

Grade 8

Goal #1 – Ecclesiology – To introduce the mission, nature, and structure of the Church.					
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)
8.1.1 Four Marks of the Church - One: Unified by Baptism, Christ, Faith, Sacraments. Holy: Our founder was holy, Sacraments give grace. Catholic: Universal, the invitation is for all humanity. Apostolic: Founded on the Apostles and their successors by Christ.	811-870	John 17:21, Matthew 28:16-20, Matthew 28:19, Acts 1:8, Acts 25-26, 1 Corinthians 9:1-2 Ephesians 1:22, Ephesians 4:3, Ephesians 5:26-27,	2. Locate where the four marks of the church are mentioned in the Mass. 4. Pray the Nicene Creed. 6. Review the missionary mandate Christ handed on to his disciples.	16, 25, 35, 51	11
8.1.2 Models of the Church: Institution (including a hierarchy of ministries, to continue Christ's mission, and reflecting a need for order, unity and consistency of teaching). Mystical communion (including our mysterious and intimate spiritual union with God and each other through the Body of Christ). Sacrament (including the responsibility to be, as sacraments are, the visible presence of God on earth). Herald (including the mission of the People of God, the baptized, to proclaim God's Word). Servant (including dialogue with society and assisting persons in a variety	770-798	Romans 10:14-21, 1 Corinthians 15:1-5, Hebrews 5:12, James 5:19-20	2. Relate how the model of Church as Sacrament relates to the liturgy. 3. Discuss how the model of church as servant relates to our moral life in Christ. 4. Examine how prayer fulfills the model of Church as herald. 5. Illustrate and reflect on the model of Church as mystical communion leads to living a Christian life. 6. Show how the Church as a community of disciples leads to preparation for mission.	25, 43, 16, 19	10

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of needs). A Community of Disciples (including Catholics' sense of always being learners, being formed by the scriptures, acting lovingly, sharing in Jesus' mission and service, and being co - responsible for the Church's mission and identity). - Cf. Cardinal Avery Dulles, "Models of the Church".					
8.1.3 Scriptural Images of the Church: Body of Christ, Bride of Christ, People of God, Temple of Holy Spirit, The Sheepfold, The Leaven, Vine and Branches, Kingdom of God/Heaven, Mary.	751-769	Matthew 13:33-51, John 15:5, 1 Corinthians 12:27-28, Colossians 1:18, Revelation 12:1-17	2. Explore the use of scriptural images for the Church in the liturgy. 4. Give examples of prayers that contain scriptural images of the Church. 5. List scriptural images of the Church that relate to life in the Christian community. 6. Analyze the scriptural images of the Church that relate to her missionary spirit.		10
8.1.4 Relationship between Universal and Local Church: Encyclical Teaching, Councils, Catechism.	830-835, 862, 880-896	Acts 15:1-12	2. Research the curial offices that are responsible for the liturgy and sacraments. 3. Introduce encyclicals and pastoral letters that instruct the Faithful in the proper Formation of their conscience. 4. Ask students to write intercessions for Mass according to Church guidelines. 5. Study the document <i>The Church in the Modern World</i> and connect it to life in the diocese. 6. Plan and participate in a service project relating to the needs of the universal Church.	60, 63, 64, 65	10 and 11
8.1.5 Diocesan history and organization structure. Identify the dioceses of the State of Indiana. Highlight your diocese and deanery churches in particular.			2. Invite the diocesan worship director to visit the class. 3. Examine courses offered by the diocesan catechetical offices that focus on moral formation. 4. Ask students to share their parish	54	

