



Grade 7 Religion and Family Life

Inspired education.
Inspiring students.

Religious Education Description and Critical Outcomes: This program assists young believers in nurturing their relationship with God in and through Christ in the context of a Spirit-filled community. By using the “faith summary” of the Apostles’ Creed, this program allows young believers to participate with the Church in exploring the dimensions of our relationship with God, Jesus and the community of the Holy Spirit.

Unit 1- I.....We: be able to use a process of self-examination to name their own gifts, talents, personality traits and goals; understand their own growth toward, or movement from, wholeness, and the way that this affects their relationship with God and the Christian community; demonstrates skills for relating the community’s story, as found in the Bible, to their own lives.

Unit 2- We believe in God: demonstrate that skills and attitudes needed to build trusting relationships; identify signs of God’s presence and fidelity in the world around them.

Unit 3- We believe in God the Father Almighty: articulate the Church’s belief that God’s love goes far beyond human limitations; identify the signs of love and caring in the world around them; explain the ways in which the Ten Commandments liberate and allow for greater love; explain and use the observe, judge, act model of moral decision making.

Unit 4- We believe in God...the creator of heaven and earth: explain the ways that God invites us to share in the ongoing creation of the world; evaluate environmental issues in the light of God’s plan for creation; be able to define human dignity and recognize the things that support it and undermine it.

Unit 5- We believe in Jesus Christ, his only Son: explain the significance of the many titles for Jesus; identify the ways that Jesus challenged people’s expectations, attitudes and behaviour in Scripture and the way those Scripture stories challenge us; retell a variety of stories of people whose lives were changed by Jesus.

Unit 6- We believe in Jesus...our Lord: identify what it means to live in the kingdom of God, where Jesus is Lord; examine the things they are doing in their own lives that either promote or prevent true happiness; articulate their understanding of the nature, purpose and effects of Jesus’ parables about the kingdom of God.

Unit 7- We believe in Jesus...who was conceived by the power of the Holy Spirit and born of the Virgin Mary: name some ways the God’s grace can work, and is at work, in their lives; describe the political and cultural circumstances that shaped Jesus’ life.

Unit 8- He suffered under Pontius Pilate, was crucified, died and was buried. He descended to the dead.: describe the issues that led to the Jesus’ crucifixion; articulate the meaning of sacrifice; 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.

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

Unit 10- He is seated at the right hand of the Father. He will come again to judge the living and the dead.: understand Jesus’ judgment as a judgment against the things that harm us and as a call to separate ourselves from those things; express that while we may question and even condemn the actions of others, only God may judge their hearts and their persons; help one another to find reasons for doing good even when it

may go unnoticed.

Fully Alive (Family Life) Description and Overall Expectations:

Theme 1 – Created and Loved by God

This theme is foundational. Everything else depends on it. We explore the Christian belief that we are made in God's image and that God loves each one of us. We continue to explore what it means to be a person who is made in God's image. We examine self-concept, personality traits, and human emotions. We explore some of the strengths and limitations that are part of each person and discuss the importance of self-honesty and self-discipline.

Appreciating God's Goodness: recognize and appreciate the need to express emotions in a way that reflects respect for oneself and for others; recognize and appreciate the dignity and responsibility of being persons created in the image of God.

Exploring Human Nature: explain the difference between self-concept and self-esteem.

Reflecting, Responding, and Analyzing: recognize and appreciate that their personalities are developing; identify and describe an example of a positive and a negative feature of media influence on the social environment.

Theme 2 – Living in Relationship

God created us to live in relationship with others and to respond to each other with love. This begins in the family, and then extends into friendships.

Appreciating God's Goodness: recognize and appreciate the role that human relationships play in each person's life.

Exploring Human Nature: Describe three significant aspects of relationships: intimacy, choice and quality.

Reflecting, Responding, and Analyzing: examine some everyday challenges and some significant challenges that families face; analyze friendship from the perspective of the lessons it provides and of the qualities of relationships; analyze some early adolescent friendship challenges.

