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**GOAL ONE: JUNIORS**

**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>J.01.01 Show understanding that Jesus Christ is the Son of God and the Second Person of the Trinity.</p>	<p>Articulate that Jesus Christ is the Son of God the Second Person of the Trinity.</p>	<p><b>Art:</b> Research images used as Trinitarian symbols (St. Patrick shamrock, water, ice, steam, etc...) Demonstrate your understanding of one image through a diagram. <b>History:</b> Research Councils of Nicea, Ephesus, Chalcedon and Second Constantinople. State what these councils did for the Church.</p>
<p>J.01.02 Show understanding that Jesus Christ is the Son of Mary from the moment of the <a href="#">Incarnation</a>.</p>	<p>Define Incarnation. Articulate that Jesus Christ is the Son of Mary. Using John 1:1-18 identify the characteristics of Jesus Christ as the Son of God.</p>	<p><b>Research:</b> Analyze the heresies of the early Church. State arguments that people have about Jesus being only human and not divine, or divine and not human.</p>
<p>J.01.03 Articulate that Jesus Christ is true God and true man described by the Church as the <a href="#">hypostatic union</a>.</p>	<p>Define hypostatic union with use of CCC 468. State how we understand Jesus Christ to be God. State how we understand Jesus Christ to be a human person.</p>	<p><b>Scripture:</b> Find scriptural sources to help someone understand the Christian belief that Jesus is the Son of God. <b>Church History:</b> Research the Council of Constantinople of 553 and the historical context of this council. State who called the council, who participated and what the council decided about the nature of Jesus Christ.</p>
<p>J.01.04 Articulate understanding of Mary’s unique role as the Mother of God.</p>	<p>Articulate understanding of Mary’s role in God’s work of redemption through the Immaculate Conception, Annunciation, Assumption, and her role as a disciple. Locate passages in the NT that describe Mary’s role in God’s plan. Explain why the Church honors Mary.</p>	<p><b>Technology:</b> Research one apparition of Mary that you may not be familiar with. Prepare a power point presentation on your research. <b>Culture:</b> Research the many cultural faces of Mary, the Mother of God by whatever name/ title she is known. Explain the historical context for the development of the particular Marian phenomenon.</p>

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<p>J.01.05 State how Jesus affirms that we are created as good and intended for eternal union with God.</p>	<p>Describe how we are good in terms of being created in God’s image and likeness, gifted, and entrusted by God to be stewards of creation. Describe how we also need salvation and God’s mercy.</p>	<p><b>Scripture:</b> Recall that all God made is good by contrasting the two accounts of creation. Give reasons for why you think the writers presented creation as good.</p>
<p>J.01.06 Show capacity to evaluate a relationship with Jesus Christ by accepting his invitation to believe and follow him as a disciple.</p>	<p>Demonstrate ways that the student can articulate his/ her acceptance of Jesus’ invitation to follow him as a disciple.</p>	<p><b>Guided Reflection:</b> Reflect upon ministry experiences you have done in the parish or school. Describe how these experiences call you to a deeper commitment to discipleship. How am I the person I have been called to be?</p>
<p>J.01.07 Demonstrate capacity to appreciate our call to holiness.</p>	<p>Demonstrate understanding that God calls us to holiness. Identify teachings of Jesus in the Gospels that give clues to what it means to be holy: Mt 5-7; Mk 10:17-22, Mt 25; parables.</p>	<p><b>Scripture:</b> Investigate the teachings of Jesus in the Gospel of Matthew. Classify/ critique the category of the teaching. Give examples from the texts that indicate how Jesus understood holiness. Explain how holiness is important to you in your call to follow Jesus.</p>
<p>J.01.08 Give an account of Jesus’ birth, baptism, ministry, trial, Passion, Death and Resurrection.</p>	<p>Using the Gospel of Luke construct a timeline of Jesus’ life.</p>	<p><b>Scripture:</b> Contrast /compare the accounts of Jesus’ life in Luke with the Gospel of Matthew. Explain why there are differences. Create a power point or other kind of presentation identifying the critical points of Jesus’ life and ministry. Explain why you think that they are critical.</p>
<p>J.01.09 Connect Jesus’ identity with God and his mission with the Nicene Creed.</p>	<p>Articulate the Nicene Creed statements about God the Son, Jesus Christ, his Incarnation and mission.</p>	<p><b>Art:</b> Research artists’ interpretations of some of the creedal statements. Explain how these artists’ expressions help or hinder the people of their day or our current day in understanding the statements. <b>Guided Reflection:</b> Write your own creedal statement about Jesus Christ.</p>

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<p>J.01.10 Trace through the OT God’s solemn commitment to humanity of his fidelity and love expressed in the <a href="#">covenants</a>.</p>	<p>Define covenant. Identify the covenants in the OT. State how God’s covenants with Israel were signs of God’s faithfulness and love even though people sinned. Demonstrate how God’s fidelity to the covenants illuminated God’s promise of redemption.</p>	<p><b>Research:</b> Analyze current social understandings of contracts. Compare these understandings with the Sacrament of Marriage and the church’s understanding of the contract of marriage. Explain how a covenantal understanding of marriage enhances the meaning of contract.</p>
<p>J.01.11 State that the <a href="#">Paschal Mystery</a> is the sign of God’s redemptive love and forgiveness through Jesus Christ.</p>	<p>Define Paschal Mystery. Explain the meaning of the Passion, Death and Resurrection of Jesus Christ as the ultimate sign of God’s mercy and love. Explain how Jesus’ love and forgiveness on the cross is redemptive.</p>	<p><b>Drama:</b> Dramatize the stories and events of the Holy Week liturgies. Identify ways of service that emulate the idea of servant that Jesus modeled at the Last Supper. Plan an act of service you will do during Holy Week.</p>
<p>J.01.12 State how the Paschal Mystery strengthens us in things that we suffer in life.</p>	<p>Describe how the suffering and death of Jesus helps me to be willing to accept suffering in my life. Explain to someone else why we should not be afraid of inconvenience or suffering.</p>	<p><b>Research:</b> Using examples of current or recent times in U.S. Church life identify Catholics who endured suffering and even death for the sake of others. Describe and analyze the situations of the people you choose. Explain how these people inspire you in living the Christian life. <b>Culture:</b> Describe the cultural history of <i>El Día de los Muertos</i>. Compare/ contrast this with the Christian understanding of suffering and death.</p>
<p>J.01.13 Demonstrate how God’s loving plan to save us is revealed in Scripture, the Church and the liturgy.</p>	<p>Give examples of God’s revelation of salvation in Scripture, Church and liturgy. Explain how God’s revelation shows God’s love.</p>	<p><b>Guided Reflection:</b> Write your favorite scripture passages. Identify how the passages reveal aspects of God’s loving plan of salvation.</p>
<p>J.01.14 Show understanding and appreciation of God’s revelation as gift disclosed in <a href="#">salvation history</a>.</p>	<p>Read CCC 50-100. Define salvation history. Trace how God’s divine plan is revealed in human history. Identify Scripture and Tradition as the way the message of salvation history is transmitted.</p>	<p><b>Group Sharing:</b> Brainstorm moments in biblical history that tell the story of God’s Self-revelation. Draw a time line of what you recall. Explain how history helps us to see God’s plan.</p>
<p>J.01.15 State that the fullness of Revelation is reflected in the life and teaching of the Catholic Church.</p>	<p>Read CCC 748-870. Trace the Church’s understanding of God’s self-revelation in the life and teaching of the Catholic Church.</p>	<p><b>Parish Life:</b> Describe ways that the parish celebrates God’s revelation in the life of the parish through liturgy and ministry.</p>

**GOAL TWO: JUNIORS**

**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>J.02.01 Describe how redemption is mediated through the sacraments.</p>	<p>Define redemption using CCC 517. State how the sacraments mediate our redemption in Christ. Explain how the sacraments heal us spiritually.</p>	<p><b>Research:</b> Create a chart to compare and contrast the elements of each of the sacraments.</p>
<p>J.02.02 Describe the significance of signs and symbols, words and actions, singing and music, and images are inherent to the celebration of the sacraments.</p>	<p>Using CCC1145-1162, describe how signs and symbols, words and actions, singing and music, and images are essential to the celebration of the sacraments.</p>	<p><b>Art/ Media:</b> Design an artistic rendition of the signs and symbols used in the sacraments using the mediums of art or media. Design your own personal symbol or sign or ritual to share.</p>
<p>J.02.03 Identify the Sacraments of Healing.</p>	<p>State the sacraments of Penance/ Reconciliation and the Anoint of the Sick as sacraments of healing and why they are considered this.</p>	<p><b>Scripture:</b> Search for the biblical foundation of the sacraments of healing.</p>
<p>J.02.04 Articulate the theology of the Sacrament of Penance/ Reconciliation.</p>	<p>Using CCC 1441-1442, 1446, state the Church’s understanding of the Sacrament of Penance/ Reconciliation.</p>	<p><b>Research:</b> Investigate the history of the development of the Sacrament of Penance/ Reconciliation. Identify other names of this sacrament.</p>
<p>J.02.05 Identify the scriptural basis of the Sacrament of Penance/ Reconciliation.</p>	<p>Identify accounts of Jesus in the NT forgiving and giving the power to forgive.</p>	<p><b>Scripture:</b> Describe the human events Jesus used to teach about forgiveness.</p>
<p>J.02.06 State the essential elements in the celebration of the Sacrament of Penance/ Reconciliation.</p>	<p>Identify the essential elements in the Sacrament of Penance/ Reconciliation in relationship to the penitent, the minister and the words of absolution.</p>	<p><b>Drama:</b> Dramatize the Sacrament of Penance/ Reconciliation with group’s role playing each of the forms of the sacrament.</p>
<p>J.02.07 Describe the effects and implications of the Sacrament of Penance/ Reconciliation.</p>	<p>Read CCC 1442, 1468-1469, and 1496. Describe the effects and implications of Penance/ Reconciliation. Identify one item that surprises you. Identify one item that challenges you. Identify one item that gives you peace.</p>	<p><b>Guided Reflection:</b> Describe the effects of the Sacrament of Penance/ Reconciliation. Explain your understanding of conversion. Explain your understanding of solidarity as related to conversion.</p>

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<p>J.02.08 State who is the minister of the Sacrament of Penance/ Reconciliation.</p>	<p>Identify the priest as the minister of Penance/ Reconciliation.</p>	<p><b>History:</b> Trace the development of the role of the priest as minister of the Sacrament of Penance/ Reconciliation. Describe how and why the role has changed. <b>Biography:</b> Research the life of St. John Vianney. Explain why the Sacrament of Penance/ Reconciliation was important in his ministry.</p>
<p>J.02.09 Describe the importance of the seal of confession.</p>	<p>Define seal of confession. Using CCC 1457, 1466-1467, state the importance of the restrictions placed on the minister regarding confession of sins. Explain why you think that this is important.</p>	<p><b>Research:</b> Using CCC 1457, 1466-1467, state the importance of the restrictions placed on the minister regarding confession of sins. Explain why you think that this is important.</p>
<p>J.02.10 State that only serious sins are necessary to confess in the Sacrament of Penance/ Reconciliation at least once a year.</p>	<p>Compare mortal and venial sin. Describe what determines the gravity of sin.</p>	<p><b>Group Sharing:</b> Analyze CCC 1849-1864 in reference to the nature of sin. Draw conclusions about the Church’s understanding of sin in relationship to living the Christian life.</p>
<p>J.02.11 State that true sorrow or contrition for sin is a condition for reconciliation.</p>	<p>Describe the conditions for true sorrow. Explain why sorrow is inherent to reconciliation. Explain why sorrow for one’s sins is a sign of a well formed conscience. Explain how sorrow leads to the intention to change.</p>	<p><b>Biography:</b> Research the life of St. Augustine. Explain how he arrived at the Christian belief in a Trinitarian God and his movement toward conversion. Explain how Augustine’s life was a journey in faith.</p>
<p>J.02.12 Articulate the meaning and importance of regular examination of conscience especially before receiving the Sacrament of Penance/ Reconciliation.</p>	<p>State meaning of examination of conscience. Identify a guide for examining one’s consciences. Explain why it is important to examine one’s conscience regularly especially before receiving the Sacrament of Penance/ Reconciliation.</p>	<p><b>Research:</b> Find a guide for personal examination of conscience. State why this particular guide helps you. <b>Research:</b> Looking at the lives of St. John of the Cross, St. Therese of Lisieux and Mother Teresa of Calcutta, relate “Dark Night of the Soul” experiences in their lives.</p>

