

GRADE SEVEN

SCRIPTURE / BELIEFS

Students should have access to a Bible in their classes in Grade Seven.

In Grade Seven, the teacher will provide the following Catechesis:

1. Review the meaning of the gift of Faith.
2. Inspiration means that God guides us.
3. Faith and reason help us to know and love God.
4. We can know God exists by our own reasoning.
5. Study the *'Five Proofs of the Existence of God'* by St. Thomas Aquinas.
6. God reveals Who He is through Divine Revelation.
7. We can know the truth of Sacred Scripture and Sacred Tradition by following the guidance of the Magisterium. The Magisterium is the teaching office of the Church comprised of the Pope and the Bishops in union with him. The Magisterium ensures the authentic interpretation of Scripture and Tradition. (CCC 85-87)
8. Review Sacred Scripture and Sacred Tradition as sources of Divine Revelation.
9. The Bible is the Word of God because it is inspired. God guided the authors of Scripture to write the truths He wanted to teach in the authors' own words. (CCC 102, 105-107, 135)10
10. We learn in Sacred Scripture Who God is and who we are in relation to Him. (CCC 279, 286-290, 205-221)
11. Sacred Scripture teaches without error God's saving truth. (CCC 81, 101-102)
12. Catholic beliefs and practices are rooted in Sacred Scripture and Sacred Tradition. (CCC 80-82)
13. God reveals Himself to us through Sacred Scripture (the Bible) and Sacred Tradition (the truths of God handed on from Christ and the Apostles that have been passed on by word of mouth). (CCC 85-87)
14. Scripture is the Living Word that helps people to live holy lives.
15. Sacred Scripture is the written Word of God - which means: 'through Sacred Scripture, people can find a personal relationship with God, and Sacred Scripture will help them to live holy lives'.
16. Lectio Divina is a prayerful reading of Bible Passages.
17. Review the Doctrine of the Holy Trinity. (Also, see Appendix 1)
18. The greatest mystery of our Faith is the Holy Trinity.
19. The mystery of the Holy Trinity is the central mystery of our Faith. It is the mystery of God in Himself.
20. The Trinity is the source of all that is good and of all of the other mysteries of the Faith. (CCC 249)
21. The Divine Persons of the Holy Trinity are distinct, but not separate. (CCC 253-255)
22. Each of the three Persons of the Holy Trinity is equal, and each of them always was, is now, and always will be God. (CCC 255)
23. There is one God. In one God are three Divine Persons: God the Father, God the Son, and God the Holy Spirit. Each Divine Person is fully God. This mystery of the three Persons in one God is called the Holy Trinity. (CCC 253)
24. God the Father, the Creator of heaven and earth, is the First Person of the Holy Trinity. (CCC 253-255)
25. God creates everything as *good*.
26. God created the angels and tested the love of the angels; some angels chose to rebel and not serve God. These unfaithful angels are called demons. Their leader is called Satan, or the Devil.
27. God created man in His image and likeness.
28. All human persons have equal dignity.
29. God tested Adam and Eve, and they rebelled.
30. Original Sin is the loss of grace and the Supernatural / Preternatural Gifts that God had given man.
31. The Original Sin of Adam and Eve affects all human beings.
32. God promised to send a Savior because He loved His People and wanted them to love Him in return.

33. God's loving plan for our redemption is revealed through Salvation History.
34. The basic elements of Salvation History:
- The Father's love is manifested in the good of creation. (CCC 279, 287, 289, 290-295, 302-305)
 - We have been separated from God's plan for us because of sin. (CCC 385-389, 402-409)
 - God provided a Savior and God made a Covenant with His people, the Israelites, in the Old Testament.
 - Jesus is the bridge back to the Father. Jesus makes atonement / at-one-ment for us with the Father. (CCC 410-412, 422-424)
 - Following in the way of Jesus and participating in the Sacraments He made available in the Church will lead us to heaven. (CCC 430-435, 456-460)
35. Have the students become familiar with the types of books which make up the Old Testament: the Law (Torah / Pentateuch), the Historical Books, the Wisdom Books, and the Prophetic Books. (CCC 2056-2061, 120)
36. Have the students become familiar with some of the principal Old Testament Scripture passages that speak of the Messiah Who would save the Israelites. (Is 9; Zech 9: 9; Ez. 34: 23; Mt. 5: 1; CCC 410, 702, 711-716)
37. A Covenant is a sacred family bond / agreement that God makes with His People and to which He is always faithful. The first Covenant was made with our first parents, Adam and Eve (Gen 2:15-17); then, with Noah (Gen. 9 :8-1); Abraham (Gen. 17: 3-13); Moses (Ex. 24: 3-8); and David (2 Sam. 7: 4-16). The New Covenant with God is in Christ. We enter into the New Covenant through Baptism. (CCC 72, 992, 357, 56-58, 1219, 1223, 2810, 2564-2565)
38. Salvation History begins with Adam and Eve in the Old Testament. (cf. Gen. 3:15) Throughout the rest of the Old Testament, God prepared the human race for a Savior. God's saving plan is fulfilled in our Savior, Jesus Christ, and carried out in and through the Church today. The students should be able to name the major 'Covenants' of the Old Testament which were fulfilled in Christ. (CCC 280, 430-431, 436, 1080, 1103-1107)
39. With the students, trace the line of Salvation History by studying the people and events before Christ: the Obedience of Faith through the story of Abraham and the Covenant; the faithfulness of Isaac and Jacob; the mystery of Divine Providence through the specific story of Joseph; the 'vocation' of Moses; the Exodus, and the role of Joshua; the Judges; the 'call' of Samuel; King Saul; King David; and King Solomon, who built the first Temple in Jerusalem; the Prophets: Elijah, Elisha, and Isaiah; the Exile into Babylon; the return from exile to Israel, and the building of the Second Temple in Jerusalem; and, the last of the Old Testament Prophets, St. John the Baptist. (CCC 147)
40. Moses delivered the Israelites from Egypt.
41. God established a special Covenant with His People through Moses at Mount Sinai and gave them a Law: The Ten Commandments.
42. The Ten Commandments teach people how to live truly peaceful lives, and how to love God and neighbor.
43. Today the Jewish people continue to celebrate Passover - to remember the night when their houses were "passed over" by the Angel of Death, when they were released from slavery in Egypt. This was the beginning of the Exodus. (CCC 1093, 1363, 1334, 130)
44. Identify persons of the Old Testament as examples of virtue, leadership and service.
45. God's promise of the Old Testament for a Savior is fulfilled in Jesus. (CCC 652)
46. Prayerful and attentive Scripture reading, especially of the New Testament, has the power to transform us and to assist us in the struggle to live faithful Christian lives. (CCC 131-133, 107, 115-117)
47. God sent his Son, Jesus, as our Savior, because of His great love for us. (CCC 458)
48. The mission of Jesus is Savior, Redeemer of the human race.
49. Jesus is God the Son, our Savior, Who came to reveal the Father to us, to teach us how to live, and to open heaven to us. The Son of God is the Second Person of the Holy Trinity. (CCC 461, 259, 459)

50. Jesus is truly God and truly Man. This is called the Hypostatic Union. (CCC 461)
51. Jesus is true Man, like us in all ways but sin. (CCC 470)
52. Jesus is one Divine Person, with a Divine Nature and a Human Nature. (CCC 464, 469) His Divine Nature means that He can do the activities of God. His human nature means Jesus can do the activities of man.
53. Because Jesus is God, He is the perfect sacrifice offered to the Father for the forgiveness of sin.
54. Jesus is Priest, because He offered Himself to the Father as a sacrifice to redeem mankind. Jesus is the High Priest, Who offers Himself as the victim on the altar of the Cross and on the altar during Mass.
55. In our common or royal priesthood, we make a sacrifice of our life and prayers to God as acts of love.
56. Jesus is Prophet, because He teaches us God's Truth.
57. Jesus is King, because He serves us and offers us Sanctifying Grace so that we may be in His Kingdom.
58. Review with the students the events of Jesus' conception and birth.
59. The Incarnation of Jesus is the perfect revelation of the Father.
60. In the mystery of the Incarnation, God takes on a human nature. Jesus is true God and true Man.
61. The four reasons for the Incarnation:
 - So that Jesus could save us from sin and death by reconciling us to God the Father, thereby, opening Heaven to us. (CCC 457)
 - So that we can know God's love for us. (CCC 458)
 - To be the supreme model of holiness for us. (CCC 459)
 - To make us partakers in the Divine nature. (CCC 460)
62. Jesus is called God the Son. (CCC 1229, 515) All baptized persons are adopted by God the Father. Jesus is not adopted. Jesus is the only begotten Son of the Father. He is God from God, Light from Light, true God from true God, begotten, not made. Referring to Jesus as God the Son helps those being catechized to better understand that Jesus is not the highest of God's creatures, nor the greatest human person (Heresy of Arianism), but that He is true God and true Man, the Second Person of the Holy Trinity, Incarnate.
63. At His Ascension into heaven, Jesus gave the Great Commission to His Apostles to go to all nations, to teach, to preach the Good News, and to baptize..
64. The Paschal Mystery is the Passion, Death, Resurrection, and Ascension of Jesus. (CCC 1067)
65. Pentecost marks the birth of the Church's mission when the Apostles, after having received the Holy Spirit, baptized 3,000 persons.
66. The mission of the Church is to spread the Gospel to all people, so that everyone may enter the Kingdom of God, the Church.
67. The Church established by Jesus Christ has four marks of identity: a) one b) holy c) catholic and d) apostolic.
68. Jesus instituted the Catholic Church. (cf. Matt. 16: 13-19; CCC 763-766)
69. The Church is divine and human.
70. Jesus made Peter his Vicar on earth. Peter is the head of the Apostles and unifier of the Church. (CCC 552, 882)
71. Each Pope is a successor of Peter, the head of the Apostles. Every Bishop is a successor of one of the Apostles. The Pope is the head and unifier of the Bishops and the Church. (CCC 882, 1461)
72. The Pope and Bishops continue the mission of the Apostles.
73. The Pope and Bishops are the authentic teachers of the Faith. They are given authority by Christ to guard and preach the Faith, and to guide us in the practice of the Faith. (CCC 890-892)
74. The Church has the authority, given to Her by Jesus, to provide moral teaching and direction through the Magisterium. The Magisterium is the Pope and the Bishops in communion with him. (CCC 2050)

