

GOAL ONE: GRADE EIGHT

CREED: Understand, believe and proclaim the Triune God as revealed in the signs of creation, Sacred Scripture, Catholic Tradition and human experience.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
8.01.01 Show understanding that the mystery of the Holy Trinity is central to the mystery of the Christian faith and of Christian life.	Articulate that the Holy Trinity is central to the Catholic faith. State that the Holy Trinity is a mystery surpassing human understanding. State the divine persons are at once unique and inseparable. State the substance of God as indivisible.	Biography. Research the life of St. Athanasius. State why he is called a doctor of the church. State that Athanasius wrote a creed describing the Trinitarian nature of God. Compare the creed of Athanasius with the Nicene Creed.
8.01.02 Show understanding of God as transcendent .	Define transcendent. Describe how God is transcendent. State that God is greater than all his works. State that God is present to creation yet beyond it. Discuss how this is challenging to our understanding. State that doubt is a reality that everyone has. Discuss why it is challenging to believe in God whom we do not see. <i>L.8.5(b): Use the relationship between particular words to better understand each of the words.</i>	Art. Study Michelangelo’s painting of the creation of man (Sistine Chapel, Rome). Describe the artist’s depiction of God. Have the student reason why he/she thinks that Michelangelo depicted God in this way. State how the depiction might be lacking. Have the student draw his/her own image of God and share why he/she imagines God this way.
8.01.03 Articulate understanding that God is holy and completely deserving of our love and worship .	Define holy and worship. Explain why we call God holy. State why we love and adore God. Give examples from the Hebrew Scriptures that describe the holiness of God. Using articles from teen magazines identify behaviors and life choices they advocate. Discuss the Christian perspective when understanding the psychology of advertising. <i>RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</i>	Biography. Research the lives of Sts. Perpetua and Felicity. State when/where they lived. Describe why they were highly honored in the early church. Prayer. In small groups read Psalm 103. Identify verses that describe characteristics of God. Identify verses that show how we respond.

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<p>8.01.04 Describe how we are attracted to the grandeur and beauty of God as we see this in creation.</p>	<p>State how we sense an inner attraction to God when we look at creation. Identify aspects of creation that make me conscious of God. State why I think consciousness of God is important in my life.</p>	<p>Art. Find magazine pictures of the earth and universe that are very striking and beautiful. State why these images evoke wonder and awe. Using the framework of a stained glass window arrange the pictures as a stained glass design. Prayer. In small groups read Psalm 8. Share how the psalm helps one picture God.</p>
<p>8.01.05 State how the desire for God is written in the human heart because we are created by God and for God.</p>	<p>Describe how every person desires God in her/his life. Describe this desire in my own life. State how this desire is connected with the desire to be loved and to do what is good. <i>L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p>	<p>Health. Discuss how media influences health behaviors and consumerism. List examples of media advertising as supporting health risks. Describe the importance of critiquing media advertising in relationship to health. Prayer. In small groups read Psalm 15. Share how the psalm describes one's desire for God.</p>
<p>8.01.06 Show understanding that there is no contradiction between faith and reason.</p>	<p>Describe how faith supports reason and reason supports faith. Give an example of how my capacity to think supports the gift of faith in my life. <i>L.8.5(b): Use relationship between particular words to better understand each of the nuances in word meanings.</i></p>	<p>Math. Collect tables, charts and graphs from newspapers and magazines regarding a current event. Explain the meaning of the information. State why it is important to be able to analyze data in this way. Family Life. Discuss the love in a family. Describe how we know we are loved.</p>
<p>8.01.07 Show how faith helps me to face the hardships of suffering, disappointment and tragedy.</p>	<p>Describe how faith is with me in good times and in difficult times. Explain how God's gift of faith helps me to be at peace even when I have to face difficulties in life. Give examples from personal life that lead me to this understanding. <i>SL.8.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>	<p>Language Arts. Have the student write a journal entry about a recent experience in his/her life that caused distress for him/her. Use as many feeling words as possible. State why it is important to be able to describe one's feelings.</p>

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<p>8.01.08 State that God created us in a state of original holiness and justice.</p>	<p>Describe how the Book of Genesis shows the first man and woman in a state of original goodness before sin. Locate in the creation accounts how the man and woman experienced friendship with God in the garden. <i>RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i></p>	<p>Social Studies. Compare/contrast creation stories from another culture with the Genesis stories. State how the stories describe the creation of good and evil. Discuss why all creation stories include stories about evil.</p>
<p>8.01.09 State the meaning of original sin.</p>	<p>Define original sin. Read the Genesis account of the Fall (Gen. 3:1-24) State the sins committed against God. State the sins committed against each other. Discuss how the stories of evil deeds in the Bible are universal themes for evil in today's world.</p>	<p>Language Arts. Explain how fiction writers use evil events to set up the plot of the story. Language Arts. Match stories of Cain/Abel, the Tower of Babel, and Noah to incidents occurring in the current news events.</p>
<p>8.01.10 Recognize that God's permitting evil is a mystery that God helps us to understand through his Son Jesus Christ.</p>	<p>Define evil. Discuss why God allows evil. Discuss the mystery of evil as a reality of human existence. Find a situation in the gospels that describe how Jesus faces evil. Describe how we can be confident in our faith that we can face and conquer evil. Describe how God's gift of our free will impacts evil.</p>	<p>Media. Find examples of movies that show the battle between good and evil. Describe the outcome of each story. Identify how the characters usually struggle to face evil. Describe how struggle with evil is part of human experience. Give examples of how evil is overcome by good.</p>
<p>8.01.11 State the Incarnation is the mystery of the union of the divine and human natures in Jesus Christ.</p>	<p>Define Incarnation. Describe the divine and human nature of Jesus by using references from the gospels and the Nicene Creed. State that Jesus is our model of holiness. State that God's becoming human gives us the possibility of partaking in the divine life of God. Discuss how union with God is a possibility regardless of human weaknesses. Describe how receiving Christ in Holy Communion changes us.</p>	<p>Language Arts. Arrange for an interview with the pastor or DRE. Develop questions about the topic of the Incarnation. After the interview have the student list what he/she learned about the topic.</p>

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<p>8.01.12 Show understanding that the whole of Jesus’ life, death and resurrection is the fulfillment of revelation.</p>	<p>State how Jesus’ life is the fulfillment of God’s revelation to us. Explain how this is described in the gospels using gospel references describing Jesus as God’s fullest revelation to us. <i>RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i></p>	<p>Music. Learn the song “Resucito!” or similar song.</p>
<p>8.01.13 State belief that Jesus died for our sins opening the possibility of eternal union with God.</p>	<p>Articulate as an article of faith Jesus’ death as redemptive. Discuss what eternal union with God means in this life and the next. Write a dialogue with Jesus about his role as redeemer in my life.</p>	<p>Language Arts. Design a panel discussion about the credibility of extraterrestrial experiences. Find out some cases of extraterrestrial experiences. Argue for/against credibility of these experiences.</p>
<p>8.01.14 State belief that Jesus’ death saves all people even though they do not know Christ.</p>	<p>Discuss the reason for Jesus’ death and the relevance for all people whether they know Christ or not. Discuss what it means to be saved. <i>SL.8.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</i></p>	<p>Biography. Research the life of Mohandas Gandhi. State the social, religious and political situations in India. Describe what drew Gandhi to nonviolent protest as a lever for social change. Biography. Research the life of Dorothy Day. Find out why she was a peace activist during WWII.</p>
<p>8.01.15 Recognize that God gives us only one life, unique and unrepeatable, that when we die in God’s friendship we live forever in union with God in heaven.</p>	<p>Describe how we have only one life that cannot be repeated. State that the gift of my life is unique and unlike any other. Articulate the God seeks our friendship and union now and in eternity. Write a reflection on what my life means to me.</p>	<p>Social Studies. Research a major world religion. Examine how others look at the world through their faith. State what they believe about life after death. Compare/contrast with our Christian understanding.</p>
<p>8.01.16 Recognize that Mary collaborated with the whole redemptive work of her Son.</p>	<p>State that Mary’s “Yes” to God’s plan for her contributed to her Son’s work of redemption.</p>	<p>Social Studies. Research a woman saint. Describe the circumstances in which she lived. State how this person responded to God in her life.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.01.17</p> <p>Describe how we pray and work for the coming of the Kingdom, but its fullness only comes at the end of time.</p>	<p>Describe how we as disciples of Jesus have a unique role in praying and working for the coming of God’s Kingdom. Give examples showing how we do this now.</p> <p><i>SL.8.1(a): Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i></p>	<p>Mission. Research Catholic Charities. Invite a representative from Catholic Charities to speak about the work of the organization. Find out who supports Catholic Charities. Design a project to help a service of Catholic Charities</p>

GOAL TWO: GRADE EIGHT

SACRAMENTS: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
8.02.01 Recognize that the benefits of the sacramental life are personal and ecclesial .	Define ecclesial. Describe how the sacraments benefit me. Describe how my participation in the sacramental life of the Church benefits the Church. <i>L.8.4(b): Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</i>	Music. Learn the song “Send Down the Fire,” or other song. Technology. In small groups develop a Power Point presentation on each sacrament and its outcome in the Christian life. Present to the class.
8.02.02 State the conditions for Baptism being necessary for salvation .	Define salvation. State that Baptism is necessary for those to whom the Gospel has been proclaimed and who have the possibility of asking for this sacrament. Using Matthew 28:19-20 describe the Church’s mission in relationship to the Sacrament of Baptism. <i>L.8.4(b): Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</i>	Biography. Research the life of John Cardinal Newman. State how he converted to Catholicism. Literature. Read John Cardinal Newman’s poem “Lead, Kindly Light.” Write a reflection on the poem. Write a poem about light guiding oneself.
8.02.03 State the conditions for being saved without Baptism.	Describe how those who die for the faith, catechumens, those who without knowledge of the Church act under the inspiration of grace and seek God sincerely striving to do God’s will are saved. State that God wills the salvation of all people. Express how God’s will for salvation is not bound by the sacraments but by mercy. <i>W.8.1: Write arguments to support claims with clear reasons and relevant evidence.</i>	Social Studies. Research the bombing of the Sixteenth Street Baptist Church, Birmingham, Alabama, in 1963. Identified who was killed and why. State what famous sermon Martin Luther King, Jr., delivered weeks before in that church. Analyze the cause of the violence. Describe why Dr. King called the victims “martyred heroines.”

