

Grade 7 Religion – Believe in Me
CRITICAL OUTCOMES AND KEY CONCEPTS IN BOLD

Unit 1: I.....We

<p>Theme 1: Who am I? Students will: - Be able to use a process of self-examination to name their own gifts, talents, personality traits and goals - Name the value of the things they like about themselves - Constructively identify those things they wish to improve about themselves - Name the positive potential in a variety of personality types</p> <p>Prayer Focus- Psalm 139, 13-16</p>	<p>Key Concepts - Each person is created by God, is good and loveable, and is called to grow. - Each person has unique gifts and talents to offer the world. - God calls us to serve with our gifts and talents. - We develop an understanding of what we are called to do by examining our interests, our likes and our dislikes. (Our personal call can be found “where the desires of our heart meet the needs of the world.”) - We can learn about God by taking human beings as a starting point.</p>
<p>Theme 2: Am I normal? Students will: - Demonstrate a knowledge of the many aspects of self - body, mind, emotions, will, ability to relate to others, spirit - and of the need to develop each aspect of these - Express “normal” as that which helps them develop their full potential in each aspect of self - Understand their own growth toward, or movement from, wholeness, and the way that this affects their relationship with God and the Christian community</p> <p>Prayer Focus-Litany of praise, praising God for making us as we are</p>	<p>Key Concepts - We are intellectual, emotional, physical, social, and spiritual people. Each of these aspects of ourselves affects our relationships. - We are called to develop each aspect of ourselves in harmony with the development of each other aspect, and in harmony with God’s call. - Each aspect of ourselves is a gift from God. All are important. - We are normal if we are developing as whole people.</p>
<p>Theme 3: Do I belong? Students will: - Articulate the importance and requirements of participation in a community - Demonstrate familiarity with the structure of the Bible and be able to locate biblical passages - Understand the Bible as the story of the Christian community and its relationship with God - Know that the Christian community invites them to share in the abundant life of Jesus - Demonstrates skills for relating the community’s story, as found in the Bible, to their own lives - Name some ways that the community’s story in their story</p> <p>Prayer Focus-Presentation of student bibles and enthronement of class bible</p>	<p>Key Concepts - We are shaped by the communities in which we participate. - To truly be part of the Christian community, we must know its story, as it is told in both the New and the Old Testament, and make it our own. - God calls us to live in communities and interacts with us as members of a community. - The Bible is addressed to the community and should be interpreted in the community. - At no point in time will every aspect of an individual’s faith be strong and complete. The fullness of faith is found only in the community of faith.</p>

Unit 2: We believe in God

<p>Theme 1: Whom do we trust? Students will:</p> <ul style="list-style-type: none"> - Be able to articulate the meaning of trust and belief - Recognize that belief is rooted in a relationship of trust that demands honesty - Recognize Abraham as an example of a person whose whole life was shaped by trust - Name and evaluate what is involved in different types of believing and trusting - Demonstrate that skills and attitudes needed to build trusting relationships <p>Prayer Focus- St. Teresa’s prayer of trust, mandala making, contemplation or journalling</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - Living life to the full demands a willingness to go beyond ourselves and take risks. - To be a person who believes is to be a person who is willing to make commitments. - God is the only one to whom we can entrust ourselves completely without reservation. - Trust is not a single act; rather, it is an ongoing attitude toward life and relationships. - Our beliefs shape who we are and the choices we make. We must understand our beliefs in order to understand ourselves and others.
<p>Theme 2: Am I all on my own? Students will:</p> <ul style="list-style-type: none"> - Name God’s faithfulness as it is revealed in the story of the Exodus - that God is faithful even in very difficult situations, even when we are unfaithful - Connect the hope in the Exodus story to their own lives - Identify signs of God’s presence and fidelity in the world around them - Identify ways they can help one another recognize the faithfulness of God <p>Prayer Focus-Litany of thanksgiving</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - God is faithful; what God says, God does. - God does not remove us from all struggles, but rather walks with us and supports us in our searching and our struggling. - We are called to develop patience. Without patience, it is difficult to live life to the full. - The story of the Exodus and of God’s faithfulness to Israel is repeated over and over in the big and small events of our lives and our history.

