



Diocese of Greensburg Curriculum
Religion Grade 12 Responding to the Call of Jesus Christ

Unit	Content	Skills
<p>God's Call for all of us</p>	<ul style="list-style-type: none"> • Universal call to holiness • Spirituality • Call of Elijah • Call of Samuel • Vocation • Stages of Faith Development • Discernment • Marriage • Consecrated Life • Single Life • Ordained Life 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between faith, religion, and spirituality. • Define and develop the concept of holiness. • Compare and contrast God's calling of Elijah and Samuel in the Old Testament to their own personal relationship with God. • Analyze the ways in which their faith changes with the development of mind and body. • Define vocation. • Explain the process of discernment. • Identify and define marriage, priesthood, single life, and consecrated life.
<p>"Serve One Another"</p>	<ul style="list-style-type: none"> • Love • Agape • Eros • Philia • Storge • Service • Ministry • Meditation • Contemplation • Baptismal call of love (agape) • Committed single life • Jesus as a model of the single life 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Classify the different expressions of love. • Recognize the application of the different expressions of love in their lives. • Define service and ministry. • Reflect on the possibility of committed single lifestyle for themselves in the future. • Reflect on a committed single people in their own life. • Understand the ways in which they can fully live out their vocation as a single person as Christ did. • Discover and model the practice of meditative and contemplative prayer as part of the discernment process.

Unit	Content	Skills
<p>Sacrament of Marriage</p>	<ul style="list-style-type: none"> • Original Solitude • Natural Law • Sacrament of Marriage • Preparation for Marriage • Rite of Matrimony • Effects of the Sacrament • Divorce • Annulment • Covenant/Sacramental • Contract/Civil 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognize that men and women are created for one another as complimentary parts. • Examine how the sacrament of marriage fits with the definition of natural law. • Define the form and matter of marriage. • Investigate the preparation process for those thinking about getting married. • Summarize the dual purpose of marriage • Explain the expressions of healthy sexual relations in marriage. • Reflect on the possibilities of marriage as a possibility for their future. • Compare and contrast marriage as a covenant and contract.
<p>Growing In Love</p>	<ul style="list-style-type: none"> • Saint John Paul II • Theology of the Body • Natural Family Planning • Chastity • Contraception • Intimacy • Dating • Friendship 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognize the significance of St. John Paul II's <i>Theology of the Body</i> as a guide for sexual morality for Catholics. • Define contraception • Differentiate between artificial contraception and natural family planning. • Understand chastity as the successful integration of sexuality within the whole person. • Reflect on their friendships and dating relationships as models of Christian love. • Define and develop the concept of intimacy in human relationships.
<p>Sacrament of Holy Orders</p>	<ul style="list-style-type: none"> • Last Supper • Apostle • Deacon-transitional and permanent • Priest • Bishop 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Define the role of the apostles in the Church. • Identify the role of the Last Supper in the historical development of the priesthood.

Unit	Content	Skills
	<ul style="list-style-type: none"> • Pope • Minister of sacraments • Celebration and effects of the sacrament 	<ul style="list-style-type: none"> • Explain the role of bishop, priest, and deacon. • Compare the lifestyle of a transitional deacon and a permanent deacon. • Reflect on the role of priesthood in their parish/diocese. • Discuss the celebration of the priesthood. • Reflect on the possibility of this lifestyle for their future.
The Consecrated Life	<ul style="list-style-type: none"> • Monastic life • Order of virgins, hermits, and widows • Apostolic religious life • Secular institutes • Evangelical counsels 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Explain the roots of religious life. • Define the evangelical counsels. • Identify common experiences of apostolic religious life. • Explain the significance of religious community to the Church. • Reflect on the possibility of this lifestyle for themselves in their future.
Challenges	<ul style="list-style-type: none"> • Information already presented in the course <ul style="list-style-type: none"> ○ Four challenge questions: <ul style="list-style-type: none"> ▪ 1. Isn't having the right vocation, job, or career essential for a person's happiness? ▪ 2. Isn't the real measure of success in life the degree of one's financial security and material comfort? ▪ 3. Isn't a failed marriage just a part of life ▪ 4. Don't men and women who promise celibacy or lifelong chastity live lonely, unhappy lives? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Synthesize the information already learned in order to answer one of the four "challenge" questions presented by the USCCB curriculum

