as the consequences of following negative suggestions.</p>
<p>7.03.07 Describe how steps in decision-making relate to the sources of moral acts.</p>	<p>State the three sources of moral acts: object, intention and circumstances. Describe how steps in decision-making relate to object, intention and circumstances. State why it is important to know the circumstances surrounding an act. Give examples that have irreversible outcomes. State the relationship between moral conscience and decision-making.</p>	<p>Physical Education. Discuss the impact of professional sports on how society perceives winning and losing. Have the student list questions he/she would ask in making a decision about participating in a team sport, then state values that he/she would uphold if he/she feels pressured to overstress myself on a team. State some irreversible outcomes if one overstresses in sports.</p>
<p>7.03.08 State how personal sins have social consequences.</p>	<p>Give examples of personal sins that have social consequences. List sins with their personal consequences and their social consequences. Write a reflection on how my choices in life impact others in both positive and negative ways.</p>	<p>Family Life. Identify how choices impact relationship with family. Describe how a person may feel in these choices. Analyze how these feelings are signs warning one about regrettable choices.</p>
<p>7.03.09 Analyze the relationship between <a href="#">race prejudice</a> and <a href="#">institutional racism</a> as a social sin.</p>	<p>Define race, race prejudice and institutional racism. State why institutional racism is a social sin. Give examples of institutional racism in American history and today. Identify ways that I benefit or do not benefit from institutional racism. Discuss how institutional racism is or is not as prevalent today as it was fifty years ago. Discuss how we can reduce personal prejudices.</p>	<p>Social Studies. Do a unit project on the history of institutional racism in the U.S. Design an analysis of institutional racism in terms of its effects on all People of Color and Whites in our country today. Describe why institutional racism is so difficult to overcome even today. State why it is important to have friends from many races and cultures. Give examples of how the student can help eliminate racism.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.03.10 State the importance of Christians taking an active part in public life and promoting the <a href="#">common good</a>.</p>	<p>Define common good. Describe how Christians take an active part in public life. Give examples of public life service. Give examples of how we as students promote the common good</p>	<p>Biography. Research the life of Dorothy Day. State when/where she lived. Identify her work in the peace movement during World War II. State her political stands as a citizen and a Catholic. Describe her establishment of the Catholic Worker Movement. Interview a Catholic Worker as part of the research. Social Studies. Identify Catholics who participate in the public life in the U.S. Give examples of how these leaders promote the common good. Write a letter to a Catholic leader thanking him/her for his/her service.</p>
<p>7.03.11 Show understanding that the good of the human person is the purpose of society.</p>	<p>Describe how society exists for the good of the person and not the person for the good of society. Give examples of human rights that society must protect. Make a list of these rights. Give examples of how society does or does not protect human rights. Discuss why human rights take precedence over society.</p>	<p>Social Studies. Research the immigration movement in the U.S. in the last fifty years. Identify the major immigrant groups and locate these groups in Chicago. Interview an immigrant to find out what s/he is seeking in this country. Identify rights that an immigrant seeks in this country. State how the U.S. is addressing immigration reform.</p>
<p>7.03.12 Recognize that human rights are based on the equality of all persons resting on their dignity as human persons created in the image and likeness of God.</p>	<p>Define equality in relationship to human rights. State meaning of human dignity in relationship to being created in the image and likeness of God. Give examples of abuse of the right to food, clothing, housing, education and work. Explain why this denies people their human dignity. State how we are challenged when other Christians are denied their rights.</p>	<p>Social Studies. Research the social problem of human trafficking in the U.S. Describe the populations most victimized by illegal trafficking. State some assumptions about why people get involved in human trafficking. Identify human rights that are denied to those who are caught in trafficking. Write a letter to one's U.S. senator asking him/her to support action against trafficking.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.03.13 State the Ten Commandments.</p>	<p>State the Ten Commandments. Identify the commandments that pertain to my relationship to God. Identify the commandments that pertain to my relationship with others. Discuss how the Ten Commandments assist me in being a good Catholic today. Give examples for each commandment.</p>	<p>Language Arts. Have the student write an essay on the significance of the Decalogue on modern society.</p>
<p>7.03.14 State the Beatitudes.</p>	<p>Name the Beatitudes. State how the Beatitudes relate to the Ten Commandments. Give examples of how I live a particular Beatitude. Explain what I think Jesus means by introducing each Beatitude by saying, “Blessed are you...”</p>	<p>Music. Learn the song “Blest Art They,” or another appropriate song about the Beatitudes. Language Arts. Have the student write a reflection on a Beatitude that challenges him/her.</p>
