

Religion Guidelines
Seventh - Eighth Grade Comparison
Eighth Grade Emphasis

| Seventh Grade | Rev. | New | Intro | Eighth Grade | |
|--|------|-----|-------|--|--|
| The Faith Professed | | | | The Faith Professed | |
| Doctrine | | | | Doctrine | |
| The greatest mystery of our faith is God, the Holy Trinity. State that the Divine Persons are relative to one another, and that each person is wholly and entirely God. | | X | | The greatest mystery of our faith is God, the Holy Trinity. State that the 3 Divine Persons are relative to one another, and that each person is wholly and entirely God. | |
| | | X | | Express that God is transcendent, holy, and utterly worthy of our love and adoration. | |
| Recognize that the Trinity is a complete unity without confusing the Persons or dividing the substance of God. | | X | | Recognize that the Trinity is a complete unity without confusing the Persons or dividing the substance of God. | |
| Each Person of the Holy Trinity is distinct, but not separate. | | X | | Each Person of the Holy Trinity is distinct, but not separate. | |
| Recognize that the Trinity is the source of all goodness and of all other mysteries of Faith. | | X | | Recognize that the Trinity is the source of all goodness and of all other mysteries of Faith. | |
| Recognize that each person of the Trinity is fully God. | | | | | |
| God is pure, uncreated spirit. God always was, is now, and always will be, and always remains the same. | X | | | God is pure, uncreated spirit. God always was, is now, and always will be, and always remains the same. | |
| Recognize the actions of God as trinitarian actions, revealed by Scripture and Tradition and stated in the creed. | X | | | Recognize the actions of God as trinitarian actions, revealed by Scripture and Tradition and stated in the creed. | |
| | | X | | Compare the Apostle's Creed and the Nicene Creed and discuss why the Church clarified certain elements of the Apostle's Creed in the Nicene Creed. | |
| God the Father, the Creator, is made known to us by Divine Revelation. | X | | | God the Father, the Creator, is made known to us by Divine Revelation. | |
| Recognize that Divine Revelation culminates in the person and mission of the Incarnate Word, Jesus Christ. | X | | | Recognize that Divine Revelation culminates in the person and mission of the Incarnate Word, Jesus Christ. | |
| Recognize that there is no new revelation after the death of the last apostle. We can understand more fully what God has revealed, but everything is contained in the revelation given to us by Jesus. | X | | | Recognize that there is no new revelation after the death of the last apostle. We can understand more fully what God has revealed, but everything is contained in the revelation given to us by Jesus. | |
| Understand that some things we know about God from faith (Divine Revelation), and others we can know by human reason. | X | | | Understand that some things we know about God from faith (Divine Revelation), and others we can know by human reason. | |

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| Faith and reason help us to know and love God. | X | X | | Faith and reason help us to know and love God. Faith and reason do not oppose each other, but are different tools to help us know and understand truth. |
| Know and explain how we can know that God exists by human reason alone. (c.f. the YouCat and St. Thomas's Five Proofs of the Existence of God) | | | | |
| Understand that people can come to believe in the one true God through creation and from being open to the human person. | | | | |
| Discuss the divine pedagogy, especially the way that God reveals himself gradually and patiently and in the concrete lives of real people. | X | | | Discuss the divine pedagogy, especially the way that God reveals himself gradually and patiently and in the concrete lives of real people. |
| | | X | | The Incarnation is the mystery of God the Son in the Flesh. This is Jesus, who always was, is now, and always will be God, and who, from the moment of his conception, became man and always will be true God and true man. |
| The Son of God assumed a human nature to accomplish our salvation in it. Jesus is fully God and fully man in one person. This is called the hypostatic union. | X | | | The Son of God assumed a human nature to accomplish our salvation in it. Jesus is fully God and fully man in one person. This is called the hypostatic union. |
| Jesus is one Divine Person, with a Divine Nature and a Human Nature. His Divine Nature means that he can do the activities of God and his Human Nature means that he can do the activities of a human person. | X | | | Jesus is one Divine Person, with a Divine Nature and a Human Nature. His Divine Nature means that he can do the activities of God and his Human Nature means that he can do the activities of a human person. |
| Since Jesus really assumed a human nature, he became like us in everything but sin. | X | | | Since Jesus really assumed a human nature, he became like us in everything but sin. |
| Jesus came to reveal the Father to us, to teach us how to live, and to open heaven for us. | X | | | Jesus came to reveal the Father to us, to teach us how to live, and to open heaven for us. |
| Jesus is the one whose whole earthy life reveals who God is. "He who has seen me, has seen the Father." Jn 14:9 | | X | | Understand that the whole of Jesus' life, death and Resurrection is the fulfillment of revelation. |
| Students will list and explain the titles of Jesus (Christ, Son of God, Son of Man, Lord, New Adam, Son of David, etc.) | | X | | Students will list and explain the titles of Jesus (Christ, Son of Man, New Adam, Son of David, Light of the World, King of the Jews, Rabbi, Alpha and Omega, Morning Star, etc.) |

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| Jesus is priest, prophet and king. | X | | | Jesus is priest, prophet and king. |
| Jesus is the Messiah, and the fulfillment of the Old Covenant. | | X | | Cite specific prophecies of the Messiah in the Old Testament and explain how Jesus fulfills them. |
| The Holy Spirit is the third person of the Blessed Trinity, sent by the Father and the Son to dwell in our souls as our constant companion and guide. | X | | | The Holy Spirit is the third person of the Blessed Trinity, sent by the Father and the Son to dwell in our souls as our constant companion and guide. |
| The Holy Spirit is the inspiration of Sacred Scripture, the breath of life, and the fire of love. | | | | |
| It is important to know the Holy Spirit and develop a friendship with Him. | | | | |
| The four last things are death, judgment, heaven, and hell. | | | | |
| Offer a sensitive understanding of the Catholic view of death. | | | | |
| Human life is changed at death, but not ended, and our bodies will rise again. | | | | |
| The Mass of Christian Burial (Funeral Liturgy) celebrates the triumph of Christ over sin and death. | | | | |
| Explore some of the prayers offered at the Mass of Christian Burial. | | | | |
| The Mass is offered for those who are in purgatory that they may more quickly enter the glory of heaven. | X | | | We offer prayers and masses for those who have died to benefit them on their journey to the Lord. |
| The particular judgement happens when we die. Jesus judges our soul for heaven, hell, or purgatory. | | X | | The particular judgement is God's judgment of a person at the moment of his or her death based on what each person did or didn't do during his or her life. At this time, God allows the soul of each person to go to heaven, hell, or purgatory. |
| Everyone who dies in God's grace and friendship go to heaven either immediately or after a time of cleansing in purgatory. | X | | | Everyone who dies in God's grace and friendship go to heaven either immediately or after a time of cleansing in purgatory. |
| Jesus will judge by the way we lived and followed the Gospel. He is a good judge, who understands our efforts, judges justly according to the truth, and offers us mercy. | X | | | Jesus will judge by the way we lived and followed the Gospel. He is a good judge, who understands our efforts, judges justly according to the truth, and offers us mercy. |
| | | X | | The Second Coming is the time when Jesus will appear visibly again at the end of the world as King and Judge. |

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| | | | | <ul style="list-style-type: none"> - Evil will be conquered - Reign of God will be complete - Our bodies and souls will be reunited (either for eternal glory or eternal suffering) - The General judgement will happen - All creation will be perfected |
| <p>At the general judgement: Our souls enliven our bodies again, forever Everyone will see how our actions affected God's kingdom during our own life and after we died. Jesus is revealed to the whole world It does not "re-do" the particular judgement, which happens right after we die.</p> | X | | | <p>At the general judgement:</p> <ul style="list-style-type: none"> - Our souls enliven our bodies again, forever - Everyone will see how our actions affected God's kingdom during our own life and after we died. - Jesus is revealed to the whole world - It does not "re-do" the particular judgement, which happens right after we die. |
| | | X | | <p>The four qualities of the Resurrection of the Body:</p> <ul style="list-style-type: none"> - Impassibility - Subtlety - Agility - Clarity |
| <p>An angel is a "spiritual, personal, and immortal creature, with intelligence and free will, who glorifies God without ceasing and who serves God as a messenger of his saving plan." (CCC glossary)</p> | | | | |
| <p>Everyone has a guardian angel who guides and protects him or her. Guardian angels are powerful protectors and guides, and we should ask for their help.</p> | X | | | <p>Everyone has a guardian angel who guides and protects him or her. Guardian angels are powerful protectors and guides, and we should ask for their help.</p> |
| <ul style="list-style-type: none"> - List the names of the archangels (Michael, Raphael, Gabriel) and list the tasks associated with them, identifying them in the Bible and in Sacred Tradition. - Michael: Defender (battle against the devil when Lucifer fell, also Revelation 12) - Raphael: Healer and guide (Guides Tobit's son and heals his daughter-in-law) | | X | | <p>List the names of the archangels (Michael, Raphael, Gabriel) and list the tasks associated with them, identifying them in the Bible and in Sacred Tradition.</p> <ul style="list-style-type: none"> - Michael: Defender (battle against the devil when Lucifer fell, also Revelation 12, Daniel 10) - Raphael: Healer and guide (Guides Tobit's son and heals his daughter-in-law) |

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| - Gabriel: herald of the Incarnation (Annunciation, Zachariah's vision in the temple) | | | | - Gabriel: herald of the Incarnation (Annunciation, Zachariah's vision in the temple, Daniel's visions) |
|--|---|---|--|---|
| Bad angels, the chief of whom is the Devil, or Satan, choose to disobey God. Their goal is to separate us from God. | X | | | Bad angels, or devils, the chief of whom is Satan, choose to disobey God. Their goal is to separate us from God. |
| Satan is the father of lies. | X | | | Satan is the father of lies. |
| God tested the love of the angels. Because of the way that angels understand and make choices, they will always either serve God or disobey him. The devil cannot become a good angel, and the good angels cannot tempt us to do evil. | | | | |
| Heaven is the joy of being totally united with God, who is love, with Mary, the angels, and saints. Human beings are able to make a perfect self-gift to God and are able to receive his self-gift in return. | X | | | Heaven is the joy of being totally united with God, who is love, with Mary, the angels, and saints. Human beings are able to make a perfect self-gift to God and are able to receive his self-gift in return. |
| Heaven is supreme, unending happiness. It fulfills all our deepest desires, and it is always fresh and new. Heaven gets better with each moment, and is never boring. | X | | | Heaven is supreme, unending happiness. It fulfills all our deepest desires, and it is always fresh and new. Heaven gets better with each moment, and is never boring. |
| Heaven is the goal for which all persons were created. Earth is only a temporary home. Heaven is God's home and our real home. | | X | | God desires that all human beings go to heaven, and He gives all human beings sufficient grace to go to heaven. |
| | | X | | Recognize grace as God's answer and healing for every sin. |
| | | X | | Jesus wants everyone to be in heaven, but He gives every person a free will so that, by his/her actions, each human being chooses to go to heaven or to hell. |
| | | X | | Understand that God does not create evil, but he does sometimes permit evil. We wrestle with and respond to this mystery through the person of Jesus. |
| Peace, joy, and happiness now on earth helps us experience heaven early. | X | | | Peace, joy, and happiness now on earth helps us experience heaven early. |
| Hell is our choice to reject God and his will, to die unrepentant in mortal sin. It is everlasting suffering, the primary pain of which is separation from God. Hell also includes suffering of the senses. | X | | | Hell is our choice to reject God and his will, to die unrepentant in mortal sin. It is everlasting suffering, the primary pain of |

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| | | | | which is separation from God. Hell also includes suffering of the senses. |
| Purgatory is the last purification before heaven. Holy souls, who died in a state of grace but whose love is not perfect yet, are freed from the effects of sin so they can enter Heaven. Everyone in purgatory will be in heaven one day. | X | | | Purgatory is a temporary suffering that repairs the damage caused by one's sins and perfects the soul for entrance into heaven. |
| Plenary and partial indulgences are spiritual prayers and good works offered by the Church to remove temporal punishment of the sins that have been forgiven. | X | | | Plenary and partial indulgences are spiritual prayers and good works offered by the Church to remove temporal punishment of the sins that have been forgiven. |
| Faith is a gift from God, through the Church, and a theological virtue helping us accept and live God's revelation to us. | | | | |
| Explain how faith is a personal relationship and a free and full acceptance of the truth God reveals. | | | | |
| Faith is certain, which means that we can be absolutely sure of the contents of the faith. Faith does not contradict human reason, but elevates it so that we understand God and created things in the light of God's truth. | X | | | Faith is certain, which means that we can be absolutely sure of the contents of the faith. Faith does not contradict human reason, but elevates it so that we understand God and created things in the light of God's truth. |
| Scripture | | Scripture | | |
| The Bible | | The Bible | | |
| Recognize that thoughtful, prayerful engagement with the Scriptures helps us to know Jesus better, brings us joy, and helps us to live our Christian lives. | X | | | Recognize that thoughtful, prayerful engagement with the Scriptures helps us to know Jesus better, brings us joy, and helps us to live our Christian lives. |
| | | X | | Recognize the work of the Holy Spirit as central to opening the eyes of those who read Scripture and moving them to have faith in God. |
| Encourage daily personal reading from the Bible and engagement with the Scriptures. | X | | | Encourage daily personal reading from the Bible and engagement with the Scriptures. |
| Explore the necessity of an authority to teach and interpret Sacred Scripture. Describe how the Church has that authority. | X | | | Explore the necessity of an authority to teach and interpret Sacred Scripture. Describe how the Church has that authority. |
| Catholic beliefs and practices are rooted in Sacred Scripture and Sacred Tradition. | X | | | Connect Catholic beliefs and practices with their roots in Sacred Scripture and Sacred Tradition. |

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| Scripture and Tradition are one common source of Revelation, but two distinct modes of transmission of Revelation. | | X | | Recognize that the Word of God consists of Sacred Scripture and Sacred Tradition |
| Recognize that Sacred Scripture has both human and divine authorship to reveal what God intends. | | | | |
| Use the literary form of Biblical texts to distinguish literal details from inspired realities. Recognize that the two are not mutually exclusive and that they always work together to deepen our understanding of Scripture. | X | | | Use the literary form of Biblical texts to distinguish literal details from inspired realities. Recognize that the two are not mutually exclusive and that they always work together to deepen our understanding of Scripture. |
| | | X | | Name and describe two senses of Scripture: literal and spiritual. |
| | | | X | Identify three categories of the spiritual sense of Scripture: allegorical, anagogical, and moral. (cf http://www.catholiceducation.org/en/culture/catholic-contributions/making-sense-out-of-scripture.html) |
| | | X | | Recognize that to understand the author's intention in the Scripture, one must consider the culture, history and literary forms of that time. |
| Sacred Scripture always teaches without error God's saving truth. | X | | | Sacred Scripture always teaches without error God's saving truth. |
| Under the guidance of the Holy Spirit, the Catholic Church developed the list of which writings were inspired in the late 4 th century. | X | | | Under the guidance of the Holy Spirit, the Catholic Church developed the list of which writings were inspired in the late 4 th century. |
| Recognize that each part of Scripture tells us more about salvation history, God's unfolding work in time to save mankind. | X | | | Recognize that each part of Scripture tells us more about salvation history, God's unfolding work in time to save mankind. |
| Explain how the Scripture narratives can be integrated into daily life and help us be faithful to the love, justice, and mercy of God's reign. | X | | | Explain how the Scripture narratives can be integrated into daily life and help us be faithful to the love, justice, and mercy of God's reign. |
| The Bible tells the story of Salvation History, which is God's personal involvement in history to implement his plan to save us. | | | | |

