

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: I The Revelation of Jesus Christ in Scripture				
OBJECTIVE #1 The student will have a general knowledge, familiarity with and appreciation of a Catholic interpretation of Scripture.				
MINISTRY TO; FOR; BY; WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLE SHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Know the teaching of the Church regarding biblical interpretation including: historical literary approach, historical situation of author and audience and context of a passage. CCC 105, 135	Develop religious literacy by understanding the scriptures proclaimed in worship.	Be attentive to the unity that exists in Church teaching CCC 33 Be able to be an active participant in a small group biblical based faith sharing	Apply the knowledge of scripture gained to your family practice of Bible reading and study.
AFFECTIVE	Apply and understand the purpose of interpretation to build a thirst and desire for God. CCC 85-87	Value Church teaching and scientific knowledge as separate, important and informative sources. CCC 37, 159, 1960	.	Pray with scripture.
BEHAVIORAL	Become familiar with some key documents: such as Divini Afflante Spiritu; Dei Verbum CCC 85-87, 101	Distinguish between the literal and spiritual sense of Scripture. CCC 106, 108-114	Through prayer exercises and role playing discover that scripture is not something beyond the student's ability to understand but rather a tool at their disposal.	Participate in a scripture study or scripture prayer group.

Yellow Highlighted Sections Indicate Framework adapted for Parish and Youth Ministry Programs

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: I The Revelation of Jesus Christ in Scripture				
OBJECTIVE: # 2 The student will encounter the living word of God in Jesus Christ, understanding the variety of ways in which God reveals God's self in this living word.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Read a good cross section of Scripture; especially form the Torah, first five books, and the Gospels.	Explore the Patristic testimony as validating Scripture and its study. CCC 32		Participate in service projects and discover the connection of their action to scripture and scripture to their action.
AFFECTIVE	Discover the generally accepted premise that all people long for God. CCC 27-30, 44-45, 1718		Regularly experience prayer using Scripture.	Reflect a sense of awe and wonder by using human reason to grasp the existence of God CCC 33
BEHAVIORAL	Respond to the concept of natural revelation as it is found in Scripture. CCC 32-34		Reading and praying with scripture will become a habit.	Use the definition of Divine Revelation and Incarnation Theology to actively live the gift of faith. CCC 50-53, 68-69

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: I The Revelation of Jesus Christ in Scripture				
OBJECTIVE: # 3 The student will learn about the Bible, authored by God, which is inspired by the Holy Spirit and find the inerrant revelation of our faith and its value to the world				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Define Divine Inspiration and inerrancy as they apply to both testaments. CCC 107 Understand the process of the establishment of the canon of Scripture CCC 120	Distinguish between Catholic understanding of inspiration and inerrancy and the way others might define these terms. CCC 84-95, 98-100	Respect the Hebrew Scriptures as first the sacred writings of Jewish believers. CCC 121-123, 138	Know the forms of literature that are in the Bible and still see the purpose of the Bible as more than a collection of forms of literature.
AFFECTIVE	Value God as the author through the inspiration of biblical writers. CCC 105-106, 135	Respond to the role of oral tradition as a key element of the transmission of the message. CCC 76, 126	Practice hand copying of scripture to reflect accuracy and respect for format.	Test the literal sense of the Bible in games and activities in youth group retreats and intergenerational forums.
BEHAVIORAL			Regularly look to Scripture for guidance from God avoiding a solely literal application.	Keep a list of Biblical quotes which: Encourage Disturb Challenge you.

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: I The Revelation of Jesus Christ in Scripture				
OBJECTIVE: # 4 The student will learn how to read the Bible and become familiar with the major sections of the Bible and the books included in each section.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Know that there are 46 books in the Old Testament including the Law, Prophets, Writings and that the Catholic canon contains the deuterocanonical works. CCC 120 Know that there are 27 books in the New Testament including Gospels, Acts, Letters and Revelation. CCC 138	The students will understand the Bible as a collection of books. CCC 76, 126	Reflect on the different translations and how they assist us in understanding our faith.	Own a Bible that is readable.
AFFECTIVE	Define “old” as meaning the story of faith prior to the coming of Jesus the Christ	Develop some senses of Scripture including: Literal Spiritual Moral Analogical CCC 109-110, 116-117,	Be aware of some common heresies around scripture and understand their origin	Be able to engage discussion with friends and neighbors who may have difficulty understanding Scripture or who have a different interpretation.
BEHAVIORAL	Consider how to relate truths of science and faith. CCC 37, 159, 1960	Be encouraged by the number and variety of offerings of Biblical teaching that support them on the faith journey.	Receive the teaching of Jesus as an Apostle called in Baptism and strengthened in Confirmation. Measure your life	Use Scripture in planning both liturgical prayer and prayer services. CCC 103, 1096, 1100, 1184, 1190, 1349

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: I The Revelation of Jesus Christ in Scripture				
OBJECTIVE: # 5 The student will pay particular attention to the Gospels as the living testimony of the life and message of Christ so that they may grow to know and love Jesus more personally.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Comprehend the central place of the Gospels and know the audiences, authors, dates, composition, and stages of development of the four gospels. CCC 125, 139	Know the stages of the formation of the Gospels and develop an understanding of the complementarities of the four Gospels. CCC 126	Apply the concepts from John's Gospel to daily life as a model for spirituality	Allow the Sermon on the Mount to help form values for daily living CCC 512-667
AFFECTIVE	Relate Gospel messages to contemporary times and situations.	Develop an appreciation of the themes and images of Jesus found in the four gospels. CCC 1329, 1337, 1366,	Respond to the nature and purpose of the synoptic Gospels. CCC 512-667	Respond to Jesus example and invitation to be a person for others through service opportunities in the local community. CCC 547-550
BEHAVIORAL		Apply the content from the synoptic Gospels especially the parables to various moments of life.	Use the miracle stories, as found in John's Gospel as a way of seeing into the divinity of Jesus. CCC 512-667	Adopt the practice of reading the Gospel for the coming Sunday each week prior to celebrating the liturgy that Sunday.

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: II Who Is Jesus				
OBJECTIVE: # 1 The student will be able to articulate a Catholic understanding of Divine Revelation and the relationship between Scripture and Tradition.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Be able to define Revelation and Tradition. CCC 50-73 V2, 3	Develop a grasp of the relationship between Scripture and Tradition. CCC 880-896 V1, 3	Know that we are all united in one faith through Baptism. CCC 813-816	Do things that reflect the Church as the Body of Christ in the world. V2,
AFFECTIVE	Recognize Jesus Christ as, Son of Man, Messiah and Son of God. CCC 520, 546, 562, 654 V1, 2, 3, 4	Respect magisterium as the preserver of the deposit of faith. CCC 880-896 V3, 4	Demonstrate openness to grace by the practice of a virtue of reasoned assent. CCC 143	Through prayer and action reflect a relationship with God, Father, Son and Spirit. V1, 4
BEHAVIORAL	Live in accord with the Church founded by Jesus Christ. CCC 915, 1693, 1816	See religion as a set of practices followed by those who committed to the service & worship of God within a community of believers.	Demonstrate by lived actions a willingness to believe what Jesus communicated. CCC 761-762 V1, 2,	Reflect the faith you own by activities at the service of others in your faith community. V2,

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: II Who Is Jesus				
OBJECTIVE: # 2 The student will come to an understanding that Jesus Christ, the ultimate revelation to us from God, directs our discipleship and becomes expressed in faith and religion as we respond to that revelation in our lives.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Know that Jesus is both Son of God and Son of Mary, the Incarnation expressed in Trinitarian form. CCC 486, 496, 487, 501, 721-730 V2, 3, 4	Develop a sense of integration of Trinity within your lifestyle. CCC 258, 267 V4	Distinguish the three Divine Persons in Scripture, Tradition and creation. CCC 238-242 V4	Apply the concept of Grace and the support of a Trinitarian God to issues facing our community. CCC 243-248
AFFECTIVE	Accept Trinity as a central mystery of our faith. CCC 234 V4	Integrate the mystery of Incarnation by reading and acting on the Word of God in your life. V2, 3, 4	Apply and live God's revelation by your actions in day to day circumstances. V1, 3	Enter into and rest in the mystery of the Holy Spirit as a guide, advocate and counselor CCC 731-741. V2, 4
BEHAVIORAL	Relate revelation to mystery as exemplified in the Trinity CCC 235-237 V4	Explore the model presented by Mary as recipient of God's grace as a sign of hope for us as humans. CCC 490-494 V2, 3	Trust in the abiding presence of God seen in Jesus and his teaching. V1, 2	Pray with and act on the God, Father, who joined your life in Baptism. V4

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: II Who Is Jesus				
OBJECTIVE: # 3 The student will explore the mystery manifest in the divinity and humanity of Jesus, the Incarnation and Trinity, and use this in application to living the Christian life and responding to the call to holiness.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Know the Church's teaching on the Incarnation. CCC 484 V2, 3	Develop the relationship between prayer and work using Jesus as a model.	Be able to verbalize the humanity of Jesus as a model for self understanding. V1, 3	Reflect on Jesus' human: Hands Heart Head As a model for action V3,
AFFECTIVE	Explore the mystery of two natures in one person which is referred to as the hypostatic union. CCC 486, 496, 487, 501, 721-730 V3		Use Scripture and tradition's evidence of Jesus to practice human virtues in daily living. V4	Work with your hands to heal something in the world. V3
BEHAVIORAL	Reflect the human nature of Jesus in your daily activities by allowing your divine nature to lead. CCC 461, 422, 252, 430, 456-469, 484-487 V1, 2, 3		Live in the moment of Incarnation that calls Jesus to human life and us to divine life by blending prayer and the dignity of work. V4	Act to address hunger and thirst in today's world as a way of responding to Incarnation.

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: II Who Is Jesus				
OBJECTIVE: # 4 The student will learn who Christ calls them to be and discover paths to respond				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Know that Jesus gives the grace to choose the path of life. Define grace. CCC 1705, 1708-1709, 1996-2000 V1, 2, 4	Develop your prayer life rooted in Scripture and relying on grace.	Be attentive and responsive to those in life who aid us in making choices rooted in grace.	Work to preserve, protect and develop the great gift given to us in creation.
AFFECTIVE	<i>Develop a sense in God's purposeful act of creating male and female</i>	<i>Practice accepting your self as God's greatest gift to you.</i> CCC 287, 354	Practice repentance and conversion by actively seeking to esteem the gift of persons and space with whom and in which you live. CCC 356-358, 1702-1706	Invite Jesus into your heart and as a path that leads to way, truth and life. V1,
BEHAVIORAL	Practices behaviors of respect for the dignity of person and planet.	Seek out and learn form those who support the quality of human and environmental life.	Seek out those who celebrate the freedom of the gift of baptism by living lives of responsibility to others and to creation.	Practice being of single heart for portions of a day.