Unit 3: We believe in God the Father Almighty

<p>Theme 1: Who loves me? Students will:</p> <ul style="list-style-type: none"> - Reflect upon the meaning of being loved and the variety of ways in which love is demonstrated - Identify ways that God’s love for us is reflected in the love and concern that people feel for us - Articulate the Church’s belief that God’s love goes far beyond human limitations - Explain how fatherhood and motherhood help us to understand God - Identify the signs of love and caring in the world around them <p>Prayer Focus- A personal prayer book reminding students of God’s constant presence, or a prayer for parents</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - God “the Father’ is not subject to the weakness and limitations of human parents. God’s love is the most ideal love that we can imagine from either a mother or a father. - God’s parental tenderness can also be expressed in the image of motherhood. - By calling God “Father,” Jesus names God as a model for parenthood and reminds us of the great significance of parenting. - To think of God as our parent is to acknowledge our relationship to all other people. - When we name God as our parent, we set up an intimate relationship with God where we agree to both give and receive love. We also accept responsibility for continuing God’s work on earth.
<p>Theme 2: It’s a free country. Why shouldn’t I do whatever I want? Students will:</p> <ul style="list-style-type: none"> - Demonstrate an understanding of the Sinai covenant as the sign of God’s love and care for the Israelites - Explain the ways in which the Ten Commandments liberate and allow for greater love - Name the importance of covenants within their own lives and the way those covenants motivate moral behaviour - Examine their behaviour in the light of the Ten Commandments <p>Prayer Focus- Meditation on Mark 10,17-22 (Jesus and the rich young man)</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - The commandments take on their full meaning within the covenant. - Through the covenant, God binds God’s self to the people, just as parents bind themselves to a child through adoption. - The choice of faithful obedience to the covenant is a life-giving choice. - Because God is the parent of all, we cannot separate our relationship with God from our relationships with one another. - The commandments teach us the importance of respect in all that we do. - As apparent, God guides us and sets us free.
<p>Theme 3: Who’s in control? Students will:</p> <ul style="list-style-type: none"> - Distinguish between good and bad uses of authority - Evaluate examples of control and authority in their lives - Describe the difference in the way God exercises authority and in the way many humans exercise authority - Explain and use the observe, judge, act model of moral decision making <p>Prayer Focus- Written dialogue with God focused on the question “Who is in control?”</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - God does not “lord it over us.” God writes God’s law on our hearts. - God gives each one of us the freedom to choose. - God could be in control, but instead God has given us control. - The Ten Commandments state what is required in the love of God and the love of neighbour. - The observe, see, judge, act model is an effective method for helping us stay in control of our decision making. - We are responsible for informing and developing consciences.

Unit 4: We believe in God...the creator of heaven and earth

<p>Theme 1: Is what I do good enough? Students will:</p> <ul style="list-style-type: none"> - Define creativity and name ways they are creative - Describe the relationship between God’s creating and their creating - Explain the ways that God invites us to share in the ongoing creation of the world - Evaluate their own contributions to the world and their own willingness to give what they can give - Explain the ways the creation story can help them to understand their own creativity <p>Prayer Focus- Guided meditation and Psalm 8</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - God creates for people and with people. - The act of crating demands both love and responsibility. - Each of us has gifts that are needed in order for creation to unfold according to God’s plan. - The creative power of God becomes our foundation for creativity as we relate to others.
<p>Theme 2: That’s not my job! Is it? Students will:</p> <ul style="list-style-type: none"> - Articulate the ways the two stories of creation reveal the balance and co-operation God intended in the world - Understand the relationship between biblical stories, science and history - Demonstrate their commitment to care for the environment - Evaluate environmental issues in the light of God’s plan for creation <p>Prayer Focus- St. Francis’ “Canticle of the Creatures”</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - God wants human beings to be intimately involved in caring for creation. - God creates from nothing. God is the source of all that is. - All creation is good. - Stories reveal the truths of the heart. - Genuine science and genuine faith are never in direct competition. Both reveal the one truth that comes from God. - We are stewards of creation. - The environmental crisis is a result of our unwillingness to live justly.
<p>Theme 3: Why do I need you? Students will:</p> <ul style="list-style-type: none"> - Name and evaluate the ways that being female or male shapes the ways they express themselves - Be able to define human dignity and recognize the things that support it and undermine it - Know that to accept other people, we must accept their sexuality, their maleness or their femaleness, their physical gifts and limitations - Identify ways Jesus reached out to those who were excluded <p>Prayer Focus- Litany of the Saints</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - Human beings were created to share, give and love. We are incomplete if we live entirely as individuals. - God created us male and female in the divine image. Humanity is incomplete unless it is both male and female. - Our sexuality is part of who we are and must never be belittled. - Every person has dignity and value. - We must challenge anything that undermines our dignity or the dignity of others.

