



Archdiocese of Cincinnati

High School Religion

Graded Course of Study

9<sup>th</sup> – 12<sup>th</sup> Grades

2024

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

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## ARCHDIOCESE OF CINCINNATI

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Dear High School Religion Teachers and Administrators,

It is with great pleasure that I present to you the Religion Graded Course of Study 2024 (GCS) for the Catholic high schools of the Archdiocese of Cincinnati. This GCS is designed to provide the framework for an evangelizing catechetical approach to forming disciples who desire to know, love, and serve Jesus in His Church.

In the GCS, you will see defined instructional standards, commentary on how to structure religion classes, and an excerpt from Archdiocesan educational policy regarding Catholic identity and faith formation. The GCS contains goals for the new Introduction to Catholicism and Important Topics course. There are also upper-level goals for a new elective course called Science, Faith, and Reason which is an exciting addition to the GCS. Christian Anthropology (Theology of the Body/TOB), a foundation of Catholic faith, is woven into each course. You will also find other changes to the flow of courses emphasizing we are a Sacramental Church. It is my expectation that the GCS will be used as the core for high school catechetical instruction in each of our Catholic schools.

I would like to extend my sincerest appreciation to those taking part in the concerted effort to edit and revise the former curriculum based on the framework promulgated by the United States Conference of Catholic Bishops. I am grateful to each high school religion department representative, principal, participating members of the Catholic Schools Office and Archbishop's team for providing input and guidance during the GCS's revision.

The very nature of authentic Catholic education is the search for beauty, goodness and truth and the cultivation of wisdom and virtue under the guidance of the Church. Our schools exist to teach and form students in the Catholic faith. As such, it is vital that our religion classes be vibrant places where young people encounter Christ and the Good News of salvation. Although a school's Catholic identity extends far beyond religion class, it nevertheless is critical that our religion classes teach the faith with vigor, passion, and adherence to the Truth handed down through the Magisterium of the Church.

Thank you for your invaluable work in nurturing the spiritual growth of our students. May God continue to bless you in your sacred ministry of equipping young people for this life and, even more importantly, the next.

Sincerely yours in Christ,

Most Reverend Dennis M. Schnurr  
Archbishop of Cincinnati

ljh

RADIATE CHRIST

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## INTRODUCTION

**Mission-** Vital to the evangelizing and educational mission of the Catholic Church, Catholic schools in the Archdiocese of Cincinnati are Christ-centered communities, dedicated to faith formation, academic excellence, and individual growth of our students, all rooted in the Gospel of Jesus Christ.

The systematic catechesis provided in the schools plays an essential role in the faith formation of the students. This Religion curriculum for High School supplies the content for the catechesis which occurs primarily within Catholic high school Religion classes, but which is reinforced by the entire administration, faculty and staff. Promulgated by Archbishop Dennis Schnurr on September 19, 2023, this curriculum states the knowledge which all students are expected to acquire by the time they graduate along with Catholic dispositions and discernment skills which lay the foundation for active participation in the life and mission of the Church. In conjunction with the various aspects of the campus ministry program and supported by the overall Catholic culture of the school, it aims to assist students to live as disciples of Jesus Christ and to continue to develop their relationship with Him by fully participating in the life of the Catholic Church. However, the schools can only achieve this goal through effective collaboration with parents who are the primary educators of their children in the faith and by partnering with parishes to sustain the regular involvement of students in their local faith communities. (*Directory for Catechesis*, pp.136-143)

This course of study is based on the key themes from the *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age* (USCCB, 2008) which draws from the *Catechism of the Catholic Church*. It also reflects the six tasks of catechesis outlined in the *General Directory for Catechesis* (Libreria Editrice Vaticana, 1997; USCC, 1998) and reiterated in the *Pontifical Council for the Promotion of the New Evangelization: Directory for Catechesis* (USCCB, 2020, pp. 56-62):

1. Leading to knowledge of the faith.
2. Initiating to the Celebration of Mystery- knowledge in the meaning of the Liturgy and the sacraments.
3. Forming for the life in Christ- moral life
4. Teaching Prayer
5. Introduction to Community Life
6. Promoting a missionary spirit that prepares the faithful to be active as Christians in society.

The *Directory for Catechesis* identifies foundational and operational principles for the ministry of adolescent evangelization and catechesis (pp. 143-153). It is expected that the teachers and administrators responsible for implementing this curriculum be thoroughly familiar with these principles, live these principles personally and ensure that they are evident in the actual practices in their schools.

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

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

- They will see in the Sacred Scriptures God's great work of drawing humanity, created in God's image and likeness, into relationship with Him through the Abrahamic covenant and its fulfillment in Christ.
- They will understand the Church and its sacraments as the fullness of the means of relationship with the Father, through the Son, and in the Holy Spirit.
- They will understand that true discipleship is living in communion with Christ and that the freedom found in this communion is lived in the world through the Christian moral life.
- They will anticipate meeting the challenges found in their lives and the demands of the modern world with the strength and wisdom founded on their relationship with Christ in the Church, such that they understand themselves to have been gifted with the responsibility of being a witness to the Gospel.

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

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

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

Many people throughout the archdiocese contributed to the revising of the curriculum: the Archbishop’s Committee, High School Principal Representatives, and the Religion Department Representatives from each of the Catholic High Schools, and Religion teachers with expertise in specific areas. Archbishop Schnurr and all the contributors intend that this course of study will strengthen and unify the catechetical efforts of our high schools by ensuring that all students are taught the same core content. Principals and teachers may choose the most effective teaching strategies, textbooks, and other resources best suited to accomplish the goals and objectives for their particular students provided all sources are compatible with Church teaching. Textbooks must be on the USCCB approved textbook list.

### **Recommended Religion Textbooks**

Sophia Institute: <a href="#">Spirit of Truth - High School</a>   <a href="#">Sophia Institute for Teachers</a>
Midwest Theological: <a href="#">Midwest Theological Forum</a>
Ave Maria Press: <a href="#">Ave Maria Press High School Curriculum Textbooks</a>   <a href="#">Ave Maria Press</a>

### **Other support materials**

[What to Say and How to Say It](#) | [Ave Maria Press](#) (Volume 1,2,3)

[Catholic Essentials \(Student Text\)](#) | [Ave Maria Press](#)

### **Recommended Textbook for Introduction to Catholicism**

[Our Catholic Faith \(Student Text\)](#) | [Ave Maria Press](#)



## **DOCUMENT KEY**

- CCC** *Catechism of the Catholic Church* (Libreria Editrice Vaticana, 1997)
- CF** *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age* (USCCB, 2008)
- CL** *Catechetical Formation in Chaste Living: Guidelines for Curriculum Design and Publication* (USCCB, 2008)
- DC** *Directory for Catechesis*: Pontifical Council for the Promotion of the New Evangelization (USCCB, 2020)
- FYD** *Forming Young Disciples: Guidelines and Resources for Parish-based Evangelization and Catechesis of Young People* (Archdiocese of Cincinnati, Offices of Evangelization and Catechesis and Youth and Young Adult Ministry, 2007)
- GDC** *General Directory for Catechesis* (Libreria Editrice Vaticana, 1997)
- TOB** *Man and Woman He Created Them: A Theology of the Body* by Pope John Paul II (Pauline Books and Media, 2006)
- CTBM** Ruah Woods Institute. *Called to Be More Theology of the Body for High School*. <https://www.ruahwoodsintstitute.org/theology-of-the-body-curriculum/theology-of-the-body-for-high-school>

### **Other Sources:**

["Christus vivit": Post-Synodal Exhortation to Young People and to the entire People of God \(25 March 2019\) | Francis \(vatican.va\)](#)

[Evangelii Gaudium : Apostolic Exhortation on the Proclamation of the Gospel in Today's World \(24 November 2013\) | Francis \(vatican.va\)](#)

[Evangelium Vitae \(25 March 1995\) | John Paul II \(vatican.va\)](#)

[Fratelli tutti \(3 October 2020\) | Francis \(vatican.va\)](#)

[Gaudium et spes \(vatican.va\)](#)

[Laudato si'](#)

## TOPIC: Intro to Catholicism and Important Topics

LEVEL: Lower Level (Grades 9 and 10)

ABBREVIATION: IC

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

IC.1	The students will articulate the basic argument for the existence of God as presented by the Catechism of the Catholic Church.
IC.2	Explain the affirmation: <i>"the fundamental role of the first announcement of Kerygma, (...) needs to be the center of all evangelizing activity and all efforts at Church renewal."</i> EG n.164
IC.3	The students will understand the basic tenets of the Catholic faith as found in the Creed as well as understand that Catholic doctrine is founded in Scripture and Tradition.
IC.4	The students will understand the Trinity as a Community of Persons
IC.5	The students will understand the depth of meaning and implications of the Paschal Mystery.
IC.6	The students will understand the Sacraments, Liturgy and will grow in their belief of the real presence of Christ in the Eucharist.
IC.7	Students will understand the importance of prayer in their lives and learn to pray using different liturgical and meditative forms.
IC.8	Students will be introduced to important topics in Catholic Morality in an age-appropriate manner and understand the importance of building a life of virtue.

