



Archdiocese of Cincinnati

High School Religion

Graded Course of Study

9th – 12th Grades

2013

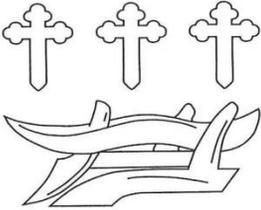
Approved by: Archbishop Dennis Schnurr
Archbishop of the Archdiocese of Cincinnati

High School Religion Curriculum Steering Committee Members:

| | |
|------------------------------|---|
| Dr. Laura Meibers | Deputy Superintendent, Catholic Schools Office |
| Ms. Kristina Krimm | Assistant Director, Office of Evangelization & Catechesis |
| Rev. Benedict O’Cinnsealaigh | Rector, Mount St. Mary’s Seminary |
| Rev. Anthony Brausch | Vice-Rector, Mount St. Mary’s Seminary |
| Rev. Earl Fernandes | Dean, Mount St. Mary’s Seminary |
| Rev. Michael Seger | Professor of Moral Theology, Mount St. Mary’s Seminary |
| Rev. Jan Schmidt | Pastor, St. Margaret of York Church |
| Mr. Blane Collison | Principal, Archbishop Moeller High School |
| Mr. John Marshall | Principal, Chaminade Julienne High School |
| Mr. Thomas Otten | Principal, Elder High School |
| Rev. Jason Bedel | Religion Department Chair, Bishop Fenwick High School |
| Sister Teresa Dutcher, S. C. | Religion Department Chair, Seton High School |
| Mr. William Schlater | Retired Religion Department Chair, St. Xavier High School |
| Mrs. Denise Stieritz | Retired Religion Department Chair, Carroll High School |

High School Religion Curriculum Writing Committee Members:

| | |
|---------------------------------|-----------------------------------|
| Ms. Donna Bambach | Archbishop McNicholas High School |
| Mr. Richard Bohne | Archbishop Moeller High School |
| Mr. Robert Bonnici | Mother of Mercy High School |
| Ms. Peggy Brewer | McAuley High School |
| Ms. Melanie Brinkmann | Mount Notre Dame High School |
| Mr. Dennis Brun | Carroll High School |
| Ms. Lisa Colbert | Chaminade Julienne High School |
| Ms. Teresa Davis | Archbishop McNicholas High School |
| Mr. Timothy Dillon | Chaminade Julienne High School |
| Ms. Linda Dintaman | Archbishop Alter High School |
| Mr. Michael Flaherty | LaSalle High School |
| Ms. Ashley Gayonski | Summit Country Day Upper School |
| Rev. Daniel Hess | Lehman Catholic High School |
| Rev. Mark Hudak, O.F.M. | Roger Bacon High School |
| Ms. Joanne Koehl | St. Ursula Academy |
| Mr. Kenneth Laake | Elder High School |
| Ms. Kimberly McLaughlin | St. Xavier High School |
| Ms. Christine Potter-Wroblewski | St. Ursula Academy |
| Mr. David Samples | Stephen T. Badin High School |
| Ms. Karen Seitz | Catholic Central High School |
| Ms. Marcia Sullivan | Mount Notre Dame High School |
| Ms. Darlene Tempelton | Catholic Central High School |
| Ms. Margaret Turner | Ursuline Academy |
| Mr. Robert Von Luehrte | Roger Bacon High School |
| Mr. Jeffrey Warren | Elder High School |
| Mr. Mark Wilkins | St. Xavier High School |



November 11, 2013

**Office of
The Archbishop**

100 East Eighth Street
Cincinnati, Ohio 45202

513-421-3131

Dear High School Religion Teachers and Administrators,

It is with great pleasure that I present to you the Religion Graded Course of Study (GCS) for the Catholic High Schools of the Archdiocese of Cincinnati. This GCS is designed to foster effectiveness, focus, and authenticity in the religion instruction within our 23 high schools. In the GCS, you will see defined instructional standards, commentary on how to structure religion classes, and an excerpt from Archdiocesan educational policy regarding Catholic identity and faith formation. It is my hope and expectation that the religion GCS will be used as the basis for all high school religion instruction in our Catholic schools.

I would like to extend my sincerest appreciation to the Religion GCS Steering Committee that coordinated the effort to write this document. Likewise, I am grateful for each school's principal and religion department chairperson for providing input and guidance during the GCS's formation.

Our schools exist to teach the Catholic faith. As such, it is vital that our religion classes be vibrant places where young people learn the good news of Christ's salvation. Although a school's Catholic identity extends far beyond religion classes, it is nevertheless critical that our religion classes teach the faith with vigor, passion, and adherence to the Gospels.

Thank you for your outstanding work in nurturing the spiritual growth of our students. May God continue to bless you in your ministry to Catholic education.

Sincerely yours in Christ,

A handwritten signature in blue ink that reads "Dennis M. Schnurr".

Most Reverend Dennis M. Schnurr
Archbishop of Cincinnati

lsc

HIGH SCHOOL RELIGION GRADED COURSE OF STUDY

OFFICE OF EVANGELIZATION AND CATECHESIS

TABLE OF CONTENTS

| | Page |
|---|------------------|
| <u>INTRODUCTION</u> | <u>1</u> |
| <u>DOCUMENT KEY</u> | <u>4</u> |
| <u>TOPIC: The Revelation of Jesus Christ in Scripture (Old Testament/Hebrew Scriptures)</u> | <u>5</u> |
| <u>Objectives for Goal #1</u> | <u>5</u> |
| <u>Objectives for Goal #2</u> | <u>6</u> |
| <u>Objectives for Goal #3</u> | <u>7</u> |
| <u>Objectives for Goal #4</u> | <u>7</u> |
| <u>TOPIC: Who Is Jesus Christ? The Mission of Jesus Christ (Christology/New Testament)</u> | <u>8</u> |
| <u>Objectives for Goal #1</u> | <u>8</u> |
| <u>Objectives for Goal #2</u> | <u>9</u> |
| <u>Objectives for Goal #3</u> | <u>10</u> |
| <u>TOPIC: Jesus Christ’s Mission Continues in the Church (Ecclesiology) & History of the Catholic Church</u> | <u>11</u> |
| <u>Objectives for Goal #1</u> | <u>11</u> |
| <u>Objectives for Goal #2</u> | <u>11</u> |
| <u>Objectives for Goal #3</u> | <u>12</u> |
| <u>TOPIC: Sacraments as Privileged Encounters with Jesus Christ (Sacraments and Liturgy)</u> | <u>13</u> |
| <u>Objectives for Goal #1</u> | <u>13</u> |
| <u>Objectives for Goal #2</u> | <u>14</u> |
| <u>Objectives for Goal #3</u> | <u>15</u> |
| <u>TOPIC: Life in Jesus Christ (Catholic Morality)</u> | <u>16</u> |
| <u>Objectives for Goal #1</u> | <u>16</u> |
| <u>Objectives for Goal #2</u> | <u>17</u> |
| <u>Objectives for Goal #3</u> | <u>17</u> |
| <u>Objectives for Goal #4</u> | <u>18</u> |

