

DIOCESE OF TUCSON

HIGH SCHOOL THEOLOGY CURRICULUM

APRIL 2009

COMMITTEE MEMBERS

Diocese of Tucson

Javier Bravo, Yuma Catholic High School
Dan Ethridge, Immaculate Heart High School
Deacon Nieves Hernandez, Yuma Catholic High School
Mary Ann Hendrickson, Department of Catholic Schools
Kevin Kiefer, St. Augustine Catholic High School
David Maciborski, Immaculate Heart High School
Sister Ruthmary Powers, Department of Catholic Schools
Michael Richards, San Miguel Catholic High School
Teresita Scully, Lourdes Catholic High School
Father Rick Zamorano, Salpointe Catholic High School

Diocese of Phoenix

Mary Abeta, Bourgade Catholic High School
Joan Dupnik, Xavier College Preparatory
Sister Joan Fitzgerald, Xavier College Preparatory
Bob Kelly, St. Mary's High School
Sister Melita Penchalk, Department of Catholic Schools
Mary Jo Sandomir, Seton Catholic High School
Barbara Stanley, Notre Dame Preparatory
Jim Tricco, Brophy Preparatory High School

Diocese of Gallup

Sister Zoe Brenner, St. Michael's High School
Lowell Jensen, Gallop Catholic High School
Sister Renee, Department of Catholic Schools

CONTENTS

BACKGROUND.....	1
LETTER FROM THE BISHOP.....	2
INTRODUCTION.....	3
CORE CURRICULUM	
I. The Revelation of Jesus Christ in Scripture.....	4-5
II. Who Is Jesus Christ?.....	6-7
III. The Mission of Jesus Christ (The Paschal Mystery).....	8, 9, 10
IV. Jesus Christ’s Mission Continues in the Church.....	11, 12
V. Sacraments as Privileged Encounters with Jesus Christ.....	13-14
VI. Life in Jesus Christ.....	15-16
ELECTIVES	
OPTION A. Sacred Scripture.....	17-21
OPTION B. History of the Catholic Church.....	22-25
OPTION C. Living as a Disciple of Jesus Christ in Society.....	26, 27
OPTION D. Responding to the Call of Jesus Christ.....	28, 29
OPTION E. Ecumenical and Interreligious Issues.....	30, 31, 32
RESOURCES.....	33-36

BACKGROUND INFORMATION

On July 2008, the United States Catholic Conference of Bishops published its outline for a new high school curriculum. The final draft is a Framework called, “Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age.”

At the request of Bishop Gerald Kicanas of the Diocese of Tucson and Bishop Thomas Olmsted of the Diocese of Phoenix, a committee was formed to take on the goal of making a user-friendly high school curriculum that could be used consistently in our Catholic high schools, based on this framework. The committee was composed of administrators and teachers from three different dioceses: Tucson, Phoenix, and Gallup. The members met for four days (6 hours each day) to work together to create a curriculum that would be used by high school religion teachers.

The committee met with two publishing companies, Ave Maria Press and St. Mary’s Press, to discuss and come to an understanding of what the Bishops envision for high schools across the country using the Framework. There was considerable *discussion* given to the fact that this Framework was originally intended for publishing companies. A profitable exchange of ideas was a hallmark of our gatherings.

Many members of the committee felt the curriculum would be a work in progress because of the fact that it had a different perspective or focus from the traditional courses that has been taught at the high schools. “Suggested Activities” and “Suggested Assessments” are not completely filled in for each objective. It would be left to the teachers using this new curriculum to add activities and assessments that would relate to the objectives in each standard.

Finally, it was recommended that the curriculum could be implemented with freshmen in the first year of its publication, 2009-2010.

The Dioceses are grateful for the work of the committee and hope they will continue to provide input as they begin to use the Curriculum.

December 15, 2008

Dear high school principals,

As you know, the Bishops of the United States have written and published a Doctrinal Framework which will serve as the basis for Theology Instruction in Catholic high schools and Youth Ministry in all parishes.

The Bishops have commissioned several publishers to develop textbooks based on each of the six core courses and five optional courses as outlined in the Framework.

A committee of high school theology teachers from the three dioceses of Arizona has been involved in creating a curriculum based on the Framework. The committee has also explored the work of the Publishing Companies. At their last meeting they met with a representative of Ave Maria Press and discussed with one of the authors aspects of his latest book which has the Framework as its source.

The Framework passed the Conference of Catholic Bishops in 2007. The Bishops have given a four year period to implement the Framework in the high school theology classes across the country.

The Bishops who approved the Framework in 2007 have requested that the Framework begin to be implemented into the high school theology program in the 2009-2010 school year. The 2009-2010 school year can be considered a transitional year as each school's Theology Department determines how they can best make that transition.

The curriculum composed by the committee will serve as a basis for supporting teachers in the implementation and teaching process. The curriculum will include suggestions for experiences, assessments, resources and a rubric based on the Framework.

If you have any questions or concerns, please feel free to contact the Department of Catholic Schools. You may speak with one of our Committee Chairs, Sister Ruthmary Powers at 838 2546 or Mary Ann Hendrickson at 838-2537.

May God bless you,

Most Rev. Gerald F. Kicanas, D.D.
Bishop of Tucson

INTRODUCTION

I have told you this so that my joy may be in you and your joy may be complete. (Jn 15:11)

"The definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ" (CT no. 5). These ends are evident in this framework—designed to guide catechetical instruction for young people of high-school age wherever and however it takes place: in Catholic high schools, in parish religious education programs, with young people schooled at home, or within the context of the catechetical instruction which should be part of every youth ministry program. The Christological centrality of this framework is designed to form the content of instruction as well as to be a vehicle for growth in one's relationship with the Lord so that each may come to know Him and live according to the truth He has given to us. In this way, disciples not only participate more deeply in the life of the Church but are also better able to reach eternal life with God in Heaven.