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
8.02.04 Recognize Confirmation as a sacrament of initiation carrying an indelible character sealing the confirmands with the Gift of the Holy Spirit.	Define indelible character in relationship to the Sacrament of Confirmation. <i>L.8.4(a): Use context as a clue to the meaning of a word or phrase.</i>	Health. Show how as one matures, one takes on the responsibility of his/her physical, emotional, psychological and spiritual wellbeing. Identify how one can care for each of these areas.
8.02.05 Show understanding that every baptized person can and should receive the Sacrament of Confirmation.	Explain how Confirmation deepens our life in Christ. State that many receive Confirmation at the time of Baptism while others receive the sacrament later. Explain the differences.	Physical Education. Discuss the importance of physical fitness. Design a personal plan to keep physically fit. Explain how keeping physically fit is important not only for self but for the service of others.
8.02.06 State the requirements for validly receiving the Sacrament of Confirmation.	State the requirements for validly receiving the Sacrament of Confirmation. Explain why these requirements are important.	Social Studies. State the importance of honesty as a public witness. Describe meaning of oath in a court of law. State meaning and consequences of perjury.
8.02.07 State the essential elements of the Sacrament of Confirmation.	State the essential elements of the Sacrament of Confirmation. Memorize the words of confirmation	Music. Learn the song “Send Us Your Spirit,” or another appropriate Spirit song.
8.02.08 State the gifts of the Holy Spirit and their meaning in the Christian life.	Name the gifts of the Holy Spirit and their meaning in the Christian life. <i>W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i>	Family Life. Describe situations in family, school and social events that require using the gifts of the Holy Spirit. Have the student identify a gift that he/she most need in his/her life and write a reflection on why he/she needs the gift.
8.02.09 Choose a baptized Catholic to be your sponsor for Confirmation.	Define sponsor. Describe the requirements for being a sponsor for Confirmation. State that a godparent may be a sponsor. State the qualities I would like to see in a sponsor in supporting my life as a Christian. <i>L.8.3: Use knowledge of language arts and its conventions when writing, speaking, reading or listening.</i>	Family Life. Discuss with parents/guardian who would be a good sponsor for Confirmation using a prepared list of questions to assist in making the choice. Prioritize list of choices based the requirements of sponsors for Confirmation. Decide how to contact and ask the people being considered.

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8.02.10 Select the name of a saint or holy person as the Confirmation name.	Explain the significance of the confirmation name. Show understanding that a new name may be chosen or the baptismal name may also be used.	Biography. Have the student research the life of the saint he/she has chosen for his/her confirmation name. Include a reflection about why he/she chose this person. Describe virtues that he/she wants to imitate.
8.02.11 Show understanding that the Sacrament of Confirmation strengthens our bond with the Church and her mission.	Describe how Confirmation deepens our bond with the Church and her mission. Describe the mission of the Church. State how we participate in the mission through word and action.	Mission. Participate in acts of service in preparation for receiving the Sacrament of Confirmation. Write a report on the services completed.
8.02.12 Recognize the bishop as the ordinary minister of the Sacrament of Confirmation.	Explain why the bishop is the ordinary minister of Confirmation. State when a priest may be the minister of Confirmation.	Language Arts. Have the student draft a formal letter to the bishop asking to be confirmed. Rewrite the letter.
8.02.13 Complete the immediate preparation for receiving the Sacrament of Confirmation.	Show openness to formation, doing service, and learning required as immediate preparation for receiving Confirmation. Participate in prayer groups, discussions and completion of assignments. Write a reflection about readiness to receive the Sacrament of Confirmation at this time in my life.	Family Life. Take active involvement in the candidate's immediate preparation for receiving the Sacrament of Confirmation. Support the candidate's completion of requirements such as homework assignments, service projects, choice of clothes for the rite and time for prayer.
8.02.14 Be familiar with the order of the Rite of Confirmation.	Describe the order of the Rite of Confirmation. Show comfort in following the order of the Rite. Memorize the responses for the Rite of Confirmation.	Music. Learn the songs that will be used for the Rite of Confirmation.
8.02.15 Show understanding of the importance of the presentation of the candidates.	State the candidates are presented to the bishop and the candidates respond publicly that they are ready to take the step toward a life of public mission. State how this response should be made.	Language Arts. State the importance of expression in a public event. Practice using a speaker voice in stating a message. Exhibit poise and confidence in delivering a public message. State importance of appropriate clothing for a formal public event.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
8.02.16 State significance of the laying on of hands in relationship to the Sacrament of Confirmation and to scripture.	State the purpose of the laying on of hands by the bishop. Connect to stories in scripture of laying on of hands.	Art. Design a poster or collage of the symbols of Confirmation.
8.02.17 Describe the meaning of the anointing with chrism in the Sacrament of Confirmation.	Describe how and why the candidate is anointed with chrism. Memorize the words of anointing and responses. <i>L.8.4(b): Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</i>	Health. State how massage therapy is helpful for muscle tone and pain control. Research origins of massage therapy.
8.02.18 State that the Sacrament of Penance/Reconciliation provides a means to ongoing conversion and renewal in the Christian life.	Define conversion. Explain how we are never free from the weaknesses of human nature but the sacraments give us strength in face of temptation. Express how the Christian is always on a journey of conversion and turning toward God. Explain how the Sacrament of Penance/Reconciliation is a means of conversion and renewal through forgiveness of sin. <i>L.8.4(b): Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</i>	Family Life. Talk to a parent/guardian about particular times when life was difficult because of a family situation. State how the difficulty was resolved. Agree on a plan of action that if a difficulty arises one can communicate with parents and not feel judged. Discuss consequences if one does something causing harm to self or to another. Prayer. Participate in the Sacrament of Penance/Reconciliation. Think about aspects of one's life that need change.
8.02.19 State the meaning of transubstantiation in the Holy Eucharist.	Define transubstantiation. Describe the bread and wine of the Eucharist as transformed into the Body and Blood of the Living Christ. Explain why we receive Holy Communion under each form. <i>L.8.4(b): Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</i>	Science. Observe a chemical change in an experiment. Identify the variables creating the change. State the results of the change.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.02.20 State that the essential elements of the Mass make up one complete act of worship.</p>	<p>State the elements of the eucharistic ritual. State why these elements form one act of worship. State importance of active participation of the entire assembly in the Mass as the expression of worship.</p>	<p>Biography. Research the life of St. Francis de Sales. Identify some of the challenges he faced during this period of church history. Define the Calvinist belief of predestination. Explain how this is different from Catholic belief. State why free will is an important element of faith.</p>
<p>8.02.21 Show understanding that the entire assembly make up the Body of Christ.</p>	<p>State that the community belongs fully to the Body of Christ. State that Christ is the head of the Body. Articulate that the worshipping community offers the Eucharistic sacrifice with, in and through Christ.</p>	<p>Social Studies. Discuss how racism and slavery in the U.S. directly violate Catholic understanding of the Body of Christ. Discuss how belonging to the Body of Christ shapes relationships with others.</p>
<p>8.02.22 State that sacramental marriage consists of a man and woman freely pronouncing vows agreeing to share their lives in fruitful love.</p>	<p>State the elements of the Sacrament of Matrimony. Describe the effects of the Sacrament of Matrimony. State that marriage is a bond of love reflecting the faithful love of God. State the marriage covenant is publicly promised for life. State that the ministers of sacramental marriage are the couple exchanging marital vows/ <i>L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i></p>	<p>Family Life. State qualities that help deepen the bond of marriage. Explain how family life might strengthen these qualities.</p>
<p>8.02.23 Show understanding that Christian marriage is a sign of Christ's love for the Church.</p>	<p>State that Christian marriage is a sign of the covenant of Christ and the Church. Describe characteristics of Christian marriage. State why marriage is celebrated in the context of Mass. <i>L.8.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.</i></p>	<p>Parish Life. Invite a married couple to talk about their understanding of marriage in the Catholic Church.</p>

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<p>8.02.24 Show understanding of the effects of Christian marriage.</p>	<p>State that the effects of Christian marriage include physical sexual love exclusively for each other, accepting the possibility of children. State that Catholic parents have the responsibility of educating their children in the faith. State characteristics of Christian family life. <i>W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i></p>	<p>Parish Life. Find out how the parish supports Christian marriage and family life. Invite a member of the parish staff who serves families to talk about their ministry. Discuss how the Christian family is the domestic church.</p>
<p>8.02.25 State understanding of the permanence of sacramental marriage.</p>	<p>State that the Sacrament of Matrimony conveys a partnership that is permanent and equal. Describe the partnership as self-giving, mutual and faithful. Describe love as not only emotional and sexual but also as durable and creative. Discuss the positive and challenging aspects of lifelong commitment. <i>SL.8.1(a): Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i></p>	<p>Social Studies. Research marriage and family life in another culture. Compare/contrast to marriage and family life in the U.S. Discuss the advantages of marriage as a permanent commitment to culture and society. Looking at media presentations about marriage, discuss how permanent commitment is supported/challenged.</p>
<p>8.02.26 State that in the Sacrament of Holy Orders the bishop ordains priests and deacons as co-workers with him in serving the people of God.</p>	<p>State that the bishop ordains priests and deacons as co-workers in service. Describe the role of bishop, priest and deacon in the arch/diocese.</p>	<p>Art. Research formal clothing used by priests in the Catholic Church and other denominations. State the origins of the clothing and how they are used.</p>
<p>8.02.27 State that the bishop blesses the oils used for the sacraments including chrism for the Sacrament of Confirmation.</p>	<p>State meaning and derivation of chrism. State the kind of oil and how it is prepared. State the symbolic meaning of chrism. Identify chrism as one of three oils blessed by the bishop during Holy Week. Identify the other oils and how they are used in the sacraments.</p>	<p>Social Studies. Research how olive oil is manufactured. Identify parts of the world where olive oil is a predominant economic industry. Make a chart of olive oil products and their use.</p>