	<b>Objectives for Goal #1 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
IC.1.1	Understand what is meant by faith and reason and their relationship.	CCC 26,31-35, 50, 156-59, 84-95, 2558 CF pg 2 I.A. 1-3
IC.1.2	Understand God-the first cause and source of life.	CF pg 2 I.A. 1-3 CCC 31-35
IC.1.3	Synthesize the basic argument for the existence of God.	CF pg 2 I.A. 1-3 CCC 31-35
IC.1.4	Explain how to respond to questions of relativism and atheism	CCC 2123-28

	<b>Objectives for Goal #2 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
IC.2.1	Define the Kerygma	EG n.164
IC.2.2	Explain how the kerygma is central to the Church's evangelizing activity: each person's faith is built upon an encounter with the living God.	CCC 849-856 CCC 1427-1429

	<b>Objectives for Goal #3 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
IC.3.1	Explain that the Catholic faith is based upon the Scripture and Sacred Tradition.	CCC 84, 75-79, 97, 2651
IC.3.2	Express that God is a loving Creator and has sent his Son into the world to bring salvation.	CF pg 2 I.A. 1-3 CF pg 6 I-IV
IC.3.3	Understand that Jesus is the Revealed Word of God given to us for our salvation.	CF pg 6 I-IV
IC.3.4	Articulate that the Holy Spirit is the third person in the Blessed Trinity and was sent by Jesus to build the Body of Christ.	CF pg 15 I. B-D
IC.3.5	Understand the basic structure of the Church and know they are part of the Body of Christ.	CF pg 15 II. B-C
IC.3.6	Articulate what is the Communion of Saints and their place in this Communion	CF pg 15 II. B-C
IC.3.7	Understand the role of Mary in the Church and each person's life.	
IC.3.8	Understand that Charity and forgiveness are essential for the life of a Catholic as well as understand the power of forgiveness from the Church as well as from God.	CF pg 18 V, pg 22 III. A CCC 2838-45, 791, 771, 815, 834, 1789, 1931-32

	<b>Objectives for Goal #4 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
IC.4.1	Understand that the Trinity is a community of persons: Father, Son, and Holy Spirit	CCC 258-260
IC.4.2	Articulate it is through Christ that we understand the Trinity	CCC 235, 237, 261-263, 265
IC.4.3	Understand the missions of the Trinity: Creation, Salvation, and Sanctification	CCC 257-260, 267

	<b>Objectives for Goal #5- The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
IC.5.1	Articulate the Paschal Mystery as the Life, Death, and Resurrection of Jesus Christ.	CCC 595-618 CF pg 12 IV. A-C
IC.5.2	Explain the meaning of the Paschal Mystery	CCC 595-618 CF pg 12 IV. A-C
IC.5.3	Understand the Paschal Mystery as a call by Christ to follow him.	CCC 595-618 CF pg 12 IV. A-C

	<b>Objectives for Goal 6- The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
IC.6.1	Define each of the 7 sacraments	
IC.6.2	Understand the Sacraments of Initiation and each individual's responsibility upon initiation.	CF pg 20-22
IC.6.3	Understand the parts and elements of the Sacred Liturgy as well as the importance of participating in the Mass.	CCC 1348-1355 CF pg 22 C. 2
IC.6.4	Understand the paschal banquet and the real presence in the Eucharist.	CCC 1322-1419

Prayer	<b>Objectives for Goal #7 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
IC.7.1	Understand what prayer is and the need for daily prayer to stay in communion with God	CCC 2559-2565, 2742-2745
IC.7.2	Understand the 5 parts of prayer: Blessing, Adoration, Praise, Petition, and Thanksgiving	CCC 2626-2643
IC.7.3	Understand how to pray using Scripture, Meditation, and other Liturgical forms	CCC 2650-2751
IC.7.4	Pray using traditional forms of prayer especially the Our Father, Hail Mary, and the Rosary	CCC 2759-2865, 2617-2622

	<b>Objectives for Goal #8- The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
IC.8.1	Articulate that God knows what is best for us because he created us and that Christ through his words and actions shows us how to achieve eternal happiness.	CCC 27, 30, 33, 50-53, 1693, 1718-1719
IC.8.2	Understand the call by Christ to a life of holiness.	2013-2014, 2028, 2813
IC.8.3	Know the importance of building their conscience in light of the teachings of Christ through the Church.	CCC 1776-1802
IC.8.4	Articulate what morality is and why it is important for their lives as well as the life of the Church.	CF pg 27 I. A-B CCC 1750-54, 1780, 1794, 2264
IC.8.5	Understand that God has created them for a purpose and called them to be gift to others. (Introduction to the Theology of the Body)	CCC 2334, 2337, 2348-2359 TOB 10:4, 13:4, 16:1-3, 19:5-6, 51:5-6, 95b Gaudium et Spes, 24:3
IC.8.6	Articulate the meaning of the Ten Commandments and the Beatitudes for moral living. (Basic Moral teachings)	CF pg 27-29 CCC 2334, 2337, 2348-2359
IC.8.7	Understand the basic challenges and response of the Church to moral life at this stage of their adolescent life.	CF pg 30 V CCC 2334, 2337, 2348-2359, 2464-2492

**TOPIC: The Revelation of Jesus Christ in Scripture (Old Testament)**

**LEVEL: Lower Level (Grades 9 and 10)**

*ABBREVIATION: OT*

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

OT.1.	The students will understand through Divine Revelation that each person has been created with a longing for God in whom is found lasting joy and peace who sent Jesus Christ, the first and the last definitive Word of Revelation of the Father.
OT.2.	The students will come to a deeper knowledge and appreciation of the Old Testament Scriptures—the inspired record of God’s revelation. As they become familiar with the major sections of the Bible, the books included in each section and the stories of salvation history, they will draw connections between the truths of the biblical stories and their personal faith journeys.
OT.3.	The students will understand the authentic interpretation of the Bible is the responsibility of the Church and what is the criteria for interpreting Sacred Scripture. Taking into account the historical, literary, and theological background of biblical texts, students will learn to focus on the religious truths so as to better understand and encounter God’s Self-Revelation in the history of salvation culminating in the person of Jesus Christ, the Word Made Flesh.
OT.4.	The students will be trained in the use of Scripture for personal prayer and within the practice of the Church so that they will gain confidence in turning to the Scripture for guidance.
OT.5.	The students will gain confidence in their ability to apply the teachings of the Old Testament Scriptures to the daily challenge of living a Christian life in today’s culture. They will reflect upon the dignity of the human person, created in the image and likeness of God, and be empowered to live as disciples of Jesus Christ who revealed the fullness of our humanity.

	<b>Objectives for Goal #1 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
OT.1.1.	Identify the universal longing for God as the beginning of faith.	CF Page 2 CF I.B.1.a.1 CTBM 5-7, 8-12, 16-18 TOB 1-4; 15-16 CCC 2566-2584 Gaudium et Spes 24:3
OT.1.2	State that that universal longing for God itself is from God, who desires and initiates a relationship with each person.	CF Page 2 CF I.B.1.a.1 CTBM 5-7, 8-12, 16-18 TOB 1-4; 15-16 CCC 2566-2584 Gaudium et Spes 24:3

OT.1.3.	Discuss the role of natural and divine revelation in helping us to believe that God exists and to know who God is, specifically in the Books of Genesis and Wisdom.	CF Page 2 CF I.B.1.a.1 CTBM 5-7, 8-12, 16-18 TOB 1-4; 15-16 CCC 2566-2584 Gaudium et Spes 24:3
OT.1.4.	Explain the Catholic Church's understanding of biblical inspiration and inerrant divine revelation from God, the author of scripture, as they relate to the formation and teachings of the Bible, including but not limited to Abraham, Isaac, Jacob, Moses, Old Testament prophets, and Wisdom literature.	CF Page 2-3 CF I.B.2 CF II. A.1-4
OT.1.5.	Describe the variety of literary forms in the Bible,	CF p. 31 II. B & p. 3 III. E.3.
OT.1.6.	Determine the form of writing when given a passage.	CF p. 31 II. B & p. 3 III. E.3.
OT.1.7.	Demonstrate proficiency in working from the literary form to discern the meaning of a passage.	CF p. 31 II. B & p. 3 III. E.3.
OT.1.8.	Demonstrate how to use knowledge of the historical background (political, religious, social, cultural, geographic, authorship) of the texts to come to a better understanding of their inspired meaning.	CF p. 31 II. A & p. 3 III. B.
OT.1.9.	Explain how the Old Testament Scriptures, especially the prophetic books, bear witness to Jesus Christ, the Word of Revelation.	CF p.2.c

	<b>Objectives for Goal #2 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
OT.2.1.	Explain the difference between a Catholic Bible and a Protestant Bible.	CF p. 34 XII. C.
OT.2.2.	Identify the major sections of the Old Testament Scriptures – Torah, Historical Books, Prophets and Wisdom Literature.	CF p. 4 IV. A. CF p. 31 I. C. 4.
OT.2.3.	Express the Catholic interpretation of the creation stories of early Genesis as conveying religious and moral truths about God's role in creation, the dignity of the human person, the sanctity of human life, the complementarity of the sexes (male & female), our call to be good stewards of creation, the effects of sin and the promise of redemption.	CF p. 31 II. A- B.1-2. CF p. 8 IV. A. & p. 9 V.B. 1a, 2a, C.3. CF p. 11 I. A-B & II.A-C. CF p. 27 I. A.
OT.2.4.	Critically read and reflect upon the stories of God's presence and action in the lives of the Hebrew people, from the covenant stories of the patriarchs and matriarchs, through their saving experience of God's deliverance during the Exodus and their formation as His people in the covenant at Sinai, through the time of the Kings, the Babylonian Exile and post-exilic Israel.	CF pp. 31-32 II, III, IV, VI. CF pp. 11-12 II. A-B.
OT.2.5.	Analyze the teachings of the Ten Commandments and examine how to live these faithfully today.	CF pp. 27-28 II. B.

OT.2.6.	Articulate the major themes in the message of the prophets – the call to fidelity to the covenant, justice, the preferential option for the poor, God’s promise of redemption fulfilled in Jesus.	CF p. 40 II. A.1 & p. 41 III.D. CF pp. 11-12 II. B. CF p. 32 VI.
OT.2.7.	Explore some of the thoughtful questions and musings about the meaning of life and relationship with God, self and others expressed in the Wisdom literature.	CF p. 32 V. A-D.
OT.2.8.	Integrate some of the insights they have gleaned into their lives. (Affective)	CF p. 32 V. A-D.
OT.2.9.	Trace the inspired formation of the Bible from oral tradition, to writing and redaction of these sources, to the setting of the canon, and the challenges of translation.	CF pp. 2-3 I. B.2-3 & II. A-B.