<p>7.03.15 State the principles of the <a href="#">social teaching</a> of the Church.</p>	<p>Define social teaching. Name the principles of the Church’s social teaching. Write a description of one of the principles. State how society is challenged by this principle and how I can respond to this principle as a Christian.</p>	<p>Biography. Research the life of Pope Leo XIII. State the social circumstances that led to his writing of the encyclical <i>Rerum Novarum</i>. Examine why the rights of workers had to be addressed. Find photos of workers in the late 19<sup>th</sup> C. State current workers’ rights issues. Examine how these issues might be addressed.</p>
<p>7.03.16 Describe world peace as the work of <a href="#">justice</a> and the effect of <a href="#">charity</a>.</p>	<p>Define justice and charity. Describe how justice and charity are related. State how world peace is the work of justice and the effect of charity. Describe how violence in any form diminishes world peace. Give examples how working for justice and charity helps to end violence and promote peace.</p>	<p>Language Arts. Read sections of Daag Hammarskjöld’s book <i>Markings</i>. Identify passages that inspire about Hammarskjöld’s view of world peace. Write an essay on the human yearning for world peace. Art. Have the student design a collage of pictures that express his/her idea of world peace.</p>
<p>7.03.17 State meaning of <a href="#">sexuality</a> as a gift of God and meant for married love between a man and a woman.</p>	<p>Define sexuality. Describe how sexuality is a gift of God. Explain why marriage is the proper place for a man and a woman to express their love sexually.</p>	<p>Health. Invite a guest speaker to speak to students about HIV/AIDS as a disease. State precautions about sexual activity and HIV/AIDS. Explain how faith helps a person to respect his/her body.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.03.18 Recognize that every baptized person is to lead a <a href="#">chaste</a> life no matter the state in life.</p>	<p>Define chaste. Explain why all Christians are called to be chaste. Describe how being chaste is a source of joy. Identify pressures in society and culture that would have us treat our bodies as sexual objects rather than as whole persons.</p>	<p>Family Life. Have the student name a family member with whom he/she would talk about peer pressures and sex. If there is no one in the family with whom he/she would entrust questions and concerns, have the student identify a responsible and caring adult in whom he/she could confide. Describe how this conversation could happen. Religion. Write a reflection on the importance of critical thinking about the consequences of sexual activity. State how seeing, judging and acting relates to sexual behavior. Identify Christian virtues that relate to chastity.</p>
<p>7.03.19 State meaning of <a href="#">abortion</a> and why it is not an option for a Christian.</p>	<p>Define abortion. Describe the consequences of abortion. Explain why abortion is a denial of human rights. State the importance of critical thinking about the consequences of sexual activity for its own sake.</p>	<p>Health. Define contraception. Describe the consequences of abortion and contraception. State how abortion and contraception have negative physical and emotional outcomes. Identify people one can talk to about sexual issues. Identify Catholic resources to get information and help. Language Arts. . Write a letter to an imagined daughter or son describing one's love and care.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.03.20</p> <p>Recognize that the Christian response to life is that human life has inherent dignity and respects life in all its stages.</p>	<p>State that human life is a gift from God and totally deserving respect in all its stages. Give examples of how Catholics show respect for life.</p>	<p>Family Life. Find examples of how the family celebrates life in all its stages. State some decisions in family life when a pregnancy occurs. State ways the family welcomes a new member.</p> <p>Find examples of how the family loves and cares for people with physical/emotional disabilities and the elderly.</p> <p>Science. Define euthanasia. Discuss euthanasia from a Catholic perspective.</p> <p>Social Studies. Research capital punishment in the U.S. State current issues. Identify legislative leaders who argue against the death penalty. State Catholic response to the death penalty.</p>
<p>6.03.21</p> <p>State the seven <a href="#">deadly sins</a>.</p>	<p>Define deadly sins. State meaning of pride, avarice, envy, wrath, lust, gluttony and sloth. Express how these sins are deadly to the human spirit. Describe connection of these actions to forms of abuse.</p> <p>Describe how these are personal sins and how they might be social sins. Identify virtues that are opposite these sins.</p>	<p>Language Arts/Media. Watch the movie <i>The Lion, the Witch and the Wardrobe</i>. Describe the roles of the lion and the witch in relationship to good and evil.</p> <p>Health. State the importance of avoiding the abuse of food, alcohol, tobacco, drugs and sex in relationship to health. Examine the relationship between healthy living and happiness in life.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>6.03.22 Associate discipleship in Christ and moral life.</p>	<p>State relationship between Christian discipleship and the moral life. Give examples of how faith impacts our choices. Identify Christian discipleship as a lifelong commitment leading toward fullness in the life of Christ. Discuss how fullness in Christ leads us to not want to sin.</p>	<p>Parish Life. Identify that participation in parish life helps one to live the moral life. Find examples of parishioners who are examples of discipleship and moral living.</p> <p>Biography. Look up the life of John Michael Talbot. State how he became a disciple of Jesus. State the name of the community he established and what they do.</p> <p>Music. Listen to the music of John Michael Talbot. State how this music helps one to understand Christian discipleship.</p>