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| Salvation history is not like regular history because it deals with the past and future, not just the past. | | | | |
| Order major events of salvation history and significant covenants on a time line (include major prophets, kings, and judges). | | X | | Order major events of salvation history and significant covenants on a time line (include major prophets, kings, and judges as well as significant events in Acts of the Apostles and early Christian councils). |
| Use a map to find Biblical locations from both Old and New Testaments. | | X | | Use a map to find Biblical locations from both Old and New Testaments. |
| Identify significant typology in the Scriptures as they are studied. | | | | |
| Covenants establish a sacred family bond and unite persons in a union that is meant to last forever. Recognize that because the covenant unites us to God, it is also a call to be holy. | | | | |
| Old Testament Scriptures | | | | Old Testament Scriptures |
| Give examples of how the Old Testament helps us understand Jesus, His promises, and our Christian faith, rooted in Judaism. | X | | | Give examples of how the Old Testament helps us understand Jesus, His promises, and our Christian faith, rooted in Judaism. |
| <p>Adam and Eve</p> <ul style="list-style-type: none"> - Creation was the first covenant and beginning of salvation history. - Creation of Adam and Eve (include the complementary nature of man and woman) - Original sin hands a wounded (not broken) human nature to all human beings. C.f. Theology of the Body standard for broken relationships and original sin. - The inability to understand the way we should, suffering, death, and the inclination to sin are all a result of original sin. These effects illustrate the horror of sin and effect everyone - Original sin makes Christian living more difficult, but Christ overcomes sin and helps us overcome sin, too. | | X | | Explain how the magnificence and beauty of nature moves the human heart to recognize and appreciate God's beauty and splendor. |

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| - God showed his mercy by immediately promising to send a savior. This announcement is called the “protoevangelium” or first Gospel. | | | | |
| New Testament Scriptures | | | | New Testament Scriptures |
| Identify the symbols of the four evangelists. | X | | | Identify the symbols of the four evangelists. |
| State that the Gospel of Luke was written as a synoptic Gospel that shows salvation as a joyful surprise, offered to everyone. | | | | |
| Recognize Jesus’ mission extending from the Old Testament promises to the Jews to include the Gentiles. | | | | |
| Understand the significance of the Temple to the Jews and Jesus’ mission. | | | | |
| Recognize examples of Luke’s special emphasis on the needs of the poor and role of women. | | | | |
| State the relationship between Jews and Gentiles in first century Palestine. | | | | |
| Give evidence of the divine and human characteristics of Jesus. | | | | |
| Compare and contrast the infancy narratives in Luke and Matthew. | | | | |
| Explore the following names of Jesus: Son of Adam, Son of Abraham, Son of God. | | | | |
| Describe how Jesus prepares for his public ministry. | | | | |
| Explore significant Old Testament passages that refer to Jesus and explain how they were fulfilled (including Is 9; Zech 9:9; Ez 34:23; Mi 5:1). | | | | |

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| Describe the Resurrection narrative in the Gospel of Luke as the fulfillment of Old Testament promises and Jewish messianic hopes. | | | | |
| Recognize the resurrection of the dead as essential to Christianity. (Jesus' and ours) | | | | |
| | | X | | Recognize that the Acts of the Apostles, written by the author of the Gospel of Luke, gives an account of the growth of the early Church. |
| | | X | | Identify the Holy Spirit, received by the disciples at Pentecost, as the major figure in the Acts of the Apostles, enlivening and guiding the establishment of the Church after the Ascension of Jesus. |
| | | X | | Explain the following in the Acts of the Apostles <ul style="list-style-type: none"> - Prologue as the purpose of Acts - Pentecost - First witness of the Apostles in Jerusalem - Examples and significance of Peter's leadership - Importance of Stephen's witness - Travels to Judea and Samaria, led by Peter - Saul's conversion - Peter's acceptance of the Gentiles to baptism - The Council of Jerusalem decision about the question of circumcision (include covenant importance of that decision) - Paul's first, second, and third missionary journey |
| Define and identify themes in the Epistles (community, law, grace, salvation, Body of Christ, love, second coming, etc.). Apply themes to modern life. | | X | | Define and identify themes in the Epistles (community, law, grace, salvation, Body of Christ, love, second coming, etc.). Apply themes to modern life. |
| | | X | | Explore and identify the purpose of the Epistles (letters) in Sacred Scripture. |

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| Explore the second coming of Christ as found in passages from the Gospels, Epistles and Revelation 22:17. | X | | | Explore the second coming of Christ as found in passages from the Gospels, Epistles and Revelation 22:17. |
| | | X | | Understand the literal meaning of the Book of Revelation (description of the mass of Heaven, situations in the early Church, and the second coming). |
| | | X | | Explore the themes of embracing the Cross, perseverance, and approaching the Second Coming with faith and hope in Revelation. |

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| Sacraments and Liturgical Life | | | | Sacraments and Liturgical Life | | | |
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| Sacraments | | | | Sacraments | | | |
| | | X | | Recognize that the sacraments totally work regardless of the disposition or personal holiness of the priest because God is the one doing the work in the sacraments. | | | |
| Review the definition of Sacrament "A Sacrament is an outward sign, instituted by Christ, to give grace." | | | | | | | |
| Explain how the sacraments meet a person's needs in every moment of their life, all the way to their death. | | | | X | | | Explain how the sacraments meet a person's needs in every moment of their life, all the way to their death. |
| Identify Old Testament events that prefigure the sacraments. | | | | X | | | Identify Old Testament events that prefigure the sacraments. |
| Identify in the Scriptures where we see Jesus instituting each sacrament. | | | | X | | | Identify in the Scriptures where we see Jesus instituting each sacrament. |
| Baptism | | | | Baptism | | | |
| Matter and form of baptism: Water and the words of the minister. | | | | X | | | Matter and form of baptism: Water and the words of the minister. |
| Baptism: <ul style="list-style-type: none"> - Takes away all sins (original and personal) - Makes the person a member of the Church, the Body of Christ, and an adopted son/daughter of God. - Gives you an indelible character. - Gives the gifts of the Holy Spirit and theological virtues. - Gives sanctifying grace (God's life in our soul) and actual grace - Makes the person a temple of the Holy Spirit. - Makes us share in Jesus' mission to love God and share his love. - Heirs to eternal life and heaven - Made priest, prophet and king | | | | | X | | Baptism: <ul style="list-style-type: none"> - Review previous effects of Baptism - Explain how baptism unites the baptized to an ecclesial community, beginning with their parish - Show how baptism applies to and changes daily life. |
| Describe the nature of baptismal priesthood (make a sacrifice of our life and prayers to God as acts of love), prophet (teaching God's truth), and king (serving and leading to God's kingdom). | | | | X | | | Describe the nature of baptismal priesthood (make a sacrifice of our life and prayers to God as acts of love), prophet (teaching God's truth), and king (serving and leading to God's kingdom). |

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| | | X | | Review the Gifts and Fruits of the Holy Spirit. Recall how prayer helps us better receive the Gifts and Fruits. |
| | | X | | RCIA (Rite of Christian Initiation of Adults) is the formation process for adults who wish to become members of the Church and receive baptism (if they have not already), Eucharist, and Confirmation. |
| Eucharist (See Liturgy) | | Eucharist (See Liturgy) | | |
| Reconciliation | | Reconciliation | | |
| | | X | | Jesus instituted the Sacrament of Penance in the Upper Room on Easter. He breathed the Holy Spirit on them and gave them the power to forgive sin. |
| | | X | | Jesus gave his Apostles and priests the power to forgive sin when he told them "Whatever you bind on earth will be bound in Heaven and whatever you loose on earth shall be loosed in heaven." |
| The effects of the sacrament of Penance: <ul style="list-style-type: none"> - Forgiveness of sins - Reconciliation with God and the Church - Strengthening the resolve to do good and avoid sin in the future - Restoration of sanctifying grace, if the person was in a state of mortal sin | | X | | Recognize times when the student experienced strengthening in the resolve to do God and the grace to avoid sin because of the sacrament of Reconciliation. |
| The Church has the power to forgive sins because Jesus gave it to her. | | X | | The Church has the power to forgive sins because Jesus gave it to her. |
| To make a good confession, you need: <ol style="list-style-type: none"> 1) Examination of conscience 2) Confession of sins 3) Contrition (being sorry) 4) Purpose of Amendment (meaning to avoid sinning again, with God's grace) 5) Absolution from the priest | X | | | Review the steps to a good confession. |

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| 6) Penance from the priest | | | | |
| Conduct an age-appropriate examination of conscience. Help students recognize root sins and identify how to address them. For the teacher's background: http://www.totustuus.com/overcome.htm | X | | | Conduct an age-appropriate examination of conscience. Help students recognize root sins and identify how to address them. For the teacher's background: http://www.totustuus.com/overcome.htm |
| Formula for the sacrament of Penance: 1) The penitent enters and says, "Bless me, Father, for I have sinned. It has been ___ since my last confession." 2) Then, the penitent states his/her sins. You may use a sentence starter: "My sins are..." or "During that time, I have..." 3) The priest gives advice and a penance. 4) The penitent makes an Act of Contrition. 5) The priest gives absolution. Closing: Priest: "Give thanks to the Lord, for He is good" Penitent: "His mercy endures forever." Priest: "The Lord has freed you from your sins. Go in peace." Penitent: "Thanks be to God." | | | | Review the formula for the sacrament of Penance. |
| Students are given the opportunity to participate regularly in the Sacrament of Reconciliation (behind the screen or face to face) and recognize that regular reception of the sacrament helps us to be holy. | | X | | Students are given the opportunity to participate regularly in the Sacrament of Reconciliation (behind the screen or face to face) and recognize that regular reception of the sacrament helps us grow to be strong and joyful people of love. |
| Encourage monthly reception of the sacrament of Penance. | X | | | Encourage reception of the sacrament of Penance at least once per month. |
| | | X | | Encourage daily examination of conscience and act of contrition. |
| Students recognize the sacrament of reconciliation as one of freedom, where they meet the loving and merciful Jesus and walk out made new and clean. | | X | | Students recognize the sacrament of reconciliation as one of freedom, where they meet the loving and merciful Jesus and walk out made new and clean. |
| Confirmation | | | | Confirmation |

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| | | X | | Become familiar with the definition of Confirmation from the Catechism: Confirmation is the “sacrament that completes the grace of Baptism by a special outpouring of the gifts of the Holy Spirit which seal or confirm the baptized in union with Christ and equip them for active participation in the worship and apostolic life of the Church.” |
| Confirmation is not necessary for salvation, like Baptism, but it perfects Baptism and strengthens those confirmed to make the road to heaven easier. | X | | | Confirmation is not necessary for salvation, like Baptism, but it perfects Baptism and strengthens those confirmed to make the road to heaven easier. |
| | | X | | Explain how Confirmation applies to and changes daily life. |
| | | X | | Any baptized person, not yet confirmed, can be confirmed. In the West, we usually wait until the age of reason. |
| In Confirmation, the Holy Spirit renews His seven Gifts that, when lived out, produce the Fruits of the Holy Spirit. | | X | | Describe real-life situations where students could use the gifts and fruits of the Holy Spirit |
| Confirmation strengthens, completes and perfects the grace of Baptism. | | X | | Explore Confirmation as a sacrament of initiation. |
| People may receive the sacrament of Confirmation only once because it marks their soul with a sacramental character, and gives them a greater share in the priesthood of Christ (which is different from the priesthood we see in Holy Orders). | X | | | People may receive the sacrament of Confirmation only once because it marks their soul with a sacramental character, and gives them a greater share in the priesthood of Christ (which is different from the priesthood we see in Holy Orders). |
| Effects of Confirmation <ul style="list-style-type: none"> - More closely united to Christ and the Church - Strengthen the gifts of the Holy Spirit - Completes Baptismal graces - Gives the strength, power, and responsibility to spread the Good News in word and deed (help others know, love, and serve God). - Gives all graces necessary to save soul | X | | | Effects of Confirmation <ul style="list-style-type: none"> - More closely united to Christ and the Church - Strengthen the gifts of the Holy Spirit - Completes Baptismal graces - Gives the strength, power, and responsibility to spread the Good News in word and deed (help others know, love, and serve God). - Gives all graces necessary to save soul |
| | | X | | Recognize the signs and symbols in the Confirmation liturgy: sealed on the forehead, laying on of hands, anointing with oil. Identify their meaning in the Old Testament and its meaning in |

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| | | | | Confirmation. (seal: Exodus 28:36, Ezekeil 9:4; hands:Exodus 29:10-11, 15-16, 19-20, Acts 13:3, Acts 8:17; anointing: 1 Samuel 16:13, Leviticus 8:12, Exodus 29:7-9, Isiah 61:1, Luke 4:18) |
| Confirmation gives the baptized the duty to study the Bible and teachings of the Church, to pray, and to serve the mission of the Church. | X | | | Confirmation gives the baptized the duty to study the Bible and teachings of the Church, to pray, and to serve the mission of the Church. |
| | | X | | Confirmation gives the baptized the duty to share their faith by explaining it and by living it. |
| Confirmation makes the baptized soldiers of Christ, with the duty to defend the Church against persecution, and their souls against harm from the world, the flesh, and the devil. | X | | | Confirmation makes the baptized soldiers of Christ, with the duty to defend the Church against persecution, and their souls against harm from the world, the flesh, and the devil. |
| | | X | | Because the bishop is the sign of the unity of the Church, it is usually the bishop who confirms. If another priest is appointed by the bishop to confirm, then he confirms with oil blessed by the bishop, keeping the clear link to the whole Church. |
| Form and Matter of Confirmation: anointing with Chrism, laying on of hands and the words of the Bishop (or his designee). | X | | | Form and Matter of Confirmation: anointing with Chrism, laying on of hands and the words of the Bishop (or his designee). |
| Marriage | | | | Marriage |
| The ministers of the sacrament of marriage are the spouses, by making their marriage vows. | X | | | The ministers of the sacrament of marriage are the spouses, by making their marriage vows. |
| For the sacrament of marriage, you need: baptized man and woman, free choice, intention and ability to fulfil the requirements of marriage, and openness to children. | | | | |
| A couple must intend to enter marriage as a permanent, life-giving union, where they are faithful to each other and open to the procreation of children. | X | | | A couple must intend to enter marriage as a permanent, life-giving union, where they are faithful to each other and open to the procreation of children. |
| The purpose of marriage is the good of the spouses and procreation/upbringing of children. | X | | | The purpose of marriage is the good of the spouses and procreation/upbringing of children. |
| Marriage can only end if one of the spouses dies. | X | | | Marriage can only end if one of the spouses dies. |