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			prayers and diocesan prayers. 5. Draw a map of the diocese showing parishes, Catholic institutions, Catholic schools, and deaneries. 6. Report on the missionaries who founded the diocese.		
8.1.6 Living out our identity as Church - Precepts, Moral Life, Beatitudes, Corporal and Spiritual Works of Mercy , Fruits and Gifts of the Holy Spirit, Priest, Prophet and King.	1830-1832, 2041-2043, 2447	Isaiah 58:6-7, Matthew 5:3-12, Matthew 25:35-40, Luke 3:11, Luke 11:41 Hebrews 13:3, 1 John 3:17-18,	2. Summarize the precepts of the Church. 3. Discuss how the Beatitudes form a pathway for our moral life. 4. Write and develop a prayer service in response to the needs of the local Church. 6. Choose a service project that reflects the Corporal Acts of Mercy.	25, 29, 36, 39,	23, 24

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Goal #2 – Church in Apostolic Age (33 – 313 A.D.) – To describe the Church of the Apostles in which the fullness of the faith was passed on to future generations.					
8.2.1 Explain the role of the Holy Spirit for the Church and how He gives His seven - fold gifts to the Church for her to accomplish her ministry through the Apostles. Explain how the descent of the Holy Spirit at Pentecost gave birth to the Church as seen in Peter's speech to those in Jerusalem.	696, 731-741, 747, 767, 852, 1076, 1287, 1830-1832, 2623	Matthew 28:19-20, Luke 12:12, John 20:22, Acts 1:8, Acts 2:1-4, 14-21, 33-36,	2. Examine the work of the Holy Spirit in the sacraments. 3. Articulate how the Holy Spirit informs our conscience through the teaching of the Church. 4. Allow the students write their own examination of conscience. 5. Affirm the gifts of the Holy Spirit present in the students. 6. Discover where the apostles missioned after Pentecost.	1, 8, 9, 10, 14, 25, 29f, 36, 37, 40, 73, 74,	9
8.2.2 Explain how the Council of Jerusalem demonstrated the relationship between Peter and the other Apostles and how this gathering opened up Christianity to the Gentiles (requiring only repentance and Baptism, not observance of Judaic Law).	552	Acts 10:11-16, 34-36, 42-43, 15:7-12	2. Discuss Baptism as the gateway to the other sacraments. 3. Report on Judiac Law in the time of Christ. 4. Focus and reflect on the prayers from the Liturgy of the Hours (canticles). 5. Develop a plan of evangelization for people in your community who are unchurched. 6. Put the plan the students developed into action. Report back.		
8.2.3 Tell the story of Paul's conversion (including his baptism and martyrdom) and explain the impact of his travels and letters to the early Church.	442, 1430-1433	Acts 8:3, 9:3-20	2. Invite a recent convert to visit your class and interview them regarding their conversion story. 3. Report on other great conversion stories (Augustine, Mary Magdalene, Margaret Cortona, etc.). 4. Read Paul's writings to discover early Christian prayers. 5. Research the communities that Paul wrote to such as Corinthians, Ephesians, etc. 6. Draw a map of the missionary journeys of Saint Paul.		

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8.2.4 Name the first three successors of Peter and explain how they continued the ministry that had been entrusted to Peter.	861-862	Acts 1:15-26	2. Highlight the necessity of Holy Orders for Apostolic Successions. 3. Define the scope and of papal infallibility. 4. Study the first Eucharistic Prayer that refers to the early Popes. 5. Develop a timeline showing each of the Popes' lives. 6. Compare and contrast the challenges facing the first popes in relationship to the current pope.	64	11
8.2.5 Describe how the Didache (the early teachings of the Apostles - committed to writing) was a written expression of the Sacred Tradition to aid early Christians as a "first catechism" for avoiding sin and living the Gospel fully.	4-10	Acts 1:8, Acts 2:42-47; Philippians 4:9, 1 Tim 4:11-16	2. Read the description of the celebration of the Easter Vigil as description in early Church writings. 3. Relate teachings described from the Didache for living a moral life and show that it is still pertinent today. 4. Pray the early prayers of the Church especially the Psalms. 5. Highlight the application of the Didache to Christianity today. 6. Design a project to illustrate the spread of Christianity in the early Church.	18	3
8.2.6 Use the Gospel of Matthew and the writings of Peter to demonstrate how some of the Apostles went out to the Jews. Explain how they used the Old Testament to win them over to see Jesus as the fulfillment of everything they awaited.	528-529, 574-594	Matthew 28:18-20; 1 Peter 1:1-2; 1 Peter 4:3	2. Recognize when the Gospel of Matthew is used in the liturgy. 3. Examine and summarize Peter's teaching on morality. 4. Outline the petitions of the Our Father. 5. Describe the community to which Matthew's Gospel is addressed. 6. Assess the missionary outreach to the Jews by the early Christians.		
8.2.7 Describe how the emperors' blaming of Christians for the Empire's problems impacted the early Church (methods of sharing the Gospel and celebrating the Eucharist).	1342-1347	Acts 12:1-5	2. Explore the great lengths the early Church would go to in order to receive the Sacraments, especially Eucharist. 3. Dramatize a life of one of the early Christian martyrs e.g. Tarcisius. 4. Recall the early celebrations of the Eucharist.		27

