

Key Element I: Knowledge of the Faith

What We Believe

“Sacred Scripture has a preeminent position in catechesis because Sacred Scripture “presents God’s own Word in unalterable form” and “makes the voice of the Holy Spirit resound again and again in the words of the prophets and apostles.” The Catechism of the Catholic Church is intended to complement Sacred Scripture. Together with Sacred Tradition, Sacred Scripture constitutes the supreme rule of faith.” (NDC no. 24)

Key Element I: Knowledge of the Faith

Promoting knowledge of the faith

First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth (cf. Spe Salvi, no. 4). This relationship elicits a desire to grow in the knowledge and understanding of Christ and his teaching. In this way those who meet him are drawn by the very power of the Gospel to lead a new life characterized by all that is beautiful, good, and true; a life of Christian witness nurtured and strengthened within the community of our Lord's disciples, the Church. (Address of Pope Benedict XVI to Catholic Educators of the United States, Thursday 17 April 2008, The Catholic University of America)

Catechesis must, therefore, lead to "the gradual grasping of the whole truth about the divine plan" by introducing the disciples of Jesus to a knowledge of Tradition and of Scripture, which is "the sublime science of Christ." By deepening knowledge of the faith, catechesis nourishes not only the life of faith but equips it to explain itself to the world. The meaning of the Creed, which is a compendium of Scripture and of the faith of the Church, is the realization of this task. (GDC no. 85)

The initial proclamation of the Gospel introduces the hearers to Christ for the first time and invites conversion to him. By the action of the Holy Spirit, such an encounter engenders in the hearers a desire to know about Christ, his life, and the content of his message. Catechesis responds to this desire by giving the believers a knowledge of the content of God's self-revelation which is found in Sacred Scripture and Sacred Tradition, and by introducing them to the meaning of the Creed. Creeds and doctrinal formulas that state the Church's belief are expressions of the Church's living tradition, which from the time of the apostles has developed "in the Church with the help of the Holy Spirit." (NDC no. 20.1)

Forming Disciples

Key Element I Knowledge of the Faith Grade 7

| | <i>Key Element I: Knowledge of the Faith</i> | Connections | <i>CCC</i> | <i>Compendium</i> | <i>USCCA</i> |
|---------|---|--|------------------|-------------------|--------------|
| | Standard 1 | | | | |
| | CREED: 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. | | | | |
| | <u>Indicators</u> | | | | |
| 7.01.01 | Explain what it means to say that God's revelation is "economic": i.e., that God reveals himself over time and in human history. | Social Studies: Create a timeline of God's major revelation through history. | 54-67, 236, 1066 | 6, 7, 8, 9 | 12-15, 157 |
| 7.01.02 | Identify God's revelation as the foundation of our faith as Christians. | Engineering: When building a structure.....what is the foundation and its importance. | 142-143 | 25 | 36-39 |
| 7.01.03 | Know that the Church continues to interpret the Word of God whether in written form or in the form of Tradition. | ELA: write a paragraph about some of your favorite family traditions. OR Lit: Read The Gift of the Magi by O. Henry. | 81-82, 95 | 12-17 | 27-28, 32 |
| 7.01.04 | <i>Show understanding that faith is a gift from God helping us to respond to God's revelation to us.</i> | | 142-143, 153-165 | 25, 28, 30 | 36-39 |
| 7.01.05 | Describe how faith is both a personal relationship with God and a free assent to | Art: Create a gift box. Inside on strips of paper will be | 150-152, 176-178 | 27 | 37 |

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| | the truth God has revealed. | things you have learned about God. Share. | | | |
|---------|---|---|--------------|-------|-----------------|
| 7.01.06 | <i>Identify faith as reasonable and certain.</i> | | 153-165 | 28 | 38-39 |
| 7.01.07 | <i>Show understanding that faith is a gift that we receive from God through the Church.</i> | | 166-169, 181 | 30 | 38-39 |
| 7.01.08 | State how we as a Church profess our faith together and to the world. | Gym: Talk about what it takes to have good teamwork and how a team handles itself at games. We profess together our faith and inspire others. | 170-175, 182 | 31-32 | 45-47, 508, 521 |
| 7.01.09 | Describe the natural ways of coming to know God: the world and the human person. | Computer: Create a mind web of ways we find God in our world. | 27-38 | 2-5 | 2-6 |

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|---------|--|--|------------------|-------------------|--------------|
| 7.01.10 | List the following characteristics of God: <i>eternal, omniscient, omnipotent and omnipresent.</i> | Latin: Use prefix and root to discover definitions. | 268-278 | 50 | 61-62 |
| 7.01.11 | Articulate that the central mystery of the Christian faith is the Holy Trinity: God the Father, God the Son, and God the Holy Spirit. | Math: Create equations that when solved will end in a solution of 3. Discuss 3 persons in one God. | 232-237 | 44 | 53, 62 |
| 7.01.12 | State that the <i>Divine Persons</i> are relative to one another. | ELA: Using an Association Triangle Frame, chart Trinity connections. | 249-260, 266-267 | 48-49 | 51-52, 62 |
| 7.01.13 | State that each of the <i>Divine Persons</i> is wholly and entirely God. | Science: Using symbol of water and its three states...solid, vapor and liquid...all water. | 253 | 48 | 51-52, 62 |
| 7.01.14 | Describe the <u>Trinity</u> as a complete unity without confusing the Persons or dividing the substance of God. | | 252-253 | 49 | 51-52, 62-63 |
| 7.01.15 | State understanding that although God is named Father, Son and Holy Spirit, God has no gender. | | 239 | | 52, 484 |
| 7.01.16 | State that the <u>Catholic faith</u> is one and the same everywhere and expressed uniquely in many cultures. | Discuss the term diversity.....what are the joys. | 830-835 | 166-168 | 129 |
| 7.01.17 | Express the belief in the <u>resurrection of the dead</u> as essential to Christianity. | ELA: Create a newscast about the Resurrection event as if living then. | 631-638 | 126 | 155, 156 |

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| 7.01.18 | <i>State that we have already risen with Christ in Baptism and participate in the life of the <u>Risen Christ</u>.</i> | Art: Mosaic depiction of the word ALLELUIA. | 1213-1216, 1262-1269 | 252, 263 | 183-184, 1944-195 |
| 7.01.19 | <i>Describe how the Holy Spirit worked through Mary to prepare the way for the <u>Incarnation</u>.</i> | Social Studies: Discuss how Mary's yes changed history. | 488489 | 94-97 | 143-147 |
| 7.01.20 | State the belief that all the faithful in Christ, living and dead, form the <u>Communion of Saints</u>. | Music: Learn a song about the saints. | 946-962 | 194 | 160-161 |