**GOAL FOUR: GRADE SEVEN**

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

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.04.01 Show understanding of God’s revealing word in Sacred Scripture as unfolding throughout the Old and New Testaments.</p>	<p>Define revelation. Articulate God’s revelation as an unfolding event in the Bible. Give examples of this from the Old and New Testaments. State how God’s revelation is a gift to us.</p>	<p>Social Studies. In studying history examine why it is important to research many sources to get at the accuracy of an event. Identify sources that historians use to understand an event. State why it would be unwise to use only one source. Prayer. In prayer circles read Psalm 136. Find examples in the psalm that reveals God’s attributes. State the attribute that the psalm most conveys. Discuss why this attribute is so important in one’s understanding of God. Memorize favorite verses.</p>
<p>7.04.02 State meaning of <a href="#">divine inspiration</a> in relationship to biblical authorship.</p>	<p>Define divine inspiration. State that the human authors of the Bible worked under the inspiration of the Holy Spirit. State why we call the Bible God’s word.</p>	<p>Art. State the work of a scribe. Find examples of the Book of Kells. Have the student find a scriptural quotation from the Book of Kells and using calligraphy, write in a similar way. Have the student state what he/she thinks about when doing this kind of work.</p>
<p>7.04.03 Differentiate between divinely inspired truth and literal fact when interpreting Sacred Scripture.</p>	<p>Describe difference between divinely inspired truth and literal fact in scripture. Give examples of myth, legend, saga and history in the Bible. Discuss why each is present, how each fits into God’s revelation and how each type of literature informs our faith. Describe how a literal view of scripture eliminates the richness and depth of many of the stories and teachings of scripture.</p>	<p>Language Arts. Give examples in literature where the author does not intend a literal interpretation of what s/he writes.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.04.04 Recognize that the Bible has both divine and human authorship initiated by God to reveal the truths God intends.</p>	<p>State that the Bible has both divine and human authorship. Give examples from scripture in which a human author could not have thought the teaching or story on his own without the help of the Holy Spirit.</p>	<p>Language Arts. Research the life of one author whose stories the student likes to read. State how the life of the author might be very different from the kinds of stories s/he writes. Describe why this may be the case.</p>
<p>7.04.05 State that the Church identifies 73 books in the <a href="#">canon of Scripture</a>.</p>	<p>Define canon of Scripture. Name how many books are in the OT and how many in the NT. Research the history of the origin of the canon to Tertullian. Explain why there have been no additions to the books of scripture since 200 C.E.</p>	<p>Language Arts. Describe types of books identified as references in a library. State the use for this kind of book. State what groups of people use these books. Social Studies. Create a timeline for the books of the Bible. Describe the importance of timelines in studying history. Create a timeline of the life of a U.S. president.</p>
<p>7.04.06 Describe the Church as having the authority to teach and interpret Sacred Scripture.</p>	<p>Identify the Church as having God’s authorization to teach and interpret Sacred Scripture. State reasons for the Church to have this authority. Identify the challenges of trying to understand scripture without help from informed interpreters and teachers.</p>	<p>Social Studies. State the kinds of authority the U.S. government has in the three branches of government. Identify why separation of powers is important in a democratic government. Design a graph of the three branches and how they related to each other.</p>
<p>7.04.07 Recognize that God’s <a href="#">covenant</a> with the Chosen People of the Old Testament was a call to be holy.</p>	<p>Define covenant. Give examples of God’s setting a covenant in the Old Testament. Locate the covenant stories in the Bible.</p>	<p>Music. Learn the song “Though the Mountains May Fall,” or a similar song about God’s fidelity. Prayer. In prayer circles read Psalm 105. Identify how the psalm describes God’s covenants.</p>
<p>7.04.08 State the meaning of the “<a href="#">Shema</a>” of Israel.</p>	<p>State meaning and derivation of “<i>Shema</i>.” State that the “<i>Shema</i>” articulates Israel’s adherence to the covenant to be faithful to the one God. Find the “<i>Shema</i>” in Dt. 6:4-5. Memorize the “<i>Shema</i>.”</p>	<p>Family Life. Identify sacred events in the life of the family through the year. State how these events are recognized and celebrated. State why it is important to have family rituals.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.04.09 Describe the significance of the <a href="#">temple</a> in Jerusalem to the Jews.</p>	<p>State the use of the temple in Jerusalem. Name who was allowed to enter the “holy of holies” when and for what reason. Describe the importance of the temple to the Jews.</p>	<p>Social Studies. Research the two times the temple in Jerusalem was destroyed. Identify who destroyed the temple and why. State the significance of the western wall of the temple ruins today. Art. Make an architectural drawing of the second temple. Identify the parts of the temple. State the use of each space.</p>
<p>7.04.10 State the relationship between Jews and <a href="#">Gentiles</a> in First Century Palestine.</p>	<p>Describe how Jews and Gentiles related to each other in the First Century. State origin of the word Gentiles to describe non-Jews. State the significance of having to deal with Roman occupation for both Jews and non-Roman Gentiles. Identify groups that had the most perilous time with the Romans and why.</p>	<p>Social Studies. Identify aspects of life in Jerusalem that did or did not benefit from the presence of the Roman occupation. State the relationship between Roman law and a peaceful society. State how the Roman emperors viewed Jerusalem in the First Century C.E.</p>