| | |
|--|------------------|
| <u>TOPIC: Living as a Disciple of Jesus Christ in Society</u> | |
| <u>(Catholic Social Teaching)</u> | <u>19</u> |
| <u>Objectives for Goal #1</u> | <u>19</u> |
| <u>Objectives for Goal #2</u> | <u>20</u> |
| <u>Objectives for Goal #3</u> | <u>20</u> |
| | |
| <u>TOPIC: Responding to the Call of Jesus Christ</u> | |
| <u>(Catholic Lifestyles / Vocations)</u> | <u>22</u> |
| <u>Objectives for Goal #1</u> | <u>22</u> |
| <u>Objectives for Goal #2</u> | <u>23</u> |
| <u>Objectives for Goal #3</u> | <u>23</u> |
| <u>Objectives for Goal #4</u> | <u>24</u> |
| <u>Objectives for Goal #5</u> | <u>24</u> |
| | |
| <u>TOPIC: Interreligious and Ecumenical Issues</u> | |
| <u>(Religions of the World)</u> | <u>25</u> |
| <u>Objectives for Goal #1</u> | <u>25</u> |
| <u>Objectives for Goal #2</u> | <u>25</u> |
| <u>Objectives for Goal #3</u> | <u>26</u> |
| <u>Objectives for Goal #4</u> | <u>26</u> |
| | |
| <u>THREE OPTIONS FOR IMPLEMENTING THE GCS</u> | <u>27</u> |
| | |
| <u>ARCHDIOCESAN EDUCATIONAL POLICIES – SECTION 300</u> | <u>29</u> |

INTRODUCTION

Catholic schools in the Archdiocese of Cincinnati are Christ-centered communities dedicated to faith formation, academic excellence, and the individual growth of our students, all rooted in the Gospel message of Jesus. The systematic catechesis provided in the schools plays an essential role in the faith formation of the students. This Religion curriculum supplies the content for the catechesis which occurs primarily within Catholic high school Religion classes, but which is reinforced by the entire administration, faculty and staff. Promulgated by Archbishop Dennis Schnurr on November 11, 2013, this curriculum states the knowledge which all students are expected to acquire by the time they graduate along with the attitudes and skills they will progress in attaining. In conjunction with the various aspects of the campus ministry program and supported by the overall Catholic culture of the school, it aims to prepare students to live as disciples of Jesus Christ and to continue to develop their relationship with Him by fully participating in the life of the Catholic Church. However, the schools can only achieve this goal through effective collaboration with parents who are the primary educators of their children in the faith and by partnering with parishes to sustain the regular involvement of students in their local faith communities.

This course of study is based on the key themes from the *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age* (USCCB, 2008) which draws from the *Catechism of the Catholic Church*. It also reflects the six tasks of catechesis outlined in the *General Directory for Catechesis* (Libreria Editrice Vaticana, 1997; USCC, 1998) and reiterated in the *National Directory for Catechesis* (USCCB, 2005, pp. 60-62):

1. Promotes knowledge of the faith.
2. Promotes a knowledge of the meaning of the Liturgy and the sacraments.
3. Promotes moral formation in Jesus Christ.
4. Teaches the Christian how to pray with Christ.
5. Prepares the Christian to live in community and to participate actively in the life and mission of the Church.
6. Promotes a missionary spirit that prepares the faithful to be present as Christians in society.

The *National Directory for Catechesis* identifies foundational and operational principles for the ministry of adolescent evangelization and catechesis (pp. 199-202). It is expected that the teachers and administrators responsible for implementing this curriculum be thoroughly familiar with these principles and ensure that they are evident in the actual practices in their schools.

In this vital work of catechesis, crucial philosophical truths move through all of the course work at all levels of instruction. The dignity of the human person, created in the image of God, is a primary teaching theme. In order for students to accept, comprehend, and live out the objectives presented in this curriculum, they must firmly establish their identity as children of God. In this knowledge, they recognize their status in the covenant with our Triune God. This knowledge implies that all of revelation, both Scripture and Tradition, demonstrates that God is relational, a loving God. Created in God's image, we are called to be in relationship with Him and others. We find true fulfillment in our relationships with others and especially in our relationship with God. Building on the foundation of the dignity of the human person and the relational aspect of our fulfillment of the covenant, it naturally follows that students discover their role and call as disciples of Jesus Christ, the model for us as human beings and for our relationships.

These three themes--what it means to be human, the importance of relationships, and our call to discipleship--are basic to all religious education. They must be woven into developmentally appropriate pedagogy throughout the curriculum, in all course work, at all grade levels. The degree that we succeed at embedding this foundation in our youth will determine, in large part, our ability to accomplish the outcomes specified. For it will be through these tenets that:

- They begin to see the Sacred Scriptures as their story as the people of God
- They will understand the Church and its sacraments as a means of fulfillment of the covenant
- They will understand that a life established on the rock of Christian morality and social justice is the way to true discipleship
- They will be better able to meet the challenges and demands of the modern world in a fashion that models the life of Christ.

This curriculum contains cognitive, affective, and behavioral goals and objectives. Assessing the attainment of objectives in the affective and skills areas can be challenging, requiring observation of behavior in a variety of settings, some of which are clearly beyond the scope of a school environment. Nevertheless, affective and behavioral outcomes are important, particularly if faith formation is one of the main purposes of Catholic schools.

It is important to note that many Protestant Christians, members of other faith traditions, or those with no religious affiliation are enrolled in our Catholic schools. We welcome them and appreciate their contributions. Our Catholic schools include an ecumenical dimension in their catechesis. *Catechesi Tradendae (On Catechesis in our Time, #32)*, an encyclical issued by Pope John Paul II in 1979, states that "catechesis will have an ecumenical dimension if it tries to prepare Catholic children and young people as well as adults, for living in contact with non-Catholics, affirming their identity,

while respecting the faith of others.” Although our schools do not proselytize, we are responsible to evangelize. Believing that all educated citizens benefit from understanding Christianity, we share the treasures of our faith with the students and their families. However, they remain free to accept or reject our teachings.

Many people throughout the archdiocese contributed to the writing of the curriculum: the High School Religion Curriculum Steering Committee, the Religion Department Chairs from each of the Catholic High Schools, and Religion teachers with expertise in specific areas. Archbishop Schnurr and all the contributors intend that this course of study will strengthen and unify the catechetical efforts of our high schools by ensuring that all students are taught the same core content. Principals and teachers may choose the most effective teaching strategies, textbooks, and other resources best suited to accomplish the goals and objectives for their particular students.

DOCUMENT KEY

- CCC** *Catechism of the Catholic Church* (Libreria Editrice Vaticana, 1997)
- CF** *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age* (USCCB, 2008)
- CL** *Catechetical Formation in Chaste Living: Guidelines for Curriculum Design and Publication* (USCCB, 2008)
- FYD** *Forming Young Disciples: Guidelines and Resources for Parish-based Evangelization and Catechesis of Young People* (Archdiocese of Cincinnati, Offices of Evangelization and Catechesis and Youth and Young Adult Ministry, 2007)
- GDC** *General Directory for Catechesis* (Libreria Editrice Vaticana, 1997)
- NDC** *National Directory for Catechesis* (USCCB, 2005)
- TOB** *The Theology of the Body: Human Love in the Divine Plan* by Pope John Paul II (Pauline Books and Media, 1997)

TOPIC: The Revelation of Jesus Christ in Scripture (Old Testament/Hebrew Scriptures)

LEVEL: Lower Level (Grades 9 & 10)

ABBREVIATION: OT

The Archdiocese of Cincinnati stipulates the following goals for this topic:

- OT.1. The students will develop the ability to interpret the Bible using a contextualist approach guided by the teaching and tradition of the Church. Taking into account the historical, literary, and theological background of biblical texts, students will learn to focus on the religious truths so as to better understand and encounter God's Self-Revelation in the history of salvation culminating in the person of Jesus Christ, the Word Made Flesh.
- OT.2. The students will come to a deeper knowledge and appreciation of the Hebrew Scriptures—the inspired record of God's revelation. As they become familiar with the major sections of the Bible, the books included in each section and the stories of salvation history, they will be invited to make connections between the truths of the biblical stories and their personal faith journeys.
- OT.3. The students will be trained in the use of Scripture for personal prayer and within the practice of the Church so that they will gain confidence in turning to the Scripture for guidance.
- OT.4. The students will gain confidence in their ability to apply the teachings of the Hebrew Scriptures to the daily challenge of living a Christian life in today's culture. They will reflect upon the dignity of the human person, created in the image and likeness of God, and be empowered to live as disciples of Jesus Christ who revealed the fullness of our humanity.