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|---------|---|---|-----------------------|-------------------|--------------|
| | Standard 2 | | | | |
| | SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God’s revelation through Sacred Scripture. | | | | |
| | <u>Indicators</u> | | | | |
| 7.02.01 | Show understanding of God’s revealing word in Sacred Scripture as unfolding throughout the Old and New Testaments. | LIT: Use Book of Isaiah 7:13+, Ch 9:6+, and 11:6+....make connections from what was predicted in the OT to what happened in the NT. | 50-66, 68-73, 138-139 | 6-9 | 24 |
| 7.02.02 | State the meaning of divine inspiration in relationship to biblical authorship. | LIT: What inspires writers? | 105-108, 135-136, 138 | 18, 140 | 24 |
| 7.02.03 | Differentiate between divinely inspired truth and literal fact when interpreting Sacred Scripture. | | 109-119, 137 | 19 | 27-28 |
| 7.02.04 | Recognize that the Bible has both divine and human authorship initiated by God to reveal the truths God intends. | | 105-108, 135-136 | 18 | 23-27 |
| 7.02.05 | State that the Church identifies 73 books in the canon of Scripture. | Using the table of contents in the Student Bible...browse through the books of the Bible. | 120, 138 | 20 | 24 |

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| 7.02.06 | Describe the Church as having the authority to teach and interpret Sacred Scripture. | Social Studies: Put the NT in historical order...Which section was written first etc. | 85-90 | 16 | 27-28 |
| 7.02.07 | <i>Recognize that God's covenant with the Chosen People of the Old Testament was a call to be holy.</i> | Gym: Talk about how it feels to be chosen for a team game. Relate to how special the Hebrews felt with the covenant. | 59-66, 72-73 | 8-9 | 139 |
| 7.02.08 | <i>State the meaning of the "Shema" of Israel. (See Dt. 6:4-5)</i> | Art: Calligraphy the Shema prayer and talk about what it calls us to do. | | | |
| 7.02.09 | <i>Describe the significance of the temple in Jerusalem to the Jews.</i> | Social Studies: Study a map of the Vatican nation in Rome. How is it like the Temple in Jerusalem? | 574-586, 592-593 | 113-115 | 98 |
| 7.02.10 | <i>State the relationship between Jews and Gentiles in first century Palestine.</i> | Science: Test it and discuss oil and water....they don't mix naturally. Each is part of a whole.....like Jews and Gentiles. | | | |

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|---------|--|---|------------|-------------------|--------------|
| 7.02.11 | Show familiarity with the Gospel of Luke by sharing favorite parables from this Gospel. (Lk 5-8, 10, 12, 13-16) | LIT: Read and discuss meaning of several parables. | | | |
| 7.02.12 | Identify the Gospel of Luke as a <u>synoptic</u> gospel. | Discuss the “Q” Source. | | | |
| 7.02.13 | <i>Identify how the Gospel of Luke incorporates conflict in the narrative. (Lk 19-22)</i> | | | | |
| 7.02.14 | <i>State the differences in the <u>prologue</u> of Luke’s (Lk 1-2) gospel from both Mark (Mk 1:1-13) and Matthew (Mt 1-2)</i> | Religion: Use Bibles ...read and discuss. | | | |
| 7.02.15 | Describe the <u>Infancy Narrative</u> in Luke and its difference from Matthew’s account. (Lk 1:1-2:40; Mt 1:18-2:23) | Make a T chart listing the events in MT and LK.....what seems to be the difference? | | | |
| 7.02.16 | <i>State the significance of the Temple scenes in the Infancy Narrative of Luke.</i> | Computer: Web map the use of Temple in the Narratives. Discuss. | | | |
| 7.02.17 | <i>Describe how Jesus prepares for his public ministry. (Lk 3:21-4:13)</i> | Discussion on the need for prayer in our lives. | 533-534 | 104 | 79-80 |
| 7.02.18 | <i>Describe the ministry in Galilee and Jesus’ sensitivity to the needs of others, especially the poor. (Lk 4:14ff)</i> | | 544, 2443 | 520 | 307-308 |
| 7.02.19 | <i>Recognize Luke’s Gospel as a narrative: Jesus’ journey to Jerusalem.</i> | | 557-560 | 111 | 86 |
| 7.02.20 | Recognize in Luke’s Gospel Jesus’ teaching ministry during his journey to Jerusalem as authoritative and prophetic, particularly in | Bible Work: Search for examples of the authoritative and prophetic | | | 117 |

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|---------|---|-------------------------|---------|-------|----|
| | the material unique to Luke in chapters 9-19. | teachings in LK 9-19. | | | |
| 7.02.21 | <i>Describe the Resurrection narrative in the Gospel of Luke as the fulfillment of Old Testament promises and Jewish <u>messianic</u> hopes</i> | Define Messianic hopes. | 430-440 | 81-82 | 83 |

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|---------|--|---|------------|-------------------|--------------|
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| 7.02.22 | Describe 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.) | LIT: Assign Luke’s Gospel to partnersa few chapters each. Read and prepare to share with large group the major themes. | | | |
| 7.02.23 | Identify the role and significance of women in the Gospel of Luke. (Elizabeth [Lk 1] , Mary, Anna [Lk 2:36-38] women healed, women as good examples, witnesses to cross [23:27;49] and resurrection [Lk 24:1-11], etc.) | Social Studies: Take time to name some influential women through history. Then look up these NT women and their influence. | | | |
| 7.02.24 | State that the Gospel of Luke shows the universal mission of Jesus extending from Old Testament promises to the Jews to include the Gentiles. | Contrast inclusive vs. exclusive. | | | |
| 7.02.25 | <i>Recognize how the Gospel of Luke shows Jesus’ compassion for Jerusalem and the Temple. (Lk 19:41-47)</i> | | | | |
| 7.02.26 | <i>Identify the figure of Jesus in the Gospel of Luke as son of Adam, son of Abraham, son of David and son of God (Lk 3:23-38).</i> | Home project: Discuss your genealogy as a family as far as you can. | | | |



Diocese of Buffalo

Department of Lifelong Faith Formation

A member of the Division for Evangelization and Catechesis

Key Element II: Liturgy and Sacraments

How We Celebrate

“Faith and worship are as closely related to one another as they were in the early Church: faith gathers the community for worship, and worship renews the faith of the community... In her Liturgy, the Church celebrates what she professes and lives above all the Paschal Mystery, by which Christ accomplished the work of our salvation.” (NDC no. 32)

Key Element II: Liturgy and Sacraments

Promoting knowledge of the meaning of the Liturgy and Sacraments

In the Church's Liturgy, in her prayer, in the living community of believers, we experience the love of God, we perceive his presence and we thus learn to recognize that presence in our daily lives. He has loved us first and he continues to do so; we too, then, can respond with love. God does not demand of us a feeling which we ourselves are incapable of producing. He loves us, he makes us see and experience his love, and since he has "loved us first", love can also blossom as a response within us. (Pope Benedict XVI, Deus Caritas Est, no. 17)

Since Christ is present in the sacraments, the believer comes to know Christ in the liturgical celebrations of the Church and is drawn into communion with him. Christ's saving action in the Paschal Mystery is celebrated in the sacraments, especially the Eucharist, where the closest communion with Jesus on earth is possible as Catholics are able to receive his living Flesh and his Precious Blood in Holy Communion. Catechesis should promote "an active, conscious genuine participation in the liturgy of the Church, not merely by explaining the meaning of the ceremonies, but also by forming the minds of the faithful for prayer, for thanksgiving, for repentance, for praying with confidence, for a community spirit, and for understanding correctly the meaning of the creeds." (NDC no. 2)

Christ is always present in his Church, especially in 'liturgical celebrations'. Communion with Jesus Christ leads to the celebration of his salvific presence in the sacraments, especially in the Eucharist. The Church ardently desires that all the Christian faithful be brought to that full, conscious and active participation which is required by the very nature of the liturgy. (GDC no. 85)