Yellow Highlighted Sections Indicate Framework adapted for Parish and Youth Ministry Programs

Blue Highlighted Sections Indicate Framework adapted for Parish and Youth Ministry and linked to Sexuality Education

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: II Who Is Jesus				
OBJECTIVE: # 5 The student will be able to respond to modern challenges against the revelation of Jesus.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Know some of the challenges to faith and be able to apply Scripture and Tradition to develop responses. V3	Be committed to always learning more about aspects of our faith.	Apply the two great commandments to simple moments of life and the everyday people we deal with at home, school and church. CCC 544, 1033, 1373, 2447, 2831	Pray with scripture in youth meetings and groups. V1, 2
AFFECTIVE	Grow in a level of comfort when challenged and confronted about faith by feeling more competent to respond. CCC 861, 905	Apply the story of parables to ordinary daily situations.	Use Jesus model of withdrawing in prayer to help shape our own lives and find moments of retreat and spaces for prayer.	Invite others to pray with you for needs, assistance and in thanksgiving.
BEHAVIORAL	See questions of faith as an opportunity to share a story and not an attack. V1	Make a Scripture passage one of your mantras.	Discover where you pray, how you pray and when you pray.	Be an adopted child of God by being able to articulate God's place in your space. V2

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: III The Mission of Jesus Christ				
OBJECTIVE: # 1 The student will come to have a theological understanding of creation, sin, and the promise of redemption (Messiah) as found in God's covenant in the Hebrew Scriptures and in church teaching.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Know that Covenant is a fundamental theme of the Hebrew Scriptures CCC 129-130	Develop a sense of covenant in your own relationship with God rooted in Baptism and mirrored in the many stories that link us to God. CCC 56-64	<i>Use the covenant with Adam and Eve as a means to reviewing your own relationship with God.</i> CCC 374-379	Rest in a sense of the place that the gifts of creation have brought us and develop an attitude of gratitude towards this gift from God.
AFFECTIVE	<i>Appreciate the awesome gift given to us in the story of the creation of man and woman.</i>	Reflect on the relationship of body and soul as a path to integrating the gift of Spiritual life.	<i>Reflect on loss as presented in the story of Adam and Eve as a path to reviewing our own lives and making our own commitments.</i>	See the reflection of Jesus death and resurrection as the completion of the doctrine of original sin. CCC 422-451
BEHAVIORAL	As the summit of creation, human beings, act in ways that reflect and extend the gift. CCC 2012-2014	Rest in the sense of Covenant as God's unconditional call to us of God's commitment to God's human creation. CCC 2002	Reflect on Reconciliation as both a concept and a Sacrament and link both to a personal mission statement that feeds your faith. CCC 1248	Work towards integrating the concepts of original holiness and original justice into your daily life. CCC 1779

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Blue Highlighted Sections Indicate Framework adapted for Parish and Youth Ministry Programs and linked to sexuality education

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: III The Mission of Jesus Christ				
OBJECTIVE: # 2 The student will understand the Christian theology of redemption, Christ Our Light, as realized in scripture stories of incarnation, life, death and resurrection of Jesus Christ.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Know that the promise of a Messiah is God's commitment to redeem the world. CCC 410	Use the sense of God's covenant in the Hebrew Scriptures as a means to see that consistent hand of God in relationship to God's human creation. CCC 56-64, 129-130	Hear the call of God to Covenant relationship as a means to better understand our relationship with God. CCC 422-451	Use the various covenants in the Hebrew Scriptures as models for action in daily life. CCC 56-64
AFFECTIVE	See the people of the Old Testament embraced the promises God made. CCC 56-64	See Christ's life as a part of the mystery of redemption. CCC 525-528	Apply the option for the poor to your life through the mirror offered in Jesus parables when his life crosses the path of the poor. CCC 1928-1942	Walk with the story of the Annunciation as a means of entering into total acceptance of what God is calling us to do.
BEHAVIORAL	Act for a day in light of the covenant as a basis for interaction with others.	When serving the poor spend time reflecting on the experience and asking yourself what affirmed the poor and yourself in the exchange. CCC 1928-1942	Use elements of the story of Joseph as model for how we too can live as disciples.	

Yellow Highlighted Sections Indicate Framework adapted for Parish and Youth Ministry Programs

Blue Highlighted Sections Indicate Framework adapted for Parish and Youth Ministry Programs and sexuality education

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: III The Mission of Jesus Christ				
OBJECTIVE: # 3 The student will come to understand that the gift of Redemption comes through the Paschal Mystery, the Passion and Death of Jesus and the Resurrection of Jesus and impels the believer to a life of discipleship, holiness and prayer.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	See the story of the Jesus' baptism as integral to growing faith in Incarnation. CCC 538-540	Use Scripture stories to make the concept of redemption come alive and gain greater meaning in our lives. CCC 595-618	Chose a parable and translate it into the times we live developing a contemporary parable.	See Jesus embrace of poverty as a model for our own growth in values and the integration of our spiritual and secular lives.
AFFECTIVE	See the parables a ways of announcing the kingdom of God and the values for life	Use the Beatitudes as a means of claiming an order and setting priorities in your life.	Use the model of the people who entered into covenant with god in Hebrew scriptures to work towards those things. CCC1248	
BEHAVIORAL	Ask yourself how readily you are able to see the face of God in the poor, the sick, and the oppressed.		Celebrate the Triduum this year and see how the journey and the story that connects the moments of the journey can inform and enhance our lives as followers of Christ.	As you practice the reception of the Eucharist picture the people of your daily lives and the opportunities you have had to see Christ in the past week

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: III The Mission of Jesus Christ				
OBJECTIVE: # 4 The student will be able to respond to various challenges against Christian Theology of redemption through the Paschal mystery of Jesus Christ.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	To know the basis for the teaching of Christ crucified for us and risen for our justification. CCC 598	To express in writing a sense of what grace is and how it is accepted.	Reflect a sense of being made in the image of God in writing, drawing or music.	Write or draw a representation of the Passion Story in your life.
AFFECTIVE	Apply the universal call to holiness to daily life situations. CCC 2012-2014, 2028, 2045, 2813	Write a reflection on your participation in the sacramental life of the Church.	Show your response to God's call by composing a prayer of gratitude for your giftedness.	Develop an appreciation of the effect Resurrection has in shaping your image of God by drawing, writing or some group activity that explores the risen Lord. CCC 631-658
BEHAVIORAL	Demonstrate aspects of discipleship within family, school and youth group as well as public life by keeping a journal for a fixed period.	Put Jesus' moral teaching into practice by writing a short story reflecting real life moments of encounter with Christ.	Map a plan for personal spiritual growth which includes Bible reading, prayer and worship.	Pick a particular action of service to others and maintain a log of the experience for a fixed time frame.

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: III The Mission of Jesus Christ				
OBJECTIVE: # 5 The student will learn that for all eternity, God has planned for us to share eternal happiness with him which is accomplished through the redemption Christ won for us.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Know how and why we participate in the mystery of Redemption from Baptism to death as both connection to salvation and sacrifice. CCC 520, 618, 767, 1693	Write or draw a reflection on the accounts of Jesus' Baptism by John and Jesus' temptation.	Understand resurrection as both an historical, transcendent and sacrificial event and explore the students reaction to and understanding of it. CCC 2045	Know that we are all called to prayer in both theory and practice.
AFFECTIVE	Relate the story of Jesus' journey of redemption and the apostles experience of that journey with him. CCC 659-667	Apply stories from the parables to demonstrate an understanding of the Kingdom of God.	Develop a sense of the Ascension as both Jesus' human entry into heaven and his promise to be with us always. CCC 659-667	Practice family Eucharist and attempt reflection on and debriefing of these experiences together.
BEHAVIORAL	Practice actions which help to develop both intimacy and communion with Christ.	Spend time developing both a ritual and routine for prayer of all types.	Keep a log for a week or month marking times of prayer, types of prayer including blessing, adoration, petition, intercession, thanksgiving and praise.	Use scripture as a source and guide for prayer at home, in school and youth group.

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: IV Jesus Christ Mission continues in the Church.				
OBJECTIVE: # 1 The student will be able to understand (the relationship between the Trinity and the origin, manifestation of the Church.) the establishment of one Church to continue the presence and work of Christ.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Know that the Church is rooted in the Hebrew Covenants and instituted by Christ. CCC 753-762	Integrate the scripture stories of the descent and intervention of the Holy Spirit in the establishment of the Church. CCC 696, 731-732, 767, 1076, 1287, 2623	Show response to the Holy Spirit by reflecting on your actions and asking yourself where you see the Spirit in those actions. CCC 857, 860	Practice handing on the teaching by presenting simple ideas on scripture in school, classes or youth group settings.
AFFECTIVE	Apply the role of the Holy Spirit to our Church using poetic or artistic forms.	Explore and reflect on the ways the Holy Spirit remains present in the Church.	Use the role of the Apostles in the scripture story of the first Pentecost as a challenge message to you to live in response to the Spirit's call in your heart. CCC 857-865	Read and pray with Peter's speech on Pentecost, picturing yourself as hearer/responder.
BEHAVIORAL	Pray the Prayer of the Holy Spirit daily for a fixed time and keep a journal of your thoughts and reflections.	Express in writing, drawing or music visual representations of the presence of the Holy Spirit.	Understand the commitment to faith shown by the sacrifice and risks some have endured.	Demonstrate ways you can express in action the great commission in family, school, youth group.

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: IV Jesus Christ Mission continues in the Church.				
OBJECTIVE: # 2 The student will be able to identify the existence of the Church as a witness to and a profession of faith.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Know some of the Old Testament images of Church especially Noah, Abraham and the election of the Israelites as the Chosen People of God. CCC 753, 762,	Write a short story that demonstrates knowledge of your call to leadership in faith as a result of Baptism and Confirmation.	Act as the People of God by engaging in public support for some Church position.	Show your action as a pilgrim person by spending one day a week traveling in faith to school, an activity or family event.
AFFECTIVE	Engage a sense of what the Apostles must have felt and acted on as they became aware of being recognized as the leaders by the community. CCC 857-865	Write, draw or use music to demonstrate a representation of the vine and the branches as a metaphor for our interconnectedness in faith.	Find some simple way to be the people of God in the midst of a world of modern media and constant motion	Connect with others at least annually in actions that put you at the service of others with others.
BEHAVIORAL	As part of the Body of Christ and a Temple of the Holy Spirit discover how you need to treat yourself.	Participate in a large Church gathering representing more than your local church at school, the Cathedral or elsewhere.	Plant some seeds in your social group that calls them to prayer and worship.	Model Church as family of God by establishing some personal family practice that reflects your household commitment to faith.