Objectives for Goal #1 – The students will be able to...

Document Code & Page Number

- | | |
|---|---|
| OT.1.1. Identify the universal longing for God as the beginning of faith and discuss the role of natural and divine revelation in helping us to believe that God exists and to know who God is. | CF p. 2 I. A-B. |
| OT.1.2. Explain the Catholic Church's understanding of biblical inspiration and divine revelation as they relate to the formation and teachings of the Bible. | CF p. 2 I. A-B & II. A-B. CF p. 31 I. A-D. |
| OT.1.3. Describe and practice applying the guidelines for interpreting Sacred Scripture within the tradition of the Church so as to avoid fundamentalism/literalism and arrive at God's revealed truth. | CF p. 3 III. A-E & p. 5 VI. B-C. CF p. 31 I. A-D & p. 34 XII. A-B. |
| OT.1.4. Trace the inspired formation of the Bible from the oral tradition, to the writing and redaction of these sources, to the setting of the canon, and the challenges of translation. | CF pp. 2-3 I. B.2-3 & II. A-B. |

- OT.1.5. Describe the variety of literary forms in the Bible, determine the form of writing when given a passage, and begin to develop proficiency in using that information to assist in discerning the meaning of a passage. CF p. 31 II. B & p. 3 III. E.3.
- OT.1.6. Demonstrate how to use knowledge of the historical background (political, religious, social, cultural, geographic, authorship) of the texts to come to a better understanding of their inspired meaning. CF p. 31 II. A & p. 3 III. B.

Objectives for Goal #2 - The students will be able to...

Document Code & Page Number

- OT.2.1. Explain the difference between a Catholic Bible and a Protestant Bible. CF p. 34 XII. C.
- OT.2.2. Identify the major sections of the Hebrew Scriptures – Torah, Historical Books, Prophets and Wisdom Literature. CF p. 4 IV. A.
CF p. 31 I. C. 4.
- OT.2.3. Express the Catholic interpretation of the creation stories of early Genesis as conveying religious and moral truths about God’s role in creation, the dignity of the human person, the sanctity of human life, the complementarity of the sexes (male & female), our call to be good stewards of creation, the effects of sin and the promise of redemption. CF p. 31 II. A- B.1-2.
CF p. 8 IV. A. & p. 9 V.B. 1a, 2a, C.3.
CF p. 11 I. A-B & II.A-C.
CF p. 27 I. A.
- OT.2.4. Critically read and reflect upon the stories of God’s presence and action in the lives of the Hebrew people, from the covenant stories of the patriarchs and matriarchs, through their saving experience of God’s deliverance during the Exodus and their formation as His people in the covenant at Sinai, through the time of the Kings, the Babylonian Exile and post-exilic Israel. CF pp. 31-32 II, III, IV, VI.
CF pp. 11-12 II. A-B.
- OT.2.5. Analyze the teachings of the Ten Commandments and examine how to live these faithfully today. CF pp. 27-28 II. B.
- OT.2.6. Articulate the major themes in the message of the prophets – the call to fidelity to the covenant, justice, the preferential option for the poor, God’s promise of redemption fulfilled in Jesus. CF p. 40 II. A.1 & p. 41 III.D.
CF pp. 11-12 II. B.
CF p. 32 VI.

OT.2.7. Explore some of the thoughtful questions and musings about the meaning of life and relationship with God, self and others expressed in the Wisdom literature and integrate some of these insights into their lives. (Affective)

CF p. 32 V. A-D.

Objectives for Goal #3 - The students will be able to...

OT.3.1. Be invited to be open to God's presence within Sacred Scripture so as to grow to know and love Him. (Affective)

Document Code & Page Number

CF p. 5 V. B & D. 2.
CF p. 13 VI. C.

OT.3.2. Describe how Scripture is used in the prayer of the Church, especially at Mass, and develop and practice the skills for participating in the Liturgy of the Word.

CF p. 3 II. C. 1-3 & p. 4 VI. 1.

OT.3.3. Practice praying with scripture within the community of the classroom and privately. (Affective/Skill)

CF p. 3 II. C.3.e & p. 4 VI.A.
CF p. 13 VI. C.

OT.3.4. Appreciate the power of the biblical prayers, especially the Psalms, to give voice to our personal and collective trust in God. (Affective)

CF p.32 V.D.

Objectives for Goal #4 - The students will be able to...

OT.4.1. Articulate that human sexuality is a gift from God who intended us for love and define chastity as a virtue that allows us to do what is right, good and truly loving in the areas of relationship and sexuality.

Document Code & Page Number

CL pp. 8-9 #20-21, 24.
FYD p. 40.
CF p. 28 II.B.1.6) a.

OT.4.2. Examine the values of respect for life, the call to stewardship, and the call to faithfulness to God to understand the challenges they will face in living out those values in society today.

CF p. 41 III. G, IV.B.2.b.
NDC #41 B.

TOPIC: Who Is Jesus Christ? The Mission of Jesus Christ (Christology/New Testament)

LEVEL: Lower Level (Grades 9 & 10)

ABBREVIATION: NT

The Archdiocese of Cincinnati stipulates the following goals for this topic:

- NT.1. The students will come to a deeper knowledge and appreciation of the New Testament witness to the person of Jesus Christ. As they become familiar with the major sections of the New Testament, the books included in each section and the stories about Jesus, they will be introduced to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. The students will understand that Jesus is the ultimate Revelation to us from God.
- NT.2. The students will develop the ability to interpret the New Testament using a contextualist approach guided by the teaching and tradition of the Church. Taking into account the historical, literary, and theological background of biblical texts, students will learn to focus on the religious truths so as to better understand and encounter God's Self-Revelation in the person of Jesus Christ, the Word Made Flesh.
- NT.3. The students will be invited to come to know the person of Jesus Christ revealed in the gospels. The students will reflect upon the dignity of the human person, created in the image and likeness of God and be empowered to live as disciples of Jesus Christ who revealed the fullness of our humanity.

Objectives for Goal #1 - The students will be able to...

- NT.1.1. Identify the major sections of the New Testament (Gospels, Acts of the Apostles, Pauline and Catholic Epistles and Book of Revelation) and the books within them.
- NT.1.2. Appreciate the critical importance of the gospels in proclaiming the Good News of Jesus Christ. *(Affective)*
- NT.1.3. Reflect on the mystery of the Incarnation of the Son of God through careful examination of the gospel witness to Jesus as fully God and fully human. The students will appreciate that in His humanity Jesus has experienced the same struggles and joys as the student and be invited to accept His grace and follow Him. *(Affective)*
- NT.1.4. Analyze the central teachings, wisdom sayings and parables of Jesus in order to better understand his message of the Kingdom of God and his call to grow in holiness.