As a framework, this document offers guidance to catechetical publishers in the creation of instructional material. Within each theme, doctrinal elements related to it are identified. The order in which the doctrinal elements within each theme are identified should not be understood to be an outline of a text or course. Rather, they are offered as building blocks that can be combined in any number of ways within that particular thematic structure and can be augmented with additional doctrinal teaching, depending on the creativity of authors and editors. In addition to aiding those creating catechetical texts and materials, this framework will also serve to aid those responsible for overseeing catechetical instruction within dioceses as well as those responsible for curriculum development or the development of assessment instruments designed to complement texts, programs, or curriculums. It is understood that implementation of a new curriculum will require time for the development of new materials as well as revision to diocesan guidelines and curricular structures within schools and religious education programs. A successful implementation will rely heavily on catechetical publishers of high-school-age materials as well as on the teachers and catechists of high-school-age young people.

The framework is designed to shape a four-year, eight-semester course of catechetical instruction. It is composed of six core semester-length subject themes with room for a diocese or school to choose two elective subject themes. It is strongly recommended that the core courses be covered in the order in which they appear in this framework. The sequence in which the core curriculum appears reflects a systematic point of view in which each course builds on a foundation laid by those that precede it. In addition, some national uniformity in catechetical instruction on the high-school-age level would be a benefit in the modern mobile society. Five possible elective themes appear as part of this framework. Normally, the elective themes should appear either one in the third year and one in the fourth year or both in the fourth year.

Since this is a framework and not a tool for direct instruction, the doctrines and topics designated are not necessarily defined or completely developed. Such detail will be present in the catechetical texts and materials that will be developed on the basis of this framework. It is expected that after developing new materials, publishing houses will submit them for a review as to their conformity with the *Catechism of the Catholic Church*. The process of that review will ensure that the materials authentically and completely define and present the teaching of the Church.

In addition to providing guidance about the doctrinal content of catechetical instruction for high-school-age young people, this framework is also designed to help those same young people develop the necessary skills to answer or address the real questions that they face in life and in their Catholic faith. Within each theme, including the electives, there is a section titled "Challenges," which raises examples of these questions and provides direction for ways to answer them. This element is designed to give catechetical instruction for high-school-age young people an apologetical component. Publishers and teachers or catechists are to strive to provide for a catechetical instruction and formation that is imbued with an apologetical approach. Challenges that appear under one particular theme can also apply to other themes in the framework, and such application is encouraged. The identification and inclusion of additional challenges by publishers and by teachers or catechists to achieve this goal is also encouraged.

CORE CURRICULUM: I. The Revelation of Jesus Christ in Scripture

The purpose of the course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospel, where they may grow to know and love Jesus Christ more personally.

STANDARDS FOR THE COURSE

Standard I:	<u>How Do We Know About God?</u>
Standard II:	<u>About Sacred Scripture</u>
Standard III:	<u>Understanding Scripture</u>
Standard IV:	<u>Overview of the Bible</u>
Standard V:	<u>The Gospels</u>

Standard I: How Do We Know About God?

Objective: The students will	Suggested Activities	Suggested Assessment
1. Identify the various ways that God is revealed (Natural Revelation, Divine Revelation and the Tradition of the Church)		

Standard II: About Sacred Scripture

Objective: The students will	Suggested Activities	Suggested Assessment
1. Be able to define Divine Inspiration		
2. Describe the development of Sacred Scripture (event, Oral Tradition, Written and the Canon)	NOVA PBS Programs "Walking the Bible" Segments on Scripture are valuable tools.	
3. Describe the role of Scripture in the Church and use it.	Prayer using Lectio Divina, the Liturgy of the Hours, and Mass.	

Standard III: Understanding Scripture

Objective: The students will	Suggested Activities	Suggested Assessment
1. Understand the Church's criteria for interpreting Sacred Scripture	Who, When, Where and Why was it written. (books) Look at the underlying truths contained in Creation Myths.	
2. Identify and understand the classical levels in the interpretation of Scripture	Interpret a passage of scripture at the various levels	
3. Understand how the Bible's historical and scientific context reveal timeless truths to all people		

Standard IV: Overview of the Bible

Objective: The students will	Suggested Activities	Suggested Assessment
1. Examine an overview of salvation history as it has been written in the Biblical texts		
2. Review the challenges faced when studying and interpreting Scripture		

Standard V: Special Emphasis on the Gospels

Objective: The students will	Suggested Activities	Suggested Assessment
1. Review the order and content of each of the four gospels and their thematic emphasis as related to their intended audiences		
2. Identify the characteristics of the Synoptic gospels and compare them to the gospel of St. John		
3. Relate the process of Sacred Scripture to the development of the four gospels		

CORE CURRICULUM:II Who Is Jesus Christ?

Purpose of the course: (description)

The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who he is, the students will also learn who he calls them to be.

