



Catholic Curriculum Corporation  
Catholic Curriculum Maps – Revised 2011  
**Religion and Family Life Education Core Map: Grade Eight**  
**Unifying Catholic Theme: Solidarity**  
**Essential Question: *How are we Church in the World?***

<b>Essential Questions</b> Provides a focus for study	<b>Content</b> Describes the subject matter	<b>Skills</b> <b>As referenced in the grade eight STAND BY ME (SBM) and FULLY ALIVE Renewal Edition (FA) manuals</b> The precise outcomes students are expected to know	<b>Assessment</b> Examples of opportunities for students to demonstrate understanding of content skills	<b>Ontario Catholic School Graduate Expectations</b>
<b>Religion</b>				
<i>What does the Bible teach us about the power of God?</i>	<b>Scripture</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of the relationship between Pentecost and the Sacrament of Confirmation (1.1, 2.2 SBM)</li> <li>• Develop an awareness of the healing stories of Jesus (2.3 SBM)</li> <li>• Identify how the 10 commandments and Jesus' rule of love are related (5.1 SBM)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a role play of the Pentecost story</li> <li>• Summarize one of the healing stories of Jesus</li> <li>• Create a T-chart comparing the 10 commandment to Jesus' commandment</li> </ul>	<b>CGE 1a</b> <b>CGE 1c</b> <b>CGE 2b</b> <b>CGE 2c</b>
<i>How do we articulate our faith?</i>	<b>Prayer and Sacramental Life</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of the significance of Confirmation in their lives (2.2 SBM)</li> <li>• Identify the 7 Sacraments and their categories (2.1 SBM)</li> <li>• Identify the gifts and fruits of the Holy Spirit (1.2, 1.3 SBM)</li> <li>• Develop an understanding of the Apostles Creed as a mission statement in their lives (8.1 SBM)</li> <li>• Identify the Nicene Creed (3.1 SBM)</li> <li>• Develop an understanding of the need for intercessory prayers (4.1, 4.4 SBM)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in Confirmation activities</li> <li>• Create a title pages using symbols and phrases representing the Sacraments</li> <li>• Find a modern song that reflects one of the gifts or fruits of the Holy Spirit and explain the connection</li> <li>• Write a reflection of how the Apostles Creed is relevant in their own lives</li> <li>• Use a T-chart to compare the 2 Creeds</li> <li>• Write intercessory prayers and integrate them into the school's morning announcements</li> <li>• Participate in Advent activities</li> </ul>	<b>CGE 1b</b> <b>CGE 1c</b> <b>CGE 1f</b> <b>CGE 1i</b> <b>CGE 2a</b> <b>CGE2c</b> <b>CGE 3a</b> <b>CGE 3c</b> <b>CGE 3e</b> <b>CGE 4b</b> <b>CGE 5a</b> <b>CGE 5e</b>



