

## Grade 7

Goal #1 – To introduce the Gospels as Good News that contains the very words and life of Christ.					
Content (TASK 1 OF CATECHESIS, PROMOTING KNOWLEDGE OF THE FAITH)	Catechism of the Catholic Church (Paragraph Number)	Scripture	Living the Christian Faith (Incorporating tasks 2-6 of catechesis)	NDC Reference for Praxis (Section Number)	United States Catholic Catechism for Adults (Chapter Number)
<b>7.1.1</b> Describe how Jesus went beyond the <b>Old Testament</b> understanding of One God who entered into covenant with His people to reveal that God was a community of love and that Jesus' coming to earth is an invitation for us to enter into that community and that through our reception of the Holy Spirit (in Baptism and Confirmation) we are empowered to live out the demands of that relationship.	522, 762	Matthew 5: 17-48	2. Explain how the Liturgy and Sacraments of Baptism and Confirmation draw us into community. 3. Discuss how Jesus calls us to perfection through the "Beatitudes." Look at how the Beatitudes take us beyond the Commandments. 4. Describe how Liturgy is our communal praise and worship of God. 5. Demonstrate how they can show their love for others and building of the community through service. Plan a service project. 6. Reflect on how you can witness Christ to others. "Let your words teach and your actions speak," Saint Anthony of Padua.	25, 25	7, 9
<b>7.1.2</b> Explain how God becoming a man in the <b>Incarnation</b> enables us to have a relationship with a PERSON who is able to sympathize with our weakness because He shares fully in our humanity. (SEE HANDOUT APPENDIX 7-2 ABOUT HOLY WEEK)	432, 458, 459, 521	Hebrews 1: 2; Hebrews 2:17; Hebrews 4:15	2. Talk about the importance of the Eucharistic Liturgy and the gift Jesus gives of Himself in the Eucharist. 3. Illustrate the importance of Jesus' becoming human to show us how to live and how He modeled virtue. 4. Discuss the need for daily prayer and the significance of Jesus' gift of the "Our Father." 5. Explore ways that we can be a gift to one another. 6. Identify saints who have exemplified a missionary spirit and write a report on how they followed Christ's "Great Commission."	25	7

## Grade 7

<b>7.1.3</b> Miracles (pre-Ascension)- List some of Jesus' miracles (SEE HANDOUT 7-4) and describe how Jesus' miracles validated his teachings, were dependent upon people's faith, and prepared them to understand His coming Passion, Death, and Resurrection.	156, 434, 515, 547, 548, 549, 1335, 2003	Matthew 9: 1-8; John 6	2. Identify the miracle that takes place at every Mass and how it affirms Christ's teaching. 3. Prepare a healing service / anointing service as a class and have students host it. 4. Discuss how we are to offer to God all those areas in our lives that are in need of God's healing and write a prayer offering those areas in our lives to God. 5. Explore how students can be a source of healing among their family and friends. 6. Plan a visit to the nursing home.	16, 27	3, 7
<b>7.1.4</b> Miracles (post Ascension)-- Describe how Jesus continues to work miracles in His Church (both in Scripture and today) as seen by the Apostles healing in His name and administering of the Sacraments. Explain how these miracles are to help us grow in holiness, not to satisfy our curiosity about supernatural things (e.g. Ouija boards, horoscopes, etc).	434, 547, 1123	Acts 3: 1-10; Acts 5: 12-16	2. Break open Pentecost from Acts and reflect / journal on the importance of the Holy Spirit in the Church and in our life. 3. Articulate how the Holy Spirit dwells within us and explore how the Holy Spirit aids us in facing the challenges of everyday life. 4. Examine the prayer of Saint Steven in the Acts of the Apostles 7:54-60. After reflection, write a prayer forgiving someone who has hurt you. 5. Focus on the early Christians' life in community and how they shared all. Define stewardship and have each student develop a stewardship gift of time, talent and treasure for the class or parish. 6. Identify the gifts of the Holy Spirit and discuss how we can use those gifts as well as our particular gifts to build up the Church.		3, 7, 25
<b>7.1.5</b> Define " <b>parable</b> " and list some of the key parables from Jesus' teaching (see HANDOUT APPENDIX 7-5). Describe possible applications of these parables for our own moral lives and for our relationship with God as members of His Church.	546, 2607	Matthew 20:1-16; Mark 4: 1-20; Luke 13:18-21; Luke 15: 1-32	2. Following the lesson from the parable of the Sower, identify ways that we can make ourselves fertile ground for reception of the sacraments and the Mass. 3. Read the story of the "Good Samaritan" and discuss its moral significance and write a reflection. 4. Break open the parable of the Pharisee and the tax collector in Luke 18:9-14 and reflect on our attitude in prayer.		3