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<p>8.02.28</p> <p>Show understanding that because Christ is at work in the sacraments, they are effective independent of the disposition or holiness of the priest.</p>	<p>Explain how Christ is active in the sacraments. State what is necessary for the validity of a sacrament. Discuss why this is important to know in light of human sinfulness.</p> <p><i>SL.8.1(a): Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i></p>	<p>Social Studies. Research the impact of the Jesuits in a country during the 1500's. State significance of the Jesuits during the period of colonialism. State the impact of colonization on indigenous cultures.</p>
<p>8.02.29</p> <p>State the sacraments in service of communion and mission.</p>	<p>Identify the sacraments of Matrimony and Holy Orders as sacraments in service of communion and mission. State what service means in relationship to these sacraments.</p> <p><i>L.8.4(c): Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine its precise meaning or its part of speech.</i></p>	<p>Parish Life. Invite a deacon couple and a Pre-Cana couple to share how they understand the sacraments of Matrimony and Holy Orders as sacraments in service of communion and mission.</p>

GOAL THREE: GRADE EIGHT

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

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.03.01 Recognize that we are created in the image and likeness of God.</p>	<p>Explain in a basic way the dignity of the human person is rooted in his/her creation in the image and likeness of God. Explain that Christ as Redeemer and Savior restored humanity from the brokenness of sin to the original beauty of God’s image. State outcomes of our belief in being created in God’s image. <i>L.8.4(d): Verify the preliminary determination of a word or phrase.</i></p>	<p>Science. State meaning of Darwin’s theory of evolution. State why it is a theory. Research the stages of evolution from prehistoric ages until the present. State how evolution might explain the stages of human development. State whether science knows how humans first came into being. Discuss how evolution does not alter the belief that all are created in the image and likeness of God.</p>
<p>8.03.02 Describe human freedom as a force for growth and maturity.</p>	<p>Define human freedom. Describe how by free will we shape our own lives. Relate free will to choosing between good and evil. State how freedom does not imply the right to do whatever I want. Identify how choosing good contributes toward personal growth and maturity. Share experiences of being in situations requiring me to choose. <i>W.8.1: Write arguments to support claims with clear reasons and relevant evidence.</i></p>	<p>Social Studies. State how institutions of human enslavement and trafficking deny human freedom in all its expressions. Research the current statistics on modern forms of enslavement and trafficking. Draft a letter to political leaders supporting their efforts to end these human rights abuses in this and other countries. Find out about organizations that work to support Catholic Social Teaching.</p>
<p>8.03.03 State that conscience is a judgment of reason that helps us see the moral quality of an action.</p>	<p>Define conscience. Describe how one’s conscience is developed. Describe how our conscience acts as a judge. Give examples of how conscience plays a role in making moral choices. State how reason is essential to right judgment. Give examples of how we use our intelligence to make decisions.</p>	<p>Biography. Research the life of St. Thomas Aquinas. State when/where he lived. Identify the religious community to which he belonged. Identify his contributions to human thought about the study of God. State how his studies are still used today.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.03.04 Recognize that some acts are wrong no matter how good the end or intention.</p>	<p>Define end and intention. List acts that are wrong regardless of what good we hope to accomplish. Explain why I think these acts are wrong. <i>L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p>	<p>Biography. Research the life of John Brown. State his involvement in the abolition movement. Have the students debate the use of violence against evil.</p>
<p>8.03.05 State acts that are inherently and seriously wrong.</p>	<p>State sins that are inherently and seriously wrong Describe mortal sin and its requirements. Describe why these acts are evil. Identify which of these acts are punishable by law. Identify which acts require sacramental confession. Discuss the meaning of irreversible consequences regarding these acts. <i>SL.8.1(c): Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</i></p>	<p>Health. Research the health outcomes of sexual activity outside of marriage. Identify diseases related to sexual activity. Have the student journal about how he/she intends to manage his/her sexual behaviors to protect his/her health. Religion. Invite a Catholic speaker to talk about sexuality and its meaning in the Christian life. Discuss how chastity is a virtue practiced by all Christians. Discuss the importance of having personal goals and purpose in life. Discuss how having purpose and goals counter media pressures about human relations and sex.</p>
<p>8.03.06 Recognize that to receive God’s mercy and forgiveness we must admit our sins.</p>	<p>State ways that Catholics have to admit sin. State the circumstances requiring confession of sins. State that God forgives us when we show sorrow even before going to confession. Choose from a set of different ways of showing what sin does to our relationship with God and what the Sacrament of Penance/Reconciliation restores. <i>SL.8.1: Engage effectively in a range of collaborative discussions with diverse partners on grade8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</i></p>	<p>Parish Life. Invite a priest to talk about the Sacrament of Penance/Reconciliation. Discuss how the sacrament is a sign of God’s mercy.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.03.07 State that we transform society by implementing the Church’s Social Teaching.</p>	<p>Define social teaching. Name and apply the principles of the social teaching of the Church. Explain meaning of transformation of society through social change. Give examples. <i>W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p>	<p>Biography. Research the life of Cesar Chavez. State how he upheld the rights of migrant workers. Identify human rights abuses that Cesar Chavez fought against. Identify some of the abuses still existing today. Create a plan to help migrants. Mission. Divide class into seven groups. Assign one Catholic Social Teaching to each group. State the meaning of the teaching. Identify ways to act on the teaching as individuals or as a group.</p>
<p>8.03.08 Describe the common good as the sum total of social conditions allowing people to reach their fulfillment.</p>	<p>Define common good. Describe social conditions that allow people to reach their fulfillment. State how these social conditions respect human rights. Identify Catholics who have shown leadership in working for the common good of society. <i>L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i></p>	<p>Biography. Research the life of a Catholic politician or other public figure. State how s/he contributed to the common good. Design a power point presentation to share the findings about this person.</p>
<p>8.03.09 State how natural law expresses the dignity of the person and is the basis for fundamental rights and duties.</p>	<p>Define natural law. Give examples of the natural law as stated in the Decalogue. Give examples of human rights and duties. <i>L.8.4(d): Verify the preliminary determination of the meaning of a word or determine or clarify its precise meaning or its part of speech.</i></p>	<p>Family Life. Describe how the family respects the natural law in daily life. State how the natural law protects family life.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.03.10 Show understanding that Catholic citizens have the duty to work with civil authority for building up a just society.</p>	<p>Identify duties of citizens that require working with civil authority to create a just society. Take one of the duties and state how citizens accomplish it. <i>SL.8.1(d): Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</i></p>	<p>Social Studies. State the meaning of civic duty. Give examples of civic duties.</p>
<p>8.03.11 Recognize that citizens are obliged in conscience not to follow the directives of civil authorities when they are against the moral order.</p>	<p>Define moral order. Give examples of situations that require Catholic citizens to follow the guidance of conscience and not civil authority. Give reasons and possible consequences for not observing civil authority. <i>SL.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i></p>	<p>Social Studies. State how colonial leaders justified the revolution to be freed from the control of the English crown. In Socratic circles discuss how revolution might be justified. Share the findings with the class.</p>
<p>8.03.12 Show understanding that legitimate defense is a grave duty for whoever is responsible for the lives of others or the common good.</p>	<p>Define legitimate defense. State why this is a grave duty. Give examples of legitimate defense relating to the common good. Argue whether war is a legitimate defense. <i>SL.8.1(d): Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</i></p>	<p>Social Studies. State the meaning of social protest. Give examples of social protest. Describe how protest achieves change in society. Identify other ways to effect change in society.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.03.13 Recognize that the legitimate use of the death penalty is practically non-existent.</p>	<p>State the Church’s teaching on the death penalty. Research statistics on the use of the death penalty in the U.S., numbers in racial groups subject to the death penalty and forms of incurring death. <i>W.8.7: Conduct short research projects to answer a question drawing on several sources and generating additional, related, focused questions that allow for multiple avenues of exploration.</i></p>	<p>Language Arts. Have the student draft a letter to the state governor stating his/her position about the death penalty and why it is important to eliminate this practice in all states.</p>
<p>8.03.14 Describe the relationship between having the right to private property and the common good.</p>	<p>State what it means to have a right to private property. Give examples when ownership of property infringes on human rights and the common good. <i>SL.8.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</i></p>	<p>Social Studies. Graph percentages of the U.S. population owning property by race, economic status, location and gender. Discuss insights about the data.</p>
<p>8.03.15 State the Church’s teaching that human life begins with conception and ends with natural death.</p>	<p>Define conception and natural death. Explain why the Church teaches that human life begins with conception. <i>W.8.1: Write arguments to support claims with clear reasons and relevant evidence.</i></p>	<p>Health. Examine the importance of respecting life from conception to natural death as inherent to human wellness.</p>
<p>8.03.16 State the conditions for abortion being a grave sin.</p>	<p>Define abortion. Identify conditions that make abortion a grave sin. State the Church’s teaching about abortion. <i>W.8.1: Write arguments to support claims with clear reasons and relevant evidence.</i></p>	<p>Health. Invite a Catholic speaker to talk about abortion. State physical, psychological and emotional implications of having an abortion. Identify alternatives to having an abortion.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.03.17 Recognize that the Church has a right and duty to teach moral truth.</p>	<p>Define moral truth. Describe ways that the Church teaches moral truth. State how Catholics live morally upright lives in faith and based on informed conscience</p>	<p>Social Studies. Explain how moral honesty and integrity are important attributes of the citizen. In small groups discuss the necessity for moral truth in modern society.</p>
<p>8.03.18 State meaning of justification as a gift from God and not merited by human endeavor.</p>	<p>Define justification. Articulate that we cannot earn justification by our good works but only through Christ. Describe how our good works are ways of cooperating with God’s grace. <i>L.8.4(b): Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</i></p>	<p>Music. Learn the song “Song over the Waters,” or another appropriate song. Prayer. Have the student write a journal entry on his/her life as a total gift from God.</p>
<p>8.03.19 State that God’s sanctifying grace helps us to seek holiness by our free response to doing God’s will in living the Christian life.</p>	<p>State meaning of sanctifying grace and holiness. Identify grace as God’s free gift to us. State that only God is holy but we share in God’s holiness when we live the Christian life. <i>L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i></p>	<p>Health. Describe the relationship between physical health and moral integrity.</p>
<p>8.03.20 Recognize that the Holy Spirit guides Christians to set their hearts on the Kingdom of God rather than on material riches.</p>	<p>State how Christians aspire to life in the Realm of God. Give examples from the gospels about Jesus’ description of the Kingdom. Identify who in the gospels will enter the Kingdom of God. Explain why it is important to resist a materialistic life. <i>RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</i></p>	<p>Music. Learn the song “Bring Forth the Kingdom,” or another appropriate song on the Kingdom. Religion. Have the student write a journal entry about what he/she thinks Jesus meant when he said, “Blessed are the poor in spirit.” State what he/she would be willing to do for the sake of the Kingdom.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.03.21</p> <p>Show understanding that the Christian life requires preferential love for the poor.</p>	<p>Explain a gospel text that exhibits Jesus' love for the poor. Explain what the quote means: "Not to enable the poor to share in our goods is to steal from them and deprive them of life. The goods we possess are not ours, but theirs." Explain why the Christian's love for the poor is a preferential love.</p> <p><i>RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</i></p>	<p>Mission. Examine the mission activities of the class. Explain how these activities serve people who are poor.</p> <p>Biography. Research the life of St. John Chrysostom. State when/where he lived. Describe what he did for the Church.</p>
<p>8.03.22</p> <p>Identify the fruits of the Holy Spirit as signs of the Christian life.</p>	<p>State the fruits of the Holy Spirit. Explain how each of the fruits is a sign of the Christian life.</p> <p><i>W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i></p>	<p>Family Life. Describe how the fruits of the Holy Spirit help one to live family life.</p>

