

Religion Curriculum

Eighth Grade

Eighth graders understand and appreciate the history and character of the Church community while continuing to develop a personal faith. By the end of Eight Grade students will develop their knowledge of the history of the Catholic Church. They will understand their role in the Church and demonstrate that all people are called to further the Kingdom of God by living the Good News of the Gospel.

KNOWLEDGE OF FAITH

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

Vocabulary: Angel, Apocalypse, Ascension, Assumption, Canonization, Doctor of the Church, Ecumenical Council, Encyclical, Faith and Reason, Incarnation, Original Sin, Redemptive Work, Reformation, Schism, Theology

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Conclude that the mystery of the Holy Trinity is central to the mystery of the Christian faith and of Christian life.	<ul style="list-style-type: none"> • Using the Nicene Creed, analyze the statements that profess belief in God the Father, God the Son, and God the Holy Spirit. 	
2. Classify God as transcendent.	<ul style="list-style-type: none"> • Define transcendent 	
3. Articulate that God is holy and completely deserving of our love and worship.	<ul style="list-style-type: none"> • In small groups read Psalm 103. Identify verses that describe characteristics of God. Identify verses that show how we respond. 	

4. Describe how we are attracted to the grandeur and beauty of God as we see this in creation.	<ul style="list-style-type: none"> Identify aspects of creation that make me conscious of God. Create an artistic representation of these images. 	
5. Recognize how the desire for God is written in the human heart because we are created by God and for God.	<ul style="list-style-type: none"> Describe how every person desires God in his/her life. State how this desire is connected with the desire to be good and to do what is good. 	
6. Determine that there is no contradiction between faith and reason.	<ul style="list-style-type: none"> Describe how faith supports scientific reason and how scientific reason supports faith. Give an example of how my capacity to think supports the gift of faith in my life. 	
7. Discuss how faith helps to face the hardships of suffering, disappointment and tragedy.	<ul style="list-style-type: none"> Have the students write a journal entry about a recent experience in his/her life that caused distress for him/her. Then explain how God's gift of faith helps him/her to be at peace. 	
8. State that God created us in a state of original holiness and justice.	<ul style="list-style-type: none"> Compare/contrast creation stories from another culture with the Genesis stories. State how the stories describe the creation of good and evil. Discuss why all creation stories include stories about evil. 	
9. Recognize that God's permitting evil is a mystery that God helps us to understand through his Son Jesus Christ.	<ul style="list-style-type: none"> Find a situation in the Gospels that describes how Jesus faces evil. Describe how confidence in our faith helps us to face and conquer. 	
10. Conclude that the Incarnation is the mystery of the union of the divine and human natures in Jesus Christ.	<ul style="list-style-type: none"> Describe the divine and human nature of Jesus by using reference from the Gospels and Nicene Creed. 	
11. Justify that the whole of Jesus' life, death and Resurrection is the fulfillment of revelation.	<ul style="list-style-type: none"> Compare Old Testament passages with Gospel references describing Jesus as God's fullest revelation. 	
12. Validate the belief that Jesus died for our sins, thus opening the possibility of eternal union with God.	<ul style="list-style-type: none"> Write a dialogue with Jesus about his role as redeemer in my life. 	
13. State that Jesus' death has the power to	<ul style="list-style-type: none"> Discuss what it means to be saved. 	

save all people even though they do not know Christ.		
14. Recognize that God gives us only one life, unique and unrepeatable, and that when we die in God’s friendship, we live forever in union with God in heaven.	<ul style="list-style-type: none"> • Write a reflection on what life means to me. 	
15. Recognize that Mary collaborated with the whole redemptive work of her Son.	<ul style="list-style-type: none"> • Analyze Mary’s role in the wedding at Cana. 	
16. Describe how we pray and work for the coming of the Kingdom, but its fullness only comes at the end of time.	<ul style="list-style-type: none"> • Design a project to help Catholic Charities. 	

Standard 2: Sacred Scripture: Read, comprehend and articulate salvation history as conveyed in God’s revelation through Sacred Scripture.