75. Infallibility is the gift from the Holy Spirit to the Pope, so that he will not teach error. The Pope and the Bishops are successors of St. Peter and the Apostles.
76. The Church is the People of God and the Mystical Body of Christ. Christ is the Head and we, the baptized, are the members of His Mystical Body, the Church. (CCC 781-782, 779)
77. We are members of the Catholic (Universal) Church governed by the Pope. The Catholic Church is comprised of many dioceses (ours is the Diocese of Lincoln); a diocese is governed by a Bishop. Each diocese is made up of many parishes, and the Priest in charge of the parish is called a "Pastor". Our own parish is: _____ (Parish).
78. Students should know the names of the Pope, the Bishop, and their Pastor.
79. The Church is in heaven, in purgatory, and on earth.
80. Members of the Church are members of the Mystical Body of Christ.
81. The Church Militant are the followers of Christ on earth fighting against evil and working for the life of holiness.
82. The Church Suffering are those holy souls in purgatory.
83. The Church Triumphant are the holy ones with Christ in heaven.
84. The Saints in heaven are intercessors who pray for us. (See Appendix 2)
85. The Communion of Saints is the unity of all followers of Christ on earth, in purgatory, and in heaven.
86. The Saints who died for the Faith are called martyrs (witnesses) and they are in heaven with God and all the blessed. (CCC 2473, 2506)
87. The four *Last Things* are: Death, Judgment, Heaven, and Hell.
88. At death, we will be judged by the Lord according to our deeds and adherence to the Gospel. (CCC 1021-1022)
89. All those who die in God's grace and friendship go to heaven either immediately or after a time of cleansing in purgatory. (CCC 1031)
90. The hope and goal of all human beings should be heaven. It is eternal life, happiness and love with God, the Blessed Virgin Mary, the Angels and all who are in heaven. It is the fulfillment of all of the deepest human longings. It is never-ending and supreme happiness. (CCC 1023-1029, 1045)
91. Heaven is eternal life with God: 'Communion of life and love with the Trinity and with all the blessed'.
92. Hell is a reality, and those who die in un-repented mortal sin go to hell. The principal punishment of hell is the pain of loss, which is eternal separation from God, in Whom is all happiness. In addition, the Church teaches that those who are in hell experience the pain of the senses. (CCC 1033-1037; 1861)
93. We intercede with God in prayer on behalf of the dead. (CCC 958)
94. Review the role of Mary in the work of salvation: Immaculate Conception, Virgin Birth, Assumption, and her role as Mother of the Church, the Mystical Body of Christ.
95. Mary, the Mother of Jesus, was a Virgin and remained a Virgin throughout her entire life, so that with her whole being she was / is the "Handmaid of the Lord." (CCC 510)
96. God the Holy Spirit is the Third Person of the Blessed Trinity, sent by God the Father and God the Son, to dwell within us and help us always to choose what is good and to avoid what is evil. (CCC 245, 733-736)
97. Faith is a gift from God, strengthened through the presence of the Holy Spirit in our souls. (CCC 153)
98. It is important to know and love the Holy Spirit and have a friendship with Him.
99. The Holy Spirit sanctifies and protects the Church.

WORSHIP / MASS / SACRAMENTS / PRAYER

In Grade Seven, the teacher will provide the following *Catechesis*:

1. Faith is the God-given (Theological) Virtue that empowers us to believe in God and in all that He has revealed because He can neither deceive nor be deceived. (CCC 1814)
2. Faith can be defined both as a Virtue which is a gift from God and as a personal response to God. (CCC 153, 166)
3. We can come to know Jesus better when we read, study, and pray with the Scriptures. (CCC 2705-2708)
4. Jesus is our model for prayer.
5. Actual Grace helps us to do good and avoid evil.
6. When we cooperate with grace, we become more perfectly human. Actual Grace is God's help for us to act correctly.
7. Virtues are permanent dispositions to do good. Virtue helps us overcome sin and be more united to Jesus.
8. It is only with the gift of Christ's grace and practice of the Theological and Cardinal Virtues that we become true witnesses to Christ. (CCC 1805, 1813)
9. The three Theological Virtues (Faith, Hope, and Love) enable people to believe in God, to trust Him, and to love Him.
10. The four Cardinal Virtues (Prudence, Justice, Temperance, and Fortitude) are the foundation for a good life on earth that leads people to eternal life in heaven.
11. Review the seven Capital Sins. (See Appendix 6)
12. Have the students review the definition of Sacrament: "A Sacrament is an outward sign, instituted by Christ, to give grace." (CCC 1131)
13. Review with the students the matter and form of each Sacrament.
14. The Sacraments are sacred mysteries. Jesus continues to care for us through the Sacraments.

SACRAMENT of BAPTISM (CCC 1213-1284)

15. Sanctifying Grace, given in Baptism, is a share in God's life, and it is what makes us holy. (CCC 2023-2024)
16. Baptism confers upon people the common or royal priesthood of Jesus.
17. Through our Baptism, we are called and sent forth to continue Jesus' work in the world. (CCC 1267-1270)
18. Baptism makes us adopted children of the Father, members of the Body of Christ, and Temples of the Holy Spirit.
19. In Baptism, we enter a Covenant / family bond with God, in which we receive the gift of Sanctifying Grace and take on responsibilities to live a holy life.
20. Water and the words of the minister are the matter and form in the Rite of Baptism.
21. The effects of Baptism are:
 - being cleansed from sin, and receiving Sanctifying Grace;
 - becoming heirs to eternal life with God in Heaven;
 - being reborn as adopted sons and daughters of God the Father;
 - becoming brothers and sisters of Jesus Christ;
 - being made members of His Body, the Church;
 - making us priests, prophets, and kings;
 - becoming temples of the Holy Spirit and receiving His seven-fold gifts;
 - making us heirs of Heaven;
 - receiving the Theological Virtues of Faith, Hope, and Charity;
 - applying the merits of Jesus' death and Resurrection. (CCC 1263)

SACRAMENT of PENANCE / ... of RECONCILIATION / ... of CONFESSION (CCC 1422-1498)

22. Perfect Contrition is sorrow for sin that results from love of God and deep sorrow for sins committed because they have offended God.
23. Imperfect Contrition is sorrow for sin that results from fear of punishment for sin or the ugliness of sin.
24. Because we are images of God Who is perfectly good, we are called to strive to overcome evil throughout our lives. (CCC 407-409)
25. A truly human person must always strive to choose the good and avoid the evil.
26. Conversion is turning away from sin and moving toward life in Christ. (CCC 1439)
27. Encourage the students to receive the Sacrament of Penance frequently, and review the five steps to make a good Confession:
 - a. Examination of Conscience
 - b. Confession of one's sins
 - c. Contrition (having sorrow for one's sins)
 - d. Purpose of Amendment (a firm resolve, with God's grace, to avoid sin)
 - e. Absolution and Penance from the Priest
28. Conscience is the 'inner voice' that helps people make a judgment regarding an action as good or evil.
29. Conscience needs to be formed properly with God's help through the Church's teaching.
30. Encourage the students to make a daily Examination of Conscience and, at least, a monthly Confession.
31. Take note of the Examination of Conscience based on the Ten Commandments in *Appendix 15*. (CCC 2068)
32. With the students, look at the relation between the Ten Commandments and the commands to love of God and neighbor.
33. Jesus came to forgive sin out of His love for us, so that we can be with Him always.
34. Concupiscence is the inclination to sin.
35. Repentance and confession take away the eternal punishment due to sin, but the sinner still has to make up for the temporal punishment due to sin by means of penance, works of charity, or prayer in this life, or purification in purgatory.
36. Contrition, confession of sins, penance, and the formula of absolution are the matter and form in the Rite of Penance. (CCC 1449-1460)
37. The effects of Confession are:
 - reconciliation with God by which the penitent recovers grace
 - reconciliation with the Church
 - remission of the eternal punishment incurred by mortal sins
 - remission, at least in part, of temporal punishment resulting from sin
 - peace and serenity of conscience, and spiritual consolation
 - increase of spiritual strength for the Christian battle (CCC 1468-1470)
38. On Easter Evening in the Upper Room, Jesus gave His Apostles (and His Priests) the power to forgive sins. There He breathed on them and said: "Receive the Holy Spirit. Whose sins you forgive, they are forgiven, and whose sins you shall retain, they are retained." (cf. John 20: 22-23)
39. Have the students look up information regarding the Seal of Confession. (CCC 1467)
40. Ultimately, God and His goodness always prevail over sin and evil. (CCC 1432)
41. We should call upon the Holy Spirit, our Guardian Angel, and the Saints, to help us do what is right, especially, in difficult times. (CCC 1433)

REVIEW the MASS and the SACRAMENT of the HOLY EUCHARIST (CCC 1322-1419)

42. Discuss with the students how they are to prepare and dress for Mass.
43. The Mass is our greatest prayer, and we need to participate at Mass every Sunday and Holy Day of Obligation. (CCC 1167, 2043, 2180-2182)
44. Weekly participation in the Sunday Mass is the foundation of Catholic life, prayer, and spirituality. (CCC 2174-83)

