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GOAL ONE: SOPHOMORE

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>S.01.01 State that God is the Creator of all that is, visible and invisible.</p>	<p>Articulate understanding that God is the Creator of all the elements of the universe and all living beings. Using Gen1:1-11 describe the Creator’s judgment of creation as good. Identify criteria you would use for stating that all of creation is good.</p>	<p>Science: Research the theories of the origins of the universe. Examine these in light of the creation accounts. Hypothesize the relationship of the creation stories with the unfolding of the universe. Science: Describe the human person in relationship to Earth. Evaluate how current environmental understandings lead us to valuing the Earth as inherent to the Christian message of stewardship. Literature: Research other early creation literature from other cultures. Compare/ Contrast these to the Genesis creation accounts. Examine the role of myth in arriving at truth.</p>
<p>S.01.02 State that God the Father is the First Person of the Trinity.</p>	<p>Using Deut 32:1-14 describe how the imagery of God as Father is used in this passage. State how God is described as caring for the people to whom he gave the covenant. Describe how Jesus reveals God as Father in Mt 11:64. State why you think God the Father or God as parent is important to you.</p>	<p>Guided Reflection: Just as you possess your parents’ DNA, God the Father is a parent to you as well – you possess God’s life within you. Describe how this insight affects your understanding of your relationship with God.</p>
<p>S.01.03 Describe how the First Person of the Trinity is articulated in the Nicene Creed.</p>	<p>State the attributes of God the Father in the Nicene Creed.</p>	<p>Research: Locate at least one passage from Scripture that describes the six attributes of God: creator, omnipotent, omniscient, personal, immanent, and eternal. Explain what each attribute means.</p>

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<p>S.01.04 Describe the human person as the summit of creation.</p>	<p>Using Gen 1 – 2 describe the progression of creation with humans being the summit of creation. Using CCC 355-361 identify human attributes that give humans a unique place in creation. Design a poster that shows these attributes.</p>	<p>Science: Investigate the development of in vitro fertilization. Evaluate what this says about human dignity.</p>
<p>S.01.05 Describe the human person as a body-soul unity forming one nature.</p>	<p>Describe the soul of the human person. Describe how a person’s body and soul form one nature. State how this is different from other living things.</p>	<p>Biography: Research the life of Kateri Tekakwitha. Examine how Kateri’s life reflected the inner beauties of God’s own image.</p>
<p>S.01.06 Describe the stories in Genesis that unfold the human story of sin.</p>	<p>Using Genesis3 describe how the writer relates in the story the first human break from God’s purpose for humanity.</p>	<p>Biography: Research the life of Rose Hawthorne Lathrop in her compassion for the marginalized. State how she saw the image of God in the sick of her day. Examine how we are challenged to overcome self-centeredness, a condition of Original Sin, by attending to the needs of others.</p>
<p>S.01.07 Describe humanity’s first fall from grace as Original Sin.</p>	<p>Define grace. Define Original Sin. Identify Original Sin as the consequence of our first parents’ act of disobedience. Find evidence in current events that the human frailty of sin exists.</p>	<p>Biography: Research the life of St. Augustine. Examine how Augustine’s self-critique deepened his relationship to God. Share how Augustine’s words, “Our hearts are restless until they rest in God” speaks to our own journey in faith.</p>
<p>S.01.08 State how God’s plan began with original holiness and original justice.</p>	<p>State what you think original holiness and original justice means. Give examples of how people exhibit these traits in their lives even through the realities of Original Sin. State how you might exhibit these traits.</p>	<p>Guided Reflection: Reflect on the times you have struggled to make the right choices. Describe how the effects of Original Sin make this difficult. Explain how the loss of original holiness and original justice contribute to this difficulty.</p>
<p>S.01.09 Describe the first announcement of the Good News was God’s promise of redemption and the ultimate victory over evil.</p>	<p>Define redemption. Using Gen 3:9 identify how God promised to Adam and Eve that God would not abandon them but would destroy evil.</p>	<p>Group Interaction: Name some of the recent natural disasters that have impacted populations in some area of the world. Give examples in these situations of how God’s promise is present even in these difficult situations.</p>

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<p>S.01.10 State that though there is human suffering God loves us deeply and seeks our ultimate good.</p>	<p>State how human suffering is an essential part of the human journey toward God. Evaluate how suffering in your own life calls you to greater awareness. Describe how this is challenging. State how you would respond to someone who questions God’s goodness if suffering and evil are present in the world.</p>	<p>Scripture: Read the Book of Job. Explain how this story provides insight to explaining the cause of suffering. Describe your own understanding of the cause of suffering. Compare/ contrast to the story of Job. Literature: Read Harold Kushner’s <i>When Bad Things Happen to Good People</i> (first two chapters). Compare/ contrast the author’s understanding of God and suffering with the Christian understanding.</p>
<p>S.01.11 Articulate that God’s sending his Son to redeem us through his suffering and death.</p>	<p>State how God’s promises in the Old Testament are fulfilled in his sending the Son to win back our original innocence through his willingness to suffer and die.</p>	<p>Biography: Research the life of newly canonized Joseph DeVeuster, Fr. Damian of Molokai. Explain how Damien’s work among the people of Molokai demonstrated his willingness to be in solidarity with the suffering of his people.</p>
<p>S.01.12 State the meaning of the Paschal Mystery.</p>	<p>Describe the Paschal Mystery as the church’s description of Christ’s Passion and Death as God’s ultimate sign of mercy, redemption and salvation. State how this understanding of God’s love relates to your own life.</p>	<p>Scripture: Read one of the Gospel accounts of the Passion. Imagine that you were one of the onlookers to these events. Explain how this exercise helps you to understand that as baptized Christians, we participate in this mystery. Give examples.</p>
<p>S.01.13 Connect the promise of God’s Son with our redemption as stated in the Nicene Creed.</p>	<p>Describe the work of God’s Son in the words of the Nicene Creed.</p>	<p>Guided Reflection: Write the section of the Nicene Creed about God the Son. Underline the words that have the most meaning for you. Write what you think they mean.</p>
<p>S.01.14 State the Parousia as Christ’s Second Coming at the end of time.</p>	<p>State the etymology of the word <i>parousia</i>. Describe the Church’s use of the word Parousia as an anticipation of Christ’s coming at the end of time when all of history and creation will achieve fulfillment. Explain why the Church sees this as a glorious event and not a time to be feared.</p>	<p>Literature: Read on of the “rapture” novels currently available in Christian bookstores and libraries. Compare/ contrast the Church’s understanding of the Parousia with the novel.</p>

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<p>S.01.15 Describe God as the Author of Sacred Scripture.</p>	<p>Describe how God inspires human writers to reveal his purpose and plan through human events. Explain why we believe God’s self-revelation in the literary constructions of Scripture. List some of the literary forms in Scripture. Distinguish the difference between stories as fiction and stories as revealing a truth.</p>	<p>Literature: Select one of the short stories or novels you are currently or recently read in class. Compare/ contrast the difference between the fictional nature of a story and its ability to reveal a truth. In the story you selected, describe the underlying message that reveals a basic truth about life.</p>
<p>S.01.16 Trace the action of the Holy Spirit in the development of the Church.</p>	<p>Using Scripture identify how the Holy Spirit guides the beginnings of the Church. Investigate the images of the Holy Spirit from the OT to the NT.</p>	<p>History: Research <i>qahal</i> in the context of the development of the Jewish understanding of assembly.</p>

GOAL TWO: SOPHOMORE

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>S.02.01 Articulate an appreciation for the sacraments as rites of passage.</p>	<p>Using CCC 1212, describe how the sacraments of Christian initiation lay the foundation for living the Christian life. Describe charity as basic to Christian living.</p>	<p>Social Studies: Identify some secular rights of passage. Explain how these events deepen your understanding of the Sacraments of Initiation. Interreligious Dialogue: Research how rites of passage are marked and celebrated in Jewish life.</p>
<p>S.02.02 Identify the Sacrament of Baptism as the point of entry to participation in all the sacraments.</p>	<p>Using CCC 1213, describe how the Sacrament of Baptism is the gateway to accessing the other sacraments. State how this is particularly true in the Catholic Church.</p>	<p>Ecumenism and Dialogue: Research the role of Baptism as initiation in other Christian churches. Describe initiatory rituals in non-Christian religions and how the rituals create access to participation.</p>
<p>S.02.03 Articulate an appreciation and understanding of the Sacrament of Baptism in relationship to theology, elements, effects and implications for the Christian life.</p>	<p>State the theology, elements, effects and implications in the Christian life related to the Sacrament of Baptism.</p>	<p>Scripture: Identify the significance of baptism in the Acts of the Apostles.</p>
<p>S.02.04 Articulate an appreciation and understanding of the Sacrament of the Holy Eucharist in relationship to theology, elements, effects and implications for the Christian life.</p>	<p>State the theology, elements, effects and implications in the Christian life related to the Sacrament of Holy Eucharist.</p>	<p>Guided Reflection: Reflect on your experience of receiving the Sacrament of Holy Eucharist for the first time. Describe how your understanding of it changed and grew since that time.</p>
<p>S.02.05 Identify the Eucharist as the source and summit of the Christian life.</p>	<p>Explain how Catholics demonstrate the belief that the Eucharist is the source and summit of the Christian life.</p>	<p>Church Life: Read the Introduction to the Vatican II document, Constitution on the Sacred Liturgy – <i>Sacrosanctum Concilium</i>. Cite the evidence that supports the belief that the Eucharist is the source and summit of our lives as Christians.</p>