Document Code & Page Number

- CF p. 4 IV. B. & p. 33 VII. A-E.
- CF p. 4 V. A.
- CF p. 6-7 II. A-B & p. 7 III A.
CF p.12 II. C. 2.
CF p. 8 IV. A-C.
- CF p. 4 V. A & C. 4 & D.
CF p. 8 IV. C.3.

- | | |
|--|--|
| NT.1.5. Identify and be invited to integrate into their lives the central actions of Jesus, such as healing, prayer, table fellowship, love, forgiveness, mercy, and proclaiming the Good News. | CF p.4 V. A-C.4. CF p. 8 IV. C.3-5. CF p. 12 II. C.3-4. |
| NT.1.6. Reflect on the Paschal Mystery after studying the Last Supper, crucifixion, and resurrection of Jesus so as to understand God’s redemptive action and the role of sacrifice in the lives of Christians. <i>(Affective)</i> | CF pp. 9-10 V. B-C. CF p. 12 II. C. & IV. & p. 14 VII. B-C. CF p. 33 II. B.5, C.4, D.4, & E.4. |
| NT.1.7. Explain how Jesus fulfills God’s promise of Redemption developed through the Old Testament and articulate that the God revealed in the Old Testament became incarnate in Jesus and continues to speak and to act in the world today. | CF p. 12 II. C. CF p. 6 II. A. |
| NT.1.8. Identify the Trinity as the central mystery of the Christian faith. | CF pp. 6-7 II. B-C |

Objectives for Goal #2 - The students will be able to...

Document Code & Page Number

- | | |
|---|---|
| NT.2.1. Describe and practice applying the guidelines for interpreting Sacred Scripture within the tradition of the Church so as to avoid fundamentalism/literalism and arrive at God’s revealed truth. | CF p. 3 III. A-E & p. 5 VI. B-C. CF p. 31 I. A-D & p. 34 XII. A-B. |
| NT.2.2. Trace the inspired formation of the New Testament from the oral traditions, to the writing and redaction of these sources (especially the gospels), to the setting of the canon, and the challenges of translation. | CF p. 3 II. B & p. 31 I. B. CF p. 33 VIII. A. 2. |
| NT.2.3. Describe the variety of literary forms in the New Testament, determine the form of writing when given a passage, and begin to develop proficiency in using that information to assist in discerning the meaning of a passage. | CF p. 3 III. E.3 & p. 31 I. C.2. |
| NT.2.4. Demonstrate how to use knowledge of the historical background (political, religious, social, cultural, authorship) of the New Testament texts to come to a better understanding of their inspired meaning. | CF p. 3 III. B.3 & p. 33-34 VII.-XI. |
| NT.2.5. Distinguish among the four gospels—their approximate dates, issues of authorship, primary themes surrounding Jesus’ identity, mission, message and redemptive actions. | CF p. 4 V. C-D. CF p. 33 VIII. A-E. |

- NT.2.6. Discuss some of the major challenges that the Early Christians faced in living out and spreading the message of Jesus Christ by studying relevant passages from the Acts of the Apostles, the Epistles, and the Book of Revelation. CF p. 15 I. A-F.
CF p. 33-34 IX., X., XI.

Objectives for Goal #3 - The students will be able to...

Document Code & Page Number

- NT.3.1. Explain how Christ's gift of salvation offers the grace necessary to pursue the virtues, especially the virtue of chastity which promotes the full integration of the gift of sexuality within the person. CF p. 8 IV. B.
CL p.7 & p. 9.
- NT.3.2. Compare and contrast the Catholic and the evangelical Protestant understanding of salvation. CCC #1696 & #1816
- NT.3.3. Reflect on a Christian understanding of the abundant life made possible by faithfully following the way of Jesus Christ and compare and contrast their understanding with the messages found in popular culture. (Affective) CF p. 8 IV. B.1.
CF p. 10 V. D.
CF p. 42-43 V. B.
- NT.3.4. Practice praying with the Scriptures, e.g., Lectio Divina, the Angelus, etc. (Affective/Skill) CF p. 3 III. C.2.
CF p. 8 IV. C.4.
CF p. 13 VI. A-G.
- NT.3.5. Witness to Jesus Christ and participate in the mission of the Church by imitating Jesus' example in their daily lives in their families, parishes, schools, and society. (Affective) CF p. 6 I. B.2.c-d.
CF p. 8 IV. B & C.5.
CF p. 13 V. B-C.
- NT.3.6. Seek the face of Christ in all human beings, especially those who are suffering, and choose to act with compassion and service following the example of Jesus. (Affective) CCC 2443-2449.
FYD p. 43.

TOPIC: Jesus Christ's Mission Continues in the Church (Ecclesiology) & History of the Catholic Church

LEVEL: Lower Level (Grades 9 & 10)

ABBREVIATION: EC

The Archdiocese of Cincinnati stipulates the following goals for this topic:

- EC.1. Students will understand that they can encounter the living Jesus Christ in and through the community of the Church.
- EC.2. Students will understand the vital role that the Church plays in the modern world and appreciate the importance of their participation in the life and mission of the Church.
- EC.3. Students will understand the significance of major events in the history of the Church, the effects these events continue to have today, and the presence of both continuity and development in the history of the Church.

Objectives for Goal #1 - The students will be able to...

Document Code & Page Number

- | | |
|--|--|
| EC.1.1. Identify the Church as the Body of Christ and examine the various images of the Church found in the Bible and in the Catholic tradition. | CF p. 15-16 II. |
| EC.1.2. Describe the role of the Holy Spirit in the origin and spread of the Church through study of the Acts of the Apostles and give examples of how the Holy Spirit continues to act in the Church. | CF p. 15 I. A-D. |
| EC.1.3. Discuss the role of Mary in the Church and explain the meaning of the Immaculate Conception and the Assumption. | CF p. 16 III. B.5 & p. 7 II.C.5. CF p. 10 V. F. |
| EC.1.4. Explain how the saints model what it means to respond to the universal call to holiness in their particular time and culture. | CF p. 16 III. B.6. |

Objectives for Goal #2 - The students will be able to...

Document Code & Page Number

- | | |
|--|------------------------------|
| EC.2.1. Reflect on the social nature of human beings and identify the characteristics of healthy communities. <i>(Affective)</i> | CF p. 40 I. B. & p. 42 V. A. |
| EC.2.2. Explain the Catholic understanding of the nature of community and how this understanding is lived out in the domestic Church, their parishes, the archdiocese, and the universal Church. | GDC #86. |

- | | |
|--|--|
| EC.2.3. Articulate why belonging to the Church community is essential for living as disciples. | CF p. 18 V. A & p. 19 VI.C. |
| EC.2.4. Describe evangelization and discuss the laity's vocation to evangelize. | CF p. 17 IV. C. CF p. 17 IV. C & D.d.1. |
| EC.2.5. Progress in acquiring the skills for evangelizing and explore ways that they can evangelize in their own circumstances. <i>(Affective/Skill)</i> | |
| EC.2.6. Discern their gifts for participating in ministry in their parishes and schools. <i>(Affective/Skill)</i> | |
| EC.2.7. Explore the various aspects of stewardship (time, talent, treasure) and determine how they can practice stewardship in their lives. <i>(Affective)</i> | CF p. 8 IV. A.4 & p. 13 V. C.8. |

Objectives for Goal #3 - The students will be able to...