Unit 5: We believe in Jesus Christ, his only Son

<p>Theme 1: What's in a name? Students will:</p> <ul style="list-style-type: none"> - Express their understanding of the meaning in a name and the ways we use names to classify people - Identify the expectations that people had for Jesus and the ways they tried to make him fit those expectations - Explain the significance of the many titles for Jesus - Identify the ways that the titles they use for Jesus shape their relationship with him <p>Prayer Focus- The Jesus Prayer</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - To name someone is to establish a particular relationship with him or her. - Titles of Jesus: Messiah means “anointed one.” Jesus means “God saves.” Son of God is the best title we have, yet Jesus stretched our understanding of even that title. - Jesus was a messiah (anointed) in his three-fold role as priest, prophet and king.
<p>Theme 2: How does Jesus challenge me? Students will:</p> <ul style="list-style-type: none"> - Compare and contrast the ir expectations of Jesus with those of the people of Jesus’ time - Identify the ways that Jesus challenged people’s expectations, attitudes and behaviour in Scripture and the way those Scripture stories challenge us <p>Prayer Focus- Eucharistic Prayer IV</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - A title or a religious image cannot fully describe Jesus. - Jesus challenges the basic power structures within society and our role within those structures. - Jesus reveals himself in different ways to different people in different situations. - Jesus gives us courage to go beyond the expectations that have been placed on us or the people we know.
<p>Theme 3: What makes Jesus believable? Students will:</p> <ul style="list-style-type: none"> - Retell a variety of stories of people whose lives were changed by Jesus - Recognize the ways that believing in Jesus changes people’s lives - Formulate answers to the disciples’ questions: “What kind of man is this?” - Identify personal encounters with Jesus <p>Prayer Focus- Guided meditation: silent dialogue with Jesus</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - Jesus is believable because he really does give life in abundance. - Jesus is believable because he meets us with love wherever we are. - Encounters with Jesus change people. - Encounters with Jesus took place in biblical times both before and after his death and resurrection, and have continued to take place in the centuries since those events. - Through his actions, Jesus reveals God’s care for us. - To believe in Jesus is to accept new possibilities in our lives.

Unit 6: We believe in Jesus...our Lord

<p>Theme 1: Am I free to be me? Students will:</p> <ul style="list-style-type: none"> - Identify what it means to live in the kingdom of God, where Jesus is Lord - Retell the story of the temptation of Jesus in the desert and articulate what it tells us about living life God’s way - Explain how our culture can encourage us to live as God wants us to live, and how it can encourage us to live in ways that are opposed to God’s way <p>Prayer Focus- Fasting and abstinence as a prayer offering</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - The kingdom of God is not a place. It is a way of living. When we live the way God wants us to live, we are living in the kingdom of God. - We address Jesus as Lord because he is the one who is “in charge of” the kingdom. He makes it possible for us to share in the joy of the kingdom. - When we call Jesus “Lord,” we agree to see right and wrong as he does. - Our culture often encourages us to live in ways that are opposed to God’s way. - We can find true freedom and happiness only by living our lives according to God’s way.
<p>Theme 2: What do I need to be happy? Students will:</p> <ul style="list-style-type: none"> - Reflect on what it means to be happy using Luke 6:20-42 as a point of reference - Examine the things they are doing in their own lives that either promote or prevent true happiness <p>Prayer Focus- Meditation on Luke 6,20-38 or a song based on the Beatitudes</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - Happiness is found in developing loving relationships. - In the kingdom of God, many relationships of power will be reversed. - If we are benefiting from injustice, we will be held accountable. - If we suffer from injustice, our suffering will be brought to an end.
<p>Theme 3: Is my way the best way? Students will:</p> <ul style="list-style-type: none"> - Articulate their understanding of the nature, purpose and effects of Jesus’ parables about the kingdom of God - Identify signs of the kingdom in their lives - Articulate their understanding of the Lord’s Prayer and its implications for their lives <p>Prayer Focus- The Lord’s Prayer</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - Parables have two levels of meaning: the literal level and the figurative level. - Understanding the meaning of parables requires thinking and conversion. - Parables draw us into the mystery of God, which is greater than the human mind can comprehend. - Every action I take on behalf of God’s kingdom will have an effect that goes far beyond me. - The kingdom of God is not about competition. It is about unity and sharing in joy.