## Grade 7

			<p>5. Utilizing the "Prodigal Son" parable, explore the importance of forgiveness from the perspective of the father, the obedient son, and the wayward son.</p> <p>6. Building upon the parable of the lamp in Mark's Gospel, have each student identify their gifts and design a simple activity that will allow them to shine their gifts and spread God's word.</p>		
<p><b>7.1.6</b> Explain that the differences in the same accounts of the Synoptics (Matthew, Mark, and Luke) are due to their audiences and cultural / personal differences. (For example, compare and contrast the Temptation in the Desert in Matthew 4:1-11, Mark 1:12-13, and Luke 4:1-13)</p>	515	<p>Matthew 4: 1-11; Mark 1: 12-13; Luke 4: 1-13</p>	<p>2. Reflect on "The Constitution on Sacred Liturgy." Identify differences music and style from the various cultures / countries in the Mass. Remember that the Liturgy remains the same although expressed differently.</p> <p>4. Identify the various expressions of prayer. Form small groups and develop a prayer service for a specific audience.</p> <p>6. Research how the early Church missionaries as well as modern-day missionaries brought the gospel message to new cultures Write and share a report.</p>		7
<p><b>7.1.7</b> Identify the audience, symbol, and aspect of Christ associated with each evangelist Matthew (Jews, angel, prophet-fulfillment of <b>Old Testament</b> prophecy), Mark (Romans, lion, kingly-Christ not Caesar is true king), Luke (Gentiles, steer, priesthood of Christ) and John (universal Church, eagle, divinity of Christ).</p>		<p>Ezekiel 1:5-10, Revelations 4:6-8</p>	<p>2. Identify the symbols used in the Liturgy and the Sacraments. Reflect on how they help us connect to the Tradition handed down to us.</p> <p>4. Research the various signs and symbols we use in prayer.</p>		
<p><b>7.1.8</b> Identify the very words of Christ in the <b>Gospels</b> that are the basis of the Sacraments (both matter and form - SEE SACRAMENTS HANDOUT APPENDIX 7-7) and the <b>institution</b> of the Church in Matthew 16. Describe how they</p>	1114, 1116, 1121-1123	Matthew 16	<p>2. Locate the scripture references for each of the seven sacraments. Form seven small groups and have each group develop a presentation on a particular sacrament explaining the form and matter and where it is in Scripture.</p>	35, 36	14

**Grade 7**

come directly from Christ and not from the invention of the Church.					
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## Grade 7

Goal #2 – To describe Liturgy, especially the Eucharist, as the source and summit of the Christian life.					
Content (TASK 1 OF CATECHESIS, PROMOTING KNOWLEDGE OF THE FAITH)	Catechism of the Catholic Church (Paragraph Number)	Scripture	Living the Christian Faith (Incorporating tasks 2-6 of catechesis)	NDC Reference for Praxis (Section Number)	United States Catholic Catechism for Adults (Chapter Number)
<b>7.2.1</b> Give the Scriptural basis in <b>New Testament</b> of each Sacrament (SEE HANDOUT APPENDIX 7-7)			2. Locate the Scripture references for each of the seven Sacraments. Form seven small groups and have each group develop a presentation on a particular Sacrament explaining the form and matter and where it is in Scripture.	35, 36	14
<b>7.2.2</b> Describe the steps of Christian Initiation in the RCIA model as based upon the <b>New Testament</b> . Identify keys words related to those steps ( <b>inquiry, catechumen, elect, neophyte, scrutiny, exorcism, illumination, purification and enlightenment, mystagogy</b> ) (SEE HANDOUT APPENDIX 7-6)	1212-1419	Acts 8: 26-40; Acts 9: 1-22; Acts 11: 1-22	2. Discuss the scrutinies and their importance in communal prayer. 5. Reflecting on the role of mystagogy in the RCIA model, engage the students in identifying the various ways they can contribute to the life of the community.		15
<b>7.2.3</b> Describe the significance of the wording of the prayers of the Liturgy (especially Mass) in teaching us how we ought to live - " <i>lex orandi, lex credendi</i> " (as we worship, so we shall live). Explain that what we pray at the Holy Sacrifice of the Mass is just as important as how we pray it.	1406-1419	1 Corinthians 12: 4-31	2. Examine the Gloria, petitions and the Creed and what do they tell us. Reflect on how they guide our lives. Have the class write petitions for the Mass. 4. Reflecting on the Gloria, write a hymn of praise.	17, 32, 34, 36, 39,	14, 17, 36