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<p>J.02.13 Articulate other forms of penance as a way of being reconciled with God.</p>	<p>Using CCC 1434-1439, identify other ways that we can use as a daily path of reconciliation with God and others. State how this is a consolation and way of peace for the believer. Describe how this gives us hope.</p>	<p><b>Guided Reflection:</b> Using CCC 1434-1439. Identify ways that we can use as a daily path of reconciliation with God and others. <b>Guided Reflection:</b> List steps for repentance. Give examples of Works of Mercy in action. Explore ways of conversion experienced through prayer, fasting and almsgiving.</p>
<p>J.02.14 Explain the Eucharist as a means of reconciliation.</p>	<p>Describe the participating in the Eucharist as a means of forgiveness. Read CCC 1393. Restate in your own words how proclaiming the Lord’s death also proclaims the forgiveness of sins.</p>	<p><b>Guided Reflection:</b> Reflect on why it is important for you to live your life with being reconciled to others even those who may have hurt you. Write a prayer for those who have hurt you in life.</p>
<p>J.02.15 Explain the Church’s use of <a href="#">excommunication</a> as a highly exceptional ecclesiastical practice for only grave sins and even those sins can be forgiven.</p>	<p>Define excommunication. Using CCC 1463, identify the conditions for excommunication. State who has the faculty to grant absolution. Find some examples that may result in excommunication.</p>	<p><b>Biography:</b> Research the life of someone who was excommunicated. Describe the specific reasons for the decision of the church to take this measure. State how you agree/ disagree with the decision.</p>
<p>J.02.16 Identify other forms of receiving the Sacrament of Penance/ Reconciliation.</p>	<p>Identify that communal celebrations of the sacrament are allowed in times of grave necessity. Using CCC 1483, identify those times of necessity.</p>	<p><b>Parish Life:</b> Attend a communal penance service during the season of Advent or Lent. Describe the elements of the service. <b>Interreligious Dialogue:</b> Ask your Jewish friends or family about the importance of Yom Kippur in Jewish life. Compare this communal practice to our own</p>
<p>J.02.17 Articulate understanding that only God forgives sins.</p>	<p>Using CCC 1441-1442, describe how only God forgives sins. Describe Christ’s role as Son of God in the forgiveness of sins. State how you understand God to be forgiving.</p>	<p><b>Guided Reflection:</b> Describe how you understand God to be forgiving. What surprises you or challenges you? What gives you peace about this understanding?</p>

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<p>J.02.18 Explain the theology of the Sacrament of the Anointing of the Sick.</p>	<p>Read CCC 1499-1509. Describe the theology of the Sacrament of the Anointing of the Sick. Describe how illness creates feelings of powerlessness. Give examples in your own life or in the life of a friend or family member.</p>	<p><b>Biography:</b> Research the life of Joseph Cardinal Bernardin. Explain how he looked at illness and dying. <b>Literature:</b> Read Joseph Cardinal Bernardin’s <i>The Gift of Peace</i>. Give examples from your own experiences of illness and death that rings true with Cardinal Bernardin’s reflections on illness and dying.</p>
<p>J.02.19 Identify the scriptural basis of the Sacrament of the Anointing of the Sick.</p>	<p>Identify passages in the NT that refer to the healing ministry of Jesus and of the early church.</p>	<p><b>Drama:</b> Dramatize a healing story from the NT scriptures. Explain why you think this healing was significant enough for the scripture writer to relate the story.</p>
<p>J.02.20 List the essential elements in the celebration of the Sacrament of the Anointing of the Sick.</p>	<p>Read CCC 1517-1519. Identify the words and actions that are essential to the rite of the Sacrament of the Anointing of the Sick.</p>	<p><b>Prayer Service:</b> Using the Church’s ritual for the Anointing of the Sick, plan a prayer service.</p>
<p>J.02.21 List the effects and implications of the Sacrament of the Anointing of the Sick.</p>	<p>List the effects and implications of the Sacrament of the Anointing of the Sick found in CCC 1520-1523 and 1532. Explain how the sacrament is a comfort to those who are seriously ill.</p>	<p><b>Research:</b> Compare/ contrast the Sacrament of Anointing of the Sick with Extreme Unction/ Last Rites.</p>
<p>J.02.22 State who is the minister of the Sacrament of the Anointing of the Sick.</p>	<p>Identify the priest or bishop as the ordinary ministers of the sacrament.</p>	<p><b>History:</b> Research the historical basis of the priest/ bishop as ordinary ministers of the Sacrament of the Anointing of the Sick.</p>
<p>J.02.23 Describe the rite of the Sacrament of the Anointing of the Sick.</p>	<p>Explain how the Sacrament of the Anointing of the Sick is celebrated. Identify the oil used in the sacrament.</p>	<p><b>Research:</b> In reading the rite of the Chrism Mass celebrated during Holy Week identify the oils that are blessed by the bishop. Explain how the oils are different. Identify their use and purpose in the sacraments.</p>

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<p>J.02.24 Describe the effects of the Sacrament of the Anointing of the Sick as the last sacrament of the Christian life.</p>	<p>Read CCC 1520-1525. Explain the Church's view of death in relationship to the Sacrament of the Anointing of the Sick.</p>	<p><b>Group Sharing:</b> Share a story of someone you know has received the Sacrament of the Anointing of the Sick. State how the person felt after receiving the sacrament. State how the family felt. Explain why you think that the sacrament would be important for you.</p>



**GOAL THREE: JUNIORS**

**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>J.03.01 Show understanding that being a Christian believer has moral implications.</p>	<p>State what it means to be a Christian believer. Explain how this has moral implications in terms of redemption and eternal life with God. Explain the moral implications in terms of how we relate to others and to creation.</p>	<p><b>Scripture:</b> Read the Gospel of John 2, 3, or 4. Compare/ contrast the conversion experiences of becoming a believer. Explain how following Jesus changes how you live. <b>Research:</b> Show evidence of moral teachings as presented in OT and NT Scriptures.</p>
<p>J.03.02 State how a Christian understanding of death and judgment gives us hope.</p>	<p>Read CCC 1005-1014. State the Church’s vision of death in light of our life in Christ.</p>	<p><b>Biography:</b> Research the life of Sr. Thea Bowman, SSSF. Describe how her life reflects the light of our life in Christ.</p>
<p>J.03.03 Explain the Christian understanding of judgment after death.</p>	<p>Read CCC 1020-1022. Explain the Church’s understanding of judgment after death using the story of Lazarus and the rich man in the Gospel of Luke. Describe how this story challenges you.</p>	<p><b>Art:</b> Using Michelangelo’s frescos from the Sistine Chapel, discuss how afterlife was viewed in his time. Describe how Jesus’ forgiveness of the thief on the cross in Lk 23:43 gives you hope. <b>Technology:</b> Explore on the Internet different images of heaven that are presented. Explain how these depictions are/ are not in sync with your own view of what heaven is and why. <b>Literature:</b> Read of Dante’s <i>Inferno</i>. Explain how the poem is an allegory. Describe Dante’s understanding of judgment after death within the context and culture of his time. Compare/ contrast your own point of view with Dante’s.</p>
<p>J.03.04 Describe the Church’s vision of heaven as a state of eternal union with God.</p>	<p>Read CCC1023-1029. Describe the Church’s teaching about heaven. Explain your understanding of heaven as a “state of being” and not a “place.”</p>	<p><b>Popular Culture:</b> Compare/ contrast artistic images of heaven found in art, movies, television or music, etc. Explain how these images inform your own thoughts about heaven. Discuss how images fail to fully depict the nature of heaven and why.</p>

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<p>J.03.05 Show understanding that love of God is a free choice and separation from God is a free choice.</p>	<p>Read CCC 1033. Explain how we are free to love God or to exclude ourselves from communion with God. State what this means in terms of the Christian understanding of heaven and hell.</p>	<p><b>Popular Culture:</b> Find contemporary examples of how Hell is portrayed in terms of Christian understanding. <b>Parish Life:</b> Using the corporal and spiritual works of mercy and the principles of the Catholic Social Teaching, choose a current issue and suggest ways to do a service project. Explain how the project is grounded in the social teaching of the Church.</p>
<p>J.03.06 State that God predestines no person to go to hell.</p>	<p>Read CCC1037. Define predestination. Describe the Church’s teaching on predestination.</p>	<p><b>Biography:</b> Research the life of John Calvin. Examine his view of predestination. State how Calvin’s view of predestination differs from Catholic teaching <b>Health:</b> Explore the available resources provided by LOSS or other Catholic agencies to assist in understanding suicide and its implications. Develop you own health plan including a support system for addressing depression you may experience in life.</p>
<p>J.03.07 Describe how the Christian lives the virtues of faith, hope and charity.</p>	<p>Read CCC 1812-1229. Describe the Christian virtues of faith, hope and charity. Explain how the Christian is called to live out these virtues as essential to the Christian life.</p>	<p><b>Scripture:</b> Locate passages in Scripture that describe the virtues of faith, hope and charity. <b>Art:</b> Using any media design symbols of the theological virtues. Explain your thought behind choosing the symbols. <b>Biography:</b> Research the life of Mother Frances Cabrini. Find examples of how she lived a life of virtue. Describe how her life inspires you.</p>

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<p>J.03.08 State the gifts and fruits of the Holy Spirit as the result of living the Christian life.</p>	<p>State the gifts and fruits of the Holy Spirit. Correlate the gifts and fruits with the Beatitudes. Describe what attracts you to living the Beatitudes in your life as a Christian.</p>	<p><b>Biography:</b> Research the life of a public figure who witnesses living the Beatitudes.  <b>Technology:</b> Create a power point presentation using pictures of people who are living the Beatitudes or are challenged by them.  <b>Guided Reflection:</b> Choose a gift or fruit of the Holy Spirit and discuss its importance in your life.  <b>Parish Life:</b> Remember what you were called to when you received the Sacrament of Confirmation and evaluate how you are continuing that commitment in your parish and in the Church.</p>
<p>J.03.09 Describe how the call to holiness builds up the Church and advances the Church’s mission.</p>	<p>Read CCC 2044-2046. State how the Church flourishes through the holiness of its members. Explain how the Christian advances the mission of the Church through moral living and witness.</p>	<p><b>History:</b> Research stories about the early Christian martyrs. State how their bravery became seed for the growth of the church in the Roman Empire. List a sampling of early Christian martyrs in the first four centuries of the church. Organize the names by century, popes and Roman emperors.</p>
<p>J.03.10 Show understanding that discipleship requires acceptance of Jesus’ teaching and <a href="#">conversion</a> of heart and life.</p>	<p>Define conversion. Explain how discipleship requires an understanding and acceptance of Jesus’ teaching. Describe conversion of heart and life in relationship to Jesus’ teachings. Describe how this encourages and challenges you.</p>	<p><b>Research:</b> Research the life of someone who underwent a process of conversion. Describe how the person changed and why.</p>

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<p>J.03.11 Show understanding that discipleship requires a life of prayer and participation in the sacraments.</p>	<p>Describe the life of prayer that a Christian pursues. State how the sacraments help a Christian to live a life of prayer. Identify the sacraments that are at the Christian's regular disposal to enrich and deepen a life of faithfulness to the Christian life.</p>	<p><b>Biography:</b> Research the life of Dorothy Day or Jean Donovan. State their contributions to social justice.  <b>Prayer:</b> Compare the four temperaments of prayer. Create a prayer experience using one of the temperaments.  <b>Parish Life:</b> Explore what kinds of prayer and sacrament opportunities are provided in your parish.  <b>Technology:</b> Explore on the Internet some prayers written by 20<sup>th</sup> century religious figures: Oscar Romero, Thomas Merton, Pope John Paul II, Mother Teresa of Calcutta, etc. Explain how these prayers inspire you.</p>
<p>J.03.12 Describe how the Christian lives discipleship through putting Jesus' teaching into practice particularly in service to the poor and marginalized.</p>	<p>Locate stories in the Gospel of Luke that exemplify Jesus' teaching of service to the poor and marginalized. Name a particular parable in the Gospel of Luke that invites you to serve those most in need.</p>	<p><b>Biography:</b> Research the life of Kathryn Drexel. Describe how she gave up everything to serve the marginalized in the United States. Argue for/against why sacrificing comfort in life and putting up with suffering can lead to fulfillment and joy.  <b>Parish Life:</b> Choose a particular parable in the Gospel of Luke that invites you to service those most in need. Develop a service project based on this need.</p>
<p>J.03.13 Apply meaning of natural moral law as based on human reason and human rights and duties.</p>	<p>Read CCC 1954, 1978-1979. Define natural moral law. Describe how the natural moral law is based on human understanding. Explain how natural moral law concerns human rights and duties in society. Make a list of human rights. Describe how rights are protected by society through civil laws.</p>	<p><b>Research:</b> Compare the UN Declaration of Human Rights and the US Bill of Rights and amendments to the Constitution with the principles of the Catholic Social Teachings. Make a list of human rights. Describe how rights are protected by society through civil laws.  <b>Research:</b> Identify Eleanor Roosevelt's contribution and impact on human rights.</p>