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| Marriage reflects the relationship between Jesus and His Bride, the Church. | X | | | Marriage reflects the relationship between Jesus and His Bride, the Church. |
| The effects of the Sacrament: <ul style="list-style-type: none"> - Receive grace to perfect the couple's love and strengthen their unity. - Receive grace to become a saint by loving each other and welcoming, raising, and educating their children - Receive grace to love each other like Christ loves the Church. | X | | | The effects of the Sacrament: <ul style="list-style-type: none"> - Receive grace to perfect the couple's love and strengthen their unity. - Receive grace to become a saint by loving each other and welcoming/raising their children - Receive grace to love each other like Christ loves the Church. |
| A marriage is preserved by a spirit of love, service, and sacrifice on the part of each spouse, imitating Jesus loving the Church. | X | | | A marriage is preserved by a spirit of love, service, and sacrifice on the part of each spouse, imitating Jesus loving the Church. |
| | | X | | Couples must choose to love each other, which means to wish and work for what is truly good for each other. Love is a decision, not a feeling. |
| God's plan for marriage is that the love between husband and wife is permanent, faithful, open to children, and free. Each person should be helping the other grow in love of God and neighbor. | X | | | God's plan for marriage is that the love between husband and wife is permanent, faithful, open to children, and free. Each person should be helping the other grow in love of God and neighbor. |
| Jesus made Marriage a sacrament at the wedding feast of Cana and by his teaching on marriage. | | | | |
| Family is the core unit of society. | | | | |
| Matrimony is a serious commitment because it is for life, because it involves bringing new life into the world, and because spouses are responsible for each other and for their children, especially, to help them get to Heaven. | X | | | Matrimony is a serious commitment because it is for life, because it involves bringing new life into the world, and because spouses are responsible for each other and for their children, especially, to help them get to Heaven. |
| Catholics are required to be married in the Catholic Church, unless they receive a dispensation from the Bishop. | X | | | Catholics are required to be married in the Catholic Church, unless they receive a dispensation from the Bishop. |
| The Church recognizes that nothing can break a marriage, so she does not recognize remarriage after a civil divorce, unless the person received an annulment (a Church statement that shows | X | | | The Church recognizes that nothing can break a marriage, so she does not recognize remarriage after a civil divorce, unless the person received an annulment (a Church statement that shows |

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| there never was a marriage because something essential was missing when the couple exchanged vows). | | | | there never was a marriage because something essential was missing when the couple exchanged vows). |
| Holy Orders | | Holy Orders | | |
| All people share in Jesus' priestly mission and can offer him a sacrifice of praise, but those who receive the sacrament of Holy Orders receive a special sacred power to use to serve God's people. | | | | |
| Form and matter of Holy Orders: Anointing with Chrism, solemn prayer of Consecration by the bishop. | | | | |
| The three levels of Ordination are deacon, priest, and bishop. | | | | |
| Effects of Holy Orders: <ul style="list-style-type: none"> - Enables the priest to act as a representative of Christ, Head of the Church, in his office as priest, prophet, and king - Leaves an indelible spiritual character on the soul - Confers grace to guide and defend the Church with strength and prudence as a father and pastor. | X | | | Effects of Holy Orders: <ul style="list-style-type: none"> - Enables the priest to act as a representative of Christ, Head of the Church, in his office as priest, prophet, and king - Leaves an indelible spiritual character on the soul - Confers grace to guide and defend the Church with strength and prudence as a father and pastor. |
| A priest must be male because he stands in the person of Jesus Christ, who is the Bridegroom and Head of the Body, the Church, and he represents God the Father. | | | | |
| By his ordination, the priest is the <i>alter Christus</i> , or "other Christ." The priest acts "in persona Christi," which means that he acts in the person of Christ. | | X | | By his ordination, the priest is the <i>alter Christus</i>, or "other Christ." The priest acts "in persona Christi capitus," which means that he acts in the person of Christ, the head of the Church. |
| Holy Orders puts a special mark on a man's soul (c.f. "You are a priest forever, according to the line of Melchezidek."), so Holy Orders can only be received once. | | | | |
| Priests are chosen to lead the Church by teaching, sanctifying, and shepherding God's people. | | | | |
| No man has the right to be ordained, but they respond to God's call, relying on grace, and meet the requirements of the Church. | X | | | No man has the right to be ordained, but they respond to God's call, relying on grace, and meet the requirements of the Church. |

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| In the Roman Rite, priests carry out their ministry as celibates (they do not get married or have a family of their own). They do this so that their love for Jesus and his Church can be even stronger and so that they can serve the Church wholeheartedly. | X | | | In the Roman Rite, priests carry out their ministry as celibates (they do not get married or have a family of their own). They do this so that their love for Jesus and his Church can be even stronger and so that they can serve the Church wholeheartedly. |
| Celibacy is a special call. By God’s grace and by practicing the virtue of chastity, priests live joyful and loving lives taking care of God’s people. | | | | |
| Bishops have the fullness of Holy Orders, so they are successors of the Apostles and the visible leaders of a Diocese. | | | | |
| Recognize that priests are ordained to be co-workers with the Bishop, to work with them to carry on the Apostle’s job of taking care of the Church. | X | | | Recognize that priests are ordained to be co-workers with the Bishop, to work with them to carry on the Apostle’s job of taking care of the Church. |
| Describe the ordinary formation of a diocesan priest. | | | | |
| When a man is ordained, he receives an increase of grace, a sacramental character which gives him a greater share in the Priesthood of Jesus Christ, and power for sanctifying and governing the Church. | X | | | When a man is ordained, he receives an increase of grace, a sacramental character which gives him a greater share in the Priesthood of Jesus Christ, and power for sanctifying and governing the Church. |
| Permanent deacons do not share in the ministerial priesthood, but by their ordination, the Bishop authorizes them to perform a ministry of service. | | | | |
| Permanent Deacons may be married when they are ordained. However, if their wife dies after ordination, they may not be remarried. | | | | |
| Monsignor, Archbishop, and Cardinal are titles of honor to recognize the special role or service of a priest or bishop. | | X | | Name and tell the significance of the signs of a bishop’s office: miter, crozier, pectoral cross, and ring. |
| St. John Vianney is the patron saint of priests. | | | | |
| Jesus told us to ask for “laborers for his Harvest,” and so taught us to pray for priests. | | | | |
| Anointing of the Sick | | Anointing of the Sick | | |
| Only priests or bishops can administer the Sacrament of Anointing. | | | | |

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| Effects of Anointing <ul style="list-style-type: none"> - More closely uniting the person to Jesus in his/her suffering. - Strength, peace, and courage to endure sufferings in a Christian way - Forgiveness of sins - Preparation for heaven - Can restore physical health, if it is good for the person's soul. | X | | | Effects of Anointing <ul style="list-style-type: none"> - More closely uniting the person to Jesus in his/her suffering. - Strength, peace, and courage to endure sufferings in a Christian way - Forgiveness of sins - Preparation for heaven - Can restore physical health, if it is good for the person's soul. |
| In the Sacrament of Anointing of the Sick, the priest prays over the person and anoints their head and hands with the oil of the sick. | | | | |
| Holy Eucharist is called viaticum when given to Catholics as they draw very close to death in order to strengthen them for the final struggle and their journey to the Father. | | | | |
| The Sacrament of the Sick was instituted by Christ when He sent the disciples to lay hands on the sick and pray for healing in His name (cf. Mark 6:12). | | | | |
| James wrote about the sacrament in James 5:13-15. | | | | |
| Any Catholic, who has attained the age of reason and who is seriously ill, may receive the Sacrament of Anointing. | X | | | Any Catholic, who has attained the age of reason and who is seriously ill, may receive the Sacrament of Anointing. |
| The sacrament of Anointing can be received more than once. | X | | | The sacrament of Anointing can be received more than once. |
| Sacramentals | | | Sacramentals | |
| A sacramental is a holy and sacred sign that bears a resemblance to the sacraments. Sacramentals help strengthen faith and express love to God. | X | | | A sacramental is a holy and sacred sign that bears a resemblance to the sacraments. Sacramentals help strengthen faith and express love to God. |
| Exhibit proper use of sacramentals. | X | | | Exhibit proper use of sacramentals. |
| Liturgical Life | | | Liturgical Life | |
| Liturgy is the public worship of the Church. It is the celebration of the Christ's work to accomplish our salvation. | X | | | Liturgy is the public worship of the Church. It is the celebration of the Christ's work to accomplish our salvation. |

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| The Liturgy is made up of the Mass, Sacraments, and the Liturgy of the Hours. | X | | | The Liturgy is made up of the Mass, Sacraments, and the Liturgy of the Hours. |
| Explain that all forms of liturgy are the actions of the Holy Spirit intending to make us holy. | X | | | Exhibit familiarity with a variety of liturgical and paraliturgical celebrations. |
| Liturgical Calendar | | Liturgical Calendar | | |
| Recognize that the Liturgical year begins with the First Sunday of Advent and ends with the Solemnity of Christ the King. | X | | | Recognize that the Liturgical year begins with the First Sunday of Advent and ends with the Solemnity of Christ the King. |
| Identify and observe/participate in the following seasons of the Liturgical year: <ul style="list-style-type: none"> - <i>Advent</i>: preparation for Jesus coming in our daily lives, at the end of time, and at Christmas - Christmas: Season to celebrate Jesus coming to Earth, fully God and fully man, and recognizing that god fulfilled his promise of a Messiah. - Lent: preparation for commemorating the Paschal Mystery - Easter: Season to celebrate Jesus' resurrection. - Ordinary Time: a time of growth where we focus on the teachings and life of Jesus during his public ministry. (Note: Ordinary comes from the Latin, "ordinal" or counted. It does not mean "boring" or "nothing special going on here".) | X | | | Identify and observe/participate in the seasons of the Liturgical year. |
| Identify prayer, fasting, and almsgiving as important traditions for entering into Lent. Recognize Biblical examples of encouragement in prayer, fasting, and almsgiving. | | X | | Recognize the value of penance and begin to incorporate works of penance into daily life (prayer, fasting, almsgiving). |
| Identify and embrace particular ways to strengthen positive moral habits of prayer and sacrifice during the seasons of Lent and Advent, including receiving the Sacrament of Penance. Link Old Testament and Early Christian practices to their modern day counterparts. | X | | | Identify and embrace particular ways to strengthen positive moral habits of prayer and sacrifice during the seasons of Lent and Advent, including receiving the Sacrament of Penance. Link Old Testament and Early Christian practices to their modern day counterparts. |

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| Recognize that the seasons of the Church year are celebrations in the life of Jesus, Mary, and the saints. | X | | | Recognize that the seasons of the Church year are celebrations in the life of Jesus, Mary, and the saints. |
| Connect symbols of Advent to the persons and events in Scripture which they represent. | | | | |
| Recognize that the Church's tradition of Advent consists of waiting and longing for the Second Coming of Jesus by remembering his First Coming at Christmas. | X | | | Recognize that the Church's tradition of Advent consists of waiting and longing for the Second Coming of Jesus by remembering his First Coming at Christmas. |
| Pray the Liturgy of the Hours. | X | | | Pray the Liturgy of the Hours. |
| Recognize that we honor Mary and show our love for her especially during the months of October and May. | | X | | Recognize that we honor Mary and show our love for her on Saturdays, in addition to special devotion during the months of October and May. |
| The Paschal Mystery is the Passion, Death, Resurrection, and Ascension of Jesus. | | | | |
| The Easter (Paschal) Triduum is the celebration of the three days in honor of the Paschal Mystery. The events of the Paschal Triduum are: The Last Supper, Jesus' suffering, death and burial, and the Resurrection. | | | | |
| The Paschal Triduum, celebrated Holy Thursday through Evening Prayer on the Easter Vigil, is the most sacred time of the Liturgical Year. | | | | |
| On Holy Thursday, Jesus celebrated the Last Supper, prayed in the Garden and was arrested. | | | | |
| On Good Friday, Jesus was put on trial, was crucified, died, and was buried. | | | | |
| Be introduced to liturgical celebrations of Holy Week: <ul style="list-style-type: none"> - Chrism Mass - Mass on Holy Thursday, adoration to follow. - Good Friday services (Veneration of the Cross) - Tenebrae - Easter Vigil Mass - Easter Day Mass | | X | | Express familiarity with liturgical celebrations of Holy Week. Explain the meaning of the following liturgical celebrations: <ul style="list-style-type: none"> - Chrism Mass - Mass on Holy Thursday, adoration to follow. - Good Friday services (Veneration of the Cross) - Tenebrae - Easter Vigil Mass |

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| | | | | - Easter Day Mass |
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| <p>Explain what happened at the Last Supper.</p> <ul style="list-style-type: none"> - At the Last Supper Jesus changed the Jewish Passover into the Mass. - Jesus instituted the Holy Eucharist at the Last Supper when he said, "Do this in memory of me." - Jesus instituted the priesthood. - Discuss the Last Supper discourses from John. | | | | |
| <p>Explain the Resurrection and its importance.</p> <ul style="list-style-type: none"> - An actual historical event with historical evidence. - The foundation of our faith. - Proof that Jesus is God and that he overcame evil and death and offers us the new life that he won for us on the Cross. | | | | |
| <p>Explain the meaning of each of the following symbols associated with Easter: Paschal Candle, lamb, Easter lily, etc.</p> | | | | |
| <p>Every Sunday is a celebration of Easter.</p> | | | | |
| <p>At the Ascension:</p> <ul style="list-style-type: none"> - Jesus went back to heaven, body and soul. - Jesus begins to reign as King in heaven. - Jesus gives the Great Commission to the Apostles <p>The Ascension teaches us that we will get our bodies back at the end of time.</p> | | | | |
| <p>Pentecost</p> <ul style="list-style-type: none"> - 50 days after Easter - Holy Spirit descended on Mary and the Apostles - Holy Spirit gave the Church its saving mission in the world. - The apostles spoke in different languages, bringing the Gospel to all people, not just the Jewish people. <p>This is why Pentecost is called the "birthday of the Church"</p> | | | | |

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| Define Holy Days of Obligation as special days, other than Sundays, when we are obliged to come together to worship God at Mass, and are days of rest. Memorize the dates of Holy Days of Obligation and explain how their meaning impacts daily life. <ul style="list-style-type: none"> - Mary, Mother of God (Jan 1) - Easter (changes every year) - Ascension (40 days after Easter) - Assumption (Aug 15) - All Saints Day (Nov 1) - Immaculate Conception (Dec 8) - Christmas (Dec 25) | X | | | Define Holy Days of Obligation as special days, other than Sundays, when we are obliged to come together to worship God at Mass, and are days of rest. Memorize the dates of Holy Days of Obligation and explain how their meaning impacts daily life. <ul style="list-style-type: none"> - Mary, Mother of God (Jan 1) - Easter (changes every year) - Ascension (40 days after Easter) - Assumption (Aug 15) - All Saints Day (Nov 1) - Immaculate Conception (Dec 8) - Christmas (Dec 25) |
| Explain reverent and faithful observation of Sunday and Holy Days of Obligation. http://www.vatican.va/archive/ccc_css/archive/catechism/p3s2c1a3.htm Paragraph 2189 and following. | X | | | Explain reverent and faithful observation of Sunday and Holy Days of Obligation. http://www.vatican.va/archive/ccc_css/archive/catechism/p3s2c1a3.htm Paragraph 2189 and following. |
| Recognize and understand the significance of feast days: <ul style="list-style-type: none"> - Review and celebrate previous feasts - Encourage students to develop devotion to certain feasts that support their own spiritual life. | X | | | Recognize and understand the significance of feast days: <ul style="list-style-type: none"> - Review and celebrate previous feasts - Encourage students to develop devotion to certain feasts that support their own spiritual life. |
| Eucharistic Liturgy | | Eucharistic Liturgy | | |
| Mass is our greatest prayer, and weekly participation in Sunday Mass is the foundation of Catholic life, prayer, and spirituality. | | X | | Recognize that the Eucharist is the source and summit of Catholic life. Explain the relevance of the Eucharist for the daily life of an 8th grader. |
| Explain why going to Mass each Sunday and Holy Day of Obligation is a serious responsibility for all Catholics. | X | | | Explain why going to Mass each Sunday and Holy Day of Obligation is a serious responsibility for all Catholics. |
| At Mass, Jesus is both the priest and the offering (victim). | | | | |
| The Holy Eucharist, who is Jesus, is the center of the Catholic faith. | | | | |
| At Mass, Jesus offers Himself to the Father and unites the members of the Church on earth, in purgatory, and in heaven. | X | | | At Mass, Jesus offers Himself to the Father and unites the members of the Church on earth, in purgatory, and in heaven. |