	<b>Objectives for Goal #3 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
OT.3.1	Explain that the authentic interpretation of the Bible is the responsibility of the Church.	CF p. 3 III. A-B CCC 100
OT.3.2.	Articulate what is meant by the literal and spiritual senses of the Scriptures.	CF p. 3 III. C CCC 109-133
OT.3.3.	Articulate religious truths in the Scripture to come to know God especially in the person of Jesus Christ, the Word made Flesh.	CF p. 3 III. D-E CCC 101-104
OT.3.4.	Practice applying the guidelines for reading and interpreting Sacred Scripture that are according to the tradition and teaching of the Church, so as to arrive at God’s revealed truth and thus avoid fundamentalism/literalism.	CF page 3 CF III.3.B.1-6

	<b>Objectives for Goal #4 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
OT.4.1.	Express openness to God’s presence within Sacred Scripture so as to grow to know and love Him. (Affective)	CF p. 5 V. B & D. 2. CF p. 13 VI. C.
OT.4.2.	Describe how Scripture is used in the prayer of the Church, especially at Mass.	CF p. 3 II. C. 1-3 & p. 4 VI. 1.
OT.4.3.	Explain the different kinds of public prayer, including Lectio Divina and Liturgy of the Hours.	CF p. 3 II. C. 1-3 & p. 4 VI. 1.
OT.4.4.	Practice participating in the Liturgy of the Word within the community of the classroom including Lectio Divina and Liturgy of the Hours.	CF p. 3 II. C. 1-3 & p. 4 VI. 1.
OT.4.5.	Explain meditative prayer.	CF page 3 CF II.C.3.d
OT.4.6.	Practice meditative prayer using Scripture within the community of the classroom.	CF page 3 CF II.C.3.d
O.T.4.7.	Appreciate the power of the biblical prayers, especially the Psalms and the Our Father to give voice to all Christians’ personal and collective trust in God. (Affective)	CF page 3 CF II.C.3.c

		CTBM.SS.C1.7 CCC 2585-2597
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	<b>Objectives for Goal #5 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
OT.5.1.	Define the notions of original solitude, unity, and nakedness	TOB 5-7, 8-10, 11-12, 16-18 CTBM.SS.C1.L1-4
OT.5.2.	State how original justice in Genesis (including the notions of original solitude, unity, and nakedness) contrasts to original sin	TOB 5-7, 8-10, 11-12, 16-18 CTBM.SS.C1.L1-4
OT.5.3.	Articulate that human sexuality is a gift from God who intended us for love.	CF pp. 8-9 #20-21, 24. CCC 2337-2338 FYD p. 40. CF p. 28 II.B.1.6) a. CTBM.SS.C2. L5
OT.5.4.	Analyze the creation accounts of Genesis regarding how the human person is designed to be gift to God, and other persons.	CF pp. 8-9 #20-21, 24. CCC 2337-2338 FYD p. 40. CF p. 28 II.B.1.6) a. CTBM.SS.C2. L5
OT.5.5.	Explain how bodily and sexual differences allow for self-gift to other human beings.	CF pp. 8-9 #20-21, 24. CCC 2337-2338 FYD p. 40. CF p. 28 II.B.1.6) a. CTBM.SS.C2. L5
OT.5.6.	Analyze the creation accounts of Genesis regarding how the human person is designed to make the gift of self to God, others, and creation as well as how the body and sexual difference allow for self-gift with other human beings	TOB 13-15, TOB 19 CTBM.SS.C1.L1-4
OT.5.7.	Articulate that human sexuality is a gift from God who intended us for love and define chastity as a virtue that allows us to do what is right, good, and truly loving in the areas of relationship and sexuality.	CF pp. 8-9 #20-21, 24. CCC 2337-2338 FYD p. 40. CF p. 28 II.B.1.6) a. CTBM.SS.C2. L5 TOB 13-15, TOB 19
OT.5.9.	Examine the values of respect for life, the call to stewardship, and the call to faithfulness to God to understand the challenges they will face in living out those values in society today.	CF p. 41 III. G, IV.B.2.b. NDC #41 B. CTBM.SS.C2.L6
OT.5.10.	Demonstrate how scripture is a means of revealing the essential purpose of our lives.	CF p. 6: I. B-D, p. 8 IV. A-D CTBM. SS. L4



		TOB 8-10
OT.5.11.	Articulate that science (reason) and religion work together to reveal how we are created and why we are created.	CTBM.SS. L4 CCC 37-39 TOB 8-10

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

**LEVEL: Lower Level (Grades 9 and 10)**

**ABBREVIATION: NT**

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

NT.1.	The students will come to a deeper knowledge and appreciation of the New Testament witness to the person of Jesus Christ. As they become familiar with the major sections of the New Testament, the books included in each section and the stories about Jesus, they will be introduced to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. The students will understand that Jesus is the ultimate Revelation to us from God.
NT.2.	The students will develop the ability to interpret the New Testament using a contextualist approach guided by the teaching and tradition of the Church. Considering the historical, literary, and theological background of biblical texts, students will learn to focus on the religious truths so as to better understand and encounter God’s Self-Revelation in the person of Jesus Christ, the Word Made Flesh.
NT.3.	The students will be invited to come to know the person of Jesus Christ revealed in the gospels. The students will reflect upon the dignity of the human person, created in the image and likeness of God and be empowered to live as disciples of Jesus Christ who revealed the fullness of our humanity.
NT.4.	Students will learn the many implications of the Incarnation of Jesus Christ for their own identity as embodied persons who are called to a life of holiness, discipleship and deep relationship with Jesus Christ especially through Eucharistic worship as well as to understand they are a “gift” to give to others through their relationship with others.

	<b>Objectives for Goal #1 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
NT.1.1.	Articulate arguments for the existence of God (through reason and revelation)	CF p. 6 I
NT.1.2.	Identify the major sections of the New Testament (Gospels, Acts of the Apostles, Pauline and Catholic Epistles and Book of Revelation) and the books within them.	CF p. 4 IV. B. & p. 33 VII. A-E
NT.1.3.	Appreciate the critical importance of the gospels in proclaiming the Good News of Jesus Christ. (Affective)	CF p.4 V.A.
NT.1.4.	Reflect on the mystery of the Incarnation of the Son of God through careful examination of the gospel witness to Jesus as fully God and fully human.	CF p. 6-7 II. A-B & p. 7 III A. CF p.12 II. C. 2. CF p. 8 IV. A-C.

NT.1.5.	Understand that in His humanity, Jesus has experienced the same struggles and joys as the student and be invited to accept His grace and follow Him. (Affective)	CF p. 6-7 II. A-B & p. 7 III A. CF p.12 II. C. 2. CF p. 8 IV. A-C.
NT.1.6.	Identify the Blessed Virgin Mary as "Ever Virgin" and communicate her role as model disciple, mother of God, and intercessor for sinners	CF p. 10 V. F
NT.1.7.	Analyze the central teachings, wisdom sayings and parables of Jesus in order to better understand his message about the Kingdom of God and the call to grow in holiness.	CF p. 4 V. A & C. 4 & D. CF p. 8 IV. C.3. CF p. 8 IV. D CF p. 13 V.A, VII. A
NT.1.8.	Students will be able to identify and explain the Communion of Saints, as well as Jesus' teachings on death, judgment, purgatory, heaven and hell.	CF p. 4 V. A & C. 4 & D. CF p. 8 IV. C.3. CF p. 8 IV. D CF p. 13 V.A, VII. A
NT.1.9.	Identify and be invited to integrate into their lives the central actions of Jesus, such as healing, prayer, table fellowship, love, forgiveness, mercy, and proclaiming the Good News.	CF p.4 V. A-C.4. CF p. 8 IV. C.3-5. CF p. 12 II. C.3-4.
NT.1.10.	Reflect on the Paschal Mystery after studying the Last Supper, crucifixion, and resurrection of Jesus so as to understand God's redemptive action and the role of sacrifice in the lives of Christians. (Affective)	CF pp. 9-10 V. B-C. CF p. 12 II. C. & IV. & p. 14 VII. B-C. CF p. 33 II. B.5, C.4, D.4, & E.4
NT.1.11.	Explain how Jesus fulfills God's promise of Redemption as revealed in the Old Testament.	CF p. 12 II. C. CF p. 6 II. A.
NT.1.12.	Articulate that Jesus, who is the Redeemer incarnate, continues to speak and to act in the world today.	CF p. 12 II. C. CF p. 6 II. A.
NT.1.13.	Identify the Trinity as the central mystery of the Christian faith.	CF pp. 6-7 II. B-C

	<b>Objectives for Goal #2 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
NT.2.1.	Explain reasons of proof for the existence of God (creation, beauty, reason) and identify reasons the Bible is a reliable source (through testimony of witnesses, etc) of God's Revelation to us today.	CF p. 9 (V. A)
NT.2.2.	Describe and practice applying the guidelines for interpreting Sacred Scripture within the Apostolic Tradition of the Church so as to avoid fundamentalism/literalism and arrive at God's revealed truth.	CF p. 3 III. A-E & p. 5 VI. B-C. CF p. 31 I. A-D & p. 34 XII. A-B
NT.2.3.	Explain why Scripture alone is not enough to understand the fullness of God's revelation.	CF p.34 XII B