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<p>J.03.14 Differentiate social sin from personal sin and their consequences in society.</p>	<p>Read CCC 1868-1869. Define social sin. Differentiate social sin from personal sin. Give examples of social sin’s consequences in society.</p>	<p><b>Research:</b> Identify a major social issue that denies rights to people. State the underlying factors causing the abuse of human rights. Describe how the abuse is a social sin.</p>
<p>J.03.15 Show mastery of the Ten Commandments as based on God’s covenant with Moses and the Israelites in the Old Testament.</p>	<p>Define covenant. Connect the Ten Commandments with God’s covenant with Moses and the Israelites. State the meaning and purpose of each of the commandments. Identify virtues and practices for each of the commandments. Identify sins to avoid. State how the Ten Commandments underpin our living of the Christian life.</p>	<p><b>Research:</b> Create a chart to identify virtues and practices for each of the Ten Commandments. State the fundamental importance of the Ten Commandments for the moral life. <b>Liturgy:</b> Create an examination of conscience based on the Ten Commandments. <b>Interreligious Dialogue:</b> Research the meaning, customs and practices of the Jewish holiday of Shavuot. Explain how the Ten Commandments are central in Jewish life.</p>
<p>J.03.16 Show mastery of Two Great Commandments and their relationship to the Ten Commandments.</p>	<p>Read Lev 19:18 and Mt 22:37. Describe how the Two Great Commandments relate to the Ten Commandments. State why you think Jesus supported adherence to these laws. Explain how the Two Great Commandments are part of the universal call to holiness in the OT and the NT.</p>	<p><b>Scripture:</b> Using Matthew 19:16-22, state why you think Jesus supported adherence to the Great Commandments. Explain how the Great Commandments are part of the universal call to holiness in the OT and NT.</p>
<p>J.03.17 Show mastery of the Beatitudes and their meaning in Christian discipleship.</p>	<p>Read CCC 1716-1729. Explain the meaning of each of the Beatitudes. Explain how the fruits of the Beatitudes show the fullness of the Christian life.</p>	<p><b>Guided Reflection:</b> Assess how you live the Beatitudes giving examples from your actions and behaviors. Choose a specific Catholic Social Teaching principle and explain its connection to a specific Beatitude. <b>Technology:</b> Go Online to find out how Catholic Relief Services exemplifies the Catholic Social Teachings in its services. Learn what is required to become involved in this organization.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.03.18 Show understanding that the Beatitudes reveal God’s covenant in the New Testament.</p>	<p>Read CCC 1716-1719, 1726-1728, 1820. State that God’s covenant in the New Testament resides in God’s Word becoming flesh in Jesus Christ.</p>	<p><b>Scripture:</b> Compare/ contrast the versions of the Beatitudes found in Luke and Matthew. Look at the audience for these two gospels for clues in understanding the differences in the versions.  <b>Scripture:</b> Find examples in Jesus’ sermon on the mount in the Gospel of Matthew that discipleship goes beyond the letter of the law to living the fullness of its spirit.  <b>Research:</b> Read the sermon of John Paul II at World Youth Day 2001 in Toronto. Explain how he used Luke’s Sermon on the Plain as a challenge to be salt and light. Judge how the sermon challenges you.</p>
<p>J.03.19 Show understanding of the teachings of Jesus especially love of enemies, nonviolence and judgment deferred to God.</p>	<p>Find examples of Jesus’ teachings in the Gospel of Matthew that exemplifies love of enemies, nonviolence and non-judgment. State how these are challenging to us in current social issues.</p>	<p><b>Research:</b> Investigate the lives of one of the following: Cesar Chavez, Mohandas Gandhi, Nelson Mandela, Martin Luther King, Jr., Catherine De Hueck Doherty, Archbishop Desmond Tutu, or others. Identify how they reflected a philosophy of nonviolence.  <b>Research:</b> Investigate how the principles of the Catholic Social Teaching reflect nonviolence and social justice. Explain how these teachings serve as the basis of dignity.  <b>Scripture:</b> Based on Mt 7:1-5, explain the quote, “If you spend your time judging, you won’t have time to love.”</p>

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LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.03.20 Describe and apply the major themes of Catholic Social Teaching.</p>	<p>Read CCC 1877-1948, 2196-2257. State the major themes of Catholic Social Teaching. Apply the themes to current social issues and concerns.</p>	<p><b>Research:</b> Research Catholic Social Teaching from a Vatican web site. Explain how the teaching is described and explained. Explain why the Church takes these positions for today’s society. <b>Parish Life:</b> In your youth group use a social analysis tool to analyze institutional racism as it is exhibited in your neighborhood or area. Identify actions that your group can take to reduce the influence of institutional racism as you analyzed it.</p>
<p>J.03.21 State how Christian discipleship is a life of stewardship.</p>	<p>Describe how the Christian life is one of stewardship. Describe how gratitude leads to stewardship. State how you practice stewardship in your life as a disciple of Jesus.</p>	<p><b>Media:</b> Find examples that demonstrate stewardship as giving time, talent and treasure. Create a power point presentation or design a pamphlet that explains stewardship. <b>Parish Life:</b> Describe opportunities of stewardship available in your parish. Volunteer in one or more of these opportunities as a good steward.</p>
<p>J.03.22 Show understanding that Christian discipleship incorporates us into the Church’s mission of <a href="#">evangelization</a> to the world.</p>	<p>Define evangelization. Explain how every Christian is called to the Church’s mission of evangelization. Distinguish evangelization from proselytism. Explain why this is an important distinction.</p>	<p><b>Research:</b> Research the life of St. Paul of Tarsus as found in his letters and the Acts of the Apostles. Describe how Paul decided to bring the Word to the Gentiles. <b>Research:</b> Research the life of St. Francis of Assisi. Explain what he meant by saying: “Always preach the Gospel, and when necessary use words.” Give examples of how Francis lived this adage.</p>
<p>J.03.23 State how Christian discipleship implies respect for all of creation.</p>	<p>Read CCC 2415-2418, 2457. Identify how the Church views treatment of animals. Write your own personal code about treatment of animals based on the Church’s teaching.</p>	<p><b>Science:</b> Use a social analysis tool to analyze treatment of animals in mass production of animals for food consumption. State how treatment of animals relates to human health. Draw conclusions about your analysis.</p>

**GOAL FOUR: JUNIORS**

**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>J.04.01 Show understanding and appreciation for the OT as the Word of God for all Christians.</p>	<p>Read CCC 121-123. Describe how the OT is the true Word of God. Explain how Christians read and use the OT as essential to the Christian life.</p>	<p><b>Research:</b> Investigate <i>Dei Verbum</i>, the <i>National Directory for Catechesis</i>, and the CCC on revelation as the word of God. Cite passages from the documents that enlighten your understanding about the importance of the OT in living the Christian life. <b>Research:</b> Using the story of Moses’ encounter with God giving the Ten Commandments on Mt. Sinai, explain the use of the image of “the finger of God” as writing the Commandments. <b>Guided Reflection:</b> Describe your sense of God’s ever faithfulness in your life. What was the situation that led you to this sense of God? How did you feel?</p>
<p>J.04.02 Differentiate Catholic bibles from other bibles.</p>	<p>Explain the differences between Catholic bibles from other versions of the Bible.</p>	<p><b>Research:</b> Explore various Catholic bibles. Compare and contrast these to the Protestant version of the Bible. Compare and contrast to the Jewish Bible.</p>
<p>J.04.03 Show understanding and appreciation for the NT as handing on the truth of God’s Revelation through Jesus Christ especially in the Gospels.</p>	<p>Read CCC 124-125. Articulate the NT as God’s Revelation through Jesus Christ. Identify the Gospels as the heart of all the NT Scriptures.</p>	<p><b>Art:</b> Draw symbols of the evangelists. Explain their meaning. <b>Technology:</b> Present a power point of the faces of Jesus you have found from various sources. Explain how these faces depict some aspect of the character of Jesus in the Gospels.</p>



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LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.04.04 Demonstrate understanding of the unity of the OT and NT.</p>	<p>Read CCC 128-130. Describe how the Church from its earliest period referred to the content of the OT through the lens of God’s Revelation through Christ. Give examples from the NT of how First Century Christians used the OT to describe the movement toward fulfillment of the divine plan in Jesus Christ.</p>	<p><b>History:</b> Create a timeline identifying the key covenant moments in salvation history leading to fulfillment in Jesus. <b>Scripture:</b> Give examples from the NT of how First Century Christians used the OT to describe the movement toward fulfillment of the divine plan in Jesus Christ.</p>
<p>J.04.05 State the meaning of Sacred Scripture as inspired by the Spirit of God.</p>	<p>Read CCC 105-108. State the meaning of Sacred Scripture as inspired by God. Describe God’s inspiration of the authors of the books of the Bible as inherent to our understanding of Scripture as sacred.</p>	<p><b>Guided Reflection:</b> Read 2 Timothy 3:14-17, 2 Peter 1:20, 3:15-16, 1 Thess 2:13, John 20:30-31. Demonstrate how the inspiration of the Spirit is present. <b>Research:</b> Look at theories of inspiration that have been rejected by scripture scholars, such as divine dictation or exaggeration of the author’s role. Explain why these theories are inappropriate to the study of Scripture.</p>
<p>J.04.06 Show appreciation for the regular use of Sacred Scripture as a primary reference for study and prayer.</p>	<p>Read CCC 131-133. Show capacity to use the texts of Sacred Scripture as a primary source for study and prayer. Explain the importance of Sacred Scripture in the Christian life.</p>	<p><b>Prayer Life:</b> Demonstrate the impact of Scripture in your life by identifying passages that you use to give comfort or inspiration. Explain how these passages enlighten your journey in faith. <b>Popular Culture:</b> Find examples of Scripture used in the media, sports, music or movies. Explain why you think Scripture is used in these cases.</p>
<p>J.04.07 Show capacity to distinguish the four Gospels in relationship to the authors, literary structures, and historical context of the communities for which the Gospels were written.</p>	<p>Distinguish the four Gospels in relationship to authors, literary structures and historical context. State why it is important to know this information in order to understand the message of the Gospels.</p>	<p><b>History/ Literature:</b> Create a chart using a tool that compares/ contrasts the four gospel authors, historical contexts and literary structures. <b>Research:</b> Locate the Last Supper narratives in the Gospels. Compare/ contrast the details of the event in light of the intent of the writer and the audience.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.04.08 State the sources of the Gospels in terms of shared material including “Q.”</p>	<p>State the sources of the Gospels. State the relationship of the synoptic Gospels. Identify the “Q” source and its meaning. Give examples of shared material. Identify the sources used in the Gospel of John and any relationship to the sources used in the synoptic Gospels. Give examples.</p>	<p><b>Research:</b> Create a chart using a tool that shows the shared material used for each of the Gospels. Highlight differences of the synoptic gospels with the Gospel of John. Account for the differences.</p>
<p>J.04.09 Identify different translations of Sacred Scripture and original languages.</p>	<p>State the original languages of Sacred Scripture and the development of different translations in the Catholic Tradition. Describe how different translations are used. Explain the importance of having different translations in relationship to interpretation.</p>	<p><b>Language:</b> Investigate the origins of the Bible and the languages used in the texts. State the specific languages of Aramaic, Hebrew and Greek. Interview someone who speaks more than one language. Discuss the difficulty of words with more than one meaning and use of idioms. Explain the difference between dynamic translation and formal translation. State the strengths of each of these approaches in translating a text from one language to another.</p> <p><b>Interreligious Dialogue:</b> Interview a student or teacher at a Jewish school about why it is important for them to learn Hebrew and study the Bible in Hebrew. Report your findings.</p>
<p>J.04.10 Show knowledge of the Church’s understanding of the Bible as expressing truth from a contextual approach.</p>	<p>Define contextual. Read CCC 107 and 116. Explain how the Church uses a contextual approach to arrive at the truths underpinning the text of Sacred Scripture.</p>	<p><b>Research:</b> Research the life of St. Jerome and his work in translating the Bible. Explain why he translated Scripture into Latin.</p> <p><b>Guided Reflection:</b> Compare translations of the Lord’s Prayer. Explain how different translations shed light on the meaning of the prayer.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.04.11 Differentiate a literalist meaning of Sacred Scripture from contextual meaning and its implications for interpretation.</p>	<p>Define literalist meaning of Sacred Scripture. Describe the importance of contextual over literal meaning in light of science and history. Explain the importance of a broader interpretation to arrive at the underlying truths of Sacred Scripture. Give examples.</p>	<p><b>Research:</b> Create a chart that using a tool to compare the hierarchy of truths found in the Bible. Explain meaning of hierarchy used in the context of Sacred Scripture. Group Discussion: Find examples of texts in Scripture that can be misunderstood if taken literally. (ex. Mt 18:8)</p>
<p>J.04.12 Show understanding of the modern methods of Biblical criticism and their application to understanding Sacred Scripture as it was intended for the reader in a particular historical and cultural setting.</p>	<p>State meaning of Biblical criticism and how it enhances our understanding of Sacred Scripture as it was intended for the reader within the context of history and culture. Explain why this is important.</p>	<p><b>Research:</b> Give Scriptural examples of historical criticism, textual criticism, form criticism, literary criticism, redaction criticism and source criticism. Explain how these types of criticism help us to better understand the context of the text.</p>
<p>J.04.13 Show understanding that the Bible is not only about the past but how the message of Sacred Scripture is timeless and universal.</p>	<p>Describe how the message of Sacred Scripture is timeless and universal. State how we use the Bible now to find inspiration and meaning in life. Describe how the Church uses Scripture today as well as throughout its history.</p>	<p><b>Literature:</b> Read <i>Interpretation of the Bible in the Church</i>, Pontifical Biblical Commission, 1993, # 5-19. Explain what this text means in terms of how the Church interprets Sacred Scripture.</p>
<p>J.04.14 Articulate understanding and appreciation for how Catholics maintain beliefs and practices not found in Sacred Scripture.</p>	<p>Read CCC 80-83, 97. Explain how the Church uses other ways of arriving at teaching the truth. State why this is important for our understanding of God’s Revelation in Tradition. Find examples in the Biblical texts that do not apply to our current understanding of Church teachings.</p>	<p><b>Research:</b> Find examples in the biblical texts that do not apply to our current understanding of Church teachings. Account for the differences between the time of the writing and today’s current understandings.</p>
<p>J.04.15 State how the social teaching of the Church as rooted in Sacred Scripture.</p>	<p>Read CCC 953. State that the Catholic social teaching derive from Sacred Scripture. Give examples of how believers are inspired by Scripture to stand for charity and justice.</p>	<p><b>Guided Reflection:</b> Reflect on how Sacred Scripture inspires you to live a life of charity and justice. Give examples of texts that guide your life in standing for charity and justice.</p>