Document Code & Page Number

- | | |
|---|----------------------|
| EC.3.1. Name and explain the Marks of the Church: one, holy, catholic, and apostolic. | CF pp. 16-17 III. |
| EC.3.2. Explain the role of the Magisterium in the Church and the meaning of papal infallibility. | CF p. 17 IV. E. 1-2. |
| EC.3.3. List and explain the precepts of the Church. | CF p. 18 IV. E. 3. |
| EC.3.4. Articulate the basic doctrines found in the Apostles' Creed and the Nicene Creed. | CF p. 36 II. D. |
| EC.3.5. Describe the following periods in the history of the Church: the Age of Growth and Persecution, the Age of the Fathers of the Church, the rise of monasticism, the Middle Ages, the Eastern and Western Schism, the Reformation and Counter-Reformation, the evangelization of the Americas, the impact of the Enlightenment, Vatican I and Vatican II. | CF pp. 35-38. |
| EC.3.6. Experience various prayers which have developed throughout the history of the Church. | CF p. 18 V. C. |

TOPIC: Sacraments as Privileged Encounters with Jesus Christ (Sacraments and Liturgy)

LEVEL: Lower Level (Grades 9 & 10)

ABBREVIATION: SA

The Archdiocese of Cincinnati stipulates the following goals for this topic:

- SA.1. Students will appreciate sacraments as a means of encountering Christ today and as God's gifts to us through the Church.
- SA.2. Students will understand the relationship between the celebration of the sacraments and living as disciples in the Church.
- SA.3. Students will develop the skills and dispositions for participating in the sacraments, especially the Eucharist.

Objectives for Goal #1 - The students will be able to...

Document Code & Page Number

- | | |
|--|---------------------------|
| SA.1.1. Summarize a Christian anthropology of humans as created in the image of God and for loving relationship with God and others. | CF p. 8 IV. A. 1-3 & TOB. |
| SA.1.2. Reflect on sacraments as privileged encounters with God who reveals Himself through creation culminating in the Incarnation. <i>(Affective)</i> | CF p. 8 IV. A.1-3. |
| SA.1.3. Explain the meaning of the Church's sacramental view of all reality. | CF p. 20 I. B.2.b. |
| SA.1.4. Reflect on their images of God and experiences of God's presence in their daily lives. <i>(Affective)</i> | |
| SA.1.5. Explain what it means to say that Jesus is the sacrament of God, the Church is the sacrament of Jesus, and the individual sacraments are continuations of Jesus' actions within the Christian community. | CF p. 20 I. B.1- 2. |
| SA.1.6. Define sacrament and grace. | CF p. 20 I. A. |
| SA.1.7. Explain the Paschal Mystery and its centrality to Christian life and worship. | CF p. 12 IV. A-B. |
| SA.1.8. Reflect on their experiences of the Paschal Mystery in their own lives. <i>(Affective)</i> | |

Objectives for Goal #2 - The students will be able to...

Document Code & Page Number

- | | |
|---|---------------------------------|
| SA.2.1. Appreciate the importance of liturgy and the sacraments in living as a disciple in the Church. (Affective) | CF p. 13 V. C. 3-4. |
| SA.2.2. Examine the importance of both personal and communal prayer in Christian life. | CF p. 20 I. C.2; NDC p.111 #34. |
| SA.2.3. Identify, for Baptism, its Scriptural basis and historical development, celebration, essential elements, effects, and implications for Christian living. | CF pp. 20-21, II. A. |
| SA.2.4. Identify, for Confirmation, its Scriptural basis and historical development, celebration, essential elements, effects, and implications for Christian living. | CF pp. 21-22, II. B. |
| SA.2.5. Identify, for Holy Eucharist, its Scriptural basis and historical development, celebration, essential elements, effects, and implications for Christian living. | CF p. 22, II. C. |
| SA.2.6. Explain the stages of the RCIA. | CF p. 20, II. A.2.a. |
| SA.2.7. Identify, for Penance and Reconciliation, its Scriptural basis and historical development, celebration, essential elements, effects, and implications for Christian living. | CF pp. 22-23, III. A. |
| SA.2.8. Identify, for Anointing of the Sick, its Scriptural basis and historical development, celebration, essential elements, effects, and implications for Christian living. | CF p. 23, III. B. |
| SA.2.9. Identify, for Holy Orders, its Scriptural basis and historical development, celebration, essential elements, effects, and implications for Christian living. | CF p. 24, IV. A. |
| SA.2.10. Identify, for Marriage, its Scriptural basis and historical development, celebration, essential elements, effects, and implications for Christian living. | CF pp. 24-25, IV. B. |

Objectives for Goal #3- The students will be able to...

Document Code & Page Number

- | | |
|--|--|
| SA.3.1. Explain the role of signs, symbols, rituals, art, music, and architecture in human experience and relate this role to our understanding of liturgy. | NDC p. 110 #33; CF p.20 I.C. 1. NDC pp. 148-151. |
| SA.3.2. Define liturgy, explain the principles for celebrating liturgy well, and reflect on how they can prepare to celebrate liturgy fully, consciously, and actively. | FYD p. 42, <i>Sacrosanctum concilium</i> . NDC pp. 109-112. |
| SA.3.3. Experience different styles of prayer. (Affective/Skill) | CF p. 13 VI. & CF p. 20 I. C. 2. |
| SA.3.4. Identify sacramentals, devotions, and Liturgy of the Hours and explain the role they play in Catholic life. | NDC pp. 151-156. |
| SA.3.5. Appreciate how, as Christ offered himself through his Passion, Death, and Resurrection, commemorated in the Eucharist, we are called to make ourselves and our lives a gift and sacrifice for others through our vocations and through the Christian life. (Affective) | TOB. |
| SA.3.6. Identify the meaning of the Real Presence and transubstantiation. | CF p. 22 II. C.4. |
| SA.3.7. Explain the purpose of the liturgical calendar, name its seasons, and describe their meanings. | CF p. 18 V. C.1. |

TOPIC: Life in Jesus Christ (Catholic Morality)

LEVEL: Upper Level (Grades 11 & 12)

ABBREVIATION: CM

The Archdiocese of Cincinnati stipulates the following goals for this topic:

- CM.1. Students will explore the Catholic understanding of the human person, created and loved by God and exemplified in the humanity of Jesus Christ, which grounds the Catholic vision of morality.
- CM.2. Students will be challenged to reflect upon the key questions of “who ought I to be?” and “what ought I to do?” to clarify the role of morality in the human search for true happiness and holiness.
- CM.3. Students will be provided with a systematic approach to moral problem solving and conscience formation to help them develop their ability to critically examine moral issues from a Catholic perspective.
- CM.4. Students will explore and reflect upon a variety of moral issues confronting them and be encouraged to discern how they can follow God’s will, respond more fully to God’s love, and live as disciples of Jesus Christ.

Objectives for Goal #1 - The students will be able to...

Document Code & Page Number

- | | |
|---|--|
| CM.1.1. Identify and describe the essential characteristics of the human person made in the image and likeness of God. | CF p. 8 IV.A.1- 4. CF p. 11 I. A.4 & p. 27 I. A.2. |
| CM.1.2. Name and reflect upon the intrinsic value of human life and how this truth is at the core of all moral decision-making. <i>(Affective)</i> | NDC # 41 A & B. |
| CM.1.3. Explain the difference between objective and subjective truth. | CF p. 27 II. A.3. CF p. 30 V. B.4-6 & C.2- 4. |
| CM.1.4. Explain that the Christian vision of morality consists in following Christ, being transformed by his love, and living as a person rooted in love of God, neighbor and self. | CF p. 8 IV.B & C.3. CF p. 13 V. C.1-8. CF p. 29 III. A & B.1. CL A. #10 &11. NDC # 42. |

Objectives for Goal #2 - The students will be able to...