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| Compare the Mass with the symbolic Jewish Passover meal. Understand that the Last Supper was a celebration of Passover and the first Mass. | X | | | Compare the Mass with the symbolic Jewish Passover meal. Understand that the Last Supper was a celebration of Passover and the first Mass. |
| Mass is the sacrifice of Jesus Christ, through the priest celebrating the Mass. Jesus makes his sacrifice on the Cross present in an un-bloody way and renews his graces to us. Jesus does not “re-sacrifice” himself at Mass; he makes his one sacrifice present again in the signs and symbols of the Mass. | | | | |
| Describe essential elements of the liturgy: <ul style="list-style-type: none"> - Introductory Rites - Liturgy of the Word - Liturgy of the Eucharist - Concluding Rites | | X | | Explain the essential elements of the liturgy. Order, name, and give the meaning for what happens in each element. |
| The Introductory Rites include the Confiteor (time to show sorrow for sin and ask God for forgiveness), Gloria (song of praise to the Holy Trinity), and Opening prayer. | | | | |
| The Liturgy of the Word includes the Bible readings, a homily, the Creed, and the Prayers of the Faithful. | | | | |
| The Lectionary is the official book of Scripture readings, arranged in a three-year cycle, and used during the Liturgy of the Word. | X | | | The Lectionary is the official book of Scripture readings, arranged in a three-year cycle, and used during the Liturgy of the Word. |
| | | X | | Read, discuss and apply the Gospel readings for upcoming Sundays. |
| | | X | | Explain the structure for Sunday and daily reading cycles. |
| The Sacramentary is the official book of prayers and directives for celebrating the Mass. | X | | | The Sacramentary is the official book of prayers and directives for celebrating the Mass. |
| Recognize that the Scriptures we read at Mass are to educate and inspire the whole People of God. | | | | |
| Listening to the Scriptures reverently allows us to follow the life of Christ through Sunday readings and helps us be more like Christ. | | | | |

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| The Liturgy of the Eucharist includes the Offertory, the Consecration, Our Father, and Holy Communion. | | | | |
| Understand the meaning of the word Transubstantiation: the bread and wine are changed into the Body and Blood, Soul and Divinity, of Jesus. There is no more bread or wine, only Jesus. | | | | |
| At Consecration (When the priest says “this is my Body... Blood”), the priest says Jesus’s words from the Last Supper and with God’s power, changes bread and wine into Jesus, Body, Blood, Soul, and Divinity. | | | | |
| The concluding rites include the prayer after communion, the concluding prayer, the blessing, and the dismissal. | | | | |
| Jesus is completely present in each of the Eucharistic species (even a broken host or a crumb is completely Jesus). | | | | |
| Active participation at Mass means that we participate by <ul style="list-style-type: none"> - Prayers - Hymns - Psalms - Responses - Inner self-offering with Christ to the Father - Offering our intentions with Jesus in the Mass - Offering thanks and praise to the Father through, with, and in Jesus. | X | | | Active participation at Mass means that we participate by <ul style="list-style-type: none"> - Prayers - Hymns - Psalms - Responses - Inner self-offering with Christ to the Father - Offering our intentions with Jesus in the Mass - Offering thanks and praise to the Father through, with, and in Jesus. |
| At every Mass, we participate in Jesus’ offering to the Father. We can offer our own intentions in union with Jesus’ offering. | X | | | At every Mass, we participate in Jesus’ offering to the Father. We can offer our own intentions in union with Jesus’ offering. |
| The Mass is offered for those who are in purgatory so that they can enter into heaven more quickly. | | | | |
| Recognize that a funeral Mass is a special liturgy of intercession, blessing, and farewell to the deceased Christian. Recognize the power of a funeral Mass to bless the deceased person and console family and friends. | | | | |
| The effects of receiving Holy Communion are: | X | | | The effects of receiving Holy Communion are: |

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| <ul style="list-style-type: none"> - Nourishes us with the Body and Blood of Christ - Unites us more deeply with Christ and His Church - Transforms us and strengthens us to love and serve one another - Takes away venial sin - Strengthens us against mortal sin | | | | <ul style="list-style-type: none"> - Nourishes us with the Body and Blood of Christ - Unites us more deeply with Christ and His Church - Transforms us and strengthens us to love and serve one another - Takes away venial sin - Strengthens us against mortal sin |
| Give examples of how the Eucharist nourishes and strengthens us to follow Jesus. | X | | | Give examples of how the Eucharist nourishes and strengthens us to follow Jesus. |
| <p>We are encouraged to receive the Eucharist if we are properly prepared:</p> <ul style="list-style-type: none"> - Catholic - free from mortal sin - fasted for an hour before Holy Communion (water and medicine do not break the fast) - have the right intention of being united to Jesus. <p>When we do, we become more like Him.</p> | X | | | <p>We are encouraged to receive the Eucharist if we are properly prepared:</p> <ul style="list-style-type: none"> - Catholic - free from mortal sin - fasted for an hour before Holy Communion (water and medicine do not break the fast) - have the right intention of being united to Jesus. <p>When we do, we become more like Him.</p> |
| If a person commits a mortal sin, they need to make a good confession before receiving Holy Communion. | X | | | If a person commits a mortal sin, they need to make a good confession before receiving Holy Communion. |
| | | | | |
| Understand and consistently demonstrate what people do when they reverently receive Jesus in Holy Communion (forming the intention of worshipping God at mass, being properly prepared, making a gesture of reverence before reception, proper way to receive on the tongue and in the hand). | X | | | Understand and consistently demonstrate what people do when they reverently receive Jesus in Holy Communion (forming the intention of worshipping God at mass, being properly prepared, making a gesture of reverence before reception, proper way to receive on the tongue and in the hand). |
| Review the importance of frequent, worthy, and reverential reception of Holy Communion. | X | | | Review the importance of frequent, worthy, and reverential reception of Holy Communion. |
| Encourage children to offer themselves to the Father with Jesus at the sacrifice of the Mass. | | | | |
| Jesus, as God, is present everywhere, but when we talk about the Real Presence we refer to the fact that Jesus is totally present, fully God and fully man. | | | | |

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| Begin to take a leadership role in liturgical planning (plan and read intercessory prayers, act as lector, cantor, server, gift bearers, ushers, etc.) within the school. | X | | | Begin to take a leadership role in liturgical planning (plan and read intercessory prayers, act as lector, cantor, server, gift bearers, ushers, etc.) within the school. |
| Liturgical Gestures and Para-Liturgical Celebrations | | | Liturgical Gestures and Para-Liturgical Celebrations | |
| Appropriately participate in liturgy; exhibit appropriate church behavior (reverence in heart and respect in actions and appearance). | X | | | Appropriately participate in liturgy; exhibit appropriate church behavior (reverence in heart and respect in actions and appearance). |
| Memorize all prayer responses and proper gestures for Mass so as to reverently participate. | X | | | Memorize all prayer responses and proper gestures for Mass so as to reverently participate. |
| Discuss why we dress up and take special care of our appearance for Mass. | | | | |
| Foster devotion to the Blessed Sacrament through visits to Jesus in the Tabernacle and through experiences of Adoration. | X | | | Foster devotion to the Blessed Sacrament through visits to Jesus in the Tabernacle and through experiences of Adoration. |
| Adoration of the Blessed Sacrament includes praying in front of the Tabernacle, during Exposition, and at Benediction. The grace from Mass is extended to those who worship and adore Jesus in the Blessed Sacrament. | X | | | Adoration of the Blessed Sacrament includes praying in front of the Tabernacle, during Exposition, and at Benediction. The grace from Mass is extended to those who worship and adore Jesus in the Blessed Sacrament. |
| | | X | | Identify and explain the meaning of areas of the Church and items used in worship (e.g. altar, ambo, chalice, ciborium, paul, corporal, purificator, alb, chasuble, stole, etc.) |
| Explain how liturgical gestures are prayers of our bodies and signify attitudes of our heart. (sign of the cross, use Holy Water entering a church, genuflect, bow, kneel, striking chest during Confiteor, making a cross on forehead, lips, and heart before the gospel, bowing or genuflecting when we say 'and became man' during the creed, appropriate sign of peace, singing) | X | | | Explain how liturgical gestures are prayers of our bodies and signify attitudes of our heart. (sign of the cross, use Holy Water entering a church, genuflect, bow, kneel, striking chest during Confiteor, making a cross on forehead, lips, and heart before the gospel, bowing or genuflecting when we say 'and became man' during the creed, appropriate sign of peace, singing) |
| Identify that we use signs of reverence and liturgical gestures to respect God because he is present in the church in a special way. | | X | | Discuss how Catholics express their faith and form their faith through worship in song, drama, art, architecture, literature, and prayer. |

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| Understand the purpose of silence in Church. Exhibit quiet and reverent behavior in church. | X | | | Understand the purpose of silence in Church. Exhibit quiet and reverent behavior in church. |
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Religion Guidelines
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Eighth Grade Emphasis

| Living in Freedom | | | | Living in Freedom |
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| Understand that morality is coming to recognize God’s loving call and responding in freedom. | X | | | Understand that morality is coming to recognize God’s loving call and responding in freedom. |
| Express and experience that true happiness comes from life with God and virtuous choices. | X | | | Express and experience that true happiness comes from life with God and virtuous choices. |
| | | | | Express an understanding that faith is expressed in good works. |
| Recognize that freedom and responsibility are essential parts of a balanced morality. | X | | | Recognize that freedom and responsibility are essential parts of a balanced morality. |
| Develop a Catholic understanding of joy, freedom, and free will. | X | | | Develop a Catholic understanding of joy, freedom, and free will. |
| | | X | | Understand discipline as an integral part of the freedom that brings true joy. |
| | | X | | Reflect on Jesus’ invitation to “Take up your cross and follow after me.” |
| | | X | | Recognize that assent to the truth and choosing good are integral parts of true freedom. |
| Recognize conditions which would limit the knowledge, freedom, and choice necessary for a person to be responsible for his or her action. | X | | | Recognize conditions which would limit the knowledge, freedom, and choice necessary for a person to be responsible for his or her action. |
| Evaluate the morality of an action using object, intention, and circumstances. https://www.avemariapress.com/engagingfaith/2008/04/morality-of-human-acts/ | X | | | Evaluate the morality of an action using object, intention, and circumstances. https://www.avemariapress.com/engagingfaith/2008/04/morality-of-human-acts/ |
| | | X | | Understand that some things are always wrong, no matter how good the circumstance or intention are. Give examples. |
| God created us to know, love and serve Him, to love others like He does (and as we love ourselves), to respect all creation and to be happy with him forever in Heaven. | X | | | God created us to know, love and serve Him, to love others like He does (and as we love ourselves), to respect all creation and to be happy with him forever in Heaven. |
| God wants everyone in heaven, but he does not force us into heaven. | | X | | Recognize the necessity and reality of objective moral truths. Explain why this position is reasonable and logical. |

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| Express ways to grow in response to the universal call to holiness. Begin to identify elements of what holiness looks like in their own life. | | X | | Express ways to grow in response to the universal call to holiness. Grow in gifts, talents, and virtues identified as elements of what holiness looks like in their own life. |
| God gives us freedom to make right choices. We have responsibility for our choices and their consequences. | X | | | God gives us freedom to make right choices. We have responsibility for our choices and their consequences. |
| Recognize that God gave us the 10 commandments, Beatitudes, Jesus' Law of Love, and precepts & Church teachings as rules of behavior to help us be happy and holy, respecting the dignity of each person. | X | | | Recognize that God gave us the 10 commandments, Beatitudes, Jesus' Law of Love, and precepts & Church teachings as rules of behavior to help us be happy and holy, respecting the dignity of each person. |
| List the 10 commandments and apply them to daily life. The Examination of Conscience at the end of these guidelines may be a helpful starting place. | | X | | Recognize how the beatitudes fulfil our natural desires for human happiness. |
| Recognize that what we identify as right or wrong comes from respect of God and the dignity of each human person. Explain how each of the 10 Commandments upholds respect for God and the dignity of the human person. | X | | | Recognize that what we identify as right or wrong comes from respect of God and the dignity of each human person. Explain how each of the 10 Commandments upholds respect for God and the dignity of the human person. |
| | | X | | Jesus takes our treatment of others personally: "Whatever you do to the least of these..." |
| Develop an intelligent, free, and strong exercise of obedience. | X | | | Develop an intelligent, free, and strong exercise of obedience. |
| | | | | Discuss how to live obedience well when God's law is in conflict with human laws. |
| Discuss ways to live the beatitudes and how to look for the blessings associated with them. | X | | | Discuss ways to live the beatitudes and how to look for the blessings associated with them. |
| Compare and contrast the Beatitudes with the values of modern day society. | | X | | Compare and contrast the Beatitudes with the values of modern day society. |
| God calls all people to ongoing conversion. | | | | |
| Part of ongoing conversion is to share what you have learned from God in and through the Church with others. | | | | |
| Strengthen the practice of making a daily examination of conscience based on the 10 commandments and God's Law of Love. | X | | | Strengthen the practice of making a daily examination of conscience based on the 10 commandments and God's Law of Love. |

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| Write an examination of conscience based on the Ten Commandments and the Beatitudes. | | | | |
| Define conscience as the inner judgement of whether an action is right or wrong. | X | | | Define conscience as the inner judgement of whether an action is right or wrong. Discuss its place in making good decisions. |
| Every Christian has a duty to form their conscience, which is a never-ending practice. | X | | | Every Christian has a duty to form their conscience, which is a never-ending practice. |
| Forming our conscience means that we listen to what God tells us is right by listening to the Holy Spirit, Church teaching, and Bible. | X | | | Forming our conscience means that we listen to what God tells us is right by listening to the Holy Spirit, Church teaching, and Bible. |
| A well-formed conscience is one that matches reality, which God created and expresses to us. It is very important to have a well-formed conscience. | X | | | A well-formed conscience is one that matches reality, which God created and expresses to us. It is very important to have a well-formed conscience. |
| Every Christian is obliged to continue to form his or her conscience for his/her lifetime and follow his or her conscience, formed by God in the Church. | X | | | Every Christian is obliged to continue to form his or her conscience for his/her lifetime and follow his or her conscience, formed by God in the Church. |
| | | X | | Explain the difference between a true conscience, a lax conscience, and a scrupulous conscience. Be able to identify characteristics of each. |
| Begin to explain natural law (the inner ability to know basic right from wrong that God put in everyone's heart when he created them). Identify elements of natural law in God's law, specifically the 10 Commandments. | | X | | Explain natural law (the inner ability to know basic right from wrong that God put in everyone's heart when he created them). Identify elements of natural law in God's law, specifically the 10 Commandments. |
| Explore age-appropriate ways to engage in the corporal works of mercy. Include everyday opportunities: <ul style="list-style-type: none"> - Feed the hungry - Give drink to the thirsty - Shelter the homeless - Clothe the naked - Visit the sick - Visit the imprisoned - Bury the dead | X | | | Explore age-appropriate ways to engage in the corporal works of mercy. Include everyday opportunities: <ul style="list-style-type: none"> - Feed the hungry - Give drink to the thirsty - Shelter the homeless - Clothe the naked - Visit the sick - Visit the imprisoned - Bury the dead |

