

GOAL ONE: SENIORS

CREED: Understand, believe and proclaim the Triune God as revealed in the signs of creation, Sacred Scripture, Catholic Tradition and human experience.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.01.01 Show understanding that all people long for God.</p>	<p>Give examples of how people show their longing for God. Explain how this longing comes from God’s seeking a relationship with each person. Describe how you experience this longing.</p>	<p>Guided Reflection: Reflect on how humans reach out to Christ in times of crisis – loss of job, sickness, personal tragedy, losing a loved one. Clarify how God longs for us in good times as well as bad. Literature: Read <i>Holy Longing</i> by Ronald Rolheiser. Explain Rolheiser’s understanding of longing for God.</p>
<p>SR.01.02 Describe how God is revealed in natural ways.</p>	<p>State the ways we come to know God’s existence through human reason and openness to truth, beauty, moral goodness and conscience. Describe how you appreciate God’s presence in these ways.</p>	<p>Biography: Research the life of St. Thomas Aquinas. Explain his five proofs for the existence of God. Apply these proofs by using examples from your own experience.</p>
<p>SR.01.03 Describe Divine Revelation as God’s self-revelation through OT patriarchs, prophets, wisdom, and, finally through Jesus Christ.</p>	<p>Using the OT locate examples of God’s revelation to Abraham, Isaac, Jacob, Moses, the prophets, and Wisdom literature. Using John’s gospel, show how Jesus is the ultimate self-revelation of God.</p>	<p>Group Interaction: Evaluate and critique the impact of reading Scripture through the lens of Christ. Debate the implications of such Christological reading for ecumenical as well as inter-religious dialogue. Guided Reflection: Reflect on the song “Love Has Come” by Matt Maher. Examine what inspires you about this song.</p>
<p>SR.01.04 Describe how the transmission of Divine Revelation occurs in the Apostolic Tradition of the Church.</p>	<p>Define Apostolic Tradition. Describe how the Church transmits the Word of God through the Tradition passed on by the apostles. State how we can be sure that what the Catholic Church teaches comes from God.</p>	<p>History: Locate lists of former popes. Align them with major world events. Using the <i>Compendium of Social Doctrine of the Catholic Church</i>, diagram the development of the social doctrine of the Catholic Church aligned with the papal succession.</p>

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<p>SR.01.05 Explain how faith is our response to God’s self-revelation.</p>	<p>State how faith is our response to God’s self-revelation. Describe how faith is important in my life as a believer. Compose your own personal act of faith.</p>	<p>Biography: Using the <i>US Catholic Catechism for Adults</i>, read the biographical sketch of Dorothy Day. Explain how Dorothy came to an understanding of her life with God. Literature: Read <i>The Long Loneliness</i> written by Dorothy Day. Describe you insights about Dorothy Day’s worldview.</p>
<p>SR.01.06 Describe how faith in Jesus Christ leads to discipleship.</p>	<p>State how recognizing Jesus as the Son of God leads us to accept the invitation to a relationship with him. Describe practical implications of this in daily life.</p>	<p>Research: Survey different opportunities for high school youth in Chicago. Explain the importance of a life of service.</p>
<p>SR.01.07 State that Jesus Christ established the Church to continue his mission.</p>	<p>Identify the Catholic Church as instituted by Christ. Describe what Catholic means in relationship to other Christian traditions. Examine how the Catholic Church continues the mission of Jesus.</p>	<p>Research: Surf the Archdiocese of Chicago web site (www.archchicago.org). Look at the list of departments to name ways the Catholic Church continues the mission of Jesus Christ.</p>
<p>SR.01.08 Describe how the Holy Spirit is the Third Person of the Holy Trinity.</p>	<p>Identify the Holy Spirit as God. Using the Nicene Creed describe how the Holy Spirit relates to the Father and the Son.</p>	<p>Group Reflection: Listen to the song “We Believe” by Brian and Jenn Johnson. Explain what calls you to belief in God. Ecumenism: Interview an Orthodox or Eastern Catholic Christian to see how the Holy Spirit is understood and expressed in their church.</p>

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<p>SR.01.09 Describe the action of the Holy Spirit in the establishment and life of the Church.</p>	<p>Describe the descent of the Holy Spirit of God in the scriptural accounts of the beginning of the Church. Describe how Peter witnessed his commissioning in his preaching in Acts 2.</p>	<p>Guided Reflection: Write about an event in your life that you recognize or acknowledge the Holy Spirit’s presence through an encounter or a relationship of support. Media: Using a clip from <i>Echoes in Faith</i> (RCL) on the Holy Spirit, explain your understanding of the Holy Spirit’s action in the Church. Explain how the Holy Spirit guides us to action. Ecumenism: Look at some icons of Mary from the Eastern churches and explore how they express the role of Mary. Interreligious Dialogue: Interview a Muslim friend to find out how Muslims regard Mary. Report your findings to the class.</p>
<p>SR.01.10 Identify the role of Mary as the Mother of the Church.</p>	<p>Describe how the Church understands Mary’s role in the church from its beginnings. State how Mary is a model of faith and holiness. Research the story of Our Lady of Guadalupe. State how Mary recognizes her role with the Church.</p>	<p>Music: Listen to the song “Our Lady of Guadalupe” by Angus McDonald. Research the event of the appearances of Mary to St. Juan Diego. Look at some of the scientific research done on Juan’s tilma. Explain how you understand the impact of this event in Catholicism and culture today. Guided Reflection: Pray the rosary. Look at Marian artwork. Write how you understand your relationship with Mary.</p>
<p>SR.01.11 Describe the Communion of Saints as the entire community of the Church living and dead.</p>	<p>Define Communion of Saints. State how I as a baptized disciple belong to the Communion of Saints. Describe how this calls me to be holy. Write a reflection on God’s call to be holy in the journey of your life.</p>	<p>Media: Watch the movie <i>Romero</i>. Explain how Romero came to an inner conversion through the plight of the poor. Name and support in written word a person who is alive now that you could support is leading a life worthy of sainthood.</p>

GOAL TWO: SENIORS

SACRAMENTS: Understand and participate in the sacraments of the Church as efficacious signs of God’s grace, instituted by Christ and entrusted to the Church.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.02.01 Demonstrate understanding that grace is a divine initiative calling the person to holiness and union with God.</p>	<p>Read CCC 2017-2019. Identify ways that the gift of God’s grace leads the person to holiness and union with God.</p>	<p>Guided Reflection: Identify experiences in your life where you sense God’s grace leading you toward holiness. Examine how this might happen in both the good and bad choices in life. Write about a situation in your life in which a difficult choice led you toward a greater sense of union with God.</p>
<p>SR.02.02 Show understanding that God’s gift of sanctifying grace is constant disposition to answer God’s call.</p>	<p>Read CCC 2000. Explain how sanctifying grace enables the person to live with God and act by God’s love</p>	<p>Literature: Write a contemporary, fictional short story illustrating sanctifying and habitual grace.</p>
<p>SR.02.03 Describe the action of the Holy Spirit in the graces and charisms of the Christian life.</p>	<p>Read CCC 798-801. State the meaning of charism in the Catechism and in a dictionary. Describe how the definitions clarify the meaning of charism. Describe the action of the Holy Spirit in the life of the Church.</p>	<p>Research: Scan two months of the <i>Catholic New World</i>. Identify people that evidence different charisms witnessed in their daily lives and actions.</p>
<p>SR.02.04 Identify the Sacraments at the Service of Communion and their significance in the Church.</p>	<p>Read CCC 1533-1535. State how the Sacraments at the Service of Communion build up the Church.</p>	<p>Catholic Church: Introduce students to the Compendium of Social Doctrine of the Catholic Church and ask them to connect an example of social justice that relates to the sacraments of service.</p>
<p>SR.02.05 Articulate the theology of the Sacrament of Holy Orders.</p>	<p>Read CCC 1536, 1546-1553. State the Church’s understanding of common priesthood and ministerial priesthood. State which of these priesthoods is hierarchical and why. Describe how ministerial priesthood is representative.</p>	<p>Media: Show the USCCB film <i>Fishers of Men</i>. Engage a discussion on vocation to the priesthood and religious life.</p>

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<p>SR.02.06 Identify the scriptural basis of the Sacrament of Holy Orders.</p>	<p>Identify accounts in the OT and NT as the basis of the Sacrament of Holy Orders.</p>	<p>Research: Research the history of the development of the Sacrament of Holy Orders. Ecumenical: Interview a pastor of another Christian church to learn how that church understands “Holy orders.”</p>
<p>SR.02.07 Identify the three degrees of the Sacrament of Holy Orders.</p>	<p>Read CCC 1554. Identify the two degrees of presbyterate and their purpose in the Church. Identify the third degree as the diaconate and its purpose. Name a bishop, a priest and a deacon.</p>	<p>Parish Life: Interview a priest or a deacon in your parish. What did you learn about their call to service? Vocation: State why you should seriously consider a vocation to the priestly life or as a permanent deacon.</p>
<p>SR.02.08 State the essential elements in the celebration of the Sacrament of Holy Orders in relationship to the three degrees.</p>	<p>Read CCC 1573. Describe the essential rite of the Sacrament of Holy Orders for each of the three degrees of ordination.</p>	<p>Liturgy/ Prayer: Differentiate personal, spontaneous prayer with structured, formulary liturgical prayer. Explain why both are important in Christian prayer.</p>
<p>SR.02.09 Identify who can confer the Sacrament of Holy Orders and who may receive the sacrament.</p>	<p>Read CCC 1575-1579. Identify who can administer the Sacrament of Holy Orders. State who may receive the Sacrament of Holy Orders. State the requirements for reception.</p>	<p>Catholic Church: Research the history of ordination in the Eastern Church. Compare/contrast the practices of ordination in the Eastern Church with those of the Latin Church.</p>
<p>SR.02.10 Describe the effects and implications of the Sacrament of Holy Orders.</p>	<p>Read CCC 1581-1584 and 1590-1596. Describe implications of the Sacrament of Holy Orders. State the one ordained as marked with a permanent seal or character.</p>	<p>Biography: Research the life of St. John Vianney. Describe how he saw his life as a priest as service to people. Parish life: Read a parish bulletin to identify the role of the priest in parish life. Explain how you observe these responsibilities carried out by the priest/ pastor in your parish.</p>

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<p>SR.02.11 Show understanding of the Sacrament of Matrimony as a Sacrament at the Service of Communion.</p>	<p>Read CCC 1601. Describe how Matrimony serves to build up the Church</p>	<p>Research: Interview a couple married for some time and participating actively in Church life. Ask them to describe how marriage builds up the Church giving examples from their life together. History: Research the history of prearranged marriage and discuss how romantic love has changed our concept of marriage.</p>
<p>SR.02.12 Articulate the theology of the Sacrament of Matrimony.</p>	<p>Read CCC 1603-1605. Relate the theology of the Sacrament of Marriage to the Church understanding of marriage in the order of creation. State how this is an affirmation of the Christian understanding of marriage between one man and one woman.</p>	<p>Research: Draw upon the Church’s teaching of marriage in order to authentically evaluate the current push for gay civil unions and marriage in the United States. Social Studies: Describe how the Church and cultures view marriage and family as the basic unit of society. Explain what basic unit means in terms of cultures. Explain what basic unit means in the Church Compare/ contrast your findings Draw conclusions.</p>
<p>SR.02.13 Identify the scriptural basis of the Sacrament of Marriage.</p>	<p>Read CCC 1609-161617. Describe the scriptural basis of the Sacrament of Marriage in the OT and NT. Explain how marriage is compared to the OT understanding of covenant. Describe Paul’s use of marriage as a metaphor of Christ’s love for the Church. Describe how this imagery enriches the Christian appreciation for lifelong marriage.</p>	<p>History: Research the history of the development of the Sacrament of Matrimony. Culture: Compare and contrast the Biblical concept of marriage as covenant with the secular world’s concept of marriage as contract.</p>
<p>SR.02.14 State the essential elements in the celebration of the Sacrament of Marriage.</p>	<p>Identify the essential elements in the Sacrament of Marriage.</p>	<p>Psychology: Find an online survey which predicts marriage compatibility and marital preferences. Discuss student results in comparison to the <i>Catechism</i>’s understands of freedom of will.</p>