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LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.04.16 Explain how the NT letters shape our social conscience as Christians.</p>	<p>Read CCC 774-779, 787-796, 805-807, 824, 872, 1123 1396, 1548, 2003. Describe how our belonging to the God’s family and the Body of Christ shapes how we treat others. Find examples of this teaching in the NT letters.</p>	<p><b>Literature:</b> Identify the major themes of the social teachings of the Catholic Church as developed by the popes of the modern era and the Vatican Council II. List of the encyclicals, their authors, year of promulgation and a brief description of the social teaching found in each.</p>
<p>J.04.17 Identify the social dimensions of the Decalogue.</p>	<p>Using the <i>Catechism of the Catholic Church</i> identify the social dimensions of the Decalogue. Explain the connection between the Decalogue and the dignity of the human person. Explain how the Law of Moses protects the human person.</p>	<p><b>Current Events:</b> Find examples in today’s news that reflect the protection of human dignity as well as the destruction of human dignity. Interview a lawyer, judge or law enforcement officer about how they see people being protected.</p>
<p>J.04.18 Identify the social dimensions of the Beatitudes.</p>	<p>Read CCC 1720-1729. State how the Beatitudes express the social nature of moral choice. Give examples of this in each beatitude as expressed in Mt 5:3-12 and Lk 6:20-26.</p>	<p><b>Literature:</b> Read a novel reflecting the social nature of moral choice expressed by the Beatitudes. Describe the plot in that light. <b>Music:</b> Find hymns or music that are related to the Beatitudes. Explain how this genre inspires you to live a life based on the Beatitudes.</p>
<p>J.04.19 State the connection between the two Great Commandments and the social teaching of the Church.</p>	<p>Using Mt 23:34-40 and Lev. 19:18 state how the Great Commandments form the foundation of just treatment for Judeo/Christian understandings of justice.</p>	<p><b>Media:</b> Find examples of justice in contemporary media. Present a power point comparing the Judeo/Christian understandings based on Scripture.</p>
<p>J.04.20 State the relationship between mercy and justice using Sacred Scripture and the social teachings.</p>	<p>Identify the covenants of the OT. Explain how each of the covenants declared an aspect of God’s justice and mercy. Apply these aspects to Jesus’ teachings.</p>	<p><b>Drama:</b> Dramatize a scripture story reflecting the relationship between mercy and justice.</p>
<p>J.04.21 State the relationship between mercy and justice using Sacred Scripture and the social teachings.</p>	<p>Read CCC 2447. Find examples in Sacred Scripture showing the relationship between mercy and justice.</p>	<p><b>Parish Life:</b> Find examples in your parish/church community that show an option for the poor. If possible, participate in one of these efforts.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.04.23 Apply the moral message of Sacred Scripture and the Church’s social teaching through social action.</p>	<p>Read CCC 2448-2449. Connect the moral message of Sacred Scripture and the Church’s social teaching with taking action for the sake of others. Give examples. Explain how the Church calls us to action. Describe ways that you do this.</p>	<p><b>Research:</b> Go to the USCCB web site. Look up the pastoral letters <i>Brothers and Sisters to Us</i>, <i>The Challenge of Peace</i>, <i>Sowing Weapons of War</i>, <i>Economic Justice for All</i>, <i>A Good Friday Appeal to End the Death Penalty</i>, and <i>A Culture of Life and the Penalty of Death</i>. In small groups, select one of the documents, read it and report your findings to the whole group.</p> <p><b>Ecumenism and Interreligious Dialogue:</b> Choose a social issue and find examples of collaboration between churches and religions working together on this issue.</p>

**GOAL FIVE: JUNIORS**

**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>J.05.01 Show understanding and appreciation of God’s love expressed in the liturgy of the Church especially the Eucharist.</p>	<p>State how God’s love is expressed in the liturgy of the Church especially the Eucharist.</p>	<p><b>Parish Life:</b> If possible, participate in parish training to be a Minister of Communion. Interview a minister in your parish. Describe how this service to the worshipping assembly is important.</p>
<p>J.05.02 Show understanding of the rites and signs of the Eucharistic celebration in Sacred Scripture.</p>	<p>Trace the words, actions and signs of the Eucharistic celebration found in the OT and NT.</p>	<p><b>History:</b> Research the development of ritual actions and signs used in the Mass. Identify passages in Scripture that impact the ritual celebration. <b>Scripture/ Liturgy:</b> Using the USCCB and ODW web sites, find an article describing the text of the revised Roman Missal and its scriptural connections. <b>Parish Life;</b> Describe the symbolism of the action that takes place before the Gospel is announced and how this is connected to boldly proclaiming the Word. Give examples of how you live out the sign of peace in your daily life.</p>
<p>J.05.03 Describe the Mass as a sacrificial memorial.</p>	<p>Read CCC 1362-1372. Explain how the Mass is a sacrificial memorial.</p>	<p><b>Art:</b> Find examples of sacrifice in art. Include the sacrifices of Abraham, Melchizedek, temple sacrifice, the Crucifixion and the Last Supper. Compare the different sacrifices of the Hebrew people with the memorial sacrifice of the Mass. <b>Culture:</b> Identify memorials in your life. Describe a memorial that represents people’s sacrifice, i.e., Viet Nam Wall, Holocaust Museum, Garden stones, etc.</p>

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LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.05.04 Describe the parts of the Mass.</p>	<p>Read CCC 1348-1355. State the parts of the Mass.</p>	<p><b>Craft:</b> Develop a game or puzzle that helps others learn the parts of the Mass by putting them in order. <b>Art:</b> Draw a cartoon showing the parts of the Mass.</p>
<p>J.05.05 Show understanding and appreciation of the roles of the priest, deacon and assembly in the celebration of the Mass.</p>	<p>State the roles of the priest, deacon and assembly in the celebration of the Mass. Describe how your participation in the Mass is significant to you in your life as a Christian.</p>	<p><b>Interreligious Dialogue:</b> Visit the worship site of other faith traditions. Interview a representative of the site to get a description of their worship practices. Compare/ contrast to Catholic rites.</p>
<p>J.05.06 Differentiate the rites of the Latin Church from the Eastern Catholic Churches related to the Mass.</p>	<p>Compare/ contrast the eucharistic rites of the Latin Church and the Eastern Churches.</p>	<p><b>Ecumenism:</b> Research the development of the Eucharistic liturgies of the Eastern Orthodox Churches. Explain how the Eastern Catholic churches and the Eastern Orthodox churches are related to each other.</p>
<p>J.05.07 Describe the rite of Viaticum and its purpose in the faith journey of the Christian.</p>	<p>Describe the rite of Viaticum for the dying Christian. Explain how this is important to the faith journey of the Christian.</p>	<p><b>Parish Life:</b> Invite a Minister of Care, Hospice worker or hospital chaplain to share their experiences of the dying Christian. <b>Research:</b> Using the ritual book for bringing the sacraments to the homebound and dying, identify the elements of Viaticum.</p>
<p>J.05.08 Identify the elements of the rite of the Sacrament of Reconciliation and Penance.</p>	<p>State the elements of the rite of the Sacrament of Reconciliation and Penance.</p>	<p><b>History:</b> Research the development of the rite of the Sacrament of Reconciliation and Penance in the Latin Church. Give the Church’s reasoning for these developments. <b>Ecumenism:</b> Research the development of the rite of the Sacrament of Reconciliation and Penance in the Eastern Orthodox Churches. Compare/ contrast to the rites of the Roman Catholic Church.</p>

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LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.05.09 Describe the forms of celebrating the Sacrament of Reconciliation and Penance and the purpose for each form.</p>	<p>Identify the forms of celebrating the Sacrament of Reconciliation and Penance in individual and communal celebration. State the purpose for each of the celebrations. Describe the celebration of the Sacrament of Penance and Reconciliation in Viaticum.</p>	<p><b>Scripture:</b> Identify parables Jesus told about reconciliation.  <b>Literature:</b> Write a modern day parable for reconciliation needed in these times.  <b>Media:</b> Find examples of different forms of reconciliation as depicted in movies, music or poetry. Explain how these examples describe our need for reconciliation.  <b>Interreligious Dialogue:</b> Research the meaning, observance and practices of Yom Kippur in Jewish life.</p>
<p>J.05.10 Show understanding and appreciation of the rite of the Sacrament of Reconciliation and Penance in relationship to ongoing conversion in the Christian life.</p>	<p>Relate the celebration of the rite of Reconciliation to ongoing conversion in the Christian life. Explain how ongoing conversion is essential to Christian living. Give examples.</p>	<p><b>Group Interaction:</b> Give arguments for the question: “Can’t a person go directly to God with the help of the Church or a priest?” Explain why Catholics believe that the sacraments are true encounters with Christ.</p>
<p>J.05.11 Explain how the rite of the Sacrament of Reconciliation and Penance leads to communion in the Church.</p>	<p>Read CCC 1443-1449. Explain how the rite of Reconciliation and Penance unites the members of the Church.</p>	<p><b>History:</b> Research the Rite of Penitents in the Early Church. Give reasons for why this public form of penance was important to the community during times of persecution.</p>
<p>J.05.12 Show appreciation and understanding for how living the sacramental life of the Church leads to freedom.</p>	<p>Read CCC 1730-1742. Define freedom. Explain how the exercise of freedom is inherent to human dignity. Describe how encountering Christ in the sacraments leads to liberation and salvation.</p>	<p><b>Music.</b> Research the songs and music coming from the slavery period in the U.S. State the meaning of freedom and the source of freedom in these songs.</p>



**GOAL SIX: JUNIORS**

**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>J.06.01 Show understanding and appreciation of God’s call to be in relationship with us through prayer.</p>	<p>Identify ways in which I sense God’s call in prayer. Explain how this is important to our spiritual growth.</p>	<p><b>Group Sharing:</b> Relay a story of a time in your life when prayer was helpful. Discuss what the outcome of this prayer experience was. <b>Art/ Music:</b> Find an art object or music that leads me to prayer. Explain how this experience of seeing or listening leads to prayer.</p>
<p>J.06.02 Describe how developing intimacy and communion with Jesus Christ through prayer is essential to the Christian life.</p>	<p>State the importance of developing intimacy and communion with Jesus Christ through prayer is essential to the Christian life. Give examples.</p>	<p><b>Research:</b> Investigate saints who developed prayer styles that brought them into closer communion with Jesus. <b>Parish Life:</b> Find out if there are prayer groups in the parish who meet regularly. Join a prayer group for young people or find a prayer partner to develop the practice of prayer.</p>
<p>J.06.03 Show capacity to use Sacred Scripture as a guide for prayer.</p>	<p>Develop a prayer service or exercise using Scripture as a guide for prayer.</p>	<p><b>Scripture:</b> Identify passages in scripture that are prayers in our tradition. Create a prayer service incorporating some of the passages.</p>
<p>J.06.04 Show understanding and appreciation of the Holy Spirit in prayer particularly the liturgical prayer of the Church.</p>	<p>Describe the action of the Holy Spirit in Christian prayer particularly liturgical prayer. Give examples from the Mass that articulate the action of the Holy Spirit.</p>	<p><b>Research:</b> Research the life of St. John Chrysostum. State how St. John envisioned the action of the Holy Spirit in his writings. <b>Guided Reflection:</b> Read CCC 1091-1109. Create a chart of actions of the Holy Spirit during the Mass.</p>

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LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.06.05 Connect the life of Christian prayer with the social teaching of the Church.</p>	<p>Evaluate the effect of Christian prayer based on the social teaching of the Church. Argue for/ against Christian prayer as separate from living a life of justice.</p>	<p><b>Research:</b> Select a theme from the Catholic Social Teaching. Summarize the meaning of the theme. Write a prayer about social issues arising from that theme and take some kind of action.</p>
<p>J.06.06 Demonstrate how to conduct a particular examine based on the social teaching of the Church.</p>	<p>Develop a way to conduct one’s particular examine based on the social teaching of the Church.</p>	<p><b>Guided Reflection:</b> Select prayers that people who were or are active in social justice issues. Explain how those prayers inspire you. <b>Research:</b> Design a time line identifying major church documents that helped to develop Catholic Social Teaching.</p>
<p>J.06.07 Show understanding of the OT psalms and NT canticles based on God’s justice and mercy.</p>	<p>Find psalms that describe God’s justice and mercy. Assess the canticles of Zechariah and Mary relative to God’s justice and mercy.</p>	<p><b>Music:</b> Using a parish hymnal or missalette, find songs that are based on the psalms. Identify some of the justice themes in the words of the songs. <b>Interreligious Dialogue:</b> Research how psalms are used in Jewish liturgy.</p>
<p>J.06.08 Show capacity to use other forms of liturgical prayer of the Church.</p>	<p>Identify other forms of liturgical prayer of the Church particularly the Liturgy of the Hours. Identify other ways the Liturgy of the Hours is configured for personal prayer of the laity.</p>	<p><b>Literature:</b> Order a copy of <i>Magnificat</i>. Identify how the Liturgy of the Hours is incorporated into the prayer form. Explain how this way of approaching prayer is helpful in living out the Church Year. <b>Parish Life:</b> Participate in a Morning Prayer or Evening Prayer in your parish assembly.</p>
<p>J.06.09 Identify blessing as a form of Christian prayer that is used in the liturgy of the Church and in other prayers.</p>	<p>Read CCC 2626. Identify how blessings are used in prayer. Explain how lay people used blessings in personal and family life.</p>	<p><b>Literature:</b> Using the Ritual Book of Blessings (or other as appropriate), identify the types of blessings in the book. Identify blessings that you have never seen before. Describe how non-ordained people administer blessings and where they may do them. <b>Interreligious Dialogue:</b> Research how the idea of the sanctification of time is expressed in Jewish and Christian prayer. Examine how ‘blessing’ is the basis for prayer in Jewish life.</p>