Vocabulary: Acts of the Apostles, Allegorical, Analogical, Apostolic Tradition, Council of Jerusalem, Epistle, Magisterium, Moral, Pentecost, Sacred Scripture

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Discern that the Holy Spirit is central to opening the eyes of those who read Scripture and moving them to have faith in God.	<ul style="list-style-type: none"> • Use scripture for prayer and reflection. 	
2. Name and describe the two senses of Scripture: literal and spiritual.	<ul style="list-style-type: none"> • Give examples of literal sense and spiritual sense from the Gospel of Luke. 	
3. Recognize that to discover the Scripture author’s intention, the reader must take into account the culture, history and literary forms of the time.	<ul style="list-style-type: none"> • Using one of the letters from the Epistles research the time frame in which it was written. 	
4. Show familiarity with the geography and	<ul style="list-style-type: none"> • Using a map of the Mediterranean 	

principal cities of the Middle Eastern world and Rome.	Seacoast, locate the cities visited by Peter and Paul on their apostolic journeys.	
5. Describe the preparation period for the mission, the replacement of Judas, Peter's leadership, Jesus' Ascension, and the role of the Holy Spirit.	<ul style="list-style-type: none"> • Read and discuss Acts 1-2. 	
6. Recount the mission in Judea and Samaria led by Peter and Saul's conversion.	<ul style="list-style-type: none"> • Read and discuss Acts 8-9. 	
7. Explain the story of Peter's acceptance of Gentiles into baptism.	<ul style="list-style-type: none"> • Explain why Peter's acceptance of Gentiles is pivotal in Acts. (Acts 11) 	
8. Trace Paul's missionary journeys.	<ul style="list-style-type: none"> • Create a timeline of Paul's missionary work from conversion to death. 	
9. Explain how the stories of the early Christian movement help us to understand the beginnings of the Church.	<ul style="list-style-type: none"> • Create a PowerPoint presentation on the first seventy years of the early Christian movement including dates, events, and people. 	

LITURGY AND SACRAMENTS

Standard 3: Sacraments: Understand and participate in the sacraments of the Church as effective signs of God's grace, instituted by Christ and entrusted to the Church.

Vocabulary: Acts of the Apostles, Confirmands, Deposit of Faith, Ecclesial, Gifts of the Holy Spirit, Indelible Character, Salvation, Transubstantiation

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Explain how the sacraments celebrate the presence of Christ in our most important life experiences.	<ul style="list-style-type: none"> • Create a scrapbook for each Sacrament received and for the ones they anticipate receiving. 	

2. State the conditions for Baptism being necessary for salvation.	<ul style="list-style-type: none"> • State that Baptism is necessary for those to whom the Gospel has been proclaimed. 	
3. State the conditions for being saved without Baptism.	<ul style="list-style-type: none"> • State that God wills the salvation of all people. 	
4. Discuss the Rite of Christian Initiation of Adults (RCIA) as a faith-formation process in which new members are welcomed into the church.	<ul style="list-style-type: none"> • Invite a guest speaker who has been through the RCIA process to share their experiences. 	
5. Recognize Confirmation as a sacrament of initiation carrying an indelible character sealing the confirmands with the Gifts of the Holy Spirit.	<ul style="list-style-type: none"> • Define indelible character: show how as one matures, one takes on the responsibility of his/her physical, emotional, psychological and spiritual well being. Identify how one can care for each of these. 	
6. Summarize requirements for validly receiving the Sacrament of Confirmation and the essential elements of the sacrament.	<ul style="list-style-type: none"> • Explain why the requirements are important. 	
7. List and describe the gifts of the Holy Spirit.	<ul style="list-style-type: none"> • Have the student identify a gift he/she most needs in his/her life and write a reflection on why he/she needs the gift. 	
8. Examine the meaning of transubstantiation in the Holy Eucharist and that Eucharist as the central celebration of the Church.	<ul style="list-style-type: none"> • Describe how receiving Christ in Holy Communion changes us. 	
9. Conclude that Christian marriage is a sign of Christ's love for the Church.	<ul style="list-style-type: none"> • State why marriage is celebrated in context of Mass. 	
10. Demonstrate the effects of Christian marriage.	<ul style="list-style-type: none"> • Invite a married couple to discuss their marriage and family life. 	
11. Value of the permanence of sacramental marriage.	<ul style="list-style-type: none"> • Looking at media presentations about marriage, discuss how permanent commitment is supported/challenged. 	
12. Acknowledge that because Christ is at work in the sacraments, they are effective, independent of the disposition or holiness of the priest.	<ul style="list-style-type: none"> • State what is necessary for validity of a sacrament. Discuss why this is important to know in light of human sinfulness. 	