NT.2.4.	Trace the inspired formation of the New Testament from the oral traditions, to the writing and redaction of these sources (especially the gospels), to the setting of the canon, and the challenges of translation.	CF p. 3 II. B & p. 31 I. B. CF p. 33 VIII. A. 2.
NT.2.5.	Identify and describe the variety of literary forms in the New Testament.	CF p. 3 III. E.3 & p. 31 I. C.2.
NT.2.6.	Determine the form of a New Testament passage and begin to develop proficiency in using that information to assist in discerning the meaning of a passage.	CF p. 3 III. E.3 & p. 31 I. C.2.
NT.2.7.	Demonstrate how to use knowledge of the historical background (political, religious, social, cultural, authorship) of the New Testament texts to come to a better understanding of their inspired meaning.	CF p. 3 III. B.3 & p. 33-34 VII.-XI.
NT.2.8.	Distinguish among the four gospels—their approximate dates, issues of authorship, primary themes surrounding Jesus’ identity, mission, message and redemptive actions.	CF p. 3 III. E.3 & p. 31 I. C.2.
NT.2.9.	Discuss some of the major challenges the Early Christians faced in living out and spreading the message of Jesus Christ by studying relevant passages and themes from the Acts of the Apostles and the Epistles.	CF p. 4 V. C-D. CF p. 33 VIII. A-E.
NT.2.10.	Discuss the importance of St. Paul (travels, writings, and teachings) on the development of the New Testament and his many contributions to the development of both Sacred Scripture and Tradition.	CF p. 15 I. A-F. CF p. 33-34 IX., X., XI.
NT.2.11.	Compare the historical/critical approach to the Book of Revelation to the fundamentalist approach.	CCC 668-679, 1136-1138, 1329, 1618 CF 13 V.A. 1-3
NT.2.12.	Identify John as the author of Revelation, writing at a time of persecution, with a message of hope to the early Church.	CCC 668-679, 1136-1138, 1329, 1618 CF 13 V.A. 1-3
NT.2.13.	Identify Jesus as the Lamb of Revelation, who will be the victor over evil at the final judgment.	CCC 668-679, 1136-1138, 1329, 1618 CF 13 V.A. 1-3
NT.2.14.	Connect the elements of the book of Revelation to the Liturgy, such as the reading of the Scroll, the Communion of Saints, the Kingdom of Heaven on earth, and the Wedding Feast of the Lamb	CCC 668-679, 1136-1138, 1329, 1618 CF 13 V.A. 1-3

	<b>Objectives for Goal #3 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
NT.3.1.	Explain how Christ’s gift of salvation offers the grace necessary to pursue the virtues, especially the virtue of chastity which promotes the full integration of the gift of sexuality within the person.	CF p. 8 IV. B. CL p.7 & p. 9.
NT.3.2.	Compare and contrast the Catholic and the evangelical Protestant understanding of salvation.	CCC 1696, 1816

NT.3.3.	Compare and contrast the Catholic understanding of the abundant life made possible by faithfully following the way of Jesus with the messages found in popular culture. (Affective)	CF p. 8 IV. B.1. CF p. 10 V. D. CF p. 42-43 V. B.
NT.3.4.	Practice praying with the Scriptures, e.g., Lectio Divina, the Angelus, etc. (Affective/Skill)	CF p. 3 III. C.2. CF p. 8 IV. C.4. CF p. 13 VI. A-G.
NT.3.5.	Witness to Jesus Christ and participate in the mission of the Church by imitating Jesus' example in their daily lives in their families, parishes, schools, and society. (Affective)	CF p. 6 I. B.2.c-d. CF p. 8 IV. B & C.5. CF p. 13 V. B-C.
NT.3.6.	Seek the face of Christ in all human beings, especially those who are suffering, and choose to act with compassion and service following the example of Jesus. (Affective)	CCC 2443-2449. FYD p. 43. CF p. 13 V. C 5-8

	<b>Objectives for Goal #4 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
NT.4.1.	Describe how the Incarnation is Jesus' total gift of self-involving His body, a sacrifice of love, and which is encountered in the Sacred Liturgy.	CCC (458, 460-461, 478, 1356-1372). TOB 88; 94-95. CTBM.SS.C2.L9 CF P. 13 V. C
NT.4.2.	Describe the implications of the Incarnation on each person's relationship with God and who each person is called to be, especially through the lens of 'total self-gift', body and soul.	CCC (456-463, 478, 1612). GS 22:1. TOB: 15:2-4; 87:6; 90:5-6; 99:4-5; 102:8; 105:4. CTBM.SS.C2.L1
NT.4.3.	Describe how the life of discipleship demands the 'gift of self,' calling everyone to respond to God as whole persons: body and soul, in prayer, worship, and daily Christian living.	CCC (459, 1071-1072, 1122-1123, 1718-1723, 2044-2046, 2558-2567). TOB 13-16; 75-76;103. CTBM.SS.C2.L3
NT.4.4.	Understand the parallel of the Trinity and the loving communion of man and woman: a communion of persons who are love and who, in giving and receiving, are fruitful.	CCC (1604, 1616-1617, 1639, 1642, 1644, 2205). TOB 9:2-3; 19:5;103-105. CTBM.SS.C2.L2,L4
NT.4.5.	Comprehend the fullness of being embodied as a male or female in the corresponding roles of woman as daughter, sister, wife, and mother, and the role of	CCC (355-373, 1656-1657, 2214-2231, 2333-2334). TOB 8-9; 109:1-110:4; 114-116.

	man as son, brother, husband, and father, while affirming self-gift, mutual respect, and complementarity.	CTBM.SS.C2.L6,L7
NT.4.6.	Recognize how Jesus' pure relationships with others, male and female, as an embodied person, provide a model for all of a students' own pure relationships.	CCC (459, 514-515, 519-521, 531-534). TOB 16-19; 49-53; 56-58. CTBM.SS.C2.L8

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

**LEVEL: Levels (Grades 10 and 11)**

*ABBREVIATION: EC*

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

EC.1.	Students will understand that they can encounter the living Jesus Christ in and through the community of the Church.
EC.2.	Students will understand the vital role that the Church plays in the modern world and appreciate the importance of their participation in the life and mission of the Church.
EC.3.	Students will understand the significance of major events in the history of the Church, the effects these events continue to have today, and the presence of both continuity and development in the history of the Church.
EC.4.	Students will understand the Church as the living covenantal relationship between God and His people (the Bride of Christ) in which the Theology of the Body principles are manifested (mutual self-gift, communion of persons in pure love, and growth in holiness as embodied humans.)

	<b>Objectives for Goal #1 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
EC.1.1.	Identify the Church as the Body of Christ and examine the various images of the Church found in Scripture and in the Catholic tradition.	CF p. 15-16 II.
EC.1.2.	Describe the role of the Holy Spirit in the origin and spread of the Church through study of the Acts of the Apostles.	CF p. 15 I. A-D.
EC.1.3.	Give examples in the Acts of the Apostles of how the Holy Spirit continues to act in the Church.	CF p. 15 I. A-D.
EC.1.4.	Discuss the role of Mary in the Church.	CF p. 16 III. B.5 & p. 7 II.C.5. CF p. 10 V. F.
EC.1.5.	Explain the meaning of the Immaculate Conception and the Assumption.	CF p. 16 III. B.5 & p. 7 II.C.5. CF p. 10 V. F.

EC.1.6.	Explain how the saints model what it means to respond to the universal call to holiness in their particular time and culture.	CF p. 16 III. B.6.
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	<b>Objectives for Goal #2 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
EC.2.1.	Reflect on the social nature of human beings and identify the characteristics of healthy communities. (Affective)	CF p. 40 I. B. & p. 42 V. A.
EC.2.2	Explain the Catholic understanding of the Trinitarian nature of community.	GDC #86.
EC.2.3.	Explain how the Trinitarian nature of community is lived out in the domestic Church, their parishes, the archdiocese, and the universal Church.	GDC #86.
EC.2.4.	Articulate why belonging to the Church community is essential for living as disciples.	CF p. 18 V. A & p. 19 VI.C.
EC.2.5.	Describe evangelization and discuss the laity's vocation to evangelize.	CF p. 17 IV. C. CF p. 17 IV. C & D.d.1.
EC.2.6.	Progress in acquiring the skills for evangelizing and explore ways that they can evangelize in their own circumstances. (Affective/Skill)	CF p. 17 IV. C. CF p. 17 IV. C & D.d.1.
EC.2.7.	Discern their gifts for participating in ministry in their parishes and schools. (Affective/Skill)	
EC.2.8.	Explore the various aspects of stewardship (time, talent, treasure) and determine how they can practice stewardship in their lives. (Affective)	CF p. 8 IV. A.4 & p. 13 V. C.8.

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

	<b>Objectives for Goal #4 - The students will be able to...</b>	<b>Document Code &amp; Page Number:</b>
EC.4.1	Explain how the Catholic Church, infused with the Holy Spirit, is the Body of Christ made visible in the world.	TOB 88:1-2 CTBM.SS.C4. L6
EC.4.2	Explain how marriage reflects God's love for His people who are the Bride of Christ.	TOB 88:1-2,90:5-6, 94-99 CTBM.SS.C4. L1
EC.4.3	Explain how femininity and masculinity reveal the spousal meaning of the body in a unique and mutual way.	TOB 90:5-6,94-99 CTBM.SS.C4. L3
EC.4.4	Analyze the unity of hierarchy and laity within the Church and how the different roles are of service to one another.	TOB 53: 4-54:4, 67:3,77:2,88:1-2 CTBM.SS.C4. L6
EC.4.5	Identify love as the foundational vocation of every human being.	TOB 5:4-6,88:2 CTBM.SS.C4.L4
EC.4.6	Describe the body and soul in the human person as inseparable.	TOB 52:1-3 CTBM.SS.C4.L4
EC.4.7	Analyze how the human person is a gift that was created to reveal God's love and be in relationship.	TOB 1-23 CTBM.SS.C4.L2
EC.4.8	Define the spousal meaning of the body as being created for love and union with other human persons and ultimately with God.	TOB 1-23, 87, 90:5-6,94-99 CTBM.SS.C4.L2
EC.4.9	Explain the four ways that the family serves as the domestic Church.	TOB 88:4-5, 88-93 CTBM.SS.C4.L5
EC.4.10	Define the New Evangelization and explain the connection between the New Evangelization and the dignity of the human person who is created and redeemed by God (the person being evangelized is a person and never a project.)	TOB 49-50, 99:4-5 CTBM.SS.C4.L7
EC.4.11	Analyze how they can participate in the New Evangelization by witnessing to the love, joy and peace of God in their lives.	CTBM.SS.C4.L7 TOB 50-57

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

LEVEL: Lower Level (Grades 10 and 11)

ABBREVIATION: SA

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

SA.1	Students will appreciate sacraments as the means of encountering Christ in the world today, and as God's primary way of giving himself to us through the Church.
SA.2	Students will develop the skills and dispositions to participate in a sacramental life, especially participation in the Eucharist.
SA.3	Students will demonstrate an understanding of the relationship between the celebration of the sacraments and living as disciples in the Church.