<p>7.04.11 Show familiarity with the Gospel of Luke.</p>	<p>After reading the Gospel of Luke, state the writer, when the gospel was written and the intended readers of the gospel. State that this gospel written by a Gentile author addressing a Gentile audience. State Luke as a skillful storyteller and writer of narrative.</p>	<p>Biography. Research the life of St. Luke. State where/when he lived. State his relationship with the apostles and Paul of Tarsus. Identify Luke as a Gentile Christian. State the type of education Luke had to be a highly skilled writer in the Greek style of literature. Art. Draw the symbol of Luke the Evangelist. State the meaning of the symbol. Literature. Read some 1<sup>st</sup> Century Greek/Roman narratives. Identify characteristics of heroes.</p>
<p>7.04.12 Identify the Gospel of Luke as a <a href="#">synoptic</a> gospel.</p>	<p>Define synoptic. Explain how Luke’s gospel incorporates some of the Gospel of Mark. Describe how Luke’s gospel is the same/different from Mark. Identify parables used in all three synoptic gospels. Discuss significance of these parables.</p>	<p>Family Life. Take one evening every week to read the gospel of the upcoming Sunday. Find ways to make this time interesting and informative. Help family members to enhance their skills as readers.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.04.13 Identify how the Gospel of Luke incorporates conflict in the narrative.</p>	<p>Identify points of conflict in the Gospel of Luke. State the main conflict is Jesus opposing evil. State what kinds of evil Jesus opposes. State the role of Satan. State how Jesus conquers Satan.</p>	<p>Language Arts. State the purpose of conflict in the plot of a story.</p>
<p>7.04.14 State the differences in the <a href="#">prologue</a> of Luke's gospel from both Mark and Matthew.</p>	<p>After reading Luke 1:1-4, identify how Luke's prologue identifies a specific reader with a name. State meaning of the name Theophilus. State how Luke describes the intent of his narrative. Find evidence that Luke is not an eyewitness of Jesus' resurrection.</p>	<p>Language Arts. Discuss the use of prologues in literature. Find examples of prologues in literature the student has read.</p>
<p>7.04.15 Describe the Infancy Narrative in Luke and its difference from Matthew's account.</p>	<p>After reading Luke 1:5-80 – 2:1-52, identify characters in Luke's infancy account. State how Mary's role in Luke's story as different from Matthew's. State how Mary is presented as the first disciple who questions but says yes. Identify the role of the angel. Define canticle. State how Luke uses canticles and locate them.</p>	<p>Music. Look at traditional Christmas carols. Identify carols that use Luke's gospel to develop the verse of the song. State why Luke's gospel would be preferred in writing songs about Jesus' birth.</p>
<p>7.04.16 State the significance of the temple scenes in the Infancy Narrative of Luke.</p>	<p>Explain the significance of going to the temple. State how the journeys to the temple identify Mary and Joseph living faithfully their Jewish covenantal heritage. State how Luke 2:49 shows Jesus' awareness of his relationship with God.</p>	<p>Family Life. State the significance of the family being faithful to their life as a Christian family. Explain how going to Mass on Sunday enhances family life during the rest of the week.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.04.17 Describe how Jesus prepares for his public ministry.</p>	<p>After reading Luke 3:1–4:13. State role of John the Baptist. State use of prophecy. Compare genealogy of Luke with Matthew. Note reversal in the order of time. Note Luke’s use of age of Jesus not mentioned in other gospels. State how Luke uses historical record, including age, to create an “orderly account” of Jesus’ life and ministry. State how the temptations prepare Jesus for his ministry.</p>	<p>Social Studies. In doing research on a history topic describe how data should be gathered from primary sources. Define primary sources. Give examples.</p>
<p>7.04.18 Describe the ministry in Galilee and Jesus’ sensitivity to the needs of others especially the poor.</p>	<p>After reading Luke 4:14–9:50, state how Isaiah is used in Jesus’ announcement of his mission. Identify Jesus’ attention to the poor and rejected declaring liberation. Describe the demons as antagonists similar to Mark/Matthew. Describe Jesus’ call of Peter. Compare the healing stories of Luke with Mark/Matthew. Compare Jesus’ teaching of the sermon on the plain with Matthew’s sermon on the mount especially the beatitudes. Discuss how Luke’s beatitudes and woes are challenging to the life of discipleship. Compare the seed parables with Mark/Matthew. Explain why the seed parables are essential to the synoptic gospels. Compare the conditions of discipleship in Luke with Mark/Matthew. State how Jesus’ predictions of his death are similar to Mark/Matthew. Note that the ministry takes place in Galilee with Jesus healing Gentile and Jew alike.</p>	<p>Mission. Go online to find out the financial report of the diocese. Identify what percentage of money goes to services that directly respond to the needs of the poor. Identify the services. Identify ways the parish and school reach out to the poor and those in need. Describe how this identifies with the ministry of Jesus.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.04.19 Identify Luke’s gospel as a narrative: Jesus’ journey to Jerusalem.</p>	<p>Having read Luke 9: 51–19: 27, state how Lk. 9:15 sets the tone for the journey narrative. The literal translation of Jesus heading to Jerusalem is “he set his face.” State what this means. State what Jesus does on the journey to Jerusalem. Identify the appointment of the 72 as different from other synoptic gospels. Compare the mission of the 12 in Matthew with the mission of the 72 in Luke. State teachings about prayer in Luke. State the inclusive nature of Jesus’ ministry. Identify healing stories that are only in Luke’s gospel. Identify the parables that are distinctively Luke’s. Identify banquet stories in Luke as symbolic of the kingdom of God. State how joy is a sign of the kingdom. Describe how Jesus uses measurement and discuss meaning.</p>	<p>Math. Research the type of coins used by the Romans and Jews during the First Century. Identify how coins were to be used. Compare/contrast how money is used today. Social Studies. Research travel in the Roman Empire in the First Century CE. Describe how most people traveled in the Empire. Describe how commerce was transported. State the role of the Roman soldiers in keeping travel safe. State how people benefited from Roman roads.</p>