13. Explain that the bishop ordains priests and deacons as co-workers with him in serving the people of God.	<ul style="list-style-type: none"> • Invite a priest, deacon, or Bishop to speak to the class. Have students prepare questions in advance. 	
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Standard 4: Liturgy: Understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist as the source and summit of Christian life.

Vocabulary: Adoration, Benediction, Contemplation, Lectio Divinia, Litany, Meditation, Novena

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Outline all parts of the Mass and the role of the assembly.	<ul style="list-style-type: none"> • Have students plan a liturgy. 	
2. Identify different areas of the church and their significance.	<ul style="list-style-type: none"> • Have students explore the church. • Create a diagram of the interior of the church and label important areas. 	
3. Participate in public devotions in parish life especially Eucharistic adoration and benediction.	<ul style="list-style-type: none"> • Define Benediction. Participate in Eucharistic Adoration and provide students with an appropriate Biblical passage on which to meditate. 	
4. Point out special signs of the bishop: the miter, crozier, pectoral cross and ring.	<ul style="list-style-type: none"> • Research the history of clothing worn by a bishop. 	
5. Explain that the Church professes that the Eucharist is: thanksgiving and praise to the Father; the sacrificial memorial of Christ and his Body; the representation of Christ's suffering, death, and resurrection; the presence of Christ by the power of his Word and of his Spirit.	<ul style="list-style-type: none"> • Research the value of receiving Eucharist in our church. • Relate the paschal mystery to the Eucharistic prayer. 	
6. Recognize parish membership provides	<ul style="list-style-type: none"> • Have students research parish ministries 	

an opportunity to worship God in community and serve others.	and select one that they would be interested in joining.	
7. Give examples of the role of the lay minister in liturgical celebrations.	<ul style="list-style-type: none"> • Create a list of all of the people who assist with Mass. 	

MORALITY

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

Vocabulary: Conscience, Free Will, Temperance

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Recognize that we are created in the image and likeness of God.	<ul style="list-style-type: none"> • Discuss the implications of our belief of being made in God's image. 	
2. Describe human freedom as a force for growth and maturity	<ul style="list-style-type: none"> • Share experiences of being in a situation requiring one to choose. 	
3. State that conscience is a judgment of reason that helps us see the moral quality of an action.	<ul style="list-style-type: none"> • List and explain the cardinal or moral virtues, the theological virtues, and how we use them to guide our decisions. 	
4. Distinguish that some acts are wrong no matter how good the end or intention.	<ul style="list-style-type: none"> • List acts that are wrong regardless of what good we hope to accomplish. Explain why these acts are wrong. • Research the life of John Brown. State his involvement in the abolition movement. Have the students debate the use of violence against evil. 	
5. Recognize that to receive God's mercy and forgiveness we must admit our sins.	<ul style="list-style-type: none"> • Have students write a reflection on the importance of admitting sin. 	
6. Understand that the Church has a right	<ul style="list-style-type: none"> • Define moral truth. State how Catholics 	

and duty to teach moral truth.	live morally upright lives in faith and based on an informed conscience.	
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Standard 6: Christian Living:

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

Vocabulary: Beatitudes, Catholic Social Teaching, Grace, Justification, Magisterium, Sanctifying Grace

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Explain how the Eucharist is “the source and summit of the Christian life.”	<ul style="list-style-type: none"> • Read the Gospel accounts of the Last Supper. 	
2. 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.	<ul style="list-style-type: none"> • State the 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. 	
3. Identify the fruits of the Holy Spirit as signs of the Christian life.	<ul style="list-style-type: none"> • Have students choose one of the fruits of the Holy Spirit and write about how they experience it in their lives. 	
4. Recognize that the Holy Spirit guides Christians to set their hearts on the Kingdom of God rather than on material riches.	<ul style="list-style-type: none"> • Give examples from the gospels about what Jesus said is required to enter the Kingdom of Heaven. • Explain why it is important to resist a materialistic life (i.e., St. Francis of Assisi). 	