Forming Disciples

Key Element II Liturgy and Sacraments Grade 7

| | <i>Key Element II: Liturgy and Sacraments</i> | Connections | <i>CCC</i> | <i>Compendium</i> | <i>USCCA</i> |
|---------|---|---|---------------------------|-------------------|------------------|
| | 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. | | 1117-1119 | 226 | |
| | <u>Indicators</u> | | | | |
| 7.03.01 | Describe how Christians participate in the priesthood of Christ, especially through the Sacraments of Baptism, Confirmation, and Holy Orders. | Define mission. What is our mission as we receive these sacraments? | 1590-1592 | 263, 268, 324 | 197-198, 263-264 |
| 7.03.02 | <i>Discuss the common Baptism of all Christians as a sign of communion.</i> | Music: Learn song about oneness. | 1271, 1279-1280 | 263 | 183-184 |
| 7.03.03 | Describe the Sacrament of Confirmation and the elements of laying on of hands and sealing with oil of chrism. | Social Studies: How has oil been used in Roman culture? Spiritually, what does chrism do for us at Confirmation? | 698, 1290-1301, 1320-1321 | 266-267 | 203-206 |
| 7.03.04 | Describe the validity of Sacrament of Matrimony under the following conditions: baptized man and woman, free consent, intention to fulfill contract for good of spouses and possibility of children. | Media: What wrong messages are tv shows giving us about getting married? Contrast the church's conditions with these reasons. | 1627-1632 | 321, 344, 346 | 281 |
| 7.03.05 | Recognize the spouses as the ministers of the Sacrament of Matrimony through the expression of their marriage vows. | Analyze the wedding vows....what are you really saying you will do? | 1621-1632, 2101-2103 | 343-344 | 282 |

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| 7.03.06 | Describe the validity of the Sacrament of Holy Orders for men who are baptized, prepared through seminary education, and called by their bishop to be ordained. | Speaker: Invite a priest to come to class to talk about their seminary experience. | 1577-1578 | 333 | 267-271 |
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Forming Disciples

Key Element II Liturgy and Sacraments Grade 7

| | <i>Key Element II: Liturgy and Sacraments</i> | Connections | <i>CCC</i> | <i>Compendium</i> | <i>USCCA</i> |
|---------|---|--|--------------------------|-------------------|--------------|
| 7.03.07 | Identify and describe the three ranks of Holy Orders: episcopate, presbyterate, and diaconate. | ELA: use a dictionary and create an Association Triangle with these Holy Order words. | 1554-1571 | 325-330 | 264-265 |
| 7.03.08 | Identify the priesthood as an apostolic call that comes from Jesus Christ, commissioning the apostles to continue to do the work of the Church. | Bible: Reread the call of the apostles in the Gospels and John's version of the commissioning. | 1536 | 322 | 215,262-265 |
| | | | | | |
| | 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. | | | | |
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| | <u>Indicators</u> | | | | |
| 7.04.01 | Describe why every Catholic has the obligation to attend Mass on all Sundays and holy days of obligation. | Computer: Create a web map that shows the reasons we go to Mass on Sundays. | 2177, 2180-2182 | 453 | 364-369,514 |
| 7.04.02 | <i>Compare/contrast another rite with the Latin Rite, showing catholicity of the Church.</i> | Discuss how the Byzantine Church makes the Sign of the Cross versus the Roman Rite. | 1200-1204, 1209, 1580 | 263 | 172 |
| 7.04.03 | <i>Explain that Christ, acting through the ministry of the priest, offers himself in the Eucharistic sacrifice at every</i> | ELA: Write a persuasive paragraph about the | 1084-1085, 1088 | 222 | 220-222 |

Forming Disciples

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|---------|---|--|-----------------|---------|-------------|
| | <i>Mass.</i> | Eucharist being Jesus. | | | |
| 7.04.04 | Describe that the validity of the Mass requires a bishop or his authorized representative (the priest) to officiate at the Mass. | ELA: Compare/contrast a Mass to a Communion Service. | 1348, 1411 | 278 | 218-229 |
| 7.04.05 | <i>Describe how feasts of Mary and the saints are incorporated into the liturgical cycle.</i> | LIT: Create a poem about the seasons of the Church and include generally Mary and the Saints. | 1168-1173, 1195 | 242 | 173,177-178 |
| 7.04.06 | Describe the funeral Mass as a special liturgy of blessing and farewell to the Christian who has died. | Art: Create a collage of the three steps of farewell....wake, funeral Mass, burial. | 1687-1690 | 354-356 | 158-161 |
| 7.04.07 | <i>Indicate how Catholics are called to the <u>liturgical ministries</u>.</i> | Drama: Have students charade ways to get involved in the liturgical ministries and have the class guess what they are doing. | 903-1143 | 189 | 134-135 |



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Key Element III:
Morality
How We Live

“Christ is the norm of morality. ‘ Christian morality consists in following Jesus Christ, in abandoning oneself to him, in letting oneself be transformed by his grace and renewed by his mercy, gifts which come to us in the living communion of his Church.’ (NDC no. 42)

Key Element III: Morality

Promoting moral formation in Jesus Christ

Only if we live in the right way, with one another and for one another, can freedom develop...If we live in opposition to the love and against the truth – in opposition to God – then we destroy one another and destroy the world. (Pope Benedict XVI, homily, December 8, 2005, marking the 40th Anniversary of the closure of the Second Vatican Council)

Jesus' moral teaching is an integral part of his message. Catechesis must transmit both the content of Christ's moral teachings as well as their implications for Christian living. Moral Catechesis aims to conform the believer to Christ – to bring about personal transformation and conversion. It should encourage the faithful to give witness – both in their private lives and in the public arena – to Christ's teaching in everyday life. Such testimony demonstrates the social consequences of the demands of the Gospel. (NDC no. 3)

Conversion to Jesus Christ implies walking in his footsteps. Catechesis must, therefore, transmit to the disciples the attitudes of the Master himself. The disciples thus undertake a journey of interior transformation, in which, by participating in the paschal mystery of the Lord, "they pass from the old man to the new man who has been made perfect in Christ." (GDC no. 85)

Truly, matters in the world are in a bad state: but if you and I begin in earnest to reform ourselves, a really good beginning will have been made. (St. Peter of Alcantara)

Turn now to consider how these words of our Lord imply a test for yourselves also. Ask yourself whether you belong to his flock, whether you know him, whether the light of his truth shines in your minds. I assure you that it is not by faith that you will come to know him, but by love; not by mere conviction, but by action. (Pope St. Gregory the Great)