<p>7.04.20 Recognize in Luke’s gospel Jesus’ teaching ministry in Jerusalem as authoritative and prophetic.</p>	<p>Having read Luke 19:28–21:38, state the teaching ministry of Jesus in Jerusalem. State Jesus teaching with authority. Describe how Jesus’ teaching sets up conflict with temple authorities. Identify the antagonists in this section. Compare how Jesus takes issue with the sellers in the temple in Luke and Mark. Identify Jesus’ weeping over the city of Jerusalem as prophetic. In the parable of the tenant farmers killing the son in Lk. 20: 9-19 compare/contrast to Mark’s account. Compare/contrast Luke’s descriptions of the destruction of the temple and the times of trial in Lk. 21: 5–36 from Mark/Matthew. Compare/contrast response of the common people to Jesus’ teaching ministry with Jewish authorities.</p>	<p>Language Arts. Research Greek drama. Create a simple drama incorporating the components of the Greek play. Present the drama at a school parent meeting. Religion. Define counter-cultural. Recount stories of Jesus’ ministry in which he goes against cultural and religious customs.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.04.21</p> <p>Describe Jesus as compassionate, forgiving and innocent in his ultimate struggle against evil in the passion narrative of the Gospel of Luke.</p>	<p>After reading Luke 22:1–23:56, compare/contrast passion narrative of Luke and Mark. Describe Jesus’ desire to share the meal with the disciples and his directives about being servants. Compare/contrast the trial event with Mark. Describe how sympathizers accompany Jesus in the carrying of the cross. Describe the words of Jesus as compassionate and forgiving. Describe the crucifixion as Jesus’ ultimate struggle with evil and pronounced “innocent.” Identify the role of the centurion in declaring Jesus’ innocence. Compare/contrast centurion’s role in Mark/Matthew.</p>	<p>Music. Learn hymns for Lent and use them for school or catechetical program prayer services during Lent.</p> <p>Music. Learn the hymn “Stabat Mater” in Latin. State how this hymn highlights the sorrow of Mary the Mother of Jesus at the time of Jesus’ death. Identify some Latin words that look like English or Spanish.</p>
<p>7.04.22</p> <p>Describe the resurrection narrative in the Gospel of Luke as the fulfillment of OT promises and Jewish messianic hopes.</p>	<p>Describe the resurrection account in Luke 24:1-53. Identify how each event describes Jesus purpose in life and the fulfillment of OT promises. State that the appearances occur on Easter Sunday and in or near Jerusalem. State purpose of meals in the resurrection stories. Compare/contrast the ascension event in Luke/Matthew.</p>	<p>Music. Learn the round “Jubilate, Servite,” (Psalm 100, Taizé Community) or another appropriate song of praise and rejoicing.</p>
<p>7.04.23</p> <p>Describe major themes of the Gospel of Luke.</p>	<p>State major themes of the Gospel of Luke: Salvation is a joyful surprise; salvation includes everyone; special concern for the poor and needy; Mary as the first disciple. Give examples from the gospel highlighting these themes. Identify other themes in the gospel.</p>	<p>Language Arts. State the meaning of theme. Describe how theme is used in literature.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.04.24 Identify the role and significance of women in the Gospel of Luke.</p>	<p>Identify prominent role of women in the Gospel of Luke. Identify women who are disciples of Jesus participating in and supporting his ministry. State their names and locate them in the gospel story. Compare/contrast the role of women in Luke’s account with Mark/Matthew.</p>	<p>Biography. Research the life of St. Mary Magdalene. Describe her association with Jesus. Find scripture passages that identify her as a leading disciple of Jesus.</p>
<p>7.04.25 State the Gospel of Luke as showing the universal mission of Jesus extending from OT promises to the Jews to include the Gentiles.</p>	<p>Find examples of Jesus’ inclusion of the Gentiles in the gospel narrative. State how the traits of compassion and forgiveness enhance this sense of inclusion.</p>	<p>Social Studies. Site federal documents that provide the basis for honoring human rights in this country.</p>
<p>7.04.26 Recognize how the Gospel of Luke shows Jesus’ compassion for Jerusalem and the temple.</p>	<p>Identify the scene of Jesus weeping over Jerusalem in Lk. 19:41-44 and its connection to Lk. 21: 5-6. State Jerusalem and the temple destroyed in 70 A.D. after the writing of the Gospel of Luke.</p>	<p>Music. Learn the song “You Are the Voice,” or another appropriate song. Art. Find a depiction of the triumphal arch in Rome depicting the destruction of Jerusalem and the temple. State what objects were carried from the temple in Jerusalem to a pagan temple in Rome.</p>
<p>7.04.27 Identify the figure of Jesus in the Gospel of Luke as son of Abraham, son of David, son of Adam, son of God.</p>	<p>State how Luke portrays the lineage of Jesus connected to the root of Abraham and the people of Israel and going beyond human sonship to divine sonship. Describe how Jesus is characterized as a hero.</p>	<p>Art. Draw an icon of Jesus as portrayed in the Gospel of Luke.</p>

