



Catholic Curriculum Corporation  
Catholic Curriculum Maps – Revised 2011  
**Religion and Family Life Education Core Map: Grade Seven**  
**Unifying Catholic Theme:** *Dignity of the Human Person*  
**Essential Question:** *What is our story?*

<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 seven Believe in Me (BIM) 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 – Believe in Me (BIM)</b>				
<i>What is our story?</i>	<b>Scripture</b>	<ul style="list-style-type: none"> <li>Develop an understanding of the Bible as our story (1.3 BIM)</li> <li>Develop an understanding of how the Exodus story relates to our own lives (2.2 BIM)</li> <li>Identify the Canon of the Bible (1.3 BIM)</li> <li>Identify the Decalogue (3.2 BIM)</li> <li>Develop an awareness of the Creation Stories (4.2 BIM)</li> <li>Develop an understanding of how the Beatitudes relate to our life (UNIT 6 BIM)</li> <li>Identify the titles of Jesus (5.1 BIM)</li> <li>Develop an understanding of why Jesus used Parables (6.3 BIM)</li> <li>Develop an awareness of the different ways the Prophets were called (5.1, 8.2, 8.3 BIM)</li> </ul>	<ul style="list-style-type: none"> <li>Write a reflection connecting the Bible to your lives</li> <li>Create a Venn diagram comparing the Exodus story and our lives</li> <li>List the Canon of the Bible</li> <li>List the Decalogue</li> <li>Create a T-chart comparing the two creation stories</li> <li>Choose and write about how one of the Beatitudes related to your life</li> <li>Create a collage of the titles of Jesus</li> <li>Summarize and explain the significance of one of the Parables</li> <li>Participate in a jigsaw activity of the various Prophets</li> </ul>	<b>CGE 1a</b> <b>CGE 1c</b> <b>CGE 1g</b> <b>CGE 1i</b> <b>CGE 2a</b> <b>CGE 2b</b> <b>CGE 5a</b> <b>CGE 5e</b> <b>CGE 5f</b>



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<i>How do we develop faith and trust?</i>	<b>Prayer and Sacramental Life</b>	<ul style="list-style-type: none"> <li>• Develop an appreciation of the significance of Litanies (1.2, 2.2, 4.3 BIM)</li> <li>• Develop an understanding of how Mandalas can be used as a prayer focus (2.1 BIM)</li> <li>• Develop an appreciation of the importance of Advent (Supplemental)</li> <li>• Develop an understanding of how meditation can be used as a prayer focus (UNITS 3, 4, 5, 6, 9, 10 BIM)</li> <li>• Develop an understanding of how fasting and prayer can be used to honour God (6.1 BIM)</li> <li>• Identify the significance of the Lord's Prayer (6.3 BIM)</li> <li>• Develop an appreciation of the importance of Lent (Supplemental)</li> <li>• Identify the Stations of the Cross (8.1 BIM)</li> <li>• Identify the significance of the Hail Mary (7.1 BIM)</li> <li>• Develop an appreciation of the importance of the Eucharist (5.2 BIM)</li> <li>• Develop an understanding of the Apostles Creed in their own lives (ALL UNITS)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in the Litanies</li> <li>• Create Mandalas</li> <li>• Participate in the celebration of the Advent season</li> <li>• Participate in meditation</li> <li>• Participate in fasting and prayer</li> <li>• Participate in a Reader's Theatre illustrating the Lord's Prayer</li> <li>• Participate in the celebration of the Lenten season</li> <li>• Participate in a dramatic presentation of the Stations of the Cross</li> <li>• Discuss the Hail Mary</li> <li>• Celebrate the Eucharist</li> <li>• Write a reflection on how the Apostles Creed can be applied to their own lives</li> </ul>	<b>CGE 1b</b> <b>CGE 1d</b> <b>CGE 1f</b> <b>CGE 1i</b> <b>CGE 2c</b> <b>CGE 3a</b> <b>CGE 4a</b> <b>CGE 5a</b> <b>CGE 5g</b> <b>CGE 7d</b> <b>CGE 7j</b>
<i>How do I fit into the community?</i>	<b>Profession of Faith</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of the Church as a community of faith (1.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 7.2, 10.1, 10.2, 10.3 BIM)</li> </ul>	<ul style="list-style-type: none"> <li>• List the components of a strong community and compare it to the Church community</li> <li>• Compare the Covenant relationship in the Bible</li> </ul>	<b>CGE 1b</b> <b>CGE 1e</b> <b>CGE 1g</b> <b>CGE 1i</b>