PRAYER

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

Vocabulary: Adoration, Benediction, Contemplation, Lectio Divinia, Litany, Meditation, Mysteries of the Rosary, Novena, Psalms, Scripture

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Examine our relationship with God through personal prayer.	<ul style="list-style-type: none"> • Write a spontaneous prayer. 	
2. Discuss the concept and need for openness to God’s call in our lives.	<ul style="list-style-type: none"> • Have students discuss times when they felt they heard God speaking to them. 	
3. Identify how the Gospel affirms and challenges our thoughts and actions.	<ul style="list-style-type: none"> • Compare and contrast the Gospel message of the Beatitudes to the message presented by today’s media. 	
4. Examine how prayer of imagination, especially in the context of meditation, is a part of prayer life for a Christian.	<ul style="list-style-type: none"> • Lead students in a contemplative prayer using a picture as a focal point. 	
5. Demonstrate how and why one participates in the Catholic Devotion of Eucharistic adoration.	<ul style="list-style-type: none"> • Prepare students ahead of time and take them to adoration. 	
6. Memorize and recite various prayers.	<ul style="list-style-type: none"> • Select a new prayer each month and have students recite the prayer together daily. 	
7. Experience various traditions of Catholic prayer forms such as the rosary, benediction, novenas, contemplative prayer, and meditation in order to appreciate the rich heritage of the ancient and living church.	<ul style="list-style-type: none"> • Practice the prayer form of Lectio Divina. 	

EDUCATION FOR LIVING IN THE CHRISTIAN COMMUNITY

Standard 8: Catholic Church:

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

Vocabulary: Ecumenical Council

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Conclude that the Church is a living institution, both human and divine, gifted by the Holy Spirit with a mission to the world throughout history.	<ul style="list-style-type: none"> • Examine some of the changes that have occurred in the Church as a result of Vatican II. • Explain that the Church is called to continual reform and renewal. 	
2. Explain that the Church has special charisms that she receives from the Holy Spirit to accomplish its work.	<ul style="list-style-type: none"> • Define and describe the charisms of the Church. 	
3. Analyze how members of the Church have contributed to or have undermined the mission throughout her history.	<ul style="list-style-type: none"> • Research the missionary activity of the Church and the contributions of various orders. 	
4. Discuss how the Church is a sign to the world of its salvation in Christ.	<ul style="list-style-type: none"> • Create a collage of Church activities around the world. Using the images in the collage, describe how the Church is a sign of hope to the world. 	
5. Identify that the Pope, as the visible head of the Church, is a world leader to whom people look for inspiration, guidance and hope.	<ul style="list-style-type: none"> • Give examples of how popes in modern times have influenced world leaders. • Review the media coverage of Pope Francis I election. 	
6. Describe the origin of the Church at the	<ul style="list-style-type: none"> • State the origin of the Church at the time 	