	Objectives for Goal #1 - The students will be able to...	Document Code & Page Number
SA.1.1	Summarize Christian anthropology as human beings created in the Image of God and made for loving relationship with God and others.	CF p. 8 IV.A.1-3 TOB 1-4 CTBM.SS.C5. L1
SA.1.2	Reflect on sacraments as privileged encounters with God who reveals himself through creation, culminating in the Incarnation. <i>(Affective)</i>	CF p. 8 IV.A.1-3. TOB 23 CTBM.SS.C5. L1, CTBM.SS.C5. L10
SA.1.3	Explain the meaning of the Church's sacramental view of all creation.	CF p. 20 I.B.2.b, TOB 99:2, 102 CTBM.SS.C5.L1, CTBM.SS.C5.L10
SA.1.4	Reflect on their images of God and experiences of God's presence in their daily lives. <i>(Affective)</i>	TOB 60-63 CTBM.SS.C5. L1
SA.1.5	Explain what it means to say that Jesus is the sacrament of God, the Church is the sacrament of Jesus, and the individual sacraments are continuations of Jesus' actions carried out within the Christian community.	CF p. 20 I.B.1-2 TOB 103-107 CTBM.SS.C5. L2-7, CTBM.SS.C5. L9
SA.1.6	Understand why the sacraments are essential to the life of the believer.	CF p.20 I.C. CF p.25 V.C. TOB 19:4-5, 96:1-2, 23:5, 98:1
SA.1.7	Define sacrament and grace.	CF p. 20 I.A.1,3 CTBM.SS.C5. L1



	<b>Objectives for Goal #2 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
SA.2.1	Explain the role of signs, symbols, rituals, art, music, and architecture in human experience and relate this role to our understanding of sacraments and liturgy.	CF p. 20 I.C.1; NDC p. 110 NDC pp. 148-151 TOB 60-63 CTBM.SS.C5.L1
SA.2.2	Define liturgy, explain the principles for celebrating liturgy well.	FYD p. 42; <i>Sacrosanctum Concilium</i> . NDC pp. 109-112 TOB 114-117 CTBM.SS.C4. L6
SA.2.3.	Explain how the laity are called to full, conscious, active participation in the liturgy.	FYD p. 42; <i>Sacrosanctum Concilium</i> . NDC pp. 109-112 TOB 114-117 CTBM.SS.C4. L6
SA.2.4	Experience different styles of prayer. ( <i>Affective</i> )	CF p. 13 VI CF p. 20 C.2 CCC 1073, 2559, 2565, 1137-1144 CTBM.SS.C1. L7-Prayer CTBM.SS.C2. L1
SA.2.5	Identify sacramentals, devotions, and Liturgy of the Hours and explain the role they play in Catholic life.	NDC pp. 151-156 CTBM.SS.C2. L4, CTBM.SS.C1.L7-Prayer
SA.2.6	Articulate how, as Christ offered himself through his passion, death, and resurrection – commemorated in the Eucharist – we too are called to make our lives a sacrificial offering for others through responding to God’s call to a sacramental Christian life.	TOB 66-72, 87, 90:2, 94-95, 116-17 CTBM.SS.C7. L1, CTBM.SS. L3, CTBM.SS.C8. L7
SA.2.7	Identify and explain the meaning of the Real Presence of Christ in the Eucharist, and of transubstantiation.	CF p. 22 II.C.4 CF p. 25 V.D. CTBM.SS.C5.L3,
SA.2.8	Explain the purpose of the liturgical calendar, name its seasons, and describe their meanings.	CF p. 18 V.C.1 CTBM.SS.C4.L6

	<b>Objectives for Goal #3 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
SA.3.1	Appreciate the importance of liturgy and the sacraments in living as a disciple in the Church. ( <i>Affective</i> )	CF p. 13 V.C.3-4 CTBM.SS.C5.L3
SA.3.2	Examine the importance of both personal and communal prayer in Christian life.	CF p. 20 I.C.2; NDC p. 111 #34. CTBM.SS.C1.L7, CTBM.SS.C8.L6

SA.3.3	Identify and categorize the Seven Sacraments of Initiation, Healing, and Service of Communion,	CCC, no 1212; no. 1420-1421; no 1533-1535 CTBM.SS.C5. L1
SA.3.4	Describe the significance of each category of the Sacraments: Initiation, Healing, and Service of Communion.	CCC, no 1212; no. 1420-1421; no 1533-1535 CTBM.SS.C5. L1
SA.3.5	Identify, for Baptism, its Scriptural basis and historical development, celebration, essential elements, effects, and implications for Christian living.	CF pp. 20-21 II.A CTBM.SS.C5. L2
SA.3.6	Identify, for Confirmation, its Scriptural basis and historical development, celebration, essential elements, effects, and implications for Christian living	CF pp. 21-22 II.B CTBM.SS.C5.L4
SA.3.7	Identify, for Eucharist, its Scriptural basis and historical development, celebration, essential elements, effects, and implications for Christian living.	CF p. 22 II.C CTBM.SS.C5. L3
SA.3.8	Explain the stages of the RCIA.	CF p. 20, II.A.2.a CTBM.SS.C5.L2, CTBM.SS.C5.L3, CTBM.SS.C5.L4
SA.3.9	Identify, for Reconciliation, its Scriptural basis and historical development, celebration, essential elements, effects, and implications for Christian living.	CF pp. 22-23 III.A; CF p. 25 V.B CTBM.SS.C5. L5
SA.3.10	Identify, for Anointing of the Sick, its Scriptural basis and historical development, celebration, essential elements, effects, and implications for Christian living	CF p 23 III.B CTBM.SS.C5. L6
SA.3.11	Identify, for Holy Orders, its Scriptural basis and historical development, celebration, essential elements, effects, and implications for Christian living.	CF p. 24 IV.A CTBM.SS.C5. L9
SA.3.12	Identify, for Marriage, its Scriptural basis and historical development, celebration, essential elements, effects, and implications for Christian living.	CF pp. 24-25 IV.B CTBM.SS.C5. L7, CTBM.SS.C5. L8

**TOPIC: Life in Jesus Christ (Catholic Morality)**

**LEVEL: Upper Level (Grades 10 and 11)**

*ABBREVIATION: CM*

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

CM.1.	Students will encounter the reality that the heart of Catholic morality is centered on a following of Christ in response to Jesus’ invitation, “Come, follow me.” (cf. Jesus and the Rich Young Man and <i>Veritatis Splendor</i> ). They will explore the Catholic understanding of the human person, created and loved by God and exemplified in Jesus Christ, which grounds the Catholic vision of morality.
CM.2.	Students will be challenged to reflect upon the key questions of what it means to be made in the image and likeness of God: “who am I?” “where did I come from” and “where am I going” and “what ought I to do?” to clarify that the human person is made for true happiness and holiness.

CM.3.	Students will be provided a Catholic worldview--seeing reality and our place in it as God does. Students will understand how moral decision-making flows from a loving relationship with God in which a disciple of Christ will choose the good instead of the evil.
CM.4.	Students will explore and reflect upon a variety of moral issues confronting them and be encouraged to discern how they can follow God's will by choosing good and avoiding evil in order to respond more fully to Christ's God's love, and live as committed disciples of Jesus Christ.

	<b>Objectives for Goal #1 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
CM.1.1.	Identify and describe the essential characteristics of the human person, understanding that a Christian anthropology informs what it means to be human; our being is a gift from God and we are made to give of ourselves to God and others.	CF p. 8 IV.A.1- 4. CF p. 11 I. A.4 & p. 27 I. A.1 A.2. CTBM L1-3 TOB 1-19, 13-19
CM 1.2	Understand our response to God's invitation is a response of love which calls us to be a disciple of Christ which brings true freedom and moral decision-making flows from this relationship with Christ.	NDC # 41 A & B.
CM.1.3	Explain the difference between objective and subjective truth.	CF p. 27 II. A.3. CF p. 30 V. B.4-6 & C.2- 4.
CM.1.4.	Explain that the Christian vision of morality consists in following Christ, living the Gospel message, being transformed by his love, and living as a person rooted in love of God, and neighbor and self.	CF p. 8 IV.B & C.3. CF p. 13 V. C.1-8. CF p. 29 III. A & B.1.
CM.1.5	Identify that the Trinity is the perfect communion of love (God the Father, Son and Holy Spirit) and that the human person is made for love (to, by and for).	CL A. #10 &11. NDC # 42. CF. GS, #22 CTBM L 1-3 TOB 64-69

	<b>Objectives for Goal #2 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
CM.2.1	Reflect upon their vision of a life that will lead to fulfillment, happiness and holiness.	CF p. 10 V. D.1-6 & p. 13, IIIA. V. B. TOB 1-13
CM.2.2	Expound upon the universal call to holiness as disciples of Jesus Christ.	CF p. 29 III B, CCC 520-521, 901-913
CM.2.3	Explain the role of moral decisions in shaping their character and how choosing to live a life modeled after Jesus leads to true happiness and eternal life.	CF p. 27 I. B. & p. 48 VI.A-B. CF p. 30 V. A. B. C. D.
CM.2.4	Explain their Baptismal call to turn away from sin and be faithful to the God.	CF p. 29 IV C. , CCC 1237

	<b>Objectives for Goal #3 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
CM.3.1.	Explain the role of law in morality, including natural law, civil law as well as eternal and divine law.	CF p. 27 II. A.
CM.3.2.	Define conscience and types of conscience, noting the real possibility of habitual sin leading to self-serving distortions that can produce an erroneous conscience.	CF p. 29 III. F.1-2.
CM.3.3.	Explain the process of developing a fully informed conscience.	CF p. 29 III. F.3-5.
CM.3.4.	Examine and reflect upon essential sources for developing an informed conscience: the Beatitudes and other moral teachings of Jesus, the Ten Commandments, teachings from the Magisterium of the Church, the lives of the saints, and other outstanding models of Christian virtue.	CF pp. 27-29 II.
CM.3.5.	Identify and explain the different types of sin and the need for continuing conversion.	CF p. 29 IV. & CF p. 13 V. C.2.
CM.3.6.	Articulate an understanding of true human freedom, intended by God, as the capacity to choose what is right and good, avoid evil, and to resist temptation to sin. (The more one does what is good, the freer one becomes.)	CF p. 30 V. A.1-3. CCC 1733
CM.3.7.	Identify and explain the role of grace, types of grace, virtues, the gifts and fruits of the Holy Spirit, personal prayer and the sacraments in strengthening their ability to live a moral life.	CF p. 8 IV. B.1-3. CF p. 29 III. C-H.
CM.3.8.	Understand and identify flawed moral reasoning such as utilitarianism, subjective relativism, consensus relativism, consequentialism, and proportionalism.	CCC #1749-1761. CF p. 14 VII. D.