Unit 7: We believe in Jesus...who was conceived by the power of the Holy Spirit and born of the Virgin Mary

<p><u>Theme 1:</u> Why is everybody always picking on me? Students will: - Describe the ways God works in co-operation with people - Identify ways they can follow Mary’s example and co-operate with God - Name some ways the God’s grace can work, and is at work, in their lives - Explain the meaning of the terms “virgin birth” and “Immaculate Conception”</p> <p><u>Prayer Focus-</u> The Hail Mary</p>	<p><u>Key Concepts</u> - Jesus was conceived through the initiative of God with human cooperation. Part of the mystery of salvation is that God involves us in an intimate way. - Mary is an example of one who hears the word of God and responds to it wholeheartedly. - When we accept a challenge and take a positive step, we are co-operating with grace. - Mary was sustained by divine grace throughout her life. (We receive this same grace in Baptism. Mary challenges us to co-operate with it fully.) - Co-operation with the grace of God allows for new beginnings, no matter what the circumstances.</p>
<p><u>Theme 2:</u> Who understands me? Students will: - Examine what it means to understand someone else - Identify the things they have in common with the historical Jesus - Describe the political and cultural circumstances that shaped Jesus’ life - Express the meaning of the term ‘incarnation’</p> <p><u>Prayer Focus-</u> Prayer service focusing on the Incarnation</p>	<p><u>Key Concepts</u> - As we learn more about when and where Jesus lived, we can identify more with his humanity and see how his life can be a model for our own. - Jesus is fully human and fully divine, from the moment of his conception and for all eternity. - Jesus demonstrates that true holiness does not go against human nature but rather is the purest expression of human nature. - Jesus is an expression of God’s tremendous love for us. - Because of the Incarnation, we can be sure that God understands what it is to be human and what is possible for us.</p>

Unit 8: He suffered under Pontius Pilate, was crucified, died and was buried. He descended to the dead.

<p>Theme 1: What risks are worth taking? Students will:</p> <ul style="list-style-type: none"> - Describe the issues that led to the Jesus' crucifixion - Give reasons for Jesus' acceptance of his death - Demonstrate the courage and determination needed to take a stand for truth and justice <p>Prayer Focus- The Stations of the Cross</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - Jesus was crucified because he challenged both the religious and the social beliefs of his time. - Jesus accepted suffering because to avoid it would have been to deny truth and accept injustice. - Jesus challenges us to accept suffering if necessary in order to live according to God's plan, a plan in which all people are loved and treated with dignity.
<p>Theme 2: What's the point of sacrifice? Students will:</p> <ul style="list-style-type: none"> - Articulate the meaning of sacrifice - Express the meaning of the phrase "we are redeemed by Christ's sacrifice" - Describe the physical reality of Christ's suffering and death - Describe the relationship of Jesus' sacrifice to Old Testament sacrifices and to the Eucharist - Identify the sacrifices they might make for others <p>Prayer Focus- Psalm of thanksgiving</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - Jesus' sacrifice is complete not because of his horrifying death in itself, but because he held nothing back; he gave himself completely. - We are called to follow Jesus' example and give of ourselves for others. - Christ's sacrifice occurred once and for all time. It was the perfect surrendering of human life to God. - We are invited to participate in Christ's sacrifice at the Eucharist. - Sacrifice is the gift of self to another.
<p>Theme 3: Who's in? Who's out? Students will:</p> <ul style="list-style-type: none"> - Identify ways of sharing the Good News with others - Name the ways we exclude people from the Good News - Name the spiritual deadness that surrounds them and identify ways they might bring life by sharing the Good News - Articulate the understanding that Jesus' descent to the dead signifies that the message of salvation is for all people in all times and all places <p>Prayer Focus- Spontaneous prayer coming out of the song "I Am You" (No. 5), which is based on Matthew 25,31-46)</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - Christ's redemptive work is for all people in all times and all places. - We are called to share the Good News with all people in all situations. - Christ proclaimed God's eternal love and the redeeming power of that love even in the midst of death. (See 1 Peter 3,18-19)