STANDARDS FOR THE COURSE

Standard I:	God and Revelation
Standard II:	Jesus Christ’s Revelation About God
Standard III:	The Mystery of the Incarnation
Standard IV:	Jesus Christ Teaches Us About Ourselves

Standard I: God and Revelation

Objective: The students will	Suggested Activity	Suggested Assessment
1. Understand and explain Scripture and Tradition as the two primary forms of revelation	Illustrate God’s revelation as seen through nature, scripture (Ten Commandments, Noah’s Ark) and Church Tradition (The councils and St. Thomas Aquinas)	
2. Define faith and explain its importance for discipleship	Video: Romero, Mother Teresa School service program	Participation and Reflection Paper
3. Understand the role of the Church in the communication of Revelation /development of doctrine.	Childhood understanding vs. Adolescent understanding	Project: interview younger students vs. high school students

Standard II: Jesus Christ’s Revelation About God

Objective: The students will	Suggested Activity	Suggested Assessment
1. Examine and discuss the mystery of the Trinity (using metaphors) as the Central mystery of the faith.	The human person is made up of free will, understanding, and memory. Sun/provides light and heat Tree- trunk, roots, and leaves	Illustrate the Trinity

Standard III: The Mystery of the Incarnation

Objective: The students will	Suggested Activity	Suggested Assessment
1. Examine what it means to say Jesus is fully God and fully human.	Class skits/ Scripture stories	Participation
2. Explain Mary's unique role in the Incarnation	Interview pregnant women.	Participation Reflection on Interviews
3. Relate how the Incarnation fulfills Old Testament prophecies/Church understanding		

Standard IV: Jesus Christ Teaches Us About Ourselves

Objective: The students will	Suggested Activity	Suggested Assessment
1. Investigate how living the model of Jesus Christ leads to being fully alive and human.	List and model statements made in the New Testament/ Small group skits.	
2. Explain the meaning of life in relationship to the four last things.	Write your own obituary	
3. Demonstrate how Jesus invites us to a life of holiness and prayer.	Find references to Jesus praying in the Scripture. How does Christ invite us to pray?	

CORE CURRICULUM: III The Mission of Jesus Christ (The Paschal Mystery)

Purpose of the course: (description)

The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students 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. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ what life as a disciple entails.

STANDARDS FOR THE COURSE

Standard I:	<u>The Goodness of Creation and Our Fall from Grace</u>
Standard II:	<u>The Promise of a Messiah</u>
Standard III:	<u>Christ Our Light: Redemption Unfolds</u>
Standard IV:	<u>Redemption Through the Paschal Mystery</u>
Standard V:	<u>Moral Implications for the Life of a Believer</u>
Standard VI:	<u>Prayer in the Life of a Believer</u>

Standard I: The Goodness of Creation and Our Fall from Grace

Objective: The students will	Suggested Activity	Suggested Assessment
1. Recognize Revelation in literary forms in Scripture.	Compare and contrast the literary forms and the message they convey. (For example: myth, poetry, songs, letters, narratives, psalms)	
2. Recognize the goodness of creation as it is reflected in the Trinitarian nature of God.	Observe beauty and form in various natural settings.	
3. Explain how the Paschal Mystery is the restoration of creation after the tragedy of sin.	Compare Genesis to the book of Revelation.	

Standard II: The Promise of the Messiah

Objective: The students will	Suggested Activity	Suggested Assessment
1. Recognize how the Incarnation of the Word of God is fulfilled in prophecies and demonstrate God's love.	Read prophecies and explore their meaning	
2. Recognize God's covenants with the Jewish people as preparation for Christ's coming.	Find and analyze passages in Scripture that present God's covenant with various people.	
3. Demonstrate how the whole life of Christ is salvific and is a revelation of the Father.	Trace the life of Christ through one of the Gospels.	

Standard III: Christ Our Light: Redemption Unfolds

Objective: The students will	Suggested Activity	Suggested Assessment
1. Explain how the ministry of Jesus, his works, words, and the institution of the Eucharist contribute to salvation.	Examine various parables and miracles.	
2. Reflect on and explain how Redemption unfolds.		

Standard IV: Redemption Through the Paschal Mystery

Objective: The students will	Suggested Activities	Suggested Assessment
1. Recognize how Jesus' emptying on the cross is the perfect expression of God's love.	Prayer and reflection. Watch a video on the life of Christ.	
2. Describe the significance of Christ's resurrection as a historical and transcendent mystery.		
3. Express how the coming of the Holy Spirit on Pentecost enables the fullness of the Church's mission.	Read the Acts of the Apostles. Discover the role of the Spirit in the life of the early Church.	

Standard V: Moral Implications for the Life of a Believer

Objective: The students will	Suggested Activities	Suggested Assessment
1. Summarize how we participate in a divine life and prepare for a full life in eternity.		
2. Define what it means to live as a disciple of Jesus.		

Standard VI: Prayer in the Life of a Believer

Objective: The students will	Suggested Activities	Suggested Assessment
1. Recognize that God invites us to intimacy through prayer in all its various forms.	Examine the different forms of prayer.	

CORE CURRICULUM:IV Jesus Christ's Mission Continues in the Church

Purpose of the course: (description)

The purpose of this course is to help the students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church.

STANDARDS FOR THE COURSE

- Standard I: Christ Established His One Church to Continue His Presence and His Work**
- Standard II: Images of the Church (Partial Insights of Church Sharing in Trinitarian Communion)**
- Standard III: The Marks of the Church**
- Standard IV: The Church in the World**
- Standard V: Implications for Life of a Believer**

Standard I: Christ Established His One Church to Continue His Presence and His Work

Objective: The students will	Suggested Activities	Suggested Assessment
1. Recognize Jesus as the foundation of the Church	Describe how Christ continues His work in the Sacraments and the Eucharist	
2. Recognize how the life of the Church is reflected in the Paschal Mystery.	Define and explore all aspects of the Paschal Mystery Cycle.	

Standard II: Images of the Church (Partial Insights of Church Sharing in Trinitarian Communion)

Objective: The students will	Suggested Activities	Suggested Assessment
1. Identify images of the Church in the Hebrew and Christian Scriptures	Describe and illustrate these images	
2. Explore images rooted and developed in Tradition	List these images and discuss their meaning for today	

CORE CURRICULUM: V. Sacraments as Privileged Encounters with Jesus Christ

The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life.