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<p>SR.02.15 Show understanding of matrimonial consent.</p>	<p>Read CCC 1625-1632. Name the conditions for matrimonial consent and their importance in undertaking sacramental marriage. Describe the significance of freedom of will.</p>	<p>Role Play: Explore the reasons why a priest or deacon might pastorally advise a couple not to marry. Create a simulation of this encounter,. Discuss the simulation and implications.</p>
<p>SR.02.16 Compare/ Contrast mixed marriages and disparity of cult.</p>	<p>Define mixed marriage and disparity of cult. In each of these cases how these situations do not constitute an obstacle for marriage in the Catholic church. State some of the particular challenges for these marriages.</p>	<p>Research: Create a list of the rights and responsibilities of married life. Have students do a ranking of their priorities for married life. Discuss the results of the ranking. Examine the importance students place on raising their children in the faith. Interreligious Dialogue: Research the understanding of other churches and religions toward mixed marriage. Discover what concerns we share and compare how we respond to them. Are there different issues for Christians from different churches married to each other than for a couple who practice different religions.</p>
<p>SR.02.17 Show understanding of the marriage bond.</p>	<p>Define marriage bond as understood by the Catholic Church in terms of the indissolubility of marriage. Explain how indissolubility relates to the scriptural basis for the Sacrament of Marriage.</p>	<p>Research: Compare/ contrast the words covenant and contract in relationship to sacramental marriage. Examine how each term gives insight to marriage as a bond. Interreligious Dialogue: Interview a Jewish or Muslim couple to learn how they understand marriage in their traditions.</p>
<p>SR.02.18 Show understanding of the ministers of marriage in the Sacrament of Matrimony.</p>	<p>Identify the two parties as the ministers of marriage. State the minister and two witnesses as inherent to the public nature of marriage. Identify the priest or deacon as giving the blessing of the Church.</p>	<p>Group Interaction: Evaluate marriage vows. Give examples of what is meant by “promise,” “all the days of my life,” “in good times and in bad, sickness and health, ‘til death do us part.” Examine how each of these phrases impact a decision about sacramental marriage.</p>

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<p>SR.02.19 Identify the requirements of the reception of the Sacrament of Marriage.</p>	<p>State the four requirements for valid and licit reception of the Sacrament of Marriage.</p>	<p>Research: Investigate diocesan requirements for marriage (Pre-Cana Retreat, etc.) and compare/contrast them with arranged marriages or marriages entered into without sufficient reflection. Write your own list of priorities in making a decision about marriage. Discuss the importance of knowing these priorities ahead of this decision.</p>
<p>SR.02.20 Show understanding of the implications of marriage.</p>	<p>State the implications of marriage as lifelong, conjugal fidelity, accepting the gift of children and their upbringing, and the role of the family as the domestic church.</p>	<p>Group Sharing: Interview a couple married for fifty years. Ask them to describe the qualities in a marriage that have been tested over time. Share how this inspires and challenges your concept of fidelity</p>
<p>SR.02.21 Compare/ Contrast meaning of divorce, declaration of nullity and their relationship to remarriage.</p>	<p>Using CCC 1650, state the serious nature of divorce in a Christian marriage. Compare meaning of divorce with nullity. State how the Church will declare nullity in certain situations. Articulate that a divorced Catholic is welcome to participate fully in the life of the Church. State that a remarried Catholic without declaration of nullity may participate in the life of the Church but not in receiving Holy Communion.</p>	<p>Research: Define prenuptial agreements. Compare/contrast the indissolubility of Catholic marriage with the common cultural practice of prenuptial agreements. Give viewpoints on the feasibility of prenuptial agreements within a Catholic marriage. Research: Compare the trend of divorces statistics in the U.S. over the past 20 years. Discuss the social implications of divorce related to the family and society. Draw conclusions from the Catholic perspective of marriage and divorce.</p>

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<p>SR.02.22 Show understanding that true conjugal commitment requires the mutual and complete fidelity to the marriage partner.</p>	<p>Read CCC 1646-1648. State that married persons can live faithfully to the commitments of marriage by living lives of prayer and deepening understanding of their relationship as a sign of God’s love for them and for the Church.</p>	<p>Group Reflection: Evaluate our current culture’s understanding of the sin of adultery. Compare society’s response to adultery with that of God’s judgment of David’s alliance with Bathsheba in 2 Sam 11. Discuss the consequences of adultery in family life and culture. Media: Identify some of the evening and daytime television programs. Describe how they present married life and infidelity as “natural” to a married partnership. Critique this position in light of Church teachings.</p>
<p>SR.02.23 Show understanding of the Sacraments in Service of Communion build up the Church.</p>	<p>State how the Sacrament of Holy Orders builds up the Church through service to its members. State how the Sacrament of Marriage builds up the Church by the family’s identification as the Domestic Church. State how this is invigorating and challenging.</p>	<p>Literature: Read <i>The Diary of a Country Priest</i> (George Bernanos). Compare/ contrast how the sacraments of Marriage and Holy Orders are presented in the service of communion throughout the novel.</p>

GOAL THREE: SENIORS

CHRISTIAN LIVING: Understand and live the moral teachings of the Church through a life of discipleship in Jesus Christ expressed in love for God, conversion, the dignity of the human person, positive self-image, personal integrity, social justice, and love of neighbor.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.03.01 Demonstrate understanding and application of the constitutive elements of moral choice.</p>	<p>Read CCC 1749-1754. State the three elements of moral choice: object, intention, and circumstances. Apply the three elements to examples of choice facing young people in today's society.</p>	<p>Research: Research the life of St. John Nepomucine. Analyze his martyrdom from the perspective of the three elements of moral choice. Correlate St. John's choice to be loyal to his sacrament of ordination to other 'ordinary' choices that young people are called to make each day.</p>
<p>SR.03.02 Articulate understanding that every moral choice has an effect on the person and society.</p>	<p>Read CCC 1755-1756. Explain how every moral choice has an effect on the person. Explain how every moral choice has an effect on society. Explain why some moral acts are intrinsically evil in themselves. Give examples.</p>	<p>Research: Using the CRS Web Site for data, design a sample lesson plan for teaching young children about the roots of hunger and disease.</p>
<p>SR.03.03 Show understanding that ends do not justify means.</p>	<p>Give examples of immoral means used to accomplish something good. Explain the importance of informed conscience in these matters. Argue why one must never do evil just so that good may come of it.</p>	<p>Philosophy: Evaluate the philosophical system of proportionalism. Research the Vatican web site to see if the Church has made any statements cautioning Catholics about utilizing proportionalism as a framework in moral decision making.</p>
<p>SR.03.04 Define erroneous judgment as related to conscience.</p>	<p>Read CCC 1790-1791. Define erroneous judgment. State some sources of erroneous judgment. Give examples of erroneous judgment and their sources. Explain the importance of persons acting out of informed rather than blind choice. Give examples in history where groups acted out of ignorance to the detriment of cultures and societies.</p>	<p>Group Interaction: Contrast the concepts of temporary pleasure and eternal joy. Examine how the end of advertising is to promote immediate pleasure while the Church's end is to point humans to joy through virtue. Discuss how judgments are often clouded by the inadequate anthropology promoted through commercial interests.</p>

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<p>SR.03.05 Distinguish human virtue from moral virtue.</p>	<p>Read CCC 1803-1804. Differentiate human virtue from moral virtue. Apply this to patriotic values. Explain how patriotism is not necessarily moral virtue and why.</p>	<p>Social Studies/ Government: List examples of Christian virtues and examples of patriotic virtues. Compare / contrast the lists. Explain the differences. Argue for how Christian and patriotic values are the same or different in their basic approach to social organization. Explain how the Christian sees him/ herself as a citizen of the world.</p>
<p>SR.03.06 State the cardinal virtues and apply them in life.</p>	<p>Read CCC 1805-1809. State the cardinal virtues of prudence, justice, fortitude and temperance. Give examples of these virtues and their importance in the examples chosen. Explain how the cardinal virtues give meaning and direction to our lives.</p>	<p>Social Studies: Compare/ contrast the cardinal virtues with the capital sins. Identify ways in which popular media promotes certain vices over virtues. Explain how this relates to U.S. economic values.</p>
<p>SR.03.07 Demonstrate understanding and application of the social teachings of the Church.</p>	<p>Read CCC 2419-2425. State what the Church means by its social teaching. State when the Church makes a moral judgment in economic or social matters. Give examples.</p>	<p>Social Studies: Choose a world issue topic in the last fifty years and find evidence of how the Catholic Church addressed the issue. Explain how and why you would stand with the Church in this issue.</p>
<p>SR.03.08 Show understanding of the Church’s stance on economic activity in relationship to the common good.</p>	<p>Read CCC 2426-2436. Describe how the Church understands economic justice for all peoples. Give examples of situations in the U.S.A. that would benefit from applying solutions from the standpoint of justice and the common good. Explain why you would agree with the Church in these situations.</p>	<p>Literature: Read Pope Paul VI’s <i>Populorum Progressio</i>. Explain the pope’s concerns for the common good in modern society. Give examples of how this challenges society today.</p>
<p>SR.03.09 Apply different types of justice in personal and social situations.</p>	<p>Read CCC 2411-2412, 2236-2411, 1928-1942. Identify the types of justice: distributive, legal, commutative and social. Give examples of each form of just related to personal and/or social situations.</p>	<p>Current Issues: Create a list of current issues. Categorize each of the issues based on distributive, legal, commutative and social types of justice. Explain how some issues overlap the types of justice. Invent ways of resolving these issues based on the Church’s social teachings.</p>

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<p>SR.03.10 Show understanding of the Church’s stance on the integrity of creation.</p>	<p>Read CCC 2415-2418. State the theology of the Church in relationship to all of creation. Explain how this relates to human dignity.</p>	<p>Social Studies: Read Pope Benedict XVI pastoral on the environment. Explain the pope’s concerns for the Earth. Compare this statement to the United Nations environmental charter.</p> <p>Science: Google the Worldwatch Institute. Explain the mission of the institute. Describe the ecological concerns that the institute is watching. Using scientific evidence state the relationship between ecological concerns and issues of poverty. Decide on a group project to study one ecological issue and develop an action plan to resolve the issue. Explain how you would present the plan to political leaders.</p> <p>Ecumenical and Interreligious Dialogue: Research how different churches and religions work together on ecological issues. Visit the “green synagogue” in Chicago and explore how that Jewish congregation made a commitment to the environment.</p>

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<p>SR.03.11 Apply the social teaching of the Church to the issue of institutional racism in the United States.</p>	<p>Identify how the social teaching principles apply to issues of racism in the United States. Explain why this is important in U.S. economic, environmental and educational structures and institutions. Explain why institutional racism is a social sin. Explain your stance as a Christian to redress the wrongs of racism.</p>	<p>Literature: Read Pope John Paul II <i>Sollicitudo rei socialis</i>. Explain the significance of this doctrine in today’s culture. State the significance of this document in political arguments today. Give examples. Apply some of John Paul’s understandings of society as related to institutional racism.</p> <p>Literature: Read the United States Catholic bishops’ pastoral letter <i>Brothers and Sisters to Us</i>. Describe the theology underpinning their stand against institutional racism. Explain how they address institutional racism in the Church.</p> <p>Ecumenical and Interreligious Dialogue: Research how churches and synagogues collaborated with each other during the Civil Rights struggle.</p>
<p>SR.03.12 Apply Pope John Paul II’s theology of the body to the social teachings.</p>	<p>Compare/ contrast ideas presented by Pope John Paul II in his theology of the body with issues of social justice.</p>	<p>Biography: Research the social impact of Pope John Paul II in the world. Explain why this is so.</p> <p>Guided Reflection: Write your own theology of the body. Explain why having this theology is important in your life right now.</p>
<p>SR.03.13 Describe the role of the Catholic Church in the development of social justice in the United States.</p>	<p>Give examples in U.S. history when and how the Catholic Church intervened in the society to support human rights.</p>	<p>Biography: Research 18th- 21st Century United States bishops and cardinals who stood for social justice in this country. Describe the issues and the stands that they took.</p>
<p>SR.03.14 Explain the Catholic Church’s view of immigration and the situation of the immigrant.</p>	<p>Give examples in U.S. history when and how the Catholic Church intervened in the society to protect the immigrant. Explain why immigrant rights issues are human rights in the eyes of the Church.</p>	<p>Biography: Research the life of Cesar Chavez. Discuss what his life meant to the immigrant community.</p> <p>Ecumenical and Interreligious Dialogue: Research the Archdiocesan website and the USCCB website to discover how Christians, Jews and Muslims work together on immigration issues.</p>