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			5. Prepare an oral report on the early Christian communities. 6. Explore the obstacles the early Christians overcame to spread the Gospel. Compare with our obstacles. Describe how early Christians were persecuted for articles in the Profession of Faith.		
8.2.8 Describe how the emperors (especially Nero and Diocletian) persecuted the Church and the positive impact it actually had on the growth of the Church and showing its authenticity (e.g., they didn't just preach charity, they lived it).	675, 769, 1816	Matthew 5:38-39, Acts 5:38-42 2 Corinthians 11:23-30, Revelation 13:5-10,	3. Explore the Church's teaching on capital punishment. 4. Relate the Profession of Faith to why early Christians were persecuted. 5. Interview members of groups that live in community to determine how community living strengthens your faith. 6. Give examples of how the Church is being persecuted today and the Christ centered response.	19, 25	
8.2.9 Describe how the roots of today's Liturgy can be found in the early Church (gathering in the catacombs , sharing Scriptures, teachings from the Apostles, gathering in homes for the Eucharist, etc.)	1345	Luke 24:13-35, Acts 2:42-47, 1 Corinthians 11:23-34	2. Examine the parts of the Mass and discover its historic and Scriptural roots. 4. Review the prayers of the Mass. 5. Do a virtual tour of the catacombs.	32, 33, 34	14
8.2.10 Describe how the Apostles (and their successors) passed on the fullness of the faith to future generation (for example, John teaching Ignatius of Antioch who taught Polycarp).	84	Acts 1:15-26	3. Describe the teaching office of the bishop. 5. Diagram the organizational chart of the Roman Curia. 6. Give examples of the missionary outreach of the universal Church.	16, 36, 51	11
8.2.11 Identify the following people: Peter, Paul, Stephen, Linus, Cletus, Clement, Perpetua, Cornelius, Nero, Diocletian, Gamaliel, and Irenaeus.		Acts 5:33-36; Acts 6:8 ; Acts 10:44-49	5. Describe each individual's role in the life of the Church.		