- CM.2.1. Reflect upon their vision of a life that will lead to fulfillment, happiness and holiness. (Affective)
- CM.2.2. Explain the role of moral decisions in shaping their character and how choosing to live a life modeled after Jesus leads to true happiness and eternal life.

Document Code & Page Number

CF p. 10 V. D.1-6 & p. 13 V. B.
CF p.27 I. B.

CF p. 27 I. B. & p. 48 VI.A-B.

Objectives for Goal #3 - The students will be able to...

- CM.3.1. Explain the role of law in morality, including natural law and civil law.
- CM.3.2. Define conscience and types of conscience, noting the real possibility of habitual sin leading to self-serving distortions that can produce an erroneous conscience.
- CM.3.3. Explain the process of developing a fully informed conscience.
- CM 3.4 Examine and reflect upon essential sources for developing an informed conscience: the Beatitudes and other moral teachings of Jesus, the Ten Commandments, Church teachings, the lives of the saints, and other outstanding models of Christian virtue.
- CM.3.5. Identify and explain the stages of moral development to provide context for their own growth in morality.
- CM.3.6. Identify and explain the different types of sin and the need for continuing conversion.
- CM.3.7. Articulate an understanding of true human freedom, intended by God, as the capacity to choose what is right and good and to resist temptation to sin.
- CM.3.8. Identify and explain the role of grace, virtues, the gifts and fruits of the Holy Spirit, prayer and the sacraments in strengthening their ability to live a moral life.
- CM.3.9. Distinguish between good and bad methods of moral decision-making.
[Examples of bad methods: utilitarianism (ends justify the means), subjective relativism (it's what I feel in my heart), and consensus relativism (it must be right since everyone is doing it)]

Document Code & Page Number

CF p. 27 II. A.

CF p. 29 III. F.1-2.

CF p. 29 III. F.3-5.

CF pp. 27-29 II.

CF p. 29 IV. & CF p. 13 V. C.2.

CF p. 30 V. A.1-3.

CF p. 8 IV. B.1-3.
CF p. 29 III. C-H.

CCC #1749-1761.
CF p. 14 VII. D.

CM.3.10. Critique contemporary culture from within a Catholic moral perspective.

FYD p. 49.

Objectives for Goal #4 - The students will be able to...

CM.4.1. Analyze the impact of sin on their own lives, relationships and society and describe how their moral decisions can contribute to the creation of a moral and just world.

Document Code & Page Number

CF p. 30 V. A.3 & p. 41 IV.A.
CF p. 14 VII. D.1-3.
NDC pp. 160-163.

CM.4.2. Develop the skills of prayerful discernment in decision-making and apply them to important moral issues in their own lives including integrity, sexual morality and substance abuse. (Skill)

CL A #20-27.
FYD p. 49.

CM.4.3. Utilize the lessons learned about formation of conscience and moral decision-making to critically examine moral issues from a Catholic perspective. (Skill)

FYD p. 49.

CM.4.4. Progress in developing an informed conscience and articulate their position on moral issues in relation to the Catholic Church's teachings and their call to grow in holiness.

CF p. 29 II. C., III. B.1& F. 4.
CF p. 30 V. D.

TOPIC: Living as a Disciple of Jesus Christ in Society (Catholic Social Teaching)

LEVEL: Upper Level (Grades 11 & 12)

ABBREVIATION: ST

The Archdiocese of Cincinnati stipulates the following goals for this topic:

- ST.1. Students will know that Catholic Social Teaching flows from Christ's concern for others, especially the poor and vulnerable, and is a central and essential element of Catholic life and become familiar with its rich heritage in the Church.
- ST.2. Students will recognize the kinds of injustice in the world and begin to develop the skills of social analysis to evaluate injustice guided by the themes of Catholic Social Teaching.
- ST.3. Students will appreciate the power of the Gospel message to transform society and be empowered to engage in activities that promote justice.

Objectives for Goal #1 - The students will be able to...

Document Code & Page Number

- | | |
|---|--------------------------------|
| ST.1.1. Articulate that Catholic Social Teaching arises from the Church's view of the dignity of the human person made in God's image and called to communion with God and others. | CF p. 40 I. B. & p. 41 III. A. |
| ST.1.2. Distinguish between acts of charity (the Corporal & Spiritual Works of Mercy) and acts of justice. | CF p. 40 II. A. & B. |
| ST.1.3. Connect the Catholic Church's concern for social justice with the Sermon on the Mount. | CF p. 40 II. A.1.b. |
| ST.1.4. Articulate an understanding that social justice is imbedded in the Gospel message and therefore social morality is a demand of the Gospel message of liberation, a consequence of the great commandment of love, and integral to Christian living. | NDC pp. 78-80, p. 171 |
| ST.1.5. Trace the development and articulate the major concepts of Catholic Social Teaching in the modern era from <i>Rerum Novarum</i> and other social encyclicals, through <i>Gaudium et Spes</i> , and the <i>Compendium of the Social Doctrine of the Church</i> . | CF p. 40 II. C. |
| ST.1.6. Value the models of social justice and service provided by the OT prophets, Jesus, saints, and heroes/heroines who have worked for justice and peace. (Affective) | NDC p. 181, 199. |

Objectives for Goal #2 - The students will be able to...

- | | Document Code & Page Number |
|--|--|
| ST.2.1. Name and articulate the meaning of the seven major themes of Catholic Social Teaching. | CF p. 41 III. |
| ST.2.2. Identify the difference between personal sin and social sin. | CF p. 41 IV. |
| ST.2.3. Recognize that persons are perfected not only by private goods such as food and shelter but by "common goods" such as peace and truth that come about through life with others in community. | CF p. 40 II. 3. |
| ST.2.4. Identify and begin to develop skills of critical thinking and analysis by exploring how the USCCB applies the principles of Catholic Social Teaching to current social issues in recent pastoral letters, e.g., <i>Brothers and Sisters to Us</i> , <i>The Challenge of Peace</i> , <i>Economic Justice for All</i> , <i>A Culture of Life and the Penalty of Death</i> , etc. | CF pp. 40-41 II. E. |
| ST.2.5. Apply Catholic Social Teaching to their local, national, and international community in order to identify specific areas of injustice. | CF pp. 41-42, III & IV.B. |

Objectives for Goal #3 - The students will be able to...

- | | Document Code & Page Number |
|---|--|
| ST.3.1. Embrace the duties of responsible citizenship and participate in the American political system, especially by voting and engaging in public service. (Affective) | CF p. 41 IV. B.2.a & NDC p. 180. |
| ST.3.2. Articulate the Church's position on contemporary social justice issues, including issues related to respect for human life. | CF p. 41 IV. B.2.b & NDC pp. 180-181. |
| ST.3.3. Evaluate world conflicts in light of the principles of just war doctrine. | CF p. 41 IV. B.2.b.c & NDC p. 176. |
| ST.3.4. Discuss the connections between their individual and collective choices and their impact on the environment in light of the Christian call to stewardship of the earth. | CF p. 42 IV. B.2.d & NDC p. 179. |
| ST.3.5. Explore personal ways to resist greed, envy, and societal seduction to power in order to preserve the universal destination of the goods of creation. (Affective) | CF p. 42 IV. B.2.g & NDC p. 180. |

- ST.3.6. Engage in and reflect on past or present experiences of serving people in need that move them beyond acts of charity to acts of justice and advocacy. (Affective) NDC pp. 180-181.
- ST.3.7. Identify and begin to practice skills for non-violent conflict resolution and peacemaking. (Affective/Skill) CF p. 42 IV. C. 4 & 7; FYD p. 48.