Unit 9: On the third day he rose. He ascended into heaven.

<p>Theme 1: Is there hope? Students will: - Explain what it means to say that Jesus is raised to new life - Identify the hope that is found in Jesus' resurrection for the difficult moments of their lives - Discuss how resurrection is more than the simple restoration of what use to be - Reflect on experiences of resurrection</p> <p>Prayer Focus- A meditation by Cardinal Newman</p>	<p>Key Concepts - The resurrection of Jesus is the offer of new life in the face of death. - The resurrected Jesus is the same Jesus, yet he is no longer subject to physical limitations. - Jesus calls us by name as he called Mary Magdalene. - Jesus calls us to begin again when we fail. - Jesus calls us to celebrate life with him by serving others.</p>
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Unit 10: He is seated at the right hand of the Father. He will come again to judge the living and the dead.

<p>Theme 1: Who is a winner? Students will:</p> <ul style="list-style-type: none"> - describe how Jesus’ judgment frees people from the things that hold them in bondage - Understand Jesus’ judgment as a judgment against the things that harm us and as a call to separate ourselves from those things - Name the areas in their lives where their own judgement has been, or is, inadequate - Express, either verbally or artistically, the concepts embodied in the terms “heaven,” “hell” and “purgatory” <p>Prayer Focus- Quiet reflection on the words “Repent, and believe in the Good News”</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - Jesus’ judgment is the light coming into the world – the light that makes the blind see, the deaf hear and the lame walk. - Jesus’ judgment is like the light of a candle that gently lights up the corners of our lives, revealing us to ourselves, calling us out of darkness into light. - Jesus came not to judge, but to give life. We judge ourselves when we accept or reject his gift. - God’s judgment summons us to conversion. - Heaven, hell and purgatory are reflections of our ongoing choices.
<p>Theme 2: What’s fair? Students will:</p> <ul style="list-style-type: none"> - Express that while we may question and even condemn the actions of others, only God may judge their hearts and their persons - Compare the way they judge others to the way Jesus judges - Examine the judgments they have made about others in their school or community - Identify creative and caring ways to interact with people whom they tend to judge harshly <p>Prayer Focus- Writing prayers asking God to see them as they are</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - We will be judged with the measure by which we judge others. - Although we cannot judge the hearts of others, that does not mean that we should turn a blind eye to their behaviour. - We are called to follow Jesus’ example and invite others to live life fully. - Jesus challenges us to show special concern for those who do not like us or whom we do not like.
<p>Theme 3: Does anyone really notice what I do? Students will:</p> <ul style="list-style-type: none"> - Recognize that Jesus will reveal the good they have done that no one else has noticed - Celebrate their personal successes - Identify the good that others are doing - Help one another to find reasons for doing good even when it may go unnoticed <p>Prayer Focus- Prayer service giving thanks for the year</p>	<p>Key Concepts</p> <ul style="list-style-type: none"> - God sees and rewards things others may not notice. - Goodness may not always be recognized by others or even by ourselves, but nothing escapes God’s notice. - Whenever we feel overlooked, we should recommit ourselves to noticing the good that others are doing. - We are called to bring the light of Christ to all that is often left in darkness.