**GOAL FIVE: GRADE SEVEN**

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

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.05.01 Show understanding that every Catholic has the obligation to attend Mass on all Sundays and Holy Days of Obligation.</p>	<p>State the obligation of attending Mass on Sundays and Holy Days of Obligation. Identify the Holy Days of Obligation for the United States.</p>	<p>Music. Explain how to choose hymns suitable for a prayer service or a particular liturgical celebration in the church year.</p>
<p>7.05.02 Show capacity to actively participate in the liturgy through taking appropriate roles.</p>	<p>Show understanding that everyone has an active part in the assembly. Exhibit participation in the liturgical actions of the Church as acolyte, lector, choir member, musician and usher. State how active participation enhances my awareness of liturgy as prayer.</p>	<p>Family Life. Support members of the family who have special roles in the liturgy. Pray for them as a family before leaving for church on Sunday.</p>
<p>7.05.03 Show awareness of how diverse liturgical traditions and rites reveal the catholicity of the Church.</p>	<p>Identify different rites in the Catholic Church. Research another rite. Compare/contrast the celebration of the Mass with the Latin Rite.</p>	<p>Religion. Invite an ordained minister of another rite to the class for an interview. Compare/contrast this rite with the Latin Rite. Celebrate Mass in this rite.</p>
<p>7.05.04 Show that the Mass is a <a href="#">sacrifice</a> because it memorializes the sacrifice of Christ who offered himself once and for all to God for our sake.</p>	<p>Define sacrifice in the Christian context. Describe how the Mass memorializes the sacrifice of Christ. State that the assembly offer their lives, prayers, and suffering in union with the sacrifice of Christ perpetuated in the Mass. State that celebration of the Eucharistic sacrifice is directed toward union with Christ through communion.</p>	<p>Art. Identify how symbols of the Eucharist are artistically portrayed. Name symbols of sacrifice. Create a montage of eucharistic symbols.</p>
<p>7.05.05 State that Christ acting through the ministry of the priest offers himself in the Eucharistic sacrifice.</p>	<p>State that the priest represents Christ in the offering of the sacrifice of the Mass.</p>	<p>Music. Learn the song “Amor, Amor.” in voices, or another appropriate song.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.05.06 State that only the bishop and priests he authorizes can preside at the Eucharistic liturgy.</p>	<p>State the validity of the Mass requires a bishop or his authorized representative to officiate at the Mass. Name the ordained ministers in the parish who preside at the Eucharistic liturgy.</p>	<p>Social Studies. State how the role of the bishop began in the Early Church. Explain why the role was important to the early Christian communities.</p>
<p>7.05.07 Identify the current Sunday in the liturgical calendar and identify the scriptural readings for the Liturgy of the Word.</p>	<p>Describe the liturgical calendar and locate the current Sunday. Identify the readings of the Sunday.</p>	<p>Family Life. Make a plan for all the members of the family to go to church on Sunday. Emphasize how going to church together strengthens the bond of family life.</p>
<p>7.05.08 Describe how feasts of Mary and the saints are incorporated into the liturgical cycle.</p>	<p>Describe how we celebrate the lives of Mary and the saints in the liturgical year. State the feast day of my name saint. Explain why it is important to celebrate the feasts of the saints.</p>	<p>Music. Learn the song “Christ Be beside Me,” or another appropriate song.</p>
<p>7.05.09 Prepare for Sunday liturgy by reflecting on the scriptures for that Sunday.</p>	<p>Display the skill to find the scripture texts, read them, research information about the texts and reflect on their meaning for my life.</p>	<p>Art. For each season of the Church Year design a collage of symbols for that season. Use the color of the season as background for the collage. State the meaning of the symbols chosen. Prayer. . In small prayer circles reflect on the Sunday scripture readings in anticipation of Sunday Mass. Look at the psalm used for that Sunday in the Bible. Pray the psalm together.</p>
<p>7.05.10 Describe the funeral Mass as a special liturgy of blessing and farewell to the Christian who has died.</p>	<p>State the funeral Mass as a special liturgical event blessing and saying farewell to Christians who have died. Identify the special rites of the funeral Mass. Identify the special symbols and sacramentals used for this Mass.</p>	<p>Music. Learn the “Celtic Song of Farewell.” Express how the words of the song are an ancient prayer of the Christian community a song of farewell to the dead and recommendation to heaven.</p>

**GOAL SIX: GRADE SEVEN**

**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
<p>7.06.01 Recognize Mary as a model of prayer.</p>	<p>State how Mary is a model of prayer. State how Mary prayed as part of her Jewish identity and role in the family. Identify Marian prayers that we use.</p>	<p>Music. Learn the song “Santa Maria del Camino,” or another appropriate Marian hymn.</p>
<p>7.06.02 State how the <u>Magnificat</u> shows God’s power and justice.</p>	<p>Describe how God’s actions are evident in Mary’s response to Elizabeth in the Magnificat. State derivation of the word magnificat. State how God’s justice is revealed in Luke 1: 46-55.</p>	<p>Religion. Give examples of how God uses people as his instruments. Explain how people give glory to God. Mission. Identify ways that people participate in works of justice and charity. State why it is important to have an option for the poor.</p>
<p>7.06.03 Describe how prayer is an act of self-surrender to God.</p>	<p>Define self-surrender. State how the Our Father leads us to self-surrender to God. State how Mary surrendered herself to God’s will. Describe how surrender to God’s will is a freeing act. Write a prayer to the Holy Spirit asking to learn how to surrender myself to God.</p>	<p>Health. State how negative emotions can contribute to health problems if they are not managed. Examine how accepting things that cannot be changed helps to manage negative emotions. Give examples of this.</p>
<p>7.06.04 Recognize <u>meditation</u> as an important form of prayer.</p>	<p>Define meditation. Participate in a meditation exercise in the prayer circle. Describe how the exercise helped me become aware of God. Explain why awareness of God is essential to my growth.</p>	<p>Physical Education. Practice yoga movements that help to create inner quiet. State why this is important for physical education.</p>
<p>7.06.05 State how reading scripture leads us to prayer.</p>	<p>Explain how reading scripture helps us to lead our minds to God. Describe how other literature or music might lead us to prayer. Give examples. Share a favorite quotation from scripture that inspires me to pray.</p>	<p>Art. Design a bookmark with calligraphy of favorite scripture quotes and lines from prayers. Use these pieces as prayer cards and bookmarks.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.06.06 State what it means to pray always.</p>	<p>Explain how we can learn to pray always no matter what we are doing. Describe how we grow in awareness that we are in contact with God.</p>	<p>Music. Learn the song “How Can I Keep from Singing” or another appropriate song.</p>
<p>7.06.07 State how we use the prayers of the saints to help us to pray.</p>	<p>Identify how prayers of the saints help us to pray. Name a favorite saint’s prayer that my family or I use.</p>	<p>Music. Learn the song “For All the Saints,” or another appropriate song about the saints.</p>
<p>7.07.08 Describe that the Church prays the <a href="#">Liturgy of the Hours</a> at special times of the morning and evening.</p>	<p>Define <u>Liturgy of the Hours</u>. State that morning and evening are the common times to pray the <u>Liturgy of the Hours</u> although religious communities pray more of the <u>Hours</u>. State components of the <u>Hours</u> as the psalms, scripture readings, petitions, the Our Father and other prayers.</p>	<p>Family Life. Pray a simple morning and evening prayer as a family. Use religious music to help the family to center on the prayer. Be thankful as a family for being alive and have the day once again to work and to play. Religion. Prepare a prayer service using components of the <u>Liturgy of the Hours</u>.</p>