TOPIC: Responding to the Call of Jesus Christ (Catholic Lifestyles / Vocations)

LEVEL: Upper Level (Grades 11 & 12)

ABBREVIATION: VO

The Archdiocese of Cincinnati stipulates the following goals for this topic:

- VO.1. Students will understand the universal call to holiness and actively discern their vocations.
- VO.2. Students will understand Marriage as a Sacrament and as a covenant of love reflecting Christ's love for the Church.
- VO.3. Students will understand that those who receive the Sacrament of Holy Orders are commissioned by the authority of Jesus Christ and the Church primarily to teach and preach the Good News and to administer the sacraments.
- VO.4. Students will understand the various forms of Consecrated Life and their role in the mission of the Church.
- VO.5. Students will understand that persons leading a Single Life are called to a life of personal holiness and service to the people of God according to their gifts.

Objectives for Goal #1 - The students will be able to...

Document Code & Page Number

- | | |
|--|-------------------------------------|
| VO.1.1. Define the vocation common to all Christians as a universal call to holiness – the living out of our baptismal commitment to Jesus and his Church through a life of self-giving love, sacramental celebration, prayer, maturity, moral living and service. | CF p. 44 I. A. |
| VO.1.2. Explain how all vocations in the Church exist in relationship to each other. | CF p. 44 I. B.6. |
| VO.1.3. Articulate a process of spiritual discernment which can be used to discern one's vocation. | CF p. 44 I. B.3. |
| VO.1.4. Identify and develop the personal and interpersonal skills and attitudes necessary to nurture healthy relationships in all vocations, e.g., self-knowledge, effective communication, conflict resolution techniques, etc. (Affective/Skill) | CF p. 44 I. B.6. |
| VO.1.5. Reflect on Pope John Paul II's Theology of the Body and its implications for all vocations. (Affective) | CF p. 44 III. A.3. |
| VO.1.6. Identify sources of assistance available within their school, their parish, and the archdiocese for discerning their vocation and living their call to holiness, especially during young adulthood. | |
| VO.1.7. Analyze societal pressures which affect one's ability to make permanent commitments. | CF p. 45 III. D.2.i & p. 48 VI.C.5. |

Objectives for Goal #2 - The students will be able to...

- VO.2.1. Explain the nature of Christian marriage as a sacrament that signifies the union of Christ and the Church.
- VO.2.2. Appreciate the marriage vows of lifelong fidelity and openness to the gift of children and the inseparability of the unitive and procreative meanings of the conjugal act. (Affective)
- VO.2.3. Articulate the distinction between artificial contraception and natural family planning, explain the benefits of natural family planning, and state the Catholic Church's teaching on *in vitro* fertilization and other reproductive technologies.
- VO.2.4. Reflect on the ways that their current dating relationships and other relationships prepare them for living a healthy covenantal marriage. (Affective)
- VO.2.5. List the essential elements in the rite of the Sacrament of Marriage and explain their meaning.
- VO.2.6. Explore the family as domestic Church and as the first place for education in prayer and Christian living.
- VO.2.7. Recognize and evaluate societal pressures affecting all lifestyles and explain the consequences of pre-marital and extra-marital sex, cohabitation, and abortion.
- VO.2.8. Explain the Church's teaching on divorce and remarriage and the reasons for a declaration of nullity.

Document Code & Page Number

- CF p.44 III. A.2.c. & p. 45 III. D.2.h.
- CF pp.44-45 III. B & C.
- CF p. 44 III. B.1.c & p. 45 III.D.2.f.
CCC #2375-2379
- CF p. 45 III. D.2.g.
- CF p. 45 III. C.
- CCC #2204-2206.
- CF p. 46 III. G.

Objectives for Goal #3 - The students will be able to...

- VO.3.1. Recognize Holy Orders as established by Christ at the Last Supper.
- VO.3.2. Explain the three degrees of Holy Orders and their requirements and duties.
- VO.3.3. Identify the blessings of and the challenges to the Sacrament of Holy Orders and articulate a response to the challenges.
- VO.3.4. Distinguish between the ministerial priesthood and the common priesthood of the faithful.

Document Code & Page Number

- CF p. 46 IV. A & p. 24 IV. A.1.
- CF pp. 46-47 IV. C.
- CF p. 48 VI.
- CF p. 20 II. A.3.b.

Objectives for Goal #4 - The students will be able to...

VO.4.1. Describe the various forms of consecrated life.

VO.4.2. Explain the evangelical counsels: poverty, chastity, and obedience.

VO.4.3. Identify the blessings and challenges of the consecrated life and the committed single life.

Document Code & Page Number

CF p.47 V.

CF p. 48 V. B.

CF p. 48 VI. A. & D.

Objectives for Goal #5 - The students will be able to...

VO.5.1. Distinguish between the single life as a vocation and being single due to circumstances.

VO.5.2. Reflect on men and women who have modeled holiness in the single life.
(Affective)

VO.5.3. Articulate how persons with persistent same-sex attraction are called to generous lives of service and love as single persons and not through the impossibility of same-sex marriage.

Document Code & Page Number

CCC #2357-2359
CF p. 48 VI. D.

TOPIC: Interreligious and Ecumenical Issues (Religions of the World)

LEVEL: Upper Level (Grades 11 & 12) – Elective

ABBREVIATION: IE

The Archdiocese of Cincinnati stipulates the following goals for this topic:

- IE.1. Students will understand the vital role that the major religions of the world play in the global community and develop an awareness of the spiritual truths which can be found in them.
- IE.2. Students will recognize the ways in which other systems of belief and practice differ from Catholicism and appreciate the distinctive characteristics of Catholicism.
- IE.3. Students will value interreligious dialogue while also acknowledging the Church's responsibility to proclaim the universal offer of salvation in Jesus Christ as expressed in *Nostra Aetate*.
- IE.4. Students will understand the major differences among the three branches of Christianity.

Objectives for Goal #1 - The students will be able to...

Document Code & Page Number

- IE.1.1. Identify the universal human longing for God as the basis for the existence of the various religions in the world. CF p. 2 I. A.
- IE.1.2. Define religion and name and explain the basic elements of religion: experience, beliefs and teachings, sacred stories and myths, prayer, ritual worship, communities, sacred entities, art, and architecture. CF p. 6 I. B.3.
- IE.1.3. Reflect on what they have learned and experienced and describe how it has enriched their own faith and relationship with Jesus Christ. (Affective) GDC, #199-200.

Objectives for Goal #2 - The students will be able to...

Document Code & Page Number

- IE.2.1. Trace the historical development of the major world religions: Hinduism, Buddhism, Confucianism/Taoism, Judaism, Christianity, Islam. (Other religions may also be considered, e. g., Latter Day Saints, Jehovah's Witnesses, etc.)
- IE.2.2. Explain the basic tenets of the major world religions.
- IE.2.3. Identify similarities and differences between Catholicism and other world religions. CF pp. 51-52 III & IV.