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		<ul style="list-style-type: none"> <li>• Develop an understanding of the importance of Advent (Supplemental)</li> <li>• Develop an understanding of the importance of Lent (5.1 SBM, Supplemental)</li> <li>• Develop an awareness of the need for an examination of conscience</li> <li>• Identify the 10 commandments and how they relate to modern times (5.1 SBM)</li> <li>• Develop an awareness of the meaning of Amen (8.1 SBM)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in Lenten activities</li> <li>• Participate in the sacrament of Reconciliation</li> <li>• Rewrite the 10 commandments in positive terms</li> <li>• Write a poem identifying the different ways Amen is used</li> </ul>	
<i>How are we called to a Christian life?</i>	<b>Profession of Faith</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of the Creed as a belief statement (8.1 SBM)</li> <li>• Identify the Catholic view of social justice and its need in the world (7.3 SBM)</li> <li>• Develop an awareness of how the Golden Rule is significant in their lives (7.3 SBM)</li> </ul>	<ul style="list-style-type: none"> <li>• Write a reflection of how the Creed is a belief statement</li> <li>• Participate in social justice activities in the school throughout the year (food drive, Lenten collection)</li> <li>• Write a reflection of how the Golden Rule is significant in their lives</li> </ul>	<b>CGE 1d</b> <b>CGE 4a</b> <b>CGE 4c</b> <b>CGE 5b</b> <b>CGE 5c</b> <b>CGE 5d</b> <b>CGE 7e</b>
<b>Family Life – Fully Alive Renewal Edition</b>				
<i>How do we deepen our relationships with others?</i>  <i>As Christians, what is our view of sexuality?</i>  <i>What is commitment?</i>	<b>Christian Moral Development</b>	<ul style="list-style-type: none"> <li>• Explain why humans are the wonder of creation, and describe a wonder of the world (F.A. 1.1)</li> <li>• Analyze aspects of the human ability to learn, remember, reason, recognize and appreciate the unique gifts of the human person (F.A. 1.2)</li> <li>• Analyze aspects of the human ability to create, feel, recognize and appreciate the unique gifts of the human person (F.A. 1.3)</li> <li>• Analyze aspects of the human ability to act freely (F.A. 1.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Write a reflection on what it means to be God's representative on earth</li> <li>• Contribute to class discussion on learning, remembering and reasoning</li> <li>• Create a poem about an emotion</li> <li>• Role play situations of acting freely</li> <li>• Create a biography of a person of strong character</li> <li>• Create role plays that reflect the influence of the degree of intimacy on communication</li> </ul>	<b>CGE 1i</b> <b>CGE 1j</b> <b>CGE 2a</b> <b>CGE 2b</b> <b>CGE 2c</b> <b>CGE 2d</b> <b>CGE 3a</b> <b>CGE 3c</b> <b>CGE 5a</b> <b>CGE 5b</b> <b>CGE 5e</b>