Yellow Highlighted Sections Indicate Framework adapted for Parish and Youth Ministry Programs

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: IV Jesus Christ Mission continues in the Church.				
OBJECTIVE: # 3 The student will be able to articulate that belonging to the Church is the means of salvation.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Know the marks of the Church, One, Holy, Catholic and Apostolic. CCC 813-822; 823-829; 830-856; 857-865	To show integration of the marks of the church by expressing the ideas they represent in ways that invite others to also define their uniqueness, leading to better dialogue. CCC 760	Show how as a Church that is Holy we live lives reflecting the grace of God planted in us and charged by us to be brought to the world CCC 823-829	Celebrate your call to holiness each week at mass by pausing to remember that it is not only o community that gathers but each and every person as well.
AFFECTIVE	Recognize that as people think differently and express beliefs there will be heresies and ideas which need to be refuted. CCC 464,466-467, 471	Understand how schisms effect the life of the body of Christ and cause issues that can take great healing.	Reach out to those of other faiths to share the joy of who we are and experience the commitment they make to their beliefs.	Seek the grace of the Spirit in your daily life through prayer, acts of kindness and simply asking the spirit to guide you.
BEHAVIORAL	Be familiar with the Documents of Vatican II and their roots in earlier teaching of other Councils and of the Church.	Celebrate our unity in diversity by experiencing various cultural moments of faith celebrations either by visiting other worship sites or through media.	Integrate a sense of the place of Mary in the Catholic theological economy by using prayer and actions related to Mary regularly.	Demonstrate an awareness of being part of the Communion of Saints by allowing yourself to trust the call of someone else and respond in faith within family, school and youth group.

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: IV Jesus Christ Mission continues in the Church.				
OBJECTIVE: # 4 The student will be able to recognize that the church is a sign and means of communion with God for the human family.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Know the divine purpose and mission with which Christ founded the church. CCC 760	Explore your role as an evangelist, bringing the message of Jesus the Christ to others. CCC 861, 905	Celebrate the visible structure of the Church as a means to help us define our own role more clearly and live in active participation in our daily lives. CCC 880-896	Give an oral account of what you heard preached at mass one weekend and compare it to what others heard to seek the common ground of truth shared in faith.
AFFECTIVE	Integrate the concepts of power, authority and collegiality as gifts for the Church to accomplish the mission given to us by God. CCC 1655-1658	Appreciate the gift the Church is to us providing us with sacraments, worship, teaching, and call to service.	Explore the vocation of the laity as people called by God and keep a simple account for a fixed period of time on simple daily acts that enrich the lives of those around you. CCC 897-913	Compare how people accept what is the standards within a family structure with what the church, the family of God teaches.
BEHAVIORAL	Explore the various vocations to which we are all called to better understand our need to respond and our responsibilities once we do.	Engage our responsibility to live as Jesus called us by accepting that we have an apostolic role and are called within our giftedness to live it.	Using what you have learned about various cultures and societies plot the steps necessary to complete a simple project of faith across cultures.	Act on your Baptismal call by keeping an account of your prayer, service and actions for a fixed period.

Yellow Highlighted Sections Indicate Framework adapted for Parish and Youth Ministry Programs

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: V Sacraments as Privileged Encounters with Jesus Christ				
OBJECTIVE: # 1 The student will be able to define Sacrament, the Church and the sacramental economy of salvation in detail.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Define sacrament as sign of grace entrusted to the Church to confer the grace they signify. CCC 1131	Draw or write a means of representing the central place Jesus has as the living sacrament of the encounter with God.	Explore Church as living sacrament to gain a sense of the importance we place and value we sense in maintaining this body of believers. CCC 774-776	Having defined prayer explore various formats and styles in order to have a catalogue to fall back on through life.
AFFECTIVE	Recognize the sacraments as effective signs and useful symbols that draw us into the acts they represent and invite us into the sacramental economy that offers salvation. CCC 1996-2005	Develop a sense of prayer flowing from our engagement with sacraments, like the time of thanksgiving after receiving Eucharist. CCC 2626-2643	Use prayer as a means to open ourselves to the grace of understanding by practicing prayers of openness, submission and integration. CCC 1137-1144	Allow the sacramental view of reality to be expressed through writing, poetic form, drawing or media.
BEHAVIORAL	Begin to adopt a view of life that is conscious that for us as Catholics sacraments and their celebration are fundamental to our self definition.	To explore the concept of mystery by engaging in comparison between human and divine mystery to discover both challenges and areas of comfort	Assist in planning liturgical prayer in your parish, school and youth group.	Practice openness to grace by engaging in Sunday liturgy from a new perspective of one called to a moment of sacrament.

Yellow Highlighted Sections Indicate Framework adapted for Parish and Youth Ministry Programs

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: V Sacraments as Privileged Encounters with Jesus Christ				
OBJECTIVE: # 2 The student will have an understanding of the definition, celebration, essential elements and that we receive redemption through the Sacraments of Initiation. (Baptism, Confirmation, Eucharist)				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Name and define the scriptural, doctrinal and liturgical meaning of the sacraments of Initiation. CCC 1279-1280	Explore the historical growth of the sacraments to see how practice flows from teaching and teaching is reflected in practice CCC 1229-1233	Engage in reflection on your experience of Eucharist by keeping a journal for a month on what you thought, felt, saw rise up in you as you participated.	Make a plan for the sacramental economy of your personal life by setting goals for how you will meet Christ in the sacraments on a regular basis.
AFFECTIVE	Explore the ministers of the sacraments and what their roles teach us as celebrants and co-ministers from Baptism. CCC 1247-1249, 1250-1252	Explore the implication of common priesthood, call to mission and rights and duties as a means to integrate sacraments as more than events frozen in time. CCC 1267-1268	Describe how you integrate signs, acts and your actions around Eucharist into the church moment and the rest of your weekly life.	Practice direct individual prayer, communal prayer and Eucharistic prayer and compare and contrast the unique elements of each.
BEHAVIORAL	Experience the celebration of these sacraments being careful to observe not only what you see but what effect it has on you.	Practice awareness of Baptism by seeing its representation throughout the Church year especially at Easter.	Act on your sense of need for healing by engaging in Reconciliation and Anointing and reflecting on the difference for you. CCC 1447-1448	Allow yourself to explore in song, drawing and writing the effect of sacraments and prayer for you as a person on the journey of faith.

Yellow Highlighted Sections Indicate Framework adapted for Parish and Youth Ministry Programs

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: V Sacraments as Privileged Encounters with Jesus Christ				
OBJECTIVE: # 3 The student will understand the requirements for reception of the sacraments, the role of the minister for each sacrament and the necessity of each sacrament.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Define the opportunity for a privileged encounter in the sacramental economy of the Catholic Faith.	Write an short description of what Baptism and Confirmation mean to you	Design a prayer of thanksgiving for the gifts that sacraments have been to your life in the church.	Know the meaning and place of reverence and what how is designed to assist us in worship.
AFFECTIVE	Engage an understanding for the scriptural roots from which sacraments flow and how they called the community to develop the ritual which scripture did not always define in detail. CCC 1223-1225	Write a short plan to teach young children the meaning of the sacraments of Initiation.	Observe the different movements during the celebration of the mass and look to understand what they are attempting to teach. CCC 1348-1355	Observe your family members and how they come to see Jesus during the liturgy and then have a family forum to share ideas about how you can assist one another at worship
BEHAVIORAL	Observe the minister of sacraments and note not just what they say but how they say it and how they interact with the people who are also celebrating.	Using Scripture stories of the Eucharist write a short story of how its meaning has grown on you over your years of participating in church. CCC 1223	Rest in the idea of real presence, that Christ is truly present in the bread and wine and write or draw a reflection of what you conclude after the reflection. CCC 1373-1377	Have a youth group or school liturgy that allows for more dialogue about the action of the liturgy so that there can be better understanding.

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: V Sacraments as Privileged Encounters with Jesus Christ				
OBJECTIVE: # 4 The student will recognize that they can encounter Christ today in a full and real way in and through the sacraments, especially through the Eucharist as the center of the sacramental life of the Church.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Understand the parts of the mass and their purpose in the sacramental economy. CCC 1348-1355	Explore the historical evolution of the liturgy to discover how it has changed to respond to growth in people and how it has remained consistent for the sake of faith. CCC 1324-1332	Understand the role of the minister in the various sacraments and how that role connects to, engages with and enhances the role of others in the celebration. CCC 1369, 1566	Act on the discipline of fasting before Eucharist not by concentrating on the practice but on the purpose and effect. CCC1387
AFFECTIVE	See the signs used in worship and define what the signs speak to you and what they might point to for others. CCC 1412	Understand why there are requirements for full, conscious, and active participation in the liturgy. CCCc 2042, 2181-2182	Discover your own longing for Eucharist and how it effects your motivation for regular participation	Discover, by keeping a journal, how your participation in the life of the Church is shaped by your sense of mission.
BEHAVIORAL	Review the parts of the mass to see how they are intended to assist us through behaviors that help us to respond, be still, move and better engage our bodies and minds CCC 1348-1355	Explore Eucharistic Adoration, Communion calls and other practices to understand the central place the Eucharist holds in Catholic Life CCC 1378	Observe the practice of others in regards to the sacraments to seek some models that might assist you in developing your own sacramental economy.	Engage in conversation with people at Church, school and youth group as to why being a part of the liturgy is important for them.