STANDARDS FOR THE COURSE

Standard I: The Sacramental Nature of the Church

Standard II: The Sacraments of Initiation

Standard III: Sacraments of Healing

Standard IV: Sacraments at the Service of Communion

Standard I: The Sacramental Nature of the Church

Objective: The students will	Suggested Activities	Suggested Assessment
1. Introduced to and define what is meant by the Sacramental nature of the Church	Review each of the seven sacraments and their role in salvation.	
2. Understand what is meant by the statement that “Jesus Christ is the Universal Sacrament of the Church	Reflect on how the seven sacraments embody Jesus as the Universal Sacrament.	

Standard II: The Sacraments of Initiation

Objective: The students will	Suggested Activities	Suggested Assessment
1. Explore the basic elements and actions of the Sacrament of Baptism	Attend a Baptism and make a list of the signs, symbols, and the meaning that is associated with each.	
2. Explore the basic elements and actions of the Sacrament of Confirmation	Explain the actions of the Spirit in Confirmation as an extension of our Baptism.	
3. Understand the essential elements and effects of the Sacrament of the Eucharist	Reflect on Christ’s on-going presence in your life through the Eucharist.	

Standard III: Sacraments of Healing

Objective: The students will	Suggested Activities	Suggested Assessment
1. Describe the Sacrament of Reconciliation and its historical and scriptural foundations.	Practice the ritual of the sacrament and memorize the steps for participation in the Sacrament.	
2. Understand the role of the Sacrament of the Anointing of the Sick and appreciate peoples' desire to receive the Sacrament.	Plan to attend and experience an anointing ritual and the effects of Christ's healing power.	

Standard IV: Sacraments at the Service of Communion

Objective: The students will	Experience	Assessment (Rubric)
1. Understand the various aspects of Holy Orders as providing service to the People of God.	List the distinctive ministries of bishops, priests, and deacons in the Church.	
2. Describe the covenantal nature of the Sacrament of Marriage as signifying Christ's love for the Church.	Review the requirements for reception of this Sacrament. Interview a married couple to discuss what qualities lead to a successful marriage.	

CORE CURRICULUM: Course VI: Life in Jesus Christ

Purpose of the course: (description)

The Purpose of this course is to help students understand that it is only through Christ that they can fully live out God’s plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ’s disciples.

STANDARDS FOR THE COURSE

Standard I:	What is Life in Christ?
Standard II:	God Has Taught Us How to Live a New Life in Christ
Standard III:	Living New Life in Christ Jesus and the Gospel Message Are the Basis for Catholic Moral Teaching
Standard IV:	The Reality of Sin

Standard I: What is Life in Christ?

Objective: The students will	Suggested Activity	Suggested Assessment
1. Describe how God’s self-revelation to us establishes a relationship between God and humans.	Scriptural Reading Lectio Divina Daily classroom prayer Reflection activities (Journals)	
2. Recognize the relationship God has established with humans requires a response on our part.	Prayer Music/Movies Storytelling Faith interviews	

Standard II: God Has Taught us How to Live a New Life in Christ

Objective: The students will	Suggested Activity	Suggested Assessment
1. Realize how God has taught us how to live a new life in Christ.	Read and reflect on Christian stories of conversion (The good thief, the woman taken in adultery, Zacchaeus)	
2. Explore the means for forming our conscience.	Word splashes (see Resources) Discussion on freedom and responsibility.	
3. Identify the guidelines God has presented to us through reason, revelation in scripture and Church teaching.	Organizational graphics connecting divine, civil, and natural law. Compare/Contrast between Old/New Law. Reflection on the nature/role of authority.	
4. Explore the role of the Church as a teaching authority.	Video clips of ‘church teachers’ around the world. Discussion	

Standard III: Living New Life in Christ Jesus and the Gospel Message are the Basis for Catholic Moral Teaching.

Objective: The students will	Suggested Activity	Suggested Assessment
1. Understand that God's love and mercy calls the individual to live a life of holiness in communion with God	Prayer experiences Integrating campus ministry/youth, ministry parish experiences Lectio Divina	
2. Name/identify the role of grace, virtue, gifts of the Spirit, the sacraments, and the formation of conscience in answering the call to holiness.	Create groups to present on each of these topics.	

Standard IV: The Reality of Sin

Objective: The students will	Suggested Activities	Suggested Assessment
1. Understand the nature and consequences of sin.	Create a collage depicting the consequences of sin	
2. Describe the types of sin and the effects of sin in Catholic teaching.		

Purpose of the course: The purpose of this course is to give an overview of Sacred Scripture with an introduction to the basic principles for understanding and interpreting the Bible. Because of the extent of the scriptural material, this outline will not try to cover the vast content but rather offer comments about Scripture’s purpose and religious significance. Given the limits of a semester of study, it will not be possible to introduce all the books of the Bible here. But every effort is made to project a sense of the *unity of the narrative for the divine plan of salvation*, the presence of God’s action in this record of God’s revelation, and the desire God has to share God’s merciful love with us. It is suggested that for the detailed curriculum, comments on authorship, date of composition, and formation of text of each books of the bible be drawn from Introductions in the New American Bible or from the Catholic Study Bible for the New American Bible. This outline cites catechetical references from the Catechism of the Catholic Church, the Compendium of the Catechism of the Catholic Church, and the United States Catholic Catechism for Adults for various explanations of Scripture, with the intention of integrating catechesis and Scriptures.