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<p>S.02.06 Articulate an appreciation and understanding of the Sacrament of the Sacrament of Confirmation in relationship to theology, elements, effects and implications for the Christian life.</p>	<p>State the theology, elements, effects and implications in the Christian life related to the Sacrament of Confirmation. State your understanding of the effects of Confirmation as stated in CCC 1303.</p>	<p>Guided Reflection: Describe how you live the Christian life in light of the Sacrament of Confirmation. Scripture: Identify the laying on of hands in the Acts of the Apostles with commitment to discipleship.</p>
<p>S.02.07 State understanding of the indelible character of the sacraments of Baptism and Confirmation.</p>	<p>Define indelible character. Describe how the sacraments of Baptism and Confirmation mark the Christian with the seal of the Holy Spirit. Explain why the Church calls this a “spiritual mark” as stated in CCC 1304.</p>	<p>Ecumenism and Dialogue: Describe how the Sacrament of Baptism unites all Christians. Research whether all Christians have the Sacrament of Confirmation and describe the different practices in different churches.</p>
<p>S.02.08 Describe the role of the Sacrament of Confirmation in achieving Christian maturity.</p>	<p>Articulate ways that the Sacrament of Confirmation helps us to assume a life of Christian maturity as described in CCC 1316.</p>	<p>Guided Reflection: Identify some ways that you see yourself growing into Christian maturity. Describe how the Sacrament of Confirmation helped you in the process.</p>
<p>S.02.09 Show appreciation for the Sacraments of Initiation in the celebration of significant moments in life.</p>	<p>Identify the Sacraments of Initiation. Indicate how each one related to significant life moments. Explain how this completes the process of initiation into the Christian life.</p>	<p>Family Life: Share ways in which your family has used the occasion of receiving a sacrament as a time of celebration.</p>
<p>S.02.10 State the bishop as the original minister of the Sacrament of Confirmation.</p>	<p>Using CCC 1312, explain the role of the bishop as the ordinary minister of the Sacrament of Confirmation.</p>	<p>Parish Life: Research information about the structure of the archdiocese. To what parish do you belong? Which vicariate? Which bishop is head of this vicariate. Was this the bishop who confirmed you? What are the responsibilities of a bishop?</p>
<p>S.02.11 Explain the use of the oil of chrism in the rite of the Sacrament of Confirmation.</p>	<p>Define chrism. Explain how and why chrism is used in the Sacrament of Confirmation. Describe the history of the use of oil in scripture.</p>	<p>Scripture: Research the use of oil in the Old Testament. Cite specific examples. Explain the significance of the use of oil in the examples.</p>

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<p>S.02.12 Demonstrate an understanding of the sacraments as personal encounters with Christ.</p>	<p>Using the Sacraments of Initiation, provide specific examples as to how they are personal encounters with Christ.</p>	<p>Parish Life: A friend asks why you go to Mass on Sunday. Present an informed position regarding the importance of the sacraments in your life and the lives of all Christians.</p>

GOAL THREE: SOPHOMORE

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>S.03.01 Show understanding that chastity is a moral virtue meant for all based on human dignity.</p>	<p>Read CCC 2338-2345. Define chastity. Describe the aspects of chastity in the course of human development as stated in the Catechism. Explain how chastity protects human dignity in every state of life. State what encourages you and what challenges you in living a chaste life as a Christian.</p>	<p>Media: Using movies, TV, magazines, or the Internet as your source, choose one example that demonstrates how this might diminish human dignity. Choose another that is an example of how human dignity is appreciated and advanced.</p>
<p>S.03.02 Articulate understanding that the human person is capable of self-knowledge, self-possession and gifted with the capacity to be in solidarity with others.</p>	<p>Read CCC 355-361. State meaning of self-knowledge, self-possession and solidarity with others and give examples of each. Describe how the Church views the human person in relationship to all of creation.</p>	<p>Scripture: Read Genesis 1 and 2. Explain what the accounts tell you about human beings in relationship to all of creation. Describe how these stories contribute to your self-knowledge.</p>
<p>S.03.03 Show understanding that Christ the Word of God became flesh to be a model of holiness for humanity.</p>	<p>Read CCC 456-460. Define holiness. Describe the Church’s vision of Jesus Christ as God’s Word modeling for humanity our communion with God. Describe understanding of communion with God in relationship to human dignity. Explain how this vision of the human person gives confidence and hope in our own dignity as a person united with God.</p>	<p>Guided Reflection: Write a reflection on the following question. Sometimes when I feel particularly low when I make mistakes or even sin, how does my belief that I am God’s temple help me to keep on trying?</p>
<p>S.03.04 Explain how Baptism elevates the human person as one who partakes in God’s divine nature giving the baptized rights and responsibilities.</p>	<p>Read CCC 1265-1270. Explain the Church understanding of how the Sacrament of Baptism elevates the human person. State the rights and responsibilities of the baptized Christian.</p>	<p>Guided Reflection: Ask your parents to explain why they had you baptized. How did they view this choice as part of their responsibility as a baptized Christian? What rights did they want to secure for you? Reflect on your answers.</p>

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<p>S.03.05 Articulate understanding that Baptism makes us members of the Body of Christ giving all Christians a sacramental bond of unity.</p>	<p>Read CCC 1271. State that Baptism incorporates all baptized Christians into the Body of Christ. State how our relationship with Christ helps me to respect my own body. Identify how we are then called to treat one another as members in Christ.</p>	<p>Scripture: Identify Baptism and belonging to the Body of Christ in passages from 1 and 2 Corinthians.</p>
<p>S.03.06 Show understanding that human sexuality is a gift of creation designed for the purpose of love and communion.</p>	<p>Read CCC 2331-2333. Define sexuality. Describe how God’s love is imaged in human love and communion. State how human sexuality is a gift of God’s creation.</p>	<p>Scripture: Read Genesis 1: 26-31. Explain how this passage supports the concept that human sexuality is a gift of God’s creation and that it is good. Science: Identify the number of chromosomes in humans. Identify the pair that determines gender. Compare human chromosomes with one other mammal and one nonmammal. State your observations.</p>
<p>S.03.07 Show understanding and appreciation for the two sexes as equal in personal dignity.</p>	<p>Read Genesis 2:18-25. Explain how the Genesis story of the creation of a partner for the man supports equality of the sexes. State your own understanding of sexual equality. Explain its importance in Church and society.</p>	<p>Media: Select a TV program that generally portrays the two sexes as equal in personal dignity. Provide specific examples that support your choice.</p>
<p>S.03.08 Describe the Christian vision of marriage.</p>	<p>Read CCC 2360-2379. Describe sexuality as ordered to the married love of a man and a woman. Characterize the acts in marriage as intimate and chaste. State the twofold end of marriage as the good of the spouses and transmission of life. State that marriage required fidelity. State that an end of marriage is fecundity.</p>	<p>Social Studies: Research the Church’s understanding of the role of the state in the legitimization and protection of marriage. Examine how the United States has done this historically. State how the USA has challenged the Church’s understanding of the purpose of marriage. Describe the responsibilities of the Christian in light of these challenges. Interreligious Dialogue: Interview a Jewish or Muslim couple to find out the Jewish or Muslim vision of marriage. Compare/ contrast to Christian ideas of marriage.</p>

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<p>S.03.09 Explain natural family planning.</p>	<p>Describe what the Church means by natural family planning. Explain how the Church protects the rights and responsibilities of the spouses in relationship to procreation. Explain how this supports or challenges your view of marriage.</p>	<p>Research: Look up information on natural family planning. Explain how it works from medical and biological aspects.</p>
<p>S. 03.10 Describe the Church’s view of the child as gift.</p>	<p>Read CCC 2373-2379. Given the Church’s vision of sexuality in the partnership of marriage, describe the Church’s view of the child. Explain the importance of this view.</p>	<p>Scripture: Find examples in the synoptic Gospels of Jesus’ teaching about marriage and treatment of children. Describe the issues in the society of Jesus’ time in comparison to current issues about marriage.</p>
<p>S.03.11 Identify offenses against the dignity of marriage.</p>	<p>Identify adultery, divorce, and lack of mutual respect, incest, polygamy, and carnal union outside of marriage as offenses against the dignity of marriage. Explain why each of these activities offends the union of marriage and the chastity of marriage.</p>	<p>Media: Analyze how media views marriage. State how this impacts the view of the public and shapes their opinions of marriage. State how these messages distort a young person’s view of his/ her own sexuality and how it is expressed. State what you would want in a chaste marriage and why.</p>
<p>S.03.12 Show understanding of the Church as having responsibility to teach everyone about the dignity of the human person and the dignity of marriage.</p>	<p>Read CCC 2030-2040. Explain how the Church understands her role as a moral teaching authority in relationship the members and to society at large. Explain how this safeguards the dignity of the person. Explain why this role is important for us as members of the Church. Explain why this is important to society. Give examples.</p>	<p>Scripture: Compare/ contrast the Church’s teaching on the dignity of the human person and marriage with Paul’s moral cautions in 1 and 2 Corinthians. Research: Identify components of the Catholic Church’s theology of the body. Demonstrate how these components support the dignity of the human person. Guided Reflection: Write your own theology of the body. State why you believe what you do about the dignity of your own personhood.</p>