GOAL FOUR: GRADE EIGHT

SACRED SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God’s revelation through the signs of scripture.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
8.04.01 Recognize the Holy Spirit as central to opening the eyes of those who read scripture and moving them to have faith in God.	Describe the guidance of the Holy Spirit as essential to the writing of scripture. Give examples from scripture how this is evident. Describe how scripture leads us into greater faith in God.	Music. Learn the song “The Summons,” or a similar song of invitation to follow God’s call.
8.04.02 Name and describe the two senses of Scripture: literal and spiritual .	State meaning of senses of scripture. Define literal. Define spiritual sense. Give examples of literal sense and spiritual sense from the Gospel of Luke. <i>L.8.4(a): Use context as a clue to the meaning of a word or phrase.</i>	Language Arts. Find examples of poetry using metaphors. State how the literal understanding of a poem differs from metaphorical understanding.
8.04.03 Identify three categories of the spiritual sense of Scripture: allegorical , moral , and anagogical .	Define allegorical, moral and anagogical in relationship to understanding Scripture in the spiritual sense. Give examples of each from the Gospel of Luke. <i>L.8.4(b): Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</i>	Language Arts. Read a poem using allegory. Describe the allegory and its meaning.
8.04.04 Show understanding that Sacred Scripture and Tradition make up a single deposit of the Word of God.	Define Tradition. Describe how Scripture and Tradition are the storage places of God’s Word entrusted to the Church. State that the Church has the teaching authority to interpret both Scripture and Tradition for the members. <i>L.8.4(c): Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</i>	Social Studies. Describe how human groups such as culture or government use tradition to create stability. Give examples of tradition in culture. Analyze how tradition is necessary to culture and how it impairs development in culture.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.04.05 Recognize that to discover the scripture author’s intention the reader must take into account the culture, history and literary forms of that time.</p>	<p>Express why it is important to know the culture, historical context and literary forms the author had at his disposal to write. Give examples from the Gospel of Luke for each of the categories. <i>RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas or events.</i></p>	<p>Language Arts. State the meaning of literary forms. Describe how they are used in literature. Explain why it is important to know the literary forms used by an author.</p>
<p>8.04.06 Explain that the author of the Gospel of Luke also wrote the Acts of the Apostles.</p>	<p>State that Luke wrote two accounts containing in the first the life and mission of Jesus and the second the life and mission of the early church.</p>	<p>Language Arts. Explain why an author would choose to write a series of novels rather than just one novel. Give examples of a series of novels. Have the student state what he/she enjoyed about them.</p>
<p>8.04.07 Show familiarity with the geography and principal cities of the Middle Eastern world and Rome.</p>	<p>Draw a map of the Mediterranean seacoast and locate the cities visited by Peter and Paul in their respective apostolic journeys. <i>W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p>	<p>Social Studies. Go online to research the history of the city of Rome. In small groups prepare a power point presentation of the findings based on categories of information such as architecture.</p>
<p>8.04.08 Show familiarity with the Acts of the Apostles.</p>	<p>Having read the Acts of the Apostles, state when/where the Acts was written. Identify the intended readers and the purpose for which it was written. Describe how we can get this information from the text. <i>RL.8.2: Determine a theme or central ideal of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</i></p>	<p>Language Arts. Have the student write a descriptive essay about a journey that he/she took. Write the essay using highly descriptive language. Explain why this journey was important.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.04.09 State the literary style of the Acts of the Apostles including Hellenistic (Greek) historiography.</p>	<p>Define historiography. State that the author also used narrative and discourse literary styles. State what these mean. Identify how these literary styles are evident in the Gospel of Luke. State Luke’s lively storytelling skill as experienced in the Gospel of Luke are also experienced in reading the Acts. <i>L.8.4(b): Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</i></p>	<p>Language Arts. Explain the meaning of hagiography and historiography. Explain their use in literature. Describe how these devices enhance the meaning and depth of the truth that underlies what is fiction. Compare/ contrast these with a historical novel.</p>
<p>8.04.10 State the structure of the Acts of the Apostles.</p>	<p>Identify the two sections in Acts. Describe the first section (ch. 1-12) as a narrative about Peter’s leadership in establishing the church. Identify the second section (ch. 13-28) as a narrative about Paul’s missionary journeys and expansion of the Church to the Gentiles. <i>RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i></p>	<p>Biography. Research the life of Zora Neale Hurston. State where/when she lived. Describe her life as a journey. State her contributions to American literature. Read a novel authored by Hurston.</p>
<p>8.04.11 Identify the Holy Spirit received by the disciples at Pentecost as the major figure in the Acts of the Apostles enlivening the establishment of the Church after the ascension of Jesus.</p>	<p>Identify the active presence of the Holy Spirit in the establishment of the Church as narrated in Acts. <i>RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas or events.</i></p>	<p>Music. Learn the song “Song to Jesus Christ,” or another appropriate song.</p>
<p>8.04.12 Describe the Prologue of the Acts of the Apostles as the introduction to Acts and description of the purpose of the account.</p>	<p>Identify the reader as Theophilus in Acts 1:1-5, the same reader identified in the Gospel of Luke. Shows ability to read text and describe contextual meaning.</p>	<p>Music. Learn the song “Be Light for Our Eyes,” or another appropriate song.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.04.13 Describe the preparation period for the mission, the replacement of Judas and Peter’s leadership, Jesus’ leaving and the role of the Holy Spirit.</p>	<p>Identify the main characters in Acts 1:6–2:13. Recount the ascension story and compare to last line in the Luke 24:52-53. Shows ability to read text and describe contextual meaning. <i>RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</i></p>	<p>Biography. Research the life of St. Peter. Research Peter’s cultural context, his work as a fisherman, Jewish life in the First Century, the political oppression of the Romans, his family life and the circumstances of his death in Rome. Reflect on why Jesus chose Peter to lead the disciples. Discuss Peter’s leadership characteristics.</p>
<p>8.04.14 Recount the mission of the first witnesses in Jerusalem led by Peter.</p>	<p>Describe how Peter takes a definitive leadership role among the apostles in Acts 2:14 – 5:42. Shows ability to read text and describe contextual meaning. Identify narrative parts of the story and discourse parts and what they accomplish in the story. <i>RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</i></p>	<p>Language Arts. Read the letters of Peter in scripture. Identify the possible origin of the letters and their literary style. Explain why Peter’s name was used as the author. Describe the situation of the Christians receiving these letters. State why they would be comforted by a letter from Peter. Compare/ contrast form of letters written by Peter with forms of letters today.</p>
<p>8.04.15 State the role of the first deacons and which community they were called to serve.</p>	<p>Recount the appointment of deacons. State the role of the Holy Spirit in this section. Identify the first deacons as Hellenists. State the work of the first deacons in relationship to the work of the apostles. <i>L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p>	<p>Parish Life. Invite a deacon to talk about the role of the deacon in parish life. Compare to the ministry of deacons in Acts.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.04.16 State the significance of the story of Stephen in the Acts of the Apostles.</p>	<p>Recount the story of Stephen in Acts 7:1– 8:3. State Stephen’s arguments and their purpose in the story. State significance to early Christian movement. Shows ability to read text and describe contextual meaning.</p>	<p>Language Arts. Explain how argument is a literary device. Give examples.</p>
<p>8.04.17 Recount the mission in Judea and Samaria led by Peter and Saul’s conversion.</p>	<p>Read Acts 8:4 – 9:43. Shows ability to read text and describe contextual meaning. <i>RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</i></p>	<p>Biography. Research the life of Saul of Tarsus. Gather information about Pharisaic Judaism in the First Century. Identify his cultural context as an educated Jew and a Roman citizen. State the privileges of Roman citizenship. State how he used his education and background to support his mission. Identify his personality traits that come through in the stories of his adventures, his unstinting commitment to Christ and the mission to the Gentiles. State the situation of his death. Make a timeline of Paul’s life, travels and significant events.</p>
<p>8.04.18 Recount the story of Peter’s acceptance of Gentiles into baptism and the first missionary journey of Paul.</p>	<p>After reading Acts 10:1–14:28, explain the significance of Cornelius’ vision and Peter’s dream. State why this story is an important introduction to this section of Acts. Explain why Peter’s acceptance of Gentiles is pivotal in Acts. Recount the first missionary journey of Paul, where he went and to whom he preached. Shows ability to read text and describe contextual meaning. <i>RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</i></p>	<p>Biography. Research the life of St. Polycarp. State the account of Polycarp’s martyrdom.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
8.04.19 Recount the gathering of the Council of Jerusalem and the question about circumcision .	Define circumcision. After reading Acts 15:1–35, state the significance of circumcision in Jewish covenantal law. Explain why the apostles’ decision not to require circumcision and keeping dietary customs was a key decision in the history of the early Christian movement. <i>RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</i>	Health. Research how circumcision is related to health. State who must circumcise Jewish male babies. State who circumcises Gentile male babies.
8.04.20 Recount Paul’s second missionary journey.	Read Acts 15: 36 – 19:40. . Shows ability to read text and describe contextual meaning. Cite instances when the apostles had disagreements that were not easily resolved. Describe how Paul got into trouble not only with the Jews but also with Gentiles. State some of the economic implications of Gentile conversion to Christianity. Identify women who helped Paul and Silas on this journey. State the role of women working with the apostles.	Social Studies. Describe the significance of cultural tensions in society. Explain why these tensions exist and why they go on for long periods of time. Give examples of cultural/ethnic tensions in the world. Biography. Research the stories of Prisca and Aquila. State where these names are mentioned in the New Testament. State what they did for Paul.
8.04.21 Recount Paul’s third missionary journey.	Read Acts 20:1 – 26:32. Shows ability to read text and describe contextual meaning. Note Paul’s speech in Miletus and its pathos. State why Luke uses this speech to show Paul’s commitment. State how conflict as a literary device intensifies the plot in the section. Recount the hearing of Paul with King Agrippa and its significance for Paul. <i>RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</i>	Social Studies. Research the life of King Agrippa. State his relationship with the Herod Agrippa I. Explain how he became a king. Language Arts. Read the letter of Paul to the Galatians. Identify the parts of the letter. Describe use of argument. State how the letter describes Paul’s faith in Christ and the need for faith instead of the Jewish law. Describe how the letter fits Luke’s description of Paul in the Acts of the Apostles.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.04.22 Describe why letters are incorporated into Sacred Scripture.</p>	<p>Identify letters are in the canon of the New Testament and their writers. Shows ability to read text and describe contextual meaning.</p>	<p>Biography. Research the life of St. Timothy, his family background and education. In reading Paul's letters to Timothy, describe Paul's relationship to Timothy. State how Paul depended upon Timothy.</p>
<p>8.04.23 Describe how the stories of the early Christian movement help us to understand the beginnings of the Church.</p>	<p>State how the stories in the Acts of the Apostles help us to appreciate the beginning struggles of the Church. State why these stories are important to my life as a Christian. <i>RL.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</i></p>	<p>Technology. Create a power point presentation on the first seventy years of the early Christian movement including dates, events and people.</p>