	<b>Objectives for Goal #4 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
CM.4.1.	Analyze and describe the impact of sin on their own lives, society, the Church and their relationship with God.	CF p. 30 V. A.3 & p. 41 IV.A. CF p. 14 VII. D.1-3. NDC pp. 160-163. CTBM L 4-7
CM.4.2.	Understand how grace through prayer, Sacraments, and the life of the Church aids in the formation of virtue and living in Christ.	CF p. 29 III. G-H. TOB 87-102
CM.4.3.	Utilize the lessons learned about formation of conscience and moral reasoning to critically examine moral issues from a Catholic perspective.	FYD p. 49. CTBM TOB 87-90 TOB L4-7
CM.4.4.	Understand they are called to grow in holiness by developing an informed conscience and continuing to understand the Catholic Church's teachings on moral issues even when challenging.	CF p. 29 II. C., III. B.1& F. 4. CF p. 30 V. D. CTBM L 4-7 TOB 64-72, 73-85 TOB 87-107

**TOPIC: Responding to the Call of Jesus Christ (Vocations)**

**LEVEL: Upper Level (Grades 11 and 12)**

*ABBREVIATION: VO*

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

VO.1.	Students will understand the Universal Call to Holiness and its relevance for Christian living.
VO.2.	Students will understand that discernment is aligning ourselves with God’s Will.
VO.3.	Students will understand why the call to Consecrated Life and Single Life, are a call to personal holiness and service to the Church according to one’s gifts
VO.4.	Students will understand Marriage as a Sacrament, a covenant of love reflecting Christ’s love for the Church.
VO.5.	Students will understand that those who receive the Sacrament of Holy Orders are commissioned by the authority of Jesus Christ and the Church primarily to teach and preach the Good News and to administer the sacraments.
VO.6.	Students will understand the various forms of Consecrated Life and their role in the mission of the Church.
VO.7.	Students will understand that persons leading a Single Life are called to a life of personal holiness and service to the people of God according to their gifts.

	<b>Objectives for Goal #1 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
VO.1.1.	Define “universal call to holiness” and explicate its relevance for adolescents.	CF p. 44 I. A. CF p.48 VI. A-B CCC (1, 358, 1700, 2331-2356)
VO.1.2.	Explain how all vocations within the church emerge from a single “universal call to holiness.”	CF p. 44 I. B.6.
VO.1.3.	Identify and cultivate temperaments and proficiencies necessary to vitalize one’s vocation, e.g, self-awareness, emotional intelligence, communications, conflict resolution, etc. (Affective/Skill)	CF p. 44 I. B.6.
VO.1.4.	Articulate the call to be a gift to others as discussed in the Theology of the Body on one’s vocational call. (Affective)	CF p. 44 III. A.3. TOB 16:1,50:1-4, 51:5-6, 53:4-5, 54:2-4 CTBM.SS.C8.L1
VO.1.5	Demonstrate knowledge about updated and practical resources for discerning one’s vocation, e.g., school, parish, Archdiocese, printed and electronic materials, etc.	CF pg. 44 1B3B Archdiocese of Cincinnati resources

	<b>Objectives for Goal #2 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
VO.1	Discuss the discernment practices of select male and female saints and how these approaches might be useful for adolescents, in general.	CCC 2683 <a href="http://www.franciscanmedia.org&gt;saintoftheday">www.franciscanmedia.org&gt;saintoftheday</a>
VO.2	Detect practical ways God's presence has moved and continues to move in their lives. (Example: creating a life graph)	CCC 1996-2005
VO.3	Identify Catholic practices of vocational discernment that might lead to making inspired choices, e.g., reflection, prayer, dialogue, Scripture; exercises suggested by vocation directors and related experts in the Catholic spiritual life.	CCC 2558-2751
VO.4	Explain why one's Christian vocation may be counter-cultural, why this is good, and how to defend one's choices in the face of secular critique.	CF pg. 48 VI CF pg. 42 V Fratelli-tutti paragraph 66

	<b>Objectives for Goal #3 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
VO.3.1	Understand how the call to vocation is a call to serve God and the Church.	CCC 801, 951 CF pg.44 II
VO.3.1	Begin discerning their vocation by looking within themselves and relating their unique gifts to vocation within the Church.	CCC 767-8 CF pg. 44 1B

	<b>Objectives for Goal #4 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
VO.4.1.	Explain the nature of Christian marriage as a sacramental covenant that signifies the union of Christ and the Church.	CF pg. 44 B CCC 2360-2372 TOB 77-81, 86-87, 98 CTBM L 2-3
VO.4.2.	Understand the marriage vows which include lifelong fidelity, openness to the gift of children, the inseparability of the unitive as well as procreative meanings of the conjugal act. (Affective)	CF pp. 44-45 III. B & C. CCC 2366-2373 TOB 77-81, 86-87, 98 CTBM L 2-3
VO.4.3.	Articulate the distinction between artificial contraception and natural family planning, explain the benefits of natural family planning, and state the Catholic Church's teaching on <i>in vitro</i> fertilization and other reproductive technologies.	CF p. 44 III. B.1.c & p. 45 III.D.2.f. CCC #2375-2379
VO.4.4.	Reflect on the ways that their current dating relationships and other relationships prepare them for living a healthy covenantal marriage. (Affective)	CF p. 45 III. D.2.g.

VO.4.5.	List the essential elements in the rite of the Sacrament of Marriage and explain their meaning.	CF p. 45 III. C.
VO.4.6.	Explore the family as domestic Church and as the first place for education in prayer and Christian living.	CCC #2204-2206.
VO.4.7.	Recognize and evaluate the consequences of pre-marital and extra-marital sex, cohabitation, and abortion.	EV 13;23;59;81 CCC 2351-6
VO.4.8.	Explain the Church's teaching on divorce and remarriage.	CF p. 46 III. G. CCC 2380-2390

	<b>Objectives for Goal #5 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
VO.5.1.	Explain how Holy Orders was established by Christ at the Last Supper.	CF p. 46 IV. A & p. 24 IV. A.1. CCC 331, 871-895 TOB 77-81, 86-87, 98 CTBM L4
VO.5.2.	Explain the three degrees of Holy Orders and their requirements and duties.	CF pp. 46-47 IV. C.
VO.5.3.	Identify the blessings of and the challenges to the Sacrament of Holy Orders	CF p. 48 VI.
VO.5.4.	Articulate a response to the challenges of the Sacrament of Holy Orders	CF p. 48 VI.
VO.5.5.	Distinguish between the ministerial priesthood and the common priesthood of the faithful.	CF p. 20 II. A.3. b.

	<b>Objectives for Goal #6 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
VO.6.1.	Describe the various forms of consecrated life.	CF p.47 V. CCC 914-933
VO.6.2.	Explain the evangelical counsels: poverty, chastity, and obedience.	CF p. 48 V. B.
VO.6.3.	Identify the blessings and challenges of the consecrated life.	CF p. 48 VI. A. & D. TOB 77-81, 86-87, 98 CTBM L5

	<b>Objectives for Goal #7 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
VO.7.1.	Distinguish and discern the various calls to single life.	CCC 914-933
VO.7.2	Identify and reflect on women and men who have modeled holiness in the single life. (Affective)	CCC 2683

VO.7.3	Articulate that every baptized person is called to live a chaste life according to the particular state of life.	CCC 2357-2359; 2394 CF p. 48 VI. D. TOB 8-10, 50-59, 77-81, 86-87, 98, 102-107 CTBM L 6-7 CCC (2357-2359)
VO.7.4	Identify the blessings and the challenges of the consecrated life and the committed single life.	CF p. 48 VI. A. & D. TOB 77-81, 86-87, 98 CTBM L5

**TOPIC: Catholic Faith, Science, and Reason**

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

*ABBREVIATION: AI*

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

AI.1	The students will understand what Apologetics is and why it is important for engaging with the world and maintaining a strong faith.
AI.2	The students will be able to explain that faith is not in opposition to reason. (Science as natural science and faith are different perspectives on the same universe- they have the same goal of seeking to understand.)
AI.3	The students will be introduced to use of Scripture, church teachings, philosophy, metaphysics, and science to make the arguments for the existence of God, the reality and impact of Christ, the transcendent soul, and the implications of these truths for the world.
AI.4	The students will gain confidence in applying apologetic methods to reason critically for the truth taught by the Catholic Church on perceived conflicts with the Sciences.
AI.5	The students will understand that science alone does not have all the answers for human existence and for proof of God. (Scientific Atheism/relativism is not the answer and can create utilitarianism/hopelessness.)
AI.6	The students gain knowledge of the work of the wealth of Catholic philosophers, theologians, mathematicians, and scientists who have made it their life's work to prove that faith and reason together seek the truth of God.