Theme 3 – Created Sexual: Male and Female

God made us as male and female, and all of God's creation is good. We review the changes of puberty and the development of male and female fertility. We explore the responsibility of caring for our health, including sexual health, and of developing a realistic body image during adolescence. We discuss the experience of sexual attraction and feelings, and examine the need for self-discipline and patience to reach the goal of becoming fully mature males and females. In this context, we learn about the virtue of chastity and the attitudes and behaviours that reflect this virtue and show respect for the gift of sexuality.

Appreciating God's Goodness: recognize and appreciate that males and females are unique persons with a wide range of interests, talents, and personalities.

Exploring Human Nature: recognize and appreciate that concerns about their developing bodies are a normal response to a significant change; recognize and appreciate the need for self-discipline and patience to reach the goal of becoming fully mature males and females; recognize and appreciate that intimate sexual activity exposes young people to serious moral, emotional, and physical harm.

Reflecting, Responding, and Analyzing: analyze aspects of sexuality, including sex, sexual characteristics (primary, secondary), sexual identity, sexual roles, masculinity, and femininity; explain the value of good nutrition, exercise, adequate sleep, protection of sexual health, and a realistic view of body image during adolescence; describe attitudes and behaviours that show respect for the gift of sexuality.

Theme 4 – Growing in Commitment

We discuss some of the feelings we have about growing up and examine the relationship between freedom

and responsibility. We analyze and practise the process of making decisions. We explore the connection between commitments and responsibilities and reflect on what it means to be authentic people and to create balance in our lives.

Appreciating God's Goodness: recognize and appreciate that asking for help with a difficult issue is a sign of maturity.

Exploring Human Nature: recognize and appreciate that some limitations on their freedom are necessary during adolescence.

Reflecting, Responding, and Analyzing: analyze and practice a process for decision making; identify some of their commitments and responsibilities.

Theme 5 – Living in the World

We discuss a common project, shared by all people, to build a society that reflects human dignity and value. We examine the characteristics of just behaviour, the meaning of social justice, and the necessary qualities and skills to do the work of social justice. We reflect on the virtue of solidarity, which is commitment to the common good of all people, and analyze issues related to social justice.

Appreciating God's Goodness: recognize and appreciate that each person has a role to play in building a world that reflects God's plan for creation.

Exploring Human Nature: recognize and appreciate the need to create groups that respect the uniqueness of persons and are open and welcoming.

Reflecting, Responding, and Analyzing: describe essential responsibilities of membership in groups.

Subject Resources: Believe in Me (\$25), Fully Alive Student Book (\$22).

Catholic Graduate Expectations: Our goal for all students is to experience an education based on our Catholic Graduate Expectations. <http://www.iceont.ca>

We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

Assessment, Evaluation and Reporting: The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

- | | |
|---------------------|--|
| 1. Responsibility | fulfills responsibilities and commitments (<i>e.g. accepts and acts on feedback</i>) |
| 2. Organization | manages time to complete tasks and achieve goals (<i>e.g. meets goals, on time</i>) |
| 3. Independent work | uses class time appropriately to complete tasks (<i>e.g. monitors own learning</i>) |
| 4. Collaboration | works with others, promotes critical thinking (<i>e.g. provides feedback to peers</i>) |
| 5. Initiative | demonstrates curiosity and an interest in learning (<i>e.g. sets high goals</i>) |
| 6. Self-Regulation | sets goals, monitors progress towards achieving goals (<i>e.g. sets, reflects goals</i>) |

Group work supports collaboration, an important 21st century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing

evidence of their own learning in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

Level 1	achievement falls below the provincial standard	(50-59%)
Level 2	achievement approaches the provincial standard	(60-69%)
Level 3	achievement is at the provincial standard	(70-79%)
Level 4	achievement surpasses the provincial standard	(80-100%)

Reporting on Student Learning:

Student learning will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking, communication and application of all overall expectations.

The fall progress report gives feedback on learning skills (i.e, needs improvement, satisfactory, good or excellent) and emerging student achievement (i.e. progressing with difficulty, progressing well, progressing very well)

The report card grade will be based on evidence of student learning, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

Student and Parent/Guardian Acknowledgement

We have read the above course outline and are aware of the student responsibilities to attend class on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): _____ Student's Signature: _____

Parent/Guardian Name (print): _____ Parent/Guardian Signature: _____