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| <p>Explain and explore age-appropriate ways to engage in the spiritual works of mercy. Include everyday opportunities:</p> <ul style="list-style-type: none"> - Council the doubtful - Instruct the ignorant - Admonish sinners - Comfort the afflicted - Forgive offenses - Bear wrongs patiently - Pray for the living and the dead | X | | | <p>Explain and explore age-appropriate ways to engage in the spiritual works of mercy. Include everyday opportunities:</p> <ul style="list-style-type: none"> - Council the doubtful - Instruct the ignorant - Admonish sinners - Comfort the afflicted - Forgive offenses - Bear wrongs patiently - Pray for the living and the dead |
| | | X | | Associate the corporal and spiritual works of mercy with works of social justice. |
| To be disposed for grace, we pray, participate in the Sacraments, meditate on Scripture, and rely on the intercession of the saints and those on earth and in purgatory. | X | | | To be disposed for grace, we pray, participate in the Sacraments, meditate on Scripture, and rely on the intercession of the saints and those on earth and in purgatory. |
| Virtues are strong and firm dispositions to do what is good. They are the way that we imitate Jesus and become more united to him. | X | | | Virtues are strong and firm dispositions to do what is good. They are the way that we imitate Jesus and become more united to him. |
| We grow in virtue by doing what is right, even when it is hard, and by asking for God's grace. | X | | | We grow in virtue by doing what is right, even when it is hard, and by asking for God's grace. |
| We were designed by God in His image. The more we do good (grow in virtue), the more authentically human and joyful we are. | X | | | We were designed by God in His image. The more we do good (grow in virtue), the more authentically human and joyful we are. |
| <p>Explain and give examples of the three supernatural/ theological (God-given) virtues. They are given at Baptism and strengthened through the Eucharist and Confirmation.</p> <ul style="list-style-type: none"> - Faith: believing in everything that God reveals because He can neither deceive nor be deceived. - Hope: trusting that God loves us and will give us all the grace we need to be holy and get to Heaven. - Charity: loving God above all else and loving our neighbors as ourselves for the love of God. | X | | | <p>Explain and give examples of the three supernatural/ theological (God-given) virtues. They are given at Baptism and strengthened through the Eucharist and Confirmation.</p> <ul style="list-style-type: none"> - Faith: believing in everything that God reveals because He can neither deceive nor be deceived. - Hope: trusting that God loves us and will give us all the grace we need to be holy and get to Heaven. - Charity: loving God above all else and loving our neighbors as ourselves for the love of God. |

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| <p>Explain and apply the 4 cardinal virtues:</p> <ul style="list-style-type: none"> - Justice – giving each person and God what is their due - Prudence – judge correctly what is right or wrong in a given circumstance - Temperance – helps us be balanced in our desire for and use of created goods. - Fortitude – helps us do the right thing, even when it is difficult or boring. | X | | | <p>Explain and apply the 4 cardinal virtues:</p> <ul style="list-style-type: none"> - Justice – giving each person and God what is their due - Prudence – judge correctly what is right or wrong in a given circumstance - Temperance – helps us be balanced in our desire for and use of created goods. - Fortitude – helps us do the right thing, even when it is difficult or boring. |
| | | X | | Discuss the purpose, meaning, and origin of the cardinal virtues as distinguished from the theological virtues. |
| <p>Identify the seven capital sins (deadly sins) as pride, covetousness (avarice), envy, anger, gluttony, lust, and sloth. Identify the theological/cardinal virtue which combats each.</p> | X | | | <p>Identify the seven capital sins (deadly sins) as pride, covetousness (avarice), envy, anger, gluttony, lust, and sloth. Identify the theological/cardinal virtue which combats each.</p> |
| | | X | | Explore the difference between natural and supernatural virtue. http://www.rosary-center.org/1146n3.htm |
| <p>Recognize the steps for good decision-making and practice a procedure for making good moral choices.</p> | X | | | <p>Recognize the steps for good decision-making and practice a procedure for making good moral choices.</p> |
| <p>Continue to develop the habit of calling upon the Holy Spirit, our Guardian Angel, and the saints to help us know what is right and do it. Develop a habit of thanking them when we see their help in our lives.</p> | X | | | <p>Continue to develop the habit of calling upon the Holy Spirit, our Guardian Angel, and the saints to help us know what is right and do it. Develop a habit of thanking them when we see their help in our lives.</p> |
| <p>List the seven gifts and 12 fruits of the Holy Spirit. Explain the meaning of each. Understand that when we exercise the gifts of the Holy Spirit, we are acting the way that God does. We can't exercise the gifts of the Holy Spirit without His grace living in us.</p> | X | | | <p>List the seven gifts and 12 fruits of the Holy Spirit. Explain the meaning of each. Understand that when we exercise the gifts of the Holy Spirit, we are acting the way that God does. We can't exercise the gifts of the Holy Spirit without His grace living in us.</p> |
| <p>Discuss how the fruits and gifts of the Holy Spirit help us lead a holy life and bring joy.</p> | X | | | <p>Discuss how the fruits and gifts of the Holy Spirit help us lead a holy life and bring joy.</p> |
| | | X | | Recognize the Gifts in Isaiah 11:1-2. Understand that they belong to Christ, in their fullest. |
| <p>Part of Christian hope is sharing in the Cross of Christ and looking forward to heaven.</p> | X | | | <p>Part of Christian hope is sharing in the Cross of Christ and looking forward to heaven.</p> |

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| God does not ever stop loving us, even when we sin. | X | | | God does not ever stop loving us, even when we sin. |
| There is no sin too big for God to forgive; God's love is always greater than any evil. | X | | | There is no sin too big for God to forgive; God's love is always greater than any evil. |
| | | X | | To experience forgiveness, we must admit and take responsibility for our sins. |
| Discuss the effects of sin on the individual, his or her community, and the society. | X | | | Discuss the effects of sin on the individual, his or her community, and the society. |
| | | X | | Identify the following as the results of original sin: <ul style="list-style-type: none"> - Distancing or separation from Christ - Makes it more difficult to understand what is right and wrong - Weakens the will to do good |
| Recognize the need for reconciliation with the community. | X | | | Recognize the need for reconciliation with the community. |
| Recognize that concupiscence is a desire that makes us vulnerable to temptation and sin. | X | | | Recognize that concupiscence is a desire that makes us vulnerable to temptation and sin. |
| Recognize that a temptation is an invitation to do something wrong. | X | | | Recognize that a temptation is an invitation to do something wrong. |
| Temptation is a struggle for everyone, but God is always present to help us and understands what we are going through. | X | | | Temptation is a struggle for everyone, but God is always present to help us and understands what we are going through. |
| Recognize that we never have to sin. There is never a time when temptation must win. By relying on God's grace and doing our best, it is always possible to do the right thing. | X | | | Recognize that we never have to sin. There is never a time when temptation must win. By relying on God's grace and doing our best, it is always possible to do the right thing. |
| Develop the habit of prayer in times of temptation. | X | | | Develop the habit of prayer in times of temptation. |
| Begin to recognize times, places, and people around whom we are often tempted and create a plan for avoiding temptation/staying close to God. | X | | | Begin to recognize times, places, and people around whom we are often tempted and create a plan for avoiding temptation/staying close to God. |
| We must avoid the places, people, and things (including media) that we know or have a pretty good idea may lead us to sin. | X | | | We must avoid the places, people, and things (including media) that we know or have a pretty good idea may lead us to sin. |
| | | X | | Recognize media's influence on our ideas and values. Choose not to engage in media that glorifies vices and choose media that we can use to learn virtue. |

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| Prayer, God's grace, self-discipline, and the intercession of the saints help us overcome temptation. | X | | | Prayer, God's grace, self-discipline, and the intercession of the saints help us overcome temptation. |
| Habits of selfishness and moral weakness lead to sin. The fix is to work on building virtue. | X | | | Habits of selfishness and moral weakness lead to sin. The fix is to work on building virtue. |
| Sin is choosing to do something wrong by refusing to love God and others, and to obey God's Commandments. It displeases God and it hurts us, others, and our relationship with God and others. | X | | | Sin is choosing to do something wrong by refusing to love God and others, and to obey God's Commandments. It displeases God and it hurts us, others, and our relationship with God and others. |
| Sin is choosing to disobey God by thinking bad things on purpose (in thought), doing bad things on purpose (in deed by commission), or choosing not to do good things that you know you should (in deed, by omission). | X | | | Sin is choosing to disobey God by thinking bad things on purpose (in thought), doing bad things on purpose (in deed by commission), or choosing not to do good things that you know you should (in deed, by omission). |
| Understand the difference between a sin, a temptation, an accident and a mistake. | X | | | Understand the difference between a sin, a temptation, an accident and a mistake. |
| Recognize that positive or negative feelings (passions) are not good or bad in themselves. | X | | | Recognize that positive or negative feelings (passions) are not good or bad in themselves. |
| Develop habits of recognizing emotions, asking God to help direct them, and then choosing right actions. | X | | | Develop habits of recognizing emotions, asking God to help direct them, and then choosing right actions. |
| Explain the difference between original sin, personal sin, and social sin. | | X | | Explain and give examples of original sin, personal sin, and social sin. |
| Explain venial and mortal sin and the conditions for each. | X | | | Explain venial and mortal sin and the conditions for each. |
| Because sin hurts our relationship with God and with others, we need reconciliation with God and with the community. | X | | | Because sin hurts our relationship with God and with others, we need reconciliation with God and with the community. |
| Cultivate the ability to forgive and ask forgiveness by following Jesus' words and example. | X | | | Cultivate the ability to forgive and ask forgiveness by following Jesus' words and example. |
| After sinning, we can always try again. Going to Confession absolves our sins, reconciles us to the community, and gives us the strength to try again. | X | | | After sinning, we can always try again. Going to Confession absolves our sins, reconciles us to the community, and gives us the strength to try again. |
| Recognize that the best way to avoid sin and try again after sinning is to focus on working with the Holy Spirit on growing in the virtues rather than focusing on staying away from sin. | X | | | Recognize that the best way to avoid sin and try again after sinning is to focus on working with the Holy Spirit on growing in the virtues rather than focusing on staying away from sin. |

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| Understand that we love God and care about pleasing him because He loved us first. | X | | | Understand that we love God and care about pleasing him because He loved us first. |
| Recognize that God and his goodness always triumphs over evil and sin. | | | | |

Religion Guidelines
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| Prayer | | Prayer | |
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| Theology of prayer | | Theology of prayer | |
| Recognize the power of prayer in our daily lives, as well as the power of prayer in working toward peace and justice. | X | | Recognize the power of prayer in our daily lives, as well as the power of prayer in working toward peace and justice. |
| Define prayer as a response to personally knowing God’s love and goodness. Prayer deepens our relationship with God. | X | | Define prayer as a response to personally knowing God’s love and goodness. Prayer deepens our relationship with God. |
| Define prayer as coming into God’s presence and keeping company with God. Understand that God delights in keeping company with us. | X | | Define prayer as coming into God’s presence and keeping company with God. Understand that God delights in keeping company with us. |
| Recognize that prayer leads us to conversion and helps us form our consciences. | | X | Recognize that prayer helps us understand where we are hurting the Lord and what he is calling us to do. It leads to conversion and fidelity to God’s will, along with peace and joy. |
| | | X | Thorough prayer, God affirms our right thoughts and actions and challenges our mistaken or wrong thoughts and actions. |
| Wanting to pray or being asked to pray is an invitation from God to talk to him. | X | | Wanting to pray or being asked to pray is an invitation from God to talk to him. |
| Identify and explain the forms of prayer: praise, adoration, thanksgiving, petition, intercession, and contrition. | X | | Identify and explain the forms of prayer: praise, adoration, thanksgiving, petition, intercession, and contrition. |
| Discuss obstacles to prayer and ways to overcome them. Be sure to include: <ul style="list-style-type: none"> - Lack of time (we make time for what is valuable; decide where you will make time for prayer). - Don’t know how to pray (start with some vocal prayers, listen to teachers or parents who show us ways to pray, like meditation, singing, contemplative prayer, etc.) - Distractions (Do what you can to create a distraction free environment, but realize that distractions are something that everyone deals with. Calmly pull your attention back to God.) | X | | Discuss obstacles to prayer and ways to overcome them. Be sure to include: <ul style="list-style-type: none"> - Lack of time (we make time for what is valuable; decide where you will make time for prayer). - Don’t know how to pray (start with some vocal prayers, listen to teachers or parents who show us ways to pray, like meditation, singing, contemplative prayer, etc.) - Distractions (Do what you can to create a distraction free environment, but realize that distractions are something that everyone deals with. Calmly pull your attention back to God.) |

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| <ul style="list-style-type: none"> - Dryness (keep praying, no matter what. If you are aware of some sin, confess it. If not, continue on, and know that God is doing a lot of work during your time of prayer, even if you can't see it. Everyone also experiences dryness.) | | | | <ul style="list-style-type: none"> - Dryness (keep praying, no matter what. If you are aware of some sin, confess it. If not, continue on, and know that God is doing a lot of work during your time of prayer, even if you can't see it. Everyone also experiences dryness.) | |
| Discuss how clinging persistently to prayer helps us overcome difficulties. | X | | | Discuss how clinging persistently to prayer helps us overcome difficulties. | |
| Encourage students to pray to know God's will for their life and their vocation. | X | | | Encourage students to pray to know God's will for their life and their vocation. | |
| Attitudes and postures of prayer | | | Attitudes and postures of prayer | | |
| Encourage a daily time set aside for prayer, especially in the morning and evening. | X | | | Encourage a daily time set aside for prayer, especially in the morning and evening. | |
| Recognize opportunities to pray during the day and during daily activities (e.g. thanking God for a beautiful day, asking God for help in a difficult situation, sharing a funny moment with God, etc.) | X | | | Recognize opportunities to pray during the day and during daily activities (e.g. thanking God for a beautiful day, asking God for help in a difficult situation, sharing a funny moment with God, etc.) | |
| Recognize Jesus as a model of prayer and explore his prayer in the Scriptures. | X | | | Recognize Jesus as a model of prayer and explore his prayer in the Scriptures. | |
| Describe Mary's faith and humility and recognize their role in forming her as a person of prayer. Understand Mary's role in helping us pray as she did. | X | | | Describe Mary's faith and humility and recognize their role in forming her as a person of prayer. Understand Mary's role in helping us pray as she did. | |
| Explore the Psalms and review: <ul style="list-style-type: none"> - That they were prayers that Jesus, Mary, and the saints before us liked to pray - That they are collection of hymns and prayers of the Jewish people - How to use the psalms as prayers - The categories of psalms, which can help us understand what they mean better - Places they are used in Catholic prayer and liturgy. | | | | | |