Forming Disciples

Key Element III Morality Grade 7

| | <i>Key Element III: Morality</i> | Connections | <i>CCC</i> | <i>Compendium</i> | <i>USCCA</i> |
|---------|---|---|--|---------------------|--|
| | <i>Standard 5</i> | | | | |
| | Conscience: Develop a moral conscience informed by church teachings. | | | | |
| | <u>Indicators</u> | | | | |
| 7.05.01 | Describe what is meant by: "The dignity of the human person is the foundation of Catholic Christian morality." | Discuss the Golden Rule: Do to others as you would have them do to you. | 1699-1715 | 358 | 422-424 |
| 7.05.02 | Explain that we identify moral values in the teachings and life of Jesus. | | 2058-2074, 2077-2082 | 438-441 | 307-309 |
| 7.05.03 | <i>State the meaning of natural law as the ability to know right from wrong as inscribed in the human heart.</i> | Lit: Read My Brother Sam is Dead by Collier. | 1954-1960, 1978-1979 | 416 | 327-328 |
| 7.05.04 | Differentiate between <u>original sin</u>, <u>personal sin</u> and <u>social sin</u>. | ELA: Create a rap about these three sins showing knowledge of each. | 1848-1854, 1873-1875 | 76, 391-396, 400 | 331, See <i>Original Sin</i> , 522, See <i>Sin, Social Sin</i> , 528 |
| 7.05.05 | <i>Identify conscience as a judgment of reason that helps us to see the moral quality of an action.</i> | Discuss all the influences on our conscience today. | 1776-1780, 1795-1797 | 372 | See <i>Conscience</i> , 530 |
| 7.05.06 | <i>Describe the lifelong formation of the conscience.</i> | Discuss: Do we ever stop growing morally. | 1783-1785, 1799-1800 | 374 | 314-315 |
| 7.05.07 | Name and practically apply the Theological and Cardinal Virtues. | Drama: create skits showing when a teen might need these virtues. | 1813, 1834-1838, 1812-1813, 1840-1841 | 379, 384-385 | 315-317 |

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Key Element III Morality Grade 7

| | <i>Key Element III: Morality</i> | Connections | <i>CCC</i> | <i>Compendium</i> | <i>USCCA</i> |
|---------|---|---|------------|-------------------|---|
| 7.05.08 | Identify the <i>Fruits of the Holy Spirit</i> as signs of the Christian life. (Gal 5:22-23) | ART: create a fruit bowl with all the fruits of the Holy Spirit. | 1832 | 390 | 108, See <i>Fruits of the Holy Spirit</i> , 513 |
| 7.05.09 | Engage in moral decision-making. | | 1776-1794 | 372-376 | 314-315 |
| 7.05.10 | Show how the Beatitudes provide the foundation for understanding the moral teaching of Jesus. | Music: Learn a song about the Beatitudes...Blessed are Those..... | 1716-1729 | 359-362 | 308-309 |
| 7.05.11 | Analyze the relationship between race, prejudice and institutional <u>racism</u> as <u>social sin</u>. | SS: Discuss and define the “ism” in our society. | 1868-1869 | 399, 400 | 327-331 |
| 7.05.12 | Identify the seven <i>Capital Sins (deadly sins)</i> as: <i>pride, avarice, envy, anger, gluttony, lust, and sloth.</i> | ELA: create scenarios using the 7 deadly sins.....include positive solutions. | 1866-1867 | 398 | 317 |
| | <i>Standard 6</i> | | | | |
| | Christian Living: 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. | | | | |
| | <u>Indicators</u> | | | | |

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| 7.06.01 | Show an understanding that Christian discipleship requires following Jesus Christ as the way, the truth and the life. | Lit: Using Frost poem....discuss the road less traveled. | 2052-2055, 2466 | 434 | 451-452 |
| 7.06.02 | Recognize how the Incarnation of Jesus provides a key for understanding the central principal of the dignity of the human person. | | 464-469, 483 | 86-87 | 85-86 |

Forming Disciples

Key Element III Morality Grade 7

| | <i>Key Element III: Morality</i> | Connections | <i>CCC</i> | <i>Compendium</i> | <i>USCCA</i> |
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| 7.06.03 | State the importance of Christians taking an active part in public life and promoting the common good. | ELA: Write a paragraph about actions speaking louder than words. | 904-907 | 190 | 325-327 |
| 7.06.04 | <i>Show an understanding that the good of the human person is the purpose of society.</i> | | 1881-1882 | 402 | 326 |
| 7.06.05 | Recognize that, as members of a parish, we have responsibilities that we call stewardship. | Computer: Word web STEWARDSHIP. | 2407 | 506 | 450-455 |
| 7.06.06 | State how stewardship is important to the spiritual life of the parish. | | 908-913 | 191 | 451-452 |
| 7.06.07 | <i>State opportunities to practice stewardship in the parish.</i> | Brainstorm ways to be good stewards at our parish. | 908-912 | 191 | 451-452 |
| 7.06.08 | State the principles of the social teaching of the Church. | List the main 7 social teachings. | 2419-2425 | 509-512 | 327-333 |
| 7.06.09 | <i>Identify gifts (time, talents, and treasures) that you have received in your family, and describe what it means to be a good steward of these gifts in the family.</i> | Have a talent show in your class. | 2214-2220, 2251 | 459 | 376-378 |
| 7.06.10 | Describe world peace as the work of justice and the effect of charity. | Art: Collage justice and charity working together. | 1886-1889, 1895-1896 | 404 | See <i>Justice</i> , 517, See <i>Charity</i> , 506 |
| 7.06.11 | <i>Understand that Jesus' mission and ministry are continued today through the ministries of the word, worship, community building, and service.</i> | | 904-907, 942 | 190 | 451-452 |
| 7.06.12 | Acknowledge and affirm the dignity of the human person and community. | Music: Have the students find a modern song that focuses on the good of the human person. | 1877-1906, 2404-2406 | 401-406 | 325-335 |

Forming Disciples

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|---------|--|--|-------------------------|---------|---------|
| 7.06.13 | <i>Understand that our Church is enriched through diverse cultural expressions; research different cultures to find examples of this diversity.</i> | Social Studies: Choose a country and explain how they celebrate the New Year. Note cultural diversity. | 1200-1204, 1207-1209 | 247 | 129-131 |
| 7.06.14 | <i>Give examples of how we can model Jesus' life of service in our relationships with others in our lives.</i> | | 124-127, 139 | 22 | 450-452 |
| 7.06.15 | <i>Explain with examples how the principles of Catholic Social Teaching (social justice) inform and critique personal and societal situations</i> | Discuss the seven Catholic Social Teachings.....think of world events where they come into play. | 1928-1948 | 411-414 | 325-327 |

Forming Disciples

Key Element III Morality Grade 7

| | <i>Key Element III: Morality</i> | Connections | <i>CCC</i> | <i>Compendium</i> | <i>USCCA</i> |
|---------|--|--|---------------------|-------------------|-------------------|
| 7.06.16 | Understand that the Scriptures teach us the importance of working for justice, peace, equality, and stewardship in our lives. | Find examples in the Gospels of justice, peace, equality and stewardship. OR Lit: Read the book <u>A long Walk to Water</u> by Park. | 124-133, 139-142 | 23-24 | 325-327 |
| 7.06.17 | <i>Discuss how the Beatitudes challenge us to continual conversion in our personal and social lives.</i> | ELA: Create an acrostic poem using the word Beatitude. | 1716-1724 | 359-360 | 307-309 |
| 7.06.18 | <i>Engage in service to the community (i.e., family, parish, local, national, and global) in response to the Gospel call.</i> | Religion: list the ways our school engages in service. | 358, 2415-2418 | 506 | 383 |
| 7.06.19 | Understand that Jesus taught us about carrying a cross and living a life of loving service | What kinds of crosses do we carry today? | 852-856 | 173 | 91-92, 453-454 |
| 7.06.20 | <i>Articulate how service is an essential element of discipleship.</i> | ELA: Write a reflection on how you put your faith into action. | 849-851 | 172 | 451-452 |
| 7.06.21 | <i>Understand that service is action rooted in and flowing from prayer.</i> | | 1066-1075 | 218-219 | 477 |