45. It is important to know the parts of the Mass and all prayer responses, so as to be able to participate actively and reverently in the celebration of the Mass through proper gestures, responses, and songs. (CCC 1348)
46. At Mass, the assembly actively participates by prayers, hymns, psalms, responses, and an inner self-offering along with Christ to the Father. (USCCA, Glossary - Eucharist, p. 511)
47. During the Penitential Rite (within the Introductory Rite at Mass) we acknowledge our sins and ask for God's mercy.
48. The Lectionary is the official book of Scripture readings, arranged in a three year cycle, and used during the Liturgy of the Word. (CCC 1154)
49. Within the Liturgy of the Eucharist, we offer thanks and praise to the Father through, with, and in Jesus, by the power of the Holy Spirit. (CCC 1358)
50. The Mass is the sacrifice of Jesus Christ through the Priest celebrating the Mass. Jesus makes present sacramentally His saving, sacrificial death on the Cross by which He redeemed us from our sins. (USCCA, pp. 220-21)
51. At Mass, Jesus offers Himself to the Father and unites the members of the Church here on earth, the souls in purgatory, and the Saints in heaven. (cf. USCCA, p. 221)
52. The Mass is a Sacred Banquet that culminates in Holy Communion. (USCCA, p. 222)
53. At Mass, Jesus is the Priest and Victim.
54. Jesus celebrated the Passover with his disciples the night before He died and gave 'Passover' a new meaning.
55. At the Last Supper, Jesus changed the Jewish Passover into the Mass. (With the students, discuss the relationship of the Passover, the Seder Meal, and the Mass.) Jesus himself is the new Passover Lamb whose sacrifice saved the world, through which we are set free from sin and death. (CCC 1096, 1225, 1340, 1362-1366, 1449, 1680-1683)
56. The Paschal Mystery is the Passion, Death, Resurrection, and Ascension of Jesus. (CCC 1067)
57. Jesus instituted the Holy Eucharist on Holy Thursday "the night when he was betrayed". (cf. 1 Corinthians 11: 23), as he celebrated the Last Supper with his Apostles. (CCC 1337-1340)
58. During the celebration of the Mass, by the power of the Holy Spirit and the proclamation of Jesus' words by the Priest, the bread and wine are changed into the Body and Blood, Soul and Divinity, of Jesus. The Eucharistic Body and Blood of Christ is offered in an un-bloody manner in sacrifice for us and in praise of the Father. (USCCA Glossary - Eucharist, p. 511)
59. The bread and wine are changed into the Body and Blood, Soul and Divinity, of Jesus during the Mass through the words and actions of the Priest. (CCC 1352, 1353, 1412)
60. Transubstantiation is the term used to describe the change of bread and wine into the Body and Blood, Soul and Divinity, of Christ. At the Consecration of the Mass, the substance of bread and wine is changed into Christ's Body and Blood. (cf. USCCA, Glossary: Transubstantiation, p. 530)
61. Transubstantiation occurs at the time of Consecration.
62. The Consecration occurs when the Priest says the words of Jesus: "This is My Body" ... and "This is My Blood" ... over bread and wine during the Mass.
63. After the Consecration, there is no more bread and wine. There is only the appearance of bread and wine. (See Transubstantiation: CCC 1376)
64. Jesus, as God, is present everywhere. However, when we refer to the *Real Presence*, we are referring to Jesus' substantial, incarnate, presence in the Holy Eucharist - Body and Blood, Soul and Divinity - fully God and fully Man.
65. The Holy Eucharist, which is the Real Presence of Jesus, nourishes and strengthens us to follow Jesus. (CCC 1378)
66. Have the students memorize: "The Holy Eucharist is the Body and Blood, Soul and Divinity, of Jesus Christ, under the appearance of bread and wine."
67. The Holy Eucharist is the Body and Blood, Soul and Divinity, of Jesus Christ, fully God and fully Man under the appearance of bread and wine, and is at the center of our Catholic faith and worship. (CCC 1074, 1324, 1374, 1413)

68. The Real Presence is that the whole Christ is truly, really, and substantially present in the Holy Eucharist.
69. Only members of the Catholic Church, in full communion with the Catholic Faith, may receive Holy Communion. This is why non-Catholic people are not invited to receive Holy Communion at Mass.
70. All Catholics who are properly prepared can receive Holy Communion, by which Jesus gradually transforms the receivers into Himself, and which leads them to be Gospel witnesses in the world. (cf. *USCCA, Glossary - Eucharist, p. 511*)
71. Anyone who is aware of having committed mortal sin must receive absolution in the Sacrament of Penance before he / she receives Holy Communion. (CCC 1415)
72. Being properly prepared to receive Holy Communion, a person must: a) be Catholic; b) be free from mortal sin (i.e. to be in the state of grace); c) have fasted from food and drink for, at least, one hour before receiving Holy Communion; and, d) have the right intention of being united with Jesus Christ.
73. Water and / or medicine do not break the Eucharistic fast. (cf. *Canon 919 of the Code of Canon Law*)
74. The Easter duty is: During Lent or Easter, every Catholic is to confess in the Sacrament of Penance any grave sin he / she has, and is to receive Holy Communion.
75. In the Tabernacle, the Body and Blood, Soul and Divinity, of Jesus is reserved under the form of bread.
76. Arrange for the students to participate in Eucharistic Devotions, such as, Eucharistic Adoration, Benediction, or visits to the Blessed Sacrament. (CCC 1378-79)
77. Adoration of the Blessed Sacrament includes praying in front of the Tabernacle, Exposition, and Benediction. The grace from Mass is extended to those who worship and adore Jesus in the Blessed Sacrament.
78. Human life is changed at death but not ended, and our bodies will rise again. (CCC 1016)
79. The Mass of Christian Burial (Funeral Liturgy) celebrates the triumph of Christ over sin and death. (CCC 1684-1686)
80. The Christian view of death, that life is not ended, is shown in Christian burial.
81. The Mass is offered for those who are in purgatory that they may more quickly enter into the glory of heaven. (cf. *USCCA, p. 222*)

SACRAMENT of CONFIRMATION (CCC 1285-1321)

82. The Sacrament of Confirmation strengthens / completes / perfects the graces imparted by Baptism, and imparts the fullness of God's life through the Gifts of the Holy Spirit. (CCC 1285, 1303)
83. Jesus instituted the Sacrament of Confirmation on the first Pentecost. (Acts 2: 1-4)
84. Review with the students the Seven Gifts of the Holy Spirit. (See Appendix 6)
85. Review with the students the Twelve Fruits of the Holy Spirit. (See Appendix 6)
86. Anointing with Chrism, laying on of hands, and the words of the Bishop are the matter and form in the Rite of Confirmation.
87. The effects of Confirmation are:
 - increase in deepening of Baptismal grace
 - unites us more firmly to Christ
 - increases the Gifts of the Holy Spirit in us
 - renders our bond with the Church more perfect
 - gives us a special strength of the Holy Spirit to spread and defend the faith by word and action as true witnesses of Christ, to confess the name of Christ boldly, and never be ashamed of the Cross. (CCC 1302)
88. Confirmation can only be received *once* because it leaves an indelible mark on the soul.

SACRAMENT of HOLY ORDERS (CCC 1536-1600)

89. The Sacrament of Holy Orders consists of three levels of Ordination: Deacon, Priest, and Bishop.
(CCC 1536)
90. The Sacrament of Holy Orders is a Sacrament of Service.
91. The Sacrament of Holy Orders was instituted by Jesus at the Last Supper when He said: "Do this in remembrance of Me." He desired His Priests to consecrate the Holy Eucharist in order that people could receive Jesus for the rest of time.
92. Anointing with Chrism and the laying on of hands by the bishop, followed by a solemn prayer of Consecration, are the matter and form in the Rite of Holy Orders. (CCC 1597)
93. The effects of the Sacrament of Holy Orders are: (CCC 1581)
 - enables the priest to act as a representative of Christ, Head of the Church, in His triple office of priest, prophet and king
 - leaves an indelible spiritual character on the soul
 - confers grace to guide and defend the Church with strength and prudence as a father and pastor.
94. The men chosen to receive the Sacrament of Holy Orders are configured to Christ (made like unto Christ) by a special grace of the Holy Spirit to lead the Church to holiness by teaching, sanctifying, and shepherding God's flock.
95. A Priest must be a male because he stands in the person of Jesus Christ, Who is the Bridegroom of the Church, and he represents God the Father.
96. No man has a right to be ordained, but is called by God through the Church and must meet the Church's requirements.
97. When a man is ordained, he receives an increase of grace, a sacramental character which gives him a greater share in the Priesthood of Jesus Christ, and power for sanctifying and governing the Church.
98. The priest stands in the Person of Christ, the Head of the Body, the Church.
99. The priest is the "*Alter Christus*", i.e. 'Another Christ' or 'Other Christ'. The Priest acts "in persona Christi," which means that he acts in the person of Christ as head of the Body of Christ.
100. Priests are ordained as co-workers with the Local Bishop, sharing his responsibility, and accepting their assignment from the Bishop, in obedience to him.
101. Some Priests are called Monsignor, and some Bishops are called Archbishops and Cardinals, as titles of honor to recognize a special role they have in the Church, or a special service rendered to the Church.
102. Bishops receive the fullness of the Sacrament of Holy Orders, in that they are successors to the Apostles, and the visible head of the Local Church, or a Diocese.
103. Bishops, Priests, and Transitional Deacons carry out their ministry as celibates (they do not marry and have a family of their own). They do this by God's grace, and by practicing the Virtue of Chastity. There are some exceptions, such as, married Protestant ministers who convert to Catholicism and are ordained as Priests.
104. Permanent Deacons may remain married if they are already married at the time of their Ordination to the Diaconate. The Deacon may not marry after the time of his Ordination - even if his wife were to die.
105. Even though Deacons do not share in the Ministerial Priesthood, the Bishop authorizes them to perform a Ministry of Service.
106. Jesus told us to pray to God to send more laborers (including Priests) to bring people to God: "The harvest is rich but the laborers are few, so ask the Lord of the harvest to send laborers to His harvest."
(Mt 9:37-38)
107. The patron Saint of all Priests is St. John Vianney.
108. Help the students to understand the vocations to Single Life, Marriage, Religious Life, and Priesthood.
109. Remind the students to be open to a possible vocation to the Priesthood and / or Religious Life by means of daily prayer for vocations, a prayer to know one's state in life, and by participating in presentations given by Priests, Sisters, Brothers, Married / Single People in their respective ways of life.