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<p>SR.03.15 Explain how the Church inspires hope in addressing the societal issues and concerns impacting the world today.</p>	<p>Give examples of Church leadership in addressing societal issues by lay leaders, clerical leaders and religious leaders. Explain their importance in living your own life as a Catholic.</p>	<p>Literature: Read Pope John XXIII's <i>Pacem in Terris</i>. Describe John XXIII's vision of the world. State how this vision came out of his experiences of the world wars and their relationship to religious tolerance.</p> <p>Literature: Read the Vatican II document <i>Gaudium et Spes</i>. Explain the Church's vision of the modern world and her relationship to it. Explain your view on whether global society has improved since the writing of this document.</p> <p>Ecumenical and Interreligious Dialogue: Research the work of the Council of Religious Leaders of Metropolitan Chicago. Does the Catholic Church participate?. What are the social issues being addressed and how?</p>
<p>SR.03.16 Apply your understanding of the Christian moral life to your commitment as a Christian.</p>	<p>In preparation for graduation, create a witness talk describing your commitment as an adult member of the Catholic Church contributing to the transformation of society.</p>	<p>Catholic Church: Discuss difficult choices which college life often poses to one's ongoing faith journey. On the other hand, discuss how college life can encourage, build up and strengthen one's life in Christ.</p>
<p>SR.03.17 Show understanding of how nonviolence is essential to restoring and saving the ecosystem.</p>	<p>Articulate the meaning of nonviolence in relationship to the ecosystem. Explain its importance in current diminishment of fragile earth systems. Give examples of living nonviolently.</p>	<p>Ecumenical and Interreligious Dialogue: Identify ways that religions exhibit nonviolence as central to their religious values. Explain how this is connected to Catholic values of nonviolence as related to the ecosystem. Give examples of Catholic action in this regard.</p>

GOAL FOUR: SENIORS

SACRED SCRIPTURE: Read, comprehend and articulate salvation history as conveyed in God’s revelation through the signs of scripture.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.04.01 Show capacity to interpret Sacred Scripture based on an informed understanding of the text and apply to one’s life situation.</p>	<p>Give examples showing capacity to interpret the text of Sacred Scripture based on research of sources, literary construct, author, audience and historical context. Apply the text of Sacred Scripture to one’s life situation.</p>	<p>Culture: Read John Paul II’s Jan. 1st 2002 World Day of Peace address in which he credits religious fundamentalism as giving rise to terrorism. Analyze the Pope’s arguments and discuss the importance of acquiring an informed understanding of how Catholics interpret Scripture. Interreligious Dialogue: Interview a rabbi and an imam to learn how Jews and Muslims interpret their sacred texts.</p>
<p>SR.04.02 Show understanding and appreciation for the Church’s responsibility for the authentic interpretation of the Bible.</p>	<p>Read CCC 85-87, 100. Describe how the Church expresses her responsibilities in her teaching office. State who has particular responsibilities. Explain why you think the Church sees this as a significant responsibility. Give examples.</p>	<p>Literature: Read <i>Dei Verbum</i>. State the Catholic Church’s vision of Sacred Scripture as inherent to the Christian life. State how the Church exercises responsibility for interpreting Scripture. State the importance of Sacred Scripture to the life of the Church. Church Life: Assess the special role the Church Magisterium plays in the interpretation of Scripture. Contrast it with non-denominational evangelical Christians in the United States who are educated to interpret Scripture.</p>
<p>SR.04.03 Show capacity to apply the senses of Scripture to interpretation of text.</p>	<p>State the four senses of Sacred Scripture. Apply the senses to the interpretation of text.</p>	<p>Guided Reflection: Identify which sense of Scripture is most palatable to you and why. Using a scriptural text, demonstrate how to use one of the four senses in interpreting the text.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.04.04 Show understanding of how to use a biblical commentary in studying Sacred Scripture.</p>	<p>Explain the purpose of a biblical commentary in the study of Sacred Scripture. Show capacity to use several commentaries in the study of scriptural books and passages. Explain the importance of commentaries in understanding a text.</p>	<p>Research: Look for several examples of Catholic biblical commentaries. Research how they are organized. Taking a book from Sacred Scripture state how several commentaries shed light on the book. Describe how the use of commentaries helps you to understand the text. Interreligious Dialogue: Compare a Catholic and Jewish commentary on the same book or passage in the Old Testament. Explain how this can help you understand the text and also shed light on our differing religious beliefs.</p>
<p>SR.04.05 Explain the transmission of Divine Revelation by the Apostolic Tradition of the Church.</p>	<p>Read CCC 74-79. Define Apostolic Tradition. Explain the Church’s role in the transmission of Divine Revelation by the Apostolic Tradition of the Church. Describe how this relates to Sacred Scripture. Describe what the Church means by a living transmission. Give examples.</p>	<p>Research: Investigate how often Sacred Scripture was used in the Roman Missal before Vatican II. Compare/ contrast your findings with how Scripture is currently woven into the Liturgy. Discuss possible rationale that the bishops used for increasing the use of Sacred Scripture in today’s liturgy.</p>
<p>SR.04.06 State how faith is our personal and communal response to Revelation through assent and obedience.</p>	<p>Explain how faith is a personal and communal response to Revelation. Explain the meaning of assent as related to faith. Explain the meaning of obedience as related to faith. Give examples of assent and obedience as they relate to personal faith and to communal faith. Explain how this applies to your own life of faith.</p>	<p>Social Studies: Correlate how Catholics can be both good citizens and good Catholics in the United States. Discuss how Catholics are called to challenge, not just assent and be obedient to unjust laws. Give examples of civil disobedience. Investigate the various reasons why Dorothy Day practiced civil disobedience (not paying taxes, refusing to go into bomb shelters during bombing raids.)</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.04.07 Show capacity to use OT and NT characters as models of faithfulness to apply to one’s own journey in faith.</p>	<p>Read CCC 142-221. Take an OT character and explain how this person is a model of faithfulness in your own living as life of faith. Take a NT character and explain how this person is a model of faithfulness. Explain why models of faithfulness help the adult Christian in living faithfully the fullness of discipleship.</p>	<p>Interreligious Dialogue: Research how each of the three monotheistic faiths interpret the life of Abraham. Discuss the Catholic understanding of Abraham as a model of faithfulness. Compare/contrast this understanding with Judaism and Islam.</p>
<p>SR.04.08 Show understanding and appreciation of the implications of faith in God as the only One as developed in the Hebrew and Christian scriptures.</p>	<p>Read CCC 222-231. Describe the meaning of our belief in God as the only One. Explain this from the Jewish scriptural perspective using OT texts. Explain this from the Christian scriptural perspective using NT texts.</p>	<p>Religion and Culture: Research how Greek culture understood deities. Compare/ contrast this Greek understanding with the Judeo-Christian understanding of One God. Philosophy: Research the lives of Plato and Pliny. Describe their philosophies of the human person. Compare/ contrast these philosophies to the Catholic Christian understanding of the person.</p>
<p>SR.04.09 Show understanding and appreciation of Sacred Scripture in the Revelation of the mystery of the Holy Trinity.</p>	<p>Read CCC 232-267. Explain the Church’s use of sacred text in her understanding of the mystery of the Holy Trinity. Research the scriptural basis of the Father revealed by the Son. Research the scriptural basis of the Father and the Son revealed by the Spirit. Explain how the Church formed the Trinitarian dogma beyond the use of Scripture and why this was necessary.</p>	<p>Guided Reflection: Recite the Nicene Creed. Reflect on the Trinitarian understanding of God. Group Sharing: Practice witnessing Catholic Faith on one hand to those who view Catholics as polytheistic and on the other hand to those who criticize Catholics for singling out Jesus as the one true Son of God. Literature: Read St. Augustine’s <i>On the Trinity</i>. Investigate how Church Tradition developed the Trinitarian understanding of One God.</p>
<p>SR.04.10 Show understanding and appreciation of the scriptural themes of salvation, redemption, justice, mercy, and love as applied to the social teaching of the Catholic Church.</p>	<p>Identify the major scriptural themes of salvation, redemption, justice, mercy and love as applied to the social teaching. Take one theme and apply it to one social teaching principle. Explain how this is a mandate to take action.</p>	<p>Research: Look at the development of stewardship of the environment in the last fifty years of Catholic Church teaching. Explain the importance of this development.</p>