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<p>S.03.13 Explain how the Christian virtue of chastity protects individuals and marriage.</p>	<p>Describe how the virtue of chastity protects the person. Describe how the virtue of chastity protects persons in the marital state. Explain why this is important. State how this creates new insight about the meaning of chastity in the life of every Christian.</p>	<p>Guided Reflection: Reflect on how the media and society portray the virtue of chastity. Describe struggles that this might create for someone wanting to practice chastity. Research: Find out ways to support young people’s practice of chastity. Explain how having a support system help you to keep this practice.</p>
<p>S.03.14 Show capacity to view sexuality as sacred.</p>	<p>Examine sexuality as a good and as sacred. Explain the implications of this view.</p>	<p>Art: Collect photos, magazine pictures, Christian symbols and art medium. Create a collage depicting the sacredness of life and sexuality.</p>
<p>S.03.15 Identify the Church as a teacher of moral principles that include Canon Law and the precepts of the Church.</p>	<p>Read CCC 2032-2035. Define Canon Law and precepts of the Church. Explain why it is important to understand the Church as a teacher of moral principals for the baptized and for society. Give examples of popes who were great moral teachers and leaders.</p>	<p>Research: Peruse a book on the Canon Law of the Catholic Church. Describe how it is organized. Look for topics of interest in the canons. State what you learned.</p>
<p>S.03.15 Describe how the gift of God’s grace acts in the person and is based on the free response of the individual.</p>	<p>Read CCC 1996-2005. Describe the action of grace in the person. Identify the types of grace. Describe the meaning of free choice in the Christian life.</p>	<p>Family Life: Find favorite family photos. With poster paper, or other paper, arrange the photos. Beneath each photo write a phrase describing the gift of God’s grace evident in your family. After the exercise, describe what you learned about your family.</p>
<p>S.03.16 State the types of virtue and their purpose in living the Christian life.</p>	<p>Read CCC 1804-1832. Identify the types of virtue and their purpose in the Christian life. Explain why virtue is important to the person and to society.</p>	<p>Biography: Research the life of a favorite saint. Identify the virtues that this saint evidenced. Describe how you practice those virtues in your life.</p>

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<p>S.03.17 State the meaning and significance of the theological virtues.</p>	<p>Read CCC 1812-1829. Define theological virtues. Describe each of the theological virtues and their purpose in living the Christian life.</p>	<p>Guided Reflection: Take one of the theological virtues and write a reflective poem with no more than twenty words and four lines.</p>
<p>S.03.18 Identify the cardinal virtues and their importance to the Christian life.</p>	<p>Read CCC 1804, 1810-1811. Define cardinal virtues. Describe each of the cardinal virtues and their importance in living the Christian life.</p>	<p>Guided Reflection: Using the Book of Wisdom or the Book of Proverbs, find single line passages that give wisdom about a cardinal virtue. Write some of these passages in your journal.</p>

GOAL FOUR: SOPHOMORE

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>S.04.01 Show understanding of how we know God’s self-revelation through the stages of history accounted in the Old Testament</p>	<p>Read CCC54-64. Articulate stages of God’s revelation in the Old Testament.</p>	<p>Biblical History: Create a time line of the major characters of the Old Testament from Noah through the prophets. State meaning of patriarchs, prophets, kings, judges in the framework of the covenants and the kingdom of Israel. Locate the time of the establishment of Israel, the building/ destruction of the temples, the separation of northern and southern Israel. Add times when OT books were written. Explain the meaning of history in the context of the Bible. Explain what a time line tells you.</p>
<p>S.04.02 Show understanding that Jesus Christ is the definitive Word of Revelation</p>	<p>Read CCC 65-67, 75. Identify Jesus Christ as the Word of God gradually revealed in the Old Testament and fully revealed in the Gospels.</p>	<p>History: Differentiate biblical Israel from modern Israel. Research the history of modern Israel. Create a time line for the modern period of Israel and include major leaders instrumental in creating a new state.</p>
<p>S.04.03 Show facility with using the Bible as a source of study and meditation.</p>	<p>Identify the OT and NT in the Bible. Locate texts with facility.</p>	<p>Geography: Create a topographical map of Ancient Israel including OT from the time of Abraham, and NT territories, kingdoms, cities mentioned in NT texts. Google topographical photos of Israel and Middle Eastern neighbors. Locate the areas of the ancient cities and whether they are still populated.</p>
<p>S.04.04 Identify the books of the Pentateuch or Torah.</p>	<p>State the five books of the Pentateuch or Torah and their purpose in the OT.</p>	<p>Research: Identify the sources of the formation of the Torah. State how the Yahwist (J), Elohist (E), Priestly (P) and Deuteronomic (D) sources were discovered. Place each of these traditions on the Biblical History time line. Explain the importance of knowing the OT writers and editors.</p>

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<p>S.04.05 Apply understanding of the literary style, sources, characters, and plot unveiling God’s covenants with human beings in the Book of Genesis.</p>	<p>Identify the literary style, P, E and J sources, characters, and plot of the four sections of the Book of Genesis. Describe the theological significance of Original Innocence in Genesis. Surmise why it was important to believe that Creation is good. Surmise why the origin of sin had to be part of the Creation stories. Explain the significance of God’s covenant with Noah. Describe how God’s covenant with Abraham related to prosperity and blessing in relationship to progeny and land. Explain the significance of covenantal language in Genesis. Describe implications for our faith today.</p>	<p>Literature: Read the Book of Genesis. Identify the literary genres and sources. Identify the four major sections and major characters of the book. State the “plot” of the overall story of Genesis. Explain how the characters “come alive” in the text. Explain meaning of covenant, prosperity and blessing in the story. Identify the E, J and P sources in the text. Compare/ contrast God with the other gods of the story. Explain why showing divine control over human events was important in the story. As you leave the story state what questions you have.</p>
<p>S.04.06 Apply understanding of the literary style, sources, characters, plot and theological significance in the Book of Exodus</p>	<p>Identify the literary style, P, E and J sources, characters, and plot of the three sections of the Book of Exodus. Explain the significance of Moses’ encounter with YHWH in the burning bush. Explain theological significance of God’s freeing the people from slavery. Identify God’s covenant at Mt. Sinai as the central theology of the OT: God’s fidelity to the covenant and human response in terms of the Law and the shaping of a people in relationship to God. Explain the significance of the Ten Commandments related to covenant. Surmise why a majestic commanding God is essential to the Exodus story. Describe implications for how we understand our faith today.</p>	<p>Literature: Read the Book of Exodus. Identify the literary genres and sources. Identify the three major sections in terms of place or location and characters. Identify the literary genre of drama with acts and scenes. List the characteristics of God and Moses in the story. Explain the anthropomorphic characterization of God in the story and its relationship to the plot. Recount the scene of Mt. Sinai and its relevance to the plot. Recount the journey in the desert in relationship to God’s fidelity to the covenant and human infidelity. Explain how the literary devices of irony and argument intensify the plot. Describe how blessings and curses are used in the plot. Trace the significance of God’s fidelity to the people in the Book of Exodus. As you leave the story state what questions you have.</p> <p>Interreligious Dialogue: Research how the stories of the Exodus are remembered in the liturgical life of the Jewish community. Interview a Jewish friend or rabbi to learn about the importance of this story and liturgical remembrance in Jewish life.</p>