GOAL FIVE: GRADE EIGHT

LITURGY: Understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist the source and summit of life.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
8.05.01 Show understanding that all participating in the liturgical rites have particular roles.	Describe the various roles of the assembly in the liturgy. Explain how I can fully participate in the liturgy. Show capacity to participate in liturgies.	Social Studies. Research the history of the Sacrament of Confirmation from the Early Church to modern times.
8.05.02 Show understanding of all the parts of the Mass and the role of the assembly.	List and explain the parts of the Mass from Gathering Rite to Dismissal. Identify the roles of all members of the assembly.	Social Studies. List and explain the Bill of Rights.
8.05.03 Show an understanding of the liturgical year.	Sequence and explain the seasons and feasts in the liturgical year. Describe how the seasons and feasts are celebrated liturgically and in the family. Show capacity to celebrate the feasts and seasons of the liturgical year.	Family Life. Make a family year calendar including family rituals. Art. Create a model of the liturgical calendar using various mediums. Incorporate liturgical symbols. Explain the model created.
8.05.04 Show an understanding of the liturgical colors and their significance in the liturgical year.	Identify the colors of the liturgical year. Explain their significance.	Social Studies. Choose the flag of a country. Describe its significance.
8.05.05 Recognize the different areas of the church and their significance.	Identify and explain the areas of the church and their significance. Include sanctuary, narthex, baptistry, reconciliation room, body of the church, tabernacle and sacristy. Show capacity of respect for all areas of the church.	Music. Identify the parts of the orchestra and where people sit. Art. Draw an architectural design of the interior of a church building. Describe the design.
8.05.06 Identify the symbols used in the church.	Identify the crucifix, Easter candle, baptismal font, altar, ambo, presider chair, bells, and sanctuary light. State their use.	Family Life. Identify special artifacts of the family's life and history that are preserved and revered. State why these artifacts are important to the family.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
8.05.07 Identify the vessels and other common objects used in liturgical rites and their use.	Identify the chalice, paten, pall, ciborium, pyx, purificator, cruets, monstrance, oil stocks, thurible (censer), lectionary, Book of Gospels and sacramentary, funeral pall. State their use.	Family Life. Help set the table for a special celebration. State why it is important to set the table.
8.05.08 Identify the vestments used in liturgical celebrations and their use.	Define vestments. Identify the vestments of the priest, deacon and servers including alb, chasuble, stole, cassock, surplice, cincture, cope. State their use in liturgical rites and prayer services. <i>L.8.4(b): Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</i>	Parish Life. Go to church and invite a priest or associate to explain the use of vestments. Look at colors of vestments. Identify when colors are worn in the liturgical calendar. Identify who uses the vestments.
8.05.09 Identify devotional and artistic symbols in the church.	Identify statues, windows, Way of the Cross, candles, holy water font, paintings, mosaics, etc., in the parish church. Describe the meaning of the symbols. State how art and symbols enhance the liturgical celebrations and prayer life of the parish.	Art. Taking photos of the interior of the church, design a pictorial collage of the artistic and devotional symbols in the parish church.
8.05.10 Show understanding of the roles of the priest and deacon in the Mass.	Differentiate the roles of the priest and deacon in the Mass. Identify the vestments used by each.	Art. Design a diorama of the Mass with priest, deacon, acolytes and lectors.
8.05.11 Show understanding that the Eucharist is the source and summit of the Christian life.	Explain why the Eucharist is the source and summit of the Christian life. State what this means in your own life of faith.	Parish Life. Demonstrate the proper etiquette for participation in liturgy and reception of Holy Communion.
8.05.12 Show understanding of public devotion in parish life especially eucharistic adoration and benediction .	Explain the significance of public devotion in parish life. Give examples of public devotion especially eucharistic adoration and benediction. Define benediction.	Parish Life. Participate in devotions of parish life. State why these are important to spiritual growth.
8.05.13 Name the special signs of the bishop: the miter , crozier , pectoral cross and ring.	Name the signs of the bishop. State their significance to the office of the bishop.	Art. Research the history of clothing worn by a bishop. State their significance.

GOAL SIX: GRADE EIGHT

CHRISTIAN PRAYER AND SPIRITUALITY: Understand and express the different forms of prayer consciously recognizing the work of the Holy Spirit and the meaning of self-surrender to God.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
8.06.01 Exhibit facility in praying to the Holy Spirit as a sign of awareness that the Holy Spirit is at work in me.	Describe how the Holy Spirit acts in the life of a believer. Recite the traditional prayer to the Holy Spirit. Write a prayer to the Holy Spirit in my journal.	Health. Explain the importance of memorization as an important brain exercise. Have the student give examples of what he/she has memorized so far in life. State if it is easy or difficult to memorize. Learn the skill of memorization and tips to help one to recall.
8.06.02 Describe how the gifts of the Holy Spirit are essential to Christian spiritual life.	Name the gifts of the Holy Spirit. Describe how they are important to our spiritual life.	Family Life. Identify how gifts of the Holy Spirit help one to live family life.
8.06.03 Identify psalms used in the Gospel of Luke and the Acts of the Apostles.	Locate psalms quoted in the text of the Gospel of Luke and the Acts of the Apostles. Examine why the author placed the psalms in the text. After reading these psalms interpret what these psalms are expressing. Find encouraging or meaningful verses from these psalms and memorize. <i>L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i>	Music. Choose a psalm melody used at Sunday Mass. Explain how the melody helps to commit words to memory. Describe how music leads to prayer.
8.06.04 Show understanding that prayer is a way of life.	Explain the purpose of prayer in one's life. Identify types of prayer. Identify times and places of prayer. Explain why St. Paul says that we should "pray always."	Physical Education. Practice yoga skills appropriate to the age. State how yoga helps the body stay fit and attuned to the inner life. Explain why this is important. Health. Explain the importance of healthy eating. Create a menu for each day of the week identifying common foods that each person eats. Identify them on the food pyramid.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
8.06.05 State that Christians pray the way Jesus prayed.	Locate gospel sources of ways that Jesus prayed. Identify how I use these ways to pray.	Music. Learn the song “Abba,” or a similar song calling on God in prayer.
8.06.06 Exhibit facility in finding psalms in the Bible and choosing appropriate psalms for group prayer.	In the Old Testament. Identify psalms of praise, thanksgiving, petition, worship and contrition. State the psalms as prayers of the Jewish people exhibiting the life of the community. Research psalms and find how they show the events of the community. Show capacity to choose appropriate psalms for prayer services. <i>RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i>	Language Arts. Identify ways that poetry is a literary form appropriate for prayer. Find examples of poems that are prayers. Prayer. Prepare a prayer service using psalms.
8.06.07 Describe contemplation as quiet prayer.	Define contemplation. Explain why contemplation is quiet prayer. Identify an experience of contemplation. Describe the experience. State that contemplation is “ageless” that all ages of people can experience this prayer.	Biography. Research the life of St. Teresa of Avila. State when/where she lived. State why she entered the Order of Carmel. Describe how Teresa reformed the Order of Carmel. Describe Teresa as a contemplative.
8.06.08 Recognize the Liturgy of the Hours as a prayer form that Christians of all states in life may pray.	State why the Liturgy of the Hours as an official prayer of the Church. Participate in a morning prayer from the Liturgy of Hours. Identify the parts of the prayer. State who prays the Liturgy of the Hours. Shows ability to read text and describe contextual meaning.	Family Life. Use a simplified morning and evening prayer with the family at least once or twice weekly. Identify days of the week that would be most easy to pray these prayers together.
8.06.09 Describe how prayer leads to a peaceful attitude about life.	Explain how prayer can lead to inner peacefulness even when life’s experiences are difficult. Explain the importance of prayer in any of its forms as something to be consciously experienced everyday.	Health. Research how the practice of prayer provides greater opportunity for healthful living. Explain why it is important to know about this aspect of prayer.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.06.10 State that the Church prays for both the living and the dead.</p>	<p>Explain how and why the Christian community prays for all its members, living and dead. Identify times in the liturgy when the community remembers in prayer the living and the dead. Memorize the “Prayer for the Dead” and use the prayer when someone dies. Describe what the prayer is asking of God.</p>	<p>Family Life. Identify ways that the family remembers those who have died. State why it is important for the family to remember all of its members, living and dead, in prayer.</p>