## Grade 7

Goal #3 – To illustrate how Jesus and Mary are models of prayer for every Christian.					
Content (TASK 1 OF CATECHESIS, PROMOTING KNOWLEDGE OF THE FAITH)	Catechism of the Catholic Church (Paragraph Number)	Scripture	Living the Christian Faith (Incorporating tasks 2-6 of catechesis)	NDC Reference for Praxis (Section Number)	United States Catholic Catechism for Adults (Chapter Number)
<b>7.3.1</b> Analyze the seven petitions in the Our Father and based on them describe some of the implications for our lives. Use the Lord's Prayer as a model to incorporate all forms of prayer (blessing, petition, intercession, thanksgiving and praise)	2761-2865	Matthew 6:1-15, Luke 11:1-13	2. Focus on "Hallowed be thy name. Thy kingdom come" - Illustrate how live out these petitions in public prayer and the sacraments. 3. Breaking open the lines, "Thy will be done on earth as it is in Heaven," discuss the difference between societal norms and faith norms and then have students role play where they have to make choices. 4. Reflecting on the perfect prayer, write a prayer that incorporates blessing, petition, intercession, thanksgiving and praise. 5. Breaking open the petitions, "Give us this day our daily bread and forgive us our trespasses as we forgive those who trespass against us," what challenges do these petitions reveal in our lives and mission in community? Share how the community can help individually with these challenges. 6. From the perspective of "And lead us not into temptations, but deliver us from evil," how do we witness to Christ in a post-modern world.	25, 29	36
<b>7.3.2</b> Describe Mary's prayer life (epitomized in her Magnificat and at the Wedding at Cana) and explain how her prayer demonstrates what our position before God should be and how she acts as our mother, model, and mediatrix.	490, 493, 969, 971, 2622	Luke 1:46-55; John 2:1-12	2. Discuss Mary's role in leading us to Jesus. 3. Focus on Mary's Magnificat and obedience. How does that model for us the way we should act. 4. Recite the "Litany of Loretto." Reflect on the prayer and how does this draw us closer to Christ. 5. Reflect as a class on the different characters in the "wedding at Cana". Describe lessons learned. 6. Reflect on Mary's role throughout the Passion narratives. How can we emulate her example of holding steadfast during persecution?	74	12

## Grade 7

<b>7.3.3</b> Describe how the <b>Beatitudes</b> , as the heart of Jesus' preaching, complete God's plan for our happiness as begun in the Ten Commandments. Describe how we can live out the <b>Beatitudes</b> and explain how they counter the 7 deadly sins and help us live out our lives in the Kingdom.	1716-1729	Matthew 5: 1- 12	3. Identify the corporal and spiritual works of mercy and how they relate to the Beatitudes. 4. Discuss how the Beatitudes can be reflected in our prayer. Develop a prayer experience that reflects the "Beatitudes." 5. Define what happiness means to you. How do the Beatitudes impact that definition or is your happiness from the worldly culture. 6. Plan and carry out a service activity that incorporates the "Beatitudes."	25, 25, 29, 42, 44, 46	23
<b>7.3.4</b> Describe Jesus' prayer life and His personal relationship with the Father (e.g. He prayed in solitude, prayed often, prayed in the Temple, showed that God hears our prayers, prayed before major decisions, set aside time at the beginning of the day to pray, and made prayer a priority). Based on that model, describe how we should imitate it.	2599-2615, 2620	Matthew 4:1-11; Matthew 6: 5-15; Matthew 26: 36-46; Mark 1: 35-39; Mark 11:15-19	2. Pray Daytime Prayer and discuss the Liturgy of the Hours as the official prayer of the Church and how it ties into the call to pray always. 3. Reflect on the similarities between your prayer life and Jesus' prayer life, in the desert, in the Garden of Gethsemane, and with His disciples. 4. Have the class request Exposition of the Blessed Sacrament and Benediction for one class period. 5. Pray the Scriptural Stations of the Cross the scriptural Mysteries of the Rosary, highlighting how they connect to Christ life. 6. Create a 30 second advertisement encouraging Christians to adopt a Christ-like prayer life.	20, 34, 42	36
<b>7.3.5</b> Define <b>virtue</b> and use the HANDOUT APPENDIX 7- 9 to differentiate <b>theological and cardinal virtues</b> , infused / acquired virtues, connection of the virtues to the gifts of the Holy Spirit, and the deadly sins the virtues counter.	1803-1845, 2087-2094,	John 13:1, Romans 1: 17; Romans 5:5, 1 Corinthians 13: 1-13; Galatians 5:6; Hebrews 10:23	2. Recall the importance of the Sacraments of Initiation: Baptism, Confirmation, and Eucharist Focus on the importance of receiving the gifts of Faith, Hope, and Charity (the theological virtues infused at Baptism and strengthen in the other sacraments.) 3. Research possible Confirmation saints for the particular virtues students most want to acquire. Have students write a short paper explaining why they chose their particular patron saint, as an example of becoming more Christ-like. 4. Memorize the Acts of Faith, Hope, and Charity. Have students outline a personal plan for measuring their growth in these virtues. Have them share this plan with their parents.	36, 42	23, 25