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<p>S.04.07 Show understanding of the regulatory nature of the Book of Leviticus as related to the covenant and the Holiness Code.</p>	<p>Identify the literary style of the Book of Leviticus. State the relationship between the covenant and the rules of the Holiness Code. State how the Leviticus description of holiness relates to offerings. State the importance of purity. Explain who is holy. Explain the role of the priest in relationship to the people. Explain how we describe holiness today and its importance in living a life of faith.</p>	<p>Literature: Read the Book of Leviticus. Identify the literary genres and source. Identify the major sections in terms of laws and rituals. Explain the significance of the offerings in relationship to God, the priests and the community. Describe the nature of the community as a society related to birth, death, sexuality, marriage, animals, cleanliness, sickness/deformity, militarism and economics. State how these are important to any society. State how these are different for Israel as a society. Explain the importance of the Book of Leviticus in its description of Israel as a holy people belonging to God and set apart from the nations. Explain what you learned about the Book of Leviticus in terms of insight and surprise. As you leave the text state what questions you have.</p>
<p>S.04.07 Show understanding of the Book of Numbers as code set within the context of a journey of conquest narrative describing God’s fidelity and presence to the people symbolized in the ark of the covenant and the people’s murmuring and rebellion.</p>	<p>Identify the literary style of the Book of Numbers. Describe the setting of the book in the context of journey. Explain the theological significance of the murmuring and rebellion of the people. Describe the celebration of the Passover in Num 9:1-14 and its significance in the story. Describe the theological significance of God’s role as warrior and judge in relationship to fidelity to the covenant. Explain the theological significance of conquest of the land. Describe how the journey motif is important in how we understand our faith journey today.</p>	<p>Literature: Read the Book of Numbers. Identify the literary genres and sources. State the major themes and where they are located in the text. Identify the main characters of God, Baal, Moses, Aaron and the Israelites. Identify the literary significance of the character of God as a warrior hero conquering other gods in the plot. Explain the significance of God’s role as judge in the shaping of a society. Explain the significance of the interactions between God and Moses in the journey account. Explain what you learned about the Book of Leviticus in terms of insight and surprise. As you leave the text state what questions you have.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.04.08 Show understanding of the Book of Deuteronomy as “second law” emphasizing the religious context of how the Israelites lived in relationship to God and the covenant.</p>	<p>Describe the Book of Deuteronomy in relationship to God’s ongoing relationship to the Israelites through his representative Moses. Describe the relationship of the Israelites to the nations with God’s insistence on fidelity and obedience. State why God demanded no intermarriage with pagans. Describe God’s care of the Israelites in terms of testing, blessings and curses. State the theological significance of God’s insistence that the conquest of someone else’s land as unmerited and undeserved.</p>	<p>Literature: Read the Book of Deuteronomy. State the literary context and sources. Identify the sections of the book. Define oratory and Moses as orator. Describe how the style of oratory carries the story of the book. State the significance of Moses’ role as orator representing God’s commands. Describe how the character of Moses comes alive and dominates the entire book. Describe the character of God as inferred in the story. Explain the title of the book in relationship to the content of the story. Describe the marriage laws and prohibitions related to socio-national identity. Explain what you learned in terms of insight and surprise. As you leave the text state what questions you have.</p>
<p>S.04.08 Show understanding of Deut 6:4-9 as the central theme of Deuteronomy revealing the one God in a covenantal relationship with the Israelites resulting in blessing from one generation to the next.</p>	<p>State the <i>shema</i> as the basic principle of the Law of Moses identifying God as the only God of Israel and sole source of Israel’s identity as a people. State how belief in One God is central to our Christian belief. Show how <i>shema</i> was central to Jesus’ understanding. Locate the shema in the New Testament.</p>	<p>Literature: Identify the cultural and liturgical significance of Deut. 6:4-9. 9 for us or for Jews or for both. Give arguments for your answer.</p>
<p>S.04.09 Identify how the Book of Deuteronomy is the setting for the rest of the Old Testament.</p>	<p>Describe how Deuteronomy sets the stage for the rest of the books of the OT. Using Deut 32-34, state how the song of Moses and the blessing of the tribes set the stage for how Israel is the undeserving leader of the nations.</p>	<p>Biblical Literature: Describe how the Torah is a literary grouping within the context of Jewish and Christian understandings of Revelation. Interreligious Dialogue: Interview a rabbi or Jewish educator to learn the meaning of the word Torah and the place of Torah in Jewish life. Report your findings to the class.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.04.10 Identify the Book of Joshua as an account of the successor of Moses who led the Israelites into the land of Canaan as the promised inheritance.</p>	<p>Articulate the Book of Joshua as a story about occupying the land of Canaan given to the Israelites as part of God’s covenantal promise to Abraham. Read Joshua 23-24. State the theological significance of Joshua’s reminder to the people that the land they enjoyed as theirs belonged to other peoples. State the theological significance of the Israelites’ responsibility for loyalty to God and the covenant.</p>	<p>Literature: State the literary context and sources of the Book of Joshua. Describe the book as a series of sagas giving the Israelites in a later period insight about the conquering and apportionment of the land. Explain why this account is significant to the Israelites’ understanding of God’s covenant with them. Describe the cultural understanding of the Warrior God and the conquering of land in the socio-national and religious understandings of that era. Explain how this understanding might exist in religious understanding of God today. Compare/contrast to your own understanding of God.</p>
<p>S.04.11 Identify the Book of Judges as a series of accounts about military leaders who ruled the land of the Israelites after the death of Joshua and the first King of Israel.</p>	<p>Identify the major judges and their stories. Identify the minor judges and their stories. State the role of the judges in this period of biblical history. State how the Israelites were unfaithful to the covenant. State the struggle of the Israelites to stay in the land.</p>	<p>Literature: Read the Book of Ruth. State the literary context and source. Explain the significance of the story in relationship to King David. Biblical History: Place the judges on the OT time line.</p>
<p>S.04.12 Show understanding of the Books of Samuel as the stories of the last two judges of Israel and the establishment of the monarchy with the first two kings of Israel.</p>	<p>Related the stories of the last two judges of Israel. Relate the story of Hannah and her prayer in 1Sam 1:1 – 2:10. Relate the story of God’s revelation to Samuel in 1Sam 3:1-21. State why the people wanted a king and Samuel’s cautions. Recount the story of Saul. State why Samuel anointed David to be king. Recount the story of David’s friendship with Jonathan and its relationship to David’s struggle with King Saul. Recount the stories of David’s rule as king. Recount the story of Nathan and his relationship to King David. Describe David’s infidelities in relationship to the covenant. Describe how God’s covenant is fulfilled in King David in 2Sam 7:8-29.</p>	<p>Literature: Read Samuel 1 and 2. State the literary context and source. Identify the plot of these books. Explain the story of the loss of ark as symbolic. State the significance of David’s kingship in the unification of Israel with Jerusalem as the king’s city. Biblical History: Place Eli, Samuel, Saul and David on the biblical time line. Media: Look at the movie <i>Bathsheba</i>. Explain how the biblical stories make great movies. Explain how they might add or detract from a true understanding of the meaning of the account in Sacred Scripture.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.04.13 Show understanding of 1 and 2 Kings as the religious history of the kings of Israel from King Solomon to Zedekiah and the destruction of Jerusalem and the temple in 587 B.C.</p>	<p>Recount the story of King Solomon chosen by King David over his other sons to be king of Israel. Relate the building of the temple during the reign of Solomon and its significance to the history of Israel. State the meaning of God’s promise to Solomon in 1 Kings 9:1-9 and warning of the destruction of the temple if Israel disserted their agreements of the covenant. Explain how this foreshadows the eventual destruction of the nation and the temple at the end of 2 Kings. State the reasons for the secession of Israel from Judah during the kingship of Rehoboam, Solomon’s son. State the relationship of the infidelities of Israel’s kings and the destruction of the temple</p>	<p>Literature: State the literary context and source of 1 and 2 Kings. Research: Go to the Internet and research the architectural designs of the First Temple. Identify the purpose of each space of the temple. Identify the importance of water and pools. State the time of the establishment of the First Temple and the time of its destruction. Biblical History: Place the kings of Israel and Judah on the biblical time line. Place the year of the destruction of the First Temple on the biblical time line. State why this is a pivotal moment in Israel’s history.</p>
<p>S.04.14 Show understanding of the prophetic role in the Books of Kings.</p>	<p>Identify the prophets Elijah and Elisha in the Books of Kings. Explain the prophetic role. Identify the stories of the prophets that hint at Israel’s destruction and the role of Gentiles. Explain the theological significance of the destruction of Israel and the first temple. Describe the importance of prophetic witness in our Christian faith.</p>	<p>History: Relate the histories of the kings of Israel with the kings of neighboring kingdoms. Identify Israel’s relationships with the foreign kings and what it meant to Israel’s prosperity as a kingdom. Describe the military assent of Assyria over its neighbors including Israel. Opera: Watch a rendition of Puccini’s opera <i>Nabuko</i>, Describe the pathos of the story in relationship to the Israelites losing their land and going into slavery.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.04.15 Identify the other historical books of the Old Testament.</p>	<p>Identify Chronicles 1-2, Tobit, Judith, Esther, Maccabees 1-2 as historical books of the OT. State how ancient heroes and heroines in the OT inspire my journey in faith.</p>	<p>Literature: Read the genealogy tables found in 1 Chronicles 1 – 2. Identify the names of the patriarchs, and kings. Identify the name of Ruth in her relationship to genealogy. Identify the names of women in these chapters and surmise why they are written there. Explain the significance of genealogical lists for the Israelites.</p> <p>Literature: In small groups select and read one of the other historical books. State literary context, historical setting, organization of content and sources. Describe the content and its significance in Jewish tradition. Explain why the book was placed in the Church’s canon of Sacred Scripture.</p> <p>Biblical History: Identify books in the OT not included in some bibles. Explain why they were or were not included.</p> <p>Interreligious Dialogue: Research which Jewish holidays are rooted in Esther and Maccabees and describe how they are observed today.</p>