GOAL SEVEN: GRADE EIGHT

CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church’s origin, mission of evangelization, hierarchical structure, marks, charism, members and the communion of saints.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.07.01 Show understanding that the Church is a living institution, both human and divine, gifted by the Holy Spirit with a mission to the world.</p>	<p>Describe how the Church through the ages grows, changes, renews and accomplishes its mission through the Holy Spirit. Give examples of this from my own knowledge of the Church.</p>	<p>Music. Learn the song “Gather Us In,” or another appropriate welcoming song.</p>
<p>8.07.02 The Church has special charisms that she receives from the Holy Spirit to accomplish its work.</p>	<p>Describe meaning and derivation of charism. Describe the charisms of the Church. State that the charisms existed from the beginning of the Church in her members. Identify gifts that the Holy Spirit gives to me that I will use to do the work of the Church. <i>L.8.4(c): Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</i></p>	<p>Parish Life. Have the student select one of the gifts of the Holy Spirit. Describe how this gift is exhibited in his/her life. State how this gift helps him/her to participate in parish life.</p>
<p>8.07.03 Recognize that the members of the Church have contributed and have undermined the mission throughout her history.</p>	<p>Explain how members of the Church use their freedom to build up the Church. Give examples of Catholics who have built up the Church and others who have not. State that only God can judge the intention and will of people. <i>W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p>	<p>Family Life. Describe how one’s actions can add to or detract from family cohesion. Social Studies. Research the missionary activity of the church. State how this activity helped to build up society. State how this activity sometimes served colonialism. Research the history and contributions of one missionary order.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.07.04 Show understanding that the Church is a sign to the world of its salvation in Christ.</p>	<p>Describe the Church as a living sign to the world that it is saved in Christ. State that the Church must be a sign of hope to all nations.</p>	<p>Art. Create a collage of church activities around the world. Using the images in your collage, describe how the church is a sign of hope to the world.</p>
<p>8.07.05 Identify that the Pope, as the visible head of the Church, is a world leader to whom people look for inspiration, guidance and hope.</p>	<p>Describe the role of the Pope as head of the Church and as a world leader. Give examples of how popes in modern times have influenced world leaders. <i>W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p>	<p>Social Studies. Research types of government in other countries and how leaders are chosen.</p>
<p>8.07.06 Describe the origin of the Church at the time of Pentecost.</p>	<p>Using Acts of the Apostles, state the origin of the Church at the time of the Jewish festival of Pentecost when the followers of Jesus gathered in prayer after his ascension and received the gifts of the Holy Spirit. <i>RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</i></p>	<p>Social Studies. Research the Jewish celebration of Pentecost.</p>
<p>8.07.07 Recognize that the Church's gifts and growth are evident through all periods of history in the last 2000 years.</p>	<p>State that the Church grew and used the gifts of the Holy Spirit throughout all the periods of human history. Using long paper, draw a timeline that the class will use to trace the history of the Church through the ages. <i>SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</i></p>	<p>Biography. Research the life of St. John Neumann. Identify him as the first American bishop to become a saint. State some of his major accomplishments.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.07.08</p> <p>Identify the early period of the Church from 30 CE to 313 CE including the Apostolic Age, the role of deacons and deaconesses, Roman persecutions, move from Jewish to Gentile membership, the contributions of the early fathers, and the importance of councils.</p>	<p>Describe the beginning period of the growth from a tiny Jewish Christian community to a Gentile Christian community. State the New Testament is written during this period. State the role of men and women as deacons. State contributions of the early fathers of the Church. Define council. Explain the significance of the Jerusalem Council. Explain why this is called the Apostolic Age of the Church.</p> <p><i>W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p>	<p>Biography. Research the life of St. Ignatius of Antioch as a father of the Church and first person to use the name Catholic for the church.</p> <p>Biography. Research the life of St. Anthony of Egypt and the beginning of monasticism.</p> <p>Social Studies. Trace the Roman discovery of cement and the growth of roads, aqueducts and cities. State how the conquered territories of Rome were beehives of commerce and travel.</p> <p>Biography. Research the life of Pliny and his role in the beginning persecutions under the Roman Emperor Trajan.</p>
<p>8.07.09</p> <p>Identify main events of the Church’s Age of Expansion from 313 – 700 CE beginning with the Edict of Toleration, the organization of the Church after the persecutions, the decisions of the ecumenical councils, the expansion of the Church across Europe through missionary activity, and the growth of monasticism.</p>	<p>Recount the end of persecution and recognition of Christianity as the state religion. Explain the significance of the Edict of Toleration in 313 CE under Emperor Constantine. Describe how the Church goes “above ground” and expands under the new freedom. Define monasticism. Recount the growth of monasticism. Describe the importance of the Council of Nicaea (325) in defining the divinity of Jesus. State the Council of Constantinople (381) and issuance of the Nicene Creed. State the Council of Ephesus (431) declaring Mary as the Mother of God. State role of Pope Gregory the Great. Explain the importance of councils. Explain why this period in the life of the Church is called the Age of Expansion.</p> <p><i>W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p>	<p>Social Studies. Research the life of Constantine. Make a timeline of his life and work.</p> <p>Biography. Research the life of St. Patrick, missionary to Ireland.</p> <p>Biography. Research the life of St. Benedict of Nursia, founder of the Benedictine Order. Describe how this is a monastic order.</p> <p>Biography. Research the life of St. Gregory the Great. State his contribution to the life of the Church.</p> <p>Music. Research the beginning of Gregorian Chant and use of Latin in all liturgies. Sing examples.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.07.10 State other world events during the Age of Expansion and the evangelization of Europe.</p>	<p>Define evangelization. State the beginning of the barbarian invasions from northern Europe. State the sacking of Rome (410). Describe how evangelization contributes to the growth of the Church and the well being of society. State the Christian and Muslim influence in the elimination of paganism in Europe. <i>L.8.4(b): Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</i></p>	<p>Social Studies. Research the life of the Prophet Muhammad and the growth of Islam. Describe the relationship of Christians, Jews and Muslims in the early period of Islam Biography. Research the life of St. Augustine of Hippo and the growth of the Church in Africa. State Augustine’s accomplishments as a Church leader and theologian. Biography. Research the life of St. Boniface and the beginnings of the evangelization of Europe. Social Studies. Research the cities of Mecca and Medina and their significance to the beginning of Islam. Describe the religion, culture, architecture, art, economics, law and social life. Describe their importance today in the growth of Islam and globalization.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.07.11 Identify the major events during the Age of Medieval Europe from 700 to 1500 CE, the Romanization of the papacy and its effects, the contribution of Charlemagne Emperor of the Roman Empire to the peace of Europe, the Crusades, the claiming of land for religion, the Black Death, the architecture and art of Medieval Europe and their influence on the building of cathedrals, the role the Inquisition, the Great Schism resulting in the split between Eastern and Western Christianity, the rise of the mendicant religious orders as a way to reform the Church.</p>	<p>State the Medieval Period as a time of building the great cathedrals of Europe. Recount the crowning of Charlemagne as Emperor of Rome (800) by Pope Leo III. State the significance of Charlemagne’s leadership in bringing peace to Europe. State how the papacy became involved in political alliances and consequences. Define schism. Recount the events of the Great Schism (1054) and its consequences. Recount the Crusades (1096-1291) and their impact. Define Inquisition and state its purpose and consequences. Define mendicant. State the birth of the mendicant orders and their contributions to reform the church. Name the mendicant orders. Recount the Black Death (1340-1360) and its impact in Europe and China. Recount the papacy of Innocent III and the Fourth Lateran Council ruling that Catholics receive Communion at least once a year. Recount the time of the popes and antipopes (1378-1417) and its impact on Catholic life. <i>W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p>	<p>Social Studies. Research the life of Charlemagne. State what he did to unite Europe under the Roman Empire. State his relationship to the church. Social Studies. Research the life of Saladin. State his contributions to the growth of Islam during the Medieval Period. On a map of the Middle East, Africa and Europe trace the growth of Islam during the Medieval Period and its consequences for culture and the church. Biography. Research the life of St. Francis of Assisi and his efforts to reform the church and create peace. State why Francis renounced wealth and land. Recount the meeting of Francis with Saladin. Biography. Research the life of St. Thomas Aquinas. Explain why he is called a doctor of the church. Biography. Research the life of Pope Leo III and his leadership in Church reform. Art. Research the contributions of the artists of the Medieval Period, the rebuilding of St. Peter’s Basilica, Michelangelo, Giotto, Fra Angelico, etc.</p>