time of Pentecost.	of Pentecost when the followers of Jesus gathered in prayer after his Ascension and received the gifts of the Holy Spirit.	
7. Outline the early period of the Church from 30 CE to 313 CE including the Apostolic Age, the role of deacons, Roman persecutions, move from Jewish to Gentile membership, the contributions of the early fathers, and the importance of councils.	<ul style="list-style-type: none"> • Research the lives of early Church Saints (i.e., St. Ignatius of Antioch, St. Anthony of Egypt). 	
8. Outline the 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.	<ul style="list-style-type: none"> • Have students prepare presentations on important figures from this period. (i.e., Constantine, St. Benedict, St. Basil, St. Patrick). 	
9. Summarize other world events during the Age of Expansion and the evangelization of Europe.	<ul style="list-style-type: none"> • State the Christian and Muslim influence in the elimination of paganism in Europe. 	
10. Outline the major events and note outstanding men and women in the Church during the Age of Medieval Europe from 700 to 1500 CE, the Romanization of the papacy and its effects, the contribution of Charlemagne Emperor of the Roman Empire to the peace of Europe, the Crusades, the claiming of land of religion, the Black Death, the architecture and art of Medieval Europe and their influence on the building of cathedrals, the role the Inquisition, 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	<ul style="list-style-type: none"> • Research the contributions of the artists of the medieval period, the rebuilding of St. Peter's Basilica, Michelangelo, Giotto, and Fr. Angelico, etc. 	

Church.		
11. Explain how the Eastern Catholic Churches are parts of the Catholic Church faithful to the Pope that have their own unique church laws, rites and spirituality.	<ul style="list-style-type: none"> • Compare and contrast the rites of the Eastern Catholic Churches with those of the Roman Catholic Church. 	
12. Report on the challenges to the Church in the later Medieval Period, the move of the papacy to France, the Renaissance and Christian humanism.	<ul style="list-style-type: none"> • Recount how Bishops and priests suffered from lack of papal leadership. Give reasons why the Church needed reform. 	
13. Trace the causes of the Reformation, the rise of Protestantism and the Counter-Reformation of the Catholic Church to begin in inner work of reform begun in the Council of Trent in the Age of Reform from 1517 to 1892 CE.	<ul style="list-style-type: none"> • Research the life of Copernicus and his theories about the solar system. Identify Copernicus with the beginning of the Age of Enlightenment and split between science and religion. State the consequences of this split. 	
14. Break down growth of missionary orders in the Church, the establishment of dioceses in the New World, the rise of anti-Catholicism, the rise of Deism and the Age of Enlightenment, the growth of apostolic religious life, and the popes in the Modern Age.	<ul style="list-style-type: none"> • Research the lives of Saints and others who contributed to the Church in this period such as: <ul style="list-style-type: none"> ○ St. Ignatius of Loyola ○ St. Teresa of Avila ○ Pope Pius IX ○ Pope Leo XIII and his encyclical on the right of workers. 	
15. Describe the Age of the Modern Church beginning in 1890 as a sign of hope for society undergoing vast change through the rise and fall of totalitarian governments.	<ul style="list-style-type: none"> • 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. 	
16. Recount the Vatican II Council as the ecumenical council leading the Catholic Church into a place of spiritual leadership in modern society, addressing particularly the universal call of all to holiness, the vocation and mission of the laity, work of ecumenism and religious dialogue, the role of bishops in subsidiarity, and the	<ul style="list-style-type: none"> • State the major decisions of Vatican II in regard to the Church's role in the world, liturgical renewal, option for the poor, ecumenism and dialogue. 	

current challenges of the Church in the era of global economics and quest for peace.		
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Standard 9: Ecumenism: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with other Catholic (Eastern), Orthodox, and Christian churches.

Vocabulary: Chrismation, Eastern Orthodox, Orthodox

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Describe the universality of the Church.	<ul style="list-style-type: none"> Read from the catechism of the Catholic Church 830-831 and discuss. 	
2. Show that ecumenism is an evangelizing work of the Church in the task of creating unity and peace in the world.	<ul style="list-style-type: none"> Find articles of the popes interactions with other religious leaders in the news. Describe what is happening. 	
3. Explain how the Lutheran, Episcopal, Baptist, Methodist, and Apostolic churches are some of the churches that evolved from the time of the Protestant Reformation and some are therefore called Protestant Churches.	<ul style="list-style-type: none"> Research the history of one of these Churches. Explain how this church relates to the Catholic Church. 	
4. State how the Roman Catholic Church respects all faith traditions.	<ul style="list-style-type: none"> Have a class discussion about how we do not condemn other people for their beliefs. 	
5. Defend the Pope as the leader of the Catholic Church throughout the world, the successor of the Apostle Peter and a sign or our unity.	<ul style="list-style-type: none"> Read and discuss Gospel passages showing Jesus giving authority to Peter. 	