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		<ul style="list-style-type: none"> <li>• Develop an understanding of the Covenant relationship (3.2 BIM)</li> <li>• Develop an understanding of the Apostles Creed as a belief statement (ALL UNITS)</li> </ul>	<ul style="list-style-type: none"> <li>• Create a personal creed using the Apostles Creed as a basis</li> </ul>	
<p style="text-align: center;"><b>Family Life – Fully Alive Renewal Edition</b></p> <p><b>Teacher’s Note:</b> Each topic in the revised Fully Alive program includes a cognitive and affective expectation. The expectations captured in the revised Catholic Curriculum Maps, under Christian Moral Development, are sometimes a synthesis of the two, with an emphasis on the cognitive expectation. Each expectation has been selected from Appendix A in the Teacher’s Manual. The assessment column contains only some suggestions to support the expectations. Most assessment ideas were derived from the Sample Demonstrations/Activities suggested in Appendix A for the Theme and Topic and drawn from various aspects of the three part lesson (We Experience, We Discover, We Respond).</p>				
<p><i>Who am I?</i></p> <p><i>What types of relationships do we have?</i></p> <p><i>What makes us male and female?</i></p> <p><i>How do we make good decisions?</i></p> <p><i>What is community?</i></p>	<p><b>Christian Moral Development</b></p>	<ul style="list-style-type: none"> <li>• Explain the difference between self-concept and self-esteem, and the importance of knowing oneself (1.1 FA)</li> <li>• Describe some dimensions of personality (1.2 FA)</li> <li>• Explain the instinctive nature of emotions, and the need for control in expression of emotions (1.3 FA)</li> <li>• Describe some inherited and environmental influences on people (1.4 FA)</li> <li>• Describe some of the strengths and weaknesses of persons, and appreciate the responsibility of being a person created in the image of God (1.5 FA)</li> <li>• Analyze significant aspects of relationships: intimacy, choice, and quality (2.1 FA)</li> <li>• Analyze guidelines for open and respectful communication, and create examples of good communication (2.2 FA)</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of cinquain related to personal likes and dislikes</li> <li>• Written response on a personality trait that is especially admired (Reflection Sheet #2)</li> <li>• Respond to a situation by writing dialogue that communicates feelings in a respectful way</li> <li>• Written response on what it means to be a thoughtful consumer of media (Reflection Sheet #4)</li> <li>• Contribution to class discussion of the importance of the habits of patience, self-honesty, and self-discipline</li> <li>• Describe an interchange in three relationships – superficial, in-between, and intimate</li> <li>• Role play examples of open and respectful communication</li> </ul>	<p><b>CGE 1d</b> <b>CGE 2a</b> <b>CGE 3a</b> <b>CGE 6a</b> <b>CGE 6b</b> <b>CGE 6d</b></p>