Diocese of Buffalo
Department of Lifelong Faith Formation
A member of the Division for Evangelization and Catechesis

Key Element IV:

Prayer

How We Pray

“God tirelessly calls each person to that mysterious encounter known as prayer” (CCC no. 1075). His initiative comes first; the human response to his initiative is itself prompted by the grace of the Holy Spirit... In prayer, the Holy Spirit not only reveals the identity of the Triune God to human persons but also reveals the identity of human persons to themselves. (NDC no. 34)

Key Element IV: Prayer

Teaching the disciple how to pray with Christ

The issue is the primacy of God... If a man's heart is not good, then nothing else can turn out good either. (Pope Benedict XVI, Jesus of Nazareth, New York: Doubleday, 2007, 33-34)

Catechesis teaches the Christian how to pray with Christ. Conversion to Christ and communion with him lead the faithful to adopt his disposition of prayer and reflection. (NDC no. 20:4)

Communion with Jesus Christ leads the disciples to assume the attitude of prayer and contemplation which the Master himself had. To learn to pray with Jesus is to pray with the same sentiments with which he turned to the Father: adoration, praise, thanksgiving, filial confidence, supplication and awe for his glory. (GDC no. 85)

Forming Disciples

Key Element IV Prayer Grade 7

| | <i>Key Element IV: Prayer</i> | Connections | <i>CCC</i> | <i>Compendium</i> | <i>USCCA</i> |
|---------|---|--|---|-----------------------|--|
| | <i>Standard 7</i> | | | | |
| | PRAYER: Know and participate in the Catholic tradition of prayer and acknowledge prayer as the primary way we deepen our knowledge of God in the community. | | | | |
| | <u>Indicators</u> | | | | |
| 7.07.01 | Examine our relationship with God through personal prayer in light of the call of all disciples of Jesus to conversion, to repentance and to become like Christ. | ELA: Write a paragraph about the power of personal prayer. | 1439, 2708, 2725-2745, 2754, 2784 | 301, 570, 574, 583 | 476 |
| 7.07.02 | <i>Explain how prayer provides a deepening awareness of our covenant relationship with God.</i> | | 2779-2793, 2798-2801 | 583-585 | 485 |
| 7.07.03 | <i>Explain which psalm is your favorite and why.</i> | Use Student Bibles and browse the Book of Psalms. | 1174-1178, 1196, 2579 | 243, 540 | <i>See Good Shepherd Psalm, 258-259, 465-466</i> |
| 7.07.04 | Affirm that worship belongs to God alone. | Define worship. | 2095-2105, 2135-2136 | 443 | 341-343 |
| 7.07.05 | Recognize the Liturgy of the Eucharist as the community's central act of worship. | | 1378-1381, 1418 | 286 | 215-224 |
| 7.07.06 | Recognize prayer using scripture. | Using the Gospels....find examples of when Jesus prayed. | 2579, 2585-2589 | 540 | 464-469 |

Forming Disciples

Key Element IV Prayer Grade 7

| | <i>Key Element IV: Prayer</i> | Connections | <i>CCC</i> | <i>Compendium</i> | <i>USCCA</i> |
|---------|--|--|---------------------------------------|----------------------|---|
| 7.07.07 | Identify and examine the elements of the Lord's Prayer. | Computer: Web map the elements of the Our Father. | 2803-2806, 2857 | 587 | 483-490 |
| 7.07.08 | Illustrate how the Lord's Prayer and the Hail Mary come from Sacred Scripture. | Locate the Lord's Prayer and the Hail Mary in the Gospels. | 2673-2679, 2682, 2803- 2865 | 562-563, 580- 581 | 470-471, 483- 490 |
| 7.07.09 | <i>Discuss the concept and need for openness and a generous response to God's call in our lives: vocation.</i> | Speakers: Have a sister, priest, and deacon, single, and parent speak on their vocation in the church. | 897-900, 940, 2566- 2567 | 188, 535 | 269, 452 |
| 7.07.10 | <i>Identify how the Gospel affirms and challenges our thoughts and actions.</i> | | 1262-1274, 1279-1280, 2761-2764 | 263, 579 | 182-184, 195- 197, 466-469 |
| 7.07.11 | Outline the steps for Lectio Divina. | Why did God give us an imagination? | 2705-2708, 2723 | 570 | 474, See <i>Lectio Divina</i> , 517- 518 |



Diocese of Buffalo

Department of Lifelong Faith Formation

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Key Element V: Education for Living in the Christian Community

How We Live in the Community, the Church

“We were created as social beings who find fulfillment only in love – for God and for our neighbor. If we are truly to gaze upon him who is the source of our joy, we need to do so as members of the people of God (cf. Spe Salvi no. 14). If this seems counter-cultural, that is simply further evidence of the urgent need for a renewed evangelization of culture.” (Benedict XVI – 16 April 2008 at the Basilica of the National Shrine of the Immaculate Conception)”

Key Element V: Education for Living in the Christian Community

Preparing Christians to live in community and to participate actively in the life and mission of the Church

*Nor has the Lord been absent from subsequent Church history: he encounters us ever anew, in the men and women who reflect his presence, in his word, in the sacraments, and especially in the Eucharist. In the Church's Liturgy, in her prayer, in the living community of believers, we experience the love of God, we perceive his presence and we thus learn to recognize that presence in our daily lives. He has loved us first and he continues to do so; we too, then, can respond with love. God does not demand of us a feeling which we ourselves are incapable of producing. He loves us, he makes us see and experience his love, and since he has "loved us first" love can also blossom as a response within us. (Pope Benedict XVI, *Deus Caritas Est*, no. 17)*

Catechesis prepares the Christian to live in community and to participate actively in the life and mission of the Church. (NDC, no. 5)

Christian community life is not realized spontaneously. It is necessary to educate it carefully. In this apprenticeship, the teaching of Christ on community life, recounted in the Gospel of St Matthew, calls for attitudes which it is for catechesis to inculcate: the spirit of simplicity and humility ("unless you turn and become like little children..." Mt 18:3); solicitude for the least among the brethren ("but whoever causes one of these little ones who believe in me to sin..." Mt 18:6); particular care for those who are alienated ("Go and search of the one that went astray..." Mt 18:12); fraternal correction ("Go and tell him his fault..." Mt 18:15); common prayer ("if two of you agree on earth to ask about anything..." Mt 18:19); mutual forgiveness ("but seventy times seven..." Mt 18:22). Fraternal love embraces all these attitudes ("love one another; even as I have loved you..." Jn 13:34). (GDC, no. 86A)