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| Develop the habit of praying with the Scriptures and reading them daily. | X | | | Develop the habit of praying with the Scriptures and reading them daily. |
| Recognize the places in Scripture which work together to form the Our Father and Hail Mary. | | X | | Discuss consecration to the Blessed Virgin Mary (some major promoters of different consecrations are St. Louis Marie de Montfort, St. Maximilian Kolbe, or 33 Days to Morning Glory by Fr. Michael E. Gaitley) |
| Explore the elements of the Our Father and recognize it as Jesus' way of teaching us to pray. | X | | | Explore the elements of the Our Father and recognize it as Jesus' way of teaching us to pray. |
| Demonstrate reverence in prayer. | X | | | Demonstrate reverence in prayer. |
| The Holy Spirit helps us pray and teaches us to pray. | X | | | The Holy Spirit helps us pray and teaches us to pray. |
| When we pray to the saints, our Blessed Mother, and the angels, they intercede (or pray for) us. We can always ask them for help, especially in times of need or temptation. | X | | | When we pray to the saints, our Blessed Mother, and the angels, they intercede (or pray for) us. We can always ask them for help, especially in times of need or temptation. |
| Develop a friendship and devotion to the Holy Spirit and the saints. Special saintly devotion to: Mary, Joseph, patron saint and Guardian Angel. | X | | | Develop a friendship and devotion to the Holy Spirit and the saints. Special saintly devotion to: Mary, Joseph, patron saint and Guardian Angel. |
| Understand that devotion is a loving relationship. Talking to the saints and our guardian angel and offering sacrifices up as a way of showing our love and thanks are part of devotion. You don't always have to feel a special closeness (you probably will not always feel a special closeness) to a saint to have devotion. You have to choose to love them. | X | | | Understand that devotion is a loving relationship. Talking to the saints and our guardian angel and offering sacrifices up as a way of showing our love and thanks are part of devotion. You don't always have to feel a special closeness (you probably will not always feel a special closeness) to a saint to have devotion. You have to choose to love them. |
| Recognize that we only worship God. Our devotion to saints is a special love and friendship that brings us closer to God. God shares his love and joy with us through their friendship. | X | | | Recognize that we only worship God. Our devotion to saints is a special love and friendship that brings us closer to God. God shares his love and joy with us through their friendship. |
| Adapt and develop a personal plan of daily prayer and spiritual exercises. Possible topics to discuss while planning: http://lifeteen.com/blog/prayer/ | | X | | Adapt and develop a personal plan of daily prayer and spiritual exercises. Possible topics to discuss while planning: http://lifeteen.com/blog/prayer/ |
| Prayer is a way of life for Christians, according to Paul's admonition to "pray always." | X | | | Prayer is a way of life for Christians, according to Paul's admonition to "pray always." |
| Silence helps us pray, listen to God, and be close to God. | X | | | Silence helps us pray, listen to God, and be close to God. |

Religion Guidelines

Seventh - Eighth Grade Comparison

Eighth Grade Emphasis

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| The Catholic Church/chapel is the most sacred place for prayer because Jesus is present in the tabernacle. | X | | | The Catholic Church/chapel is the most sacred place for prayer because Jesus is present in the tabernacle. |
| Explore various ways to pray (eg. Reading, art, listening, and singing, meditation) | X | | | Explore various ways to pray (eg. Reading, art, listening, and singing, meditation) |
| Demonstrate ability to pray a novena, which is a prayer or prayers said over a period of nine days to God or to Mary or to one of the saints. | X | | | Demonstrate ability to pray a novena, which is a prayer or prayers said over a period of nine days to God or to Mary or to one of the saints. |
| Grow in the practice of spontaneous prayer and formal prayer. Understand similarities, differences, and importance of both. | X | | | Grow in the practice of spontaneous prayer and formal prayer. Understand similarities, differences, and importance of both. |
| Grow in the practice of simply being in God's presence and keeping him company. Identify ways that God speaks to us and develop the capacity to listen and hear God in prayer. | X | | | Grow in the practice of simply being in God's presence and keeping him company. Identify ways that God speaks to us and develop the capacity to listen and hear God in prayer. |
| Grow in the practice of personal and community prayer. Understand the importance of both. | | | | Grow in the practice of personal and community prayer. Understand the importance of both. |
| Grow in the practice of meditative prayer (a vehicle to think about the mysteries of our salvation in Christ) and contemplative prayer (a gift from God, being with God like being with our best friend and simply enjoying his presence). | X | | | Grow in the practice of meditative prayer (a vehicle to think about the mysteries of our salvation in Christ) and contemplative prayer (a gift from God, being with God like being with our best friend and simply enjoying his presence). |
| Experience different kinds of personal prayer (reflection, Ignatian meditation, guided meditation, etc.) Understand that listening to God's word in Scripture is a privileged way God speaks to us. Introduce litanies of the Saints, of the Blessed Virgin Mary, and of the Sacred Heart. | X | | | Experience different kinds of personal prayer (reflection, Ignatian meditation, guided meditation, etc.) Understand that listening to God's word in Scripture is a privileged way God speaks to us. Introduce litanies of the Saints, of the Blessed Virgin Mary, and of the Sacred Heart. |
| | | X | | Practice writing prayers, including prayers of praise, contrition, and to encourage vocations. |
| Understand and practice the sacraments as a way of prayer. | X | | | Understand and practice the sacraments as a way of prayer. |
| Pray for the needs and intentions of others. Remember: <ul style="list-style-type: none"> - Pope, bishop, and pastor - Those who hurt us | X | | | Pray for the needs and intentions of others. Remember: <ul style="list-style-type: none"> - Pope, bishop, and pastor - Those who hurt us |

Religion Guidelines

Seventh - Eighth Grade Comparison

Eighth Grade Emphasis

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| <ul style="list-style-type: none"> - For the protection of human life, from conception to natural death - The dead - Family members | | | | <ul style="list-style-type: none"> - For the protection of human life, from conception to natural death - The dead - Family members |
| <p>Review previous prayers (see gr. 6). Analyze the meaning of and practice:</p> <ul style="list-style-type: none"> - The Prayer to the Holy Spirit - The Divine Praises - The Te Deum - Magnificat, Canticle of Zachariah, Canticle of Simeon, Anna's prayer (all found in Luke). | X | | | <p>Review previous prayers (see gr. 6). Analyze the meaning of and practice:</p> <ul style="list-style-type: none"> - The Prayer to the Holy Spirit - The Divine Praises - The Te Deum - Magnificat, Canticle of Zachariah, Canticle of Simeon, Anna's prayer (all found in Luke). |
| Become familiar with devotions, such as the First Friday and First Saturday devotions, Divine Mercy Chaplet, etc. | X | | | Become familiar with devotions, such as the First Friday and First Saturday devotions, Divine Mercy Chaplet, etc. |
| Bow head at the name of Jesus. | X | | | Bow head at the name of Jesus. |
| Recognize that the Stations of the Cross are an especially good prayer during Lent, but can be prayed anytime. Engage in praying the Stations of the Cross. | X | | | Recognize that the Stations of the Cross are an especially good prayer during Lent, but can be prayed anytime. Engage in praying the Stations of the Cross. |
| Recognize the core components of the Stations of the Cross. | | | | |
| <p>Understand and demonstrate the basics of praying the rosary, in private and public.</p> <ul style="list-style-type: none"> - Rosary helps us imitate the lives of Jesus and Mary - A way to understand Jesus with Mary's help - Each mystery tells us about Jesus' life or who he is by focusing on events in the lives of Jesus and Mary. - Explore different ways to pray the Rosary. | X | | | <p>Understand and demonstrate the basics of praying the rosary, in private and public.</p> <ul style="list-style-type: none"> - Rosary helps us imitate the lives of Jesus and Mary - A way to understand Jesus with Mary's help - Each mystery tells us about Jesus' life or who he is by focusing on events in the lives of Jesus and Mary. - Explore different ways to pray the Rosary. |
| List and explain the mysteries of the Rosary. | X | | | List and explain the mysteries of the Rosary. |
| Encourage students to daily pray the rosary with attention. | X | | | Encourage students to daily pray the rosary with attention. |
| Participate in May Crowning and other traditional Marian devotions. | X | | | Participate in May Crowning and other traditional Marian devotions. |

Religion Guidelines

Seventh - Eighth Grade Comparison
Eighth Grade Emphasis

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| Participate in All Saints Day and All Soul's Day celebrations, understanding the purpose for these celebrations as distinct from pop culture meanings. | X | | | Participate in All Saints Day and All Soul's Day celebrations, understanding the purpose for these celebrations as distinct from pop culture meanings. |
| Participate in Adoration and Benediction and grow in devotion to the Holy Eucharist. Recognize why Catholics participate in Adoration and Benediction. | X | | | Participate in Adoration and Benediction and grow in devotion to the Holy Eucharist. Recognize why Catholics participate in Adoration and Benediction. |
| Become familiar with the Forty Hours devotion. | X | | | Become familiar with the Forty Hours devotion. |

Religion Guidelines
Seventh - Eighth Grade Comparison
Eighth Grade Emphasis

| Church: The Body of Christ | | Church: The Body of Christ | | |
|---|---|----------------------------|--|---|
| Who is the Church? | | Who is the Church? | | |
| Recognize that Jesus established the Church. Explore Jesus' foundation of the Church beginning in his preaching, continuing through the Paschal mystery, Pentecost, Acts, and apostolic succession. | | | | |
| Recognize the work and place of Mary in Salvation History: Immaculate Conception, Mother of Jesus, virgin birth, Assumption, Mother of the Church. | | | | |
| The Church is the Body of Christ on Earth. The Church, particularly in the seven sacraments, is the way that God chooses to be present in the world, to encounter and to save His people. | | | | |
| The Church, the Body of Christ, is both divine and human. | | | | |
| Jesus' mission is lived through the Holy Spirit in the Church, which is His Body (St. Paul called the Church the Body of Christ). The Church is missionary by her nature (see Evangelization under Living as a Christian in Society). | | | | |
| Recognize that in the Catholic faith, there are rites. We are in the Roman rite. All the Rites share one faith, sacraments, and hierarchy. Recognize that it is preferred that we attend liturgy in our own rite, but we may fully participate in the liturgy of any of the Rites in the Catholic Church. The pope is head of all of the rites and their leaders. | X | | | Recognize that in the Catholic faith, there are rites. We are in the Roman rite. All the Rites share one faith, sacraments, and hierarchy. Recognize that it is preferred that we attend liturgy in our own rite, but we may fully participate in the liturgy of any of the Rites in the Catholic Church. The pope is head of all of the rites and their leaders. |
| | | X | | Discuss generally the similarities and differences between the Liturgy of the Roman Rite and the Eastern Rites. |
| Understand that there are some Eastern Christian Churches that do not accept the role of the Pope and are called "Orthodox". They are not in union with the Catholic Church. | X | | | Understand that there are some Eastern Christian Churches that do not accept the role of the Pope and are called "Orthodox". They are not in union with the Catholic Church. |

Religion Guidelines

Seventh - Eighth Grade Comparison
Eighth Grade Emphasis

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| Recognize that other Christians share a common baptism and belief in Jesus, even though they do not share the fullness of all that Jesus taught us. | X | | | Recognize that other Christians share a common baptism and belief in Jesus, even though they do not share the fullness of all that Jesus taught us. |
| Recognize Lutheran, Episcopal, Baptist, Methodist, and Apostolic churches as beginning from the Protestant Reformation. | X | | | Recognize Lutheran, Episcopal, Baptist, Methodist, and Apostolic churches as beginning from the Protestant Reformation. |
| Review how to build a strong friendship with other Christians and other faiths, recognizing what we share in common and being honest about differences. | X | | | Review how to build a strong friendship with other Christians and other faiths, recognizing what we share in common and being honest about differences. |
| Jesus gave His Church the fullness of truth and the authority to teach the truth. He gave us the Catholic Church to give us grace, his very own life. When we follow the Church, we follow Jesus. | X | | | Jesus gave His Church the fullness of truth and the authority to teach the truth. He gave us the Catholic Church to give us grace, his very own life. When we follow the Church, we follow Jesus. |
| The Jewish people are our older brothers in the faith. The Church is the fulfillment of what God promised them as the Chosen People, and God continues to be faithful to his covenants and gifts to the Jewish people. | X | | | The Jewish people are our older brothers in the faith. The Church is the fulfillment of what God promised them as the Chosen People, and God continues to be faithful to his covenants and gifts to the Jewish people. |
| All the people of the Church (baptized) are connected in the communion of saints, which includes people in heaven, in purgatory, and those on Earth trying to live a holy life with God. This means that the Church is in heaven, in purgatory and on Earth. | X | | | All the people of the Church (baptized) are connected in the communion of saints, which includes people in heaven, in purgatory, and those on Earth trying to live a holy life with God. This means that the Church is in heaven, in purgatory and on Earth. |
| The Holy Spirit helps the apostles remember and understand all that Jesus taught. The Holy Spirit guides the Church and makes it holy through the apostles and their successors. | X | | | The Holy Spirit helps the apostles remember and understand all that Jesus taught. The Holy Spirit guides the Church and makes it holy through the apostles and their successors. |
| The Holy Spirit inspires all people, in accord with their state in life, to work to help the Church be holy and faithful. | | | | |
| The apostles were the ones who lead the early Church communities. The bishops are the successors of the apostles. | X | | | The apostles were the ones who lead the early Church communities. The bishops are the successors of the apostles. |

Religion Guidelines

Seventh - Eighth Grade Comparison

Eighth Grade Emphasis

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| Jesus chose Peter as the leader of his Apostles to lead, teach, and guide the Church and spread the Gospel. Peter, and his successors, the popes, are the visible head of the Church and a sign of her unity. | X | | | Jesus chose Peter as the leader of his Apostles to lead, teach, and guide the Church and spread the Gospel. Peter, and his successors, the popes, are the visible head of the Church and a sign of her unity. |
| Jesus gave the pope and bishops in union with him the authority to guard and teach the faith (cf. magisterium). | | | | |
| Defend the Catholic understanding of the Pope using the Scriptures and Fathers of the Church. https://www.catholic.com/tract/the-authority-of-the-pope-part-i | X | | | Defend the Catholic understanding of the Pope using the Scriptures and Fathers of the Church. https://www.catholic.com/tract/the-authority-of-the-pope-part-i |
| | | | | |
| Identify and explain the four marks of the Church: One, Holy, Catholic and Apostolic. We can tell the true church that Jesus founded by looking for these signs. | | | | |
| Explore how the Church is and is called to be a visible sign of unity and bring about peace in the world. Understand that the unity of the Church mirrors the unity of the Trinity. | | | | |
| Everyone united to Jesus is united to each other in Jesus. | | | | |
| Explore the visible signs of the Church's unity: one origin, one baptism, one faith, and one unbroken line of apostolic succession, beginning with Peter. | | | | |
| Find the marks of the Church in the Nicene Creed. | | | | |
| Church in Heaven | | Church in Heaven | | |
| Another name for the Church in Heaven is the Church Triumphant. | | | | |
| Identify the saints as friends who live in heaven with God, and who love us and want to help us. | | | | |
| Identify saints as normal people who grew close to God because they grew in love. | | | | |
| Recognize that while some saints, human beings living with God in heaven, are canonized, many are not. | | | | |