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Goal #3 – Church during the Early Church Fathers (313 – 600 A.D.) – To demonstrate how the Church developed during the time of the Early Church Fathers.					
8.3.1 Describe the background of the Edict of Milan (Constantine's vision of the cross and the ensuing Battle of the Milvian Bridge) and explain how the Edict in 313 AD freed Christians to practice their religion.	450, 1907, 2107-2109, 2245	Galatians 5:1-15	5. Reflect on the lives of Christians during the early Church.		
8.3.2 Describe how the Creed developed in response to various heresies in the early Church (especially, Gnosticism , Arianism , and Nestorianism).	285, 465, 817, 2089	Acts 8:9-25, 1 Corinthians 1:17, 2 Timothy 4:3-5 2 Peter 2:1-3;	2. Compare and contrast the Apostles' Creed and the Nicene Creed. 3. Highlight heresies that are still present today. 4. Pray the Athanasian Creed (<i>Quicumque</i>). 5. Trace the spread of Arianism in the early Christian community.		7
8.3.3 Describe how the Holy Spirit guided bishops on both sides of the Arian controversy to come to and accept the truth about Jesus' humanity and divinity (even though the majority originally did not).	94, 158, 175, 767-768, 797, 852, 1556,	Acts 16:13-14; Acts 1:8	4. Compose a prayer that encompasses both the humanity and divinity of Christ. 5. Discuss ways in which respectful disagreement can exist in communities.	16	11
8.3.4 Explain why several Church Fathers went out to the desert and how monastic life / monastic rule (especially of Benedict and Augustine) came about as a result.	915-924	Matthew 4:1-11; Matthew 6:6; Matthew 19:16-22	2. Discuss the role of silence in the Liturgy. 3. Research the flight from the world that gave rise to monasticism. Identify the difficulties in living a Christian life that was the primary inspiration for going out into the desert. 4. Participate in lectio divina. 5. Read and contrast the rules of Benedict and Augustine. 6. Describe what would be the greatest attraction to the monastic life for the first monks as well as those in a monastic life today.	34, 45	11

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8.3.5 Identify the following people: Anthony, Ambrose, Athanasius, Basil the Great, John Chrysostom, Jerome, Monica, Augustine, Ignatius of Antioch, Benedict, Boniface, Cyril and Methodius, Leo the Great, Gregory the Great, and Constantine.			5. Describe each individual's life in the Church.		Intro
8.3.6 Explain how Islam expanded (especially militarily) in the late 500s and posed as a serious threat to the Church.	841-842	Genesis 17:20-21	6. Examine the missionary efforts of the Church in the 500s. Explain how modern-day efforts are necessary to address similar needs.		11
8.3.7 Explain how the Church preserved morality , culture, and society amidst the Fall of Rome in 476 (including attacks of the Huns, Goths, etc.) and how the fall also impacted the Church.	909, 2446, 2527	Matthew 5:13-16	3. Describe the morality of the period during the fall of Rome. 5. Examine the culture of the day and how it relates to modern day. 6. Reveal the evangelizing role of the Church during the fall of Rome.		24
8.3.8 Explain how the missionaries adapted the Gospel message to those they evangelized (inculturation) - for example Cyril and Methodius.	854, 1232, 2684	Luke 10:5-11, Acts 13:16-52	2. Discuss how liturgy is related to the culture. 4. Pray for the Pope's missionary intention for the month. 5. Report on inculturation. 6. Research missionary orders active in the Church today.	1, 17, 19	11

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Goal #4 – Church in the Middle Ages (600 – 1300 A.D.) – To explain how the Church in the Middle Ages flourished and grew in spite of many challenges.					
8.4.1 Identify the following people: Charlemagne, Saint Dominic, Saint Thomas Aquinas, Saint Francis, Saint Bernard of Clairvaux, and Saint Albert the Great.			5. Describe each individual's life in the Church.		
8.4.2 Describe how the divided empire (centered in Rome and Constantinople) alienated the Church in the East and West from each other, led to theological differences, and increased the tension that led to the Great Schism in 1054.	247, 817-819, 822, 2089	John 17:6-19	3. Define theological differences and make a correlation to the tensions that exist today in our Church.		
8.4.3 Describe how Scholasticism is a system of education that rose up from monasticism and developed into the university system. Explain how it included going back to Latin and Greek classics in order to rediscover ALL truth, not just religious and philosophical truth.	2465-2470	Deuteronomy 6:6-9; Sirach 1:1	5. Trace the development and origin of the Catholic School system in the United States.		5
8.4.4 Explain how the coronation of Charlemagne helped advance Catholicism while also blurring the lines between religious and secular authority.	2235-2243	Daniel 4:32; Matthew 23:1-3, John 19:10-11,	5. Debate the separation of Church and state.		28
8.4.5 Describe how the plague impacted all of Europe, including the Church (especially the works of charity offered by members of the Church and a greater reflection on death and judgment).	1005-1014, 1021-1022, 1038-1041	Matthew 25; John 12:24-26	3. Plan a class related service project based on the Corporal Acts of Mercy. 5. Report on Religious Orders dedicated to the service of the poor. 6. Discuss how Catholic social services began in order to serve the poor and needy.		