**GOAL SEVEN: GRADE SEVEN**

**CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church’s origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.**

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.07.01 Show understanding that the Catholic Church gradually is formed in the Christian era in keeping with God’s plan.</p>	<p>State how the Catholic Church unfolds according to God’s plan. State how the Church in the time of the apostles is the same as and different from the Church of today.</p>	<p>Art. Go online to find images in art, photography and architecture that show how the church as changed in its image over time.</p>
<p>7.07.02 Recognize that the Church is <a href="#">missionary</a> by nature.</p>	<p>Define missionary. Identify the work of the Church as missionary. Explain how every Catholic is a missionary. Explain how I am a missionary.</p>	<p>Mission. Research a mission order of the Church. State the founder/foundress of the order. State some of the works of the order. Create a project to help this order.</p>
<p>7.07.03 State that the Church has a special mission to the poor.</p>	<p>Identify how the Church is called by Christ to serve the poor. Explain how this is evident in the Gospel of Luke. State the Church’s service of the poor is identified as her option for the poor.</p>	<p>Music. Learn the song “The Lord Hears the Cry of the Poor,” or another appropriate song. Social Studies. Identify the role of society to help impoverished people. Examine poverty issues in the U.S. and how they are addressed. State that each member of society has a responsibility to help the poor. Strategize as a class about how to serve the poor in the neighborhood</p>
<p>7.07.04 Show understanding that all the living and dead form the Communion of Saints in the Church.</p>	<p>State how the Communion of Saints includes both the living and the dead. Explain how the Church remembers all of the saints in the Church Year. State how the living belong to the Communion of Saints.</p>	<p>Art. For the holy days of All Saints and All Souls in November, create a remembrance table the honors the dead. Design symbols to decorate the table. Find pictures of family members and friends who have died. State why candles are used as one of the symbols for the table. Prayer. Create a prayer service using the <a href="#">Liturgy of the Hours</a> to pray for the dead.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.07.06 Recognize that the Church names Mary as Mother of the Church.</p>	<p>Explain why the Church names Mary as its mother. State how the Church identifies with Christ in naming Mary as Mother of the Church.</p>	<p>Music. Learn the song “Sing of Mary, Pure and Lowly,” or another appropriate Marian song. Prayer. Pray the church’s Litany of Mary as part of the class prayer on feast days of Mary.</p>
<p>7.07.07 State the belief that the Church has the power to forgive sins through the Sacraments.</p>	<p>State that the Church has the power to forgive sins through which of the Sacraments. Explain how sin impedes our relationship with God. Describe how sacramental forgiveness restores our relationship with God.</p>	<p>Health. Explain why it is important to forgive others as a part of emotional and physical health. Explain what happens to a person when he/she holds anger and vengeance within.</p>
<p>7.07.08 Articulate understanding of the Rites of the Catholic Church as an expression of diversity.</p>	<p>Define Rite in relationship to the Catholic Church. State that Rites evolved through the history of the Church and are based on culture. State that all Rites coexist geographically in many parts of the world.</p>	<p>Social Studies. Identify the geography of the Eastern Rite of the Catholic Church. Find pictures of Eastern Rite churches. Compare/contrast these churches with Latin Rite churches.</p>
<p>7.07.9 State that the Rites of the Catholic Church derive from one profession of faith, celebration of the seven sacraments and one hierarchy.</p>	<p>State that all Rites of the Catholic Church express one profession of faith and celebrate the same seven sacraments. Identify the pope as the head of all the Rites of the Catholic Church.</p>	<p>Art. Research different configuration of crosses based on the Rites of the Catholic Church. Identify history of the crosses and what they symbolize.</p>
<p>7.07.10 Show understanding that a Catholic may fully participate in the liturgies of all the Rites of the Catholic Church.</p>	<p>State that a Catholic of any Rite may fulfill all worship obligations in any other Rite.</p>	<p>Music. Research melodies from other Rites of the Catholic Church. Compare/contrast with music in Latin Rite liturgies.</p>
<p>7.07.11 State that the pope is the head of patriarchs, primates, metropolitans and bishops.</p>	<p>State that the pope has authority over Latin and other Rite leaders. Identify the patriarch as under the jurisdiction of the pope. State that the patriarch ordains bishops and priests for their patriarchy.</p>	<p>Social Studies. Research the life of a current patriarch or metropolitan.</p>

**GOAL EIGHT: GRADE SEVEN**

**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
<p>7.08.01 Describe the organizational structure of the parish.</p>	<p>State the organizational structure of the parish as related to the diocese, pastor and councils. State the role of the parish pastoral council. State the role of the finance council. Explain why it is important for a parish to have councils. Describe the role of the pastor with each organization.</p>	<p>Music. Learn the song “What Is This Place,” or another appropriate song about the Church.</p>
<p>7.08.02 State how <a href="#">stewardship</a> is important to the spiritual life of the parish.</p>	<p>Define stewardship. Describe how stewardship is a significant part of parish life. State how participation in the organizations of the parish is an aspect of stewardship. Explain how Catholics are stewards in their life of faith.</p>	<p>Family Life. Find ways to use the word stewardship as part of environmental consciousness. Religion. Invite a member of the parish pastoral council to talk about the work of the council.</p>
<p>7.08.03 Describe how my membership to the parish is important in my life.</p>	<p>State recognition that I am an active member of the parish in distinct ways. Identify these ways.</p>	<p>Biography. Research the life of Mother Catherine McAuley. State the name of the religious community she established and its mission.</p>
<p>7.08.03 Recognize that the parish has cultural, racial and ethnic identities that must be respected and cherished as gifts of the Spirit to the life of the parish.</p>	<p>Identify culture, races and ethnicities in the parish. Describe how these are celebrated in parish life. Explain why all races and ethnicities are to be respected and honored for the gifts they bring.</p>	<p>Social Studies. Research the history of ethnic groups in the neighborhood and parish. Identify the ethnic group that originated the parish. Interview a parishioner who belongs to that ethnic group. Find pictures of the parish that show this ethnicity.</p>
<p>7.08.04 State how the cultures of a parish change based on the patterns of cultural change in the city and neighborhoods.</p>	<p>State how different cultures in the neighborhood and city change the culture of the parish. State the importance of welcoming groups into the church.</p>	<p>Art. Find images of Mary taken from different cultures and national groups. Trace the origin of the images and its popular devotion.</p>