SACRAMENT of MATRIMONY (1601-1666)

110. The Sacrament of Matrimony, between one man and one woman, reflects the marriage of Jesus to His Bride, the Church.
111. God created Adam and Eve as a married couple.
112. Christ raised Holy Matrimony to the dignity of a Sacrament by His presence at the wedding feast of Cana, and by His teachings on marriage.
113. Marriage is a Covenant, a family bond created by God, between a husband and wife.
114. A couple must intend to enter a marriage as a permanent life-giving union in which they are faithful to each other and open to the procreation of children.
115. The purpose of marriage is the procreation and upbringing of children, and the mutual well-being of the spouses.
116. The family is the core unit of society.
117. The spouses are themselves the proper ministers of the Sacrament of Matrimony, conferring the Sacrament on each other by their free exchange of consent, which is witnessed by the Church's minister and, at least, two other witnesses. (CCC 1623)
118. A baptized man and baptized woman and the marriage vows are the matter and form in the Rite of Matrimony. (CCC 1625-1627)
119. The effects of the Sacrament of Matrimony are:
 - receive grace that is intended to perfect the couple's love and strengthen their indissoluble unity
 - receive grace to help one another attain holiness in their married life and in welcoming and educating their children
 - Christ enables the man and the woman to love each other with the love with which He has loved the Church (CCC 1638-1642)
120. A marriage is preserved by a spirit of love, service and sacrifice, of one spouse for the other, in imitation of Christ for His Church.
121. In preparation for marriage, a couple must meet with the Priest for, at least, six months. In the Diocese of Lincoln, a couple must attend an Engaged Encounter Weekend.
122. Because of the seriousness of the decision to marry, a couple must spend a considerable amount of time preparing spiritually for marriage.
123. Catholics are required to be married in the Catholic Church, unless they receive a dispensation from the Bishop.
124. Matrimony is a serious commitment because it is for life, because it involves bringing new life into the world, and because spouses are responsible for each other and for their children, especially, to help them get to Heaven.
125. Marriage is indissoluble. The union ends in the physical death of one of the spouses.
126. The Catholic Church does not recognize that a civil divorce dissolves a marriage; therefore, the Church does not recognize re-marriage after divorce, unless the divorced person has received a Declaration of Nullity (a Church statement of testimony that has shown there never was a marriage because something essential was missing when the couple exchanged vows).

SACRAMENT of ANOINTING of the SICK (CCC 1499-1532)

127. Jesus healed the sick to show His love for people and to bring them to the Kingdom of God.
128. The Sacrament of Anointing was instituted by Christ when He sent the disciples to lay hands on the sick and to pray for healing in His name. (cf. Mark 6: 12-13)
129. St. James wrote about the Anointing of the Sick in *James 5: 13-15*.
130. Any Catholic, who has attained the age of reason, and who is in danger of death from sickness or old age, may receive the Sacrament of Anointing. The Sacrament of Anointing may be received more than once, as needed.

131. Priests and Bishops are the only ministers of the Sacrament of Anointing.
132. Anointing with the Oil of the Sick on the infirmed person's forehead and hands, as well as prayer, are the matter and form for the Sacrament of Anointing of the Sick.
133. The effects of the Sacrament of the Anointing of the Sick are:
 - uniting of the sick person to the passion of Christ, for his own good and that of the whole Church;
 - strengthening, peace, and courage to endure in a Christian manner the sufferings of illness / old age;
 - the forgiveness of sins, if the sick person was not able to obtain it through the Sacrament of Penance;
 - the restoration of health, if it is conducive to the salvation of his soul;
 - the preparation for passing over to eternal life. (CCC 1532)
134. The Holy Eucharist is called *viaticum* when given to Catholics as they draw very close to death, in order to strengthen them for the final struggle and their journey to the Father.
135. Plenary and Partial Indulgences are spiritual prayers and works offered by the Church to remove the temporal punishment of the sins that have been forgiven. (CCC 1471-1479)
136. Encourage the students in their endeavors for daily prayer, study of Scripture, and apostolic works.
137. There are many forms of prayer: Blessing, Adoration, Contrition, Thanksgiving, Supplication / Petition, Intercession, and Praise. (CCC 2625-2649)
138. There are many expressions of prayer: Vocal (e.g. Liturgy of the Hours, Rosary); Meditation (Lectio Divina on Bible Passages); Contemplative Prayer. (CCC 2700-2719)
139. Encourage the students to participate in different kinds of prayer and devotions, e.g. prayers to Saints, Stations of the Cross, the Divine Mercy Chaplet, the Rosary, etc. (CCC 1674)
140. The Rosary is the epitome of the Gospel, expressing devotion to Jesus through Mary. Have the students memorize the Mysteries of the Rosary, the days on which each set of mysteries is prayed, and pray, at least, one set of mysteries (Joyful, Luminous, Sorrowful, Glorious) as a class. (CCC 1674, 2678, 2708 and Glossary of CCC; see Appendix 8)
141. Pray for the protection of all human life from conception to natural death. (CCC 2258-62)
142. The liturgical year begins with the First Sunday of Advent and ends with the Solemnity of Christ the King.
143. The Church's Advent tradition consists of waiting and longing for the Second Coming of the Lord by remembering His First Coming. (CCC 524 and Glossary of CCC)
144. The Church's Lenten traditions of prayer, fasting, and almsgiving prepare us for the celebration of the Paschal Mystery. (CCC 540, 1095, 1438, and Glossary of CCC)
145. Review the Holy Days of Obligation and their dates / times of the year. (See Appendix 12)
146. The Immaculate Conception of Mary means that Mary was conceived without Original Sin.
147. Mary was full of grace all of her life on earth, and she never sinned.
148. Mary, the Mother of Jesus, was a Virgin and remained a Virgin throughout her entire life, so that with her whole being she was / is the "Handmaid of the Lord." (CCC 510)
149. Mary is the perfect disciple of Jesus.
150. Review the role of Mary in the work of salvation: Immaculate Conception, Virgin Birth, Assumption, and her role as Mother of the Church, the Mystical Body of Christ.
151. Mary is the Mediatrix of Grace, because God, the Giver of Grace, became man through her.
152. Mary was ever-virgin; she had no other children, except Jesus.
153. Eve brought sin into the world. Mary, the New Eve, brought the Savior into the world.
154. At the Wedding of Cana, Mary instructs us to 'do whatever Jesus tells us to do'. (cf. John 2:1-11)
155. On the Cross, when Jesus gave Mary to the Beloved Disciple, He was giving Mary as 'Mother' to all His followers.
156. Mary helps us on our journey to be completely united to Jesus.
157. Mary and the Saints are good role models. (See Appendix 2)

158. We are called to imitate the loving and humble service of the Blessed Virgin Mary. (CCC 967)
159. Sacramentals are sacred signs that help people become firm in their faith and express their love to God.
e.g. Rosary, holy water, statues, pictures, relics, blessed palms, etc..

CHRISTIAN MORALITY / COMMUNITY SERVICE

In Grade Seven, the teacher will provide the following Catechesis:

1. God made us to know, love, and serve Him in this life, and be happy with Him in heaven. (CCC 1721)
2. We are made in God's image and likeness, with intellect and will (two powers of the soul) and that God wants us (does not force them) to live in communion with Him. (CCC 1934)
3. Jesus is truly God and truly Man. (CCC 461)
4. As man, Jesus became like us in all ways but sin. (CCC 470)
5. We should respect others and ourselves, because we are made in the image and likeness of God. (CCC 225, 1934)
6. Through our Baptism, we are called and sent forth to continue Jesus' work in the world. (CCC 1267-1270)
7. We are called to live responsibly as stewards of God's creation, respecting life (especially human life), ourselves, and the environment by willingly sharing time and God-given gifts with the school, parish, and community.
8. Have the students memorize the Spiritual and Corporal Works of Mercy and identify how they are examples of putting faith into action. (See Appendix 6)
9. Identify men and women who have responded to God's call to holiness through their service to others.
10. Discuss with the students ways of bringing hope and love to the suffering (e.g. showing respect and reverence for all human life from conception to natural death; care and respect for the disabled; visiting the sick, elderly, imprisoned, mentally and emotionally ill, etc.).
11. We are called to imitate the loving and humble service of the Blessed Virgin Mary. (CCC 967)
12. We are called to work together with others for peace and justice by cooperatively choosing and completing a safe and appropriate service project.
13. The Holy Eucharist is the source of living the Christian life and commits us to the poor. (CCC 1324, 1397)
14. Adolescence is a time of normal physical, emotional, and intellectual growth; this development begins at various chronological times for each person, and progresses at different rates.
15. Bring up the topic of relationships with God, parents, and friends, and discuss with the students how these relationships may change during adolescence.
16. Comment on the importance of making good choices throughout life by illustrating the effect choices have with regard to ourselves and others.
17. Help the students accept responsibility for their choices, and also for how their choices affect their relationship with God, family, friends, parish, and the civic community.
18. Good moral decision-making, which is based on God's law and the teachings of the Church, is possible with the assistance of God's grace. (CCC 2030)
19. Discuss the need for the help of God, family, friends, and the Church in our growing into maturity and a healthy spiritual development.
20. Jesus is our best Friend, Who waits for us to love Him, in return.
21. Jesus is the model of how to live a good Christian Catholic life. The Catholic Christian mission is to imitate the thoughts, words, and deeds of Christ.
22. Prayer, God's grace, and self-discipline help us to overcome temptation. (CCC 2340)
23. Review the 'Temptation of Christ' in the desert; the role of the devil in temptation; and how to resist the temptation of the evil spirit.
24. The human need for grace in order to do good and avoid evil.
25. The meaning of the Theological Virtues and the Cardinal Virtues. (CCC 1834-4; also, see Appendix 10)

26. Only with the gift of Christ's grace and the practice of the Theological and Cardinal Virtues can we become true witnesses to Christ. (CCC 1805, 1813)
27. Christ's invitation to "... take up your cross and follow Me" (Matt.16: 24) demands keeping the Commandments, living the Beatitudes, and offering up our sufferings in union with Jesus' sufferings on the Cross. (CCC 2015)
28. In class discussion, share ways to practice Chastity, Purity, and Modesty.
29. Sin is any intentional thought, word, deed, or omission that breaks God's law.
30. Venial sins do not destroy the life of grace in the soul, but mortal sins do. (CCC 1855, 1861-1863)
31. For a sin to be mortal, there are *three* conditions: (CCC 1857)
 - a. The bad thought, word, or deed must be serious in itself. (CCC 1858)
 - b. One must know the sin is serious. (CCC 1859)
 - c. One must freely choose to commit the sin anyway. (CCC 1859)
32. For a sin to be venial, only *two* of the three conditions for mortal sin are present.
33. The occasions of sin are any person, place, or thing that might easily lead us to sin. (CCC 1853)
34. Sexuality is a gift, and its expression is reserved for a husband and wife in marriage for the purposes of having children and strengthening the bond of marital love between the spouses. (CCC 2363)
35. Sexual activity is permissible and meaningful only in the context of marriage.
36. Read, understand, and abide by the explanation of the full meaning of human sexuality according to the Lincoln Diocesan Policy entitled: *Education for Love*.
37. Encourage a positive attitude toward sexuality based on respect of persons as images of God.
38. Perspective regarding relationships is affected depending on a 'male' or 'female' point of view.
39. Sexual feelings are normal and healthy for adolescents.
40. People exercise self-control over their sexual thoughts and desires out of respect for God, themselves, and the other person.
41. Help the students be *constructively critical* about the message that TV, movies, and music convey regarding sexuality.
42. Certain sexual behavior is considered sinful (fornication, adultery, homosexual behavior, masturbation, use of artificial means of birth control) because it does not respect the unity of the two essential elements of sexual intercourse, which are a love union between husband and wife, and the openness to receive a child. (CCC 2351-2359)
43. Help the students understand the possible consequences of abusing the gift of sexuality.
44. *Sensitively* and in accord with the Lincoln Diocesan Policy entitled: *Education for Love* - explain fetal development from conception to birth to show that when a woman is pregnant she is carrying a human person, not a mass of tissue.