<p>S.04.16 Identify the wisdom books of Sacred Scripture and their purpose.</p>	<p>Define wisdom. List the books of the Bible included as wisdom literature in the Bible with a brief description of each book. Explain the significance of wisdom related to Confirmation and living fully the Christian life.</p>	<p>Literature: In small groups select and read one of the books of wisdom literature in the Bible. Create a presentation on the book to include: literary context, source, historical setting, organization of content, and significance in Jewish tradition. Present findings to the class.</p>
<p>S.04.17 Identify prophetic books of Sacred Scripture and their purpose in the Old Testament.</p>	<p>Define prophet. State the prophetic books of Sacred Scripture. Explain the significance of the prophets in the OT. Describe how the prophets of the OT call us to living a life of discipleship.</p>	<p>Literature: In small groups select and read Isaiah, Jeremiah, Ezekiel or Daniel. State literary content, setting in Israel’s history, the life of the prophet, and organization of content. Describe the author’s purpose in writing the book. Present findings.</p> <p>Literature: Read one of the books of the other prophets. Research the setting of the book and its significance in Jewish tradition. Present findings.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.04.18 Describe how the prophetic books of Sacred Scripture reveal Israel’s understanding of God’s love for them written in terms of covenant.</p>	<p>Taking examples from any of the books of the prophets show how the prophetic message evokes a sense of God’s covenantal love for Israel.</p>	<p>Biblical History: Locate the prophets on the biblical history time line. Media: Take a favorite quotation/ s from one of the prophets and create a media message from the prophet that addresses our society’s need to be called to return to God’s love.</p>
<p>S.04.19 Show understanding and appreciation of the meaning of covenant in OT literature.</p>	<p>Define covenant. Describe how the covenants of the OT permeate all of OT literature. Explain how this is a major theme of the OT in the unfolding of God’s love for creation and for humanity.</p>	<p>Group Sharing: Develop a list describing the characteristics of a contract and a list describing the characteristics of the biblical covenant. Explain why covenant is a more appropriate name for God’s relationship with humanity rather than a contract.</p>
<p>S.04.20 Show understanding and appreciation of the promised redemption of the OT is fulfilled in Jesus Christ the Word of God.</p>	<p>Read CCC 422-451. Define redemption. Explain how the Christian sees Jesus Christ in light of his Jewish identity and his identity as Word of God – the fulfillment of the promises made to Abraham.</p>	<p>History: Research First Century Christianity and the Common Era. Identify the issues of Jewish Christians and Jews. Identify the issues of Jewish Christians and Gentile Christians.</p>
<p>S.04.21 Identify the New Testament as a collection of 27 books that reveal God’s plan of salvation by sending Jesus Christ the Son of God.</p>	<p>Define salvation. State the 27 books of the NT and their purpose of revealing God’s plan of salvation by sending Jesus Christ. Explain why you think the Church calls God’s salvation as planned.</p>	<p>Biblical History: State meaning of non-canonical gospels and why they were not placed in the Bible. Identify and read some of these gospels. Compare them to the canonical Gospels and come to some conclusions about why they were not chosen.</p>
<p>S.04.22 Show understanding and appreciation for the four Gospels as the description of the life, ministry, suffering, death and resurrection of Jesus Christ as a revelation of the Father.</p>	<p>Describe how the events of Jesus’ life and ministry reveal God’s love for all.</p>	<p>Biblical History: Locate the time of Jesus’ life on the biblical history time line. Literature: Read the book <i>Driven Leaf</i> by Milton Steinberg. Describe how this work of fiction can help you understand the first century CE.</p>
<p>S.04.23 Identify the Paschal Mystery of Jesus Christ as central to Christian belief in Christ as being sent by God to accomplish salvation from sin.</p>	<p>Define Paschal Mystery. Describe the Christian belief that God sent Jesus Christ, Son of God, to save humanity from the</p>	<p>History: Identify other historical writings providing evidence of Jesus’ life, ministry, death and resurrection. Explain the significance of these documents.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.04.24 Describe the stages of the formation of the Gospels.</p>	<p>Identify the three stages of the formation of the Gospels: the life and teaching of Jesus in history; the oral tradition; and the written Gospels.</p>	<p>Biblical History: Locate the approximate period of the writing of the four Gospels on the biblical history time line. Identify the approximate timing from the life of Jesus in history and the writing of the Gospels. Deduce why the lag in the time from Jesus’ death until the writing of the Gospels.</p>
<p>S.04.25 State the Gospels of Matthew, Mark and Luke as the synoptic Gospels.</p>	<p>Define synoptic. State how the three gospels are alike because of the sources used to write the gospels.</p>	<p>Analysis: Find at least three passages that can be found in all three synoptic gospels. Explain how they probably share the same sources.</p>
<p>S.04.26 Apply understanding of historical setting, audience, structure and message of the Gospel of Mark</p>	<p>Articulate the historical setting, audience, structure and the central message of the Gospel of Mark. State who Jesus is in the Gospel. Describe the intensity and terseness of the literary structure related to its theological significance. State the challenges of following Jesus in the community of Mark. Surmise why Jesus wanted his identity to be kept secret. Compare/ contrast the challenges of Christian discipleship today.</p>	<p>Literature: Read the Gospel of Mark. Identify the historical setting and audience of Mark. State the literary structure of the Gospel in relationship to a plot having a beginning, middle and end. Identify the characters in the Gospel and their relationship to Jesus. Explain how you would characterize Jesus. Deduce why the question “Who do you say that I am?” and who answers the question is central to the message of Mark’s Gospel. Explain what you learned in terms of insight and surprise. As you leave the story state what questions you have. Drama: Proclaim the Gospel of Mark to its original ending Mk 16: 8 as drama. Explain how the shorter ending adds to the tension of the story.</p>
<p>S.04.27 State that Jesus taught the people using parables while he explained his teachings to his closest disciples.</p>	<p>Identify the parables in the Gospel of Mark and their significance to the Gospel.</p>	<p>Literature: Select one of Mark’s parables. Rewrite the parable for our modern context including images and examples from current times.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.04.28 Apply understanding of historical setting, audience, structure and message of the Gospel of Matthew.</p>	<p>Articulate the historical setting, audience, structure and the central message of the Gospel of Matthew. State who Jesus is in the Gospel in relationship to Moses and the Law. State how the teachings of Jesus fulfilled the Mosaic Law. State the authoritative character of Jesus and the source of his authority. Identify the Gospel of Matthew with a more structured ecclesial community seeking to establish its Christian identity especially in baptism, the leadership of Peter and the proclamation to the nations. Explain how Matthew’s audience saw their call to be a light to the nations in the theology of Matthew. State the challenges of following Jesus.</p>	<p>Literature: Read the Gospel of Matthew. Identify the historical setting and audience of Matthew. State the literary structure of the Gospel in relationship to a story plot having a beginning, middle and end. State how irony is used in the Gospel. Identify the main characters in the Gospel and their relationship to Jesus. Explain the connection between the prophetic messages of the OT and the Gospel of Matthew. Deduce why this was important to the audience of Matthew’s time. Identify the role of the disciples as similar/ different from the disciples in Mark. Describe the character of Jesus in the Gospel. Given the audience of Matthew, explain how this Gospel comforts and challenges the listeners/ readers. Explain what you learned in terms of insight and surprise. As you leave the story state what questions you have.</p> <p>History: Identify the challenges that the early followers of the Jesus Movement had with their Jewish identity. Explain how this surfaces in the Gospel of Matthew.</p>
<p>S.04.29 Show understanding and appreciation for the beatitudes in Mt. 5:1-12 as central to the moral message of the Gospel.</p>	<p>Define beatitudes. Identify how the beatitudes are the epitome of Jesus’ wisdom teachings. Explain how they are central to the moral message of the Gospel.</p>	<p>Art: Using one of the beatitudes to which you are particularly drawn design a symbolic expression of the beatitude in relationship to today’s culture.</p> <p>Music: Listen to music related to Advent and Christmas from the time of Gregorian chant until the present. Describe how scripture is used in the hymns and songs of these seasons.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.04.30 Show understanding that much of the Gospel of Matthew comes from the Gospel of Mark.</p>	<p>Locate parts of Matthew that match with the Gospel of Mark. Locate parts of Matthew that do not belong to Mark. Explain the similarities and differences related to the hearers of these gospels.</p>	<p>Guided Reflection: Imagine that you were alive during the time of the gospel writers. Describe how you would respond to hearing about the events and words of Jesus.</p>
<p>S.04.31 Identify parables of Matthew with their similarities and differences from the Gospel of Mark.</p>	<p>Identify the parables of Matthew. Compare/contrast to the parables of Mark.</p>	<p>Drama: Watch the movie <i>Godspel</i>. Identify how the parables are presented in the movie and the impact of the parables on the audience.</p>
<p>S.04.32 Apply understanding of historical setting, audience, structure and message of the Gospel of Luke.</p>	<p>Articulate the historical setting, audience, structure and the central message of the Gospel of Luke. Differentiate the infancy narratives from Matthew and explain theological significance. Explain the themes of Luke’s Gospel in terms of the Spirit, justice for the poor, the Reign of God, women, and the message to the Gentiles. Explain Luke’s connecting the narratives of the Gospel with the OT as important to a Gentile audience. Explain the significance of Jerusalem in the Gospel of Luke and Jesus’ ministry there. Explain how the message of the Gospel in relationship to the Reign of God and the poor challenges us as disciples today.</p>	<p>Literature: Identify the author of the Gospel of Luke and Acts of the Apostles as a Gentile. Give examples from the Gospel of Luke and Acts that hint to this assumption. Literature: Read the Gospel of Luke. Identify the historical setting and audience of Matthew. State the literary structure of the Gospel in relationship to a plot having a beginning, middle and end. State the role of Theophilus in the literary structure of the story. Identify the major characters of the Gospel especially the Holy Spirit. Relate the infancy narratives to the OT prophetic message about God’s care for the poor and disenfranchised. Connect the prayer of Hannah in 1 Samuel with Mary’s prayer in relationship to the message of the Gospel. Identify the characters hearing the message and acting on it. Deduce why this is important to the plot and the audience. State the role of women in the Gospel. Describe the character of Jesus in the Gospel of Luke. Given the audience of Luke, explain how this Gospel comforts and challenges the listeners/ readers. Explain what you learned in terms of insight and surprise. As you leave the story state what questions you have.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.04.33 Compare/ contrast the parables of the Gospel of Luke with the parables of the Gospel of Mark.</p>	<p>Identify parables that are common to Luke and Mark. Identify parables only in the Gospel of Luke. Explain how Luke’s parables relate to the justice of God. Explain the banquet parables in relationship to the kingdom of God.</p>	<p>Scripture: Compare/ contrast the beatitudes written in Matthew with the beatitudes written in Luke. Explain how the beatitudes relate to the particular themes of each of the gospel stories.</p>