6. Explain that our respect for other Christians and faiths does not mean we deny the fullness of the faith Christ taught is found in the Catholic Church.	<ul style="list-style-type: none"> • Have students prepare an argument defending their faith. 	
7. Identify that the Eastern Catholic and Orthodox Churches call the leader of their worldwide community a “patriarch” but only the Eastern Catholic Churches acknowledge the Pope as head of the universal Catholic Church with whom their Patriarch is in full union.	<ul style="list-style-type: none"> • Define Orthodox Church and describe its relationship with the Catholic Church. 	

EDUCATION FOR LIVING IN THE CHRISTIAN COMMUNITY

Standard 10: Catholic Principles and Relationships:

Apply Catholic principles to interpersonal relations.

Vocabulary: Matrimony

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Understand that good friends will help one to handle problems one faces and handle peer pressure.	<ul style="list-style-type: none"> • Have students make a list of the qualities they look for in a friend. Then have them write about how those qualities can help them in making positive choices. 	
2. Discuss appropriate decision making within the family.	<ul style="list-style-type: none"> • Acknowledge that to communicate well with adults and peers involves listening, self-disclosure, and compromise. 	
3. Identify the teen’s present stage of development in order that he/she may act positively and maintain a positive sense of self.	<ul style="list-style-type: none"> • List and evaluate current issues that relate to a teenagers life. 	

<p>4. Describe the real meaning of being an adult, responsible to oneself.</p>	<ul style="list-style-type: none"> • State how freedom does not imply the right to do whatever I want. Identify how choosing good contributes toward personal growth and maturity. 	
<p>5. Explain the Church’s teaching on the Sacrament of Matrimony as a reflection of the relationship of Christ and the Church.</p>	<ul style="list-style-type: none"> • Read and discuss Ephesians Chapter 5. 	
<p>6. Explain that a Christian marriage is a union founded on equal dignity and unreserved mutual self-giving.</p>	<ul style="list-style-type: none"> • Invite a married couple to come and talk with the class about how marriage includes mutual respect and self-giving. 	
<p>7. Explain that chastity and abstinence is within the capabilities of each person.</p>	<ul style="list-style-type: none"> • Describe the changing relationships with members of the other gender. • Describe how friendships grow through chastity. 	
<p>8. State the conditions for abortion being a grave sin and the need for reconciliation and healing.</p>	<ul style="list-style-type: none"> • Define abortions. Identify conditions that make abortion a grave sin. • State the Church’s teaching about abortion. 	
<p>9. Describe the impact of substance abuse on oneself and others.</p>	<ul style="list-style-type: none"> • Have students write about how drug abuse could damage their relationship with God and others. 	
<p>10. Defend and discuss the responsibility of the living to care respectfully for the dead and dying.</p>	<ul style="list-style-type: none"> • Review the corporal works of mercy and the Church’s requirements for proper burial. 	
<p>11. State the Church’s teaching that human life begins with conception and ends with natural death.</p>	<ul style="list-style-type: none"> • Define conception and natural death. Explain why the Church teaches that human life begins with conception. 	

Standard 11: Vocation:

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

Vocabulary: Vocation

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Recognize the Church’s understanding of vocation as a call from God to engage in the mission of the Church.	<ul style="list-style-type: none">• Explain how every lifestyle when it conforms to the will of God can be used for the good of the Church and its mission.	
2. State that catechists respond to a specific call of the Church to witness and teach the Gospel.	<ul style="list-style-type: none">• Describe catechists as teachers and witnesses of the faith. State that this is one of the earliest ministerial calls in the church.	
3. Understand that religious life is a special type of discipleship.	<ul style="list-style-type: none">• Have students research a religious order of their choice and prepare a presentation.	
4. Give examples of how Christians are to be missionaries, bringing the Good News to the ends of the Earth.	<ul style="list-style-type: none">• Invite teenagers who have been on a mission to come and talk with the class.	

