



**Diocese of Lansing  
Religion Curriculum  
Benchmark Supplements  
Sophia Institute *Spirit of Truth* Text Grade 8**

*The following documents provide teachers with lesson information and resources for curricular elements required by the Diocesan framework but not present in the Sophia Institute *Spirit of Truth* textbook.*

**Domain:** Grow

**Pillar (Grow only):** Profession of Faith

**Standard:** Through the study of Scripture, saints, prayers, and virtue, students who demonstrate a grade-level understanding of the Catechism of the Catholic Church are able to:

<b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i>	<b>Benchmark:</b> Explore the Suffering Servant in Isaiah, Lamb of God
<b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i>	How is Jesus's role as a Suffering Servant found in Scripture? How is Jesus portrayed as the Lamb of God in Scripture and liturgy?
<b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i>	CCC 601-608; Isa 52:13-53:12; John 1:29; Exodus 12
<b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i>	Suffering Servant Lamb of God
<b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i>	Make the connection between "Lamb of God" and the elevation during Mass.

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<b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i>	<b>Benchmark:</b> Identify Old Testament ideas of tithing and Jubilee debt forgiveness.
<b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i>	How do Old Testament tithing and Jubilee debt forgiveness relate to God's mercy? How can Old Testament tithing and Jubilee debt forgiveness inform the lives and actions of God's people?
<b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i>	<a href="#">USCB information</a> ; Lev 25:8-22; Deut 15:1-2; Lk 7:36-50, Lk 11:2-4, Lk 16:1-13
<b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i>	Debt Jubilee Tithe
<b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i>	Desire to tithe (time, talent, personal treasure)

**Domain:** Grow

**Pillar (Grow only):** Celebration of the Christian Mystery

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<p><b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i></p>	<p><b>Benchmark:</b> DOL.8.GROW.SL.01 Contemplate the prayers and understand the structure of the Rite of Matrimony.</p>
<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	<p>How does the structure of the prayers and Rite of Matrimony reflect the grace of the sacrament?</p>
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	<p>Covered in 7th grade of <i>Sophia Spirit and Truth</i>  <a href="#">USCCB - Matrimony</a> - Rite and “learn” links          Bible Study - Acts of the Apostles</p>
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	<p>Vow Covenant</p>
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	<p>Students ponder the difference between secular and sacramental marriages</p>

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<p><b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i></p>	<p><b>Benchmark:</b> DOL.8.GROW.SL.02 Understand the order of the Liturgy, including the Propers.</p>
<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	<p>Why does the Church provide a specific order to the Liturgy? How do the changes in the Propers reflect the needs of the community and liturgical season?</p>
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	<p>The Introductory Rites: The Penitential Rite, The Gloria, The Collect; The Liturgy of the Word: OT Reading, Psalm, NT Reading, Gospel Reading, Homily, and the Creed; The Offertory; The Liturgy of the Eucharist: The Preface, Epiclesis, and the Offering; Communion and Dismissal</p>
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	<p>Propers Feast Day vs. Memorial</p>
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	<p>Gain an appreciation for the changes in the Propers based on the liturgical season and the needs of the community.</p>

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<p><b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i></p>	<p><b>Benchmark:</b> DOL.8.GROW.SL.03 Describe the liturgical year and cycle of readings and be able to find the readings in the Lectionary.</p> <p>AND</p> <p>DOL.8.GROW.SL.04 Express how each Holy Day of Obligation fits in the overall cycle of the liturgical year.</p>
<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	<p>How does the structure of the liturgical year relate to the cycle of readings? How do you find the readings in the Lectionary?</p>
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	<p>Ordo; Lectionary; Dei Verbum; USCCB; How to understand the cycle of reading at Mass.</p>
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	<p>Lectionary Liturgical Calendar</p>
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	<p>Appreciate the use of Sacred Scripture in the Liturgical cycles.</p>

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<p><b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i></p>	<p><b>Benchmark:</b> DOL.8.GROW.SC R.03 Identify Gospel and other New Testament passages that reflect the institution of the Sacrament of Confirmation.</p>
<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	<p>How does Sacred Scripture reflect the institution of the Sacrament of Confirmation? Understand how the gifts and fruits of the Holy Spirit are an extension of the Gospel.</p>
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	<p>Bible Study: Acts of the Apostles; John 6:27; John 14: 15-26; CCC1285-1289;USCCB</p>
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	<p>Appreciate the gift of the Sacrament of Confirmation.</p>

**Domain:** Grow

**Pillar (Grow only):** Prayer

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<p><b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i></p>	<p><b>Benchmark:</b> DOL.8.GROW.PR A.02 Explore the Prayers of the Old Testament Prophets and Patriarchs.</p>
<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	<p>How do the prayers of the prophets and patriarchs extend to the Church? How are the prayers and prophecies of the Old Testament fulfilled in Jesus?</p>
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	<p>Messianic and Moral prophecies and prayers.</p>
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	<p>Patriarch Messianic Typology</p>
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	



**Domain:** Grow

**Pillar (Grow only):** Prayer

**Standard:** Through the study of Scripture, saints, prayers, and virtue, students who demonstrate a grade-level understanding of the Catechism of the Catholic Church are able to --

<p><b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i></p>	<p><b>Benchmark:</b> Review and revise plan for personal daily prayer.</p>
<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	<p>How do I pray? (Silence, journaling, timing, etc.)          How do I identify areas to grow in prayer?          Why should I pray daily?          What should I use to pray? (Scripture, song, devotional, etc.)</p>
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	<p><a href="#">CCC 2259; 2265</a>          7th grade Bible Study - David and the psalms</p>
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	<p>Types of Prayer: Scripture, meditation, contemplation, etc.</p>
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	<p>Students will continue or begin prayer as an ongoing practice. (This should be supported within the classroom throughout the year.)</p>

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<p><b>Benchmark:</b> <i>what we want students to know and understand within the topic/unit.</i></p>	<p><b>Benchmark:</b> DOL.7.GROW.PR A.05 Build and lead communal prayer service for the school community. Students should be allowed to decide what prayer is used and for what they are praying.</p>
<p><b>Essential Questions:</b> <i>present open-ended questions (why? and how?) to encourage students to ponder; what we want students to think about</i></p>	<p>How do we pray as a group? How do I create a prayer service that reflects the liturgical season? What type of prayer service can serve the needs of the community?</p>
<p><b>Supporting Details:</b> <i>Scripture, CCC references, Church Documents, Theological Practices/Concepts</i></p>	<p>Ordo; Scripture; USCCB.org; Liturgy of the Hours</p>
<p><b>Important Vocabulary:</b> <i>What words do students need to know to effectively meet the benchmark?</i></p>	
<p><b>Secondary Aim/Goal:</b> <i>Include indicators of what the student is able to do as a result of the lesson. Children <b>may respond</b> in the following ways:</i></p>	<p>Enrich the life of the student and community through prayer. Empower students to grow as spiritual leaders.</p>