- | | | |
|---------|---|---------------------------------|
| IE.2.4. | Compare and contrast the view of the human person found in each of the major world religions. | |
| IE.2.5. | Name the common elements of the monotheistic religions of Christianity, Judaism, and Islam. | CF p. 51 III. B. & p. 52 IV. A. |
| IE.2.6. | Describe the unique relationship between Judaism and Christianity. | CF p. 51 III. A & B. |

Objectives for Goal #3 - The students will be able to...

Document Code & Page Number

- | | | |
|---------|---|---|
| IE.3.1. | Discuss current tensions that exist among the world’s religions as well as areas of cooperation. | |
| IE.3.2. | Explain the meaning of the phrase “outside the Church there is no salvation.” | CF pp. 52-53 V. A. 1-3. CF p. 18 VI. A. 1-5. |
| IE.3.3. | Articulate and explain the Catholic Church’s teaching of respect toward people of other religions and the need for dialogue with them in order to bring about more unity. | CF p. 53 VI. A. & B. |
| IE.3.4. | Name and explain the various forms of interreligious dialogue. | CF p. 53 V. B. |

Objectives for Goal #4 - The students will be able to...

Document Code & Page Number

- | | | |
|---------|---|-------------------------|
| IE.4.1. | Describe the distinguishing traits of Protestantism, Catholicism, and Orthodoxy, including their understanding of the distinction between redemption and salvation. | CF pp. 50-51 II. B.2-4. |
| IE.4.2. | Define ecumenism and explain the importance of ecumenical efforts. | CF p. 51 II. C. |

THREE OPTIONS FOR IMPLEMENTING THE HIGH SCHOOL RELIGION GRADED COURSE OF STUDY

All Catholic high schools of the Archdiocese of Cincinnati are required to follow the Religion Graded Course of Study (GCS). Schools must choose one of the following options for implementing this document. The high school principal or Religion department chairperson is responsible for notifying the Catholic Schools Office and the Office of Evangelization and Catechesis in writing regarding the option which they choose. The principal or Religion department chairperson must submit a copy of their course description handbook to the Catholic Schools Office and the Office of Evangelization and Catechesis that shows the courses offered in the Religion department.

The three options are as follows:

Option 1--Adopt the GCS as it appears in the archdiocesan document following the stated grade levels. This means that there are seven required semester Religion courses and one semester open for a Religion elective in grade 12.

Option 2—Adopt the GCS as it appears in the archdiocesan document following the stated grade levels except that the separate Sacraments & Liturgy course is eliminated. Instead, the goals and objectives of the Sacraments & Liturgy course are incorporated into the other courses where they are most appropriate. For example, baptism, Confirmation, and Eucharist could be treated within the Church course, Penance/Reconciliation and Anointing of the Sick within the Catholic Morality course, and Marriage and Holy Orders within the Vocations course. Schools choosing this option must submit documentation showing where they have placed the goals and objectives from the Sacraments & Liturgy course. Since this option eliminates a separate Sacraments & Liturgy course, schools may move either the Catholic Morality course or the Catholic Social Teaching course to grade 10. Schools selecting option 2 will have six required semester Religion courses and two semesters available for Religion electives, one in grade 11 and the other in grade 12.

Option 3—Arrange the goals and objectives according to where they are most suitable for a particular school's student population, but making the adjustments within the lower levels and upper levels indicated in the archdiocesan document. For example, a school with a significant number of non-Catholics may choose to move objective EC.3.5 (Articulate the basic doctrines found in the Apostles' Creed and the Nicene Creed) to grade 9 in order to provide an introduction to Catholic beliefs for freshmen. Schools choosing this option must submit a document showing how they have taken the goals and objectives from the archdiocesan high school Religion Course of Study and arranged them into courses. In other words, the starting point is the archdiocesan high school Religion Course of Study, not the individual school's current Religion curriculum document.

Regarding Electives within the Religion Department

Schools must submit to the Catholic Schools Office and the Office of Evangelization and Catechesis a list of the goals and objectives of the Religion electives they offer along with the grade levels when they may be taken. Electives may only be offered in grade 11 and grade 12. This provides a means of oversight to ensure that the electives are consistent with Catholic teachings.

ARCHDIOCESAN EDUCATIONAL POLICIES

300.00 RELIGIOUS POLICIES

301.00 Catholic Identity

301.01 Schools Catholic Identity

The Catholic Identity of the school shall remain the top priority in the school's planning and operations. The school's Foundational Statements, handbooks, promotional materials, and communications should make frequent reference to the school's Catholic Identity.

302.00 Religious Activities

302.01 Participation

Schools should provide regular opportunities for students to participate in liturgies, religious activities, and service projects. These opportunities should reflect the school's Catholic Identity, religious charism, and the teachings of the Church. All liturgies and religious activities should conform to the norms of the United States Conference of Catholic Bishops (USCCB).

302.02 Sacraments

When possible, all-school Masses shall be celebrated at least weekly at Catholic schools. Principals should actively work with area priests and the Catholic Schools Office to secure celebrants for Masses.

Reconciliation should be offered by schools at least twice annually, to coincide with the seasons of Advent and Lent. Reconciliation may be coordinated with the sponsoring parish or surrounding parishes.

First celebration of the sacraments should take place within the child's or youth's parish community. Private elementary schools and all high schools may not provide Sacraments of Initiation without the permission of the Archbishop.

302.03 Prayer

Prayer should be integrated throughout the school day, and during co and extra-curricular activities. Each school day shall start with prayer.

302.04 Retreats

Each high school shall provide, when appropriate and possible, an annual retreat for all grades in the school. Retreats may also be offered for older elementary students.

Retreats must be religious in nature, with the goal of providing students with religious development, awakening, and renewal.

302.05 Campus Ministry

Each high school shall employ a Director of Campus Ministry who will coordinate religious activities, liturgies, and other sacraments. The Director of Campus Ministry shall work closely with surrounding parishes to encourage students to regularly attend Masses and participate in parish life.

303.00 Evangelization and Catechesis

303.01 Religious Education Policy Manual

The policies outlined in the Religious Education Policy Manual shall guide Principals in guiding evangelization and catechesis in their Catholic school.

303.02 Office of Evangelization and Catechesis

The Office of Evangelization and Catechesis (OEC) provides support and guidance for school leaders and catechists regarding the instruction of religion and the Catholic Identity of the school. A staff member of the OEC is assigned to each school.

303.03 Religious Leadership

Each school shall designate a staff member who is assigned to assist the Principal in providing religious leadership to the school. This individual shall be a fully qualified Catechetical Leader of the Archdiocese. He/she shall work with the Principal in such tasks as ensuring that religious instruction authentically reflects the teaching of the Catholic Church, that catechists are properly qualified, and that instructional material has been properly approved. In most cases, this individual may be a Director of Religious Education (DRE) or equivalent, a Parochial Vicar, or a Religion Department Chairperson. In parish, consolidated and inter-parish schools, the pastor of the sponsoring parish assists in this capacity, but an additional staff member must also be designated.

304.00 Catechesis in the Broader Community

304.01 Catechesis of Parents and Guardians

Schools should seize upon every opportunity to catechize parents and guardians. Extra-curricular and co-curricular activities should begin in prayer. School communications should make reference to religious events and lessons. Parents and guardians should be encouraged to attend school liturgies and religious events, as deemed appropriate.

304.02 Parish Relations

School administrators and teachers should strongly encourage Catholic students to regularly attend Mass at their home parish. Students should be encouraged to actively participate in parish life through volunteer service, leadership opportunities, etc. Principals should maintain positive relationships with the pastors of applicable parishes.