Yellow Highlighted Sections Indicate Framework adapted for Parish and Youth Ministry Programs

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: V Sacraments as Privileged Encounters with Jesus Christ				
OBJECTIVE: # 5 The student will understand the sacramental life of the Church as an encounter with Jesus, the primordial sacrament throughout our lives.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Define how Jesus is present in, connected with and flows from all sacraments. CCC 1088-1090	Express in symbol how Jesus acts reflect the definition of sacrament as an external sign that gives grace.	Be participants at a sacrament celebration and note the various ways in which people engage.	Know that the sacraments are signs of reality already present. CCC 1127
AFFECTIVE	Explore what the sacraments of your life are using the definitions you have learned but applying them to the actions and moments of everyday life.	Explore how other Christian Churches practice sacrament.	Review the requirements we place on the reception of sacraments from the point of view of how they help those who wish to receive properly focus their purpose.	Explore how you would approach the role of godparent if asked and how you would discharge the responsibilities asked of you CCC 1255
BEHAVIORAL	Use the sacrament of Reconciliation as a template for exploring ritual and action to see the way the intended effect of the sacrament is communicated in word, action and gesture. CCC 1456-1458	Explore the help offered through the sacrament of anointing of the sick as effecting both the physical and spiritual self by discussing the experience with senior members of your community who have encountered the sacrament. CCC 1499-1513	Design a new sacrament and its connected signs and action and illustrate how the minister will engage the assembly and all will connect to the mystery it represents.	Explore in peer group the reality of the meeting that takes place between you and Jesus each time you receive the Eucharist and discuss those things that enhance and those that detract from the effort.

There are no highlighted sections for this Objective.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: V Sacraments as Privileged Encounters with Jesus Christ				
OBJECTIVE: # 6 The student will understand the transformational power of the sacraments and will be challenged to become agents of grace.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Understand the transformational nature of the act and action of each sacrament by exploring the words, symbols and actions of the various sacraments.. CCC 1076	Select Scripture stories that show the transformational power of Jesus acts and compare them to various sacraments and the transformation occasioned by the sacrament.	Reflect on the action of the Holy Spirit illustrating both by symbol and prayer the way we recognize the action of the Spirit within the celebration of the sacraments.	Understand the essential elements of the Eucharist and explore the impact of the signs and symbols to better integrate the effect of the Eucharist in our lives.
AFFECTIVE	Explore what the sacraments of your life are using the definitions you have learned but applying them to the actions and moments of everyday life.	Explore how other Christian Churches practice sacrament. CCC 1411		Pray for those celebrating sacraments and name the gifts you know they will need to be faithful to their call.
BEHAVIORAL	Discover how the sacraments of Service help to affirm, encourage and challenge people at critical moments. in their lives as they enter into commitments	Use the sacrament of Reconciliation as a template for exploring ritual and action to see the way the intended effect of the sacrament is communicated in word, action and gesture.	Design a ritual action and its connected signs and illustrate how the minister will engage the assembly and all will connect to the mystery it represents.	Explore how you would approach the role of godparent if asked and how you would discharge the responsibilities asked of you

There are no highlighted sections for this Objective.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: VI Life In Jesus Christ				
OBJECTIVE: # 1 <i>The student will be able to articulate the theological principles that form the basis for the moral theology of the Catholic Church.</i>				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Know God's view of the human person created to share eternal happiness and made in God's image. CCC 302-314	Apply eternal law, natural law and divine providence to issues of moral life we face ordinarily. CCC 1950-1951, 1975, 1954-1955	Explore the various ways we can enhance our understanding of our baptismal call in light of scripture and tradition. CCC 1279	Apply scripture and tradition to the life you are living and the values you are growing in response to God's call. CCC 1828
AFFECTIVE	Recognize the dignity of the human person in God's plan through our response to God's gift of love, redemption and call to discipleship. CCC 1700	Apply the beatitudes to various life situations and analyze the value added for effective living of the Christian lifestyle. CCC1716	Construct a table comparing the corporal works of mercy and the Beatitudes and how they can work together to inform how we act as disciples.	Examine the Ten Commandments as the minimum standard for following the covenant relationship of the Hebrew Scriptures. CCC 2052-2074
BEHAVIORAL	Apply the principles of the Beatitudes to our cache of moral principles that guide life, influence action and call us to responsibility. CCC 1716	Compare and contrast the values of the beatitudes to current pop culture values. CCC 1718-1724		Plan, participate in and evaluate service projects in light of living, applying and being challenged by Catholic Christian values.

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: VI Life In Jesus Christ				
OBJECTIVE # 2 The students will be able to recognize moral wisdom in the Church including the Natural Moral Law, Revelation and Magisterium				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Be able to define moral wisdom, Natural Moral Law, revelation and Magisterium. CCC 1954-1955	Grow in understanding of how the terms human rights and duties are seen in the life of the Church and the lives of the people who are this church. CCC 1956	Demonstrate that we are all called to live a moral life.	Communicate with yourself and others how God's revelation translates into everyday moral life. CCC 2201-2206
AFFECTIVE	Recognize the Ten Commandments and the Magisterium as the source for minimal core principles for the moral life. CCC 2052-2074	Review the precepts expressed in the first three commandments in the context of your call to live as disciples on a day to day basis walking with your God. CCC 2087-2094; 2146-2155; 2168-2176	Engage in critical reflection on personal and societal attitudes regarding the values espoused in various commands and teachings.	Engage in responses to the idolatry of our times regarding media and communication in light of the First Commandment.
BEHAVIORAL	Live according to the 10 Commandments, Beatitudes and Magisterial teaching	Develop the principles for your conscience rooted in the teaching of the Church. CCC 2030-2040	Prayerfully reflect on the teachings you have learned and seek integration and peace of heart through that prayerful reflection.	Join in group discussions of contemporary moral issues to sharpen your skill in applying what you know to the place you live, work and pray.

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HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: VI Life In Jesus Christ				
OBJECTIVE # 3 The students will be able to apply their knowledge of Catholic Moral Teaching to conscience formation and decision making.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Understand the roots of Catholic Moral Teaching and the role of conscience within the economy of theology especially as reflected in the Decalogue. CCC 2032-2035	Know the basic steps or elements in making a moral decision based on our teaching and be able to apply it to various situations. CCC 1776-1782; 1795-1797	Apply the principles of morality in action prayer and reflection to a variety of issues and situations we commonly face.	Practice the decision making process and explain to yourself the outcomes and your level of satisfaction with those results.
AFFECTIVE	Demonstrate and understanding of conscience as a judgment of reason, source of morality and process for decision making. CCC 1777-1782	Explore freedom of conscience and duty of responsibility and their connection as it relates to a well formed conscience. CCC 1782	Develop a chart for the steps you would take in reaching a moral decision and demonstrate its use in relation to a real life situation.	Discuss in family the dignity of each person and challenge one another to demonstrate active promotion of aspects of the dignified treatment of one another.
BEHAVIORAL	Examine how we form our character and the inter-relationship of character, choices and community.	Demonstrate how good character is reflected in our choices by writing a short story or a modern parable.	Integrate prayer with cognitive study to test your integration of the principles you have learned as they apply to the issues or problems you commonly face in ordinary daily life. CCC 2014-2016	De-brief some of your decision making with a mentor or trusted person to be able to step back and reflect not just on outcomes but the process itself.

There are no highlighted sections for this Objective.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: VI Life In Jesus Christ				
OBJECTIVE # 4 The student will be able to recognize the transformative power of grace in dealing with the reality of sin and the effects of sin on the individual and society.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Come to know and be able to define grace and both individual and communal sin. CCC 1996-2005	Explore the effect of the redemptive power of grace. CCC 1996-2005	Practice turning from sin by reliance on prayer and the grace of God. CCC 2014-2016	Assist others in praying and invite them to pray for you as you hold them in prayer as well.
AFFECTIVE	Define the theological virtues as a basis for living the Christian moral life. CCC 1812-1829	Explore the relationship of individual, social and communal sin. CCC 1853	Practice the universal call to holiness by spending time for one week in prayer, spiritual reading and worship and offering an analysis of the experience.	Develop a plan for regular participation in individual reconciliation.
BEHAVIORAL	Reflect on the effect of grounding one's life in the theological virtues.	Read from the examples of others about the transformative power of grace. E.g. Augustine, Teresa of Avila, Thomas Merton, Mother Teresa, Dorothy day, Martin Luther King Jr., CS Lewis; Thea Bowman, Oscar Romero, Maximillian Kolbe, Cardinal Bernadin	Develop a Reconciliation service around a specific theme related to some current event which calls for forgiveness.	Bring you family to a Sacramental celebration of Reconciliation.

There are no highlighted sections for this Objective.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: VI Life In Jesus Christ				
OBJECTIVE # 5 The student will be able to address the challenges of living a moral life in Christ as individuals, people in relationship and facilitators of Christian tradition.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Be able to identify key moral challenges we face in our lives and develop resources to help ourselves to address them. CCC 1756, 2074, 2210, 2294	Relate moral living with sacramental life to see both the manner in which they connect as well as the ways they support one another. CCC 1951	Read, Write, and discuss various ways to respond to questions regarding our values and support this with prayer.	Gather with other people of value and principle and practice listening, speaking, giving and receiving feedback to better integrate the values we hold and the principles we articulate.
AFFECTIVE	Explore the universal call to holiness through the call of vocation and consider how we are all invited to respond to this call. CCC 2013-2014	Access you own call to serve and actively engage with you response whether is to religious, ordained, married, or single life.	Practice living by the theological and cardinal virtues and access the effect o the experience on your awareness of personal responsibility. CCC 1803-1804, 1833	
BEHAVIORAL	Become familiar with some of the main challenges to Christian moral values and discover how and where the Church has taken stances to represent its values.	Assess your personal satisfaction with your efforts to live according to the call of Jesus, his teaching and your discipleship.	Join groups that support moral stances that reflect our values and develop a skill of writing or speaking to these issues in effective forums.	Engage in reflective review of movies and/or TV that present moral issues and or persons of moral values and what they experienced as the cost of their discipleship.