GOAL FIVE: SENIORS

LITURGY: Understand and celebrate the liturgical rites of the Church as expressed in the Church Year and epitomized in the Eucharist the source and summit of Christian life.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.05.01 Show understanding and appreciation for active and responsible participation in the Mass as a testimony of belonging to Christ and the Church.</p>	<p>Read CCC 2181-2182. Describe how going to Mass on Sunday is a testimony. Explain why public testimony is important in the life of a Christian.</p>	<p>Group Interaction: Argue why/ why not going to Mass on Sunday is necessary for adult Catholics. Parish Life: Participate in weekend youth activities that serve younger people in the parish.</p>
<p>SR.05.02 Show understanding and appreciation for living Sunday as a time of worship, leisure and rest.</p>	<p>Read CCC 2184-2188. Explain the Church’s invitation to Christians to live Sunday as a time for worship, leisure and rest. State why this might be important for our time and culture.</p>	<p>Family Life: Write a “family plan” for keeping Sunday a day of worship and rest as an intentional part of family life. Explain when you would start activating the plan: before or after marriage. Interreligious Dialogue: Research the meaning and practice of Shabbat (Sabbath) in Jewish life. Explain how Sunday and Shabbat are related and suggest ways we could mutually support each other in our practice.</p>
<p>SR.05.03 Show understanding and appreciation for participation in the Church Year by celebrating the Paschal Mystery in its fullest expressions at Sunday Mass.</p>	<p>Explain how participation at Sunday liturgies throughout the Church Year is a celebration of the Paschal Mystery of Christ. State why this is important to the Christian life.</p>	<p>Family Life: In the “family plan” identify special ways that you will celebrate the seasons of the Church Year. List the symbols that would be evident in your home to remind yourself and your family of these seasons.</p>
<p>SR.05.04 Show capacity to connect participation in the Eucharistic liturgy of the Church leads to service to others especially solidarity with and commitment to the poor.</p>	<p>Read CCC 1397. Explain how participation in the celebration of the Eucharist leads us to service to others especially the poor.</p>	<p>Group Interaction: Create a service opportunity based on Catholic Relief Services agencies in Africa that promote development of ecologically sustainable farming techniques for the production of food.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.05.05 Show appreciation for the Eucharist as a sacrifice of praise and thanks for the gift of creation.</p>	<p>Read CCC 1359-1361. Explain how participation in the Eucharistic sacrifice leads to praise and thanks.</p>	<p>Liturgy and Sacrament: Discuss the significance of the Eucharist during different celebrations such as weddings, funerals, quinciñeras and memorial Masses. Share how celebrations would be without the Eucharistic liturgy.</p>
<p>SR.05.06 Show understanding and appreciation for the Eucharist as a memorial, or anamnesis, recalling the saving works of God especially the mystery of Christ's Passover.</p>	<p>Read CCC 1362-1372. Define <i>anamnesis</i>. Describe the Eucharistic celebration as a remembering of God's work evident in the sacrifice of Christ. State the effects of the sacrifice of Christ on creation and the whole Church.</p>	<p>Group Sharing: Analyze the Church's practice of not celebrating the Eucharist on Good Friday and Saturday morning of Holy Week. Discuss the role, which the Eucharist plays for Christians in the Church until the end of time. Literature: Read <i>Caritas en Veritate</i> (# 22-32). Discuss Pope Benedict XVI's words: "Openness to life is at the center of true development." Compare/contrast this concept of development with the way many Americans understand development in society. Connect this understanding with the effect of the sacrifice of Christ on creation.</p>
<p>SR.05.07 Show appreciation for and acquiescence to the Eucharist as the living and whole presence of Christ through the transubstantiation of the bread and wine at the time of consecration.</p>	<p>Read CCC 1373-1381. Define transubstantiation and consecration. Identify the presence of Christ in the bread and wine of the Eucharist.</p>	<p>Guided Reflection: Survey students about their familiarity with Eucharistic adoration. Spend some time in prayer of adoration before Christ in the Eucharist. Ecumenism: Research what the Lutheran and Baptist churches understand about Christ's presence in the Eucharist. Pay special attention to the difference between them.</p>
<p>SR.05.08 Describe how the laity share in the priesthood of Christ.</p>	<p>Read CCC 901-903. State how lay people share in the priesthood of Christ and the implications of this in the Christian life.</p>	<p>Literature: Read Benedict XVI's 1st encyclical, <i>Deus Caritas Est</i>, ("God is Love") and study what the Holy Father says about Agapeic love. Discuss ways lay people can share in Christ's priestly ministry through agape love.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.05.09 Identify the elements of the rite of the Sacrament of Marriage.</p>	<p>Read CCC 1621-1632. State the elements of the rite of the Sacrament of Marriage.</p>	<p>Parish Life: Attend the wedding of a relative or friend in the parish. Identify the elements of the rite of the Sacrament of Marriage.</p>
<p>SR.05.10 Differentiate the rite of Christian marriage and its obligations in relationship to a state marriage or common law marriage.</p>	<p>Compare/ contrast the rite of Christian marriage and its obligations relative to a state marriage or common law marriage. Explain why it is important to know the differences.</p>	<p>Research: Research the rite of the Sacrament of Marriage in the Eastern Churches. State who is the minister of marriage and how this differs from the Latin Church.</p>
<p>SR.05.11 Show understanding and appreciation of the rite of the Sacrament of Marriage set within the Eucharistic liturgy.</p>	<p>Read 1621. State why the Church normally celebrates the Sacrament of Marriage within the Mass. Explain why this would be a value for you.</p>	<p>Pastoral Ministry: Have students interview their pastors and ask them how they pastorally respond to sensitive situations when certain Catholics (those cohabitating before marriage or divorced Catholics who choose to re-marry) are prohibited from reception of the Eucharist. Group Sharing: Interview a newly married couple that celebrated the rite of marriage within the Mass. Have them explain what celebrating their marriage in the Eucharistic context meant to them.</p>
<p>SR.05.12 Describe family life as the domestic church in which all members of the family exercise the priesthood of the baptized.</p>	<p>Read CCC 1655-1658. Describe the domestic church in Christian family life. Describe how the family exercises the priesthood of the baptized. Explain how this elevates family life.</p>	<p>Family Life: Write a contract with your imaginary spouse detailing how you will honor your partnership with him/ her in the context of being a domestic church. Explain how understanding sacramental marriage in this way is important to you.</p>
<p>SR.05.13 Identify the elements of the rite of the Sacrament of Holy Orders.</p>	<p>Read CCC 1573. Identify the essential rite of the Sacrament of Holy Orders.</p>	<p>Scripture: Research Old Testament stories where elders laid hands on loved ones invoking the Holy Spirit to anoint and bless them for future leadership of Israel. Explain the significance of laying hands in the stories.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.05.14 Differentiate the common priesthood and ministerial priesthood as related to the celebration of the Eucharist.</p>	<p>Read CCC 1544-1547, 1591-1592. Explain the differences between the common priesthood of the baptized and ministerial priesthood. Describe the reasoning for ministerial priesthood in relationship to the celebration of the Eucharist.</p>	<p>Film/Literature: Watch the movie “I Confess” by Alfred Hitchcock (1953). Discuss the central theme of the authority of a priest by his ordination to grant absolution in the name of God.</p>
<p>SR.05.15 Show understanding and appreciation for the Eucharist as the source and summit of the Christian life.</p>	<p>Explain the meaning of source and summit in relationship to the Eucharist. Describe how the Church envisions the celebration of the Eucharist as central to the life of the Church.</p>	<p>Church Life: Invite students to research Pope John Paul II’s call for a renewal of the practice of Eucharistic Adoration. Show video clips from U-Tube on Eucharistic processions that are held annually at NCYC, ND Vision, and Franciscan Youth retreats.</p>

GOAL SIX: SENIORS

CHRISTIAN PRAYER/ SPIRITUALITY: Understand and express the different forms of prayer consciously recognizing the work of the Holy Spirit and the meaning of self-surrender to God.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.06.01 Show understanding and appreciation of prayer as a natural response to the human longing for God.</p>	<p>Read CCC 27-30, 2566-2567, 2569. Articulate the Church’s understanding of the human longing for God. Explain how this longing is the basis for prayer.</p>	<p>Interreligious: Research how other religious traditions define and practice prayer. Culture: Explore how self-help books and pop-psychologist promote meditation as a way to focus.</p>
<p>SR.06.02 Recognize the work of the Holy Spirit in Christian prayer forms.</p>	<p>Describe how the Holy Spirit is evident in the forms of Christian prayer. Describe how the Holy Spirit is evident to you in your prayer life.</p>	<p>Poetry: Read E.E. Cumming’s poem, ‘ i thank you god for most this amazing.’ Journal on the main themes of ecstasy and communion within an encounter with God.</p>
<p>SR.06.03 Describe how the cosmos is an unfolding of God’s presence and action that human beings recognize and acquiesce to in prayer.</p>	<p>Read CCC 1145-1149. Describe how God’s self-revelation in the universe leads human beings to recognize God’s activity and submits to God’s Presence in prayer.</p>	<p>Guided Reflection: Read Psalm 148. Meditate on how the psalmist evokes all of creation to praise God. What would you add to the psalm?</p>
<p>SR.06.04 Identify music and singing as evoking prayer.</p>	<p>Identify certain favorite pieces of music that help you to pray.</p>	<p>Church History: Research the impact which Christianity had on the development of music in the Western world. Ecumenism: Explore how music is considered prayer in the Protestant churches. Ask your church musician to help you find a hymn first written by a Protestant Christian that is now sung in our church and one from our tradition now sung in a Protestant church. Describe how this exchange of music is an exchange of gifts and contributes to our quest for Christian unity.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.06.05 Describe how prayer helps us to face the mystery of human suffering.</p>	<p>Give examples of how prayer helps you when you are troubled by distress or suffering. Identify fruits of the Holy Spirit that come from prayer during times of suffering. Explain why this important in our journey with God.</p>	<p>Social Sciences: Web research the role of Jewish (and other) prayers as recorded and preserved from the Nazi concentration camps. In particular, use clips from the movie Schindler’s List to illustrate the importance of prayer in the face of human suffering.</p>
<p>SR.06.06 Show understanding and appreciation of prayer in the sacred space of church.</p>	<p>Read CCC 1186. Explain how being in church helps you to pray. Identify some particular artifacts or symbols in church that lead you to prayer. Explain why the church is sacred space.</p>	<p>Parish Life: Visit your church when no liturgy is being celebrated. What features give you comfort? How does the silence of the church lead you to inner silence? Interreligious Dialogue: Visit a synagogue or a mosque to learn how this prayer space is designed to help the community pray.</p>
<p>SR.06.07 Describe how prayer can help us to make important decisions in life by seeking the will of God.</p>	<p>Read CCC 2822-2827. Explain how seeking the will of God helps us to make decisions in life.</p>	<p>Group Interaction: Using a simple form of theological reflection, engage in an interaction about a theoretically important decision you have to make. Explain how theological reflection can help you in making a decision.</p>
<p>SR.06.08 Show understanding and appreciation of prayer as a struggle at certain times in life but that Christians pray always with trust.</p>	<p>Read CCC 2725-2745. Give examples from your own life when prayer was a struggle. Explain what happens when you persevere in prayer during these times. Explain why the Christian believes that prayer is a necessity.</p>	<p>Poetry: Web research the story of a young Dorothy Day’s encounter with Mrs. Barrett. How can this brief episode teach us about praying with certainty and trust?</p>
<p>SR.06.09 Describe prayer as leading to a life of charity and justice based on the Beatitudes.</p>	<p>Read CCC 1720-1729. Explain how prayer leads the Christian to a life of charity and justice based on the Beatitudes.</p>	<p>Group Interaction: Participate in a theological reflection on the Beatitudes as a way of life that flies against social expectations of living for success and achievement. Explain the outcomes of the theological reflection.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.06.10 Show understanding and appreciation for prayer in family life.</p>	<p>Read CCC 2685. Describe how the family is the first place of education in prayer through praying as the domestic church. Even though this may not be in your family now, explain why prayer would be important in your choice for Christian married life.</p>	<p>Family Life: In your “family plan,” write goals for how your family will learn how to pray together as a domestic church.</p>
<p>SR.06.11 Explain how prayer leads the Christian to accept God’s loving will in all circumstances of life.</p>	<p>Read CCC 2738-2741. Describe how prayer helps the believer to see his/ her life as in God’s loving providence in all circumstances of life. Give examples in your own life.</p>	<p>Research: Survey students on their preference of giving or receiving gifts. Correlate giving and receiving to prayer life. Elucidate how prayer trains deepens one’s relationship with God.</p>
<p>SR.06.12 Show understanding and appreciation for prayer as inherent to the universal call to holiness.</p>	<p>Read CCC 2012-2016, 2028-2029. Explain how God calls us to holiness necessitating prayer as a basis for union with God in all circumstances of life including suffering and death. Explain how this is a comfort and a challenge in our choice to live the Christian call given to us in Baptism.</p>	<p>Retreat: Schedule a “day of prayer” for your classroom or youth ministry group. Plan the day with a variety of prayerful understandings, and ask students to journal and spend time alone with Scripture as well as traditional Catholic prayers.</p>
<p>SR.06.13 Show awareness that all Christians pray with the “cloud of witnesses,” the communion of saints.</p>	<p>Read CCC 2683-2684. Explain how we as Christians belong to a “cloud of witnesses” who pray for and with us in the life of the Church. Identify members of the “cloud of witnesses,” living and dead, for and with whom you pray.</p>	<p>Ecumenism and Interreligious Dialogue: Develop a questionnaire and do a survey of other Christians and people of other religions to learn what they observe and understand about Catholics and saints. Analyze your findings. Do their perceptions match our understandings? Suggest reasons for the differences.</p>
<p>SR.06.14 Show capacity to use all the forms of prayer in adult Christian life.</p>	<p>Describe the forms of prayer. Give examples for how you use the forms of prayer or how they are evident in your life in the Spirit.</p>	<p>Religious Life: Engage in the practice of praying the Liturgy of the Hours. Scripture: Introduce students to <i>Lectio Divina</i>. Spend time with this form of Scriptural prayer.</p>
<p>SR.06.15 Show appreciation for the gift of grace in life as a gift of Baptism and Eucharist.</p>	<p>Read CCC 2000-2003, 2005, 2021-2027. Describe the action of grace in the Christian life and its necessity. Give examples of the need for grace in your own life.</p>	<p>Biography: Research the life of Saint Kateri Tekakwitha. Connect how her devotion Eucharist provided her with grace to confront the challenges in her life.</p>