EVANGELIZATION AND APOSTOLIC LIFE

Standard 12: Catholic Social Teaching:

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

Vocabulary: Abortion, Capital Punishment, Catholic Social Teaching, Conscience, Stewardship

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Explain that we are called to transform society by implementing the Church's social teaching.	<ul style="list-style-type: none"> • Divide class into seven groups and assign one Catholic Social teaching to each group. State the meaning of the teaching and identify ways to act on the teaching. 	
2. Explain that gospel justice can be in conflict with the secular world.	<ul style="list-style-type: none"> • Choose an example from any media source that would demonstrate this conflict. 	
3. Explain why Catholic citizens have the duty to work with civil authority for building up a just society.	<ul style="list-style-type: none"> • Identify duties of citizens that require working with civil authority to create a just society. 	
4. Recognize that citizens are obliged in conscience not to follow the directives of civil authorities when they are against the moral order.	<ul style="list-style-type: none"> • Give examples of situations that require Catholic citizens to follow the guidance of conscience and not civil authority. Give reasons and possible consequences for not observing civil authority. 	
5. Show understanding that legitimate defense is a grave duty for whoever is responsible for the lives of others or the common good.	<ul style="list-style-type: none"> • State the meaning of social protest. Give examples of social protest and describe how protest achieves change in society. Identify other ways to effect change in society. 	
6. Show that Catholic social teaching recognizes three sets of human rights and	<ul style="list-style-type: none"> • Break class up into small groups and have each group discuss and list examples. 	

responsibilities: right to life, economic rights, and political and cultural rights.		
7. Show how the scriptural vision of life encompasses justice, peace, equality and stewardship.	<ul style="list-style-type: none"> Read and discuss scripture passage such as Gn.1:26-27, Dt. 30:19, 1 Cor. 15:22. 	
8. Describe the common good as the sum total of social conditions allowing people to reach their fulfillment.	<ul style="list-style-type: none"> Define common good. Research the life of a Catholic politician or other public figure. State how he/she contributed to the common good. 	
9. State how natural law expresses the dignity of the person and is the bases for fundamental rights and duties.	<ul style="list-style-type: none"> Define natural law. Give examples of the natural law as stated in the Decalogue. Give examples of human rights and duties. 	

Standard 13: Inter-Religious Dialogue:

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

Vocabulary: Pesach, Qur'an, Torah

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
1. Show that dialogue is an evangelizing work of the Church in the task of creating unity and peace in the world.	<ul style="list-style-type: none"> Describe how the Church completes its task of working toward unity and peace in the world through dialogue. State why this is important in the world today. 	
2. Recognize the growth of Islam as a world religion and its contributions to culture and world peace.	<ul style="list-style-type: none"> Research the contributions Muslims have made to art and architecture since the time of the prophet Muhammad. 	
3. Describe the Five Pillars of Islam.	<ul style="list-style-type: none"> Explain how the pillars are similar and different to Christian belief and practice. 	

<p>4. Report how anti-Semitism began and why Catholics do not engage in any form of anti-Semitism today.</p>	<ul style="list-style-type: none"> • Explain that the Church recognizes her common heritage with the Jews. • Describe how anti-semitism in Christianity led to great suffering for the Jews. Explain why this is wrong. • Describe the Church's belief that Catholics and Jews are brothers and sisters in the covenant. 	
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Standard 14: Missionary Vocation:

Demonstrate an appreciation for Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service.

Vocabulary: Charism, Missionary, Vocation

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students will:		
1. Identify parish organizations and their role in activities that challenge us to live out our baptismal call to discipleship and service.	<ul style="list-style-type: none"> • Invite a guest speaker from the parish who is involved in any of the various parish ministries. 	
2. Examine and become involved in your parish and community's activities.	<ul style="list-style-type: none"> • Have students select a ministry they would like to join and explain why. 	
3. Show understanding of the leadership of Pope John Paul II in the Church and the world through the call for a new evangelization.	<ul style="list-style-type: none"> • Research World Youth Day. 	