There are no highlighted sections for this Objective.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective A Sacred Scripture				
OBJECTIVE : #1 The student will gain an overview of Sacred Scripture with an emphasis on an introduction of basic principles for understanding and interpreting the Bible.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Define Divine Revelation and God's revelation through covenants as key principles for the context and understanding of Scripture. CCC 50-53, 70-72	<i>Develop understanding of the meaning of the old covenant in relation to the Pentateuch and the new covenant and the place each plays in offering context for understanding scripture. CCC 59, 145, 147</i>	Demonstrate living tradition as a form of action on our part as we come to know the scriptures, commit time to prayer and reading and share what we have learned at home and with peers. CCC 84-95, 98-100	Be able to interpret the historical books of the Old Testament as a means to root teaching in people of faith and their actions. CCC 37, 159, 1960
AFFECTIVE	Explore how the apostolic tradition was fed by the Old Testament and grew a newer and deeper understanding through the development of the New Testament texts. CCC 74-79,	Understand God as principle author of Scripture, writers as inspired collaborators and hearers as stewards of the sacred word. CCC 101-108	Seek an appreciation of the rhythm of the order of the books of the Old Testament as a means to understand the key conceptual teaching it offers. CCC 121-123, 138	By studying the books of the prophets gain a sense of what it means to bring the teaching of the Bible to both people of faith and seekers. CCC 121-123, 138
BEHAVIORAL	Demonstrate a facility with using the Bible and being able to find various books and stories.	Explore various senses of scripture such as literal, allegorical, moral and anagogical to strengthen your foundation. CCC 115, 118,119	Participate in Bible study at school, parish and home.	Describe your sense of transmission of the message which has been passed from the Prophets to the Apostles through tradition to our reading of the works today.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective A Sacred Scripture				
OBJECTIVE: # 2 The student will come to know and understand Divine Revelation as God's self revelation in words, deeds, and covenant, with the definitive stage of revelation in the word made flesh, Jesus Christ.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Understand and be able to interpret authorship of the various works of the Bible. CCC 105-106, 136	Look at revelation as a demonstration of faith at work both for the writers and we as readers. CCC 107	Explore the living word of Jesus as definitive revelation and show an integration of what you have learned by choosing a parable an applying it to a current event for the wisdom it might offer.	Develop a lesson to teach the Bibles format to young children.
AFFECTIVE	Know the chronological order of the books, people and societies that form the context for understanding the word of God in its various forms and styles. CCC 106, 108-114	Develop a skill of using the Bible by teaching a younger person its structure and how we locate specific works.	Engage the concept of living tradition by reading Proverbs and translating some of those Proverbs in light of our current world situation	Describe how the Apostles transmitted tradition by developing an allegorical story or song that tells their story.
BEHAVIORAL	Study the Covenant from Adam and Eve to Noah as a means of understanding salvation history. CCC 337,362, 375	Use some basic principles of interpretation to define the meaning of an Epistle text in light of living the Beatitudes. CCC 112-114	<i>Develop a sense of the model of Abraham and Moses as models of faith in a human moment and be able to contrast that with contemporary people of faith and their response to God and Covenant today.</i>	Demonstrate living tradition by showing how the growth of a movement today and comparing it to how the early Christian community told their story to one another and gathered it in an ordered fashion. CCC 74-95

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective A Sacred Scripture				
OBJECTIVE: # 3 A) The student will be introduced to the basic principles for understanding and interpreting authorship, date of composition, and formation of each text of each book. B) introduction to Hebrew Scriptures; Pentateuch, Torah, Joshua, Judges, Historical Books, Wisdom, and Prophets (Each selection should be a catechetical objective in itself)				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Explore the sense of authorship in its different applications from the historical books versus the Prophets. CCC 106, 108-114	<i>Understand wisdom literature as a collection of practical guides to human problems and questions.</i> CCC 121-123	Explore the book of Ezekiel and relate it to the times you have felt excluded from activities or your community and define what insights it offers in how to deal with those situations.	Compare today's challenges to the challenges Daniel faced among his peers and within his community.
AFFECTIVE	Develop a sense of the character of some biblical figures such as Joshua, Samuel, Daniel, Sarah, Naomi, Haggai, and Jonah etc.	Explore the historical books 1 & 2 Samuel and 1 & 2 Kings for a sense of the lives of their key characters and the effect of their action on the development of the Hebrew people.	<i>Explore the Book of Job as a way of reflecting on personal experience of the encounter with God.</i>	Pray using the Psalms and seek to discover of form of that prayer which fits your prayer space.
BEHAVIORAL	Recognize the use of sources for writing as exhibited in the Pentateuch. CCC 121-123, 138	Chose a variety of sources from both old and new testaments to show how any and all parts of scripture must be read in relation to the whole. 120,138	Explore the prophet Jeremiah as one who tried to avoid the call and compare and contrast that to how contemporary life leads us to or away from our call.	Have a discussion at home related to the idea of the prophetic call to bring the word of God to the people and explore how as a family you live your baptismal call to do the same.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective A Sacred Scripture				
OBJECTIVE: # 4 The students will gain an overview of Sacred Scripture including A) Basic introduction of Christian Scriptures emphasizing the four Gospels B) Christian Scriptures including Acts, Letter to Romans, First Corinthians and Revelation				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Understand the purpose, audience and key themes and authorship of each of the four gospels. CCC 125, 139	Explore the Gospel of John to develop a sense of the perspective offered by how he delivers the story and what impact that has on the reader. CCC 241, 291, 547-550	Explore the Gospel of Mark, short and to the point and apply this to our lives today and see if the direct, short and plain approach might well fit the busy hectic lifestyle of today. CCC 512-667	Knowing the great commission from Matthew apply it to our family, peers and church community as we evangelize one another. CCC 551-553
AFFECTIVE	Explore the synoptic Gospels and find examples of the common stories and how that enhances the message. CCC 512-667	Allow the key message of Matthew's Gospel, the kingdom of heaven to invite an exploration of the goals connected to leading the good Christian life which includes both repentance and salvation. CCC 547-550	<i>Seek an understanding of God's pardon, mercy and the role of women as offered in the Lucan account of the Gospel as concepts we are called to encounter today.</i> CCC 601-603	Bridge from the sense of awe wonder and amazement offered in Mark's account to how we can share or sense of the same in our family moments where we share our faith story. CCC 673-674
BEHAVIORAL	Explore the non-canonical Gospels to discover what message they brought and why they are not part of the New Testament.	<i>Seek to appreciate the structures of the various Gospel's as a key to helping us find a structure that allows our life to grow with Christ and be rooted through the word.</i> CCC 125, 129	Allow the signs of John's Gospel to inform our sense of symbolic ways of deepening our relationship with God and our own faith life. CCC 241, 291, 547-550	Invite family and friends to tell their Emmaus story, the times we have met Christ on the journey but where the recognition might not have been as immediate.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective A Sacred Scripture				
OBJECTIVE: # 5 The students will understand the sense of unity of the narrative of the divine plan of salvation, the presence of God's action in the record of his revelation and his desire to share his merciful love with us especially as reflected in the New Testament.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Learn the role of the Holy Spirit as portrayed in Acts and apply this to the developing sense of community and support for those who believe. CCC 105, 135	Take the message of an Epistle and develop it as a means of committing to a personal way of growing faith in your own life.	Seek Paul's teaching on Eucharist to revisit Eucharist in life today as a center for our lives with Christ.	Put together an expression of the meaning of the divine plan in prose, poetry or music that reflects the Catholic position on revelation.
AFFECTIVE	Learn from the apocalyptic language of Revelation to help grow images that connect us to faith and using this and other literary devices to grow an understanding of faith.	Look at First Corinthians as a model of Church and contrast it with parish life today.	<i>Apply the Gifts of the Spirit and the idea of Asset Development to more effectively apply as sense of lived Christianity</i> CCC 737-741	Develop a skit that would be Paul walking into the community you are part of and reflect what you think Paul would say to that group in the present moment.
BEHAVIORAL	Explore Romans and Paul's understanding of righteousness as a way of owning faith and developing leadership	<i>Use Paul's dialogue with Titus or another of his companions to develop a sense of a faith conversation with others.</i>		Invite parents to engage in conversation about Characters in Acts as models of faith and contrast that with people today in our parish or family.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective B History of the Catholic Church				
OBJECTIVE: # 1 The student will understand and appreciate what the Church is, what it has been and what it intends to be.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Understand the Church as a body that grew out of another faith community and established its own identity. CCC 759	Explore various teachings of the scriptures and the early church leaders as models for how we can develop a sense of witness and action.	<i>Show how we live as disciples in relation to our Baptism and nourished by our knowledge of tradition and aspects of our faith</i>	<i>Explore your house practices of Christianity today and help your family compare that with the early Christian community.</i>
AFFECTIVE	Develop a sense of the church developed by Christ and supported by the Spirit and how that enabled growth and established a church. CCC 748, 763-766	Begin to grow and understanding of the role of the fathers of the church and how they nurtured the growth begun by the apostolic community. CCC 76, 688	Explore house liturgies to discover how our sense of church developed out of both culture and tradition and became ritualized over time.	Work with a group of peers to describe a religious meeting that would reflect the root of Christian teaching and the current culture of your group and where it might coalesce and diverge.
BEHAVIORAL	See the sense of mission exhibited by Paul and the other Apostles as a model for how we can all help to grow our church today. CCC 857-860	Explore and compare how we inculturate the Gospel today with how the early community did the same thing.	Explore how Constantine's Edict of freedom for religious practice influenced growth both positively and negatively	Engage in discussion with peers regarding the fundamental idea that history both roots us in a tradition and calls us to expand the tradition in new and creative ways which are still congruent with the history itself.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective B History of the Catholic Church				
OBJECTIVE: # 2 The student will learn the context for the theology of Church within the story of the Church.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Discover how the structure of the Roman Empire and the Greek world aided the growth of theology and influenced how it became expressed in light of current philosophy.	Compare some historical heresies to beliefs held today and compare and contrast their effects on the community. CCC 9, 192, 250	Engage in research on the appropriate understanding of the roles of church and state at the service of one another in the American context.	Compare and do a critical commentary of the effects of the calling, conduct and aftermath of the Crusades
AFFECTIVE	Explore how the developments of Council's were a means of expressing and quantifying the theology the church could offer. CCC 884; 887; 891	Explore the effect of the collapse of the Roman Empire with the rise of modernism today for the effects it had on the practice of faith in light of the limits and rights granted to citizens of a state.	Explore the effects of people's health on the growth or stagnation of religion using examples like the black death as a gateway to the assessment.	Discuss with family especially elder members the effects of the development and use of Renaissance art on the images of God and Saints and the addition of these images to the influence of an unfolding theology.
BEHAVIORAL	<i>Assess how the doctrinal definition of Incarnation and Trinity became fundamental building blocks of a far greater and more expansive theology.</i>	<i>Explore how the monastic life frees people to serve others while from the outside might appear to isolate people from one another.</i>	Explore how the growth of schools of learning added to the development of a theology and a growth in the number of people exposed to these principles.	Work with a group of peers to review Church music and seek various forms both historical and present which you find to call you to center and lift you in prayer