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		<ul style="list-style-type: none"> <li>• Explain and analyze the meaning of character, using the four cardinal virtues (F.A. 1.5)</li> <li>• Explain the meaning of relationships and their importance in human lives (F.A. 2.1)</li> <li>• Describe the essential role of families in the lives of their children and recognize the challenges of family life (F.A. 2.2)</li> <li>• Describe concerns of parents and young adolescents and practice strategies for managing disagreements between them (F.A. 2.3)</li> <li>• Describe the abilities of true friendship (F.A. 2.4)</li> <li>• Identify and examine behaviours and attitudes that cause stress in friendship and recognize how to avoid such stresses (F.A. 2.5)</li> <li>• Recognize, appreciate and accept responsibility for the gift of sexuality (F.A. 3.1)</li> <li>• Understand vocabulary (i.e. sexual intimacy, marriage, single state, celibacy) and that sexual intimacy is intended for marriage (F.A. 3.2)</li> <li>• Analyze aspects of the growth and development stage of adolescence including male and female fertility (F.A. 3.3)</li> <li>• Analyze the external and internal pressures of becoming involved in exclusive male-female relationships at and early age (F.A. 3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to class discussions on the common strengths and challenges of most families</li> <li>• Create a class anchor chart identifying the skills and process for managing differences of opinion</li> <li>• Complete Reflection Sheet #9, comparing and contrasting early friendships with those of today</li> <li>• Write an advice column to encourage behavioural changes to lessen stress between friends</li> <li>• Contribute to class discussions and complete Reflection Sheets #11- 16</li> <li>• Create a booklet, multimedia presentation or poster on the theme Created Male and Female as described in the unit's culminating activity</li> </ul>	<b>CGE 7a</b> <b>CGE 7b</b> <b>CGE 7c</b> <b>CGE 7d</b> <b>CGE 7e</b> <b>CGE 7h</b> <b>CGE 7g</b> <b>CGE 8a</b>
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		<ul style="list-style-type: none"> <li>• Identify major Sexually Transmitted Infections (STIs) and examine family planning in light of Catholic teaching (F.A. 3.4)</li> <li>• Examine the meaning of true love between a man and a woman that leads to the commitment of marriage (F.A. 3.5)</li> <li>• Explain and appreciate the meaning of commitment to themselves, now and in the future ((F.A. 4.1)</li> <li>• Recognize the responsibility and appreciate being committed family members, friends and brothers/sisters in Christ ((F.A. 4.2)</li> <li>• Examine the role of conscience and the meaning of making moral choices as they mature (F.A. 4.3)</li> <li>• Examine the responsibility to participate in building a just society and appreciate the social dimensions of faith (F.A. 5.1)</li> <li>• Define justice and explain the requirements and shared responsibility that individuals and society has to the rights and dignity of each person (F.A. 5.2, 5.3)</li> <li>• Analyze poverty and respect for life as two issues of social justice (F.A. 5.3)</li> <li>• Describe the personal qualities and skills essential to contributing to the creation of a more just society (F.A. 5.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and explain quotations on happiness, commitment and being true to oneself</li> <li>• Discuss experiences of the death of family members and friendship difficulties in small groups</li> <li>• Summarize main ideas from the student text and answer questions based on reading</li> <li>• Contribute to a class project which helps build a more just and loving society</li> <li>• Design a poster on solidarity within the school community</li> <li>• Write a letter to the editor highlighting relative poverty in Canada and the need for better programs</li> <li>• Research and present findings on the Catholic Church's response to local and global social justice issues</li> </ul>	
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		<ul style="list-style-type: none"> <li>• <i>AIDS: A Catholic Educational Approach to HIV (Human Immunodeficiency Virus)</i></li> <li>1. <b>Christian Response:</b> <ul style="list-style-type: none"> <li>• Develop an understanding that every person has the right to care, comfort and consolation when living or dying of AIDS (C-10)</li> <li>• Develop an awareness of the responsibility of the living to care respectfully for the remains of the dead (C-11)</li> </ul> </li> <li>• <b>Basic Information</b> <ul style="list-style-type: none"> <li>• Explain the potential stages of HIV infection (B-10)</li> <li>• Identify the signs and symptoms of HIV infection (B-11)</li> </ul> </li> <li>• <b>Transmission &amp; Prevention</b> <ul style="list-style-type: none"> <li>• Identify the four ways the AIDS virus is transmitted</li> <li>• Explain the morality and risk of HIV infection involved in sexual intercourse outside of faithful marriage</li> <li>• Identify the morality and unadvertised risk of HIV involved in using condoms</li> <li>• Develop an understanding of the remote risk in transfusion with infected blood or blood products</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read excerpts from <i>Beyond Fear</i> and respond to critical questions either orally or in writing</li> <li>• Create a script for an educational DVD explaining how HIV is transmitted and its potential stages</li> <li>• In small groups, based on Handout #22, discuss guiding questions found in Teacher's Manual, p. 115</li> </ul>	
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**Curriculum Integration – Grade Eight**

**Catholic Theme:** *Solidarity*

**Essential Question:** *How do we as Church fit into the world?*

The Catholic theme and essential question emerges out of the Religious Education and Family Life Education programs.

Catholic educators must ask: How do I make this concept and essential question visible in the Grade Eight curriculum? Some examples are:

Language	Write resumes, Reader’s Theatre about Pentecost and the symbols of the church, write poems, social justice newspaper study			
Mathematics	Graph incomes of developed and developing countries			
History & Geography	Reasons for migration, human development index (qualities of life), treatment of marginalized and minority people in present day and historical Canada			
Science & Technology	Development of the human body (cells and organs), cloning			
Health & Physical Education	AIDS: A Catholic Educational Approach to HIV (Human Immunodeficiency Virus- Lessons26-28, Fully Alive: Theme Three Created Male and Female, Curriculum Links Between The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (Revised) and the Fully Alive Program and Other Catholic Education Resources from ICE, cooperative games and team-building, substance use and abuse (peers), bullying,			
The Arts	Dance based on treatment of Chinese during the building of the railroad, comic strip, music reflections			
French as a Second Language	Reciting prayers in French, writing prayers in French			
Choices into Action	Real Game (good choices), resume writing			
Pacing Chart				
September to Advent	Advent	Epiphany to Lent	Easter / Pentecost	Pentecost to June
Solidarity	Hope	Solidarity	Faith	Solidarity