All scripture is inspired by God and is useful for teaching, for refutation, for correction, equipped for every good work. (2Tm 3:14-17)

STANDARDS FOR THE COURSE

- Standard I: Divine Revelation God Speaks to Us
- Standard II: The Pentateuch or Torah- First five Books of Scripture
- Standard III: Joshua and the Era of the Judges
- Standard IV: Historical Books
- Standard V: Wisdom Books
- Standard VI: The Prophets
- Standard VII: Overview of the New Testament
- Standard VIII: The Gospels
- Standard IX: Acts of the Apostles
- Standard X: The Letters
- Standard XI: Book of Revelation

Standard I: Divine Revelation

Objective: The students will	Suggested Activities	Suggested Assessment
1. Learn how God speaks to us through the Stages of God’s self-revelation	Explain the significance of <u>Covenants</u> : Adam and Eve to Noah; Abraham, Moses, Sinai <u>Definitive Stage</u> : Word made flesh—Jesus	
2. Describe and Explain Divine Revelation as transmitted by Apostolic Tradition.	Explore and discuss the significance of: <u>Apostolic Tradition</u> Apostles – Bishops – Living Scripture – Tradition – Magisterium	
17		

3. Understand Scripture as inspired by God to guide us in faith and good works.	Explain the significance of : God is Author Literary forms Principles of interpretation Canon of Scripture Sense of Scripture (literal, spiritual, allegorical, moral, anagogical) Role in life of Church Faith – personal/communal Response to Revelation	
---	---	--

Standard II: Pentateuch – Torah – First Five Books of the Bible

Objective: The students will	Suggested Activities	Suggested Assessment
1. Explore Primeval history and Faith teachings in Primeval history	<u>Define:</u> Yawhist, Elohist, Priestly Deuteronomium <u>Interpret:</u> Books in relation to whole <u>Explain:</u> Role of “Call” of Abraham, Moses <u>Study:</u> Books in relation to history, law and liturgical practice	

Standard III: Joshua, Judges and Ruth

Objective: The students will	Suggested Activity	Suggested Assessment
1. Understand the significance of these charismatic leaders	<u>Outline:</u> Role of leaders in conquest of Promised Land and rescue of Israel from enemy. What is the significance of the story of Ruth?	

Standard IV: Historical Books

Objective: The students will	Suggested Activity	Suggested Assessment
1. Understand the roles of major figures from Samuel to the Maccabees in defining the history of Israel.	<u>Establish:</u> A timeline identifying significant figures, their roles and conditions in Israel during their lifetimes.	

Standard V: The Wisdom Books

Objective: The students will	Suggested Activity	Suggested Assessment
<p>1. Understand and Express and appreciation for the message and beauty of the books of Wisdom.</p>	<p><u>Define:</u> How these books are practical guides to human problems and questions.</p> <p><u>Write</u> Your own story of Job.</p> <p><u>Interpret:</u> A <i>Psalm</i> in your own language.</p> <p><u>Select:</u> Sections from Proverbs, Ecclesiastes, Song of Songs, Wisdom of Sirach which is meaningful to you—keep a journal.</p>	

Standard VI: The Prophets

Objective: The students will	Suggested Activity	Suggested Assessment
<p>1. Understand the role of the prophets.</p>	<p><u>Explain:</u> How each of the significant prophets interpreted the signs of the times in light of the covenant and how they were meant to convert listeners to God</p>	
<p>2. Know the life and describe the role of the prophets: Isaiah, Jeremiah, Ezekiel, and Daniel</p>	<p><u>Choose:</u> An individual living today that you would consider a prophet and explain why.</p>	

Standard VII: Overview of the New Testament and the Gospels

Objective: The students will	Suggested Activity	Suggested Assessment
1. Review the composition of the New Testament	<u>Define:</u> How God’s promise in the Old Testament is fulfilled in Jesus Christ in the New Testament	
2. Understand the meaning of the gospels, “Good New” as revealed in Matthew, Mark, Luke and John	<u>Prepare:</u> A chart which will show each Gospel with Author, approximate time of composition, audience, central message, theme and similarity and/or difference from one another	

Standard VIII: The Acts of the Apostles

Objective: The students will	Suggested Activities	Suggested Assessment
1. Explore for understanding the role of the Holy Spirit as teacher and guide in the formation of the Church	<u>Define:</u> How the Holy Spirit acts as teacher and guide in stories of Peter, Stephen, Cornelius and Paul	

Standard IX: The Letters

Objective: The students will	Suggested Activities	Suggested Assessment
1. Explore for understanding the significance of Paul’s letter to the Romans and First letter to the Corinthians	<u>Summarize:</u> Message of Paul’s letter to the Romans regarding the lordship of Christ, teaching on justification of faith and preaching. <u>Highlight:</u> From the First letter to the Corinthians, information about the Church of the first generation. <u>Enumerate:</u> Pastoral issues addressed by Paul. <u>Explain:</u> How Paul develops teaching regarding the Eucharist, gifts of the Holy Spirit, the Resurrection of Christ of the Dead	

Standard X: The Book of Revelation

Objective: The students will	Suggested Activities	Suggested Assessment
1. Explore meaning, purpose and apocalyptic language of the Book of Revelation	<u>Explain:</u> Context, purpose and language of the Book of Revelation	

CORE CURRICULUM: Option B History of the Catholic Church

Purpose of the course: (description)

Course Four, “Jesus Christ’s Mission Continues in the Church” -presented a catechesis of the Church and the Body of Christ in history: its nature and meaning, images, marks, life and ministry, guide to moral life, and the role of prayer. This elective can supplement that catechesis on the Church.

The purpose of this course is to supply the students with a general knowledge of the Church’s history from apostolic times to the present. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him throughout history through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today and, as such, has both divine and human elements. Students will learn about the Church’s 2,000 years of history and about how the Church is led and governed by the successors of the Apostles.