Religion Guidelines

Seventh - Eighth Grade Comparison
Eighth Grade Emphasis

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| Identify Mary as a model of holiness and quiet service. | | X | | Recognize that all of God’s promises are fulfilled in Mary, so when we look at her we can see that God’s promises are true. |
| Explore the following ways that Mary was instrumental in the life of the Church: <ul style="list-style-type: none"> - Mother of God - Remained a virgin her whole life, so that she could be the “Handmaid of the Lord” with her whole being. - First and perfect disciple of Jesus - Mediatrix of Grace because all grace from Jesus came through Mary - Eve brought sin, but Mary brought the savior - Jesus’ first miracle “Do whatever he tells you.” - Jesus gave her as mother to John and to all of us on the cross. | | | | |
| Understand that Mary never sinned. | | | | |
| Recognize that Mary loves and cares for us, even more than our own mothers. | | X | | Recognize that Mary’s love and care for us is completely unselfish and she always leads us to Jesus. |
| Mary helps us on our journey to be united to Jesus. Explore the way that she accompanies us through her titles (both from tradition and proclamation). | | | | |
| Explore apparitions of Mary that have been approved by the Church (e.g. Guadalupe, Lourdes, Fatima). | | | | |
| Recognize that the lives of the saints show us how to follow Jesus. | | | | |
| Recount the lives of several saints, including, but not limited to: <ul style="list-style-type: none"> - Review saints of the past - Allow students to lead the discussion and meet new saints. | | X | | Reexamine the lives of the saints and recognize the variety of ways to be holy. Unpack their lives and begin to see in them a path to holiness for all sorts of people. |
| Saints who died for the Faith are called martyrs (witnesses). | | | | |

Religion Guidelines
Seventh - Eighth Grade Comparison
Eighth Grade Emphasis

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| St. Patrick is the patron of the Diocese of Erie. | | | | |
| Recount the life of his/her patron saint and begin to develop a relationship with him/her. | | | | |
| Distinguish between worship of God and devotion and love of the saints. | | X | | Recognize the ways that devotion to the saints strengthen our love of and worship of God. |
| Church in Purgatory | | | Church in Purgatory | |
| The Church in Purgatory is also called the Church Suffering | | X | | Cite places in Church tradition and the Scriptures (E.g. Maccabees) to explain and defend the Church's understanding of purgatory. https://www.catholic.com/tract/purgatory |
| Purgatory is the final purification of the soul after death and before entrance into heaven to make one perfect for Eternal Life. | | | | |
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| | | | | |
| Church on Earth | | | Church on Earth | |
| The Church on Earth is also called the Church Militant because it is made up of Christians fighting against evil and working for a holy life. | X | | | The Church on Earth is also called the Church Militant because it is made up of Christians fighting against evil and working for a holy life. |
| The Church is one in beliefs, worship, and government. | | | | |
| The role of the clergy is to teach, govern, and sanctify. | | | | |
| Explain how the authority of God is manifested in the hierarchy of the Catholic Church. | | | | |
| The people who make up the Church are clergy, religious, and lay people. | | | | |
| Recognize that while the Church is holy, sometimes Catholics do not live up to God's call. For this reason, we are called to continual reform, renewal, and conversion. | | | | |
| Papal infallibility means that the Holy Spirit keeps the Pope from teaching error in matters of faith and morals. For the teacher: The conditions for an infallible statement are that it must 1) be the pope 2) talking in his authority as | | | | |

Religion Guidelines

Seventh - Eighth Grade Comparison

Eighth Grade Emphasis

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| pope – ex cathedra 3) defines a doctrine that concerns faith and morals. There have been very few infallible statements. For more information visit: https://www.catholic.com/tract/papal-infallibility | | | | |
| The Magisterium, pope and bishops in union with him, is the teaching office of the Church, guided by the Holy Spirit, to pass on Jesus’ teaching without error, and to interpret without error the Word of God in the Bible and in Sacred Tradition. | | X | | Recognize that Jesus entrusted the truth about God to his Body, the Catholic Church. He promised to keep it without error by making sure that the successors of Peter and the other apostles (i.e. the Pope and the Bishops in union with him) were right about faith and morals when they spoke from the authority of the Church. So, while the members of the Church on Earth (including her leaders) are not impeccable (free from sin), the official doctrinal teaching of the Catholic Church is infallible (free from error). |
| Know the name of the Pope, Bishop, and Pastor. | | | | |
| Understand tithing for the support of the Church and the poor as a responsibility for all Christians and a way of showing gratitude for all the gifts God gives us and trust that he will provide for us. | X | | | Understand tithing for the support of the Church and the poor as a responsibility for all Christians and a way of showing gratitude for all the gifts God gives us and trust that he will provide for us. |
| Recognize the role of stewardship in our parishes. Cultivate a responsible stewardship by identifying opportunities and forming a generous and responsible heart. | | | | |
| In tithing, usually we give 10% or more of our income and resources. | X | | | In tithing, usually we give 10% or more of our income and resources. |
| Discuss how we, as members of the Church, learn from and are supported by others who are living the Christian way. Discuss ways to teach and support others. | | | | |
| | | X | | Identify Jesus’ selection and formation of the 12 apostles. |
| | | X | | Discuss the selection of a replacement for Judas and the beginnings of the diaconate. |

Religion Guidelines
 Seventh - Eighth Grade Comparison
 Eighth Grade Emphasis

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| | | X | | Retell the events of the Council of Jerusalem and explain the significance of the question. Identify the most important issue decided. |
| | | X | | Discuss the early missionary activity of the apostles (Acts of the Apostles) and the structure of the early Church. |
| | | X | | Trace the development of the Church through the Roman persecutions. |
| | | X | | Explain the result of Constantine’s recognition of the Church. |
| | | X | | Identify early heresies, the cultural and historical events that led to them, and the councils that dealt with them, i.e. Nicaea. (Docetism, Aianism, Nestorianism, Monophysitism, Gnosticism, Jansensism, Iconoclasm, etc.) |
| | | X | | Discuss the origins and spread of hermits and different forms of religious life (Benedictines, Franciscans, Dominicans, Jesuits, Carmelites, etc). |
| | | X | | Discuss the reasons for the Crusades and their result. Background and Catholic perspective: https://www.catholicnewsagency.com/column/four-myths-about-the-crusades-1562 |
| | | X | | Discuss the reasons for and consequences of the schism between the Eastern and Western Church. |
| | | X | | Explain the reasons for and results of the Inquisition. Be able to explain the differences between the popular perspective and the Catholic historical viewpoint. https://www.catholic.com/magazine/print-edition/an-inquisition-primer |
| | | X | | Discuss the Reformation and the rise of Protestant churches. |
| | | X | | Identify the reason for the Council of Trent. |
| | | X | | Outline the missionary work that led to the founding and growth of the Church in America. |

Religion Guidelines
Seventh - Eighth Grade Comparison
Eighth Grade Emphasis

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| | | X | | Briefly outline the context and historical events leading up to and flowing from Vatican I and Vatican II. |
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Religion Guidelines
Seventh - Eighth Grade Comparison
Eighth Grade Emphasis

| Christians in the World | | | Christians in the World | | |
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| Catholic Social Teaching | | | Catholic Social Teaching | | |
| Recognize that only by following God’s plan for the world, beginning to freely form the Reign of God, will we come to justice and peace. | | X | | Recognize that justice in our relationships with God and with others is required for true peace. Peace is “the tranquility of order, the work of justice, and the effect of charity.” | |
| | | | X | Understand and defend the practical place faith in public life. | |
| Explore how Gospel values should drive social, economic, and political choices. | X | | | Explore how Gospel values should drive social, economic, and political choices. | |
| Explore natural law and give examples. Explain that governments must make socially just laws to protect the human dignity and rights of its citizens. | | | | | |
| Explore the Catholic understanding of the common good. State concrete ways to work toward the common good. | X | X | | Love for the Holy Eucharist gives us the strength, charity, and kindness that we need to love the poor and safeguard their dignity. | |
| The more we love Jesus in the Holy Eucharist the more we will love and serve others. The Holy Eucharist helps us be committed to the poor. | | | | | |
| Explain how human rights flow from human dignity. Recognize ways to respect the dignity of human life in all of its forms. | | X | | Create suggestions for peaceful alternatives and solutions for poverty, violence, oppression, etc., which rob persons of their human dignity. | |
| Understand that every human right has a corresponding responsibility. Explore the responsibilities that come from basic human rights. | | X | | Accept and make decisions based on the fact that each person has a special obligation to help the poor as much as they are able. | |
| Show concern for the dignity of all people, especially the most vulnerable (e.g. unborn, elderly, special needs, mentally ill, poor, suffering). | X | | | Show concern for the dignity of all people, especially the most vulnerable (e.g. unborn, elderly, special needs, mentally ill, poor, suffering). | |
| Recognize the Church’s special mission to the poor and identify models of those who responded to God’s call to holiness through service to others. | X | | | Recognize the Church’s special mission to the poor and identify models of those who responded to God’s call to holiness through service to others. | |
| Explore the seven themes of Catholic social teaching. For the teacher: http://www.usccb.org/beliefs-and- | | X | | Explain and defend the seven themes of Catholic social teaching. | |

Religion Guidelines

Seventh - Eighth Grade Comparison

Eighth Grade Emphasis

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| teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm | | | | |
| Use the principles of Catholic social teaching to analyze and evaluate both individual situations and those affecting wider society. | X | | | Use the principles of Catholic social teaching to analyze and evaluate both individual situations and those affecting wider society. |
| Identify leadership as God’s call to service. | X | | | Identify leadership as God’s call to service. |
| Cultivate a sense of personal responsibility for one’s own choices and their consequences within the community. | | | | Discuss that every right has a corresponding responsibility. Identify some responsibilities related to the rights of human persons. |
| Recognize our responsibility to be good stewards of creation and all goods we have by sharing and conserving Earth’s resources and all creatures entrusted to us. | | | | |
| Define stewardship as gratefully sharing and using gifts of time, talent, and treasure. Compare and contrast responsible and irresponsible stewardship. | | X | | Define stewardship as sharing and using gifts of time, talent, and treasure with a heart of thankfulness. Encourage the exercise of responsible stewardship at an eighth grade level. |
| Recognize that service is indispensable in Christian life. Identify examples of service in the Old Testament, New Testament and in Jesus’ life. | | X | | Choose and participate in service activities, deliberately allowing service to flow from a prayerful response to the Gospel. Include home, parish, local, and world-wide concerns. |
| Identify actions, especially those that are popular in contemporary lifestyles, that support or undermine the value of life. | X | | | Identify actions, especially those that are popular in contemporary lifestyles, that support or undermine the value of life. |
| Recognize and understand that differences in personalities, races, and nationalities are good for the whole of the human family. | X | | | Recognize and understand that differences in personalities, races, and nationalities are good for the whole of the human family. |
| Recognize the time of year that Christians share prayer for unity (Week of Prayer for Christian Unity – Jan 18-25 every year). | | | | |
| Recognize that, as Christians, we support laws that cultivate each person’s dignity as a free and unrepeatable beloved creature of God. That is why we cannot support abortion or euthanasia. | X | | | Recognize that, as Christians, we support laws that cultivate each person’s dignity as a free and unrepeatable beloved creature of God. That is why we cannot support abortion or euthanasia. |

Religion Guidelines
Seventh - Eighth Grade Comparison
Eighth Grade Emphasis

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| Compare and contrast the world's values with the values that Jesus gives us in the Beatitudes. | X | | | Compare and contrast the world's values with the values that Jesus gives us in the Beatitudes. |
| Identify Christian service as a response to the needs of the community and a way to show God's love. Christian service reaches out especially to those who are in most need or who are least valued. | | | | |
| Explore the importance of age appropriate activity in public and political life. Take age-appropriate action to work for justice and peace in public life. | X | | | Take age appropriate steps to make their voice heard on social justice issues (i.e. write letters to congressmen, respect life essays, cleaning up trash, recycling, etc.) |
| Engage in choosing and participating in service activities that build up life and show respect for God's creation. | | X | | Engage in choosing, organizing, and participating in service activities that build up life and show respect for God's creation. |
| Recognize that it is every Christian's responsibility to work and pray for a more just world. | X | | | Recognize that it is every Christian's responsibility to work and pray for a more just world. |
| Evangelization | | | | Evangelization |
| Understand that our call to evangelize comes from Jesus' command "Go and make disciples." | | | | |
| Identify times when Jesus gave his disciples the mission to evangelize. (Eg Mt 28:19, Mk 16:15, Acts 1:8) | X | | | Identify times when Jesus gave his disciples the mission to evangelize. (Eg Mt 28:19, Mk 16:15, Acts 1:8) |
| Demonstrate how and when we should share our faith in Jesus and invite others to know Him, love Him, and be part of his family, the Church. | X | | | Demonstrate how and when we should share our faith in Jesus and invite others to know Him, love Him, and be part of his family, the Church. |
| | | X | | Charitably defend Catholic doctrine using history, Scripture, and common sense. Recognize the place of prayer in evangelization and apologetics. |
| Report the meaning of the word evangelization: to proclaim Christ and his Gospel by word and the testimony of life, in fulfillment of his command to go and make disciples. | | | | |
| Rephrase and apply Jesus' words: "Teach them to observe all that I have commanded you." Mt 28:20 | | | | |

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| Discuss why the way we live is just as important in spreading the Gospel, if not more important, than anything we say about Jesus. | X | | | Discuss why the way we live is just as important in spreading the Gospel, if not more important, than anything we say about Jesus. |
| Describe how understanding what others believe can help a person share the Gospel effectively. | X | | | Describe how understanding what others believe can help a person share the Gospel effectively. |
| Describe ways that parishes and families are involved in evangelization. | | | | |
| Recognize that every Catholic is called to have a missionary spirit by engaging in works of mercy, supporting missionaries, and sharing his or her faith. | | | | |
| Discuss ways that Catholics can be and are missionaries. | | | | |
| Identify missionary calls in the lives of the saints (Eg. St. Isaac Jogues, St. Therese of Lisieux, Mother Cabrini, St. Damien) | | | | |
| Realize that the core mission of the Church is missionary. | X | | | Realize that the core mission of the Church is missionary. |
| | | X | | Discuss how and why being missionary and wanting others to be Catholic is different from being triumphalistic or bigoted. |
| Discuss the encouragement needed to live out the mission of giving witness to the Faith. | | | | |
| Recognize our vocation as a way of sharing in the Church's mission to share the Gospel. | | | | |
| Understand that we need to bear witness to our Catholic faith in our community and society. | | | | |