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective B History of the Catholic Church				
OBJECTIVE: # 3 The student will understand the chronological history of the institutional Church and be able to recognize how events and persons in different eras manifest models of the Church.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Understand what the call for, implementation and effects of the Crusades were for the Church then and in historical perspective.	Understand Martin Luther's concerns and issues and explore especially the defining issue of sola fides, sola gratia, sola scriptura.	Understand that Councils of the Church try to capture and redefine Church in light of its history, tradition and present moment. Use Trent as an illustration. CCC 250	Explore the history of Catholic in America for how they contributed both to the growth of this country and our Church.
AFFECTIVE	Explore through pictures the period of the Renaissance and how it both added to and inhibited the growth of the church.	Explore the effects of the lives of people like Calvin, Zwingli, Knox and others on the unfolding development of the church.	Explore the use of saints as models for faith and practice and be challenged to both look at your patron saint and others for potential self models. CCC 828 & 2030	Work with peers to brainstorm the types of talents that are needed in a post modern society to continue the growth of the church
BEHAVIORAL	Explore how those who complain or resist what the church offers can be both a problem and a blessing to the church and its growth through history.	Explore the behavior that grew with nationalism and their effects on the growth of the church. CCC 56 & 57	Reflect on the effect of the age of enlightenment on the growth of the church and how it also called the church to enter into areas of science that both challenged and supported it works.	Explore the document Totus Tuus, and Deus Caritas Est to address human dignity and the role of love in reshaping the world according to the message of Christ.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective B History of the Catholic Church				
OBJECTIVE: # 4 The student will understand the theology of Church as drawn from the Dogmatic Constitution of the Church in the Modern world. (Gaudium et Spes)				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Develop a basic knowledge of the purpose role and outcomes of the Second Vatican Council and its impact on the growth of the Church. CCC 250	Trace a brief sense of the history of how the Second Vatican Council developed and upon which its teaching rests from the reformation to the 1950's	Explore Gadium et Spes for how it collected the history of the Church and focused the defining work of the Church not only as institution but as living body of Christ	<i>Be able to articulate the values on which some of our Teaching is based and how they have developed and been refined over time and in light of the growth of knowledge reflected in what flowed form Vatican II.</i>
AFFECTIVE	Trace a sense of the growth of the Church and the world mirrored in the connections of Vatican I and the Industrial revolution. CCC 889-891,2035, 2051	Select some documents of Vatican II for exploration and illustration of practical influence on changes that have developed since their promulgation in the lives of people.	Explore how the Church has grown in the United States and both influenced society and behavior and been influenced by the democratic republic that is he foundation of the freedoms we value and the faith we own.	Address contemporary issues using the teaching of Vatican II to illustrate not only the Church's stance on issues but the values our teaching offer us to share with others as we search for answers to be a better society and a better Church
BEHAVIORAL	Create a project that introduces the development of Catholic Social teaching form Leo XIII through John XXIII. CCC 909, 1459; 2494-2495	Explore the Church and the wars, especially in Europe to understand both the Church's effect on society and society's effect on the Church	Trace some of the key figures of Catholicism and their influence on the development of our nation and our faith.	Explore the need for firm foundation in faith in order to be active participants in the dialogue demanded in a democracy with those of various religious convictions and views. CCC 2716; 2087

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective C Living as a Disciple of Jesus Christ in Society.				
OBJECTIVE: # 1 The student will understand God’s plan of salvation as calling us not just to communion with God, but to unity with thee whole human race.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Understand the principles on with Catholic Social Teaching rest and how they have been developed and refined over time. CCC 1928-1942	Understand that the social teaching the Catholic Church articulates is rooted in scripture and nourished through the tradition of the Church over time. CCC 1928-1942	Understand different types of justice including distributive, legal, commutative and social justice and the rightful place each has in the economy of our social teaching. CCC 2411-2412; 1807	Explore and apply an understanding of natural moral law to issues that call for a just response in society such as the life of the unborn and stem cell research to understand how this teaching can equip us to better enter the dialogue necessary to effect change. CCC 1954-1960
AFFECTIVE	<i>Practice the sense of Church as a sign and instrument of Communion with God and unity for the whole human race as a fundamental component of our understanding of salvation, truth and redemption.</i> CCC 824	Explore how being rooted in Charity and Justice effects many ways that we view our world and the issues the world presents and not just our responses. CCC 1905-1912, 1925-1927	Explore Pope Leo XIII’s teaching, especially Rerum Novarum as a gateway to the modern era of Catholic Social Teaching.	Allow for a family discussion of how a sense of the common good offers a buffer to consumerism, all focus on me and modernism run amuck and lead us to a better understanding of the fundamental rights of each person.
BEHAVIORAL	<i>Explore the concept of happiness as fundamental to a lived experience of communion with God, through, people, sacrament and institution.</i> CCC 267, 738, 1693	<i>Discuss as family being households of faith part of the mystical body and a community of sanctified believers at the service of one another.</i>	<i>Compare and contrast Jesus actions towards people with our call to love one another to discover how we might better use Jesus example as a guide for our own actions</i> CCC 2153, 2262, 2336, 2605.	Explore and understanding that God is the source of all civil authority and how holding that principle might impact how we view our responsibilities as civic leaders

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective C Living as a Disciple of Jesus Christ in Society.				
OBJECTIVE: # 2 The student will have a basic understanding of the history of the Church's Social Teaching, from Scripture, from the universal magisterium and from the USCCB.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Grow in understanding of the role of the USCCB as a voice for Social Teaching and a means to focus the response of the Church in America in its conversation with its own constituents and the larger society. CCC 886-887	<i>Explore the foundations of social sin including attitudes that foster unjust treatment of people, animals or the environment and how we are responsible for passing or not passing it along. CCC 1869</i>	Reflect on how the first three commandments invite us to explore our relationship with God and from a template for our relationship with others. CCC 2084-2195	Explore the Fifth Commandment as it teaches us to foster a civilization of life and love and how our commitment to those values under-girds our nation and our values. CCC2258-2330
AFFECTIVE <ul style="list-style-type: none"> ➤ Dignity of Human life ➤ Call to family, community and participation ➤ Responsibilities and rights ➤ Preferential Option for the poor ➤ Dignity of work and rights of workers ➤ Solidarity ➤ Stewardship of God's creation 	Explore the major themes of Catholic Social Teaching to understand their roots and how they have expanded over time. See to the left.	<i>Effect an understanding of the last seven commandments as a means of exploring our responsibility to one another and to our society to create the world that the Decalogue called both the original Israelite community and us today. CCC 2197-2557</i>	<i>Use the teaching and understanding of the sixth commandment to explore a sense of the chaste life and the values that offers not only to our sexual selves but to our entire person and the dignity of others. CCC 2331-2400</i>	Explore the very sensitive area of Capital punishment and all of the aspects it presents from justice served to the value of each and every life and the inherent dignity of even those who deny their own dignity to better understand the variety of response to this issue. CCC 2266-2267
BEHAVIORAL	<i>Understand the difference between personal and social sin. CCC 186-1869</i>	Act on one of the last seven commandments to apply social teaching to him self.	Engage in ways to witness to belief while engaging in constructive civil dialogue.	<i>Consider how an action might lead to giving scandal and what an appropriate response is called for from us in regard to the responsibility for our acts</i>

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective C Living as a Disciple of Jesus Christ in Society.				
OBJECTIVE: # 3 The students will explore the themes of Catholic Social teaching (Dignity of life, Call to Family and Community, rights & responsibilities, option for the poor, dignity of work and workers rights, solidarity and care for God's creation.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Explore in some depth the concept of Dignity of life and compare and contrast it with other recognized values for both coherence and disassociation. CCC 364	Understand solidarity as a principle that connects us to others not only as God's creation but as persons committed to growing a better world in light of the practice of our Faith CCC 953	<i>Act on some issue of the dignity of person at home, school, church that allows you to better integrate the concept with your life actions on a daily basis.</i> CCC 782	Witness to the dignity of life by writing to elected officials to express your views on the value and dignity of life and how you see our respect for those values reflected in legislation, laws and actions. CCC 1700
AFFECTIVE	<i>Understand the call to family as value to applied at the most local level and judge how it impacts day to day family life as you know it.</i> CCC 2204-2206	Explore actions that demonstrate care for creation within routine daily life. CCC 299; 2402; 2452	Explore the work of groups that gather interested individuals and focus their actions in response to some issue to discover what draws people to action.	Call on your peers to take up one action a semester that reflects the option for the poor.
BEHAVIORAL	Examine dignity of work and rights of workers in regards to both blue and white collar situations to discover what the basic values offer as structure for the workplace. CCC 2428	Act on caring for creation by your own acts regarding how your life interacts with the world and your right as person and responsibility to the planet. CCC 282-289	<i>Join with peers to address the dignity of person within the various clubs, groups, teams that are part of your world.</i>	<i>As a family discuss how or if you need to adjust home behaviors to better align with the values you have learned.</i>