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8.4.6 Describe how the Crusades (beginning with Urban II) began as an effort to regain the Holy Land and defend Christians but how some crusaders lost sight of the true goal and committed various atrocities.	559-560, 1889,1902, 1930, 2306	Matthew 21:12-17; 1 Samuel 4:1-11	3. Discuss the concept of a just war. 4. Break open the Act of Contrition. 5. Write and perform a play centered on the Crusades. 6. Design posters depicting the efforts to regain the Holy Land.		26
8.4.7 Identify how Islam's advance into Spain (in 711 AD) and the Battle of Lepanto (in 1571) impacted Western Europe.	816, 819, 1271	Genesis 3:15; Luke 1:49; Revelation 12:1-17	6. Examine the missionary outlet of the Church in the 500s. Compare with the threats today by the same group.		11
8.4.8 Describe the influence of the Mendicant Orders (Franciscans, Dominicans, etc.) and how they preserved Christianity in the face of the growing immorality at that time.	852-853, 2545	Matthew 19:16-30	2. Discuss how the Liturgy of the Hours influenced the lives of the mendicants. 3. Explore the immorality of the time and how it challenged the Christian to live a moral life. 4. Pray the Franciscan Crown. 5. Invite a member of one of the mendicant orders to speak to the class. 6. Invite a lay member of one of the mendicant orders to speak to the class.		22
8.4.9 Describe how misapplications of the Church's role in society led to power struggles between Church and secular authorities, particularly the issue of lay investiture , in which secular authorities claimed the right to name bishops, abbots , etc. Explain how the feudal system's focus of power on a single leader intensified this power struggle.	1538, 1886, 1897-1904, 1910	Luke 20:21-26	5. Compare and contrast the power struggles of the Church at that time to those same struggles going on today.		

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Goal #5 – Church in the Late Middle Ages, Reformation, and Counter - Reformation (1300 – 1650 A.D.) – To analyze the events leading up to the Protestant revolt and the authentic reform that resulted in the Council of Trent.					
8.5.1 Key People to Identify: Charles Borromeo, Catherine of Siena, Thomas More, John Fisher, Teresa of Avila, Frances de Sales, Ignatius of Loyola, Francis Xavier, Martin Luther, Calvin, and Henry VIII.			5. Describe each individual's life in the Church.		
8.5.2 Describe how the Inquisition was a legitimate effort to root out heresy, but that there were also abuses contrary to the Church's mission caused by the sinfulness and the hunger for power of local authorities who were responsible for rooting out heresy (especially in Spain where the tensions with the Muslims was greatest).	817, 2235-2237, 2244-2246	Ephesians 4:11-14, 1 Corinthians 16:13	5. Develop a game involving cards - using true and false statements of the faith - in which students identify heresies in a game format.		
8.5.3 Describe how the election of a Frenchman as Pope and continuing tensions between Church and State authorities led to the Pope moving to Avignon, France and how subsequent debate led to multiple people claiming to be Pope (even though there was always one true Pope, and the others were anti - popes).	77, 815, 827	Ephesians 4:4	5. Develop a list of the anti-popes and research their lives.		11
8.5.4 Describe how the rebirth of classical culture (ancient Greek and Roman) led many people of the time to a false humanism which isolated human achievement from its divine purpose. Explain how even bishops of the time fell into this error, which led many to not only question the holiness of these men, but also their teaching.	1676, 2125	Mark 8:34-37	3. Discuss and reflect on the meaning of "bishops in union with the Pope." 5. Compare and contrast humanism and false humanism and how they are still present in modern times.		