**Grade 7**

			<p>5. Have students identify virtuous role models in their community (both in the Church and in society at-large.) Write thank-you notes to these role models for their witness in the community and in the Church.</p> <p>6. Choose an area of need within the greater community to volunteer as a group. Write a report for the school newsletter highlighting their recognition of one or more of the virtues.</p>		
<b>7.3.6 Engage in <i>Lectio Divina</i></b> (Praying the Scriptures) (SEE HANDOUT APPENDIX 7-3)	2700, 2708				35



## Grade 7

<b>Goal #4 – To deepen our understanding of the foundation and life of the early Church as described in the New Testament.</b>					
<b>Content (TASK 1 OF CATECHESIS, PROMOTING KNOWLEDGE OF THE FAITH)</b>	<b>Catechism of the Catholic Church (Paragraph Number)</b>	<b>Scripture</b>	<b>Living the Christian Faith (Incorporating tasks 2-6 of catechesis)</b>	<b>NDC Reference for Praxis (Section Number)</b>	<b>United States Catholic Catechism for Adults (Chapter Number)</b>
<b>7.4.1</b> List the 12 Apostles, where (according to tradition) they went, and how they died (SEE HANDOUT APPENDIX 7-8).	858-860, 863	Matthew 4: 18-22; Mark 3: 13-19, Acts 13:14;			
<b>7.4.2</b> Roman Empire and Jews- Describe the political and religious situation at the time of the birth of Christ Identify Alexander the Great, Hellenism, the Maccabees, and the Roman Empire.	675, 769, 1816	Matthew 2: 1-22	5. Discuss the difficulties that the Jews encountered in living among a people who did not share their moral values and who were much stronger. Compare the Jewish situation in the Roman Empire to Christians living in the modern age, where immoral behavior is promoted as good. 6. Discuss the human qualities necessary for emperors, like Alexander the Great, Roman Emperors, Maccabees etc. Compare the Kingdom of God to the worldly kingdoms. Identify the additional human qualities necessary to form the Kingdom of God.		
<b>7.4.3</b> Describe how Jesus chose the 12 Apostles (based on prayer) from the larger group of disciples and explain how he formed them during the three years of His public ministry, so that after Pentecost they might be the foundation (like the 12 tribes of Israel were in the <b>Old Testament</b> ) for uniting God's family as the People of God (i.e., the Church).	96, 858, 863	Mark 3:7-19; Matthew 16:13-28; Matthew 28:16-20	2. Illustrate that following the Apostles is how we follow Christ. This original foundation, chosen by the Second Person of the Trinity, gives us our confidence in the efficacious Liturgy and Sacraments in Christ's Church. 3. Imitate Jesus' habit of removing distraction so to pray. Have students list the most distracting things to their prayer lives. Pick one day a week to offer those things up so that they may have time to speak with the Father about decisions in their lives. 4. Have the class identify a prayer need and then utilizing Lectio Divina, prayer, adoration, sacrifice and almsgiving have the class prepare a discernment exercise to develop a resolution. A student (or the	1, 7, 16, 20, 28	10