GOAL SEVEN: SENIORS

CATHOLIC CHURCH: Understand and appreciate the mystery of the Church, the Body of Christ, the community of believers, as expressed in the Church’s origin, mission of evangelization, hierarchical structure, marks, charisms, members and the communion of saints.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.07.01 Show understanding of the growth of the Catholic Church in the United States from the time of the colonies to the present.</p>	<p>Design an overview of the history of the Catholic Church in the United States from the 15th – 21st centuries. Describe patterns of growth in terms of ethnic/ cultural groups, development of cities, immigration patterns, etc. Draw conclusions about what you have learned.</p>	<p>Social Sciences: Using the web and other archdiocesan resources research the growth, diversity, and development of the Catholic Church in Chicago. Share observations of change and possible reasons for the changes.</p>
<p>SR.07.02 Show understanding of the development of liturgical renewal of the Catholic Church in the United States from the time of the colonies to the present.</p>	<p>Design an overview of the history of the development of liturgical renewal in the Catholic Church in the United States from the 15th – 21st centuries. State the impact of the Second Vatican Council. Draw conclusions about what you have learned.</p>	<p>Church History: Research Benedictine Frs. Virgil Michel, OSB, and Godfrey Diekmann, OSB, and their contributions to the Liturgical reform movement.</p>
<p>SR.07.03 Show understanding of the diversity of the Catholic Church in its rites.</p>	<p>Identify the rites of the East and West Catholic Church. State where these rites are practiced in the United States. Identify ethnicity with the rites.</p>	<p>Research: Interview a priest on their experience of working with the NEW ROMAN MISSAL. Share the highlights of the western Catholic Church’s Roman Missal. Explore the contributions a bi-ritual priest brings to the Church.</p>
<p>SR.07.04 Show understanding and appreciation of the Church as a mystery.</p>	<p>Read CCC 770-773. Describe the images used in the text of the CCC about the Church. How would describe the holiness of the Church today despite its struggles with sinfulness.</p>	<p>Guided Reflection: Read and reflect on the prayer of Pope John Paul II for the celebration of the Great Jubilee 2000. What does this prayer offer to the Jewish Catholic relationship?.</p>
<p>SR.07.05 Identify Mary as the chief disciple of the Church who precedes all of us in the call to holiness.</p>	<p>Using Sacred Scripture identify passages that give us an indication of the early followers of the resurrected Christ regard for Mary as a disciple.</p>	<p>Church Doctrine: Study the dogma of the Immaculate Conception and assess how this Church Teaching supports the understanding of Mary as a chief disciple of the Church.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.07.06 Show understanding and appreciation of the Church as the Body of Christ to carry on the mission of Jesus in the world.</p>	<p>Read CCC 787-798, 805-807. Describe how the image of the Church as the Body of Christ relates to the members, union, wholeness and mission. State how belonging to the Body of Christ empowers you to live your life in and for Christ.</p>	<p>Church History: Research the teaching of Vatican II. Using one of the original documents summarize key points. Create a power point to share those findings.</p>
<p>SR.07.07 Describe images of the Church that derive from Sacred Scripture and the Second Vatican.</p>	<p>Read CCC sections that describe the Church in images, i.e., Pilgrim People, Bride of Christ, Temple of the Holy Spirit, etc. Give viewpoints about each of the images and how they help you to understand the mystery of the Church.</p>	<p>Scripture: Identify their favorite Church image found in Scripture. Locate the text and share understanding of Church through this image.</p>
<p>SR.07.08 Show understanding of the missionary mandate of the Church given to her by Christ and leading toward the happiness of all.</p>	<p>Read CCC 849-856. Identify the missionary mandate of the Church given by Christ to teach, baptize and be a sign of unity leading toward the happiness of all. State aspects of the missionary mandate that gives direction in your life as a Christian.</p>	<p>Research: Go online and look for the Extension website. Identify how the Catholic Church does missionary work in the USA. Explain why the work of the Church in some areas of the United States are considered as mission work. Research a specific Extension project and find a way to support it.</p>
<p>SR.07.09 Show understanding of the lay faithful of the Church as fully participating in the priestly, prophetic and kingly office of Christ.</p>	<p>Read CCC 897-913. State the call of the laity to the three aspects of the offices of Christ. Explain how these roles contribute to our understanding of the dignity of the human person.</p>	<p>Research: Explain how the <i>Compendium of the Social Doctrine of the Catholic Church</i> defines human dignity. Identify some practical ways that today's Catholics can respond to common threats to human dignity in our communities. Research: Find out about <i>Peace Circle</i> training in the Archdiocese of Chicago. Invite a trainer to present the elements of the Peace Circle and its use. Explain how peace training contributes to human dignity.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.07.10 Show understanding and appreciation of the Church of the Second Vatican Council as related to its internal renewal of the liturgy.</p>	<p>Read Chapters 1 and 4 of The Constitution on the Sacred Liturgy (<i>Sacrosanctum Concilium</i>). Describe how the Church sees the value of the active participation of the full assembly in the liturgy. Explain why receiving Holy Communion under both species was permitted for all the faithful. Describe how these changes goes back to the earliest traditions of the memorial meal.</p>	<p>Church Life: Describe how your parish prepares Eucharistic Ministers. What does this ministry contribute to the richness of the Eucharistic celebration? Parish Life: Interview a member of the RCIA program at your parish and ask them about their call to the Catholic Church.</p>
<p>SR.07.11 Show understanding and appreciation of the Church of the Second Vatican Council as related to its internal renewal of the members.</p>	<p>Read the Dogmatic Constitution on the Church (<i>Lumen Gentium</i>). Identify the major sections of the constitution. State how each section relates to the life of the Church. State how the Church views Mary as the example of the Christian life. Read Chapter V “The Call to Holiness.” Explain how the Church’s understanding of holiness impacts my life as a Christian.</p>	<p>Guided Reflection: Describe the role of the laity in the life of the Church as a light to peoples. Explain how holiness of life is essential to Christian witness.</p>
<p>SR.07.12 Show understanding and appreciation of the Church of the Second Vatican Council as related to society.</p>	<p>Read the Pastoral Constitution on the Church in the Modern World (<i>Gaudium et Spes</i>). Identify the major sections of the constitution. Identify the Church’s understanding of the dignity of the human person</p>	<p>Guided Reflection: . Identify how the Church views her relationship with the world as “mutual.” Describe what this means in terms of what the Church offers to society and what it receives from society. Compare/ contrast this view of the Church in relationship to its history.</p>
<p>SR.07.13 Show understanding and appreciation of the Church of the Second Vatican Council as related to non-Christian religions and the Jews.</p>	<p>Read the Declaration on the Relation of the Church to Non-Christian Religions (<i>Nostra Aetate</i>). Describe how the Church views her relationship with other religions. Describe how the Church sees other religions as enlightening. Describe how the Church sees her relationship with Jews.</p>	<p>Research: Find out how the Catholic Church has recognized and responded to failure to promote human dignity with the Jewish community during World War II. State why this response is necessary. Interreligious Dialogue: Read <i>Dabru Emet</i>. Analyze this document (including who wrote it, why they wrote it, whom they were addressing, and what they said, what others said about it) to learn how Jews see their relationship with Catholics</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.07.14 Identify Catholic social teaching as derived from the theology of Vatican II.</p>	<p>Read CCC 2408-2049. Identify how the Church calls Christians to respect and justice for creation and the person in society. List the major components of principles of f the Church’s social teaching.</p>	<p>Research: Create a presentation summarizing the 7 main principles of Catholic Social Teaching. Include quotes from the original documents.</p>
<p>SR.07.15 Show capacity as an adult member of the Catholic Church to commit to the responsibilities of Baptism, Eucharist and Confirmation.</p>	<p>Compose a statement of how you intend to live as an active member of the Catholic Church in light of the Sacraments of Initiation.</p>	<p>Literature: Read Graham Greene’s “The Hint of An Explanation.” Cite evidence of the community’s commitment (or not) to the Sacraments of Initiation.</p> <p>Church Life: Interview a member of the RCIA program at your parish and ask them about their call to the Catholic Church.</p>
<p>SR.07.16 Identify Marian dimension of the Church as the one going before us in the way of holiness.</p>	<p>Read CCC 773, 972-975. Articulate Mary’s role in the Church as the one who epitomizes living the Gospel and precedes the Church in the way of holiness. Give examples from scripture in which the words attributed to Mary help us to understand how we should live as disciples. Describe how devotion to Mary is not based on feeling but on principles of discipleship.</p>	<p>Poetry: Visit the electronic University of Dayton’s Marian Poetry Index. Select a poem that represents your understanding of Mary. Explain why you appreciate this aspect of Mary.</p> <p>Interreligious Dialogue: Research how Mary is understood in the Qur’an. Describe the role she plays in Muslim life.</p>

GOAL EIGHT: SENIORS

PARISH LIFE: Understand and participate in the life of the Church as lived in the parish through its community, cultural aspects, worship, sacramental life, service, missionary endeavors and organization.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.08.01 Show understanding and appreciation of living the life of the Church by following Christ in his glory through participation in the faith journey of the parish.</p>	<p>Read CCC 659. Explain how we follow Christ ascended into glory by living our faith journey in the ordinary circumstances of parish life. Describe how adult participation in the life of the parish helps us to live our faith journey from “womb to tomb.”</p>	<p>Literature: Read <i>The Diary of a Country Priest</i> (George Bernanos). Compare/ contrast how the sacraments of Baptism and a life of faith and charity are presented throughout the novel. Focus on the character’s participation in Sunday and Holy Day liturgy.</p>
<p>SR.08.02 Demonstrate how the Christian, sealed by the Holy Spirit in Baptism, lives the baptismal character by participation in the life of the Church by witness of life and charity.</p>	<p>Read CCC 1274, 1279. Describe how the Christian lives the baptismal character by participation in the life of the Church by witness of life and charity. Describe how this is the action of the Holy Spirit in the life of the Christian. Give examples of how witness of life and charity are exhibited in the parish. Describe how you think your life is a witness to others.</p>	<p>Research: Google “Precepts of the Catholic Church.” Discuss which of the five you think are most applicable to your life today. Are there any that you feel strongly about – either positively or negatively?</p>
<p>SR.08.03 Show understanding and appreciation of regular participation in the liturgy particularly on Sundays and holydays as a sign of discipleship.</p>	<p>Read CCC 1389. Demonstrate how adult Christians live out their faith by participation in liturgies on Sundays and holydays. Describe how you intend to fully participate in the liturgical life of the Church in your parish.</p>	<p>Parish/Church Life: Survey your class on Church attendance. Discuss reasons why people your age attend Church. Suggest ways to increase Church attendance for youth.</p>
<p>SR.08.04 State the implications of living the mysteries of the life of Christ in all circumstances of life.</p>	<p>Read CCC 519-521. Describe how living a life of faith means union with Jesus Christ as our model in facing all the circumstances of life. Explain how participation in the life of the parish assists the followers of Jesus in living the Paschal Mystery.</p>	<p>Guided Reflection: Describe how the Christian life is an extension of the Paschal Mystery of Christ. Give examples of how your life in Christ helps you to face struggle and doubt.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.08.05 Describe how as Christians we exercise the fullness of our human dignity endowed with reason, intellect and free will.</p>	<p>Read CCC 1700-1706, 1988ff. Give examples of how the Christian exercises the fullness of human dignity endowed with reason, intellect and free will. Give examples from your own life where your commitment as a Christian frees you to live life fully and responsibly. Give examples from parish life in which you find support in living life fully.</p>	<p>Family Life: Write a statement that describes how you will live a life of holiness and charity within the framework of your family.</p>
<p>SR.08.06 Describe how the Christian performs the corporal and spiritual works of mercy in the Christian life.</p>	<p>Read CCC 2447. Name the corporal and spiritual works of mercy. Give examples of how the Christian performs these works in the life of the parish. Identify persons in your parish who exemplify one or more of these works.</p>	<p>Art Research: Google the images of Fritz Eichenberg (1901-1990). Create a collage of his images in relationship to the corporal works of mercy. Parish Life: Get involved in a work of mercy done in your parish.</p>
<p>SR.08.07 Exhibit understanding of how the Christian is fulfilled in this life not only by achieving private goods but also by living a life of peace and truth for the common good.</p>	<p>Read CCC 1905-1912, 1925-1927. Compare/contrast achievement of human happiness by possession of goods with living the Gospel values of peace and truth for the common good. Give examples in parish life or in the history of the Church where Christians have foregone personal goods for the sake of others. Give examples of how you have done this in your own life as a Christian.</p>	<p>Parish Life: Interview someone who gives way beyond the “call of duty” in your parish. Ask him/her to describe why he/ she does this. Explain how this person inspired you to give.</p>
<p>SR.08.08 Show understanding and appreciation for the theological understanding of the Church as a sign and instrument of communion with God and unity in society.</p>	<p>Read <i>Lumen Gentium</i> # 1. State how the Church is a sign and instrument of communion with God and unity in society. Describe how this is evidenced in parish life. Describe your own inner sense of union with God.</p>	<p>Poetry: Visit the University of Dayton’s Marian Poetry Index. Select a poem that best represents your understanding of Mary as an instrument of communion and unity in society. Literature: Read Chapter 7 <i>The Universal Church and Dynamic Globalization</i> from Cardinal Francis George’s book, <i>The Difference God Makes</i>. Outline the major points. Discuss what you learned and how you would apply these insights in your own life of faith.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.08.09 Exhibit understanding of the outcome of living the Christian is living a life of service and justice.</p>	<p>Describe how the Christian life leads toward a life of service and justice. Give examples of how you see this exhibited in the life of the parish.</p>	<p>Literature: Read the U.S. bishops pastoral letter <i>Economic Justice for All: A Pastoral Letter on Catholic Social Teaching and the U.S. Economy</i>. Using a social analysis tool analyze how economic justice is exercised in U.S. capitalistic principles. Draw conclusions from your analysis as related to the bishops' understanding of economic justice.</p>
<p>SR.08.10 Show understanding and appreciation of how the parish practices stewardship.</p>	<p>State how the parish describes stewardship. Give examples of the practice of stewardship in the parish. State how you will be a responsible steward in your parish as an adult member of the Church.</p>	<p>Group Discussion: Correlate stewardship with the principle of the common good found in <i>The Compendium of the Social Doctrine of the Church</i>, nos. 160, 164, 165. Apply the principles to current situations in your own life or in culture.</p>