In developing this community sense, catechesis takes special note of the ecumenical dimension and encourages fraternal attitudes toward members of other Christian churches and ecclesial communities. Thus catechesis in pursuing this objective should give a clear exposition of all the Church's doctrine and avoid formulations or expressions that might give rise to error. It also implies "a suitable knowledge of other confessions", with which there are shared elements of faith: "the written word of God, the life of grace, faith, hope and charity, and the other interior gifts of the Holy Spirit". Catechesis will possess an ecumenical dimension in the measure in which it arouses and nourishes "a true desire for unity", not easy irenicism, but perfect unity, when the Lord himself wills it and by those means by which he wishes that it should be brought about. (GDC, no. 86B)

Forming Disciples

Key Element V Education for Living in the Christian Community Grade 7

| | <i>Key Element V: Education for Living in the Christian Community</i> | Connections | CCC | Compendium | USCCA |
|---------|---|---|----------------------|------------|------------------|
| | Standard 8 | | | | |
| | 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 | | | | |
| | <u>Indicators</u> | | | | |
| 7.08.01 | <i>Show understanding that the Catholic Church gradually is formed in the Christian era in keeping with God's plan.</i> | | 751-780 | 147-152 | 112-115 |
| 7.08.02 | Recognize that the Church is missionary by nature. | <i>Lit: Read an article in the Maryknoll Magazine and discuss what a missionary is.</i> | 852-856 | 173 | 115-117, 132-134 |
| 7.08.03 | State that the Church has a special mission to the poor. | Social Studies: What group needs the most help in society? Discuss homelessness...how does it happen? | 2443-2449, 2462-2463 | 520 | 421-427, 449-456 |
| 7.08.04 | Show understanding that all the living and dead together form the Communion of Saints in the Church. | Computer: Create your own COMMUNION OF SAINTS web remembering your loved ones and ones you love on earth. | 946-962 | 194-195 | 160-161 |

Forming Disciples

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|---------|--|---|--|--|--------------|
| 7.08.05 | Locate the part of the Nicene Creed that describes the Church as holy and catholic . | What are the four marks of the Church? | See <i>Nicene Creed</i> , p. 49, 823-838 | See <i>Nicene Creed</i> , p.16, 165, 166 | 129-131 |
| 7.08.06 | Recognize that the Church names Mary as Mother of the Church. | Computer: research some of the titles given to Mary from her different appearances. | 963-964, 973 | 196 | 146,148 |
| 7.08.07 | State the belief that the Church has the power to forgive sins through the sacraments. | | 981-983, 986-987 | 201 | 236, 244-245 |
| 7.08.08 | <i>Articulate understanding of the Rites of the Catholic Church as an expression of diversity.</i> | Sci: Show three ways you could build a card house. Discuss how they all achieve the same purpose. | 1200-1209 | 247-249 | 172 |

Forming Disciples

Key Element V Education for Living in the Christian Community Grade 7

| | <i>Key Element V: Education for Living in the Christian Community</i> | Connections | CCC | Compendium | USCCA |
|---------|---|--|------------------------------|--------------|--------------------------|
| 7.08.09 | <i>State that the Rites of the Catholic Church derive from one profession of faith, celebration of the seven sacraments and one hierarchy.</i> | ELA: List some of the rituals we perform/gesture in our celebration of the Mass. | 1200-1209 | 247-249 | 171-172 |
| 7.08.10 | Show understanding that a Catholic may fully participate in the liturgies of all the Rites of the Catholic Church. | | | | |
| 7.08.11 | <i>State that the Pope is the head of patriarchs, primates, metropolitans and bishops.</i> | | 881-896 | 182-187 | 132-134, See Pope, 523 |
| | 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. | | | | |
| | <u>Indicators</u> | | | | |
| 7.09.01 | <i>State how the Roman Catholic Church respects all faith traditions.</i> | | 817-819, 839-845 | 163, 169-170 | 21-22, 130-131, 332-333 |
| 7.09.02 | List the Lutheran, Episcopal, Baptist, Methodist, and Apostolic churches as some of the churches evolved from the time of the Protestant Reformation. | SS: Discuss what happened during the Protestant Reformation. | 816-822, 838, 866, 870 | 162-164, 168 | 127, See Protestant, 895 |

Forming Disciples

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|---------|---|--|------------------------|----------|--------------|
| 7.09.03 | Defend the Pope as the leader of the Catholic Church throughout the world, the successor of the Apostle Peter and a sign of our unity. | SS: What does it mean to be a successor? | 881-882, 936-937 | 182 | 130, 265-266 |
| 7.09.04 | <i>State that the church is a community of God's people called to continual reform and renewal.</i> | | 821, 827, 1427-1428 | 165, 299 | 121, 403-404 |

Forming Disciples

Key Element V Education for Living in the Christian Community Grade 7

| | <i>Key Element V: Education for Living in the Christian Community</i> | Connections | CCC | Compendium | USCCA |
|---------|---|--|-------------------|------------|------------------------------|
| 7.09.05 | Explain that Catholics are called to work and prayer for unity in the Church because Jesus also prayed "that they all may be one". (Jn 17:20-23) | ELA: Create a diary entry as if you lived in a world that was united. | 820-822, 866 | 164 | 127-129, 136, 193 |
| 7.09.06 | <i>Develop a prayer service for the Week of Prayer for Christian Unity (January 18-25)</i> | Find a song promoting prayer. | | | |
| 7.09.07 | Explain that our respect for other Christians and faiths does not mean that we deny the fullness of the faith Christ taught is found in the Catholic Church. | Discuss what truth Jesus handed on to us as Catholics. | 816, 870 | 162163 | 127-129, 136, 193 |
| 7.09.08 | State that our respect for other Christians means that we can both recognize what we share in common but that we also need to be honest about how we differ. | Discuss what sets us apart from other Christians. | 816-822, 866, 870 | 163-164 | 129-134 |
| 7.09.09 | <i>Identify that the Eastern Catholic and Orthodox Churches call their diocese an "eparchy"</i> | ELA: Look up eparchy. | 832-835 | 167 | 130 |
| 7.09.10 | Identify that the Eastern Catholic Churches call their sacraments "mysterics" and Confirmation, "chrismation." | Make a comparison chart of Catholic and Eastern Catholic terms for sacraments. | 1289, 1328-1332 | 266, 275 | See <i>Chrismation</i> , 507 |
| | Standard 10 | - | | | |
| | CATHOLIC PRINCIPLES AND RELATIONSHIPS: Apply Catholic principles to interpersonal relations. | | | | |

Forming Disciples

| | <u>Indicators</u> | | | | |
|---------|---|------------------------------------|-----------------------------------|-------------|--------------|
| 7.10.01 | Recognize that human rights are based on the equality of all persons resting on their dignity as human persons created in the image and the likeness of God. | Computer: Word web “human rights”. | 355-358, 374-379, 1699-1715 | 66, 72, 358 | 7, 66-68, 71 |