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8.5.5 Describe how Catholic universities (often run by Dominicans and other religious orders) sprang up during the Renaissance to help people discover and grow in ALL truth (scientific and religious) and showed that the two were complimentary in the person of Jesus.	159, 274, 2229	John 14:6	5. Discover which Catholic Universities are present in our diocese and the course of studies offered in each. 6. Describe a Catholic University which you would like to attend and why.		24, 32
8.5.6 Describe how the immorality of some clergy, as well as the increase in knowledge of the laity (brought on by the invention of the printing press) led to Martin Luther addressing these abuses (especially about indulgences) but that his disobedient and confrontational methods led to division and error (including about faith and works and sola Scriptura - the Scriptures alone). Describe how that initial break from the Church led to further splintering into several Protestant sects that each sought to promote their teachings and understanding of Christianity.	76, 816-817, 821, 1400, 1471-1498	James 2:24	2. Define indulgence and list different ways in which you may receive an indulgence. 3. List the conditions for receiving an indulgence. 4. Gain a plenary indulgence as a class. 5. Discuss the mandatum given to all university teachers of theology. 6. Diagram and illustrate how Protestant sects spread.		18, 20
8.5.7 Describe how the Council of Trent led to authentic reform in the Church and a clarification of her teaching in the face of the errors spread by the Protestant Reformation / Revolt (especially through the efforts of Saint Charles Borromeo). Explain how the Jesuits (as expert catechists and missionaries) were instrumental in spreading this reform.	9, 406, 617, 1376	Matthew 18:18	2. Discuss sacraments before and after the Council of Trent. 3. Convey the role of Saint Charles Borromeo in writing the first catechism. 4. Learn the Suspice. 5. Report on the Society of Jesus (Jesuits). 6. Create a power point presentation on the missionary journeys of the Jesuits.		11

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Goal #6 – Church in the Modern Times and Beyond (1650 – Today) – To examine the challenges facing the Church in the modern world and the Church's response to those challenges.					
8.6.1 Key People to Identify: Saint Vincent de Paul, Blessed Junipero Serra, Saint Elizabeth Ann Seton, Saint John Newman, Blessed John Paul II, Cardinal Gibbons, Maryknoll, Saints Isaac Jogues and John Brebeuf, Saint Theodore Guerin, Blessed Teresa of Calcutta, and Benedict XVI.			5. Describe each individual's life in the Church.		
8.6.2 Describe how the European explorers and conquistadors brought their Catholic faith to the New World and highlight how the apparitions at Guadalupe and the witness of martyrs like Saints Isaac Jogues and John Brebeuf greatly intensified the growth of the Church among the native peoples.	487	Matthew 28: 18-20, John 20:21	2. Attend Mass on the Feast of Our Lady of Guadalupe (December 12 th). 3. Discuss any recent statements by the USCCB regarding immigration reform. 4. Pray a novena to Our Lady of Guadalupe, begin on December 3 rd . 5. Invite a member of an ethnic minority to discuss their Catholic Spirituality. 6. Design a poster or prayer card or stained glass window depicting one of the early American martyrs.	74	7
8.6.3 Describe how the French Revolution was rooted in " Enlightenment " thought which sought the demise of all religion, but especially Catholicism. Describe how Saint Julie Billiart and others continued teaching the faith in the face of the persecution of the Church at the time.	769, 1816	John 15:20, Matthew 10:16-23	3. Research and describe current threats to Catholicism. 4. Recite a prayer by Saint Julie Billiart. 5. Invite a Sister of Notre Dame (Saint Julie's community) to visit the class to discuss their community.		4
8.6.4 Explain how the Franciscans who accompanied the conquistadors, esp. Junipero Serra, established several missions throughout California in order to evangelize the native peoples.	6, 767, 849-856, 927	Luke 10:2-3	3. Describe the role of catechesis in the life of the native peoples. 4. Write a class prayer that deals with the evangelization of all peoples. 5. Visit a Catholic mission church. 6. Draw a map of California depicting all the missions established by Blessed Junipero Serra.		11