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LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.06.10 Describe how Christians pray in communion with Mary the Mother of God.</p>	<p>Read CCC 2673-2679. Identify ways of prayer in communion with Mary. Identify your favorite Marian prayers and why you use them.</p>	<p><b>Art/ Music.</b> Find images of Mary from various cultures and mediums. Explain any symbols found with the images. <b>Prayer:</b> Plan a prayer service connected to a Marian feast. <b>Guided Reflection:</b> Using the rosary as a prayer, identify the mysteries and their relationship to Sacred Scripture.</p>
<p>J.06.11 Describe how prayer groups assist participants in developing a life of prayer.</p>	<p>Explain how prayer groups assist participants in developing a life of prayer. Give examples of prayer groups in parish or school.</p>	<p><b>Parish Life or School Life:</b> Join a prayer group. Keep a journal on what you learn about living a life of prayer.</p>
<p>J.06.12 Describe contemplative prayer as a form of prayer in which all Christians can experience.</p>	<p>Read CCC 2709-2724. Describe contemplative prayer. Identify how you can become aware of contemplative prayer in your journey with God. Explain why contemplative prayer is especially important in today’s culture.</p>	<p><b>Research:</b> Investigate the lives of Thomas Merton, St. Teresa of Avila or St. Ignatius of Loyola and how they practiced contemplative prayer. Identify the characteristics of contemplative prayer. <b>Technology:</b> Go online and investigate contemplative religious orders. Describe their prayer practices. Find some time to do one of the prayer practices during your day. <b>Media:</b> View the movie “Into the Silence,” the story of St. Bruno and the Carthusian order. Explain what you learned about the life of the monks and what “the silence” means. <b>Interreligious Dialogue:</b> Explore the website of the Monastic Interreligious Dialogue. Describe what you have learned.</p>

**GOAL SEVEN: JUNIORS**

**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>J.07.01 Show understanding and appreciation of Jesus Christ as the one who instituted the Church on the foundation of the Apostles.</p>	<p>Read CCC 763-768, 857-860. Describe how the Church teaches that Jesus Christ instituted the Church on the foundation of the Apostles. Trace this teaching in the Acts of the Apostles.</p>	<p><b>Research:</b> Look up the women mentioned in the Acts of the Apostles. Research the role of women in the First Century Rome and Greece. Surmise why the women mentioned in Acts were mentioned by name. Explain how they might have helped the Movement.</p>
<p>J.07.02 Show understanding and appreciation of the mystery of the Church in history as a visible organization and in her spiritual reality to be fully perfected upon coming of the Kingdom of God in its fullness.</p>	<p>Read CCC 769-770. Describe the mystery of the Church in its divine and human dimensions. Explain how the historical aspect of the Church as a time of pilgrimage moving toward the coming of the Kingdom.</p>	<p><b>Group Interaction:</b> In smaller sharing groups create two lists identifying the divine and human dimensions of the Church. Share the lists. Compare/contrast what has been identified on each of the lists. <b>Research:</b> Research the writings of Josephus and his role in the Roman Empire. Describe his depiction of “Chrestus” and the early Christian movement. Explain the significance of his writings about the 1<sup>st</sup> Century.</p>
<p>J.07.03 Identify the major developments of the Church in the First Century after the death of the Apostles under the Roman Empire.</p>	<p>Describe the growth of the Church during persecution by the Jewish leaders and the Roman leaders; martyrdom and its consequences; the development of the domestic church and the house liturgies; the development of local churches. Explain why a small sect became a formidable influence by the end of the First Century.</p>	<p><b>History:</b> Research the history of the Roman Empire during the First Century. Describe the emperors and their evolving position as gods in the political and social structures. State the role of the family and the <i>paterfamilias</i>. Explain how the early church communities went against the social mores in Roman cities. Evaluate how the Roman Empire both helped and challenged the growth of Christianity in the First Century. <b>Biography:</b> Research the life of St. Irenaeus. Read some of his writings. Explain how he saw the Church in relationship to the Empire.</p>

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LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.04 Identify the major developments of the Church in the Age of the Fathers of the Church.</p>	<p>Describe the role of Constantine and the movement of the Church from persecution to the religion of the state. Identify the Fathers of the Church and their role in the life of the Church. Describe the movement of worship from house churches to public worship in large churches continuing the significance of gathering for Eucharistic liturgies as the center of Christian worship.</p>	<p><b>Biography:</b> Research the life of Emperor Constantine. Describe his conversion and the development of his relationship with the Church. State his role in the Roman Empire and his contributions to its development and downfall. Describe Constantine’s influence on how the Church was organized and structured.</p> <p><b>Biography:</b> Research the life of one of the Fathers of the Church, their role in the Church and major contributions to the development of the Church.</p> <p><b>Interreligious Learning:</b> Research the development of Judaism from the destruction of the temple until the time of Constantine. Describe how festivals and worship moved from temple to synagogue and home.</p>
<p>J.07.05 Exhibit understanding of how the Fathers of the Church inculturated Scripture for Greek and Roman peoples.</p>	<p>State the influence of Greek philosophers, particularly Plato, on the movement from Jewish rootedness in Scripture to use of philosophy to understand the Trinity as one God.</p>	<p><b>Biography:</b> Research the life and writings of Plato. Describe his influence on early Christian theology through the works of Plotinus.</p> <p><b>Research:</b> Go online and research the history of paganism in the Roman Empire. Identify some of the beliefs and mythologies. Explain how paganism was not only a religion but also a political, social and economic system.</p> <p><b>Biography:</b> Research the life of Clement of Alexandria as a leader of the Church and a writer. Explain the influence of Plato on the theology of Clement.</p> <p><b>History and Culture:</b> Research the community of Christians in Alexandria and the development of Christianity in northern Africa. Research the economic and political development of northern Africa as part of the Roman Empire.</p>

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LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.06 Describe the development of the Eastern <a href="#">Patriarchates</a> from the Early Church period until today.</p>	<p>Define patriarchy. Name and locate the Eastern Patriarchates – Jerusalem, Antioch, Constantinople, and Alexandria. Describe their relationship to the Church of Rome.</p>	<p><b>Research:</b> Go Online and research one of the Eastern Patriarchates. Create a historical timeline of their development. Design a power point presentation on your findings. <b>Media:</b> Go Online and look up the catacombs of Rome. Design a power point presentation on history, photos, images, art, worship, the honoring of the martyrs, etc., that developed in the evolution of Christian honoring of the dead. Explain why this was important in the Church.</p>
<p>J.07.07 Identify the role of the Church councils in Nicea, First Constantinople, Ephesus and Chalcedon in the development of the creed.</p>	<p>State the role of the Church councils in the development of the Nicene Creed. Describe the necessity of clarifying the Church’s beliefs about the nature of God as Trinity, the relationship of the Father with the Son, and the Holy Spirit with the Father and the Son.</p>	<p><b>History:</b> Research the heresies that the councils of Nicea, First Constantinople, Ephesus and Chalcedon addressed. Explain why it was, and is, important to the Church to have a clear understanding of God is Trinity.</p>
<p>J.07.08 Describe the fall of the Roman Empire and its consequences to the Church.</p>	<p>Identify the major factors causing the fall of the Roman Empire. Describe the consequences of the collapse of Rome on the Church.</p>	<p><b>History:</b> Research the barbarian invasions using maps to trace the movement patterns of the major invasions of Europe. Identify some of the renowned leaders of the tribes. State why the tribes needed to move into Europe. Identify how the Church maintained civil order during the invasions. <b>Biography:</b> Research the life of Pope Leo the Great. Describe his life before becoming a pope and how that influenced the way he envisioned his role as pope. State his contributions to the development of the Church as a political influence during the barbarian invasions. Explain how people envisioned the papacy when Pope Leo took the title <i>pontifex maximus</i>.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.09 Describe the rise of <a href="#">monasticism</a> and its contributions to the Church and to society.</p>	<p>Define monasticism. Describe the rise of monasticism beginning in the 4<sup>th</sup> century until today. State the contributions of monastic life as it developed in the West and the East. State monastic life as a form of religious life. Give examples of their service to society as centers of education, culture and art.</p>	<p><b>Biography:</b> Research the lives of St. Benedict and his sister St. Scholastica. Describe the lifestyle of the monks who followed Benedict and the nuns who followed Scholastica.  <b>History:</b> Using a map of Europe locate major monasteries of men and women. Identify their foundation period. Explain why monastic life was a highly respected lifestyle as it developed in the first thousand years of the Church.  <b>Media:</b> Go Online and look for Monte Cassino a monastery established by St. Benedict in Italy Describe how the monastery is designed. Find out how the monks spend their days. State what <i>ora et labora</i> means in the life of Benedictine monks.  <b>Science:</b> Trace the development of crops in Europe from the 1<sup>st</sup> century to the 10<sup>th</sup>. Identify monasteries in the creation of systems of agriculture. Explain how some of these practices are used today.</p>
<p>J.07.10 Describe the missionary efforts of Christianity in Europe and the East replacing paganism with the message of the Gospel.</p>	<p>Trace the efforts of missionaries in northern Europe, eastern Europe and northern Africa. Give examples of evangelization in these countries.</p>	<p><b>Biography:</b> Research the lives of St. Patrick, St. Columban and St. Bridgid. Describe their lives as missionaries and evangelizers. State how the introduction of Christianity changed pagan cultism to a Christian based culture.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.11 Show understanding of the development of the Church in the early Middle Ages.</p>	<p>Identify the early Middle Ages from the 6<sup>th</sup> to the 11<sup>th</sup> centuries ending with the Great Schism of 1054. Trace the development of the Church in the West and the East. State the development of the papacy and the relationship of the popes with the West and with the East.</p>	<p><b>History:</b> Research the movement of the capital of the Roman Empire from Rome to Constantinople. State the significance of the move in terms of the papacy. State the significance of the move in terms of the development of the Holy Roman Empire.  <b>History/ Culture:</b> Design time lines of the development of the Church in the West and the East. Identify geographic, economic, cultural, religious and political developments that make the West and East different from each other.  <b>History/ Culture:</b> Research the social conditions of women in the Middle Ages. Give examples of how the Church advanced women during this period. Identify some women saints of this period and state their contributions to Church and society.</p>
<p>J.07.12 Show understanding of the relationship of the Church with monarchies during the Middle Ages.</p>	<p>Investigate the relationship of the Church with monarchies during the Middle Ages. Identify the strengths and weaknesses of the Church in the challenges of negotiating the growth of monarchies especially in the selection of bishops.</p>	<p><b>Biography:</b> Research the life of Frankish King Charles the Great – Charlemagne. Recount the circumstances of Charlemagne’s being crowned by Pope Leo III as Emperor of the Holy Roman Empire. Judge Leo III’s relationship with Charlemagne as beneficial and detrimental to the Church.  <b>Music:</b> Research the life of Guido d’Arezzo the inventor of written music.  <b>Biography:</b> Research the life of Pope Gregory I. State his contributions to the development of the Church especially related to liturgical reform.  <b>Music:</b> Listen to and sing church music originating in the 8<sup>th</sup> and 9<sup>th</sup> centuries. State the meaning of polyphonic music. Learn to sing some polyphonic hymns.</p>



LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.13 Show understanding of the development of religion of Islam through the Prophet Muhammad.</p>	<p>Recount the life of the Prophet Muhammad and the development of Islam. Identify the basic tenet of Islam of submission to Allah as the one God. Identify the religion of Islam as based on peace. Describe Islam’s initial relationship with Christians and Jews.</p>	<p><b>Interreligious Learning:</b> Invite an imam to the class to give a presentation on the life of the Prophet Muhammad and the religion of Islam. Articulate the common Abrahamic root of belief in one God to which Judaism, Christianity and Islam adhere.</p> <p><b>History/ Culture:</b> Trace the development of Islam in Europe and the East. Identify specific cultural contributions of Islam in these areas particularly during the “Golden Age.” State reasons for the deterioration of the relationship between Islamic rulers and the Church. Create a time line of the major events of the growth of Islam.</p>
<p>J.07.14 Show understanding of the fall of Rome in 843 A.D. its causes and implications for the Church in relationship to monarchies.</p>	<p>Describe the causes of the fall of Rome and its implications for the city and the papacy. State how the fall of Rome impacted papal relationships with monarchies.</p>	<p><b>Biography:</b> Research some of the popes during and after the fall of Rome. Describe this period of Church history in relationship to its mission.</p>
<p>J.07.15 Show understanding and appreciation for the growth of religious orders as a way to reform the Church.</p>	<p>Describe how religious orders helped to reform the Church especially in the strengthening of the papacy and less adherence to kings.</p>	<p><b>Research:</b> Go Online and find the Abbey of Cluny in France. State who established Cluny and why it was established. Describe its relationship with the papacy. State how it reformed the Benedictine tradition. Describe how Cluny helped the people living near the monastery.</p> <p><b>Biography:</b> Research the life of Abbot Odilo of Cluny. Trace Odilo’s influence on clerical reform, particularly priestly celibacy.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.16 Trace the development of the Schism of the Church splitting the Eastern Church from the Western Church and creating Orthodox Christianity.</p>	<p>Define schism. Describe the events and reasons for the Great Schism dated July 16, 1054. Identify Orthodox Christianity as a result of the Great Schism. Describe Orthodox Christianity.</p>	<p><b>Art/ Culture:</b> Research the development of iconography and its liturgical purpose in the Church of the East. State the meaning of iconoclasm. Explain who was against the veneration of icons and why. <b>Media:</b> Go Online and find icons from various European and Eastern countries. Give a power point presentation on what you learned. <b>Culture:</b> Distinguish the Julian calendar from the Gregorian calendar. Compare/ contrast the two calendars in relationship to the liturgical celebrations of the Orthodox Church and the Roman Catholic Church.</p>
<p>J.07.17 Investigate and analyze the attempts at reform of the papacy, buying and selling of offices and elimination of monarchial control.</p>	<p>Account for the struggling Church especially in the 11<sup>th</sup> and 12<sup>th</sup> centuries. Discuss the problem of the anti-popes, selection of popes and bishops by monarchies and wealthy laymen and papal exiles from Rome. Evaluate the situation of the Church at this time.</p>	<p><b>History:</b> Research the history of the Concordat of Worms in 1122. Evaluate what the Concordat did to reform the Church.</p>
<p>J.07.18 Examine and evaluate the cause and impact of the <a href="#">crusades</a> on the Church in her relationship to the world and the religions of Judaism and Islam.</p>	<p>Define crusade. State the cause of the crusades in relationship to the movement, particularly the Turks’ control of the Holy Land. Evaluate the crusades in terms of the success or failure of each crusade. Evaluate Church’s relationship with the East and the religions of Judaism and Islam after the crusades.</p>	<p><b>History:</b> Create a timeline of the crusades stating who called each of them, role of the papacy, the destinations and outcomes of each crusade. Describe the phenomenon of the <i>Reconquista</i> in relationship to the retaking of lands to Christianity through battles and enforced baptism. Evaluate the outcomes of the crusades in relationship to the Church and Jewish/ Muslim relations up to the current times. <b>Research:</b> Find news articles in papers, magazines and Online that address tensions as a result of religious and cultural wars. Give opinions about the effects of these wars on societies.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.19 Identify the major events and factors giving evidence of a growing centralized Church of the West.</p>	<p>Describe events of the 13<sup>th</sup> century in which the papacy became stronger and Christians more enlightened. Recount the Council of Rome in 1215 and its influence in strengthening the papacy and addressing problems of heresy, land ownership, education of the clergy and profiteering.</p>	<p><b>Biography:</b> Research the life of Pope Innocent III. State his contributions to the life of the Church. <b>Architecture:</b> Research the development of cathedrals based on French Gothic architecture. Go Online and find cathedrals in Europe still extant today that were built in 12<sup>th</sup> century. State how these designs contributed to a sense of Christian dominance in Europe. <b>Art:</b> Research the development of stain glass windows as part of Gothic cathedrals. Go Online and look for the rose windows. Explain how windows were used to teach people about the Christian life.</p>
<p>J.07.20 Identify the establishment of the <a href="#">mendicant</a> orders beginning in the 12<sup>th</sup> century as a major change from monastic religious life to wandering friars.</p>	<p>Define mendicant. Identify the establishment of mendicant orders by St. Dominic Guzman and St. Francis of Assisi.</p>	<p><b>Biography:</b> Research the life of St. Dominic, founder of the Order of Preachers. Describe Dominic’s vision of religious life as differentiated from the stable lifestyle of the monastic orders. <b>Biography:</b> Research the life of St. Francis of Assisi, Francesco di Bernadone. Describe Francis’ vision of religious life as he exhibited it as the <i>poverello</i>. State how his community grew in popularity because of the friars’ willingness to witness among poor people the original vision of the Christian life.</p>
<p>J.07.21 Show understanding of the development of Christian education in the Middle Ages and its impact on society.</p>	<p>Explain how education expanded in the later Middle Ages with the building of cathedrals with schools for boys attached to them. Describe how illiteracy among the general population began to change with these schools.</p>	<p><b>Research:</b> Research the development of hospitals in the Middle Ages describing who established the hospitals and those served. Explain how the hospitals were centers of research in some parts of Europe. Identify these.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.22 Describe the development of <a href="#">Scholasticism</a> in the Middle Ages and its impact on Christian <a href="#">philosophy</a>.</p>	<p>Define Scholasticism and philosophy. Describe the development of Scholasticism particularly by and St. Thomas Aquinas.</p>	<p><b>Biography:</b> Research the life and times of Albertus Magnus. State how he became acquainted with Thomas Aquinas. <b>Biography:</b> Research the life of St. Thomas Aquinas and how he influenced the development of Scholasticism in his writing of <i>Summa Theologica</i>. Find a copy of the <i>Summa</i> and peruse it. Describe the literary structure.</p>
<p>J.07.23 Describe the development of Eucharistic <a href="#">devotion</a> and other devotions especially feasts of saints and processions including the stations of the cross.</p>	<p>Define devotion. State the development of Eucharistic devotion and feast days as a way of including the laity in the celebrations of the Church Year. Describe the stations of the cross, the crèche, the rosary as ways to teach largely illiterate people about Sacred Scripture and their faith. Explain how holydays of the liturgical calendar became holidays.</p>	<p><b>Media:</b> Research devotions to Mary. Create a power point presentation on a particular cultural devotion to Mary that began in the Middle Ages. <b>Research:</b> Find information about pilgrimages. Explain what their purpose was, who participated and why. Go Online and look for the Santiago pilgrimage in Spain. Describe what you learned. <b>Research:</b> Research how the Mass was celebrated in the Middle Ages. Compare/ contrast to today’s celebration of the Eucharist.</p>
<p>J.07.24 Describe the Avignon papacy and its impact on the life of the Church.</p>	<p>Investigate the Avignon papacy and its impact on the life of the Church. Explain how the anti-popes came into existence. Explain how the problems of false popes were resolved through use of councils.</p>	<p><b>Biography:</b> Research the life of St. Catherine of Siena. Describe her influence on Pope Gregory XI. State the outcomes of Gregory XI’s return to Rome. <b>Science:</b> Research Black Death and its impact on Europe during the Middle Ages. State the scientific causes of the Bubonic Plague and its solution.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.25 Describe the rise of <a href="#">lay movements</a> in the life of the Church and their purpose.</p>	<p>Define lay movements. State lay movements as they developed in the Middle Ages, i.e., the Beguines, the Brethren of the Common Life, etc. Explain the significance of the movements during a time of laxity in the Church. Identify some modern lay movements and their purpose.</p>	<p><b>Biography:</b> Research the life of St. Elizabeth of Hungary.  <b>History:</b> Research the Oratory of Divine Love and describe its purpose. State the meaning of oratory. Describe how oratories help lay people to learn forms of prayer during a time in the Church when attending Mass was a “social” affair. Describe the purpose of bells during the liturgy.  <b>Research:</b> Identify the Renaissance Period of the late Middle Ages and its characteristics. State how renaissance thinking changed social and cultural understandings of society. Describe benefits and abuses occurring in the Church during the Renaissance.</p>
<p>J.07.26 Describe <a href="#">humanism</a> as related to <a href="#">Christian humanism</a> and its impact on intellectual growth through scientific discovery, invention, exploration and education.</p>	<p>Define humanism. Relate the phenomenon of Christian humanism to humanism. Describe benefits and detriments and for the Church and society. State how humanism contributed to excesses in the life of the Church.</p>	<p><b>Biography:</b> Research the Medici popes. Describe their contribution to Christian humanism. Describe the abuses of the papacy and cardinals during this period. Discuss the sale of indulgences and taxation as ways of raising money for these excesses and its impact on the people.  <b>Biography:</b> Research the life of Desiderius Erasmus. Explain why he is identified as a Christian humanist. State his criticisms of the church.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.27 State the relationship between the Church and the Holy Roman Empire and its consequences in the 15<sup>th</sup> century.</p>	<p>Describe the relationship between the Church and the Holy Roman Empire in the 15<sup>th</sup> century during the reign of King Charles VIII of France and Pope Leo the X. Describe the Concordat of Bologna and its effect on the papacy. Identify the Hapsburg Holy Roman Emperors and their relationship to the papacy.</p>	<p><b>History:</b> Investigate the phenomenon of the Inquisition as it developed particularly during the Renaissance. Explain who benefited and how these practices were against human dignity. Critique human torture in light of what you learned about the Inquisition. <b>Media:</b> Research the development of the printing press and how it was used to inform the public in Europe because of its capacity for mass production. Compare the effects of media on the public today and the 15<sup>th</sup> century production of pamphlets to sway public opinion.</p>
<p>J.07.28 State the reasons why reform was needed in the Church.</p>	<p>Give the major reasons for the need for reform in the Church by the end of the 15<sup>th</sup> century.</p>	<p><b>History:</b> Investigate the Spanish Inquisition and its impact on Jews and the Moors. State the role of King Ferdinand of Spain in the Spanish Inquisition.</p>
<p>J.07.29 State the factors that began the Protestant Reformation in Germany as related to Martin Luther’s critique of the excesses of the Church.</p>	<p>Identify Martin Luther’s questions and theological proposals that critiqued the excesses of the Church and led toward the Protestant Reformation. State the meaning of his theological understanding of “only scripture” and “only faith.”</p>	<p><b>Biography:</b> Research the life of Martin Luther. Explain his relationship to the Church before and after his posting of the “95 Theses.” State whether you think Martin Luther did or did not want to start his own church and why. <b>History:</b> Give an account of the German Reformation and its outcomes for the rest of Europe. Describe how the Peasants’ Revolt contributed to the development of Lutheranism as a distinct Christian church.</p>
<p>J.07.30 Trace the development of the Protestant Reformation in its main leaders throughout Europe.</p>	<p>Describe the development of the Protestant Reformation, its main leaders in the countries most impacted by the Protestant Reformation.</p>	<p><b>Social Analysis:</b> Use a social analysis tool and describe how state religion empowers one group and disempowers another. Give opinions about the strengths/ weaknesses of state religions. State how this weakens the integrity of any religious institution.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.31 Differentiate the Catholic Church from the major Protestant churches as a result of the Protestant Reformation.</p>	<p>Differentiate the Catholic Church from the major Protestant expressions of Christianity. Identify the churches in USA today that have their beginnings in the Protestant Reformation.</p>	<p><b>Ecumenism:</b> Trace the major Protestant reforms that occurred in the 16<sup>th</sup> – 17<sup>th</sup> centuries. State who began the reform and why. Trace the development of the reform from its inception until the present. Describe the relationship of this reform with the Catholic Church today. <b>History:</b> Design an historical time line of the different Protestant denominations in Europe.</p>
<p>J.07.32 Trace the development of the Catholic Reformation in the 16<sup>th</sup> century in the Council of Trent, new religious orders and the reform of the papacy and clergy.</p>	<p>Recount the development of the reform of the Catholic Church known as the Catholic Reformation in the 16<sup>th</sup> century. Identify the major factors of the Catholic Reformation.</p>	<p><b>Biography:</b> Research the life of St. Ignatius of Loyola and his founding of the Jesuits. Describe the mission of the Jesuits. Go Online and look for information about the Jesuits and their ministries today. <b>Biography:</b> Research the life of St. Charles Borromeo. Explain how he was a leader in the Catholic Reformation and his contributions to Church reform. <b>Biography:</b> Research the life of St. Teresa of Avila and her reform of the Carmelite Order. Explain why she was given the title Doctor of the Church centuries after her death. <b>Biography:</b> Research the life of St. John of the Cross and his reform of the Carmelite Order. <b>Biography:</b> Research the life of Pope Paul III. Explain why he called the Council of Trent</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.33 State the world missionary movement begun during the reformation period and its impact on cultures and religions.</p>	<p>Trace the growth of the missionary movement in the 15<sup>th</sup>–17<sup>th</sup> centuries. Identify the major areas of movement in the Americas, Africa, China, Japan, the Philippines and India. State the cultural and religious implications.</p>	<p><b>History:</b> Trace the development of colonialism and slavery during the 15<sup>th</sup> – 17<sup>th</sup> centuries. Explain how and why slavery became institutionalized and its impact on the indigenous populations of the Americas and Africa. Explain how missionaries contributed to colonialism and slavery and how they abhorred these realities.</p> <p><b>History:</b> Recount the origins of the French Revolution and its impact on the Catholic Church in France.</p> <p><b>Biography:</b> Research the life of St. Peter Claver and his ministry to Africans in America.</p> <p><b>Biography:</b> Research the life of Matteo Ricci, SJ, and his efforts to evangelize China. Describe his approach of inculturation and its impact on culture.</p> <p><b>History:</b> Trace the development of nationalism and the rise of state churches in Europe. Explain how this impacted the Catholic Church and her relationship to Europe, particularly Spain and Italy.</p> <p><b>History:</b> Research the foundation of the Ursulines in France and the founder. State the mission of the order. Describe the historical context of France at the time of the foundation.</p>
<p>J.07.34 Show understanding of global colonialism during the 15<sup>th</sup> – 17<sup>th</sup> centuries through social analysis of monarchial governments and religious institutions.</p>	<p>Use a social analysis tool to analyze the impact of global colonialism by monarchial powers and the Church on the colonizers and the indigenous peoples. Describe how colonialism was designed to enrich one group and disempower another.</p>	<p><b>History:</b> Describe the growth of slavery during the colonial period and its purpose. Describe the Church’s collusion in global slavery during this period especially in the use of papal bulls.</p> <p><b>Social Analysis:</b> Describe how the American colonies developed the institution of slavery as related to the social phenomenon of races. Analyze the factors of slavery and their impact on colonial economy.</p>



LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.35 Describe the United States as mission territory in the 15<sup>th</sup> – 19<sup>th</sup> centuries.</p>	<p>State the United States as mission territory in the founding period and through the 19<sup>th</sup> centuries. Trace the development of the missionary movement of the Catholic Church in the U.S.A. and its impact on culture and politics.</p>	<p><b>History:</b> Research the Jesuit missionary work in the North America. State who the Jesuit leaders were and their contribution to geographic, cultural, religious and political aspects of the their work. Identify the North American martyrs and their missionary work.  <b>Biography:</b> Research the life of St. Kateri Tekakwitha. Describe her significance to Native American Catholics today.  <b>Biography:</b> Research the life of Fr. Augustus Tolton. Explain why he had to leave the U.S. in order to become a priest. State why he was sent back to the U.S.A. to serve as a priest. Describe his life upon his return to the U.S.  <b>Biography:</b> Research the life of St. Josephine Duchesne. Explain how she escaped slavery. Analyze why a Catholic family would own slaves during the time of Josephine’s life. Give you viewpoint about this situation.</p>
<p>J.07.36 Trace the development of new religious congregations in terms of their mission and ministries of education, health care and social work.</p>	<p>Identify new religious congregations and their mission to North America particularly. Explain how they served the poor and destitute immigrants through education, health care and social work. Distinguish these congregations from the religious orders of Europe.</p>	<p><b>Biography:</b> Research the life of Mother Kathryn Drexel and her work among the poor of the West. Name the religious congregation she founded and its mission.  <b>Biography:</b> Research the life of St. Mother Theodore Guerin and the religious congregation she founded. Describe her contribution to the mission of the Church.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.37 Identify the Age of Enlightenment and its impact on the Catholic Church.</p>	<p>Describe the major characteristics of the Age of Enlightenment and its impact on the Church. Explain why these characteristics are associated with the concept of enlightenment. Explain their importance.</p>	<p><b>History:</b> Research post-revolutionary France and its impact on the Church.  <b>History:</b> Define rationalism, scientific model of research and Deism. Identify the major influencers of the Enlightenment: Descartes, Voltaire, and Rousseau. Describe their contributions to enlightenment thinking.  <b>Social Analysis:</b> Use a social analysis tool and analyze the impact of the ideas of rationalism on European and American societies. Describe how white men were/ were not favored in this phenomenon. Draw conclusions about how rationalism impacts Western society today.</p>
<p>J.07.38 Describe the state of the Catholic Church globally during the 19<sup>th</sup> century and how this impacted the establishment of the Vatican as a sovereign state.</p>	<p>State how the Catholic Church interacted with society during the 19<sup>th</sup> century.</p>	<p><b>Social Analysis:</b> Use a social analysis tool and analyze the impact of the European, Russian and American revolutions on society from the 18<sup>th</sup> to the 19<sup>th</sup> centuries. Draw conclusions from the analysis.</p>
<p>J.07.39 Show understanding of the development of the use of the Bible and its impact on Catholic and Protestant reforms.</p>	<p>State how the Bible translations and mass production changed the use of the Bible in society. Describe its impact on Protestantism and Catholicism during the 18<sup>th</sup> and 19<sup>th</sup> centuries. Describe how scripture in the hands of the people led to researching the sources, languages and literary structure and meaning of the text.</p>	<p><b>Social Analysis:</b> Use a social analysis tool and analyze how the translating the Bible into vernacular languages impacted both Protestantism and Catholicism.  <b>History:</b> Describe the Romantic Era in European and U.S. history. Explain why this period of history is called “romantic.” Identify leading romanticists and their contribution to social thought.  <b>Literature:</b> Read a novel from the Romantic Era. Describe societal norms during this period.  <b>Biography:</b> Research the life of John Cardinal Newman. Explain how his conversion to Catholicism impacted the social view of Catholics in the British Empire.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.40 Describe how the Protestant evangelical movement and the phenomenon of <a href="#">revivalism</a> developed in the 19<sup>th</sup> century and its impact on culture.</p>	<p>Define revivalism. Describe the Protestant missionary movement in the U.S., Africa, India and China. Describe revivalism in the context of the missionary movement. Identify characteristics of God in these movements.</p>	<p><b>Biography:</b> Research the life of John Mormon and his establishment of the Church of the Latter Day Saints. Identify characteristics of the religion. Explain why the religion is not based on a Trinitarian understanding of God. Identify the Book of Mormon as the sacred text of the religion. <b>Music:</b> Look for CDs of music sung by the Mormon Tabernacle Choir. Research the history and purpose of the choir.</p>
<p>J.07.41 Show understanding of the Church’s new missionary movement in the 19<sup>th</sup> century.</p>	<p>Identify the Church’s missionary movement in the 19<sup>th</sup> century as a burgeoning of growth in the Catholic Church in Africa, Asia, India, China and the Pacific Islands. State how these movements advanced education and development in some countries and misunderstanding and persecution in others.</p>	<p><b>History:</b> Research the development of new Catholic missionary societies in the 19<sup>th</sup> century. Describe how missionary orders revived vocations in the Church. Describe the work of one of these missionary orders. <b>Biography:</b> Research the life of St. Paul Miki and why he and his companions were canonized in 1862.</p>
<p>J.07.42 Show understanding of the Industrial Age and the Church’s expansion in her service to laborers.</p>	<p>State the characteristics of the Industrial Age in relationship to mass production and the market system related to treatment of laborers. State how the Church helped the laborer through the development of parish life and social services.</p>	<p><b>Social Analysis:</b> Use a social analysis tool to analyze the effects of industrialism in society. Describe the benefits in relationship to the market and the weaknesses in relationship to jobs, the environment, classism and racism during the 19<sup>th</sup> century. Draw conclusions about industrialism in terms of social and environmental impact. <b>History/ Culture:</b> Trace the labor movements and the development of labor unions in the City of Chicago and other cities. Explain how and why the Catholic Church became involved in these movements. Describe how parish life was a place of social activism. <b>Research:</b> Research the establishment of the Salvation Army and its mission.</p>

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LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.43 Identify the purpose and outcome of the First Vatican Council especially the declaration on papal infallibility.</p>	<p>Describe the purpose and outcome of the First Vatican Council. Explain why Pope Pius IX saw the need for a council, the first since the Council of Trent. Identify the major outcomes of the Council as strengthening of papal authority through its declaration of papal infallibility. State why the council was never formally closed.</p>	<p><b>History:</b> Trace the development of the papal states from their beginnings until the establishment of the Vatican as a sovereign state. Explain why Pope Pius IX established Vatican City. <b>Technology:</b> Go Online and look up Vatican City. State the dimensions of the city and its major buildings. Look up the papal residence and how it is used. Describe how the city is protected. Describe Pope Benedict XVI's current efforts to change the energy sources to green energy.</p>
<p>J.07.44 Show understanding and appreciation of papal leaders from the time of Pope Pius IX as changing the image of the Catholic Church from one of dominance and power to service and invitation.</p>	<p>State the popes from the time of Pope Pius IX and how they have changed the image of the Church. State Pope Pius IX's opposition to slavery especially in the United States.</p>	<p><b>History:</b> State how and where Pope Pius IX established dioceses in mission territories. Describe how establishing dioceses strengthens the Church in her offices of governing, teaching and praying. <b>Music:</b> Listen to a collection of the slave songs originating in the U.S. South and describe their underlying meaning.</p>
<p>J.07.45 Show understanding and appreciation of the life and contributions of Pope Leo XIII as related to the rights of workers.</p>	<p>Describe Pope Leo XIII's attempts to reconcile the Catholic Church with European governments especially Germany. Describe his efforts to diminish anti-Semitism in Europe. State how he tried to influence modern states in protecting workers' rights through his papal encyclical <i>Rerum Novarum</i>.</p>	<p><b>Literature:</b> Read the Pope Leo XIII's papal encyclical <i>Rerum Novarum</i>. Identify time of writing, literary genre, and Leo's ideas of the Church in relationship to social issues and the world. <b>History:</b> Look up the apostolic Congregation of the Sisters of St. Agnes founded by Fr. Caspar Rehr in the United States. State the mission of the congregation and why Fr. Rehr appealed to Pope Leo XIII to allow him to establish a community of sisters as catechists and teachers. Describe the work of the sisters today in comparison to their founding period in 1858.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.46 Describe the work of Pope Benedict XV during World War I.</p>	<p>Identify the reign of Pope Benedict XV as besieged by the growing tensions in Europe leading to World War I. Describe Christian patriotism on both sides of the warring nations. Describe how Pope Benedict XV worked for peace and compromise among the European nations and his failure to achieve this.</p>	<p><b>History:</b> Describe one of the outcomes of WWI in terms of the rise of socialism and communism throughout Europe. State the impact on the Catholic Church and Christianity in socialist and communist countries.</p> <p><b>Biography:</b> Research the lives of Karl Marx, Friedrich Engels and Leo Trotsky. State how these men came to the ideas they promoted to end capitalism in eastern Europe and Russia. State the antagonism against the Christian churches, particularly Orthodox and Catholic churches. Describe how governments used their ideas to develop socialist and communist governmental systems. Go Online and do a pictographic power point presentation on the lives of one of these men.</p>
<p>J.97.47 Describe Pope Pius XI's efforts to save the Vatican State from being swallowed by Mussolini's totalitarian regime.</p>	<p>Identify the work of Pope Pius XI as an effort to save the Vatican from external regimes: Mussolini and Hitler. Explain why he signed the Lateran Treaty in 1931 and then broke with Mussolini. State his break with Hitler with the encyclopaedia <i>Mit Brennender Sorge</i>.</p>	<p><b>Biography:</b> Research the life of Mussolini and his rise to power in Italy. State how Italy became a totalitarian state and the outcomes of Mussolini's military state. Go Online and create a pictographic power point presentation on the life and demise of Mussolini.</p>
<p>J.07.48 Describe the work of Pope Pius XII during World War II.</p>	<p>Identify the reign of Pope Pius XII as an intellectual who wrote encyclicals promoting the unity of the Church. State how Pope Pius XII tried to promote peace and stability in Europe during the rise of Hitler and WWII. Explain how he saved the Vatican especially by appealing to Hitler's appreciation for the arts. Critique Pope Pius XII's efforts to save the Jews.</p>	<p><b>Biography:</b> Research the life of Pope Pius XII. State how he led reform in the Church by writing encyclicals especially <i>Mystici Corporis</i>.</p> <p><b>History:</b> Research Hitler's ideations of the Jews and his "final solution" resulting in the Holocaust. State how German Catholics were implicated in the "final solution" and how Pope Pius XII tried to save Jews in Italy from deportation and death.</p> <p><b>Biography:</b> Research the lives of Catholics who resisted Hitler's Final Solution of the Jews.</p>

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LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.49 Describe the life and work of Pope John XXIII in the inauguration of the Second Vatican Council.</p>	<p>State how Pope John XXIII led the renewal of the Catholic Church to <i>ajournamento</i>; the beginning of a new day. Describe the election of Pope John XXIII to the papacy. Recount John XXIII’s call for an ecumenical council.</p>	<p><b>Biography:</b> Research the life of Pope John XXIII as a church leader during both world wars. <b>Literature:</b> Read Pope John XXIII’s encyclical <i>Pacem in Terris</i>. Describe what he was calling the Church and the world to do. <b>History:</b> Recount the fall of Russia and the creation of the U.S.S.R. under Joseph Stalin. State how Orthodox and other Christian churches suffered from Stalin’s repression of religion.</p>
<p>J.07.50 Show basic understanding of the Second Vatican Council as a pastoral council and not a dogmatic council.</p>	<p>State the message and call of Pope John XXIII at the opening of the Second Vatican Council. State that the Second Vatican Council was the largest gathering of Church delegates from around the world in all of church history. State that the Council also had ecumenical guest representing some of the Protestant and Orthodox churches. Describe the importance of such a gathering.</p>	<p><b>Literature:</b> Read Pope John XXIII’s opening address to the Council: “Rejoice, O Mother Church.” State John XXIII’s vision of the Church. <b>Social Analysis:</b> Use a social analysis tool to critique institutional racism in all its forms as it has developed over the past 400 years. From using human reasoning develop arguments for how racism destroys human culture.</p>
<p>J.07.51 Describe the outcomes of the Second Vatican Council addressing all aspects of Church life including its relationship to the world.</p>	<p>State that the Second Vatican Council approved documents that called for renewal and change in all aspects of Church life including its relationship to the world. Describe some of the changes called for by Vatican II.</p>	<p><b>Literature:</b> Identify the major documents of the Second Vatican Council. <b>Social Analysis:</b> Research the organization Pax Christi. Analyze their vision of nonviolence. Design a statement of nonviolence.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.07.52 State the Pope Paul VI closed the Second Vatican Council after the death of Pope John XXIII and began the implementation of the Council reforms.</p>	<p>Describe Pope Paul VI as the one who closed and implemented the vision of Vatican II.</p>	<p><b>Biography:</b> Research the life of Pope Paul VI. Describe his leadership in the Church as the first pope to visit the Americas <b>Literature:</b> Read Pope Paul VI’s encyclical <i>Populorum Progressio</i>. Describe what he asked nations to do for the world’s poor. Literature: Read Pope Paul VI’s encyclical <i>Humani Vitae</i>. Outline the text. Identify the major outcomes of the encyclical. State the role of conscience in the text.</p>
<p>J.07.53 Show understanding of Pope John Paul II’s role in implementing the vision of Vatican II by his call for a new evangelization.</p>	<p>State meaning of a new evangelization. Compare/contrast to previous understandings of evangelization in the history of the Church and of evangelism in the Protestant churches. Explain why a new evangelization is necessary in the Church today.</p>	<p><b>Biography:</b> Research the life of Pope John Paul II. Describe his significance as a leader of the Church and a world leader. Describe how his identification with the suffering of the Polish people impacted his commitment to justice and human dignity. <b>Social Analysis:</b> Use a social analysis tool to critique atheistic communism in light of the Catholic social teaching. Name countries that still are communist governments.</p>
<p>J.07.54 Evaluate how the Church’s ongoing struggle to reform recreates the possibility for a renewed presence of the Body of Christ in the world.</p>	<p>Read CCC 769. Compose a reflection on the Church as a Pilgrim People moving through the suffering of this time to the fullness of redemption. Defend why you want to be part of a Church that struggles.</p>	<p><b>Guided Reflection:</b> Write a personal reflection on how you perceive your common journey with the Church in the process of conversion and renewal.</p>