Forming Disciples

Key Element V Education for Living in the Christian Community Grade 7

| | <i>Key Element V: Education for Living in the Christian Community</i> | Connections | CCC | Compendium | USCCA |
|---------|---|---|--|----------------------------|------------------------------------|
| 7.10.02 | State the meaning of human sexuality as a gift of God meant for married love between a man and a woman. | Discuss why the Church asks us to wait for sex until we are married. | 2331-2336, 2392-2393 | 487 | 441-445 |
| 7.10.03 | Describe human sexuality as being all that makes a person male or female. (physical characteristics and responses, psychological characteristics and emotional responses, social relationships and need for intimacy, intellectual aptitude and attitude, and spiritual perspective) | Health: Have a discussion about characteristics of male and female....even the labels society puts on them. | 1605, 2203, 2331-2336, 2392-2393 | 337, 456, 487-489, 495-496 | 404-416 |
| 7.10.04 | <i>Identify the elements of our human sexuality as physical, mental, social, intellectual, emotional, and spiritual.</i> | Create a Growth Wheel and discuss how one grows in each of these elements. | 1605, 2203, 2331-2359, 2392-2393 | 337, 456, 487-489, 495-496 | 404-416 |
| 7.10.05 | <i>Connect how one's decisions positively or negatively affect the elements of their human sexuality.</i> | | 2337-2359 | 487-489, 495-496 | 406-407 |
| 7.10.06 | Analyze what is needed to live a chaste lifestyle. | Discuss self-control. | 2520-2527 | 488-496 | 405-407 |
| 7.10.07 | Define and differentiate between abstinence, chastity, and celibacy. | ELA: Create an Association Triangle and show the relationship between each of these three terms. | 1658, 2337-2359, 2348, See <i>Celibacy & Chastity</i> , p.879 | 488-496 | 405-416, See <i>Chastity</i> , 506 |
| 7.10.08 | <i>Integrate the meaning of Christian morality with Jesus' teaching, the dignity of the human person and the Incarnation.</i> | SS: Contrast what you value in life and what society values. | 1749-1761, 1776-1788 | 367-369, 372-373 | 7, 67-68, 71 |

Forming Disciples

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|---------|---|--|--------------------------------------|--------------|---------|
| 7.10.09 | Understand that sexual attraction is part of God's plan to bring about the purposes of marriage -- unity of the spouses and the procreation of children. | SS: what does marriage bring to the betterment of society? | 1659-1660 1762-1770, 2331-2336 | 338, 370-371 | 408-410 |
|---------|---|--|--------------------------------------|--------------|---------|

Forming Disciples

Key Element V Education for Living in the Christian Community Grade 7

| | <i>Key Element V: Education for Living in the Christian Community</i> | Connections | CCC | Compendium | USCCA |
|---------|--|--|---------------------------------------|------------|--|
| 7.10.10 | Recognize that every baptized person is called to lead a chaste life no matter what their state in life. | | 2337-2367, 2392-2394 | 488-496 | 405 |
| 7.10.11 | Recognize that the Christian response to life is that human life has inherent dignity and one should respect life in all its stages. | Lit: Read <u>Things Not Seen</u> , by Clements. | 1699-1715, 2258-2262, 2318-2320 | 358, 466 | 388-389 |
| | Standard 11 | | | | |
| | 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. | | | | |
| | <u>Indicators</u> | | | | |
| 7.11.01 | State that the call to religious life in the Church is identified in two forms: active and contemplative. | Sci: Practice taking your Resting Heart Rate and then your Active Heart Rate. | 914-918, 920-921, 925-927, 930 | 192-193 | 135-139, 413, See <i>Contemplation</i> , 508, See <i>Religious Life</i> , 525 |
| 7.11.02 | <i>Describe how apostolic religious orders provided teachers and catechists for parishes in the United States for over 150 years.</i> | SS: Contrast the 1950s with 2016 as far as who staffs our parish schools and religious ed. | 916, 925-927 | | 125-126, 135 |

Forming Disciples

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|---------|--|---|---------------------------|---------------------|---------------|
| 7.11.03 | Examine a variety of Christian vocations as a response to the baptismal call. | What can people do in the Church today to get involved? | 900 | 337-350, 322-336 | 279, 375, 452 |
| 7.11.04 | <i>Understand that religious life is a special type of discipleship.</i> | | 916, 931- 933, 944-945 | 192-193 | 135 |



Diocese of Buffalo

Department of Lifelong Faith Formation

A member of the Division for Evangelization and Catechesis

Key Element VI: Evangelization and Apostolic Life

*How we, as Individuals and Community, Live
in Service to the World*

*“Only if we are aware of our calling, as individuals and as a community, to be part of God’s family as his sons and daughters, will we be able to generate a new vision and muster new energy in the service of a truly integral humanism. The greatest service to development, then, is a Christian humanism that enkindles charity and takes its lead from truth, accepting both as a lasting gift from God.”
(Benedict XVI, Caritas in Veritate, no. 78)*

Key Element VI: Evangelization and Apostolic Life

Promoting a missionary spirit and vocation that prepares disciples to be present as Christians in society

"[S]alvation has always been considered a "social" reality. Indeed, the Letter to the Hebrews speaks of a "city" (cf. 11:10, 16; 12:22; 13:14) and therefore of communal salvation. Consistently with this view, sin is understood by the Fathers as the destruction of the unity of the human race, as fragmentation and division. Babel, the place where languages were confused, the place of separation, is seen to be an expression of what sin fundamentally is. Hence "redemption" appears as the reestablishment of unity, in which we come together once more in a union that begins to take shape in the world community of believers. (Pope Benedict XVI, Spe Salvi no.14)

Evangelization means bringing the Good News of Jesus into human situations and seeking to transform individuals and society by the divine power of the Gospel itself (Go and Make Disciples no.15). When Baptized, you have received the Spirit of Christ Jesus, which brings salvation and hope; your lives are a witness of faith. As sharers through Baptism in the priestly mission of Jesus, we are called to live our faith fully, share our faith freely and transform the world through the power of the Gospel. We have a story of faith to share.

Catechesis promotes a missionary spirit that prepares the faithful to be present as Christians in society. The 'world' thus becomes the place and the means for the lay faithful to fulfill their Christian vocation. Catechesis seeks to help the disciples of Christ to be present in society precisely as believing Christians who are able and willing to bear witness to their faith in words and deeds. In fostering this spirit of evangelization, catechesis nourishes the evangelical attitudes of Jesus Christ in the faithful: to be poor in spirit, to be compassionate, to be meek, to bear the cry of injustice, to be merciful, to be pure of heart, to make peace, and to accept rejection and persecution. Catechesis recognizes that other religious traditions reflect the "seeds of the Word" that can constitute a true "preparation for the Gospel." It encourages adherents of the world's religions to share what they hold in common, never minimizing the real differences between and among them. "Dialogue is not in opposition to the mission ad gentes." (NDC no. 20:6)

Forming Disciples

Catechesis is also open to the missionary dimension. This seeks to equip the disciples of Jesus to be present as Christians in society through their professional, cultural and social lives. It also prepares them to lend their cooperation to the different ecclesial services, according to their proper vocation. (GDC no. 86A)

In educating for this missionary sense, catechesis is also necessary for interreligious dialogue, if it renders the faithful capable of meaningful communication with men and women of other religions. Catechesis shows that the link between the Church and non-Christian religions is, in the first place, the common origin and end of the human race, as well as the "many seeds of the word which God has sown in these religions". Catechesis too helps to reconcile and, at the same time, to distinguish between "the proclamation of Christ" and "inter-religious dialogue". These two elements, while closely connected, must not be confused or identified. Indeed, "dialogue does not dispense from evangelization." (GDC no. 86B)

