Logo

Description automatically generated

Grade 7 Curriculum Map for Religion: Missionary Discipleship Institute

Office of Catholic Schools Western Washington

This curriculum map is a tool for religious educators seeking guidance in teaching the religion curriculum. It includes all grade level power standards and is aligned with the liturgical calendar. Teachers can add essential questions, lessons from textbooks and other resources, and add more columns for customization. This document can be uploaded and edited on Google Docs—though slight changes in formatting will occur—for your convenience.

The Missionary Discipleship Institute is a set curriculum for 7th grade religion. For educators who are teaching MDI, links to additional resources are below, and a table with Power Standard alignment is also included.

[MDI Timeline](https://docs.google.com/document/d/18XmFZ4ZtRqk19w5fexECZ91F0OQPLKvKFzEwD3O3W74/edit?usp=sharing)

[MDI Unit 1](https://docs.google.com/document/d/1oKDur1hGcHk_RfCY0HAnUV51bsUkYKpRyJLAioEalUQ/edit?usp=sharing)

[MDI Unit 2](https://docs.google.com/document/d/1oKDur1hGcHk_RfCY0HAnUV51bsUkYKpRyJLAioEalUQ/edit?usp=sharing)

[MDI Unit 3](https://docs.google.com/document/d/1oKDur1hGcHk_RfCY0HAnUV51bsUkYKpRyJLAioEalUQ/edit?usp=sharing)

**Unit 1  
Who is my neighbor? With whom does Jesus walk? (Encounter / Fall / Advent)**

*During this foundational phase, students recognize the presence of God’s love in their lives, and that Jesus is active in their lives today. They research the life and actions of Jesus through Gospel stories, as well as the lives of people living on the margins today and how issues of injustice affect them, locally and globally.  As a class, students discern a single topic to address as a community of missionary disciples.*

**Unit 2                
Who is showing love to my neighbor? How does Jesus show love?**

**(Disturbance / Winter / Lent)**

*Students reflect on Jesus’ actions in the world. They also assess local and global case studies of various Catholic organizations and communities in loving relationships of missionary discipleship with people living on the margins with tools from Redemptoris Missio and other Church teachings. Students continue the research on the issue that the class chose in Phase One. They discern possible actions for their missionary service response. Students are challenged to seek out an opportunity to engage in table fellowship/companionship ministry with someone living on the margins of their community.*

**Unit 3              
How am I called to love my neighbor? How is Jesus inviting us to act?**

**(Response / Spring / Ends at Pentecost)**

*In this final phase, students invite a deeper relationship with Jesus through discernment into action to carry out their plans for the missionary discipleship response which includes insights from the Rubric. Students reflect on the experience and share information with others in school and larger community.*