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective C Living as a Disciple of Jesus Christ in Society.				
OBJECTIVE: # 4 The students will explore the social dimension of the Ten Commandments and the Beatitudes.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Review the Decalogue and the Beatitudes to understand not just the statements but the intent of collective principles articulated in both sets of values. CCC2054; 2067; 2072-2073; 2081	Compare and contrast the values of the beatitudes as benchmarks of the great commandment to love one another. CCC1700;1934	<i>Chose a lifestyle that reflects the value of one of the Beatitudes and practice it for a week then write a reflection on your experience of the outcomes.</i>	Acting on the great commandment chose a time and an action that challenges you to live a value that is a stretch for you and discuss how it helped or stressed you. CCC 1822; 1889
AFFECTIVE	Address the idea of mourning as a gift in relationship to our solidarity with those who experience loss and how we can companion them relying on our sense of the giftedness connected to mourning. CCC1723	Explore the idea of meekness as a strength for life and a gift that enables us to be more personally confident in our relationships. CCC1721	Practice peacemaking in daily life by encouraging kinder speech, more care for the stranger or outreach to those of other groups at school. CCC 1722	<i>Design a game show like jeopardy to discuss the values of a chaste life by researching the lives of various people from history who either chose chastity or its various alternatives.</i>
BEHAVIORAL	Practice forgiving one another and observe how this impacts others form casual dismissal of your words to any more serious impact and use the experience to temper how you respond when forgiven. CCC 1425; 2631; 2838-2845	Act on a concept of being merciful by treating someone who has hurt you in a kinder manner not for their sake but for yours and reflect on how you felt as a result of your actions. CCC 2447	Organize a school or youth group project that picks a beatitude as its focus and acts positively and then meet and discuss the outcomes and how you felt about those results.	Engage a discussion at the family table over how your church of the home consciously lives the Commandments and Beatitudes as guiding principles in simple daily family life.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective C Living as a Disciple of Jesus Christ in Society.				
OBJECTIVE: # 5 The student will be able to respond to various modern challenges against the Church's Social Teaching demonstrating the practice of discipleship in action.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Study the current state of the world to discover how many wars or conflicts are currently happening and what their original cause was. CCC 2317	Act on the dignity of life by committing to constantly reeducate yourself concerning abortion, stem cell research and other life issues. CCC 306; 308	Apply Beatitude values to a variety of life situations and ascertain how these values could assist the Christian on the journey to stay focused and committed. CCC 1700; 1934	Connect the seventh commandment and the beatitude regarding those who hunger and thirst for justice and make a case for social action. CCC 2401-2463
AFFECTIVE	<i>Discover the effects of family violence on people and society and become aware of ways we can address this issue.</i>	Compare and contrast raising awareness by publicly promoting position as in having bumper stickers with a commitment to regularly expressing your views to elected officials asking their support for your position.	Engage aspects of Beatitude living in your daily life by addressing issues like, blessed are the merciful and blessed are the pure of heart when it comes to how you treat others in relationships CCC 1257	Join with members of your youth group in inviting a local official or media representative to a discussion of the values connected to the eight commandment to promote truth in society and media.
BEHAVIORAL	Act on our environment as a class or youth group in some regular and ongoing way that not only makes a difference today but might permanently affect our lives.	<i>Practice ways of identifying selfish actions that have become habituated and work at actions or thought processes that challenge you to adopt new behaviors.</i> CCC 2472	<i>With peers engage in a dialogue about the values offered in the sixth commandment and how those values are integrated into life or kept at arms length because of the challenges they offer</i>	Practice the simplicity of life described in the tenth commandment and those who hunger and thirst for justice from the beatitudes for a week and meet with peers to debrief the experiences you encountered.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective D Responding to the Call of Jesus Christ				
OBJECTIVE: # 1 The student will understand the vocations of life, how Christ calls us to live.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	<i>Understand the universal call to holiness rooted in Baptism and God's plan for creation. CCC 2013-2014; 2028; 2813</i>	<i>Define, describe and practice discernment concerning the personal call of God to each of us regarding the gift of life we have been given and our responsibility to return that gift in ways that reflect a living trust. CCC 2045</i>	<i>Understand the communal nature of all vocations at the service of God and one another expressed in a variety of ways and charisms over history CCC 863; 2030</i>	Act on the idea of ordained or consecrated life by having a discussion with someone committed to that lifestyle to gain an appreciation of their view and a sense of how it impacts you whether that vocation is yours or not. CCC 784; 1583
AFFECTIVE	Discover how we can reflect a Trinitarian life in our daily actions and how a reliance on Father, Son and Spirit can call us to a center that allows us the freedom to discover our real selves CCC 260; 813;	<i>Explore the states of life defined through history, marriage, ordained and consecrated life and committed single life as model for understanding the personal call to salvation. CCC 373; 1603-1604; 1607</i>	<i>Integrate the teaching of Jesus around the fundamental concept of love for one another as a mantra for rooting love as a primary drive to live vocation or call in daily life. CCC 1823</i>	Meet with peers to discuss how you pray for vocations and discuss both the attraction and the limits you observe for considering a particular vocation.
BEHAVIORAL	<i>Reflect on our personal call and how much time we give to considering how we put that call to action on a daily basis. CCC804; 831; 863</i>	Understand Lay Ecclesial Ministry as the churches acknowledgement of the service of lay members within the community of believers. CCC 898-900; 2442	Act on the concepts of call by spending a week consciously seeing your brothers and sisters in your interaction rather than friends, competitors or even enemies. CCC 521; 542	<i>Explore the values connected to commitment in marriage at home with family members even with those who have encountered difficulty in order to gain a better understanding of the value and the practice in daily life. CCC 1603-1604; 1607; 2331</i>

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective D Responding to the Call of Jesus Christ				
OBJECTIVE: # 2 The student will learn how all vocations (married, single, priestly, consecrated lives) are similar and how they differ.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	<i>Compare and contrast marriage, ordained and consecrated life to see where they share values and where they offer distinct expressions of values for our lives.</i> CCC 2369; 1583; 2102	<i>Engage with peers in a discussion of the various choices of vocation but explore not only your likely calling but the calling that would most challenge you and discover why it is a challenge and what you might learn from it as a call.</i>	<i>Explore how the self giving required in a successful marriage is a model for us in how we need to care for others and ourselves if we are to contribute to our schools, youth groups or parish.</i>	Understand the philosophy that sees the lifelong commitment of marriage between a man and a woman as a reflection of the never ending love of God for God's chosen people. CCC 1644-1645
AFFECTIVE	Explore historical characters committed to the three areas of vocation mentioned above and see what values or initiatives compelled them in a specific direction and how they and those around them benefited from their choice of vocation. CCC 917-919	<i>Explore marriage as a path of mutual sanctification and ascertain how the two people might help each other as members of the church as well as by their personal bond.</i> CCC 1534; 1603	Explore the book of Genesis for a model of the commitment of man and woman that is in effect the sacrament of marriage.	Explore the practical aspects of balancing self growth and self actualization with committed love in marriage by interviewing married people to gain a sense of how they practically maintain the appropriate balance. CCC1617; 1660
BEHAVIORAL	Explore some historical figures committed to the single life and see how their choice affected their community and themselves in positive ways that added to society.	<i>Discuss with married people how they see their marriage as a symbol of the relationship between God and people and the key aspect of permanency as it relates to both God and them.</i>	Trace Jesus teaching from the Wedding Feast at Cana, to Matt. 19 and Ephesians 5 for a sense of the value he gave to the vocation of man and woman.	Understand the effect of divorce on the partners as well as on children and the extended family. CCC1627-1628; 2382-2386

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective D Responding to the Call of Jesus Christ				
OBJECTIVE: # 3 The student will learn what it means to live life for the benefit of others and the value of considering a vocation in service to the Christian community.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	<i>Know the elements of the celebration of the Sacrament of Matrimony and how these reflect the meaning of the act they signify. CCC 1621-1624</i>	<i>Describe elements of relationship that foster values that are commensurate with our teaching and values. CCC 1632; 1643; 2363</i>	<i>Examine the grace that couples receive through marriage with the grace of Baptism to identify those elements shared in common as well as those which are distinct to each. CCC 1641-1642</i>	<i>Review some aspects of the call of Baptism with the call to vocation to identify the links that are common and the elements that make each call distinct. CCC 1266</i>
AFFECTIVE	<i>Understand that the rules governing a valid marriage reflect the value we place on both faith and the commitment of a man and woman to a lifetime of fidelity CCC 1639-1640</i>	<i>Compare and contrast the Church and Marriage from the point of view of mutual sanctification and fidelity. CCC 1617</i>	<i>Describe three stages of preparation for marriage, remote, proximate and immediate and decide what should be part of each to enable each of us to make our best choices. CCC1632</i>	<i>Explore the grace of marriage to live unselfishly as a guide to apply to developing relationships using the sense of selflessness to redefine the way we explore our developing relationships with others</i>
BEHAVIORAL	<i>Explore the elements for preparation for marriage in the Diocese of Rochester to identify how the elements reflect the Scripture, Tradition and contemporary values regarding the Sacrament of Matrimony</i>	<i>Design an activity to teach an element of the values related to marriage</i>	<i>Look at the effects of the sacrament on those married for some time, identify such persons and interview three to discover how the grace of the sacrament has manifest itself in their lives. CCC 1646-1648</i>	<i>Explore the marital grace of permanence and apply aspects of it to elements that one would want to explore in relationships that develop in our lives recognizing that permanence is a special gift and may not apply readily to all relationships.</i>

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective D Responding to the Call of Jesus Christ				
OBJECTIVE: # 4 The student will come to an understanding of the vocations of life; how Christ calls us to life and how to serve one another.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Explore Biblical passages that relate to friendship and relationship to establish an understanding of the insights the Bible offers not as an answer book but as a guide to apply to living situations. CCC 1613-1616	<i>Understand that establishing standards and expectations for relationships is a key to achieving productive and enriching relationships over a lifetime.</i>	Understand the three degrees of Holy Orders not just as a good order for the Church but as a model of gaining insight into positive relationships based on a good or fixed order that enhances rather than inhibits relationship. CCC 1555-1561	<i>Explore the stages of the development of any vocation and develop a sense of how the time involved allows each person effected by the relationship to develop better ownership for their role in the relationship</i> CCC Glossary.
AFFECTIVE	Explore some challenges to relationship and evaluate how threats can be turned into opportunities and cautions can assist us in setting realistic limits that protect others and ourselves.	<i>Design a discussion for a peer group about the qualities you seek in a person in any relationship among friends establishing what values, challenges and affirmations you expect for a positive relationship.</i>	Trace the development of Orders in the Church to gain a better sense that just like our personal relationships develop so the Church had to grow and develop its sense of Orders at the service of the people of God.	Explore the sacramental celebration of Marriage and Orders to identify signs, symbols and words that give an insight to how the sacramental celebration reflects the reality already present. C CCC 1573-1574
BEHAVIORAL	<i>Examine some case studies of elements that lead to enduring relationships and those that lead to breakdown in relationships to help to establish self standards.</i>	<i>Compare and contrast the way relationships are portrayed in media seeking both positive and negative examples and applying what you learn to your own standards.</i>	Explore the iconic focus of priesthood as a male domain to gain an understanding of images that enhance the community of believers and recognize some of the limits it affects and how we might more clearly understand our relationships.	Explore the ministry of permanent diaconate both for its connection to Orders and to Matrimony and how both charisms are part of the ministerial role of the deacon. CCC 1569-1571