GOAL NINE: SENIORS

VOCATION: Understand and undertake discipleship in Christ responding in faith by participating in the mission of the Church through living a specific call in the life of the Church.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.09.01 Identify the elements of a life growing in holiness: interiority, self-examination, and introspection.</p>	<p>Read CCC 1779 and 2013. Identify the elements of a life growing in holiness. Give examples of each in one's personal growth in holiness.</p>	<p>Media: Watch the movie <i>The Mission</i> and reflect how the protagonist went through the steps of interiority, self-examination, and introspection.</p>
<p>SR.09.02 Show understanding that a vocation is God's call to seek, know and love God through living life with integrity and love.</p>	<p>Read CCC 1. State how God's call to the human person is to seek, know and love God. Identify ways that the Christian does this through living life with integrity and love.</p>	<p>Literature: Read Thomas Merton's "The Seven Story Mountain", or Dorothy Day's "The Long Loneliness." Identify the centrality of Christ and the Church in each story.</p>
<p>SR.09.03 Show understanding and appreciation of vocations as specific ways of faithful response to discipleship in Christ.</p>	<p>Articulate how all vocations are specific ways of responding in faith to discipleship in Christ. Give examples of how vocations are ways of discipleship.</p>	<p>Guided Reflection: Write your thoughts about how your participation in service to the community influences your call to vocation.</p>
<p>SR.09.04 Identify the various vocations of the Christian life as states of life.</p>	<p>State the vocations of the Christian life. Describe how they are states in life.</p>	<p>Guided Reflection: Describe how your personal growth helps you to grow in your faith journey and the call to holiness.</p>
<p>SR.09.05 Recognize that God is the author of marriage, which Jesus raised to a sacrament.</p>	<p>Read CCC 1601-1603. Describe how the Church teaches that God is the author of marriage. Identify passages of Jesus' teaching about marriage in the Gospels.</p>	<p>Research: Visit www.foryourmarriage.org, a marriage resource page presented by the USCCB. Prepare a 1-2 page paper on the strengths of the website.</p>
<p>SR.09.06 Recognize Christian marriage as a lifelong commitment between a baptized man and a baptized woman as husband and wife witnessing God's unending covenantal love.</p>	<p>Read CCC 1625, 1603-1604, 1646-1651. State that Christian marriage is a lifelong commitment between a baptized man and a baptized woman. Describe marriage as a witness to God's covenantal love. Give examples of the vocation of Christian marriage as a witness to Church and society.</p>	<p>Culture; Discuss prenuptial agreements, separate checking accounts, and vacations for modern couples as observed in our culture. Describe what type of marriage you want to have.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.09.07 Apply the duties of parents to their children relative to evangelization.</p>	<p>Read CCC 2221-2231. Describe the duties of parents to their children. Explain the significance of these responsibilities in relationship to evangelization.</p>	<p>Parish Life: How does your parish budget reflect the parish’s evangelization efforts? Imagine your parish has a surplus of \$20,000. How would you invest this money?</p>
<p>SR.09.08 Show understanding and appreciation of Catholic Christian marriage happens best when both spouses are Catholic.</p>	<p>Read CCC 1633-1637. Give reasons why the Church encourages Christian marriage between Catholic partners.</p>	<p>Group Discussion: Discuss the elements of a mixed marriage. Assess these marriages in terms of the primary role of parents to evangelize their children.</p>
<p>SR.09.09 Demonstrate understanding that marriage promotes the dignity of the human person.</p>	<p>Read CCC 1646-1651. Describe marriage as promoting the dignity of the human person. Apply this to each partner in marriage.</p>	<p>Social Analysis: Research statistics on marital abuse. Use a tool for analysis to ascertain the reasons for abusive marriages and their impact on spouses and children. Draw conclusions about the analysis.</p>
<p>SR.09.10 Understand the dignity of the human person in relationship to sexual identity and sexual activity.</p>	<p>Read CCC 2331-2334. Describe sexual identity as inherent to the dignity of the person. Differentiate sexual identity and sexual activity.</p>	<p>Health: Differentiate heterosexuality, bisexuality and homosexuality. Describe characteristics of each type of sexuality. State the need for recognizing the characteristics of each type. Design a health plan for each type including psychosocial, emotional, physical, spiritual and mental aspects. Identify common elements in each of the lists. Explain why this is.</p>
<p>SR.09.11 Show understanding of sexual intimacy as reserved for marriage.</p>	<p>Read CCC 2360-2363. Describe the Church’s teaching on sexual intimacy as reserved for marriage. Give reasons for the Church’s view of the physical intimacy of the spouses as a sign and pledge of spiritual communion.</p>	<p>Marriage Education: State the remote and immediate preparations for Christian marriage. Give opinions on why such preparation is necessary for lifelong commitment to another person. Guided Reflection: Write a list of goals that you want to accomplish in discerning Christian marriage as a vocation. Explain how the goals relate to remote and immediate preparation for marriage are important to do in Senior year of high school and before higher education.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.09.12 Identify the twofold obligation of Christian marriage as fidelity and fecundity.</p>	<p>Read CCC 2364-2372. Define fidelity and fecundity as related to the vocation of Christian marriage. Explain how both of these obligations support the health and well being of the person.</p>	<p>Health: Develop a list of habits that support good health for living a lifelong commitment to marriage and the dignity of the person. Locate research findings that state lifelong marital commitment as contributive to health and longevity. Explain why this may be the case. Give examples.</p>
<p>SR.09.13 Show understanding of natural family planning.</p>	<p>Define natural family planning. Explain how this way of planning for family life is important in a Christian marriage.</p>	<p>Health: Give arguments for/ against the use of contraceptives in relationship to marriage and implications for long-term health. Give reasons why natural family planning is more beneficial for family planning. Health and Moral Living: Research the history of abortion in the U.S.A. Give the arguments pro/ con that society presents in the use of abortion and economics. Explain why abortion is morally unacceptable in the teachings of the Catholic Church, other churches and world religions. Explain the use of natural family planning as an acceptable way of preparing for and raising children in terms of health.</p>
<p>SR.09.14 Show understanding and appreciation for children as gifts of marriage.</p>	<p>Read CCC 1652-1644 and 2373-2378. Explain how the child is a gift in marriage. Describe the obligations of raising children.</p>	<p>Family and Culture: Research how children are raised in various cultures. Create a list of “good ideas” about raising children from the cultures you studied. State why culture is an inherent aspect of raising children.</p>
<p>SR.09.15 Identify offenses against the dignity of marriage and their outcomes.</p>	<p>Read CCC 2380-2391. Describe offenses against marriage and why they are immoral. Identify the outcomes of these offences in relationship to the dignity of the human person.</p>	<p>Scripture: Read the book of Hosea and analyze Hosea’s conception of marriage of Yahweh and His people.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.09.16 Show understanding and appreciation of chastity as inherent to Christian marriage.</p>	<p>Read CCC 1832. Explain how chastity is a fruit of the Holy Spirit that flows from the gifts of fortitude, wisdom, and understanding.</p>	<p>Group Discussion: Invite a Catholic couple to share how their practice of conjugal chastity has blessed them with many fruits of the Holy Spirit in their marriage and family life. Invite students to identify common threats to conjugal chastity in today’s culture and ways Catholic couples can grow in conjugal chastity in their marriages. Research: Research the Marriage Encounter movement. Explain the purpose of Marriage Encounter. Interview a Marriage Encounter facilitator and find out why it is important to communicate in a marital relationship.</p>
<p>SR.09.17 Identify the challenges of marriage in society today.</p>	<p>Give examples of the challenges of marriage in today’s society. Explain how understanding Christian marriage as a vocation in the life of the Church lessens the potential for these challenges to become overbearing in sustaining marriage.</p>	<p>Statistical Research: Investigate the long-term effects which cohabitation (the modern word for fornication) has on future marriages. Pastoral Ministry: Interview a priest who prepares couples for marriage. Ask how they pastorally deal with couples who cohabit but want to get married in the Church.</p>
<p>SR.09.18 Describe the challenges of divorce in society and in the life of the Church.</p>	<p>Define civil divorce. State that civil divorce does not end Christian marriage. State the rights and responsibilities of a divorced Catholic in the life of the Church. State the reasons that make divorce an option in an abusive marital relationship.</p>	<p>Family Life: Describe situations that may force a spouse to leave a marriage. State why a Catholic partner is not obliged to stay in an abusive marital relationship. Explain why abuse is against the dignity of the human person. Health: Make a list of Catholic and civil agencies that help people to deal with abuse in marriage. State that rape and incest are against the law.</p>
<p>SR.09.19 Identify the consequences for divorced Catholics who remarry.</p>	<p>Read CCC 1665. Describe the consequences for divorced Catholics who attempt to remarry. Identify the rights and responsibilities of a remarried divorced Catholic.</p>	<p>Christian Witness: Have students share with each other how important receiving communion is to them. Share the importance of receiving the Eucharist. Explain how receiving communion is a Christian witness to the assembly and to others.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.09.20 State how divorced Catholics may seek a declaration of nullity of marriage from the Church.</p>	<p>Read CCC 1625-1632. State meaning of declaration of nullity of marriage. State the defects that are impediments to Christian marriage. State the rights and responsibilities of divorced Catholics whose marriages are annulled.</p>	<p>Research: Compare/ contrast Divorce court with the Catholic Marriage Tribunal. Analyze how judges in both the civil and ecclesial courts can either help or hinder people in restoring their dignity in challenging marital situations. Theology of the Body: Discuss John Paul II’s concept of the nuptial meaning of the body and how marriage represents the epitome of God’s love here on earth.</p>
<p>SR.09.21 Identify the three orders of the Sacrament of Holy Orders as vocations of the Church.</p>	<p>Read CCC 1564. State the three orders of the Sacrament of Holy Orders. State how each particular order is a call given by God and recognized in the life of the Church.</p>	<p>Parish Life: Explore the role of deacon (permanent or transitional) at your parish. In the rite of ordination there are three orders: Episcopate, Deaconate, and Presbyterate, Identify similarities and differences in their service to the community.</p>
<p>SR.09.22 Show understanding and appreciation for how a man discerns a vocation to priesthood.</p>	<p>Identify how a man discerns a vocation to priesthood in the life of the parish and in the Church. State the steps of the discernment and formation process. Explain how a man might feel called to the service of priesthood in the Catholic Church.</p>	<p>Parish Life: Invite the pastor to give a presentation about the vocation of priesthood. Present the remote and immediate preparation for priesthood. Explain how the presentation inspires you to discern a vocation of service in the Church.</p>
<p>SR.09.23 State the role of permanent deacons as a vocation in the ministry of charitable service.</p>	<p>Read CCC 1570. State the meaning of permanent deacon. Describe the ministries of the permanent deacon in parish life. Describe the rights and responsibilities of a permanent deacon in a diocese of the Latin Rite.</p>	<p>Parish Life: Invite a deacon of the parish to give a presentation about the vocation of permanent deacon as a ministry of charitable service in the Church. Explain how the presentation inspires you to discern a vocation of permanent deacon.</p>
<p>SR.09.24 Identify types of deacons in the Church as transitional and permanent.</p>	<p>Read CCC 1569-1571. Differentiate two types of deacons in the Catholic Church. Describe the role of a transitional deacon in preparation for priesthood. Describe the role a permanent deacon in charitable ministry.</p>	<p>Church Life: Look in the Acts of the Apostles for how the need for deacons arose in the early Church. Assess our Church’s current need for deacons.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.09.25 Show understanding and appreciation for the bishop or priest serving as an icon of Christ.</p>	<p>Read CCC 1577. Identify how the Sacrament of Holy Orders is for a man in service of the Church as an icon of Christ. Explain why this role is reserved only for men and not for women in the Catholic Church.</p>	<p>Arts: Search the web for popular icons of Christ. Identify the historical and contemporary importance of each.</p>
<p>SR.09.26 Identify the practices of celibacy and obedience to the bishop as inherent to priesthood in the Catholic Church.</p>	<p>Read CCC 1567 and 1579. Describe celibacy and obedience as inherent to priesthood in the Catholic Church. Explain how these are gifts to the Church.</p>	<p>Research: Identify the practices of priesthood in the Eastern Rites. Give historical reasons for these differences.</p>
<p>SR.09.27 Identify consecrated life in its various forms as a vocation in the Catholic Church.</p>	<p>Read CCC 914-933. Define consecrated life. Identify the various forms of religious life in the Church.</p>	<p>Research: Use an Archdiocese of Chicago Directory. Find out how many religious men and women are located in the Archdiocese. State the form of religious life they live and how they serve in this particular Church.</p>
<p>SR.09.28 Recognize the evangelical counsels as lived in the consecrated life.</p>	<p>Read CCC 915-916. State the evangelical counsels as poverty, chastity and obedience. Describe how these counsels are lived in the form of the vows of consecrated religious life. State that the vows are publicly pronounced and witnessed by the bishop. Explain why the counsels are evangelical.</p>	<p>Parish Life: Describe the evangelical counsels as proper to all vocations in the life of the Church. Give examples of the counsels are lived by parishioners in their proper vocations. Group Reflection: Differentiate between vocation in the Church and careers. Identify Christian vocation as states of life. Give examples of Christian vocations and how they witness to the Church and society. Give examples of works that they do that may or may not be part of their state of life but supportive of their state of life.</p>
<p>SR.09.29 Explain the meaning and purpose of lay ecclesial movements in the mission of the Church.</p>	<p>Explain what lay ecclesial movements are in the life of the Church. Give examples of lay ecclesial movements in the Archdiocese of Chicago. Explain how these organizations advance the mission of the Church.</p>	<p>Research: Research the Catholic Workers in Chicago. Describe their history and purpose in the life of the Church. State what Catholic Workers do in Chicago. Interview a Catholic Worker to find out how a Catholic Worker lives and does ministry.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.09.30 Identify single life as a vocation of the Church.</p>	<p>State how the single life is a Christian vocation in the Church. Give examples of people who live singly and participate in the life of the Church through various ministries. Explain why a person might want to follow Christ as a single person.</p>	<p>Parish Life: Invite members of the parish who live the single life as a vocation. Ask them to describe how they serve the Church and society. Ask them to explain how they live the evangelical counsels as an expression of discipleship.</p>
<p>SR.09.31 Identify lay ecclesial ministry as a ministry of service in a particular Church.</p>	<p>Describe meaning of lay ecclesial ministry. Identify services given to the Church by lay ecclesial ministers. Describe the formation process for a lay ecclesial minister as a vocation of the Church.</p>	<p>Research: Go online to the Archdiocesan website and find out Church requirements for lay ecclesial ministers. Identify how the Archdiocese views the work of lay ecclesial minister. Interview the director of the Archdiocesan Lay Ecclesial Ministry Program on the formation process for Lay Ecclesial ministry.</p>
<p>SR.09.32 Show understanding of the missionary work of the Church as inherent to discipleship and vocation.</p>	<p>Describe the missionary work of the Church. Explain how missionary work is inherent to the life of every Christian and a vocation. Give examples of how parishes exercise their responsibilities in the missionary endeavors of the Church. Give examples of individuals who are missionaries and describe their work.</p>	<p>Research: Go online to the Archdiocesan website to learn about the Amate Program as well as other volunteer programs. Describe how their ministries are connected to mission work. Invite a volunteer to speak about his/ her experiences in his/ her ministry.</p>
<p>SR.09.33 Describe vocations in the Catholic Church as a communion of charisms as manifestations of the action of the Holy Spirit.</p>	<p>Read CCC 951. Define charisms. Describe how the baptized manifest the life of the Spirit in their various vocations. Explain how this happens in your life as a confirmed Catholic.</p>	<p>Research: Look online for two or three different religious orders. Identify the specific charism for which each community was founded. Create a chart with the name of the order and the charism. Interview a member of a religious congregation and ask him/her to give specific examples of how their charism is lived out in community and ministerial life.</p>