<p>S.04.34 State the Gospel of John as the fourth Gospel of the New Testament different than the synoptic gospels.</p>	<p>Identify the Gospel of John as different than the Gospels of Mark, Matthew and Luke. Compare the Prologue of the Gospel of John with Genesis 1 introducing Jesus as the Word of God. Locate the major theme in the Gospel of John of Jesus Christ as the Incarnate Word of God whose purpose is to reveal the work of the Father/ Creator. Locate the “I am” statements and their theological significance with Exodus and Deuteronomy. Identify the role of Jesus as servant. Identify names of Jesus such as Bread of Life, the Way, etc. State the characteristics of Jesus in the Gospel of John and how they are similar/ different from the characterizations of Jesus in the synoptic Gospels. State the importance of discipleship in the Gospel of John. Identify love as the chief characteristic of discipleship.</p>	<p>Literature: Read the Gospel of John. Identify the historical setting and audience of John. State the literary structure of the Gospel in relationship to a plot having a beginning, middle and end. State the Prologue, Book of Signs and the Book of Glory as components of the literary structure of John and their purpose in the story. Identify the dialogues in John as a literary device used to explain theological meaning. Identify “the world” as a metaphor and how it is used in the Gospel of John. Identify the chief characters in the story and the role of women particularly Mary the Mother of Jesus and Mary Magdalene. Compare/ contrast the women in John with the synoptic Gospels. Identify the role of Mary Magdalene in the garden with Eve in the garden. Identify what surprises you about the Gospel of John. Identify what questions you have as you walk away from the story.</p> <p>Interreligious Dialogue: Read <i>Nostra Aetate #4</i>. Describe the Church’s openness to dialogue with Jews today. Explain the Church’s cautions against anti-Semitism and blaming Jews for the death of Jesus. Explain how this relates to the Gospel of John.</p> <p>Research: Research the custom of passion plays in Christian tradition and see what the Jewish community and the USCCB are saying about this practice today.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.04.35 Show understanding and appreciation for the resurrection stories in all of the Gospels as shaping our understanding of Jesus’ resurrection and its impact on the mission of the disciples.</p>	<p>Compare/ contrast the resurrection stories from each of the four Gospels. Explain how insight is gained from the totality of the stories. Explain how Jesus’ resurrection shaped the mission of the disciples.</p>	<p>Guided Reflection: Compare/ contrast the characteristics of Jesus in the four Gospels. Explain why it is important to know the contrasts and differences. Make a list of all the characteristics of Jesus that you have found in the Gospels.</p>
<p>S.04.36 Identify the Acts of the Apostles as a continuation of the Gospel of Luke unified by the outpouring of the Spirit of God.</p>	<p>State the Acts of the Apostles as continuing the Gospel of Luke after the resurrection of Jesus and the establishment of the church. Identify the power of the Holy Spirit acting in the story. Identify Peter as the first leader of the Way. Explain the significance of the miracles. State the theological significance of laying on of hands and baptism in the early Christian movement. State how the stories in Acts help me to understand the early beginning of the Church and how this strengthens my own adherence to Christian discipleship.</p>	<p>Literature: Read the Acts of the Apostles. Connect the Gospel of Luke and Acts as a continuation of the account through the introductory message to Theophilus and the work of the Holy Spirit. Identify the historical setting and audience of Acts. State the literary structure of Acts in relationship to a plot having a beginning, middle and end. State the major divisions of Acts and their content. Identify the tensions in the early period of the church’s beginnings through the characters of Peter, Stephen and Paul. Contrast the character of Peter in the Gospels and in Acts and Peter of portrayed differently in Acts. Describe the development of the early communities in relationship to Judaism and the mission to the Gentiles. Explain the tensions and issues arising among the early Christians. State the literary devices of argument and discourse as apologetic and give examples from Acts. Describe how the movement from Jerusalem to Rome is a travelogue and its significance to the story of the beginnings. Identify what surprises you about the Acts of the Apostles. Identify what questions you have as you walk away from the story.</p> <p>Biblical History: Locate the Apostles Peter and Paul on the timeline. Explain how Peter and Paul intersect in their apostolic ministries and leadership.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.04.37 Describe how the letters of the Paul shaped early Christian communities and their understanding of Christ.</p>	<p>Find examples in 1 and 2 Corinthians of how Paul challenged the Corinthian Christians about how they worshipped, witnessed a Christian lifestyle and shaped their thinking about Christ as Head of the body. Find examples in the letters of Paul’s new understanding of covenant and holiness. Compare/contrast some of the issues and tensions in the Corinthian community with today’s challenges in church and culture. State how Paul’s description of the resurrection gives us hope.</p>	<p>Literature: Read Paul’s letters to the Corinthians. Identify the parts of a letter. Compare/ contrast with the form of a letter today. Explain how Paul used the letter as communication and its importance to the community. Describe how Paul used literary devices to give directions about life in the Church related to his own authority, liturgy, marriage, eating meat offered to idols, marriage, and addressing factions. Identify what surprises you about the letters to the Corinthians. Identify what questions you have as you walk away from the letters.</p> <p>Geography: Trace the missionary journeys of Paul. Create a map of the journeys.</p> <p>History: Research the Roman Empire in First Century Christianity. Explain the contributions and threats to the development of Christianity under Roman authority.</p>
<p>S.04.38 Show understanding and appreciation of Paul’s vision of freedom from the Mosaic Law and justification in his letter to the Romans.</p>	<p>Define justification. Describe Paul’s understanding of freedom from the Mosaic Law as freedom from sin and justification as part of a Christian’s destiny in Christ. Give examples of this letter as a message of hope and anticipatory glory for those who live in Christ. Describe Paul’s vision of creation. Compare/ contrast with your vision of creation. Explain the significance of the theological virtues in this letter.</p>	<p>Literature: Read Paul’s letter to the Romans. Identify the components of the letter. Describe his recounting the history of the covenants with Israel. State Paul’s love for Israel and his hope for Israel’s own glory.</p> <p>Biography: Research the life of Flavius Josephus. Explain how his work as an historian helps us to understand the First Century related to the Jews and the Christians.</p>
<p>S.04.39 Identify the letters written by other authors of the NT and their significance.</p>	<p>Identify the letters and their authors in the NT. State their importance in organizing the early Christian communities. Explain the importance of these letters now.</p>	<p>Literature: Read 1 and 2 Timothy. Describe the issues being addressed in the letter. State how roles in the church were described. Compare/ contrast to the organization of the church today.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.04.40 Show understanding of how Paul’s vision of the church is evident today in the Tradition of the Church.</p>	<p>Give examples from the writings of Paul that highlight our understanding and appreciation of the Church today. Include the tradition of the Eucharist, Gifts of the Holy Spirit, the virtues of faith, hope and love, and resurrection.</p>	<p>Scripture: Using any of Paul’s letters find examples of historical context and Paul’s directives to the community that may not fit the current situation of society. Explain why literal interpretation of some Scripture passages could be misleading for our times.</p>
<p>S.04.41 Apply understanding of apocalyptic literature in the Gospels and the Book of Revelation.</p>	<p>Define apocalyptic literature. Give examples of apocalyptic anticipation in the Gospels. State the Book of Revelation as apocalyptic. Give examples of how the Book of Revelation was a source of hope for early Christian communities. Describe how it is a source of hope for modern Christians. Describe how the ending of the Book of Revelation is a fitting dénumont for the Bible.</p>	<p>Literature: Read the Book of Revelation. Describe the literary device of apocalyptic literature and its development in First Century Christianity. State the author, time and circumstances of writing the Book of Revelation. Describe the apocalyptic as prophetic derived from OT prophetic literature. Describe the vision of the woman and Christ. State how the woman is a metaphor of the church. State metaphoric use of imaginary creatures and their impact on the story. Distinguish prophetic literature used to describe current events from prediction.</p> <p>Literature: Give examples of current literature that use apocalyptic motifs. Include comics, novels, newspaper and magazine articles. Explain impact on social consciousness and its significance.</p> <p>Art: Give examples of the apocalyptic motif in works of art. Explain impact on social consciousness and its significance.</p> <p>Movies: Give examples of apocalyptic motif in movies. Explain impact on social consciousness and its significance.</p>
<p>S.04.42 Show understanding of how Sacred Scripture is an essential part of the Tradition of the Church.</p>	<p>Describe the importance of the Bible as essential to our understanding of God’s self-revelation. Using the <i>Catechism</i> find statements of the Church’s appreciation for Sacred Scripture as inspired by God. Explain the importance of learning Scripture with the Church as a guiding lens for interpretation.</p>	<p>Research: Research the life of St. Jerome. State why Jerome wanted to translate the Bible from the Greek and Aramaic languages to Latin. Explain why that would have been important for the Christians of that time.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.04.43 Show understanding of how Sacred Scripture is not sufficient for a full understanding of what we believe.</p>	<p>State that Sacred Scripture is one of many ways that we come to know God. State the importance of understanding the Bible within the periods of its being written, the cultural context of the authors and the literary styles. Explain why literal interpretation of the Bible cannot always be applicable to modern experience. Give examples. Give examples of Christian belief that cannot be found in the Bible. Using the <i>Catechism</i> find statements of the Church’s caution about using Scripture “alone” as the only source of truth. Explain why this caution is important.</p>	<p>Group Sharing: Find several translations of the Bible. Find several parables from the synoptic gospels that you studied. Compare/ contrast the translations. Read the footnotes for the passages. Explain how reading different translations and interpretations shed light on the meaning of the passages.</p>
<p>S.04.44 Show appreciation Sacred Scripture as necessary for living a fuller Christian life.</p>	<p>Explain how knowing more about the Bible is a source of deeper appreciation for living the Christian life.</p>	<p>Art: Taking the last line of the NT, design a collage that expresses the meaning of the passage. Explain how art is a form of interpretation.</p>