STANDARDS FOR THE COURSE

Standard I: Christ Established His Church to Continue His Saving Presence and Work

Standard II: History of the Church in Post-Apostolic Times

Standard I: Christ Established His Church to Continue His Saving Presence and Work

Objective: The students will	Suggested Activities	Suggested Assessment
1. Understand Jesus and the establishment of the Church as the foundation of our faith.	Read and study Scriptural references of the parables, Petrine authority and the books of Acts	
2. Describe the early formation of the church from movement to institution.	Identify steps in the process from movement to institution.	

Standard II: History of the Church in Post- Apostolic times

Objective: The students will	Suggested Activities	Suggested Assessment
1. Explain how both the growth and persecution were present in the formation and spread of the early church	Read selections from the Acts of the Apostles and the Church Fathers	
2. Understand the development of House liturgies and the sacramental life of the early church.	Read chapters in Acts and I and II Corinthians.	

Objective 2:

Objective: The students will	Suggested Activities	Suggested Assessment
1. Recognize the importance of the Edict of Milan and grasp the meaning of the Church's change of status from persecution to state religion (The Age of the Fathers of the Church)	Read about the move from house liturgies to worship in public places	
2. Understand the development of Scriptural theology based on Roman and Greek philosophy	Develop a timeline of events that occurred in the growth of the church from Jesus to Constantine	
3. Explore the development of the Eastern patriarchs and the doctrinal development resulting from early church councils.	List the councils and summarize the major outcomes.	

Objective 3:

Objective: The students will	Suggested Activities	Suggested Assessment
1. Explain the collapse of the Roman Empire and the role of monks in spreading the faith (The Roman Church of the West)	Study one of the early monastic systems	

Objective 4/5:

Objective: The students will	Suggested Activity	Suggested Assessment
1. Trace the development of the Divine Right of Kings and the papacy resulting in the conflicts between politics and religion (The Church of the Middle Ages/the Crusades)	Compare and contrast the roles of each and where they came in conflict	
2. Understand the rise of Islam and the fall of Jerusalem were precipitating causes of the Crusades.	Research the rise of Islam and identify its various components	

Objective 6/7

Objective: The students will	Suggested Activities	Suggested Assessment
1. Understand the impact of the Renaissance on Christian Art and Christian Humanism. (The Renaissance: Return to Sources/The Call for Reform)	Select a Renaissance artist and analyze the use of Christian symbols.	
2. Describe how the invention of the printing press and abuses within the Church led to the Protestant Reformation.	List the steps and the primary causes. leading up to the Protestant Reformation	
3. Identify the steps taken by the Council of Trent leading to the Counter Reformation.	Summarize the key teaching coming out of the Council of Trent and identify the influential participants.	

Objective 8: The Age of Exploration: church's Missionaries confront new cultures

Objective: The students will	Suggested Activities	Suggested Assessment
1. Examine the missionary action of the Church during the Age of Exploration (The Age of Exploration: The Church's Missionaries confront new cultures)	Focus on the key players in this exploration and the territories they evangelized	

Objective 9

Objective: The students will	Suggested Activities	Suggested Assessment
1. Describe how the Church responded to the Age of Enlightenment (The Age of Enlightenment)	Contrast the teachings of the Church and those resulting from the Age of Enlightenment.	

Objective 10

Objective: The students will	Suggested Activities	Suggested Assessment
1. Summarize the highlights of both Pius IX's papacy and Vatican I. (Vatican I)	Illustrate the major outcomes of the Council and Pius IX's papacy.	

Objective 11/12/13

Objective: The students will	Suggested Activities	Suggested Assessment
1. Understand the development of the Church's social teachings as found in the papal encyclicals. (Industrial Revolution-need for social justice for workers; Church and social justice teachings; Pope Pius X)	Read one of the papal encyclicals and write a report or research the development of the social teaching through several encyclicals.	

Objective 14

Objective: The students will	Suggested Activities	Suggested Assessment
1. Understand the role of the pope and the Church before, during and after the WWI and WWII. (The Church and the World Wars)	Read an article about the role of Pius XII during this period of time.	

Objective 15/16/17

Objective: The students will	Suggested Activities	Suggested Assessment
1. Review for understanding the outcomes of Vatican II Council.	List major outcomes of Vatican II.	
2. Understand the influence of the Papacies of John the XXIII; John Paul II and the current papacy of Benedict XVI. (Vatican Council II – a pastoral approach to the world; Pope John Paul II, the Church looks to the 21st century; Pope Benedict XVI)	Select one of the popes and write a brief biography noting his influence on the church and society.	

Objective 18

Objective: The Student will	Suggested Activities	Suggested Assessment
1. Analyze and summarize the Development of the Catholic Church from the colonial times to the present. (The Church in the USA)	Develop a time line highlighting major events in the life of the Church in the United States. (Select one of the centuries from 16 th to the present.)	

CURRICULUM: Option C Living as a Disciple of Jesus Christ in Society

The purpose of this course is to introduce students to the Church’s social teaching. In this course, students are to learn how Christ’s concern for others, especially the poor and needy, is present today in the Church’s social teaching and mission.

STANDARDS FOR THE COURSE:

Standard I:	God’s Plan for His People
Standard II:	Social Teaching of the Church
Standard III:	Major Themes of Catholic Social Teaching
Standard IV:	Sin and Its Social Dimensions

Standard I: God’s Plan for His People

Objective: The students will	Suggested Activities	Suggested Assessment
1. Explain how the Church is a sign and instrument of God and human kind.	Watch “Outside Da Box;” Meditation that shows God’s Love.	
2. Explain the communal aspect of humankind.	Develop and report on various Service projects.	