GOAL TEN: SENIORS

ECUMENISM AND DIALOGUE: Understand and participate in the call of the Church to be a sign of unity in the world through knowledge of and collaboration with Christian churches, Jews, Muslims and all faith traditions.

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.10.01 Identify the call of the Church as a sign of unity in relationship to all Christians.</p>	<p>Read CCC 813-816. Explain how unity is of the essence of the Church. Describe the bonds of unity that show the mystery of unity.</p>	<p>Liturgy: Invite students to identify an aspect of the Catholic liturgy they find to be a symbol of Christian unity. Examine how liturgical symbols, gestures, prayers, vestments, and so on, inform Catholics about their role in the world to help bring about Christian unity.</p>
<p>SR.10.02 Identify both theological and non-theological factors contributing to divisions in the Church.</p>	<p>Read CCC 817-819. Articulate the events of Church history that resulted in the division of the Church. Give examples of how the Church has suffered from these divisions.</p>	<p>Church Life: Identify the churches now divided from each other as a result of disputes. Describe the disputes most frequently found in current news. State whether the issues are theological or non-theological. Name the churches involved in one particular disagreement and state how the churches address the issues. Problem solve about the issue based on your observation of the evidence and your beliefs.</p> <p>Group Sharing: Invite students to reflect on examples of how wounds to unity among Christians affect the performance of sports teams, the bond in relationships, production at work and the harmony of one's community. Create suggestions for strengthening the potential for unity in each of the examples. Follow up with taking action on one or more of the suggestions.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.10.03 Show understanding that the Church accepts as brothers and sisters all who are baptized as Christians incorporated into the Body of Christ.</p>	<p>State that the Church recognizes the baptism of all Christians because they are incorporated into the Body of Christ.</p>	<p>Research: Compare/ contrast understandings of sacramental baptism and being “born again.” Clarify the Catholic understanding of sacramental baptism with the ongoing need for forgiveness and conversion. Examine how the “born again” differs from sacramental baptism.</p>
<p>SR.10.04 Identify the aim of ecumenism is to foster unity between the Catholic Church and other churches.</p>	<p>Give examples from current events showing the Church’s efforts to foster a spirit of unity among the churches through ecumenical dialogue.</p>	<p>Social Sciences: Research current events and find one local or global example of how Christian unity is fostered. Social Sciences: Explore the website of the World Council of Churches. Describe the participation of the Catholic Church. Describe the work of the World Council of Churches in relationship to the common good of society.</p>
<p>SR.10.05 Identify the requirements needed for the Church to be able to respond to the call for ecumenical dialogue.</p>	<p>Read CCC 820-821. State the work of ecumenical dialogue as the call of the Holy Spirit. Identify the requirements for responding to this call.</p>	<p>Social Sciences: Survey youth in a local Protestant church to identify concrete activities Christian youth can do collaboratively to be of better service to humankind and to the environment. Take collaborative action on a specific activity. Evaluate the accomplishments of the endeavor.</p>
<p>SR.10.06 Show understanding that all Christians are called to achieving unity through reconciliation and love.</p>	<p>Read CCC822. Give examples in recent history where Christians reach out to one another through reconciliation and love.</p>	<p>History: Research the quality and quantity of the Christian response to a recent disaster. Connect this response with the social teachings of the Catholic Church.</p>
<p>SR.10.07 Identify the areas of agreement necessary for restoring full communion amongst Christians.</p>	<p>State some elements (apostolic succession, understanding of Scripture, and the understanding and practice of the sacraments) necessary for restoring unity among Christians. Show how the Catholic Church is working toward these agreements.</p>	<p>Research: Use the Vatican website to discover the efforts made in dialogue with other Christian Churches.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.10.08 Identify Pentecostalism as a major movement with Christian roots based in the charismatic activity of the Holy Spirit.</p>	<p>Describe Pentecostalism as a movement with Christian roots and based on the founders' understanding of the charismatic actions of the Holy Spirit begun on Pentecost. Differentiate Catholic charismatic movements and the Pentecostal churches.</p>	<p>Catholic Church: Trace the origins of the charismatic renewal in the Catholic Church. Compare/ contrast Catholic charismatic renewal with other forms of the movement. Invite a charismatic Catholic to speak about the experience of his/ her expression of faith and prayer. History: Research the first World Pentecostal Conference held in Zurich in 1947. Describe the proceedings of the conference. State the development of the conference until today. Identify how the Catholic Church works with Pentecostal churches.</p>
<p>SR.10.09 Identify some of the obstacles to Christian unity dialogue in current events and situations.</p>	<p>Give examples of obstacles to ecumenical dialogue that exist in current events and situations. Explain why these are obstacles.</p>	<p>Biography: Study the life of St. Thomas Moore, examining how his disagreement with King Henry IIX led to the establishment of the Anglican Church. Research: Identify one major issue in the news that exemplifies an obstacle toward Christian unity. In a power point presentation state all the sides of the issue. Analyze the issue in light of the positions taken by the churches. State your understanding of why the Catholic Church takes a particular position in the issue and analyze it based on the data you have uncovered about the issue.</p>
<p>SR.10.10 Show understanding and appreciation for the Church's special relationship with the Jewish people.</p>	<p>Read CCC 839. Explain the relationship of the Church with the Jewish people through a common ancestry in the faith, common moral practice, and Jesus born and raised a Jew. Explain how these elements are calls to all Christians to appreciate Jews as the first recipients of the covenants.</p>	<p>Scripture: Research Elijah and John the Baptist. List as many similarities that you can find. Identify how the prophetic stance of Elijah and John the Baptist are similar/ different.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.10.11 Identify ways that Jesus drew upon the Shema, Decalogue and prophetic teachings in his teaching about love and moral living.</p>	<p>Give examples in the Gospels of Jesus using the Shema, the Law and the prophets to teach his message of self-giving love and moral living. Describe these examples as rooted in Jewish tradition.</p>	<p>Research: Read Chapter 29 from the <i>United States Catholic Catechism for Adults</i>. Identify ways that Catholics can promote a culture of life in a culture where death is permitted with legalized abortion, euthanasia and no gun control on city streets.</p> <p>Research: Research the immigration reform movement in the USA. Go online to the USCCB website to find out how the Catholic bishops are addressing this issue. State how social justice principles are being applied. Identify how Catholics and Jews are taking a stand for justice for immigrants. Examine how this is prophetic.</p>
<p>SR.10.12 Identify the fundamental differences in belief between the Church and the Jewish people.</p>	<p>Compare and contrast the fundamental beliefs of the Church and the Jewish people. State the fundamental differences in belief about God and Jesus, ritual life, and the place of the land of Israel.</p>	<p>History: Research the historical beginning of the modern State of Israel as a Jewish state established in 1948. Identify the reasons for the establishment of the State of Israel. Go online and find out how the State of Israel takes in Jewish immigrants. Identify issues around the establishment of the state in relationship to its national neighbors and the Palestinians.</p> <p>Research: Go online to the Vatican website. Find out how the Church recognizes Israel as a sovereign state and for what purpose. Describe Vatican/Israeli relations in light of the issues.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.10.13 State that the Church condemns all forms of anti-Judaism and anti-Semitism as fundamentally evil.</p>	<p>Give examples from current Church documents stating that the Church condemns all forms of anti-Judaism and anti-Semitism.</p>	<p>Social Sciences: Research the incidents of anti-Semitism in the USA. Go online to the Anti-Defamation League (ADL) website to find out about anti-Jewish activities and their impact on the Jewish communities in the USA. Examine how you might take a stand against racism. History: Research the quality and quantity of the Christian response to a recent disaster.. Connect this response with the social teachings of the Catholic Church.</p>
<p>SR.10.14 Recognize the sins of Catholics in the historical discrimination over hundreds of years against the Jewish people that led to the Shoah during WW II.</p>	<p>State the historical evidence of Catholics and other Christians discriminating against the Jewish people as a principal element that led toward the horror of the Shoah in WWII.</p>	<p>History: Research the reasons for the Shoah. Visit the Yad Vashem website to find out about the Shoah memorial in Jerusalem. Examine why the Catholic Church opposes any form of anti-Semitism in light of the history of the Shoah. Analyze the significance of honest historical account when examining this event in history. Literature: Read parts of the document of the Church: <i>We Remember: A Reflection on the Shoah</i>. Write a reflection on what you learned from this document.</p>
<p>SR.10.15 Give examples of interfaith dialogue with the Jewish people identifying elements of unity and elements of challenge.</p>	<p>Give examples from the past fifty years of the Church’s attempt to engage in dialogue with the Jewish people particularly by the popes. State the elements of unity and elements of ongoing estrangement.</p>	<p>History: Identify one of John Paul II’s efforts to establish an interfaith dialogue with the Jewish people. Explain the importance of your findings. Politics: Research the relationship between the Holy See and the State of Israel. Explain why a political agreement was important in the dialogue between Catholics and Jews.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.10.16 Identify common elements of Catholic and Jewish festivals and liturgical ritual.</p>	<p>Give examples of Catholic festivals and liturgical rituals that are rooted in Jewish liturgy. Identify common elements.</p>	<p>Culture and Liturgy: Compare Jewish and Christian religious observances based on the seasonal calendar. Interreligious Dialogue: Visit a synagogue and learn from a rabbi or teacher the liturgical elements of the synagogue. Compare/ contrast these to the setting of a Catholic church.</p>