**GOAL NINE: GRADE SEVEN**

**VOCATION: Understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.**

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

**GOAL TEN: GRADE SEVEN**

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

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.10.01 State how the Church respects all faith traditions.</p>	<p>Describe how the Church respects all faith traditions. Identify one religious tradition with which I am familiar.</p>	<p>Learn the song, “Lift Up Your Hearts,” or another appropriate psalm of praise.</p>
<p>7.10.02 Show understanding that other religions must be respected.</p>	<p>State that the Church calls its members to respect all religions and the rights of individuals to adhere to other religious beliefs. State that this right is based on the nature of the human person to freely believe. Name a person whom I know adheres to another religion.</p>	<p>Language Arts. Read sections of the <i>Bhagavad-Gita Gait</i>, the sacred text of the Hindu religion. Note how the thoughts are inspiring. Social Studies. Examine how society respects religious belief. State what happens when religious rights are not respected.</p>
<p>7.10.03 Show understanding that Judaism is a major world religion.</p>	<p>State Judaism as a world religion. State that the pope meets with Jewish leaders to enhance relationships with Christians and Jews. State that Jews and Christians claim Abraham as the father of their faith in the one God.</p>	<p>Language Arts. Research the terms Torah, Tanach, Talmud and midrash. Compare the Tanach to the Old Testament. Read a story taken from the Jewish Midrash. State what you learned about Jewish life by researching the meaning of these words. Music. Research music played and sung in Jewish synagogues. Identify how these hymns originated.</p>
<p>7.10.04 Describe culture and family life of the Jewish people during the time of Jesus.</p>	<p>Create a unit project to research the culture and family life of the Jews of the First Century. Go online to learn about family life, architecture, trade, economics, music, clothing, transportation, agriculture, animal husbandry, religious and community celebrations, &amp; political life. Create power point presentations to be presented to families for an open house experience.</p>	<p>Art. Create dioramas of homes, industries, and synagogue architecture. Make drawings that exhibit family and cultural life in First Century Judaism. Music. Research the musical instruments of the First Century Jews and how music was used in the culture. Find audio examples of the music of the period. Display art and music research for an open house exhibit.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>7.10.05 Describe roles in family life and culture in First Century Judaism.</p>	<p>Research the role of the mother and father in Jewish family life. Describe how children were raised, taught their Jewish faith and learned a trade.</p>	<p>Physical Education. Play a game that Jesus would have played with his friends.</p>
<p>7.10.06 Describe the role of the <u>rabbi</u> in Jewish education.</p>	<p>State meaning and derivation of rabbi. State the role of the rabbi in the Jewish community. State why Jesus was called a rabbi. Explain why the role of the rabbi was important and highly respected.</p>	<p>Social Studies. Compare the role of a rabbi in First Century Palestine with the role of a Jewish rabbi today. Invite a rabbi to speak about the role of a rabbi.</p>
<p>7.10.07 State the significance of <u>Jerusalem</u> as the center of Jewish worship, <u>levite</u> priesthood, sacrifice, temple life and worship.</p>	<p>Identify Israelite king who built the temple in Jerusalem. State meaning and derivation of the name Jerusalem. Describe worship in the temple including the role of the priesthood, sacrifice and worship. State the meaning of levite and its association with temple priestly duties. State how the life of the temple in Jerusalem symbolized how the faithful Jew would center life.</p>	<p>Social Studies. Research the establishment of Jerusalem. Make a timeline of the development of the city identifying famous kings, occupiers, dates of destruction, when the temple was built and destroyed twice, and other interesting information. State why Jerusalem is an important city today. Find pictures of Jerusalem online and create a power point presentation of modern day Jerusalem.</p>
<p>7.10.08 Show understanding that Jews express their faith in observing the commands of the covenant, reading Sacred Scripture, synagogue worship and family culture.</p>	<p>State that Jews have a vital faith in God and express their faith in living the Decalogue, reading Sacred Scripture, worship and family life. State the Sabbath, the seventh day, is the day of observance and worship. State the feasts/festivals of the Jewish calendar.</p>	<p>Religion. Visit a Jewish synagogue. Tour the synagogue with the rabbi or staff person who can point out the artifacts of the sanctuary and the Ark. Compare/contrast to the church sanctuary. Look at a scroll of the Torah. Identify which part of the Old Testament the scroll contains. Write a synopsis of what you learned.</p>
<p>7.10.09 Show understanding that Islam is a religion that expresses faith in the one God.</p>	<p>State Islam is a religion that expresses its belief in the one God.</p>	<p>Math. State the contribution of Islam to the field of mathematics. Describe how our patterns of learning math can be attributed to Islamic thinking.</p>