**GOAL EIGHT: JUNIORS**

**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>J.08.01 Show understanding and appreciation of parish life as a way of living discipleship in Christ.</p>	<p>Show capacity to articulate how parish life is a way of living discipleship in Christ. Give examples of how the student lives Christian discipleship by participation in the life of the parish.</p>	<p><b>Scripture:</b> Read Acts 2:42. Outline the early Christians’ way of becoming a disciple. Find examples of these forms of discipleship in your parish/ church today.</p>
<p>J.08.02 Relate actions taken in the parish with missionary endeavors engaged on the basis of the Catholic Social Teaching and justice.</p>	<p>Give examples of how the parish engages in missionary efforts as a response to the Catholic Social Teaching and justice. Give examples of how the student lives Christian discipleship by participation in missionary endeavors as a member of the parish.</p>	<p><b>Research:</b> Find a parish calendar. Identify the missionary endeavors and activities. Read the latest issue of the Catholic New World. Identify examples of missionary work in the archdiocesan news.</p>
<p>J.08.03 Exhibit signs of measuring success in life based on Christian discipleship and service rather than only self-interest.</p>	<p>Identify how commitment to Christian discipleship lived in the parish is a way of measuring success in life. Give examples in personal life that indicate this awareness emerging as a way of life.</p>	<p><b>Guided Reflection:</b> Reflect on activities in your daily life. Identify success in terms of Christian discipleship and in terms of an American culture based on self- interest. <b>Research:</b> Research the life of a modern Christian who exemplifies someone who had a conversion experience from self-interest to discipleship. Give examples of each category.</p>
<p>J.08.04 Show understanding of the organizational structure of the parish and who serves in them.</p>	<p>Identify the parish organizations and who serves in them.</p>	<p><b>Parish Life:</b> Research one parish organization by interviewing the person currently responsible for heading the organization. State the duties of the organization’s leader. Describe why the person feels called to serve in this capacity. Write a thank you not to the organization thanking them for what they do in the parish.</p>



LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.08.05 Demonstrate comprehension that the center of parish life is Christian holiness for all of its members.</p>	<p>Describe how ordinary members of the parish exhibit holiness by their participation in the life of the parish. Explain how someone else’s journey toward holiness in God inspires you.</p>	<p><b>Guided Reflection:</b> Reflect on how someone else’s journey toward holiness in God inspires you. Write a letter to that person and tell them how he/ she inspires you.</p>
<p>J.08.06 Describe how parishes have flaws but Christian virtue and holiness transcend these limitations.</p>	<p>Describe some of the limitations experienced in parish life. Describe how Christian virtue and holiness does not depend on external issues. But rather on interior values practiced by each member.</p>	<p><b>Parish Life:</b> Research the history of your parish. Discuss current issues that have impacted your parish (i.e., economy, sexual abuse, parish transitions, immigration, changing demographics) Describe how parish leaders and members respond to these challenges. <b>Scripture:</b> Find examples in the NT of the apostles who had limitations but went beyond the failures to find fulfillment in Christ.</p>

**GOAL NINE: JUNIORS**

**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>J.09.01 Show understanding and appreciation that the Church is the Body of Christ in the world and the Christian’s vocation as continuing Christ’s mission.</p>	<p>Read CCC 732, 737-739, 747. Describe how the Church represents Christ in the world through each of her members. Explain how one’s vocation in the Church continues Christ’s mission.</p>	<p><b>Guided Reflection:</b> Define vocation as found in the CCC and the USCCA. Explain how one’s vocation in the Church continues Christ’s mission. As you discern your vocation, how would you see it as extension of Christ’s mission in the world?</p>
<p>J.09.02 Exhibit understanding of the Christian’s encounter with Christ in living God’s call.</p>	<p>Read CCC 1741-1742. Describe the Christian life as an encounter with Christ. Give examples of how this is evidenced in your life and in the vocation you are discerning.</p>	<p><b>Group Sharing:</b> Discuss evidence of your encounter with Christ in your life and the vocation you are discerning. Discuss obstacles to living your religious convictions in a dominantly secular culture.</p>
<p>J.09.03 Show understanding of Church as the temple of the Holy Spirit at work in the members.</p>	<p>Read CCC 797-801. Describe how the Holy Spirit is the living principle of the Church and acts in each of her members. Relate this to how the Christian understands his/ her vocation in the Church.</p>	<p><b>Parish Life:</b> Describe how the Christian understands his/ her vocation in the Church. Find examples of vocations lived by members of the parish. Describe how the Holy Spirit works through these examples.</p>
<p>J.09.04 Show understanding of the image of the Church as the bride of Christ.</p>	<p>Read CCC 796. Describe the Church’s understanding of herself as the bride of Christ. Relate this image to the head and the members. Relate this to how the Christian understands his/her vocation in the Church.</p>	<p><b>Guided Reflection:</b> Find an expression of the Bride of Christ in art, music or liturgy. Relate the image to the head and members of the Church. Explain how this image relates to Christian vocations in the Church.</p>

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LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.09.05 Identify the laity as the baptized members of the Church who live various states of life.</p>	<p>Read CCC 897-913. Identify the laity as baptized members of the Church. State the various states of life that the laity live in the Church and in the world. Give examples.</p>	<p><b>Research:</b> Identify examples of consecrated lifestyles lived by the laity. Explain how these people live a distinct lifestyle as described in CCC 914-933. How do these people inspire you? <b>Biography:</b> Research the life of John Boyle O’Reilly as a witness to his baptismal call. How does his life inspire and challenge you?</p>
<p>J.09.06 Show understanding that some of the laity work full time for the Church.</p>	<p>Identify ministries and works that the laity do for the Church. Give examples of this in the diocese and parish.</p>	<p><b>Technology:</b> Investigate Church documents on the call of the laity. Use online helps such as <a href="http://www.usccb.org">www.usccb.org</a>, <a href="http://www.vatican.va">www.vatican.va</a>, or <a href="http://www.zenit.org">www.zenit.org</a>. <b>Technology:</b> Research the diocesan website to find examples of positions available for the laity. Describe what kind of positions you find. <b>Research:</b> Research your parish directory to find who are your full time ministers. Describe their work. <b>Research:</b> Describe the lay ecclesial ministry as a call in the Archdiocese of Chicago. Interview the DRE/ PA or other staff members to understand their call to church ministry and what they do.</p>

**GOALTEN: JUNIORS**

**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>J.10.01 Show understanding appreciation of Jesus as the central mystery of the Christian faith in his revelation of the Trinity.</p>	<p>Read CCC 648-650. Identify the ways that Jesus Christ is the center of the Christian faith especially in his revelation of the Trinity.</p>	<p><b>Discover</b> deeper insights about the Trinity through reading chapter 5 in the USCCA. <b>Investigate</b> other faith traditions understanding of who Jesus is.</p>
<p>J.10.02 Understand the Biblical foundations of ecumenism.</p>	<p>Read Ut Unum Sint, #9 (Pope John Paul II’s pastoral letter on ecumenism) Identify the Bible passages and their meaning that call all Christians to unity.</p>	<p><b>Group Sharing:</b> Argue the significance of ecumenical dialogue using current news issues as the basis of your arguments.</p>
<p>J.10-03 Identify how members of other Christian churches are in communion with the Catholic Church through profession of faith, baptism, and membership in Christ’s Body.</p>	<p>State the ways in which Christian churches are in communion with the Catholic Church.</p>	<p><b>Research:</b> Create a “Christian Family Tree” showing the relationship of the family of churches based on Eastern and Western branches and dates of schisms. State your observations about the relationship among the churches.</p>
<p>J.10.04 Identify the main factors contributing to division in the Church, including theological as well as historical, political, cultural and liturgical factors.</p>	<p>Articulate the factors that contribute to division in the Church.</p>	<p><b>Group Sharing:</b> Argue the necessity on ongoing ecumenical dialogue in relationship to issues contributing to division among the Christian churches.</p>
<p>J.10.05 Identify how some Christian churches have a valid priesthood and Eucharist.</p>	<p>Define valid priesthood Identify the Christian churches that have a valid priesthood and Eucharist.</p>	<p><b>Technology</b> virtually visit two of the Christian churches you have identified. <b>Liturgy</b> Read in the missalette who is able to receive Communion in the Catholic Church.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.10.06 Identify the major similarities between the Catholic Church and the <a href="#">Orthodox</a> Churches.</p>	<p>Define Orthodox. Name the Orthodox Churches. State the major ways that the Catholic Church and the Orthodox Churches are united in Apostolic Succession, the validity of ordinations, the Creed, moral teachings and the Seven Sacraments.</p>	<p><b>Research:</b> Create a chart comparing beliefs and practices of the Orthodox Church and the Roman Catholic Church.</p>
<p>J.10.07 Identify the major differences between the Catholic Church and the Orthodox Churches.</p>	<p>State the major differences to include jurisdiction of the Pope, wording of the Nicene Creed based on the Council of Nicaea, difference in sacramental law and practice, some beliefs about Mary and non-acceptance of some ecumenical councils.</p>	<p><b>Technology:</b> Choose one example of difference among the Catholic and Orthodox churches. Make a power point presentation explaining it.</p>
<p>J.10.08 State the meaning of <a href="#">schism</a> and the major schisms in the Church.</p>	<p>Define schism. Identify the major schisms in the Church.</p>	<p><b>Church History:</b> Relate the events learned in Church History with the factors of the schisms of the Church. <b>Research</b> the possible causes of the schisms. Explore if any potential for schism exists today.</p>
<p>J.10.09 Differentiate between Orthodox Churches and Eastern Catholic Churches.</p>	<p>State the differences between the Orthodox Churches and Eastern Catholic Churches that are in full communion with the Roman Catholic Church.</p>	<p><b>Research:</b> Go Online to investigate Eastern Catholic churches in the Chicago area. Invite a priest or metropolitan from one of the churches to present their Rite.</p>
<p>J.10.10 Show understanding and appreciation for the modern dialogue between the Catholic Church and the Orthodox Churches as a movement toward greater unity.</p>	<p>Give examples of efforts to engage in ecumenical dialogue with the Orthodox Churches as a movement toward greater unity.</p>	<p><b>Parish Life:</b> Identify someone in the parish who is engaged with ecumenical dialogue with another church. Interview that person to find out the work of the dialogue effort and its importance. <b>Technology</b> Find examples of modern popes meeting with patriarchs of Orthodox Churches.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.10.11 Show understanding and appreciation for the ecumenical dialogue occurring between the Catholic and Protestant churches.</p>	<p>State how the Catholic Church engages in ecumenical dialogue with Protestant churches. Give examples of Protestant churches initiating dialogue with the Catholic Church.</p>	<p><b>Research:</b> Find examples of current efforts of ecumenical dialogue and their accomplishments highlighting the most recent agreements.</p>
<p>J.10.12 Articulate an understanding of current ecumenical issues including sacramental sharing, common witness/mission, and ethical concerns and the efforts being made to overcome obstacles.</p>	<p>State the major differences between the Catholic Church and the Protestant churches: the authority of the pope, doctrine, sacramental practice, Holy Orders, valid Eucharist and moral/ ethical questions.</p>	<p><b>Research:</b> Create a chart giving examples of the major differences between the Catholic and Protestant churches. Identify examples relating to moral questions. Research: Choose one ecumenical issue and trace the development of dialogue between the Catholic Church and the particular Protestant Church. Identify significant points of the issue and points of resolution. State the importance of this issue.</p>
<p>J.10.13 Identify some Christian communities that believe that Scripture alone is the standard for determining belief.</p>	<p>Give examples of Christian communities that believe in reliance on Scripture alone as the standard for determining belief. Compare this to the Catholic understanding.</p>	<p><b>Research</b> communities who rely on scripture alone. Create a chart that compares the translations of the Bible that they rely on.</p>
<p>J.10.14 Show understanding of the primacy of prayer in ecumenical relations.</p>	<p>Read Ut Unum Sint, #21-27. Explain how prayer is the “soul of the ecumenical movement.” Give examples of Christians praying together, especially the Week of Prayer for Christian Unity.</p>	<p><b>Parish Life:</b> Find out how your parish participates in the Week of Prayer for Christian Unity. Participate in this prayer service or activity.</p>
<p>J.10.15 Show understanding and appreciation of the special relationship of the Catholic Church with Jews.</p>	<p>Articulate the meaning of the words spoken by Pope John Paul II on the Fiftieth Anniversary of the Warsaw Ghetto Uprising: “As Christians and Jews, following the example of the faith of Abraham, we are called to be a blessing for the world [cf. Gen. 12:2ff]. This is the common task awaiting us. It is therefore necessary for us, Christians and Jews, to be first a blessing to one another.”</p>	<p><b>Research:</b> Trace the development of the special relationship of the Catholic Church with Jews in the 20<sup>th</sup> century. Identify the popes who have taken leadership in this and why it would be important to Church, the Jews and society.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>J.10.16 Show understanding of the Muslim and Catholics in today's world.</p>	<p>Give examples of the dialogues that are taking place between the Muslim and Catholic traditions.</p>	<p><b>Research:</b> Trace the development of the relationship of the Catholic Church with Muslims in the 20<sup>th</sup> century. Identify the popes who have taken leadership in this and why it would be important to the Church, the Muslims and society. <b>Research:</b> Describe the role of the Koran in the life of the Muslim. Compare their understanding of Revelation with the Catholic understanding as found in the Vatican II document on Scripture.</p>
<p>J.10.17 Show understanding of the Holy Land as sacred to Judaism, Christianity and Islam.</p>	<p>State the reasons for the Holy Land as sacred to Jews, Christians and Muslims. Identify the holy places honored by each of these traditions.</p>	<p><b>Media:</b> Go Online and locate Jerusalem and the holy places in Jerusalem. State current issues in relationship to Jerusalem and the modern State of Israel. Compare/ contrast to the late medieval period.</p>