	<b>Objectives for Goal #1 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
AI.1.1	Define Apologetics and why it is necessary for engaging with the study of the sciences.	CF p 2 A-B Fides et Ratio
AI.1.2	Explore reason, logic, and philosophy to explain the case for the existence of God.	CF p 2 A-B Fides et Ratio 1-4



AI.1.3	Explain why the knowledge of Apologetics is lifegiving to daily living and important decisions.	CF p 3 III. D. 1 CF p 5 F. 4 CCC 1285
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	<b>Objectives for Goal #2- The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
AI.2.1	Give examples of arguments for the existence of God from important Catholic intellectuals in the past and present.	Fides et Ratio 11-12
AI.2.2	Make valid arguments for the complementarity of faith, science, and reason .	CCC 154-155, 159
AI.2.3	Understand Science as providing explanations for the natural known universe and that it relies upon empirical evidence and repetition.	CCC 154-155, 159
AI.2.4	Explain that through faith we have certitude about reality. What we hold by faith does not go against reason, but goes beyond what we can know through our natural reason." (Men and women are always called to direct their steps towards a truth which transcends them.	CCC 42-43, 31-35 Fides et Ratio 5
AI.2.5	Recognize that God reveals what we cannot know through reason alone because our fallen natures make it difficult for us to come to truth on our own.	CCC 36-38

	<b>Objectives for Goal #3- The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
AI.3.1	Analyze the arguments of philosophers, theologians, and scientists for the existence of God, the transcendent soul and their implications.	Fides et Ratio 3-4
AI.3.2	Know where to find and how to use apologetic methods/devises to make valid arguments.	Scripture Church Teachings Scientific Discovery Methods
AI.3.3	Explore and synthesis their argument utilizing metaphysics, philosophy, and science. (will study basic metaphysics, philosophy, etc.)	CCC 154-159 CCC 274 CCC 2293-2294

	<b>Objectives for Goal #4- The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
AI.4.1	Understand the issues and dangers associated with Scientific Atheism/Relativism.	CCC 2123-2132 Fides et Ratio 106-107
AI.4.2	Give answer to the problem of using Science alone to answer questions about the universe and the unknown.	CCC 154-159, 274, 2293-2294 Fides et Ratio 16-20 CF p 9 V.A.

	<b>Objectives for Goal #5- The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
AI.5.1	Explain the origins of apologetics and the most influential Church theologians contributing to this work.	CCC 157-159 CF p 9 V.A
AI.5.2	Synthesis the work of great theologians, mathematicians, and scientists who have contributed to this dialogue.	CCC 1476-1477 Fides et Ratio 24-35 CF p 13 V B. 1-2
AI.5.3	Utilize the work of Catholic Intellectual Tradition in their own defense of the truth as taught by the Catholic Church.	Fides et Ratio 25

### **Other support materials**

Message of Pope St. John Paul II to Participants in a Study Session of the Pontifical Academy of the Sciences, November 29, 1996  
Bishop Barron's talk with an Atheist- [A Bishop and an Atheist Discuss Meaning | Within Reason Ep. 22 - YouTube](#)

**Recommended Textbooks** for Catholic Faith, Science, and Reason

[Apologetics I: The Catholic Faith and Science Student Book - Sophia Institute Press](#)

[Apologetics II: The Catholic Response to Challenges of the Modern World - Sophia Institute Press](#)

[Faith, Science, and Reason, 2nd Edition \(theologicalforum.org\)](#)

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

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

*ABBREVIATION: ST*

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

ST.1.	Students will know that Catholic Social Teaching flows from Christ's concern for others, especially the poor and vulnerable, and is a central and essential element of Catholic life and become familiar with its rich heritage in the Church.
ST.2.	Students will recognize the kinds of justice and injustice in the world and begin to develop the skills of social analysis to evaluate what it means to act justly and how to deal with injustice guided by the themes of Catholic Social Teaching.
ST.3.	Students will appreciate the power of the Gospel message to transform society and be empowered to engage in activities that promote justice.
ST.4.	Students articulate how Christian anthropology addresses Catholic Social Teaching concerns relating to the dignity of the human body in today's world.

	<b>Objectives for Goal #1 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
ST.1.1	Articulate that Catholic Social Teaching arises from the Church's view of the dignity of the human person made in God's image.	CF p. 40 I. B. & p. 41 III. A.
ST.1.2	Understand that human beings are created to be social and are called to community life with God and others.	CF p. 40 I. B. & p. 41 III. A. Compendium of the Social Doctrine n. 149 <a href="https://www.vatican.va/curia/compendium-social-doctrine/">Compendium of the Social Doctrine of the Church (vatican.va)</a>
ST.1.3	Recognize the reality of the human person before the Fall and analyze how the dignity of the human person is realized in the "call to be more".	TOB 1-13 CTBM.SS.C7.L1
ST.1.4	Distinguish between acts of charity (the Corporal & Spiritual Works of Mercy) and acts of justice.	CF p. 40 II. A. & B. CTBM.SS.C7.L2
ST.1.5	Connect the Catholic Church's concern for social justice with Scripture, such as: the prophets; the Sermon on the Mount; the parable of the Last Judgment.	CF p. 40 II. A.1.a & b.
ST.1.6	Articulate an understanding that social justice is imbedded in the Gospel message and therefore social morality is a demand of the Gospel message, a consequence of the great commandment of love, and integral to Christian living.	NDC pp. 78-80, p. 171
ST.1.7	Trace the development and articulate the major concepts of Catholic Social Teaching in the modern era from <i>Rerum Novarum</i> and other social encyclicals, through <i>Gaudium et Spes</i> , and the <i>Compendium of the Social Doctrine of the Church</i> .	CF p. 40 II. C.
ST.1.8	Value the models of social justice and service provided by the OT prophets, Jesus, saints, and heroes/heroines who have worked for justice and peace. (Affective)	NDC p. 181, 199.

	<b>Objectives for Goal #2 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
ST.2.1	Recognize that justice is a moral virtue.	CF P. 40 II. B.1.2.3.4
	Identify and differentiate between different types of justice (distributive, legal, commutative, social).	CF P. 40 II. B.1.2.3.4
ST.2.2	Name and articulate the meaning of the seven major themes of Catholic Social Teaching.	CF p. 41 III.
ST.2.3	Identify the difference between personal sin and social sin.	CF p. 41 IV.
ST.2.4	Recognize that persons are perfected not only by private goods such as food and shelter but by "common goods" such as peace and truth that come about through life with others in community.	CF p. 40 II. 3.

ST.2.5	Identify and analyze how the USCCB applies the principles of Catholic Social Teaching to current social issues in recent pastoral letters, e.g., <i>Brothers and Sisters to Us, The Challenge of Peace, Economic Justice for All, A Culture of Life and the Penalty of Death</i> , etc.	CF pp. 40-41 II. E.
ST.2.6	Apply Catholic Social Teaching to their local, national, and international community in order to identify specific areas of injustice.	CF pp. 41-42, III & IV.B.

	<b>Objectives for Goal #3 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
ST.3.1	Embrace the duties of responsible citizenship and participate in the American political system, especially by voting and engaging in public service. (Affective)	CF p. 41 IV. B.2.a & NDC p. 180.
ST.3.2	Articulate the Church's position on contemporary social justice issues, including issues related to respect for human life.	CF p. 41 IV. B.2.b & NDC pp. 180-181.
ST.3.3	Evaluate world conflicts in light of the principles of just war doctrine.	CF p. 41 IV. B.2.b.c & NDC p. 176.
ST.3.4	Discuss the connections between their individual and collective choices and their impact on the environment in light of the Christian call to stewardship of the earth.	CF p. 42 IV. B.2.d & NDC p. 179
ST.3.5	Explore personal ways to resist greed, envy, and societal seduction to power in order to preserve the universal destination of the goods of creation. (Affective)	CF p. 42 IV. B.2.g & NDC p. 180
ST.3.6	Recognize the social dimension of the Ten Commandments and the Beatitudes.	CF P.41 IV. B.1 & 2 A-G

	<b>Objectives for Goal #4 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
ST.4.1	Understand that God designed marriage, the covenant of love between a man and a woman, to be in God's Trinitarian image.	TOB 1-13 CTBM.SS.C7. L1-3 CTBM.SS.C2. L2
ST.4.2	Explain that on account of the Fall, the relationship between the man and the woman has been wounded. A fruitful and loving covenant of marriage is still possible, but now husband and wife need to work in their mutual relationship to overcome concupiscence and a tendency to dominate the other.	TOB 50-63 CTBM.SS.C7. L4
ST.4.3	Recognize that "a man and a woman united in marriage, together with their children, form a family."	CCC 2202
ST.4.4	Understand the Catholic Church's teaching on the family as the "the <i>original cell of social life</i> . It is the natural society in which husband and wife are called to give themselves in love and in the gift of life."	CCC 2207
ST.4.5	Analyze sin as a failure to love self and others harming solidarity culminating in structural sin.	TOB 26-33, 44-48 CTBM.SS.C7. L4

ST.4.6	Explore how pornography and unhealthy forms of technology use pose serious detriments to the social dignity of all human persons in body and soul and also specifically harm a deeper respect for women, children and the vulnerable.	CCC (2354-2355) TOB 60-63 Christus Vivit 86-90. IM 6-7, 9-12. HV 17.
ST.4.7	Articulate how racism is a form of disrespect of the diverse ways in which God has created the human body.	CCC (2407, 2414, 2419-2425). Evangelium Vitae 3.
ST.4.8	Using the principles of the Theology of the Body, discern concrete actions and responses that young people can make to address situations in which respect for the dignity of the human person in body and soul is being challenged in the world today.	CCC (2419-2422). Christus Vivit 72-90; 103-110; 168-178; 248-277. TOB 50-57.
ST.4.9	Recognize the dignity of work, need for sacred rest, and every person's role in the care of creation.	CCC 1368, 2427-2429, 2560 Laudate Si 71-75 CTBM.SS.C7. L6
ST.4.10	Explain how sin mars, manipulates, and unravels not only the dignity of human persons as the pinnacle of God's Creation, but also the integrity of the rest of the physical created order (CF: Fall of Adam and Eve, Flood of Noah, the Sin of David, Job, Ecclesiastes, the Crucifixion), and how Jesus' redemption (Eschatological Man) is meant for all of creation.	CCC (343, 349, 400). TOB 26-33; 99-102. CTBM.SS.C7. L7 Gen 3; 6-9. 2 Sam 11-12. Job 11-12. Eccles 1:1-11; 6:1-12. Matt 27:50-54.