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective D Responding to the Call of Jesus Christ				
OBJECTIVE: # 5 The student will learn how vocations are similar and how they are different. This will be accomplished by looking at the married life, single life, priestly life and consecrated life.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Compare the gifts used by those in married, ordained and religious life to see how gifts shared in common are at the service of the community.	<i>Know the definition of marriage and why the elements of permanency and fidelity are models for life and practical for the order of society. CCC 1625</i>	Research the role of presbyter and how its application to ministry has evolved over centuries to better understand what it offers to us as Church today. CCC 1562-1568	Consider how prayer aides us in our understanding of both call and response to God's invitation to bring his message to the world.
AFFECTIVE	Explore the various forms of consecrated life, comparing and contrasting the various charisms seeking common aspects and unique gifts all at the service of the people of God. CCC 914-933	Appreciate the distinction between sacraments for the divorced but not the remarried without annulments as consistent with the witness to values in the Church's mission. CCC 1625-1632	Appreciate the sense we learn from Orders, Matrimony and Vows about the place of values and a sense of personal response to a variety of calls all linked at the service of the people of God.	<i>Work with your family to discuss how you see your lives at the service of others and how we each might esteem the various vocations by a commitment to discernment and prayer</i>
BEHAVIORAL	<i>Explore the permanent seal or character of the sacraments of Orders and Matrimony and seek ways to understand how these characters reflect the theology of the sacrament and life.</i>	Explore how annulments can be a ministry of service freeing people to enter new relationships and affirming the people involved. CCC 1665	Act on some aspect of the idea of call in a way that models a response to God in your present circumstance such as care for a sick classmate, outreach to someone who is not more accepted. Etc.	Act on the idea of observing a style of vocation different from your own by visiting a monastery, convent and/or participating in a focus group around ordination or exploring marriage from the point of view of people living that commitment.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective E Ecumenical and Inter Religious Issues				
OBJECTIVE: # 1 The student will be able to trace Divine Revelation throughout salvation history from Biblical times through the Church today.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHP	OWNING DISCIPLESHP	LIVING DISCIPLESHP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Understand that God is revealed in the work of creation and the story of salvation that flows from the creation story of Genesis. Give special emphasis to how the covenants help us to give flesh to the relationship necessary to sustain revelation. CCC 282, 314	Explore the mystery of Trinity with an eye to allowing the mystery to inform faith through revelation. Jesus offers the idea and witnesses to the sign that he is the presence of God and shares connection to various aspects of God CCC 648-650	Jesus is the anointed one and we are anointed in Baptism to be Christ for others. Develop a sense of how the two action, Jesus and our own Baptism are part of ongoing revelation. CCC 205	Understand the role of the Holy Spirit in guiding, sustaining and sanctifying the Church. CCCC 767-768
AFFECTIVE	Appreciate the New Testament enhancement of revelation through the person of Jesus, his acts, prayer, sacrifice and words. CCC 422-455	<i>Apply the concept of Abraham as Father of a faith to a story of revelation both for his family and for us who read his story in the Bible.</i> CCC 72, 992, 2571	Appreciate the concept that the Church is the planned continuing revelation rooted in God's plan and our cooperation in its unfolding. CCC 861-862	Discuss in your family the charism each member brings to the Church and discuss further how those charisms may aide the local community.
BEHAVIORAL	Use the model of Peter to reflect the impact of revelation in word and person on the life of a human character. CCC 858	Compare the actions and responsibility that Moses took with our call to live our faith based on our call in Baptism and the acts of our lives. CCC 62-64	Explore the idea of how the people of Israel are a type of Church and prefigure the developing Church in the Christian tradition. CCC 839-840	Act on the story of salvation history from the perspective of your life and decide what you have added to the equation by your prayer, actions and fellowship.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective E Ecumenical and Inter Religious Issues				
OBJECTIVE: # 2 The student will be able to identify that which we have in common with other Christian churches and articulate current ecumenical efforts aimed at fostering unity. At the same time the student will gain knowledge about the differences among Christian churches that historically have contributed to dissension and breaks from full communion with the Catholic Church				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Understand that baptized people are in full communion with the Catholic Church when they are joined with Christ in the visible structure of the church through the profession of faith. CCC 205	Discover that the ecumenical movement at its core works to overcome obstacle to full communion. CCC 821	Understand that schism is a term that describes when one group splits for the body over some substantial issue to the core of understanding who we are as Church. CCC 817	Explore ways with peers, friends and neighbors where you can engage conversation to better understand one another's points of view regarding the Bible, Church and doctrine.
AFFECTIVE	Appreciate that because of our faith we believe members of other Christian churches are in imperfect communion as a result of differences in doctrine, discipline and ecclesial structure. CCC 836-838	Explore how all Baptized regardless of the communion to which they are attached are members of Christ's body and retain the right to be called Christian and are our brothers and sisters.	Explore the various reasons for rifts and dissension within the body of Christ and how such issues as the way the Bible is interpreted led to breaks in full communion.	Engage with peers in discussion some of the various beliefs you have encountered in other people and both their tolerance and respect for our beliefs and your tolerance and respect for them.
BEHAVIORAL	Explore some of the effects of the Council of Chalcedon and the dispute over Jesus having both a divine and human nature and how that effected the division of the Church at that time.	Understand how the Council of Ephesus in 431 there were splits over the titles of Mary.	Explore the effects that flowed from the separation that occurred after 1054 between the Eastern and Western Church. CCC 247-248	Come to an appreciation of some of the key difference between the Roman and Orthodox Church's. Especially focusing on Liturgical Calendar and understanding of the role of the Pope and how Mary is viewed in faith.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective E Ecumenical and Inter Religious Issues				
OBJECTIVE: # 3 The student will appreciate the spiritual patrimony shared between Judaism and the Church, exhibiting a respect fro the people of the Covenant that was sadly not evident among Catholics for many centuries.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Understand that the fundamental relationship between Catholicism and Judaism is rooted in a chosen people who are the elder brothers and sisters of our faith. CCC 839-840	Know that the fathers, Abraham, Isaac, Jacob and Moses, of Judaism are also the fathers of Catholicism	Explore the fundamental difference between Jews and Christians in that Jews do not accept Jesus as divine person, son of God, Messiah nor the concept of a Trinitarian God.	Discuss with peers and family members ways you have interacted with people of the Jewish faith and what you have learned about Jewish faith and culture as a result of these encounters.
AFFECTIVE	Understand the foundation of the covenant relationship rooted in the Hebrew Scriptures as foundational for the new covenant in Christ Jesus. CCC 839	Explore the Jewish people as the original chosen people of God and Christians as the new chosen people for ways in which we intersect and ways in which we diverge.	Engage in conversations with persons of the Jewish faith to understand their prayer, worship, doctrine and traditions.	Explore examples of anti-Semitism and come to an understanding of its roots, causes and effects both on those on whom such behavior is inflicted and on those who inflict such behavior.
BEHAVIORAL	Observe from writings and exploring practices of the Jewish faith that Judaism is rooted in response to God's revelation in the old covenant.	Explore the concept that Jesus and the disciples he called were born and raised as Jews and He also called us to the new covenant which is the fulfillment of covenant.	Identify common aspects of moral practice shared by both Christians and Jews and see how we can assist each other in deeper ownership for these values.	Explore how the sacramental economy essential to Catholic practice is absent from the Jewish practices and seek to understand the place their ritual plays in affirming faith.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective E Ecumenical and Inter Religious Issues				
OBJECTIVE: # 4 The student will develop a knowledge of core beliefs and practices of Muslims, Hindus, Buddhists, Sikhs, Mormons, and Baha'i in order to discover the elements of truth and virtue that these traditions have in common with Catholic Christian beliefs.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Understand the fundamental tenets of the Muslim faith and carefully explore its roots in The same Hebrew Scripture fathers as Jews and Christians	Understand the difference between religions that are monotheistic and those which are polytheistic and how it influences their structure and practices.	Explore the role of authority in various faiths and compare and contrast how the various approaches work for the different faiths.	Explore the close links and particular differences between Catholicism and Eastern Orthodox churches to better understand both the long history and the current separation of these churches.
AFFECTIVE	Explore some other non-Christian faiths in the United States especially those most prevalent locally for example; Hinduism, Buddhism, Sikhs Baha'i, to gain an appreciation for the basis of their belief. CCC 848	Explore some key differences such as Muslims not accepting God as the father of Jesus, nor the Trinity to more clearly appreciate our uniqueness as well as theirs.	Explore how the Catholic values of one triune God, Jesus Christ the Son of God, salvation as a gift and sanctification as a process for us to participate in God's love is a gift we bring to all interfaith communication. CCC 846	Engage with family members and peers in discussion of how you have intersected with people rooted in other beliefs and how you have been enriched, where you have felt uncomfortable and what questions have been raised.
BEHAVIORAL	Explore the foundation of the Mormon faith and the creation of a community of believers whose title, Church of the Latter Day Saints gives evidence of a sense of revelation continuing well into our times and our part of the world.	Put together a chart for Christian moral standards, as well as Jewish and Muslim and seek the number of ways in which we intersect and support a common faith in practice.	Contrast Christian sacramental practice with both Judaism and Muslim practice to identify clear differences which we each hold and how such differences are part of each faith's unique fabric.	Act with peers to engage purposefully with those of other faiths in service, around respect for one another and addressing challenges that our respective beliefs raise for us.

HIGH SCHOOL CORE CURRICULUM AND ELECTIVES

CONCEPT AREA: Elective E Ecumenical and Inter Religious Issues				
OBJECTIVE: # 5 The students will be prepared to become active participants in inter-religious dialogue to enhance the building of a global community without compromising their own commitment to Christ.				
MINISTRY TO; FOR: BY: WITH				
	LEARNING DISCIPLESHIP	OWNING DISCIPLESHIP	LIVING DISCIPLESHIP	BEING DISCIPLES IN COMMUNITY
COGNITIVE	Develop a case statement for how profession of our faith is the starting point for conversations with those of other faith.	Read about what scholars of religious pluralism are saying about the growth and limits of dialogue and the effect of those efforts on mutual understanding.	Work to understand the various faiths that are present in your community by tracking their coverage in media over a portion of the year.	Witness to faith by writing a 250 word editorial on some fundamental aspect of your faith that captures the essence of the point.
AFFECTIVE	Explore how personal belief that is owned and focused can add to interfaith dialogue with those of the same sense of their faith.	Develop a list of skills necessary for productive interfaith dialogue and use group time to practice and refine some of those skills.	Consider how you might feel if you were the only one who held your faith position and everyone you met derided, poked fun or ridiculed your position.	Engage in one to one dialogue with those of other faith where you seek to better understand their point of view and not just to debate or respond.
BEHAVIORAL	Seek out those of other faiths for conversation and other means of developing a sense of listening and sharing so that we might better understand one another and our various points of view.	Have a debate in class or youth group meeting with some taking the side that one faith is as good as another and others the side that Catholicism has been given a special grace and charism regarding truth.	Work to form an inter-religious dialogue in your school, parish or youth program inviting those of other faith to join you or accepting their invitation to visit them.	Act on some aspect of religious hatred by writing, gathering in solidarity or by not agreeing when others put down someone else's position.