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| Theology of the Body | | | | Theology of the Body |
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| Explain that each person was created from love and is meant to love and be loved. | | | | |
| | | X | | Understand that our happiness is found in God because we are created by him and for life with him. |
| Recognize that at conception, which is the first moment of new life, an irreplaceable and unrepeatable human being (body and soul) is created and loved by God. | X | | | Recognize that, at the moment of conception, God infuses a human soul into the new human body and an irreplaceable and unrepeatable human being (body and soul) is created and loved by God. |
| Develop a sense of personal dignity based on being made in God’s image and likeness. | X | | | Develop a sense of personal dignity based on being made in God’s image and likeness. |
| Recognize that we are created as male or female. Our sexuality affects our whole person and is expressed in our physical, mental, social, intellectual, emotional, and spiritual characteristics and perspectives. | | | | Recognize that human sexuality is all that makes us male and female, including our physical, mental, social, intellectual, emotional, and spiritual characteristics and responses, as well as the ability to participate in procreation. |
| | | X | | Discuss how relationship are affected by being male or female. |
| Trace how sin damaged the original relationships in the Garden of Eden and how they affect us today: the human person and God; human beings and nature; between human persons, and within one’s self. | X | | | |
| Understand how God created the intellect, will, and emotions to interact. Discuss the effect on our actions. | | X | | Understand how God created the intellect, will, and emotions to interact. Discuss the effect on our actions. |
| Explain that God wanted human beings to have the liberty to love and choose him freely, so he gives them a free will that he will never coerce. | | X | | Recognize that we use our free will to grow in faith and maturity by choosing what is good. |
| The human person is the only earthly creature with a soul that can think and choose. Identify humanity as the summit of creation. | X | | | |
| God’s greatest gift to us is life – both natural and supernatural (sanctifying grace) life. | X | | | God’s greatest gift to us is life – both natural and supernatural (sanctifying grace) life. |

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| God made humans with body, mind, and soul, in the image of God. Humans are most like God when they love by freely and truly making a gift of themselves. | X | | | God made humans with body, mind, and soul, in the image of God. Humans are most like God when they love by freely and truly making a gift of themselves. |
| Explain why a person's special dignity helps us understand that each person should be loved and that no person should ever be used, disregarded, or treated like an object. | X | | | Explain why a person's special dignity helps us understand that each person should be loved and that no person should ever be used, disregarded, or treated like an object. |
| Explain that God made each human being as a boy or a girl as revealed in their bodies. Recognize that boys and girls have equal dignity and that the differences in boys and girls are complementary. | X | | | Explain that God made each human being as a boy or a girl as revealed in their bodies. Recognize that boys and girls have equal dignity and that the differences in boys and girls are complementary. |
| Acknowledge that God creates each person as a boy or a girl from the moment of conception. | X | | | Acknowledge that God creates each person as a boy or a girl from the moment of conception. |
| Understand that God, as our loving Father and creator, teaches us how to use his gift of sexuality through the Church. | X | | | Understand that God, as our loving Father and creator, teaches us how to use his gift of sexuality through the Church. |
| Identify how that human body reveals the person. | X | | | Identify how that human body reveals the person. |
| Explain how, through loving actions, the human body can reveal God. | X | | | Explain how, through loving actions, the human body can reveal God. |
| Explain that all creation is designed by God to reveal an aspect of who He is. | X | | | Explain that all creation is designed by God to reveal an aspect of who He is. |
| Discuss the practice of love as a sacrificial gift to others in the family. | X | | | Discuss the practice of love as a sacrificial gift to others in the family. |
| Demonstrate appropriate ways to show affection for immediate family members, extended family members, and friends & peers. | X | | | Demonstrate appropriate ways to show affection for immediate family members, extended family members, and friends & peers. |
| Recognize that sexual attraction is a good and wholesome element of God's plan to bring a man and woman together in marriage, teach them selfless love, and bless them with children. Discuss appropriate responses to the feeling of attraction. | X | | | Recognize that sexual attraction is a good and wholesome element of God's plan to bring a man and woman together in marriage, teach them selfless love, and bless them with children. Discuss appropriate responses to the feeling of attraction. |

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| | | X | | Recognize that sexual feelings are normal and healthy for adolescents and that they need to be directed by the virtue of chastity. |
| Recognize the negative consequences of inappropriate displays of affection and/or uses of the gift of sexuality. | X | | | Recognize the negative consequences of inappropriate displays of affection and/or uses of the gift of sexuality. |
| Explain that love is to want what is best for the other person. | X | | | Explain that love is to want what is best for the other person. |
| Compare and contrast selfish and unselfish ways members of a peer group, family, and others impact the life of those around them. | X | | | Compare and contrast selfish and unselfish ways members of a peer group, family, and others impact the life of those around them. |
| Explore how our choices affect our family, those in our group of friends, and those in our community. | X | | | Explore how our choices affect our family, those in our group of friends, and those in our community. |
| | | X | | Explain friendship as Christ-like love for another which leads others to Christ. |
| Identify elements of healthy, truthful, affirmative, and life-giving friendships. Conversely, identify signs of unhealthy friendships. | X | | | Identify elements of healthy, truthful, affirmative, and life-giving friendships. Conversely, identify signs of unhealthy friendships. |
| | | X | | Understand that strong friendships help you choose what is good, handle peer pressure, and work through problems in a Christ-like way. |
| Explore the value of strong, healthy friendship, in imitation of Jesus Christ. | X | | | Explore the value of strong, healthy friendship, in imitation of Jesus Christ. |
| Discuss healthy ways to address problems in friendships, seeking to reconcile and show Jesus' love for each other. | X | | | Discuss healthy ways to address problems in friendships, seeking to reconcile and show Jesus' love for each other. |
| In an age-appropriate and sensitive manner, discuss how emotional and physical changes in middle school can affect friendships. | X | | | In an age-appropriate and sensitive manner, discuss how emotional and physical changes in middle school can affect friendships. |
| Discuss positive ways to address changes in relationships with persons of the other gender. | X | | | Discuss positive ways to address changes in relationships with persons of the other gender. |
| Explain friendship as Christ-like love for another which leads others to Christ. | | | | |

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| Understand that truth and communication are important components of healthy friendship. | X | | | Understand that truth, respect and communication are important components of healthy friendship. |
| Discuss changes that occur in relationships because of growth and maturity. Discuss their effects. Recognize that these changes often occur at different rates for different people. | X | | | Discuss changes that occur in relationships because of growth and maturity and discuss their effects. Recognize that these changes often occur at different rates for different people. |
| Discuss how to live the virtues to build friendships with all adults and healthy relationships with those of the opposite gender. | X | | | Discuss how to live the virtues to build friendships with all adults and healthy relationships with those of the opposite gender. |
| | | X | | Acknowledge that effective communication involves listening, self-disclosure, and working together for the common good. |
| | | X | | Describe how chastity strengthens friendships. |
| Recognize and explain the special significance of the Incarnation in understanding human dignity. | X | | | Recognize and explain the special significance of the Incarnation in understanding human dignity. |
| Use what Jesus said and did to defend the following: <ul style="list-style-type: none"> - Our dignity is based on being created in the image and likeness of God. - Each person has human dignity, including the poor and vulnerable. - All life is sacred, from conception to natural death. | X | | | Use what Jesus said and did to defend the following: <ul style="list-style-type: none"> - Our dignity is based on being created in the image and likeness of God. - Each person has human dignity, including the poor and vulnerable. - All life is sacred, from conception to natural death. |
| | | X | | Identify New Testament examples of the Christian ideal for respecting the human dignity of others. |
| Identify basic rights of all human persons. | X | | | Identify basic rights of all human persons. |
| Encourage a positive attitude toward sexuality based on respect of persons as images of God. | X | | | Encourage a positive attitude toward sexuality based on respect of persons as images of God. |
| Build an appreciation for the beauty and strength of purity and modesty. Identify strong and appealing role models for chastity. | X | | | Build an appreciation for the beauty and strength of purity and modesty. Identify strong and appealing role models for chastity. |
| | | X | | Explore and discuss the varied ways of practicing chastity, purity, and modesty, with emphasis on the joy and freedom that comes from choosing good. |

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| Recognize sinful sexual behaviors and offenses against chastity. Identify the ways in which they undermine human dignity and grow in appreciation for the opposite virtues. | X | | | Recognize sinful sexual behaviors and offenses against chastity. Identify the ways in which they undermine human dignity and grow in appreciation for the opposite virtues. |
| Understand that everyone, regardless of their state in life, is called to a life of chastity. Discuss what is needed for a chaste lifestyle. | X | | | Understand that everyone, regardless of their state in life, is called to a life of chastity. Discuss what is needed for a chaste lifestyle. |
| Explain and give examples of how people exercise self-control over their sexual thoughts and desires out of respect for God, themselves, and other persons. | X | | | Explain and give examples of how people exercise self-control over their sexual thoughts and desires out of respect for God, themselves, and other persons. |
| Define guidelines for discerning modest behavior, speech, and dress. | | X | | Using respect and human dignity as guidelines, develop guidelines for discerning modest behavior, speech, and dress. |
| Recognize that using one's sexuality well means taking general good care of one's body as well as modest behavior (dress and speech). | | | | |
| Discuss choice of movies, TV programs, music, books, magazines, video games, etc., recognizing the need to avoid media that injures human dignity and enjoy media that supports human dignity. | X | | | Discuss choice of movies, TV programs, music, books, magazines, video games, etc., recognizing the need to avoid media that injures human dignity and enjoy media that supports human dignity. |
| | | X | | Constructively criticize media and entertainment to recognize true and false messages about the human person. Recognize the need to limit or reject media with false messages about the human person. |
| Identify the positive and negative effects of peer pressure. | X | | | Identify the positive and negative effects of peer pressure. |
| | | X | | Discuss appropriate responses when positive or negative peer pressure affects one's choices. |
| In a sensitive, age-appropriate manner, define pornography and discuss appropriate precautions and reactions. | X | | | In a sensitive, age-appropriate manner, define pornography, recognize how it undermines human dignity, and discuss appropriate precautions and reactions. |
| Discuss our need for God's grace and the fruits of the Holy Spirit, especially modesty, chastity, and self-control, to use our sexuality appropriately. | X | | | Discuss our need for God's grace and the fruits of the Holy Spirit, especially modesty, chastity, and self-control, to use our sexuality appropriately. |

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| Recognize chastity as a gift from God, designed to safeguard the purity and modesty of our love, that is guarded by his grace. Modesty in language and dress, prayer, the sacraments, and devotion to Mary help keep chastity strong in our lives. | X | | | Recognize chastity as a gift from God, designed to safeguard the purity and modesty of our love, that is guarded by his grace. Modesty in language and dress, prayer, the sacraments, and devotion to Mary help keep chastity strong in our lives. |
| Discuss the varied ways to preserve and strengthen purity (unselfish, not-using love) of thought, word, and action. | X | | | Discuss the varied ways to preserve and strengthen purity (unselfish, not-using love) of thought, word, and action. |
| Since our life is a gift, we are called to share that gift with God and others. For a gift to be authentic, it must be sincerely given and received. | | | | |
| Identify gifts and talents. Explore where these gifts may be used currently and in the future, in each vocation (that is open to the student). | | | | |
| Explain that each relationship of self-giving requires each person to also be in relationship with God. | | | | |
| God's followers always respect life. Recognize and demonstrate that we care about others, especially those who are unable to help themselves. | | | | |
| Engage in age appropriate respect life activities. | | X | | Encourage students to pray and work for the protection of all human life, from conception to natural death. |
| Recognize ways that God is calling us to serve in the New Testament. Relate them to the vocations. | X | | | Recognize ways that God is calling us to serve in the New Testament. Relate them to the vocations. |
| | | X | | Explore various vocations and pray to be generous in response to God's call to married, single, religious, or ordained life. |
| Explore the benefits and challenges to each vocation: married, single, religious, ordained. | X | | | Explore the benefits and challenges to each vocation: married, single, religious, ordained. |
| Recognize the difference between active religious life and contemplative religious life. | X | | | Recognize the difference between active religious life and contemplative religious life. |
| | | X | | Identify and discuss how those in religious life help us focus on heaven by their vows of poverty, chastity, and obedience. |
| | | X | | Foster contact and conversation with priests and religious. |

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| Identify ways in which particular people living in each vocation have built up the Church and their community by living their vocation. | X | | | Identify ways in which particular people living in each vocation have built up the Church and their community by living their vocation. |
| Compare and contrast God's idea of marriage and the idea of marriage we often see in the media. | X | | | Compare and contrast God's idea of marriage and the idea of marriage we often see in the media. |
| Explain dating as the discernment of marriage with a person. | X | | | Explain dating as the discernment of marriage with a person. |
| Discuss the friendship and sacredness of marital love. | X | | | Discuss the friendship and sacredness of marital love. |
| Understand marriage as a covenant. Compare it to Old Testament covenants. | | X | | Compare God's image of marital love with modern romance and secular views. Identify elements of goodness and beauty in each and point out the elements of goodness that are missing in contemporary versions. |
| Recognize the three marriage promises that a husband and wife make to each other: faithfulness, permanence, and being open to having children. | X | | | Recognize the three marriage promises that a husband and wife make to each other: faithfulness, permanence, and being open to having children. |
| Recognize that true love is free, total, faithful, and fruitful. Identify these elements in Christ's example and explain what they mean to our friendships in light of Jesus' command to "love one another as I have loved you" | X | | | Recognize that true love is free, total, faithful, and fruitful. Identify these elements in Christ's example and explain what they mean to our friendships in light of Jesus' command to "love one another as I have loved you" |
| Explore what Jesus' command to "love one another as I have loved you" means in the context of married love. | X | | | Explore what Jesus' command to "love one another as I have loved you" means in the context of married love. |
| | X | | | Define marriage as a covenant that brings a man and a woman together in a one-flesh union, to love each other as Christ loves the Church. |
| Define sexual love as a special gift of God to express committed love within marriage and a share in God's power to create new life. | | X | | Recognize that sexual desires are good and are given by God to be properly expressed in marriage. In marriage, the husband and wife are called to make a total gift of themselves to each other through the marital act. Sexual activity is permissible and meaningful only in the context of marriage, and only when it is open to both life and love. |

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| | | X | | Sexual acts outside of marriage or sexual acts that deliberately reject either the bonding or life-giving elements of the marital act are gravely wrong. |
| | | X | | In an age appropriate manner, provide an overview of the Church's teaching regarding family planning. |
| Parents have a vocation to serve God and the Church by helping their children grow close to God. | X | | | Parents have a vocation to serve God and the Church by helping their children grow close to God. |
| Discuss the unity of the persons of the Trinity as the basis for communion of persons in the family. | X | | | Discuss the unity of the persons of the Trinity as the basis for communion of persons in the family. |
| The family is the basic unity of the Church and of society, and it needs to be protected and respected. | X | | | The family is the basic unity of the Church and of society, and it needs to be protected and respected. |
| Recognize the stages of human life present in a family. Describe the human dignity of persons at each stage. | X | | | Recognize the stages of human life present in a family. Describe the human dignity of persons at each stage. |
| Recognize that family first forms us in our values, religious practices, customs and traditions. | | | | |
| Holy Orders is a sacrament of special service and commitment to the Church. | | | | |
| Recognize that priests can be diocesan or part of a religious community (religious priests). | | | | |
| Explore different orders of consecrated life. Become familiar with the vows of poverty, chastity, and obedience. | | | | |
| All people are called to holiness by living their lives close to God. | | | | |