Standard II: Social Teaching of the Church

Objective: The students will	Suggested Activities	Suggested Assessment
1. Examine the Scriptural and historical basis of justice	Read an excerpt from a prophet and apply it to a contemporary situation	
2. Describe the types of justice	Find examples of each type of justice in the local newspaper	
3. Explore the Church’s social teaching documents.	Distribute copies of various documents for analysis.	

Standard III: Major Themes of Catholic Social Teaching

Objective: The students will	Suggested Activities	Suggested Assessment
1. Describe the 7 major Catholic Social Teaching themes (dignity of life; called to family, community and participation; rights and responsibilities; preferential option for the poor; dignity of work ; the rights of workers; solidarity; stewardship of God’s creation)	Prepare a presentation on one of the major themes of Catholic Social Teaching. Watch and discuss the video: “Communities of Salt and Light”	

Standard IV: Sin and Its Social Dimensions

Objective: The students will	Suggested Activities	Suggested Assessment
1. Describe the cycle of injustice and explain the systemic consequences of sin.	Use the Social Analysis Tool to discuss the social dimension and cycle of poverty	
2. Recognize the social dimension of the commandments and the beatitudes	Focus on the positive social consequences of living the life of the Beatitudes.	

CURRICULUM OPTION D: Responding to the Call of Jesus

The purpose of this course is to help students understand the vocation of life: how Christ calls us to live. In this course, students should learn how all vocations are similar and how they differ. The course should be structured around married life, single life, priestly life, and consecrated life. Students should learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.

STANDARDS FOR THE COURSE

Standard I: God’s Call to Each of Us

Standard II: “Serve One Another”

Standard III: Sacrament of Marriage

Standard IV: Sacrament of Holy Orders

Standard V: The Consecrated Life

Standard I: God’s Call to Each of Us

Objective: The students will	Suggested Activities	Suggested Assessment
1. Review the universal call to holiness	Reflection Activities Recall of sacred times in their lives	Journal thoughts Group sharing
2. Reflect on that call as it applies to each person in his/her chosen fields	Interviews with people who exemplify an answering God’s call Guest Speakers	Interview paper Evaluation of speaker

Standard II: Serve One Another

Objective: The students will	Suggested Activities	Suggested Assessment
1. Identify Jesus Christ as the role model of service	Reflection on the healing stories of Luke Role models in their lives	Idea Mapping on healing Faith story sharing
2. Connect their lived experience of school service to the call of discipleship	Journaling Leading prayer	Service reports Assigned to lead prayer

Standard III: Sacrament of Marriage

Objective: The Student will	Suggested Activities	Suggested Assessments
1. Identify that marriage reflects the unconditional love of the Trinity.	Marriage interviews Guest Speakers News and Magazine stories of examples	Reports on interviews Article homework
2. Recognize the connection between the commitment of faithful couples and the positive effect of that commitment on society	Married saints Statistics studies Connect with marriage prep couple	Saints reports Statistics research homework Agency research

3. Identify the skills necessary for living that commitment.	Investigate the duties involved in married life... communication, finance, Natural Family Planning etc.	Report on marriage prep items, project
4. Describe the beauty and sacramentality of the conjugal union.	Discussion on the role of sex in marriage Debates	Debate on premarital sex Paper on chastity

Standard IV: Holy Orders

Objective: The students will	Suggested Activities	Suggested Assessment
1. List the biblical foundations of the sacrament of holy orders.	Use scripture, old and new testament	Scripture review for covenant, promise and service
2. Name ways that the priesthood is an extension of Christ's ministry	Shadow a priest for a day or interview a priest	Comparison and contrast Christ's ministry and priesthood
3. Describe the difference between the episcopate, presbyterate and the diaconate	List and describe the roles and duties of the episcopate, presbyterate and diaconate	Vocabulary review

Standard V: The Consecrated Life

Objective: The student will	Suggested Activities	Suggested Assessment
Define and explain the role of the consecrated life in the church in the past, present and future	Study religious congregations of men, women, and brothers and their founders. Invite Speakers from various congregations.	Report on the saints

CORE CURRICULUM: Option E: Ecumenical and Interreligious Issues

Purpose of the course: (description)

The purpose is to help the students understand the manner in which the Catholic Church relates to non-Catholic Christians as well as to other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God’s Revelation, the course is intended to help students recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions. It is also intended to help them to recognize the ways in which other systems of belief and practice differ from the Catholic faith.

STANDARDS FOR THE COURSE

- Standard I: Revelation and the Catholic Church**
Standard II: Christian Churches and Ecclesial Communities
Apart from the Catholic Church
Standard III: The Relationship of the Catholic Church to the Jewish People
Standard IV: The Church and Other Non-Christians
Standard V: Proclamation and Dialogue

Standard I: Revelation and the Catholic Church

Objective: The students will	Suggested Activities	Suggested Assessment
1. Trace divine revelation through the history of salvation in the Old Testament and New Testament.	Outline major events	
2. Articulate the foundation of the Church as established by God, and brought to fulfillment by Christ and continued through the activity of the Holy Spirit alive in the Church	Trace the development of community (beginning with Jesus’ calling of the disciples, through the Pentecost event and the first councils.)	

Standard II: Christian Churches and Ecclesial Communities apart from the Catholic Church.