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		<ul style="list-style-type: none"> <li>Analyze aspects of families: structure and birth order (2.3 FA)</li> <li>Examine some everyday and significant challenges for families (2.4 FA)</li> <li>Analyze some of the lessons friendship provides, and some qualities of healthy friendships (2.5 FA)</li> <li>Analyze some friendship challenges of early adolescence (2.6 FA)</li> <li>Analyze aspects of sexuality: sex, sexual characteristics, sexual identity and roles, masculinity and femininity (3.1 FA)</li> <li>Review the development of primary and secondary sexual characteristics during puberty (3.2 FA)</li> <li>Explain the value of nutrition, exercise, sleep, protection of sexual health, and a realistic body image (3.3 FA)</li> <li>Identify and describe the experience of sexual attraction and feelings (3.4 FA)</li> <li>Describe attitudes and behaviours that show respect for the gift of sexuality (3.5 FA)</li> <li>Explain the relationship between freedom and responsibility, and the relevance of this relationship during adolescence (4.1 FA)</li> <li>Analyze and practice a process for decision making (4.2 FA)</li> <li>Identify some of their commitments and responsibilities (4.3 FA)</li> </ul>	<ul style="list-style-type: none"> <li>Conduct and report on an interview of a person about his or her birth order (BLM #8)</li> <li>Reflect and respond to ways that help a family meet its challenges (Reflection Sheet #9)</li> <li>Reflect in writing the most important quality of friendship and why it is the most important (Reflection Sheet #10)</li> <li>Create scripts and role play challenges and how to meet them</li> <li>Written reflections on why stereotypes place unfair limitations on people (Reflection Sheet #12)</li> <li>Written response on the difference between physical maturity and being a fully mature person (Reflection Sheet #13)</li> <li>Reflect about progress in being a good steward, and of ways to improve (Reflection Sheet #14)</li> <li>Create a response on the difference between infatuation and love (Reflection Sheet #15)</li> <li>Written response on the meaning of chastity, and the importance of learning to be chaste during adolescence (Reflection Sheet #16)</li> <li>Write a letter giving advice to someone who is not assuming any responsibilities</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Explain the importance of gathering with others for celebration and support (5.1 FA)</li> <li>• Explain the importance of gathering with others to create change and to work (5.2 FA)</li> <li>• Describe essential responsibilities of membership in groups (5.3 FA)</li> </ul> <p><i>AIDS: A Catholic Educational Approach to HIV (Human Immunodeficiency Virus)</i></p> <p><b>1. Christian Response:</b></p> <ul style="list-style-type: none"> <li>• Identify some of the difficulties faced by a person with AIDS</li> <li>• Develop an awareness of the pain of persons with the AIDS virus and on the trauma experienced by their families</li> <li>• Demonstrate an awareness of prejudice or alienation shown to persons with the AIDS virus with a sense of conviction and compassion</li> </ul> <p><b>2. Basic Information</b></p> <ul style="list-style-type: none"> <li>• Identify types of testing for HIV infection</li> <li>• Identify and explain Human Immunodeficiency Virus (HIV)</li> <li>• Develop an awareness that AIDS is technically not a specific disease but a syndrome or condition caused by HIV infection</li> </ul> <p><b>3. Transmission &amp; Prevention</b></p>	<ul style="list-style-type: none"> <li>• Based on a situation that requires a decision, outline the steps they need to follow in making a decision (BLM #16)</li> <li>• Create and perform a role-play that shows both characters in the scene making an effort to understand the other person's perspectives. (BLM #18)</li> <li>• Written response on a favourite kind of celebration (Reflection Sheet #20)</li> <li>• Written response on the meaning of a quotation about work, and why the quote was chosen (Reflection Sheet #21)</li> <li>• List the responsibilities of members of groups and describe the need for respect and openness to others</li> </ul>	
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**Curriculum Integration – Grade Seven**

**Catholic Theme:** *Dignity of the Human Person*

**Essential Question:** *What is our story?*

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 Seven curriculum? Some examples are:

<b>Language</b>	Write and perform Reader's Theatres based on Bible stories, create reflections, write prayers, create comic strips, reading and discussing newspaper articles based on community activities, writing letters to the editor based on events in the community
<b>Mathematics</b>	Calculate percentage of world's population that is infected by AIDS
<b>History &amp; Geography</b>	Communities and their usage of natural resources, distribution of wealth and land throughout the world
<b>Science &amp; Technology</b>	Create a consumer product for peers and identify the renewable and nonrenewable resources required
<b>Health &amp; Physical Education</b>	AIDS program, Unit Three Fully Alive on Sexual Development, cooperative games and team-building, substance use and abuse (peers), bullying
<b>The Arts</b>	Create mandalas, storyboards of Stations of the Cross, Reader's Theatre Bible stories, role play, add music to prayer celebrations, singing in liturgies and Advent/Lent celebrations, create art depicting the beauty of all people (collage)
<b>French as a Second Language</b>	Recite prayers in French, writing prayers in French, acting out Bible stories in French
<b>Choices into Action</b>	Multiple Intelligences Unit; recognizing and developing the strengths and talents of each individual

**Pacing Chart**

<b>September to Advent</b>	<b>Advent</b>	<b>Epiphany to Lent</b>	<b>Easter / Pentecost</b>	<b>Pentecost to June</b>
<i>Dignity of the Human Person</i>	<i>Hope</i>	<i>Dignity of the Human Person</i>	<i>Faith</i>	<i>Dignity of the Human Person</i>