## Grade 7

			<p>teacher) would function as the facilitator to maintain a prayerful atmosphere.</p> <p>5. Set aside time each day for a week to allow students to spend time in silent, personal prayer focusing on their vocation as students and asking for divine guidance towards their lifelong vocation to sanctity.</p> <p>6. Prepare a calendar of events that lists the students' upcoming activities. Using group prayer and peer encouragement, prepare students to be Christ-like models in these activities, knowing that there is strength in numbers.</p>		
<p><b>7.4.4</b> Describe how the events of Pentecost (50 days after Easter) characterized the life of the early Church (the first novena-gathered in prayer with Mary in the Upper Room, the dependence of the Church on the Holy Spirit, the necessity to proclaim the <b>Good News</b>, the call to conversion, and the leadership of Peter-the Pope, source of unity).</p>	737, 1287, 2623, 1076	<p>John 14:16-17; Acts 1: 4-5, Acts 1: 13-14; Acts 2: 14-41; Acts 2: 38-39; Acts 8:14-17</p>	<p>2. Review the role of the Holy Spirit in the life of Christ to compare it with the life of the Christians. (e.g. power of the Holy Spirit in the Incarnation and the power of the Holy Spirit in our Baptism, or the Holy Spirit descending on Jesus after His Baptism in the Jordan to confirm that He is the Son of God and our own reception of the Sacrament of Confirmation that acknowledges our strict obligation to spread and defend the Faith.) Find references to the Holy Spirit in the Mass and explore the role of the Holy Spirit as Advocate, Sanctifier or Teacher (e.g. at the epiclesis, as the author of Scripture, as the authority by which the priest is enabled to act in the person of Jesus Christ) Have the students write a short teaching for a younger student or sibling that correctly describes the role of the Holy Spirit in each of the Sacraments and the Church, (e.g. Magisterium, Scripture, sanctifying grace from the Sacraments, personal fervor for the love of God and holiness.)</p> <p>3. Have the students establish connection between the Apostles before and after Pentecost Consider the considerable effect that the Holy Spirit had on the moral life of those who met the Apostles after they received Him at Pentecost</p> <p>4. Pray the Novena to the Spirit / Come, Holy Spirit / The Rosary - especially the mysteries of the Incarnation, Baptism in the Jordan and Pentecost</p> <p>5. Identify different ways that the Christian family is</p>		9

## Grade 7

			<p>united by the Holy Spirit - discussing the economy of the Holy Spirit.</p> <p>6. Have the students evangelize by giving them an opportunity to share the faith with their friends. In small groups, visit another class or school and offer to read the Scriptures, celebrate the Sacraments, or pray together. Before this task, spend time in prayer asking the Holy Spirit to work through them and to instill a deeper faith in Christ in those that they meet.</p>		
<b>7.4.5</b> Describe the influence of Saint Stephen's martyrdom on Saint Paul and explain the events that led up to Saint Paul's conversion.	442, 1173, 2473,	Acts 54-60; Acts 9: 1-20	<p>2. Schedule a time when all the students would have the opportunity go to Confession. Celebrate the freedom from sin that this sacrament offers by having a Confession party.</p> <p>3. Reflect on the different ways we persecute our fellow Christians by our sinfulness. Make sure to include the effects of both sins committed in public and in private since both injure the whole Mystical Body of Christ.</p> <p>Describe how our choices affect the entire Communion of Saints.</p> <p>4. Tell the story of martyrs who forgave their persecutors in the midst of their suffering (e.g. Saint Maria Goretti, Saint Stephen, Deacon). Be sure to make the connection between this act and Christ's forgiveness from the cross.</p> <p>5. Write a prayer for the conversion of sinners. Offer penance and sacrifices for one week for the conversion of a particular soul in need.</p> <p>6. Research examples of martyrs who inspired great zeal for the faith in those who persecuted them (e.g. Saint Maximilian Kolbe, Saint Bernadette, Saint Faustina).</p>		
<b>7.4.6</b> Identify the communities that Saint Paul traveled to, evangelized, and established churches. Describe how his epistles were written as a way for him to continue and tailor the catechesis and formation of those communities in light of their specific	851	Acts 13: 1-3; Acts 13: 4; Acts 13:13; Acts 14: 1; Acts 16: 1-2; 6-7; 11-	<p>3. Read some of Saint Paul's teachings on the moral situation in various places he evangelized to see how his advice is still applicable to those living today.</p> <p>4. Saint Paul wrote to the Thessalonians, "Pray without ceasing." Offer each class period or assignment up as a prayer. Have your students identify actions or activities that they could offer as</p>	53	3

## Grade 7

circumstances / cultures.		12; Acts 17: 1; 10; 16; Acts 18: 1; Acts 19: 1; Acts 27: 1	prayers to God. Highlight the fact that anything that is not sinful can be offered as a prayer to God, even tying your shoes. 6. Draw a map of Saint Paul's travels. Identify 10 missionary saints that your class could adopt as patrons. Buy or borrow or make a statue of a missionary saint to venerate in your sacred space.		
<b>7.4.7</b> Describe how the organization of the Epistles in the Bible is not based on chronological order, but by author (Pauline / Catholic) and that the Pauline Epistles / <b>Catholic Epistles</b> are then sub grouped by community / individual in order from longest to shortest (SEE HANDOUT APPENDIX 7-1).					3