Objective: The students will	Suggested Activities	Suggested Assessment
1. Explain that the ecclesial communion consists of all baptized persons, even those of other denominations	Do an analysis of New Testament passages on baptism and entry into the Body of Christ.	
2. Articulate the different forms that Christianity has taken and what those differences are	Create a tree that reviews church history (from the fallout after the Council of Ephesus, leading to the split in 1054 and the Reformation)	
3. Describe ecumenical efforts aimed at fostering unity and restoration	Study of Grace & Salvation (Lutherans and Catholics) Council documents on non-Christian churches Study the council documents on Ecumenism	

Standard III: The Relationship of the Catholic Church to the Jewish People

Objective: The students will	Suggested Activities	Suggested Assessment
1. Understand and explain how the Jewish people hold a unique and special relationship with Christianity	Jesus' Jewishness Comparison between the Jewish festival, calendar/cycle and the Catholic liturgical calendar.	
2. Identify the differences between Judaism and Christianity.	Visit a synagogue or attend a Jewish service.	
3. Explore times when the Church has been involved in anti-Semitism and recognize the value of the present respect and dialogue	Holocaust as a culminating Council document on the Jewish people, as well as John Paul II exhortations.	

Standard IV: The Church and Other Non-Christians

Objective: The students will	Suggested Activities	Suggested Assessment
1. Recognize the commonalities and differences between Christians and Muslims, Buddhists, Hindus, Sikhs, Mormons and other faiths.	Visit a mosque, ashram, temple, B'hai house of worship. Dialogue with worshippers at those places.	

Standard V: Proclamation and Dialogue

Objective: The students will	Suggested Activities	Suggested Assessment
1. Recognize our responsibility to proclaim salvation in Christ while simultaneously recognizing that those who do not know Christ can be saved.	Review Council document on non-Christian religions.	
2. Recognize the value of inter-religious dialogue	Visit various groups and dialogue with believers at those sites.	

RESOURCES

In the Diocese of Tucson, Bishop Gerald Kicanas has recommended five publishers for religious materials and textbooks. Each of these publisher's texts have been reviewed by the USCCB Office of the Catechism and are on the listing of texts which conform to the Catechism of the Catholic Church. The five recommended publishers are:

William H. Sadlier (www.sadlier.com)

Loyola Press (www.loyolapress.com)

RCL/Benziger (www.rclbenziger.com)

Harcourt Religion Publishers (www.harcourtreligion.com)

Ignatius Press (www.ignatius.com)

The following documents speak specifically to the catechetical ministry.

The Catholic Source Book

Harcourt Religion Publishers, 2007

United States Catholic Catechism for Adults

United States Conference for Catholic Bishops, 2006

Compendium: Catechism of the Catholic Church

United States Conference of Catholic Bishops, 2006

Guiding Principles on Catechetical Presentations of Human Sexuality for Curriculum and Publication Design

United States Conference of Catholic Bishops, 2006

National Directory for Catechesis

United States Conference of Catholic Bishops, 2005

Leaders Guide to the National Directory for Catechesis

Committee on Catechesis

United States Conference of Catholic Bishops, 2005

Our Hearts are Burning Within Us

United States Catholic Conference, 1999

Catechism of the Catholic Church

United States Conference of Bishops, 1994

Guidelines for Doctrinally Sound Catechetical Materials

United States Catholic Conference, 1990

RESOURCES (continued)

Source Book on Adolescent Catechesis: Volume I

National Federation for Catholic Youth Ministry, the National Catholic Educational Association and the National Conference for Catechetical Leadership 2008.

The Mass is Never Ended: Rediscovering Our Mission To Transform the World

Gregory F. Augustine Pierce, Ave Maria Press

A Catholic Guide to the Bible

Father Oscar Lukefahr, Liguori Publications

Burial Secrets of the Bible, PBS, "NOVA"

Liturgy Planning Form - Diocese of Tucson

To help to prepare for Bishop Kicanas' visit/Mass to your parish/school, please complete this Liturgy Planning Form and return to the Office of the Bishop two weeks before the scheduled visit by e-mail to bishop@diocesetucson.org or by postal mail to Bishop's Office c/o Sister Charlotte Anne, OP. For more information, call (520) 838-2510.

EVENT: _____
DATE: _____ TIME: _____ PLACE: _____
CONTACT PERSON: _____ PHONE: _____
E-MAIL: _____

ORDER OF THE MASS:

ENTRANCE SONG: _____

PENITENTIAL RITE NO ___ YES ___ FORM _____
SPRINKLING RITE: NO ___ YES ___
GLORIA: NO _____ YES _____ SUNG: NO _____ YES _____
OPENING PRAYER: _____

LITURGY OF THE WORD

FIRST READING: _____ BY _____
RESPONSORIAL PSALM: _____ BY _____
SECOND READING: _____ (if required by the liturgy/feast); BY _____
GOSPEL ACCLAMATION: _____
NOTE: If not sung, the "alleluia" or verse before the Gospel may be omitted. (GIRM #63c)
GOSPEL: _____ Read by: _____
HOMILIST: _____

PRAYERS OF THE FAITHFUL: READ BY: _____

LITURGY OF THE EUCHARIST

PREPARATION OF THE GIFTS

SONG: _____
HOLY, HOLY, HOLY: Sung: Yes ___ No ___
MEMORIAL ACCLAMATION Sung: Yes ___ No ___
GREAT AMEN Sung: yes ___ No ___
LORD'S PRAYER: sung _____ or recited _____ chanted _____
LAMB OF GOD: sung ___ or recited _____
COMMUNION SONG: _____

SONG OF PRAISE AND THANKSGIVING: _____

CLOSING SONG: _____

MASTER OF CEREMONIES: _____

ANNOUNCEMENTS AFTER COMMUNION: YES: _____ NO _____

BY WHOM: _____

Is there a reception after the Mass? Yes _____ No _____

VESTMENTS - Color of Vestments: _____

Bishop Kicanas will bring his own vestments.

If scripture is not the readings of the day, please send/attach hard copies of the readings.

RESOURCES
SUGGESTED ACTIVITIES

The information that is included in this section consists of a power point that was presented to the staff at Notre Dame Preparatory School by Associate Principal, Preston Colao.

We extend our appreciation to him for allowing us to use this material.