**Tasks of Catechesis (abbreviations)**

KF – Knowledge of the Faith

LE – Liturgical Education

ME – Moral Education

P – Prayer

LCH – Life, Community, and History of the Church

MS – Missionary Spirit

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Power Standards | MDI Timeline |
| **\_\_\_\_\_\_\_Ordinary Time\_\_\_\_\_\_\_** | September  Who is my neighbor? | 7-KF-R-1. Students will understand and explain the structure and organization of the New Testament.  7-LE-S-2. Students locate in the New Testament passages that describe the Sacraments of Healing and interpret their significance.  7-LEL-R-3. Students experience the Liturgy of the Hours.  7-LE-E. Students identify the principle terminology, prayers and parts of the Mass.  7-P-FP. Discuss the Our Father as a summary of faith and a model for Christian prayer.  7-P-OF. Students identify the seven petitions of the Our Father and as a summary of the whole Gospel.  7-P EP. Students read and reflect upon New Testament passages in which Jesus was at prayer.  7-P-IP. Students know and understand that Jesus prayed and know that our prayers are heard by Jesus and help us in time of need.  7-LE-LR-2. Students experience and become familiar with the Book of Blessings. | * Individually or in groups, students research Gospel stories sharing the people Jesus interacted with and the ways in which he chose to act. They also research the lives of people living on the margins today and how issues of injustice affect them, locally and globally. Students will be able to explain “missionary discipleship” and where they are called to share God’s love as missionary disciples. * *Relationship with Jesus* * *Mini-unit on Prayer* * *The Bible* |
| **\_Ordinary Time\_** | October  Who is my neighbor? | Continue from September | Continue from September |
| **\_\_\_\_\_\_\_Ordinary Time\_\_\_\_\_\_\_** | November  Who is my neighbor? | 7-KF-R-2. Students identify the key scriptural passages, events in Salvation History with an emphasis on New Testament and Sacraments.  7-ME-HP-2. Students analyze the Beatitudes and translate them into action.  7-ME-HP-1. Students explain what it means to be created in God’s image by modeling Christian love to others.  7-ME-HP-3. Students identify the guidelines for moral decision making and conscience formation and how the guidelines help shape us to be disciples of Christ.  7-ME-HC-2. Students Investigate and practice stewardship and service in order to build the Kingdom of God.  7-LE-S. Students articulate how sacraments help us live a life of faith.  7- LCH-CF-2. Students know and explain how the Precepts of Church help us live a moral, Christian life. | * As a class, complete immersion experience * *Corporal Works of Mercy* * *God’s Desire* * *Salvation History* * *Sacraments* * *Beatitudes and Morality* |
| **\_\_\_Advent\_\_\_.** | December  Who is my neighbor? | 7-LE-LC. Students understand the Liturgical Year and Church celebrations in light of the New Testament.  7-LCH. Mary Identify Mary as a model of prayer and Discuss the stories of Mary in the Gospels and what they reveal about Jesus. Know the Memorare and Magnificat. | * As a class, students discern a single topic to address as a community of missionary disciples. * *Teach to Advent Standards* |
| **Christmas/Ordinary Time** | January  Who is showing love to my neighbor? | 7-LE-S-1. Students locate in the New Testament passages that describe the Sacraments of Initiation and interpret their significance. | * *Epiphany* * *Baptism of Jesus* * Individually or in groups, students use a rubric to assess local and global case studies of various Catholic organizations and communities in relationships of missionary discipleship with people living on the margins as rooted in Jesus’ model. |
| **Lent./ Ordinary Time** | February  Who is showing love to my neighbor? | 7-KF-C. Students recite the Creeds and articulate their formation and significance.  7-ME-HC. Students describe the purpose of authority in community and cite scripture references related to guidelines for early Christian communities.  7-LCH-CF-1. Students identify the Pope as the head of patriarchs, primates, metropolitans and bishops as well as describe the organizational structure of the Church and parish.  7-KF-R. Students understand the meaning of divine inspiration, the role of the magisterium in authentic interpretation in relation to Scripture and Tradition.  7-LCH-MC-37. Discuss the Vatican II images of People of God, Body of Christ, Temple of the Holy Spirit as they apply to the Church today.  7-CMLS-BCD. Students recognize that the Church is missionary by nature, and the Christian’s call is to follow Jesus.  7-CMLS-SS. Students name talents as gifts that are from God and for all God's people, and identify ways to serve God using the gift with a special emphasis on Stewardship of Technology and the Mind.  7-LCH-CH. Students review the structure of the Church and identify how this structure originates with Jesus and the Apostles.  7-LCH-MC-1. Cite and explain New Testament examples of Jesus’ continued presence with the Church after His Resurrection and how the Holy Spirit continues to be present in the Church today.  7-CMLS-EDNE. Know the definition of ecumenism and respect the religious beliefs of others and recognize Muslims as those who reverence God and who adhere to the religion of Islam. [Islam as a religion based on the Jewish and Christian belief in one God.] | * Students discern and plan their missionary discipleship response. * *The Church* * *Teach out pieces of the Rubric: Prayer, Liturgy & Contemplation; Justice, Peace & Care of Creation* * *Interreligious Dialogue* |
| **\_\_Lent\_\_.** | March  How am I called to love my neighbor? | 7-KF-T. Students understand and cite New Testament examples of the humanity and divinity of Jesus and identify the work of the Holy Spirit in our world today.  7-ME-HP-4. Students identify how the 10 commandments culminate in Christ’s new Covenant.  7-ME-HC-1. Students analyze Jesus’ teaching about the causes and effects of personal and social sin.  7-KF-R-3. Students trace and compare the stories of the life, death and resurrection of Jesus found in the synoptic Gospels. | * Students present response plans to principal, priest, or family: \_\_\_\_\_\_\_\_\_\_ * Students carry out their plans for the missionary discipleship response * *Teach to Lenten Standards* |
| **Easter/Triduum./Lent** | April  How am I called to love my neighbor? | 7-LCH-CF-3. Students identify and describe people from the New Testament who are "holy."  7-LCH-CF-4. Students discuss the meaning of the word “vocation” and how their parents, parish priests, deacons, and vowed religious can help them to discern their vocation as active and contemplative.  7-LE-S-3. Students locate in the New Testament passages that describe the Sacraments of Service/Vocation and interpret their significance.  7-ME-HP-5. Students Identify and analyze scriptural and personal examples of the cardinal and theological virtues present in the New Testament. | * Complete MDI Unit Three * *Qualities of Holy People and Vocation* * *Cardinal Virtues* * *Pentecost & the Great Commissioning* |
| **\_\_Easter\_\_** | May  How am I called to love my neighbor? |  | * Students reflect on the experience and share information with others in school and the larger community at the **Capstone Experience: Week of May 9-13** * Complete the Curriculum * Take the final survey giving feedback * Commit to MDI for next year * Celebrate a year well done! |
| **\_\_Easter\_\_** | June | Review / Wrap Up |  |