Forming Disciples

Key Element VI Evangelization and Apostolic Life Grade 7

| | <i>Key Element VI: Evangelization and Apostolic Life</i> | Connections | <i>CCC</i> | <i>Compendium</i> | <i>USCCA</i> |
|---------|---|--|---|-------------------|--------------|
| | Standard 12 | | | | |
| | CATHOLIC SOCIAL TEACHING: 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. | | | | |
| | <u>Indicators</u> | | | | |
| 7.12.01 | <i>Explain 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.</i> | SS: Recall from our US documents some of our basic rights. | 225, 355-358, 1934-1942, 1945-1948 | 66, 412-414 | 67-68 |
| 7.12.02 | State that the Scriptures teach us the importance of working for justice, peace, equality, and stewardship in our lives. | Bible work: Find examples in the Gospels of these elements. | 908-913, 943, 1886-1889, 1895-1896, 1913-1917, 1926 | 191, 404, 410 | 419-427 |
| 7.12.03 | <i>Define "common good" as the sum total of conditions which allow people as groups or individuals, to reach fulfillment more easily.</i> | SS: How do you feel society today is doing on promoting the common good? | 1905-1906, 1924 | 407 | 417 |
| 7.12.04 | <i>Show understanding that the good of the human person is the purpose of society.</i> | | 1881-1882, 1886-1889, 1892-1902, 1918-1920 | 402, 404-405 | 326-327 |

Forming Disciples

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|---------|---|---|---------------------------------------|--------------|---------|
| 7.12.05 | Recognize that the Christian response to life is recognition of its inherent dignity and a respect for life in all its stages. | SS: What makes the Christian response to life different than society's? | 2258-2262, 2268-2283, 2318-2326 | 466, 470-472 | 389-402 |
|---------|---|---|---------------------------------------|--------------|---------|

Forming Disciples

Key Element VI Evangelization and Apostolic Life Grade 7

| | <i>Key Element VI: Evangelization and Apostolic Life</i> | Connections | CCC | Compendium | USCCA |
|---------|--|--|-------------------------|------------|---------------------|
| 7.12.06 | <i>State how natural law expresses the dignity of the person and is the basis for fundamental rights and duties.</i> | | 1954-1962, 1775-1980 | 416-418 | 327-328 |
| 7.12.07 | Show understanding that the Christian life requires preferential love for the poor. | Music: Learn the song, “We are Called”. | 2443-2449, 2462-2463 | 520 | 307-309, 420-425 |
| 7.12.08 | State the conditions for abortion being a grave sin and the need for reconciliation and healing. | SS: Discuss why women in our society would opt for an abortion today? | 2258-2262, 2318-2320 | 466 | 389-392 |
| | Standard 13 | | | | |
| | INTER-RELIGIOUS 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 Jews, Muslims, and all faith traditions. | | | | |
| | <u>Indicators</u> | | | | |
| 7.13.01 | State how the Church respects all faith traditions. | ELA: Define inclusive. | 839-845 | 169-170 | 129-132 |
| 7.13.02 | Articulate why other religions must be respected. | What does it mean to be on a common path to holiness? | 842-843 | 170 | 129-132 |
| 7.13.03 | <i>Show understanding that Judaism is a major world religion.</i> | Discuss what Religion Jesus belonged to. | 839-840 | 169 | 130-131 |

Forming Disciples

Key Element VI Evangelization and Apostolic Life Grade 7

| | <i>Key Element VI: Evangelization and Apostolic Life</i> | Connections | <i>CCC</i> | <i>Compendium</i> | <i>USCCA</i> |
|---------|---|---|------------|-------------------|--------------|
| 7.13.04 | Understand that the Catholic Church acknowledges her special relationship to the Jewish people. The Second Vatican Council declared regarding Jewish people that "this people remains most dear to God, for God does not repent of the gifts he makes nor of the calls he issues." | Recall the calling of the Hebrew people in the OT with the covenant and Abraham. | 839-840 | 169 | 130-131 |
| 7.13.05 | <i>Describe the culture and roles in family life of the Jewish people during the time of Jesus.</i> | Research what a young Jewish boy and girl would spend their day doing during the time of Jesus. | | | |
| 7.13.06 | Describe the role of the rabbi in Jewish education. | Guest Speaker: Invite a rabbi to class to learn about his role in the Jewish life. | | | |
| 7.13.07 | <i>State the significance of Jerusalem as the center of Jewish worship, Levite priesthood, sacrifice, temple life, and worship.</i> | Art: sketch the main areas of the Jewish Temple and discuss the purpose of each. | | | |
| 7.13.08 | Show understanding that Jews express their faith in observing the commands of the covenant, reading Sacred Scripture, synagogue worship and family life. | | | | |
| 7.13.09 | Show understanding that Islam is a religion that expresses faith in the one God. | SS: Name the three Religions that believe in one God...monotheism. | 841-845 | 170 | 131 |

Forming Disciples

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| | <i>Standard 14</i> | - | | | |
| | MISSIONARY VOCATION: Demonstrate an appreciation for Catholic missionary and evangelization efforts through our parish community, its culture, worship, sacramental life, and service. | | | | |
| | | | | | |
| | <u>Indicators</u> | | | | |
| 7.14.01 | Explain why the example of our lives as Christians is as important as what we say about the Gospel of Jesus. | Create a collage showing people putting their faith into action. Use magazine pics. | 783-786 | 155 | 117-118, 502 |

Forming Disciples

Key Element VI Evangelization and Apostolic Life Grade 7

| | <i>Key Element VI: Evangelization and Apostolic Life</i> | Connections | <i>CCC</i> | <i>Compendium</i> | <i>USCCA</i> |
|---------|--|--|-------------------------|-------------------|------------------------------------|
| 7.14.02 | <i>Discuss why understanding what others believe might help you to share the Good News in a more meaningful and respectful way.</i> | | 843 | 170 | 130-131 |
| 7.14.03 | Recognize that Jesus gave us the Catholic Church that reflects the unity of the Trinity – Father, Son, and Holy Spirit. | | 813-815, 866 | 161 | 126-129 |
| 7.14.04 | <i>Summarize what Christ is asking of His disciples when He said: "teach them to observe all that I have commanded you." (Mt 28:20)</i> | SS: What family traditions have been passed on in your family? | 849-851 | 172 | 1135-137 |
| 7.14.05 | <i>Identify special missionary vocations in the lives of the saints (St. Isaac Jogues, St. Therese of Lisieux, Mother Cabrini and others).</i> | ELA: create a job description for recruiting a missionary. | 852-856 | 173 | 131-134 |
| 7.14.06 | Recognize that the Church is missionary by nature. | | 852-856 | 173 | 131-134 |
| 7.14.07 | State that the Church has a special mission to the poor. | Music: Learn the song, "God Has Chosen Me." | 2443-2449, 2462-2463 | 520 | 307-309, 420-425 |
| 7.14.08 | <i>Identify those in need within communities and provide appropriate service to help them.</i> | | 176 | 360 | See <i>Meditation</i> , 427-428 |
| 7.14.09 | Recognize the theology of stewardship as it relates to distribution and use of resources for missionary work. | Lit: Read a Maryknoll magazine about missionary work. | 25-34 | 531 | 450-454 |
| 7.14.10 | <i>Cite from the media examples of how discrimination and prejudice lead to events of war and injustice.</i> | | 2304, 2307- 2308 | 482 | 332-333, 398 |