Preparation for Confirmation (Grades Five through Seven)

Teach that Confirmation is not necessary for salvation, like Baptism, but that it perfects Baptism, and strengthens those confirmed to make the road to Heaven easier.

Teach that people may receive Confirmation only once because it marks their soul with a sacramental character, and gives them a greater share in the priesthood of Christ.

Teach that Confirmation makes the baptized strong and perfect Christians, giving them all the gifts and graces they need to save their souls.

Teach that Confirmation makes the baptized soldiers of Christ, with the duty to defend the Church against persecution, and their souls against harm from the world, the flesh, and the devil.

Teach that Confirmation gives the baptized the duty to study the Bible and the teachings of the Church, to pray, and to serve the mission of the Church.

Teach that Confirmation gives the baptized the duty to help others to know, love and serve God by explaining the Christian Faith and giving witness to their "life in Christ".

Introduce the Gifts of the Holy Spirit, encourage memorization. (See the Guidelines for Successful Catechesis)

Introduce the Corporal and Spiritual Works of Mercy, encourage memorization. Explain how any baptized Catholic who has attained the age of reason, or anyone who has joined the Church as an adult, and who is able to renew their baptismal promises, may be confirmed.

Explain how, ordinarily, it is the bishop who confirms people by means of prayer, laying on of hands, and anointing with Sacred Chrism, but a priest may also confirm with the bishop's permission.

Teach that Jesus instituted the Sacrament of Confirmation when He sent the Holy Spirit to Mary and the Apostles at the First Pentecost.

Begin preparation for the conferral of the Sacrament of Confirmation.

FORMATION

In Grade Seven, the teacher will provide the following Catechesis:

1. Review making the Sign of the Cross with the *right hand* correctly, emphasizing that the words be spoken clearly, especially, "In the name of ..." (CCC 2157, cf. CCC 786) (See Appendix 5)
2. Ways to fold hands during prayer.
3. Daily practice of the examination of conscience.
4. Daily prayer, especially, in morning and evening.
5. Pray in one's own words, *spontaneously*. Help the students to simply 'BE' in God's Presence.
6. Make a genuflection on the *right knee* toward the Tabernacle because Jesus is present there. (CCC 1378 and the Glossary of CCC under Genuflection) As Catholics, we respectfully genuflect toward Jesus in the Tabernacle when entering and leaving church.
7. Bow one's head slightly when hearing or saying the Name of Jesus / Jesus Christ.
8. Devotion to the Holy Spirit.
9. Pray with the Scriptures.
10. A regimen of 'spiritual exercises'
11. Pray for the needs of others.
12. Devotion to one's Patron Saint.
13. Proper manner of sitting, standing, and kneeling in church.
14. Quiet and reverence while in church.
15. A proper and regular use of Holy Water - with the *right hand*.
16. Make a genuflection on the *right knee*.
17. Be able to identify the fixtures in a church, vessels, and vestments used for Mass.
18. The liturgical seasons of Advent, Christmas, Lent, Easter, and Ordinary Time.
19. Proper observance of Sunday and Holy Days of Obligation.
20. Proper observance of the liturgical season of Lent.
21. An observation of the liturgical celebrations of Holy Week.
22. The different seasons and feasts of the Liturgical Calendar.

23. Frequent Confession (at least once a month).
24. The steps for making a good Confession.
25. Say "I'm sorry, forgive me" to anyone offended.
26. Participate fully at Mass by listening to the readings, responding, singing, and with active participation.
27. A proper manner for reading at Mass (whenever this begins in the parish/school).
28. Striking one's breast during the '*Confiteor*' at the words: "I have sinned through my own fault".
29. At the beginning of the Gospel reading, to make a 'cross' with the right thumb on the forehead, lips, and heart - and ask God to be "in my mind, on my lips, and in my heart".
30. Bow or kneel when we say "and became man" in the Creed.
31. How to compose Prayers of the Faithful for Mass.

32. Make an act of reverence before receiving Holy Communion (bow, genuflect, make the sign of the cross or kneel).
33. Proper way to receive Holy Communion on the tongue and in the hand.
34. Proper manner for serving at Mass (whenever this begins for boys in the parish).

35. Devotion to Mary, especially on Saturdays, and in October and May.

36. Make visits to the Blessed Sacrament in the Tabernacle.
37. Familiarity with how to participate at Exposition and Benediction.
38. Proper use of medals, scapulars, crucifix, holy cards, etc.
39. Obedience to those who have authority to tell others what to do.
40. Tithing in support of the Church and the poor, generally 10% of income and resources.
41. Stewardship of natural resources and material possessions.
42. Proper manner of participating in a Rosary or Wake Service for the deceased.
43. Involvement in pro-life activities.
44. Review the Beatitudes. (*See Appendix 6*)

45. Use the steps for good decision-making. E.g. The Boys' Town Model

46. An encouragement of daily reading from the Bible.
47. The fostering of devotion to the Bible through an enthronement service.
48. Practice reading the Scriptures for Mass.
49. A familiarity with the books of the Bible.
50. How to look up a passage in the Bible.
51. Reasons for reading and studying the New Testament.

52. The practice of the Theological and Cardinal Virtues.
53. Promotion of pro-abstinence activities.
54. An explanation of sin: Original, Actual, Venial, and Mortal.
55. The consequences of sin.

56. Review the Commandment of Love, Ten Commandments, Beatitudes, Precepts of the Church.
57. Review the definition of the free gift of grace.
58. The definition of miracle - and be able to give examples from the life of Jesus.

59. Be able to trace Salvation History by studying the life and teachings of Christ.
60. Know the names of the Twelve Apostles. (*see Appendix 10*)

PRAYERS TO LEARN

In Grade Seven, the teacher will provide the following Catechesis:

1. Review the prayers of all previous grades. (See Appendix 5)
2. The Divine Praises. (See Appendix 5)
3. "Sub Tuum Praesidium". (See Appendix 5)
4. The formula to use in the Sacrament of Penance: (CCC 1450-1460)

At the beginning: *Bless me, Father, I have sinned. My last confession was _____. My sins are _____ (the penitent states the sins). I am sorry for my sins.*

The priest talks and gives a penance.

The penitent makes an *Act of Contrition*.

The priest gives absolution.

Priest: *"Give thanks to the Lord for He is good."*

Penitent: *"His Mercy endures forever."*

Priest: *The Lord has freed you from your sins. Go in peace."*

Just prior to leaving the confessional, the penitent says: *"Thanks be to God."*

92 Questions

(Review all 92 Questions.)

Religion Clock (found in *Guidelines for Successful Catechesis*).



Junior High Grades 7-8

Concepts to Build Toward:

1. To encourage reading for enjoyment:
 - a. Provide time for independent or 'free' reading
 - i. stop-drop-and-read or d.e.a.r.
 - ii. allow students to choose own reading via library times
2. To develop an appreciation and understanding of literature:
 - a. Exposure to and awareness of different genres of literature: realistic, drama, biography, non-fiction, historical fiction, science fiction, short story, mystery, essay, fantasy, folklore, poetry
 - b. Exposure to and awareness of the author's craft: rhythm/rhyme, descriptive language, dialogue, figurative language, mood, tone, alliteration, onomatopoeia, flashback, foreshadowing, symbolism, irony, satire
 - c. Exposure to and awareness of literature skills: plot, setting, mood, point-of-view, theme, characterization
 - d. Practice in discussing and evaluating text (higher level thinking skills): evaluation, generalization, fact/opinion, author's viewpoint, author's bias, predicting, empathizing
3. To build student vocabulary:
 - a. Words from literature being read
 - b. External source (such as Sadlier-Oxford's Vocabulary Workshop)
4. To encourage students to write:
 - a. Journals/informal writing
 - b. Essays/formal writing
 - c. Creative writing
 - d. Writing to communicate with others: journalism, letters
 - e. Writing to express feelings: poetry

You may not choose any book from Pius X list.
These materials are important basis for future work.

Literature 7

Tom Sawyer
Where the Red Fern Grows

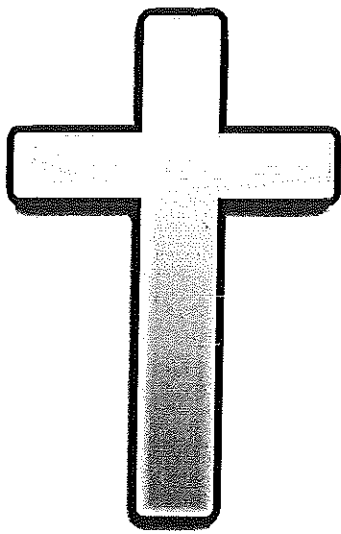
Mark Twain
Rawls, Wilson

Literature 8

Johnny Tremain
Introduction to Greek/Roman Mythology

Forbes, Esther

Catholic City Schools of Lincoln, NE



Curriculum for Language Arts Education

The Mission of the Catholic School System of the Diocese of Lincoln is to form students spiritually, intellectually, emotionally, socially, and physically, in partnership with parents, and in harmony with the specific gifts given by God to each student. In order to fulfill this mission, these schools are committed to integrating the best programs and means of education with Catholic faith and moral values.