GOAL FIVE: SOPHOMORE

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>S.05.01 Demonstrate the ability to identify the connection of Sacred Scripture with the Word that is proclaimed in the liturgical rites of the Church.</p>	<p>Explain how Sacred Scripture forms the basis for the proclamation of the Word in the liturgy of the Church. Give examples.</p>	<p>Research: Look up the history of the Lectionary. Explain how the readings were chosen for the cycles of the Church Year. State what criteria were used. State the reasons why certain passages were included.</p>
<p>S.05.02 Explain how the proclamation of the Word is enhanced by a broader understanding of Sacred Scripture.</p>	<p>Demonstrate effective proclamation of the Word in the liturgical prayer of the Church. Explain how understanding the literary structure of scripture passages helps to proclaim the Word more effectively.</p>	<p>Parish Life: Participate in ways to proclaim the Word in the celebration of Mass, parish prayer services, youth group activities, etc.</p>
<p>S.05.03 Explain how liturgy is ritual.</p>	<p>State meaning of liturgy and ritual. Explain how the words and actions of the liturgy are ritual. Give examples.</p>	<p>Family Life and Culture: Give examples of how rituals are lived out in family life and culture. State why these rituals are important in the life of the family. Explain how you participate in cultural celebrations and why they are important.</p>
<p>S.05.04 Show understanding of how participating in the sacraments is a personal encounter with Christ giving a special grace to live the Christian life.</p>	<p>Explain how participating in the sacraments is a personal encounter with Christ giving us the grace to live the Christian life more deeply. Give examples of sacraments being encounters with Christ. Describe how sacramental encounter with Christ deepens our capacity to live our life in Christ.</p>	<p>Guided Reflection: Recall your experience of having received one of the sacraments. How did you experience this sacrament as an encounter with Christ? How does this continue to help you to live your life in Christ?</p>
<p>S.05.05 Show understanding and appreciation of the rite of the Sacrament of Penance and Reconciliation as a means of receiving God’s forgiveness.</p>	<p>Describe the rite of the Sacrament of Penance and Reconciliation. Explain how this sacrament is a means of receiving God’s forgiveness.</p>	<p>Parish Life: Participate in the Sacrament of Penance and Reconciliation when concerned about serious sin or during the Advent and Lent seasons of the Church Year.</p>

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LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.05.06 Show understanding and appreciation of the rite of the Sacrament of Penance and Reconciliation for forgiveness of mortal sins.</p>	<p>Give examples of mortal sins. Describe why the Church teaches us that these actions are mortal in nature. Explain the importance of the Sacrament of Penance and Reconciliation when a Christian has committed an act of such gravity.</p>	<p>History: Research the origins of the Sacrament of Penance/ Reconciliation. Trace its beginnings in the Gospel to the rite we have today.</p>
<p>S.05.07 Explain why confession of our sinfulness is a way to face the wrongs we have done.</p>	<p>Explain how confessing our sins helps us to face the wrongs we have done. Give examples of admitting to what we have done selfishly. State why this is important in life as human persons and as Christians.</p>	<p>Guided Reflection: Reflect on the significant relationships in your life – family, friends, etc. Explain how facing up to the wrongs we have done strengthen and improve these relationships. Connect these experiences to the Sacrament of Penance/ Reconciliation.</p> <p>Interreligious Dialogue: Interview a rabbi to learn about the understanding and practice of repentance, confession and forgiveness in the Jewish tradition. Compare this to Christian understanding.</p>
<p>S.05.08 Explain how the rite of the Sacrament of Penance and Reconciliation is an encounter with Christ.</p>	<p>Articulate personal understanding of how participating in the Sacrament of Penance and Reconciliation is an encounter with Christ. Explain how this is a source of comfort and healing.</p>	<p>Scripture: Identify and summarize some stories from the Gospels in which Jesus extends forgiveness. Explain how each of these expands your understanding of the healing power of forgiveness.</p>
<p>S.05.09 Show understanding that the Eucharist is a source of forgiveness and reconciliation.</p>	<p>Explain how the Eucharist is a source of forgiveness and reconciliation. Give examples of rites in the Mass that ask God for forgiveness of our sins particularly venial sins.</p>	<p>Liturgy: Analyze one of the four Penitential Rites used at Mass. Explain how it expresses forgiveness and reconciliation.</p>

GOAL SIX: SOPHOMORE

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>S.06.01 Show understanding and appreciation for prayer as a necessary part of our lives as Christians.</p>	<p>Describe how and why prayer is necessary for the Christian life. Give examples from your own life.</p>	<p>Guided Reflection: Using last month’s calendar mark entries identifying when you prayed. State the form of prayer you used. Explain how this exercise helps you to pray regularly.</p>
<p>S.06.02 Articulate that appropriating and living the moral teaching of Jesus Christ and the Church requires personal prayer.</p>	<p>Read CCC 2014-2016. Describe how and why living the moral teaching of Jesus and the Church necessitates personal prayer. Give examples.</p>	<p>Group Reflection: Using a selection from the Gospels, use a meditation tool to reflect on the passage. Explain how this kind of tool helps you to pray with Scripture as a source of prayer.</p>
<p>S.06.03 Describe personal examine as a form of prayer.</p>	<p>Explain how examination of one’s conscience is a form of prayer. Evaluate its importance in the Christian life.</p>	<p>Guided Reflection: Develop a personal examination of conscience using the Ten Commandments as the framework.</p>
<p>S.06.04 Using information from the Gospels, explain how Jesus prayed.</p>	<p>Fine examples in the Gospels of how Jesus prayed. State how these examples teach us about prayer.</p>	<p>Art: Find an artistic expression of Jesus at prayer. Explain what you think the artist is portraying.</p>
<p>S.06.05 Demonstrate how we pray with Mary and the saints.</p>	<p>Find examples of praying with Mary and the saints. Explain how this is effective prayer.</p>	<p>Group Sharing: Choose titles of Mary and the names of favorite saints. Create a litany incorporating a five-to-six word invocation for each name listed. Pray the litany together. Ecumenism: Interview some Protestant friends or family to learn how they understand Mary and the saints. Determine how they perceive Catholic understanding. Consider how perceptions of each other match up to reality.</p>
<p>S.06.06 Demonstrate an understanding of what is involved in preparing and participating in communal prayer services, including retreats.</p>	<p>Develop and participate in communal prayer services and retreats.</p>	<p>Youth Group: Develop a method for praying together prayer every time you meet.</p>

GOAL SEVEN: SOPHOMORE

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>S.07.01 Show understanding and appreciation that Christ established his Church to continue his presence and his work.</p>	<p>Read CCC 748-766. State that Christ established the Church to continue His presence and work in the world. Give examples exhibiting how the Church continues Christ’s mission today.</p>	<p>Scripture: Find passages in the Gospels and the Acts of the Apostles, which give evidence of Jesus establishing the Church as well as commissioning his followers.</p>
<p>S.07.02 Describe Jesus’ commissioning of the Apostles to continue his mission on earth.</p>	<p>Read CCC857-860. State how Jesus commissioned the Apostles to continue his mission on earth. Describe how this is articulated in the NT.</p>	<p>Group Interaction: Explain how the parish commissions members to do special works. Describe the works. Explain why commissioning is done in the context of our faith experiences as an assembly.</p>
<p>S.07.03 Describe the early growth of the Church from Pentecost through Paul’s missionary journeys.</p>	<p>Read CCC 551-556, 766-769, 442. Read the Acts of the Apostles. Trace the development of the Early Church from the time of Pentecost through the missionary journeys of Paul. Explain why the origin of the Church was so robust.</p>	<p>Literature: Read the historical novel <i>Quo Vadis</i> by Henryk Sienkewicz (translated by W.S. Kuniczak, 1993) Explain how this story is fiction yet tells something of the growth of the Early Church. Describe the characterizations of Jesus and Peter. State the plot and the resolution.</p>
<p>S.07.04 State the role of the Apostles from the time of the Early Church to the pope and bishops.</p>	<p>Read CCC 857-862. State the role of the Apostles in the development of the Early Church and how this role is continued in the pope and bishops.</p>	<p>Group Interaction: Discuss how we benefit from the leadership begun by the Apostles and continuing today in modern Church leadership. Explain why leadership is important to an organization.</p>
<p>S.07.05 Describe the movement of the development of the Church from its Jewish beginnings to the Gentiles.</p>	<p>Read CCC 774-776, 781. Describe how the Church developed from a primarily Jewish beginning to the mission to the Gentiles. State the implications of this movement. Explain the significance of understanding the struggle of this movement for the Church today.</p>	<p>Scripture: Read Paul’s letter to the Romans. State how this letter is Paul’s argument for moving from the Mosaic Law to his self-proclamation of being the Apostle to the Gentiles. Imagine how Roman Gentile Christians would have felt about this letter.</p>