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

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

*ABBREVIATION: IE*

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

IE.1	Students will value interreligious dialogue while also acknowledging the Church's responsibility to proclaim the universal offer of salvation in Jesus Christ as expressed in <i>Nostra Aetate</i> .
IE.2	Students will understand the major differences among the three branches of Christianity.
IE.3	Students will understand the vital role that the major religions of the world play in the global community and develop an awareness of the spiritual truths which can be found in them.
IE.4	Students will recognize the ways in which other systems of belief and practice differ from Catholicism and appreciate the distinctive characteristics of Catholicism.
IE.5	Students will articulate the Church's belief in the "the fullness of the means of salvation" through the Catholic Church.
IE.6	Students will reflect on the main challenges to the Church's participation in interreligious and ecumenical dialogue as well as the Church's commitment to remaining in dialogue.

	<b>Objectives for Goal #1 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
IE.1.1	Identify the universal human longing for God as the basis for the existence of the various religions in the world.	CF p. 2 I. A.
IE.1.2	Name and explain the basic elements of religion (for example: experience, beliefs and teachings, sacred stories and myths, prayer, ritual worship, communities, sacred entities, art, and architecture.)	CF p. 6 I B.3.
IE.1.3	Trace Divine Revelation through the history of salvation, and the divine foundation of the Catholic Church.	CF p. 49-50 I. A-C.
IE.1.4	Explain the Catholic Church's role in interpreting and proclaiming Divine Revelation.	CF p. 49-50 I. A-C.

	<b>Objectives for Goal #2 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
IE.2.1	Trace the causes and historical development of the four divisions of Christianity (Ephesus, Chalcedon, the Schism of 1054, and the Protestant Reformation).	CF p. 53 VI. D. CF pp. 50-51 II. B.
IE.2.2	Describe the common ties and distinguishing traits of Protestantism, Catholicism, and Orthodoxy, including differences in doctrine, such as their understanding of the distinction between redemption and salvation; sacramental understanding and practice; and morality.	CF pp. 50-51 II. B.2-4.
IE.2.3	Define ecumenism and explain the importance of ecumenical efforts.	CF p. 51 II. C. CF p. 53 VI. D.2
IE.2.4	Define an ecclesiology of full communion.	CF p. 50 II. A. CF p. 53 VI. C.
IE.2.5	Explain how the ecumenical movement works to overcome obstacles to full communion.	CF p. 50 II. A. CF p. 53 VI. C.

	<b>Objectives for Goal #3 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
IE.3.1	Trace the historical development of Judaism.	CF p. 53 V. B. 3&4.
IE.3.2	Explain the basic tenets of the major world religions.	CF p. 53 V. B. 3&4.
IE.3.3	Compare and contrast the view of the human person found in each of the major world religions.	CCC (27-35), (1700-1742), (776-810) TOB 5-10, 13-15, 16-18, 15:1-4; 26-28, 32-6; 44:1-4; 45; 49-57
IE.3.4	Name the common elements of the monotheistic religions of Christianity, Judaism, and Islam.	CF p. 51 III. B. CF p. 52 IV. A.
IE.3.5	Describe the unique relationship between Judaism and Christianity and Islam.	CF p. 51 III. A. & B.

IE.3.6	Identify the history of Anti-Judaism and antisemitism among Catholics for many centuries and efforts to increase dialogue with the Jewish people.	CF p. 52 III. D. & E.
IE.3.7	Discuss current tensions that exist among the world's religions as well as areas of cooperation.	CF p. 53 V. B. 5

	<b>Objectives for Goal #4 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
IE.4.1	Trace the historical development of the major world religions: Islam, Hinduism, Buddhism, Confucianism/Taoism, etc.	CF p. 53 V. B. 3&4.
IE.4.2	Identify similarities and differences between Catholicism and Islam.	CF p. 52 IV. A.
IE.4.3	Understand the history of Muslim-Christian relations.	CF p. 52 IV. A.
IE.4.4	Articulate the Church's desire to engage the Muslim community in dialogue to advance human solidarity.	CF p. 52 IV. A.
IE.4.5	Identify similarities and differences between Catholicism and other world religions.	CF p.52 III. C. & IV. A.&B.
IE.4.6	Reflect on what they have learned and describe how it has enriched their own faith and relationship with Jesus Christ. (Affective)	GDC, #199-200.

	<b>Objectives for Goal #5 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
IE.5.1	Articulate the Church's understanding that it "possesses the fullness of the means of salvation through Christ."	CF p.52-53 A-B CCC 846-848
IE.5.2	State that the Church believes in the importance of ecumenical and interreligious dialogue	CF p.52-53 A-B CCC 846-848
IE.5.3	Name and explain the various forms of interreligious dialogue.	CF p. 53 V. B. CF p. 52 III. E.

	<b>Objectives for Goal #6 - The students will be able to...</b>	<b>Document Code &amp; Page Number</b>
IE.6.1	Explain the defining challenges to the Church's belief in salvation through Christ and the Church.	CF p.53 VI. A-C
IE.6.2	Identify how the Church demonstrates its ongoing commitment to the ecumenical and interreligious dialogue	CF p.53 VI. D
IE.6.3	Articulate and explain the Catholic Church's teaching of respect toward people of other religions as well as the need for continued dialogue.	CF p. 53 VI. A. & B.

## **POINTS TO CONSIDER WHEN IMPLEMENTING THIS CURRICULUM**

The call of the New Evangelization is at the heart of the vision and future of the Archdiocese of Cincinnati, including our Catholic schools. With this in our hearts, our committee revised the Religion Course of Study. We pray it will guide our schools in forming our high school students to know and to love Jesus Christ and the Church that He gave us. This revised course of study supports an evangelizing catechesis in our Catholic Schools. When implementing the revised Religion Course of Study, it is important to keep in mind the following general concepts:

### **1. Christian Anthropology (Theology of the Body or TOB)**

Christian Anthropology refers to the nature of the human person who is made in the image and likeness of God, possessing an intellect, will, and communal nature. Each person is a unity of both body and soul. All human persons express this unified nature in their body and in their actions. Christian Anthropology is foundational to understanding the human person and therefore an essential mark in Catholic school curriculum and practices. With this truth in mind, Christian Anthropology has been woven into the revised GCS. (Archbishop Miller. *The Holy See's Teaching on Catholic Schools*. pp. 22-27.)

### **2. Evangelization/New Evangelization**

Evangelization is the Church's central task, given by Christ in the Great Commission, of proclaiming the Gospel and forming missionary disciples. It is the "grace and vocation proper to the Church, her deepest identity. She exists in order to evangelize, that is to say, in order to preach and teach, to be the channel of the gift of grace, to reconcile sinners with God, and to perpetuate Christ's sacrifice in the Mass which is the memorial of His death and glorious resurrection." (Pope St. Paul VI. *Evangelization in the Modern World. (Evangelii nuntiandi)*, no. 14.)

The New Evangelization is the renewed re-proclamation of the Gospel to every person in the 21<sup>st</sup> century. Evangelization is intentional with the specific aim of fostering conversion and making disciples.

### **3. Encountering Christ**

The goal of evangelization and catechesis is not simply to disseminate information. It is to encounter a person: Jesus Christ. Everyone is called to participate in the mission of the Church by evangelizing and inviting others into an encounter with Christ to become His disciples. This encounter with the person of Jesus Christ creates a call to conversion. This conversion (*metanoia*) is signified by a change of heart, mind and action to accept the salvific work of Christ and follow Him with our lives. Therefore, Catholic schools must be intentional about evangelization, guard the integrity of the content of the sacred deposit of faith, employ suitable pedagogical



methods, and prepare the disciple to participate in the missionary activity of the Church. (*CT*, no. 18)

#### **4. Kerygma (The Gospel)**

The Gospel, or kerygma, is the foundational message of the Father's love, the reality of sin, the salvation offered by Jesus Christ, and the call for our response in conversion and baptism. *Evangelii Gaudium* summarizes the kerygma as, "Jesus Christ loves you; he gave his life to save you; and now he is living at your side every day to enlighten, strengthen, and free you." (EG, no. 164) ***The proclamation of the Gospel message is not only proclaimed once but throughout the catechetical process and it is proclaimed again and again over the life of every Christian.*** "The first proclamation, the task of every Christian, is based on that 'go' (Mk 16:15; Mt 28:19) which Jesus gave as an instruction to his disciples and which implies going out, making haste, accompanying, thus becoming true missionary disciples. It therefore cannot be reduced to the conveying of a message but is first of all sharing the life that comes from God and communicating the joy of having met the Lord." (*DC*: 2020, no. 68.)

#### **5. Missionary Disciple**

A missionary disciple is every baptized Christian who has encountered Jesus Christ and lives witnessing to faith in Christ and forming other disciples. The responsibility to be a missionary disciple concerns everyone: "In virtue of their baptism, all the members of the People of God have become missionary disciples. The new evangelization calls for personal involvement on the part of each of the baptized, "according to their state in life and the grace they have received from Christ." (*DC*, no 288)

*Note: Adapted from Diocese of Columbus Religion Curriculum*

**IMPLEMENTING THE HIGH SCHOOL RELIGION  
GRADED COURSE OF STUDY**

All Catholic high schools of the Archdiocese of Cincinnati are required to follow the Religion Graded Course of Study (GCS). The principal or Religion department chairperson must submit a copy of their course description handbook to the Director of Religion Curriculum and Resources demonstrating the courses offered in the Religion department.

In the High School Religion Curriculum there are seven required semester Religion courses and one semester open for a Religion elective in grade 11 or 12.

**Regarding Electives within the Religion Department**

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

**HS Religion Curriculum  
Course Schedule (*Example*)**

<b>Year</b>	<b>Semester 1</b>	<b>Semester 2</b>
<b>Freshman</b>	Intro to Catholicism	The Revelation of Jesus Christ in Scripture (OT)
<b>Sophomore</b>	Who is Jesus Christ? (NT)	Ecclesiology/Church History
<b>Junior</b>	Morality	Sacraments/Liturgy
<b>Senior</b>	Vocations	<u>Electives:</u> Faith, Science and Reason Catholic Social Teaching Interreligious and Ecumenical Issues  <i>Or another approved senior elective by Archdiocese</i>