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8.6.5 Describe how the American colonies were permeated by anti - Catholic sentiment despite the fact that many were founded on the basis of religious freedom. Explain how the Catholic Church continued to grow despite this opposition.	2104-2109, 2137	John 12:24	5. Describe the Catholic connections in the foundations of America. 6. Discuss the basis of religious freedom and why it is so important. List countries where religious freedom does not exist today.		
8.6.6 Explain how the creation of the first diocese in the USA, under the leadership of its first bishop, John Carroll, provided for the specific pastoral needs of those living there.	832-835, 877-879	Acts 6:1	5. List the names and biographies of all the bishops of our diocese. There are six. 6. Discuss the list of the pastoral needs of our diocese today.	59	Intro.
8.6.7 Describe how the creation of parochial schools by Saint Elizabeth Ann Seton and others helped make a general education and formation in the Catholic faith accessible to all, regardless of gender or economic status.	1908, 1911, 2226		5. Investigate the mission statement of the local Catholic schools and parishes in the diocese. 6. Write a mission statement for your Religion class.	54	28
8.6.8 Describe how the Marian Age (beginning with Guadalupe, but especially after the Miraculous Medal) demonstrated God's love for His people as they faced numerous errors (i.e., the " Culture of Death ") and as the culture tried to compartmentalize the faith to something just on Sundays and personal belief (with no consequences for society at large).	487, 971, 2675-2679	Revelation 12:1-17	4. Pray the Memorare and learn the Prayer to Our Lady of the Miraculous Medal. 5. Take an online virtual tour of Ru de Bac, France to visit the Shrine of Our Lady of the Miraculous Medal. 6. Give students blessed Miraculous Medals to distribute.	74	12, 29
8.6.9 List the Popes of the late - 19th century to modern day (starting with Pope Leo XIII) and highlight their major contributions in the light of social justice (examples: Rerum Novarum , Humanae Vitae , Pope Pius XII's defense of Jews during World War	1928-1948		5. Invite a Catholic Right to Life speaker to address the class. 6. Hold a clothing drive to benefit a local pregnancy shelter / center.		24

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II, and battling political systems (i.e. communism that attacked the dignity of the human person).					
8.6.10 Describe how the Popes of the 20th and 21st century (especially John Paul II and Benedict XVI) have countered relativism , the separation of faith from reason, and other " Enlightenment (Great Darkening)" ideas through their preaching, writings, and apostolic journeys.	156-159	John 16:13; Wisdom 13:1-9	3. List moral challenges that the Church has faced in the 20th and 21st centuries. 6. Trace the missionary journeys of popes.		4, 32
8.6.11 Describe how the 16 Vatican II documents and the subsequent reforms clarified the relationship of the Church with the modern world and sought to renew the life of the Church, especially through her Liturgy . Explain how misapplication and poor implementation of these ideas caused confusion and frustration in the Church.	2493	Romans12:2	2. Discuss the third edition of the Roman Missal. 4. Learn and pray the prayer that opened the Second Vatican Council. 5. Learn about the role of the laity as articulated by the documents of the Second Vatican Council. 6. Describe how the proper implementation of the Second Vatican Council can set the world on fire.	2, 32,	10
8.6.12 Define the New Evangelization , contrast it with previous evangelization efforts, and list ways that you can participate in it as required by your Baptism.	929, 1072	Matthew 28:18-20	2. Attend a Baptism at your parish. 3. Attend an RCIA session. 4. Learn and recite the prayer for the New Evangelization by Pope John Paul II. 5. Discuss how we can be an evangelizing force for family. 6. Research any documents on evangelization issued by the USCCB.	17, 72	32, Conclusion