Updated: May 2016

7th Grade



LA.7.1 Reading: By working to their highest God-given potential, students will learn and apply reading skills and strategies to comprehend text.

LA.7.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. *Mastered in Grade 1 and blended with other skills at this grade level.*

LA.7.1.2 Students will demonstrate phonological awareness through oral activities. *Mastered in Grade 1 and blended with other skills at this grade level.*

LA.7.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA.7.1.3.a Know and apply phonetic and structural (e.g. Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

LA.7.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA.7.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

LA.7.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA.7.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.

LA.7.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning and of unknown words.

LA.7.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situation.

LA.7.1.5.d Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.

LA.7.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

LA.7.1.6	Comprehension: Students will construct meaning by using prior knowledge, including Catholic values and viewpoints, and text information while reading Scripture, grade-level literary and informational text.
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|------------|---|
| LA.7.1.6.a | Analyze text to determine author's purpose(s) and describe how author's perspective influences text through the use of fiction, non-fiction, historical fiction, biography, autobiography, mysteries, fantasy, fables, myths, and various kinds of poetry. |
| LA.7.1.6.b | Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme, as well as make a moral judgement given character, setting and situation. |
| LA.7.1.6.c | Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, irony, satire, assonance, consonance, dialect, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood). |
| LA.7.1.6.d | Summarize and analyze a literary text and/or media, using key details to explain the theme. |
| LA.7.1.6.e | Summarize and analyze an informational text and/or media, using supporting details to explain the main idea. |
| LA.7.1.6.f | Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text. |
| LA.7.1.6.g | Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational text (e.g., biographies, subjective vs. objective, fact and opinion, primary and secondary sources, connotative, denotative, exaggerated, and metaphorical language). |
| LA.7.1.6.h | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, international and faith-based perspective, including myths, legends, and folktales. |
| LA.7.1.6.i | Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources (including flashbacks and foreshadowing). |
| LA.7.1.6.j | Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion). |
| LA.7.1.6.k | Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. |
| LA.7.1.6.l | Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text. |
| LA.7.1.6.m | Self-monitor comprehension and independently apply appropriate strategies to understand text. |
| LA.7.1.6.n | Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media. |

- LA.7.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA.7.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.



LA.7.2 Writing: By working to their highest God-given potential, students will learn and apply writing skills and strategies to communicate.

LA.7.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA.7.2.1.a Use prewriting activities and inquiry tools to repeatedly generate ideas, organize information, guide writing, and answer questions.
- LA.7.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA.7.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims and theses.
- LA.7.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- LA.7.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA.7.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA.7.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA.7.2.1.h Proofread and edit writing repeatedly for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA.7.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA.7.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

LA.7.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA.7.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes.
- LA.7.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

- LA.7.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA.7.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA.7.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



LA.7.3 Speaking and Listening: By working to their highest God-given potential, students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA.7.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA.7.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA.7.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
- LA.7.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA.7.3.1.d Convey a perspective with clear reasoning and support.
- LA.7.3.1.e Ask pertinent questions to acquire or confirm information.
- LA.7.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

LA.7.3.2 Listening: Students will develop and demonstrate active listening skills during Mass and across a variety of situations.

- LA.7.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
- LA.7.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.
- LA.7.3.2.c Complete a task following multi-step directions.

LA.7.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

- LA.7.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.
- LA.7.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- LA.7.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.
- LA.7.3.3.d Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.

- LA.7.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



LA.7.4 Multiple Literacies: By working to their highest God-given potential, students will apply information fluency and practice digital citizenship.

LA.7.4.1 Information fluency: students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA.7.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- LA.7.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA.7.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA.7.4.2 Digital citizenship: Students will practice the norms of appropriate and responsible technology use.

- LA.7.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA.7.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.



LA.7.5 Grammar: By working to their highest God-given potential, students will learn, demonstrate and apply various elements of grammar in their written work.

LA.7.5.1 Elements of Grammar

- LA.7.5.1.a Apply knowledge of the different characters and types of sentences (declarative, imperative, interrogative and exclamatory) and sentence structure (simple, compound and complex).
- LA.7.5.1.b Identify and use appropriately the various parts of sentences: simple, complete and compound subjects; simple, complete and compound predicates; understood subject; inverted order of subject and predicate; predicate nouns (predicate nominates) predicate adjectives and predicate pronouns; direct and indirect objects, interrupted order of subject and predicate; prepositional

- phrases, independent clauses; subordinate clause; participle phrases; gerund phrases; infinitive phrases; essential and non-essential clauses; noun, adjective and adverb clauses
- LA.7.5.1.c Identify and use appropriately the various parts of speech
- LA.7.5.1.c.1 Nouns: definition; singular, plural, possessives, common, proper, collective, abstract, concrete, compound, appositives; gerunds and gerund phrases, infinitive and infinitive phrases as nouns, noun clauses; nominative case, objective case, and possessive case.
- LA.7.5.1.c.2 Verbs: definition; action; linking; main; auxiliary; verb phrases; regular and irregular; forms of be, do, have; contractions; present, tenses (present, past, future and perfect); principal parts; transitive and intransitive; progressive forms; indicative, imperative, and subjunctive moods; active and passive voice; verbals (participles, gerunds, infinitives)
- LA.7.5.1.c.3 Pronouns: definition; personal; first, second and third person; singular and plural; subject, objective, and possessive case; antecedents; indefinite; interrogative; demonstrative; reflexive and intensive; relative
- LA.7.5.1.c.4 Adjectives: definition; proper; forms of comparison; articles; demonstrative adjectives; prepositional phrases as adjectives; adjective clauses; participles and participle phrases; infinitive and infinitive phrases as adjectives
- LA.7.5.1.c.5 Adverbs: definition; forms of comparison; negative; prepositional phrases as adverbs; intensifiers; infinitive and infinitive phrases as adverbs; adverb clauses
- LA.7.5.1.c.6 Prepositions: definition; in phrases; objects of prepositions; prepositional phrases as modifiers
- LA.7.5.1.c.7 Conjunctions: definition; coordinating; correlative; subordinating
- LA.7.5.1.c.8 Interjections: definition; punctuation
- LA.7.5.1.d Demonstrate correct usage of grammar and sentence structure when writing.
- LA.7.5.1.d.1 Sentence Usage: fragments and run-ons
- LA.7.5.1.d.2 Verb Usage: subject-verb agreement and avoiding unnecessary tense shifts
- LA.7.5.1.d.3 Pronoun Usage: agreement with antecedents; clear antecedents; using *we* and *us* with nouns; avoiding double subjects, avoiding *them* as a demonstrative pronoun; choosing the correct demonstrative pronoun; pronouns and contractions; pronouns and homophones; possessive, indefinite, interrogative pronouns; reflexive and intensive pronouns; possessive pronouns with gerunds
- LA.7.5.1.d.4 Adjective/Adverb Usage: choosing between adjectives and adverbs; forms of comparison; irregular adjectives and adverbs; choosing the correct article; correct placement; avoiding double negatives
- LA.7.5.1.d.5 Preposition Usage: choosing the correct preposition and placements of prepositional phrases
- LA.7.5.1.d.6 Conjunction Usage: correct placement
- LA.7.5.1.d.7 Problem words: accept and except; affect and effect; are and our; its and it's; your and you're; bad and badly; good and well; real and really; beside and besides; from and off; in and into; lie and lay; like and as
- LA.7.5.1.d.8 Noun Usage: possessives with gerunds
- LA.7.5.1.e Demonstrate proper mechanics in their writing.

- LA.7.5.1.e.1 Capitalization: proper nouns and adjectives; first word of direct quotation, sentence, line of poetry; abbreviations; titles of people, initials, family titles; titles of books, poems, stories, reports, outlines, songs, articles, magazines, chapters; first word of greeting and closing in letters; first word of main topic and subtopic in outlines
- LA.7.5.1.e.2 Punctuation: in bibliographic reference; periods, after appropriate sentences and abbreviations; question marks after interrogative sentences; exclamation marks after exclamatory sentences and interjections; apostrophes to show possession and in contractions; commas after greeting and closing in friendly letters, separating day and year, city and state, in a series, in direct address, after introductory words, after interjections, to set off interruptions, with appositives, in compound sentences, with non-essential phrases and clauses, in complex sentences; quotation marks with other punctuation; colon; semi-solon; hyphen, dash, parentheses
- LA.7.5.1.f Demonstrate evidence of good composition in written work.
- LA.7.5.1.f.1 Sentences: combining/varying sentence structure, varying length or improving, expanding, using exact words in writing
- LA.7.5.1.f.2 Paragraph Types: descriptive, prayer, narrative/personal narrative, expository (comparison and contrast, cause and effect, instructions), explanatory, stories, letters (friendly, business), reports (books, first hand, research), newspaper story, journal entry, poetry, biography
- LA.7.5.1.f.3 **Writing Process:** pre-writing (brainstorming, making lists, discussing, choosing a topic, establishing purpose and audience, taking notes, interviewing, outlining); checking worthiness of topic; writing a first draft; revising (adding details, using more exact and descriptive vocabulary, changing order, adding dialogue, new beginnings and endings, varying sentence length and structure, using a thesaurus); proof-reading (checking spelling, mechanics, grammar, usage, penmanship (in ink), or computer print readability); publishing or displaying (handing in a neat fashion)
- LA.7.5.1.f.4 Writing Skills: forming and indenting paragraphs; developing a topic sentence; main idea in a paragraph and use of supporting details; order in a paragraph and organizing a paragraph from an outline; using transitional expressions; writing a good title; using dialogue; using sense words, exact words, descriptive language; developing the plot, setting, characters, maintaining point of view; stating and supporting an opinion and ordering reasons; finding information; finding a topic and narrowing it; taking notes and preparing an outline; addressing envelopes; writing definitions; bibliographies

LA.7.5.2	Diagramming: Students will diagram sentences that contain the following: subject, verbs, articles, compound subjects, compound verbs, adjective modifiers, adverb modifiers, direct objects, subjective complements, prepositional phrases, appositives, indirect objects; objective complements; simple, compound, and complex sentences.
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LA.7.6 Handwriting: By working to their highest God-given potential students will demonstrate the use of cursive writing.