<p>8.07.12 State the Eastern Rites as rites of the Catholic Church faithful to the Pope.</p>	<p>Define Eastern Rite. Identify the rites. Compare/contrast these rites from the Roman Rite. Explain their relationship to the pope. <i>L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i></p>	<p>Art. Research the architecture and art of Eastern Rite churches. Explain what an icon is and find examples.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.07.13</p> <p>State the challenges to the Church in the later Medieval Period, the move of the papacy to France, the Renaissance and Christian humanism.</p>	<p>Recount how and why Avignon, France, became the seat of the papacy (1305-1377) ending with the Council of Constance (1414-1418). State the meaning and significance of the European Renaissance. State contribution of the Church as a patron of the arts. Describe Christian humanism and the development of education. Recount how bishops and priests suffered from lack of papal leadership. Give reasons why the church needed reform.</p> <p><i>W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p>	<p>Biography. Research the life of St. Catherine of Siena, Doctor of the Church. State her contribution to papal reform and to religious life.</p> <p>Social Studies. Research the period of the Renaissance and its contributions to European culture and education.</p> <p>Social Studies. Research the colonial period and its consequences to societies and cultures.</p> <p>Biography. Research the life of Pope Urban II, the “warrior pope.” State his involvement in the Crusades and the arts.</p> <p>Biography. Research the life of Pope Leo X, patron of the fine arts. Describe his family background and connection to the arts.</p> <p>Biography. Research the life of St. Joan of Arc. State the reasons for her becoming a soldier of France. State why she was martyred.</p>
<p>8.07.14</p> <p>Show understanding of the causes of the Reformation, the rise of Protestantism and the Counter-Reformation of the Catholic Church to begin the inner work of reform begun in the Council of Trent in the Age of Reform from 1517 to 1891 CE.</p>	<p>Define Reformation. Recount the start of the Reformation with Martin Luther (1517). Define Protestantism. State the beginning of religious uprisings in Germany as a result of Luther’s beginning his own church. Recount the growth of the Anabaptists and the Amish and Mennonite churches. State the beginning of Calvinism (1533) and the heresy of double predestination. Recount the English reformation under King Henry VIII and Elizabeth I. Recount the Christianizing of the New World and its consequences. State the appearance of Our Lady of Guadalupe to Juan Diego (1531) and its importance to the Church. Recount the period of the Counter-Reformation with the Council of Trent (1545). Identify the Council of Trent as the great effort of reform until Vatican II.</p>	<p>Social Studies. Describe the impact of colonialism on the Americas and its consequences.</p> <p>Biography. Research the life of Martin Luther. Recount the beginnings of the Lutheran Church.</p> <p>Biography. Research the life of Thomas More and his struggle with King Henry VIII.</p> <p>Science. Research the life of Copernicus and his theories about the solar system. Identify Copernicus with the beginning the Age of Enlightenment and the split between science and religion. State consequences of this split.</p> <p>Biography. Research the life of Pope Paul III who called the Council of Trent. Identify the contributions of the Council of Trent to reform the Catholic Church.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.07.15</p> <p>Show understanding of the growth of missionary orders in the Church, the establishment of dioceses in the New World, the rise of anti-Catholicism, the rise of Deism and the Age of Enlightenment, the growth of apostolic religious life, the popes in the Modern Age.</p>	<p>Define apostolic religious life. State the rise of the new orders in the Church including the Society of Jesus (1534). Recount the growth of the Catholic Church Western Hemisphere. State the situation of the Church in the northern colonies and the oppression of Catholics. State Bishop John Carroll (1790) as the first bishop in the new nation. Recount the Revolutionary Period in Europe and the U.S. and the repression of the Catholic Church. Recount the Age of Enlightenment and the impact on the Church. Define Deism. Identify Deists who were American state leaders. State the beginning and purpose of parish Catholic schools in the 1800's. State that Pope Pius IX promulgates the dogma of the Immaculate Conception of Mary (1854). State the first social encyclical written by Pope Leo XIII (1891) to safeguard the rights of workers.</p> <p><i>W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p>	<p>Biography. Research the life of St. Ignatius of Loyola founder of the Society of Jesus.</p> <p>Biography. Research the life of St. Teresa of Avila who reformed the Order of Carmel.</p> <p>Biography. Research the life of St. Angela Merici founder of the Ursulines. State her contributions to the field of religious education of children.</p> <p>Social Studies. Research the French Revolution and its impact on the Catholic Church in France and Italy. Recount how Pope Pius VI was banished from Rome and died in a prison in France.</p> <p>Social Studies. Research the repression of Native Americans in the Westward Movement. State how Indian treaties were made and broken by the U.S. government. Describe the establishment of Indian boarding schools, their purpose and consequences.</p> <p>Social Studies. Describe the establishment of slavery in the Americas as a function of economic growth. State church duplicity in the institution of slavery. Identify consequences of slavery.</p> <p>Biography. Research the life of Pope Pius IX who led the Church for 32 years. Recount the loss of the papal states creating the modern city of Vatican. Recount the first Vatican Council and the dogma of papal infallibility. Define infallibility.</p> <p>Biography. Research the life of Pope Leo XIII and his encyclical on the rights of workers.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.07.16</p> <p>Describe the Age of the Modern Church beginning in 1890 as a sign of hope for society undergoing vast change through the rise and fall of totalitarian governments</p>	<p>Describe the church in the beginning of the 20th century in its efforts to come to terms with modern states and their impact on society. Recount the liturgical renewal under Pope Pius X who instituted frequent reception of Communion and First Communion at the age of reason. Recount the struggle of the papacies with the world wars. Define totalitarianism. State how the Catholic Church in the U.S. grew in size and wealth during the 20th Century contributing to the global mission of the Catholic Church. State the proliferation of apostolic religious communities staffing the Catholic schools. Describe the beginnings of the lay movements especially the Christian Family Movement and Marriage Encounter to strengthen family life. Recount the growth of Catholic Charities, the St. Vincent de Paul Society and other Catholic groups that directly served the poor. State the growth of peace and justice movements.</p> <p><i>W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p>	<p>Biography. Research the life of Pope Pius X. State why he was the first pope to be canonized a saint for over 200 years.</p> <p>Biography. Research the life of Adolf Hitler and his rise to power in Germany after WWI. State how Hitler became so popular with the people. State his “final solution” plans for the Jews and its impact on Europe and Russia. State how Hitler planned to make a German state of Europe.</p> <p>Biography. Research the life and papacy of Pope Pius XII. Identify some of his contributions as a church leader during and after WWII.</p>
<p>8.07.17</p> <p>Recount the Vatican II Council as the ecumenical council leading the Catholic Church into a place of spiritual leadership in modern society, addressing particularly the work of ecumenism and religious dialogue, the role of bishops in subsidiarity, and the current challenges of the Church in the era of global economics and quest for peace.</p>	<p>Recount the beginning of the Vatican II Council under Pope John XXIII. State the major decisions of Vatican II in regard to the Church’s role in the world, liturgical renewal, option for the poor, ecumenism and dialogue.</p> <p><i>L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i></p>	<p>Biography. Research the life of Pope John XXIII. Recount how John XXIII called for the Vatican II Council.</p> <p>Biography. Research the life of Paul VI who continued the council and oversaw the writing of the Catechism of the Catholic Church. State how Paul VI was the first pope to leave European soil for missionary journeys.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.07.18</p> <p>Show understanding of the leadership role of Pope John Paul II in the Church and the world through the call for a new evangelization.</p>	<p>Recount the travels of Pope John Paul II and its impact on Catholic life. Describe John Paul II's outreach to Jewish, Islamic and other religious leaders to reestablish relationships with the religions of the world. Describe John Paul II's journeys to build relationships with all people. Describe the new evangelization of Pope John Paul II. State that Jesus Christ is the central focus of the new evangelization.</p> <p><i>W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p>	<p>Biography. Research the life of Pope John Paul II. Make a time line of his life and work as a pope.</p>
<p>8.07.19</p> <p>Show understanding that the Catholic Church from early times until the present responds to the Holy Spirit through reform and inner conversion.</p>	<p>Describe the ages of the Catholic Church as times of growth under the action of the Holy Spirit. State that the Church admits its sins and seeks holiness in all of the ages. Define conversion. Describe how the Church is always in need of reform and conversion. Discuss how being committed to the Catholic Church means accepting the Church in her efforts to become a holy people. Design a prayer service that ritualizes our commitment to become holy.</p> <p><i>SL.8.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p>	<p>Social Studies. Create a time line of the entire history of the Catholic Church. Include benchmark societal events, church and social leaders, and the periods of church development.</p> <p>Art. Make a collage of all the ages of the Church. Include images of its reforms and holiness. Explain the collage to the class.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.07.20</p> <p>State the understanding of the Church as the Body of Christ, the Pilgrim Church and the Church as Sacrament as images of the Church expressed in the encyclicals and documents of modern popes and the Vatican II Council.</p>	<p>Describe the significance of councils, papal encyclicals and council documents especially from Vatican II. Describe the Church as Body of Christ, Pilgrim Church and the Church as Sacrament.</p> <p><i>L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i></p>	<p>Music. Learn the song “Bring Forth the Kingdom,” or another appropriate song.</p> <p>Biography. State how Pope Benedict XVI uses letters to convey God’s love for the world and hope for humanity.</p>
<p>8.07.21</p> <p>Show understanding and commitment to the Church and its service to the poor.</p>	<p>Describe how we identify with the Church in reaching out to all especially the poor.</p> <p><i>SL.8.1(c): Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue, clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</i></p>	<p>Mission. Design a mission project with the U.S.C.C.B. Campaign for Human Development. Go online to get information about Campaign projects. Invite a representative of the Campaign to talk about the projects of the organization. Choose a project and strategize how to participate.</p> <p>Biography: Research the life of Pope Francis and his understanding of the Church of the Poor. Use media technology to procure most current issues about poverty and injustice in the world and Pope Francis’ call to take responsibility for finding solutions to world poverty.</p>