<p>SR.10.17 Describe the Jewish community living in the United States.</p>	<p>Articulate the differences amongst Jews in America. Explain the basis for these differences. Identify major Jewish organizations. State the meaning of diaspora and the connection of Jews to the State of Israel. Explain why a beginning knowledge of the Jewish community is important in dialogue.</p>	<p>Research: Visit the Spertus Institute. Find out about the Jewish diaspora in the USA. Culture: Go online to find out about the <i>aliyah</i>. Interview a Jewish youth who has made his/ her aliyah and its importance to his/ her identity of being Jewish.</p>
<p>SR.10.18 Describe the Church’s relationship with the Muslim people as sharing the monotheistic faith common to all Jews and Christians.</p>	<p>Read CCC 841 and Nostra Aetate #3. Identify monotheism as the root of a shared faith common to Christians, Jews and Muslims. State this common root as fundamental to the Church’s relationship with the Muslim people.</p>	<p>Research: Research the Pillars of Islam. Compare/ contrast the Pillars with practices of Christian discipleship. Examine how the Pillars identify the underlying Muslim practice of submission to God. Culture: Invite a Muslim youth to talk about religious practices and family life. Examine why family life is an important place of religious practice in both Christian and Muslim family life.</p>
<p>SR.10.19 Show understanding of the Church and Muslim acknowledgement of God as Creator as identified with the faith of Abraham.</p>	<p>Articulate the common acknowledgement of Catholics and Muslims of God as Creator identified in the faith of Abraham.</p>	<p>Culture and Art: Find a rendition of the tree of the prophets of Islam. Identify who is on the tree. Compare this with the Judeo-Christian tree of prophets.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.10.20 Describe the Trinitarian creed as a basic difference in belief between Christians and Muslims.</p>	<p>State the Church’s Trinitarian understanding of God as different from the Muslim belief in the one God.</p>	<p>Missionary Activity: Evaluate practical, contemporary examples how the Christian belief in the Trinity compels Christians to act with justice and compassion within every human relationship, no matter what one’s particular belief system is (Caritas International, Catholic Charities).</p>
<p>SR.10.21 Show understanding of the Qur’an as the sacred text of Islam and the Prophet Muhammad as the founder of the religion of Islam.</p>	<p>Identify the Qur’an as the sacred text of Islam Identify the Prophet Muhammad as the one who began the religion of Islam.</p>	<p>Biography: Research the life of Muhammad ibn ‘Abdallah and the story of his call to “recite” the Qur’an. State his relationship with Jews and Christians. Explain why Muslims believe the Prophet Muhammad to be the last of the prophets. Social Studies: Research current statistics of countries and populations who are Muslim. Identify the current Muslim population in the U.S.A.</p>
<p>SR.10.22 Describe the principal aspects of the religion of Islam especially the Pillars of Islam.</p>	<p>Describe each of the Pillars of Islam as intrinsic to the Muslim way of life.</p>	<p>Research: Invite an imam to class to present the religion of Islam. Research the major holydays and religious observances particularly daily prayer. Discuss the importance of the Pillars.</p>
<p>SR.10.23 Show understanding that Muslims revere Jesus as a prophet but not as the Son of God.</p>	<p>Identify the Muslim reverence for Jesus as a prophet but not as the Son of God.</p>	<p>Literature: Read <i>Surah Maryam</i> from the Qur’an and any commentary in the book about the section. Compare/ contrast the stories in this section with stories found in the Bible. Account for their similarities and differences based on the Nicene Creed and Islamic beliefs about Abraham, Moses, Jesus, Mary, Zechariah, etc. Draw conclusion about your findings.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.10.24 Identify commonalities of moral living with Christians and Muslims.</p>	<p>Identify common elements of moral life between Christians and Muslims.</p>	<p>Research: With an imam, research the Muslim understanding of law, or <i>Shari'a</i>. Describe the origin of <i>Shari'a</i> and who interprets the law. Describe the class of legal scholars as '<i>ulama</i>' and/or <i>mufti</i> who give formal legal opinions called <i>fatwa</i>. Identify the five categories of acts or <i>ahkam</i> that are either required to be done or to be avoided by Muslims. In comparison, describe the acts to be done or avoided in the Ten Commandments.</p>
<p>SR.10.25 Show understanding of the lasting impact of the Crusades on the relationship of the Church with Muslims.</p>	<p>Identify the negative impact of the Crusades on the relationship of the Church with Muslims that still causes mistrust today. State how the Church, especially the later popes, have tried to reverse these negative realities.</p>	<p>History. Discuss the difference between triumphalism and spreading the Gospel as seen in the Crusades in how it was not sensitive to the Muslim culture.</p>
<p>SR.10.26 Show understanding and appreciation for the religion of Islam as peaceful based on the tenets of the Qur'an.</p>	<p>Give examples of Muslims who identify themselves as peacemakers in observance of the spirit and direction of the Qur'an. Explain the significance of this in light of current issues with some Islamic states.</p>	<p>Biography: Identify one or two Muslim peacemakers throughout Islamic history.</p>
<p>SR.10.27 Describe how the Church seeks to engage Muslims in dialogue to advance the common good and human solidarity.</p>	<p>Give recent examples of how the Church engages with Muslims to advance the common good and human solidarity. Compare the efforts to the Catholic social teaching. Explain why these efforts are so important in today's world.</p>	<p>Biography: Research the life of St. Francis Assisi's encounter with Muslims. Describe aspects of mutual respect.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.10.28 Show understanding of the major world religions as related to their beginnings, religious structures and rituals.</p>	<p>Identify the major world religions including their beginnings, geography, religious structures and rituals. (Atman-Brahman, Hindu, Buddhist, Zoroastrian, Sikhs, Bahai, etc.)</p>	<p>Religion and Culture: Connect the history of the early Mesopotamian religion as developed in Sumerian civilization. State the roots of this religion and the stories of Abraham. History of Religion: Trace the historical events of the development of a major religion. Identify its founder and founding period, its concept of the divine, myths/ legends, historical development, cultural impact and current societal impact. State the importance of learning about this religion in relationship to my own religious beliefs.</p>
<p>SR.10.29 Identify the Mormon religious belief as unique to the history of the United States as a non-Christian religion.</p>	<p>Describe the religious beliefs of the Church of the Latter Day Saints as stated in Joseph Smith’s <i>Book of Mormon</i>. Describe the roots of Mormon in U.S. history. State that Mormonism is not based on the Nicene Creed but that Jesus is God’s Son who will return to gather the elect on the Last Day. Identify the Mormon Temple as the center of worship with smaller churches around the globe where Mormons gather to worship.</p>	<p>Biography: Research the life of Joseph Smith founder of the Church of Latter Day Saints and the author of the Book of Mormon. Literature: Purview a Book of Mormon. Identify its literary genre and the nature of its content. History of Religion: Research an U.S. based new religion based on Christianity or other. Trace the founder and founding period, its beliefs, rituals and development.</p>
<p>SR.10.30 Show understanding and appreciation of the Catholic Church’s role in the World Parliament of Religions.</p>	<p>Describe the purpose of the World Parliament of Religions and the Catholic Church’s relationship to the Parliament. Explain why the Church sees participation in the Parliament as important.</p>	<p>History of Religion: Research the founding of the World Parliament of Religions and its first gathering in Chicago. State the mission of the organization and its principal members. State the topics discussed in the first meeting of the Parliament. Explain its accomplishments in relationship to greater tolerance of religious diversity and world peace.</p>
<p>SR.10.31 Show understanding and appreciation for the importance of knowing the faith of others as a way of confirming one’s own faith.</p>	<p>Describe how knowledge of other religions helps us to stand firmly in our commitment to the faith. Explain how this is evident in your own research.</p>	<p>Guided Reflection: Reflect on the importance of knowing faith so that, in encountering the faith of others, I am strengthened in my own understanding of what I believe.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>SR.10.32 State the major Church documents of Vatican II and post-Vatican II that guide the Church in ecumenical and interfaith dialogue.</p>	<p>Identify the major Church documents since Vatican II that guide the Church in all forms of dialogue. Explain the importance of these documents in light of Church history.</p>	<p>Research: Go to The Vatican website. Find the documents of Pope Benedict XVI. Identify any documents that refer to ecumenical or interreligious dialogue.</p>
<p>SR.10.33 Show understanding of the Church’s teaching that those who do not know Christ but who still strive to know and live in truth and holiness can be saved.</p>	<p>Read CCC 847. State that God predestines all to eternal salvation even those who do not know Christ.</p>	<p>Guided Reflection: Think about someone who you love or respect very much and who is not baptized. Write a letter to that person telling him/ her how much God loves him/ her.</p>
<p>SR.10.34 Show understanding and commitment to a Church that is on pilgrimage in constant need of renewal and reform.</p>	<p>Read CCC 853-855. Describe the Church’s ongoing need for renewal and reconciliation in order to effectively communicate the message of the Gospel. Give examples of the challenges and sins that the Church has faced in history. Describe your own commitment to joining the pilgrimage as meaningful to your life as an adult member of the Catholic Church.</p>	<p>Guided Reflection: Write a witness statement of why you continue to commit yourself to life in the Catholic Church. Identify four or five objectives that you will live out in relationship to your own openness to learning about and helping others who are not of your own race or faith.</p>
<p>SR.10.35 Show understanding that the missionary task of the Catholic Church requires respectful dialogue with those who do not accept the Gospel for the ultimate peace and happiness of others.</p>	<p>Read CCC 856. Describe how the Church requires respectful dialogue with all people especially those who do not accept the Gospel. Give examples how leaders in the Church dialogue with others for sake of the common good.</p>	<p>Catholic Church: Trace the development of the “new evangelization” spoken by Pope John Paul II as a way of renewal in the Church and revitalization of the Church’s mission to the world. Describe components of the new evangelization.</p>