LA.7.6.1	Written Work: Students will use cursive for all written work that is turned in.
LA.7.6.2	Reading: Students will demonstrate a basic knowledge of cursive through reading written cursive work.
LA.7.6.3	Ongoing maintenance of cursive will be manifest through instruction within the classroom setting.



LA.7.7 Spelling: By working to their highest God-given potential students will identify and use basic spelling patterns.

Refer to appendix A.

LA.7.7.1	Auditory Discrimination: rhyming words, dictated sentences
LA.7.7.2	Visual Discrimination: letter sequencing, word parts
LA.7.7.3	Vocabulary: analogies, synonyms, antonyms, phonemes, etymologies, foreign root words and expressions, challenge words
LA.7.7.4	Context Clues: phrase clues; phrase, sentence and paragraph completion
LA.7.7.5	Dictionary Skills: alphabetizing, base words, use of guide words, word meanings
LA.7.7.6	Mechanics: capitalization and punctuation
LA.7.7.7	Proofreading
LA.7.7.8	Writing



LA.7.8 Study Skills

Students will demonstrate proper use of study skills.

LA.7.8.1	Use of library and internet
LA.7.8.1.a	Use of reference books, encyclopedias, Catechism
LA.7.8.1.b	Organization of library/internet access
LA.7.8.1.c	Card catalog (electronic) and call numbers
LA.7.8.1.d	Use of dictionary and index

LA.7.8.2	Obtaining and organizing information
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|------------|---|
| LA.7.8.2.a | Reading maps |
| LA.7.8.2.b | Using diagrams, tables, graphs, charts |
| LA.7.8.2.c | Knows parts of a book: title page, table of contents, copyright page, appendices, bibliography, glossary, index |
| LA.7.8.2.d | skimming and scanning |
| LA.7.8.2.e | classifying and making analogies |
| LA.7.8.2.f | planning and researching a report |
| LA.7.8.2.g | recognizing propaganda |
| LA.7.8.2.h | summarizing |
| LA.7.8.2.i | taking tests |
| LA.7.8.2.j | evaluating resources from an academic, intellectual and spiritual viewpoint |

GOAL I: COUNTING AND PLACE VALUE**DEVELOP**

- B5. Write the standard form for numbers in exponential notation.

GOAL II: PROBLEM SOLVING AND APPLICATIONS**DEVELOP**

- A2. Solve word problems involving fractions, mixed numbers, factoring, decimals, or percents.
A4. Solve problems with sufficient information or unnecessary information; or determine if an answer is reasonable.
B1. Solve interest problems.
B3. Find a rate or a unit rate.
B4. Solve a proportion.
B5. Solve problems involving rate, time, and distance.

MASTER

- A1. Add, subtract, multiply, or divide to solve word problems.
B2. Write ratios as fractions.

GOAL III: WHOLE NUMBERS**DEVELOP**

- D5. Divide a 3-to-6-digit number by a 3-digit number with or without a remainder.
E4. Recognize and use a distributive property.

MASTER

- C5. Multiply a 3-or-4-digit number by a 3-digit number.
D4. Divide a 2-to-6-digit number by a 2-digit number with or without a remainder.
E1. Recognize and use identity property.
E3. Recognize and use associative property.

GOAL IV: ESTIMATION**DEVELOP**

- A1. Estimate a sum, difference, product, or quotient of two whole numbers.
A2. Estimate a sum, difference, product, or quotient of two decimals or of a whole number and a decimal.

GOAL V: MEASUREMENT**DEVELOP**

- B6. Convert units of measure, e.g. meter to cm. to mm. and yds. to ft. to in.

MASTER

- B4. Estimate measures using English units.
B5. Estimate measures using metric units.

GOAL VI: GEOMETRY

INTRODUCE

- C2. Construct congruent angles.
- C3. Construct an angle bisector.
- C4. Construct parallel lines, perpendicular lines, squares, and rectangles.
- C5. Construct a perpendicular bisector to a line segment.
- D3. Find the measurement of vertical, adjacent, supplementary, or complementary angles.
- D8. Find the missing length of a right triangle by using the rule of Pythagoras.
- D9. Find the missing length of a similar shape.

DEVELOP

- B2. Identify points, line segments, angles, rays, planes, parallel lines, parallel planes, perpendicular lines, or perpendicular planes.
- B3. Identify special angles.
- B6. Identify points and lines of symmetry.
- B9. Identify similar shapes.
- C1. Measure and draw angles.
- D2. Find the area and circumference of a circle.
- D4. Find the sum of the angles in a triangle or a polygon.
- D6. Find the surface area of geometric solids.

MASTER

- A1. Learn types of polygons.
- A2. Learn geometric terms.
- B8. Identify congruent shapes.
- D5. Find the area of geometric shapes.
- D7. Find the volume of geometric solids.

GOAL VII: FRACTIONS

DEVELOP

- A7. Find the greatest common factor of two numbers.
- C3. Subtract mixed numbers with unlike denominators with no regrouping.
- C4. Subtract a fraction or a mixed number from a whole number.
- C5. Subtract mixed numbers with unlike denominators with regrouping.

MASTER

- A4. List the multiples of a number and find the least common multiple of two numbers.
- A5. Find the factors of a number.
- A6. Determine if a number is prime or composite, and write the prime factorization of a number.
- A10. Compare two fractions or mixed numbers with unlike denominators.
- A11. Write a mixed number as a fraction.
- A12. Write a fraction as a mixed number.
- B2. Add fractions with like denominators with regrouping.
- B4. Add fractions with unlike denominators with regrouping.

DEVELOP

- A5. Find the percent one number is of another.
- A6. Find a number if the percent of the number is known.
- A8. Understand the relationship between fractions, decimals, and percents.

GOAL X: GRAPHS AND CHARTS

DEVELOP

- A1. Interpret a number line.
- A5. Interpret a scale drawing
- A7. Write the ordered pair for a point or name the point for an ordered pair.
- B1. Construct a graph or chart from given data.
- B2. Collect data and construct appropriate type of graph or chart.
- B3. Graph ordered pairs.

MASTER

- A3. Interpret a table or a chart.
- A4. Interpret a bar graph, pictograph, or line graph.
- A6. Interpret a circle graph.

GOAL XI: CONSUMER MATH

INTRODUCE

- A5. Compare installment buying to cash payments.
- A6. Learn to write checks.
- A7. Learn to balance a checking account.

DEVELOP

- A3. Solve discount and sales tax problems.
- A4. Solve problems involving price comparisons or cost analysis.

MASTER

- A1. Round amounts of money to the nearest dollar.

GOAL XII: PROBABILITY AND STATISTICS

INTRODUCE

- B1. Find the range of a group of numbers.
- B2. Find the mode of a group of numbers.
- B3. Find the mean of a group of numbers.
- B4. Find the median of a group of numbers.

DEVELOP

- A1. Find the probability of an outcome.
- A2. Know terms associated with probability.

GOAL XIII: ALGEBRA

INTRODUCE

- A3. Find the opposite of a number.
- A5. Write inequalities using positive and negative numbers.
- A6. Add positive and negative numbers.
- A7. Subtract positive and negative numbers.
- A8. Multiply and divide with positive and negative numbers.
- A12. Find the value of an expression.

DEVELOP

- A1. Know terms associated with Algebra.
- A2. Find the square root of a number.
- A9. Compare, add, subtract, multiply, or divide two rational numbers.
- A10. Understand the order of operations.
- A11. Simplify an expression.

SCIENCE CURRICULUM

SOCIAL STUDIES CURRICULUM - SEVENTH GRADE

UNIT 1 GEOGRAPHY OF THE UNITED STATES AND CANADA

- A. Physical geography of the United States and Canada. The students will be able to:
 - 1. Identify and describe the seven geographic regions of the United States and Canada.
 - 2. List the major natural resources of the United States and Canada.
 - 3. Define arable and compare the amount of arable land in the United States and Canada.
 - 4. Compare and contrast the climates of the United States and Canada.
- B. Cultural geography of the United States. The students will be able to:
 - 1. Define immigrant and outline the contributions of immigrants to the United States.
 - 2. Explain why the United States is known as a developed country.
 - 3. Define the terms capitalism and free enterprise.
 - 4. Name the three branches of government of the United States and describe the function of each.
 - 5. Outline the functions and duties of state and local governments.
- C. Government and economy of Canada. The students will be able to:
 - 1. Define separation and explain how it affects Canadian politics.
 - 2. Describe how the Canadian economy depends on the country's natural resources.
 - 3. Describe how Canada's parliamentary democracy is organized and explain the basis of the country's membership in the Commonwealth of Nations.
 - 4. Compare and contrast the structure of Canadian democracy with that of the United States.

UNIT 2 LATIN AMERICA

- A. Physical geography. The students will be able to:
 - 1. Name the major landforms of Latin America and describe how they separate people.
 - 2. Identify the four main regions that make up Latin America.
 - 3. Describe the major climate zones and natural resources of Latin America.
 - 4. Explain why only 5% of the land in Latin America can be farmed.
- B. Cultural geography of Mexico. The students will be able to:
 - 1. Define civilization and identify the two major Indian civilizations of early Mexico.

2. Describe the effects of the Spanish conquest on the culture and people of Mexico.
 3. List the major features of Mexico's developing economy.
 4. List positive and negative effects of improvements in living conditions in Mexico.
 5. Identify the PRI and describe its role in Mexico's politics in the 20th century.
- C. Cultural geography of Central America and the Caribbean. The students will be able to:
1. Name the three "streams of people" who make up the population of Central America and the Caribbean.
 2. Explain why most Central American and Caribbean economies are limited in what they can produce.
 3. Describe the importance of tourism to the economies of the Caribbean islands.
 4. Identify the different types of government in Central America and the Caribbean.
 5. Define socialism and communism and apply the terms to Cuba.
- D. Cultural geography of South America. The students will be able to:
1. Describe how the ethnic groups of South America have shaped life on the continent.
 2. List some of the ways in which South American nations are trying to develop their economies.
 3. Explain why South America has been troubled by frequent political change and social unrest.
 4. Explain why caudillos came to power in many South American nations following independence.