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LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.07.06 Identify the Council of Jerusalem as the first council of the Apostles as leaders of the Early Church.</p>	<p>From the Acts of the Apostles describe the first Council in Jerusalem, who met, when, what were the issues and the outcomes. Explain the importance of this council in recognizing Apostles as leaders.</p>	<p>Research: Find out how many Church councils there have been since the first council in Jerusalem. Identify who called the council and why each was convened.</p>
<p>S.07.07 Demonstrate an understanding of Jesus’ predictions to the Apostles that people would have to suffer for their faith.</p>	<p>From the Gospels and Acts of the Apostles trace Jesus’ predictions of suffering to how suffering was described in the Acts. Give examples of suffering in the Church today.</p>	<p>Group Interaction: Create the plot for a novel that describes a high adventure event. Explain how suffering may or may not be part of the plot. Describe what suffering accomplishes in the plot of the story. Literature: Take a novel that you recently read. Recount how characters had to struggle in order to achieve a particular end.</p>
<p>S.07.08 Describe the divine foundation of the Catholic Church.</p>	<p>Read CCC 758-769. Trace the divine foundation of the Catholic from the OT to the NT.</p>	<p>Art: Find scriptural images that describe the Church in the NT. Create an artistic expression of these images.</p>
<p>S.07.09 State that the Catholic Church is entrusted with protecting the Deposit of Faith – Scripture and Tradition – through the pope and bishops.</p>	<p>Read CCC 888-892, 2049-2051. State the mission of the Church relative to protecting the Deposit of Faith from the time of the Apostles through the pope and bishops today. Give examples from current issues today where others look to the Church for guidance on social issues based on the Tradition of the Church.</p>	<p>Media: Using the <i>Catholic New World</i>, find articles in the last months’ issues that exhibit the teaching aspect of the Church.</p>
<p>S.07.10 Show an understanding of and appreciation for belonging to the Body of Christ, the Church, as the way of living discipleship in Christ.</p>	<p>Read CCC 752. Give examples of how belonging to the Church, the Body of Christ, lives out my discipleship in Christ.</p>	<p>Scripture: Read 1 Corinthians 12. Explain how the images Paul uses help you to understand the Church and its variety of ministries.</p>
<p>S. 07.11 Identify images of the Church that derive from the Old Testament.</p>	<p>Read CCC. Identify images of the OT that the roots the Church in the context of the People of God starting with Abraham.</p>	<p>Music: Get a copy of the lyrics for the song “All Are Welcome” by Marty Haugen. Identify images that come from the OT.</p>

GOAL EIGHT: SOPHOMORE

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>S.08.01 Show an understanding of and appreciation for living a life of service within the context of parish life.</p>	<p>Describe how the Christian lives a life of service within the context of parish life. Give examples of how youth serve the community of the parish and how they serve others beyond the parish.</p>	<p>Parish Life: As a youth group action, use a social analysis tool to identify and analyze a social issue that is prevalent in the neighborhood or area. Identify ways in which the group can take action as a result of the analysis.</p>
<p>S.08.02 Show an understanding of and appreciation for how the Sacraments at the Service of Communion are experienced in parish life.</p>	<p>Read CCC 1533-1535. Describe how Christians serve the parish through the Sacrament of Marriage and the Sacrament of Holy Orders.</p>	<p>Guided Reflection: Write a reflection on the questions: How do I sense the Spirit’s action in my life? How I live that in my actions?</p>
<p>S.08.03 Describe how the parish supports Christian marriage and family life.</p>	<p>Identify programs and ministries in the parish that help couples prepare for marriage and help families to raise their children in the faith. State how the parish serves youth in these ministries.</p>	<p>Research: Find information about the Marriage Encounter Movement. Explain how it helps couples already married. Explain why couples need support for their marriage.</p>
<p>S.08.04 Show an understanding of and appreciation for the parish in the celebration of Sunday Mass.</p>	<p>Demonstrate deeper knowledge of the use of Sacred Scripture in the Liturgy of the Word and in other parts of the Mass.</p>	<p>Parish Life: Participate in instructions to be a lector at Sunday Mass and other liturgies. Continue studying Sacred Scripture using Lectionary study materials. Guided Reflection: Write a reflection on the question: How does my knowledge of Scripture help me to understand the Liturgy of the Word in the Sunday liturgies of the Church Year?</p>
<p>S.08.05 Show an understanding of and appreciation of cultural and ethnic diversity in parish life.</p>	<p>Identify the cultural and ethnic groupings in the parish. Give examples of how each of these groups adds to the richness of parish life.</p>	<p>History: Find information about the history of your parish. Describe the ethnic group/s responsible for starting it. Describe the gifts of these groups to the life of the parish. Describe the make-up of your parish now. Describe the gifts that are part of your parish now.</p>

GOAL NINE: SOPHOMORE

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>S.09.01 Show understanding of God’s call to Abraham, the patriarchs, Moses were personal.</p>	<p>Read the OT stories of God’s call to Abraham. Describe how it was a personal call that Abraham responded to in freedom. Recount stories of God’s call to the patriarchs and prophets.</p>	<p>Guided Reflection: Why is it sometimes hard to discern God’s call in society today? If God were to use signs familiar to us in the 21st century, what signs might God use?</p>
<p>S.09.02 Show understanding that God called the prophets for a special purpose.</p>	<p>Give examples of prophets and how God called each for a special purpose.</p>	<p>Scripture: Select one of the prophets from the OT. Identify his background, the circumstances surrounding his call, and the reasons why God called him.</p>
<p>S.09.03 Show understanding that the Christian vocation is a special call from God for a special purpose.</p>	<p>Give examples of Christian vocations as God’s calling the person for a special purpose. Give examples of how this is exhibited to you in family and parish life.</p>	<p>Group Sharing: Identify the characteristics of call as found in the NT. Describe what Jesus did and what his expectations were. What impact does this have on your understanding of vocation?</p>
<p>S.09.04 State that knowing one’s vocation requires discernment and prayer.</p>	<p>Define discernment. State how knowing one’s vocation requires prayer and discernment of one’s personal gifts and qualities.</p>	<p>Group Reflection: Do a discernment exercise as a group to identify personal gifts and qualities. Examine why discernment is important to know oneself.</p>
<p>S.09.05 Identify the Holy Spirit’s action in the discernment of a vocation.</p>	<p>State how the gifts of the Holy Spirit helps the Christian to discern the vocation to which he/she is being called. State the importance of wisdom and understanding in the choices of life.</p>	<p>Guided Reflection: Compose a prayer to the Holy Spirit for help in discerning your own vocation.</p>

GOAL TEN: SOPHOMORE

ECUMENSIM 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>S.10.01 Trace Divine Revelation through the history of salvation.</p>	<p>Trace Divine Revelation through Old Testament times using the major events of revelation through Abraham, Isaac, Jacob, the twelve sons of Jacob/ Israel, Moses, the prophets, etc. Connect the events with the history of salvation.</p>	<p>Art: Design an OT tree that identifies the family roots of the Jewish people from Abraham to the twelve sons of Jacob, to King David and King Solomon.</p>
<p>S.10.02 Identify why the relationship of the Catholic Church to the Jewish people as special.</p>	<p>Read CCC 839. State that the Jewish people were God’s special choice to be the instrument of salvation to the world.</p>	<p>Group Sharing: Consider 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>Research: Using a social analysis tool identify the roots of anti-Semitism in the 20th century. Draw conclusions about your findings.</p> <p>History: Research historical events of the Catholic Church showing a change in her relationship with Judaism in the 21st century. Identify popes who particularly contributed to this change.</p>
<p>S.10.03 Demonstrate an understanding that Catholics and Jews share common elements of moral life and practice.</p>	<p>Identify the Decalogue and the teachings of the prophets as common elements of moral life and practice for Catholics and Jews. Give examples of how Jesus used the Decalogue and the prophetic words in his teachings.</p>	<p>Parish Life: Find examples in parish life in which the parish staff and/ or parishioners engage in interreligious learning about Judaism or interreligious dialogue. Explain why this is important.</p>

LEARNING OUTCOME	SAMPLE ASSESSMENTS	CONNECTIONS
<p>S.10.04 Show understanding of Christian holydays and observances as rooted in the Jewish traditions.</p>	<p>Identify holydays observed by Catholics and Jews. State how these days are similar and different in history, symbol, and practice.</p>	<p>Interreligious Dialogue: Arrange a visit to a synagogue to learn about the interior of the space, its symbols and sacred article. Ask a rabbi or teacher on staff to explain the symbols and celebrations conducted in the synagogue. Compare to the parish church.</p>
<p>S. 10.05 Explain that that the religion of Islam is rooted in the Abrahamic belief in one God.</p>	<p>Identify Islam to Abraham’s belief in the one God. Describe this faith as common with Jews and Christians.</p>	<p>Interreligious Dialogue: Trace the roots of Islam through the story of Abraham, Hagar and Ishmael. Invite a Muslim imam or friend to explain how Muslims identify their connection to Abraham through Hagar and Ishmael.</p>
<p>S.10.06 Demonstrate how Sacred Scripture for Christians, Jews and Muslims are related to Divine Revelation as professed by each of the traditions.</p>	<p>Compare and contrast the Christian and Jewish Bible. Explain why the NT is not in the Jewish Bible. Explain why the books in the OT and the Jewish Bible are organized differently. Explain the relationship of these scriptures to revelation. Compare the Qur’an to the Jewish and Christian Bible. Explain the relationship of the Qur’an to revelation.</p>	<p>Interreligious Dialogue: Invite a Muslim teacher or imam to give a presentation on the Muslim belief in the Qur’an as divine revelation. Compare/contrast to the Christian understanding of Divine Revelation.</p>