GOAL EIGHT: GRADE EIGHT

PARISH LIFE: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors and organization.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.08.01 Recognize that my life as a confirmed Catholic is actively lived in the parish.</p>	<p>Describe how I live as a confirmed Catholic through active participation in parish life. Explain what this means in terms of the sacramental life, participation in the Sunday obligation, involvement in the community life of the parish and participation in ongoing formation. <i>SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</i></p>	<p>Family Life. Celebrate and actively participate as confirmed Catholics in the family. Make a commitment to be consistent regularly attending Sunday Mass, receiving the sacraments, praying together and supporting the ongoing need for learning the faith. Parish Life. Have the student design a plan for how he/she will participate in parish life and the life of the church after eighth grade graduation. Social Studies. Research cultural, racial and ethnic diversity in the parish. Plan a school festival to celebrate the diversity of the parish. Interview parishioners from the different races and ethnicities.</p>
<p>8.08.02 Show understanding of stewardship as a spiritual commitment to taking responsibility for global environmental and human concerns.</p>	<p>Describe how stewardship of the earth is a spiritual commitment coming out of an understanding of God's blessings given to me just because I am alive. Explain how this understanding of stewardship helps me to respect the earth and its people. <i>SL.8.1(a): Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i></p>	<p>Family Life. Make a plan as a family to live a communal life of stewardship. State what that means in terms of environment, recycling, respecting all forms of life, commitment to neighborhood and municipal cleanliness, use of energy and transportation limits. Celebrate the commitment to the environment.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.08.03 Describe stewardship in parish life as giving my time, talent and treasure as a response of gratitude to the treasury of blessings God gives to me.</p>	<p>State meaning of stewardship in parish life that is a response in gratitude for God’s blessings in my life. Make a commitment as a confirmed Catholic to live parish life through giving my time, talents and financial support to the life and work of the parish. <i>SL.8.1(b): Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</i></p>	<p>Family Life. Decide as confirmed Catholics living in the home church, how to be stewards of the kingdom. Strategize how to contribute time, talent and treasure to the growth of the Church at home, in the parish and in the Church.</p>
<p>8.08.04 Show understanding of the organizational structure of the parish.</p>	<p>Identify the major organizations of a parish. Include parish staff, parish pastoral council, and commissions of the parish pastoral council, finance committee, boards, associations and societies. Explain the roles of each organization. Explain their relationship to the ministries of the parish. State their relationship to the pastor. <i>SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</i></p>	<p>Math. Look at the parish budget. Find income and expenses for the previous fiscal year. Identify by percentage how much income comes from parishioners. Create a pie chart of the income and expenses.</p>
<p>8.08.05 State the cultural, racial and ethnic diversity of the parish as gifts that enrich the entire community.</p>	<p>Describe the identity of the parish in its cultural, racial and ethnic diversity. Describe my own family history in relationship to cultural and ethnic gifts. Resolve never to denigrate another person of the parish or anywhere because of cultural, racial or ethnic identities. Write a promise that I, no matter my racial identity, will never be a racist. <i>SL.8.1(b): Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</i></p>	<p>Family Life. Decide as a family to consciously celebrate one’s cultural and ethnic heritage. Make ethnic foods the family loves. Place images of Mary that reflect one’s Catholic cultural identity in a prominent place of one’s home. Resolve never to verbally abuse others because of their race or ethnicity. Resolve never to be racist. Social Studies. Identify racism as institutional. Analyze a U.S. institution such as education or the judiciary system for its history with racism. Identify how racism is being addressed in the institution and being eliminated.</p>

GOAL NINE: GRADE EIGHT

VOCATION: Understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
8.09.01 Recognize that every baptized Catholic has a specific call from the Holy Spirit to be lived in the life of the Church.	Describe how Baptism calls us to service. State that this service is inherent to life in the Church. Name forms of service in church life.	Music. Learn the song “We Are Called,” or another appropriate song of call or vocation.
8.09.02 State that every Catholic has a vocation .	Define vocation. Articulate how I might begin to know through my talents and interests how my vocation might unfold in the Church. Describe the requirements for each vocation: married, religious, ordained, single.	Family Life. Talk about vocations in the family conversation. Support and be open to how children talk about what they want to be when they grow up. State that God calls each one to service in special ways that each will gradually understand as he/she grows.
8.09.03 Recognize the Church’s understanding of vocation as a call from God to engage in the mission of the Church.	Describe vocation in relationship to the mission of the Church. Explain how every lifestyle when it conforms to the will of God can be used for the good of the Church and its mission. Describe the difference between vocation and career.	Mission. Identify the missionary life as a call in the Church that is lived by single, married and religious members of the Church. Research a specific missionary order and how lay and religious engage in missionary works of the community.
8.09.04 Know the different calls in the Church as vocation.	State the vocations in the Church: single, married, religious, ordained. Explain how Catholics live one of these vocations in the Church. <i>W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i>	Social Studies. Research the history of religious life in the Church. Name the kinds of vocations including hermetic, monastic, contemplative and apostolic. Identify lay societies in the history of the church. Create a timeline of the history of religious life in the church. Find one saint for each vocation.
8.09.05 State that catechists respond to a specific call of the Church to witness and teach the Gospel.	Define catechist. Describe catechists as teachers and witnesses of the faith. State that this is one of the earliest ministerial calls in the church. Identify who were teachers in the Apostolic Age.	Social Studies. Research the ancient book of the <i>Didache</i> . State its meaning and etymology. Explain how the book was a guide for the early church in its organization. Read some of the <i>Didache</i> .

GOAL TEN: GRADE EIGHT

ECUMENISM AND DIALOGUE: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Christian churches, Jews, Muslims and all faith traditions.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.10.01 Show that ecumenism and dialogue are evangelizing works of the Church in the task of creating unity and peace in the world.</p>	<p>Define ecumenism and dialogue. Explain how they are different. Describe how the Church completes its task of working toward unity and peace in the world through dialogue. State why this is important in the world today. <i>L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i></p>	<p>Social Studies. Research the goals purpose and goals of the United Nations. Explain how the United Nations uses dialogue in resolving issues. Language Arts. Find articles of the pope’s interactions with other religious leaders in the news. Describe what is happening.</p>
<p>8.10.02 Recognize the growth of Islam as a world religion, its contributions to culture and world peace.</p>	<p>Define Islam. Identify Islam as a world religion. Give examples of the Muslim contribution to culture and world peace. <i>W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p>	<p>Art. Research the contributions Muslims have made to art and architecture since the time of the Prophet Muhammad. Family Life. Talk about Islam as a religion of peace that worships the one true God. Invite a Muslim business partner or school acquaintance with his/her family to a meal to talk about Islam.</p>
<p>8.10.03 Describe the Five Pillars of Islam.</p>	<p>State the Five Pillars of Islam. Explain how these Pillars are similar to Christian belief and practice. Explain how they are different.</p>	<p>Social Studies. Research the history of Islam from after the death of the Prophet Muhammad until the present. Recognize Islam as the second largest religion and fastest growing religion in the world.</p>
<p>8.10.04 State the religious holy days of Eid al-Fitr, at the end of Ramadan, and Eid al-Adha.</p>	<p>State the holy days of the Islamic religion. Describe how they are celebrated. State how families celebrate these feasts. Correlate these feasts to feasts on the Christian and Jewish calendars. Express why it is important for families to celebrate their religious customs.</p>	<p>Social Studies. Arrange a visit to a nearby mosque. Ask the imam of the mosque to talk about his role and the interior of the mosque. Social Studies. Invite someone from Jewish, Islamic and Catholic faiths to participate in a panel presentation to explain their faiths.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>8.10.05 Identify the life of present day Judaism as organized around the synagogue and the rabbi.</p>	<p>Define synagogue and rabbi. State the role of the rabbi in Judaism. Explain why Jesus was called a rabbi. <i>L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i></p>	<p>Social Studies. Research the history of rabbis since the time of the First Century CE. State the importance of rabbis in Jewish life. Arrange a visit to a neighborhood synagogue. Ask the rabbi to give a presentation about his/her role. Identify the components of a synagogue.</p>
<p>8.10.06 Describe how anti-Semitism began and how Catholics do not engage in any form of anti-Semitism today.</p>	<p>Define anti-Semitism. Describe how the history of anti-Semitism in Christianity led to great suffering for the Jews. Explain why this was wrong. Describe the Church's belief that Catholics and Jews are brothers and sisters in the covenant.</p>	<p>Social Studies. Research the work of the Anti-Defamation League. State why the League got started. Invite a member of the ADL to speak to the class about its work. State the work of Catholics and other denominations in the work of the ADL.</p>
<p>8.10.07 Name Lutheran, Episcopal, Baptist, Methodist and Apostolic churches as some of the churches evolved from the time of the Reformation.</p>	<p>Name Christian communions that resulted from the time of the Reformation. Explain the relationship of the Catholic Church with other Christian churches. Identify which sacrament is common to the Christian communions. <i>W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p>	<p>Social Studies. State the role of Queen Elizabeth II in the Church of England. State in what rituals she must participate as a head of the church. State why the Church of England is a state religion. Social Studies. Research the history of one of these churches. Explain how these churches relate to the Catholic Church through the World Council of Churches. Describe the role of Catholics in the World Council of Churches.</p>
<p>8.10.09 Describe the Orthodox Church as the eastern church resulting from the Great Schism.</p>	<p>Define Orthodox Church. Describe its relationship with the Catholic Church. Describe its church calendar and the celebration of its holy days. Describe how the orthodox churches relate to national states. Explain the relationship of the Catholic Church with the Orthodox Churches. <i>SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</i></p>	<p>Architecture. Research orthodox cathedrals. Identify their architectural design.</p>