UNIT 3 WESTERN EUROPE

- A. Physical geography of Western Europe. The students will be able to:
1. Describe the main geographic features of Western Europe.
 2. Identify the five major peninsulas of Western Europe and name the countries found on each.
 3. Compare the average population density of Western Europe with that of the United States.
 4. Describe how the Gulf Stream and Atlantic winds influence the climate of Western Europe.
- B. Cultural geography of the British Isles. The students will be able to:
1. Name the two parts that make up the United Kingdom and the three provinces that make up Great Britain.
 2. Name the two groups involved in the conflict in Northern Ireland and give reasons for the conflict.
 3. Explain why the development of offshore oil and natural gas fields is important to the economy of Great Britain.

4. Define constitutional monarchy and contrast it with earlier absolute monarchies.
- C. Cultural geography of France and the Low Countries. The students will be able to:
 1. Name the countries that make up the Low Countries.
 2. List the major industries and services of France and the Low Countries.
 3. Define European Economic Community and describe how it has helped the countries of Western Europe.
 4. Contrast the monarchies of the Low Countries with the British monarchy.
- D. Cultural geography of Central Europe. The students will be able to:
 1. Describe the roles that language and religion play in uniting the people of Central Europe.
 2. Explain why Germany was divided into two parts following World War II and its reunification.
 3. Describe the structure of the governments of West Germany, Switzerland and Austria.
 4. Explain how Switzerland's policy of neutrality has kept the country out of war.
- E. Cultural geography of Countries of the Mediterranean. The students will be able to:
 1. Name the four major countries of the Mediterranean.
 2. Identify the Roman Catholic and Greek Orthodox churches and explain how they differ.
 3. Describe economic challenges faced by Mediterranean Europe today.
 4. Describe how the governments of the Mediterranean countries are similar.
- F. Cultural geography of Scandinavia. The students will be able to:
 1. Describe what the people of Scandinavia are like today.
 2. Identify Scandinavia and list the five countries and two territories it includes.
 3. Name the two traditional industries of Scandinavia.
 4. Contrast the monarchies in Denmark, Norway, and Sweden with the British monarchy.

UNIT 4 GEOGRAPHY OF THE SOVIET UNION AND EASTERN EUROPE

- A. Physical geography of the Soviet Union and Eastern Europe. The students will be able to:
 1. Describe the main physical features of Eastern Europe and the Soviet Union.
 2. Name the eight countries of Eastern Europe and explain why they are linked politically, economically and culturally to the Soviet Union.
 3. Describe the major climates and natural resources of this region.
- B. Cultural geography of the Soviet Union. The students will be able to:

1. Describe how different ethnic groups live together in the Soviet Union.
 2. Define perestroika and describe its impact on the Soviet economy.
 3. Describe the structure of the Soviet government.
 4. Define glasnost and describe how this policy has affected political and cultural life in the Soviet Union.
- C. Cultural geography of Eastern Europe. The students will be able to:
1. Identify the main ethnic groups in Eastern Europe.
 2. Identify COMECON and describe its impact on the economies of Eastern Europe.
 3. Explain how central planning has hurt the economies of Eastern Europe.
 4. Identify the Warsaw Pact and compare it with NATO in Western Europe.

UNIT 5 GEOGRAPHY OF THE MIDDLE EAST AND NORTH AFRICA

- A. Physical geography of the Middle East and North Africa. The students will be able to:
1. Describe the major physical features of the Middle East and North Africa.
 2. Explain why irrigation is essential to farming in this region.
 3. Identify the climates of the desert, the Mediterranean coast, and the Iranian Plateau.
 4. Locate the major oil producing region of the Middle East and name four countries there.
- B. Cultural geography of the Middle East. The students will be able to:
1. Describe how religion affects the lives of the people of the Middle East.
 2. Describe how the discovery of oil changed the economies of Middle Eastern countries.
 3. Describe the origins of the conflict between Israel and Palestinians.
- C. Cultural geography of North Africa. The students will be able to:
1. List major reasons for and the effects of population growth in North Africa.
 2. Explain why most North African countries must import much of the food they consume.
 3. Outline the various forms of government in North Africa.

UNIT 6 GEOGRAPHY OF SUB-SAHARA AFRICA

- A. Physical geography of Sub-Sahara Africa. The students will be able to:
 - 1. Describe the major physical features of the Sub-Sahara region.
 - 2. Describe the climate and list the chief natural resources of Sub-Sahara Africa.
 - 3. Describe the impact that years of drought have had on people in Africa's savanna.
- B. Cultural geography of West Africa. The students will be able to:
 - 1. Recognize that Western Africa society is made up of hundreds of ethnic groups.
 - 2. Describe the different kinds of economies found in West Africa.
 - 3. Explain how West African leaders justify one-party government in their countries.
- C. Cultural geography of East and Equatorial Africa. The students will be able to:
 - 1. Identify the groups of people that settled in East and Equatorial Africa and explain how their languages and cultures developed.
 - 2. Explain why most countries in East and Equatorial Africa have one-party governments.
 - 3. Explain the relationship between economic and political problems in East and Equatorial Africa.
- D. Cultural geography of Nations of Southern Africa. The students will be able to:
 - 1. Identify the Afrikaners and describe their origins.
 - 2. Define "apartheid" and describe its effects on South African society.
 - 3. Describe the major forms of government in Southern Africa.

UNIT 7 GEOGRAPHY OF SOUTHERN AND EASTERN ASIA

- A. Physical geography of Southern and Eastern Asia. The students will be able to:
 - 1. Describe how high mountains affect the region of Southern and Eastern Asia.
 - 2. Name the two largest island groups of Asia.
 - 3. Explain the importance of the Huang River to Chinese civilization.
 - 4. Name the three great rivers of the Indian subcontinent.
- B. Cultural geography of Nations of South Asia. The students will be able to:
 - 1. Describe the ways that religion shapes the lives of the people of South Asia.
 - 2. Define "caste" and describe the main features of the caste system in India.
 - 3. Explain the importance of cottage industries to the economies of South Asia.
 - 4. Describe the types of governments that are formed in

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- South Asia.
- C. Cultural geography of China and its neighbors. The students will be able to:
 - 1. Identify Confucianism, Taoism, and Buddhism and describe how these belief systems have influenced the culture of East Asia.
 - 2. Describe how most people in East Asia earn their living.
 - 3. Outline the changes that Deng Xiaoping introduced into the communist system in China.
 - 4. Describe the different kinds of governments of the countries of East Asia.
 - D. Cultural geography of Japan. The students will be able to:
 - 1. Explain why Japan developed a culture distinct from that of the rest of East Asia.
 - 2. List the factors that helped create Japan's economic miracle.
 - 3. Describe how the Japanese government is a mixture of the old and new.
 - 4. Describe the relationship between government and business in Japan.
 - E. Cultural geography of Southeast Asia. The students will be able to:
 - 1. Explain why Southeast Asia has always been at a great crossroads.
 - 2. Describe the impact of Chinese and Indian civilizations on Southeast Asian culture.
 - 3. Name products of Southeast Asia that are essential to countries elsewhere in the world.
 - 4. Outline the events leading to the overthrow of the Marcos dictatorship in the Philippines.

UNIT 8 GEOGRAPHY OF THE PACIFIC

- A. Physical geography of the Pacific. The students will be able to:
 - 1. Describe how the geography of Australia differs from that of the rest of the region.
 - 2. Identify Oceania and name the principle geographic features in this region.
 - 3. Describe key features of Antarctica.
- B. Cultural geography of the nations of the Pacific. The students will be able to:
 - 1. Contrast the economies of the Pacific islands with the economy of Australia.
 - 2. Describe how Australia combines Great Britain's parliamentary system with the federal system of the United States.
 - 3. Explain how the maoris are represented in New Zealand's parliamentary system.

UNIT 9 MAP SKILLS

- A. Globes. The students will be able to:
 - 1. Locate and explain the following on a globe:
 - a. hemispheres
 - b. continents and oceans
 - c. equator
 - d. prime meridian
 - 2. Tell how the use of globes helps learn about the earth.
- B. Maps. The students will be able to:
 - 1. Demonstrate the use of cardinal and intermediate directions on a map.
 - 2. Demonstrate the use of a scale on a map.
 - 3. Be able to calculate distances from one point to another on a map using the scale.
 - 4. Explain the symbols on a map key and the colors used on a map.
 - 5. Identify the following types of maps and tell the characteristics and uses of each:
 - a. political map
 - b. physical map
 - c. landform map
 - d. grid map
 - e. distribution map

SEVENTH GRADE CURRICULUM

LIFE SCIENCE

- I. Classification of living things
 - A. Characteristics of living things
 - B. Five kingdoms
- II. Cells
 - A. Basics of plant and animal organelles
 - B. One celled organisms
 - 1. Virus
 - 2. Bacteria
 - 3. Protist
- III. Plants
 - A. Non-seed
 - B. Seed plants
 - C. Life processes of plants
- IV. Animals
 - A. Simple invertebrates
 - B. Complex invertebrates
 - C. Cold-blooded vertebrates
 - D. Warm-blooded vertebrates

MEASURING

- I. Metric
- II. Tools of measurement
- III. Field of science appreciation

PHYSICAL SCIENCE

- I. Properties

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- II. Atomic structure
- III. Compounds and mixtures
- IV. Chemical reactions
- V. Acid base salt
- VI. Metals
- VII. Non-metals
- VIII. Carbon compounds

EARTH AND SPACE SCIENCE

- I. Atmosphere
 - A. Water in humidity
 - B. Air pressure
- II. Changing Weather
 - A. Air mass
 - B. Fronts
- III. Forecasting weather
 - A. Local
 - B. Weather maps used for forecasting
 - C. Climate
- IV. Oceanography
 - A. Fresh water
 - B. Groundwater
 - C. Ocean floor, deposits, waves
 - D. Ocean resources
 - 1. Sea water
 - 2. Ocean life

ECOLOGY

SCIENTIFIC METHOD

(***Emphasis on Life Science

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